

Teachers' Emotion towards Social Problem-Solving Skills of El Salvador City Division

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ABSTRACT: In today's dynamic educational environment, teachers' emotional states and their ability to solve problems effectively are crucial to ensuring quality instruction and student success. This study examined the emotions and social problem-solving skills of public elementary and secondary school teachers in the El Salvador City Division during the School Year 2023–2024. It aimed to determine the respondents' demographic characteristics, assess the levels of emotions and social problem-solving skills, examine the effect of emotions on problem-solving skills, and test the significant relationships among emotions, problem-solving skills, and demographic factors. A total of two hundred teachers were selected as respondents using Slovin's Formula to determine the appropriate sample size from the population, ensuring reliable representation while maintaining research efficiency. The study employed a descriptive-correlational design, using a patterned and modified questionnaire, with data analyzed through mean, standard deviation, t-test, and the Pearson's Product Moment Correlation Coefficient. The study revealed that most respondents were female, aged 30–39, married, held the position of Teacher I, had 5–10 years of teaching experience, and possessed a bachelor's degree with earned Master's units, with active participation in division-level trainings. Pride recorded the highest emotional mean, while anxiety was the lowest. In terms of problem-solving skills, problem orientation ranked highest, while avoidance style ranked lowest. In conclusion, age, teaching experience, and training participation significantly influenced both emotional dispositions and problem-solving skills. A significant relationship was found between teachers' emotions, particularly pride, anger, anxiety, and frustration, and their social problem-solving skills. The study recommended the implementation of personalized professional development programs to enhance teachers' emotional competence and problem-solving abilities.

KEYWORDS: Teachers' Emotions, Social Problem-Solving Skills

I. INTRODUCTION

Educators in the contemporary era encounter many challenges and apprehensions within their field of work. Insufficient resources, encompassing inadequate instructional aids, outdated textbooks, and limited technological accessibility, can pose a substantial challenge, and may impact their capacity to interact with learners and deliver high-quality education effectively. Another potential factor is the increasing workload and administrative responsibilities that detract from the crucial time needed by teaching staff for planning their classes. One additional issue pertains to the growing workload and administrative obligations, resulting in a need for more essential time for educators to schedule lessons. The potential consequence of this situation is the manifestation of stress and burnout among teachers, which can impede their ability to engage in effective problem-solving.

The problem-solving abilities of teachers within the El Salvador City Division may encounter a notable challenge stemming from their emotional responses to specific challenges. Teachers struggle with problem-solving skills, particularly in the assistance and training they need to deal with classroom issues. Teachers may lack the necessary education and resources to address classroom issues, such as adapting to new instructional approaches, managing disruptive behaviors, meeting special student needs, and coping with limited resources. This lack of problem-solving abilities may affect a teacher's ability to create creative solutions and improve the quality of instruction. This study aimed to determine the respondent's characteristics, find the level of teacher's emotion, examine the level of social problem-solving skills of teachers, determine the effect of teacher's emotions on social problem-solving skills, and test the significant relationship between teachers' emotions, social problem-solving skills, and each of their characteristics.

Additionally, teachers' skills in problem-solving are significantly impacted by their feelings and attitudes regarding their profession. Teachers' problem-solving abilities are significantly affected by their feelings and attitudes toward their work. Teaching is a

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demanding profession that frequently entails long hours, high levels of stress, and few resources. Teachers are more likely to approach challenges positively and proactively when emotionally involved and happy with their profession. Conversely, teachers' potential to solve problems and develop creative solutions may be hindered if they feel burned out, depressed, or frustrated. As posited by Reis et al. (2021), emotions have a significant impact on the teaching-learning process and have the potential to influence cognitive development. Positive emotions can enhance problem-solving, memory, and decision-making skills. Negative emotions, on the other hand, such as boredom, impede the capacity to comprehend information at a deeper level and inhibit effective learning. It is essential to cultivate an environment that promotes positive emotions to improve cognitive performance and promote effective learning. Incorporating activities that promote positive emotions, such as mindfulness exercises or physical activity breaks, can also enhance well-being and reduce tension levels.

Mandal (2020) states that overcoming problems is one of the most vital life skills. Occasionally, issues arise at home, in the classroom, and the workplace. There is a solution to every problem. Problem-solving skills can be taught and practiced in the same manner as emotion management. By cultivating problem-solving abilities, individuals can become more resilient and better equipped to face challenges in various aspects of life. These skills are particularly essential in the workplace, where they can contribute to increased productivity and innovation. Since human behavior is the primary cause of most problems, solutions are easy to find. Depending on one's approach, one may be unable to discover a solution to the problem. Problem-solving enables us to manage issues constructively. Those who can perceive and control their emotions can find better solutions to life's challenges. Moreover, problem-solving skills can be honed through practice and experience. Individuals can increase their ability to find practical solutions by learning to recognize and analyze problems.

II. METHODOLOGY

A descriptive correlational method of research is used in this study. The main goal is to determine the relationship between the independent variable – teachers' emotion – and the dependent variable – teachers' social problem-solving skills. The effectiveness of this research approach in achieving the study's objectives, particularly in determining the association between teachers' emotions and social problem-solving abilities in El Salvador City Division.

Data was gathered quantitatively by distributing a survey questionnaire, which can give facts, evidence, or information expressed in numerical form. One benefit of using a questionnaire over a face-to-face conversation is that it makes getting in touch with many more people more accessible. It was more straightforward for the researcher to gather data since the respondents were the chosen teachers from the El Salvador City Division's elementary and secondary public schools. The questionnaire allowed for more efficient and organized data collection, ensuring all necessary information was obtained from each participant. Additionally, surveys helped maintain anonymity and encouraged honest responses from the participants.

The data was collected, tabulated, and analyzed using different statistical treatments:

For Problem 1, 2, and 3 the researcher employed descriptive statistics such as frequency, percentage, mean and standard deviation. On the other hand, for Problem 4, T-test was utilized to determine the significant effect of teachers' emotions on their impact on social problem-solving skills. Finally, Problem 5 utilized Pearson's Product Moment Correlation to determine the significant relationship between the level of teacher's emotions and their social problem-solving skills and each of their characteristics.

III. RESULTS AND DISCUSSION

Problem 1. What are the respondent's characteristics in terms of age, sex, civil status, teaching experience, position, highest educational attainment, trainings/seminars attended on social problem-solving skills, and attitude towards social problem-solving skills?

Table 1 shows the distribution of respondents according to age. The results indicate that the highest frequency of 84 (42%), falls between the age range of 30 to 39. This means that most of the teaching professionals included in the research are within this age group, which is indicative of having reached a certain level of career maturity that is likely to include extensive years of teaching and occupational stability. This implies that teachers aged between 30 and 39 are likely to be firmly entrenched in their careers and have advanced working competencies and commitment to the teaching profession. This group has the potential to impact classroom situations because people at this age often have a unique blend of vibrancy and professional experience, thus making them effective in teaching and engaging students. As perceived, the age cohort to oversee teaching is expected to have contemporary techniques, experience as a subject matter specialist, modern teaching, embodiment of emerging leadership traits, and, most importantly, the presence of the youth. Their standpoint makes them balance the old and new easily. Ingersoll et al. (2021) supported that teachers in their 30s tend to walk the line between vigor and experience, which is critical for effective teaching. They tend to be more favorable to new technologies and teaching methods which have the potential to enhance student

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participation and learning outcomes. Furthermore, their scope of work tends to lower turnover rates, which is an asset for schools as they maintain continuity and strengthen enduring relationships with the children and the community.

Table 1: Distribution of the Respondents' Age

Category	Frequency	Percentage
60 years old and above	2	1.00
50 - 59 years old	32	16.00
40 - 49 years old	42	21.00
30 - 39 years old	84	42.00
29 years old & below	40	20.00
Total	200	100.00

On the other hand, the lowest frequency of 2 (1%) was within the 60 – 65 age range. This means that educators in this age group either choose to work well past retirement or are in the process of leaving the teaching profession. This implies that educators in this age group bring much value in terms of experience and institutional knowledge. The limited number of older teachers can impact on the richness of pedagogical frameworks, particularly when dealing with mentorships and conservatism in instructional delivery. As noted, the depth of their professional background equips them to deal with complex classroom social dynamics, mentorship roles with novice instructors, and, perhaps most importantly, an understanding of historical shifts in the policies on education and instructional practices. These remain important in professional practice and to ensure high standards within educational organizations. The noted drop because of retirement highlights the need for anticipatory management of emerging gaps that will be experienced, and highlights the direct, controlled movement of critical information through clearly defined functions to maintain education standards. Pranoto et al. (2021) noted that veteran teachers excel at instruction, classroom management, and addressing social issues because of their practical problem-solving skills. These teachers also function as guiding figures when dealing with social problems through caring and compassionate ways, supporting their students with strong, socially complex issues.

Table 2. Distribution of the Respondents' Sex

Category	Frequency	Percentage
Male	29	14.50
Female	171	85.50
Total	200	100.00

Table 2 shows the respondents' demographic characteristics in terms of sex. The results reveal the highest frequency of 171 (85.5%) is female. This means that the teaching workforce in this case study has a notable representation of women. This implies, in this context, that teaching is a profession undertaken mainly by females. The marked presence of female teachers may impact policy formulation and professional advancement, stressing the need for gender-responsive policies that acknowledge that women as educators have boundary conditions in several middle management positions, leading to educational inequality. It is common knowledge that the presence of women in academic institutions creates nurturing, empathetic, and collaborative working and learning atmospheres, which are critical in achieving students' emotional and intellectual development. This interconnectedness is vital in providing a comprehensive educational framework that embraces and responds to the diversity of all learners. As Al-Barakat et al. (2022) acknowledged, it is remarkable how this has been the case for so many years, proving the dedication of women in education and their passion as primary school teachers. Women have made a profound impact in education as they bear the mental and moral training of children who will be future citizens of the world from the earliest stages. The different perspectives and rich experiences they bring to class significantly add to the inclusivity and value of the learning ecosystem. These contributions demonstrate the female educators' impact within the Department of Education and the enduring changes that reverberate in the education system.

On the other hand, the lowest frequency of 29 (14.5%) is male. This means a smaller percentage of men partake in the teaching profession. This implies that the limited number of male teachers may disproportionately affect the role model diversity provided for learners, especially male learners who can benefit significantly from having male role models. Evidently, the males and females teaching in a school exhibit imbalance in their representation, which reflects some cultural stereotypes that need to be cured by other educators of different genders, races, and roles. Male teachers bring ideas and guidance that are regarded as necessary by

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male students, contributing to the acceptance and positive attitude towards schooling. Furthermore, greater balance improves the functioning of groups and decision-making, beyond those areas that instruction has sought to achieve. Understanding this issue is essential for creating an educational system with teachers who represent the actual demographics of the students and improve the academic climate. Smith et al. (2020) point out that there is a need for gender equity in the caregiving profession. Ensuring there is balance motivates children and helps erase preconceived ideas about men and women, thus raising the standards of childcare and education provided. Allowing men into teaching can ease educational anxieties and enable them to prove their supposed powerless worth and kindness, and that they do not fit the claims made against them. Kids from single-mother families take advantage of the guidance provided by male teachers who teach them boundaries, life skills, and the art of masculine play.

Table 3. Distribution of the Respondents' Civil Status

Category	Frequency	Percentage
Single	35	17.50
Married	152	76.00
Separated/Annulled	5	2.50
Widowed	5	2.50
Solo Parent	3	1.50
Total	200	100.00

Table 3 shows the respondents' demographic characteristics in terms of civil status, revealing that the highest frequency of 152 (76%) are married. This means that most of the respondents in this study probably have domestic duties, which may affect their work-life balance, time and task management, and participation in teaching-related activities beyond class hours. This implies that the married respondents most likely bring family perspectives to their teaching practices, increasing their empathy and understanding concerning learners and parents. The high number of married teachers may also influence the work culture because phenomena like shared experience among colleagues, which applies as social scaffolding, strengthening the working relations in the school and the collaboration within the school community. This highlights the critical lack of emotional support and personal stability in their life, which may resolve social problems among learners. A spouse or partner is essential in the teacher's total emotional well-being, which enhances the ability to face social issues in education. Married teachers, especially those with children, tend to have better self-efficacy in student engagement. Erden et al. (2023) notes that unmarried counterparts do not engage students as unmarried peers in mid-life do. Married female teachers are more nurturing, leading to greater student engagement.

In addition, promoting a favorable school climate that attends to the well-being of the teachers and offers appropriate emotional support structures can improve the teaching and learning experience. Because teachers significantly impact the social and emotional growth of their learners, attending to their well-being is vital (Lester et al., 2020).

On the other hand, the lowest frequency of 4 (2%) is a solo parent. This means that solo parents represent the least numerous teacher-respondents in the study, implying that their distinctive difficulties and insights are possibly absent from the broader demographic. This implies that solo parents may have specific challenges balancing work and personal life, as they single-handedly shoulder most domestic and professional responsibilities. Their small representation highlights the need for sophisticated support mechanisms or flexible frameworks to improve these teachers' ability to balance work and family. Teachers in these circumstances have unique experiences and perceptions that set them apart as strong voices. Addressing the divorced parents' emotional condition about the children's social problem-solving competencies might help devise some practical solutions for many educators and learners who find themselves in the same context. Ebor et al. (2020) stressed the need to address the emotional well-being of solo parent educators concerning educational support services designed for them. Having the right resources and strategies to support the social problem-solving skills of their students will lead to improved emotional well-being for solo-parent educators.

Table 4. Distribution of the Respondents' Teaching Experience

Category	Frequency	Percentage
30 years and above	4	2.00
20 - 29 years	22	11.00
11 - 19 years	39	19.50
5 - 10 years	91	45.50
4 years and below	44	22.00
Total	200	100.00

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Table 4 shows the respondents' demographic characteristics in terms of teaching experience. Findings indicate that the highest frequency of 91 (45.50%) corresponds to those who have been teaching for 5 to 10 years. This means that many teacher-respondents are at the middle stage of their careers and most likely have a well-formed skill set in managing the classroom, designing the curriculum, and motivating learners. This implies that these practitioners are at quite a progressive phase in their careers, optimizing teaching strategies and stepping into more advanced functions or leadership positions. The potential impact of this experience on the school climate is positive, as such teachers are very motivated and willing to help, mentor, and guide new teachers and young professionals, while actively implementing emerging changes and innovations in teaching and learning. In many cases, professional teachers at this level are understood to manage shiftable teaching by the students' diversity, making the classroom more active and alive. They know how to navigate with social resources and properly facilitate students' social problems. They create learning environments that are caring and supportive and do not make the learners feel that they are being silenced about their views and ideas. With extensive experience, they can offer new suggestions and respond to criticism, improving their performance. According to Ene et al. (2022), students instructed by experienced teachers tend to do better academically and possess advanced social problem-solving skills that are beneficial outside the classroom.

On the other hand, the lowest frequency of 4 (2%) represents those who have been teaching for 30 years or more. This means that only a handful of teachers have claimed to gain much more sophisticated experience, and are likely to possess valuable institutional history, lasting insights regarding education, and sophisticated insights into teaching. This implies that such experienced teachers are mentors and active facilitators of traditions and other standardized ways of doing things. As noted, teachers who have taught for long periods can motivate and mentor their peers to refine the methods and techniques used in their classrooms and increase student achievements through sharing methods, practices, and winning approaches. In the early phases of their teaching career, instructors can significantly benefit from mentorship with veteran teachers who have much greater experience than they do, even if those young teachers possess a lot of enthusiasm and energy but no practical experience. Pranoto et al. (2021) highlight that veteran teachers enhance overall teaching effectiveness and positively impact their colleagues through effective best practice teaching and mentoring. Increased professional collaboration at the school level strengthens the school's capacity to raise the standards of education offered. The availability of well-qualified and experienced teachers directly impacts student performance because such teachers are a source of stability and a resourceful academic community that is beneficial to the entire school.

In the research done by Booth et al. (2021), it has been confirmed that the point in time after spending 30 years in teaching is the last stage in the teaching career. At this level, teachers have mastered the art of discipline management, bringing back the attention of suspended learners, and utilizing rich experience to aid learners in social problem solving on a guru's level. Such teachers can create a positive and emotionally safe atmosphere that promotes learning and personal development. Good communicative skills foster collaboration with other teachers, parents, and learners and enhance the overall effectiveness of the educational process.

Table 5. Distribution of the Respondents' Position

Category	Frequency	Percentage
MT – II	2	1.00
MT – I	10	5.00
Teacher III	26	13.00
Teacher II	26	13.00
Teacher I	136	68.00
Total	200	100.00

Table 5 shows the respondents' demographic characteristics in terms of position. Results show that the highest frequency of 136 (68%) holds a Teacher I position. This means that most teachers participating in the study are at the initial level of the teaching hierarchy, which mainly focuses on managing the classroom, teaching the lesson, and attending to students. This implies that many teachers are in the initial stages of professional development, which involves acquiring basic teaching skills and developing work-related competencies. That demographic trend indicates the need for greater professional development and formal mentoring programs that aid skill and career development. The concentration of Teacher I personnel in many schools, as noted, may impact on the institution's culture because these teachers bring a lot of energy and new ideas, but also often suffer from inexperience and, therefore, need leadership from more advanced professionals. Teachers and educators routinely participate in meetings, seminars, and other cooperative activities designed to refine their instructional practices and improve students'

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performance. Old teachers know how to use the many different teaching methods that can be used in a lesson, in a classroom, and for various grade levels. Nzairirwehi et al. (2020) noted that trained teachers outperformed untrained teachers in terms of the academic performance of their students.

On the other hand, the lowest frequency of 2 (1%) holds a Master Teacher II position. This means that a few educators with exceptional skills and years of experience have acquired advanced designations generally associated with leadership and mentorships alongside specific teaching capabilities. This implies that such a limited scope means that the school or department may have had restrictive access to the services offered by Master Teacher II educators, especially in guiding junior colleagues towards advanced pedagogy and instructional level teaching, as well as master II pedagogy mentoring. As understood, the title Master Teacher II is regarded as an essential professional milestone, and the award denotes mastery, unparalleled commitment, and enduring tenure in teaching. Students stand to gain a lot from educators in this position within the social problem-solving skills instruction framework. The unique contributions to active supervision and the accumulated years of teaching help these seasoned educators craft supportive and non-threatening classroom communities where students are willing to share their views and interact constructively with their peers. Learners who need specialized teaching strategies for collaboration, critical thinking, and conflict resolution can be taught by Master Teacher II specialists. Modeling and role play are among the methods that can significantly improve learners' abilities to deal with interpersonal conflicts and social issues (Gonzales, 2021).

Furthermore, Master Teacher II educators have thoroughly integrated the domains of child development and social-emotional development, allowing them to customize instruction for every learner. They apply their experience to create programs that foster effective self-managed problem solving, social consciousness, and relationship development. These strategies enable learners to manage intricate social problems and mature into compassionate and responsible citizens who positively support society. Their leadership within the school community serves as a model of best practices concerning inclusively and responsively teaching. Thus, they greatly assist in creating a positive learning environment that fosters students' personal and academic development (Simpson, 2023).

Table 6. Distribution of the Respondents' Highest Educational Attainment

Category	Frequency	Percentage
Doctorate Degree	6	3.00
Master's Degree with PhD Units	9	4.50
Master's Degree	15	7.50
Bachelor's Degree with MA Units	104	52.00
Bachelor's Degree	66	33.00
Total	200	100.00

Table 6 shows the respondents' demographic characteristics in terms of their highest educational attainment. Results reveal that the highest frequency, 110 (55%), are bachelor's degree holders with MA Units. This means that many members of the teaching population are enrolled in graduate studies, indicating they are committed to enhancing their skills. This implies that these teachers are trying to learn new concepts and will probably apply contemporary strategies and ideas. As seen, teachers' pursuit of MA units demonstrates a drive to deepen expertise and seek career advancement. This educational level can enhance instructional quality, as teachers with graduate training bring refined methodologies and new ideas. Training through formal education is usually compulsory for higher position levels and is rewarded with points by the promotion system based on Training, Research, Postgraduate, and other relevant disciplines. Consequently, higher education becomes an expectation for those in these positions. Those in these roles are usually best trained in the sharpest changes in the popular understanding of contemporary education, teaching style, curriculum development, and instructional leadership. The DepEd encourages and endorses active, continued professional registration, which does not permit programs. They maintain an exceptional position within the educational system, and their zeal is fueled by precise criteria for when and how certificates and degrees are obtained. They restructure contemporary frameworks alongside the applicable requirements for students on shifting conceptual paradigms of educational learning (Abellana et al., 2020).

On the other hand, the lowest frequency of 6 (3%) are doctorate degree holders. This means that an insignificant percentage of teachers are undertaking doctoral studies, perhaps because of the substantial time, commitment, and resources required. This implies that only a few teachers within the institution have sophisticated research abilities and specialized knowledge that doctoral studies provide. This may limit the institution's access to impact educational research and leadership innovatory curricula. The lack of educators with doctoral qualifications might also limit mentorship, since there are so few scholars to instruct their

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colleagues on research-based teaching, educational leadership, and other pedagogical skills. The problem-solving skills taught, advanced courses, instruction, and research-based teaching by the institution's faculty are all hampered by the lack of faculty holding doctoral credentials. Constraints on providing master's degree programs in the Philippines for low-income and rural teachers pose a challenge. Resources are limited for many educators striving to earn a master's degree. The admitted students lack sufficient funds to pay tuition and other fees, which constitute a significant obstacle to pursuing postgraduate qualifications (Egeonu et al., 2020).

Table 7. Distribution of the Respondents' Trainings/Seminars Attended on Social Problem-Solving Skills

Category	Frequency	Percentage
International	8	2.50
National	46	14.40
Regional	86	26.90
Division	106	33.10
District/School	74	23.10

Table 7 presents the distribution of respondents' trainings and seminars attended on social problem-solving skills; it is essential to note that the table does not include a total for frequency or percentage. Respondents may have partaken in both international and national training sessions or seminars. The data indicates multiple responses from one person, creating overlap within categories. The lack of a total is to prevent misinterpretation of the data. It would be incorrect in this case to say that each respondent and their answers represent a single answer that cannot be added together. The chart best illustrates the scope and breadth of professional development activities offered to respondents about the regions they worked in—international, national, regional, division, and district/school. Thus, the percentage based on the sum of replies within each category is divided by the number of those who replied across categories, not the actual respondents.

Incorporating these numbers assists in better depicting the extent to which the respondents are without a limit on the total sum of answers of all categories. The data demonstrates that the respondents attending training and seminars are plentiful, including several answers per category. This approach captures the idea that educators participate in a wide range of uncontrolled professional development activities to sharpen their skills and advance their knowledge.

Results indicate that the highest frequency of 106 (33.10%) pertains to attendance at division-level training and seminars. This means that most teachers have attended professional development activities within their divisions, which most likely focus on regional educational priorities and benchmarks. This implies that teachers are current with the advancement or changes in their division's policies and are coping with the expectations set. As noted, engagement in these lower-level activities seems to improve the quality of instruction and cultivate a collective sense of professionalism as teachers exchange information and work together towards developing and implementing best practices. In addition, it emphasizes commitment to the community, lowers the hierarchy pathways for local professional development, and focuses on students' educational achievement and effective teaching. Division-level training and workshops primarily focus on improving emotional and social problem-solving skills. As Van Hai (2023) notes, division-level training is important for teachers regarding students' social relationships, interactions, and problems. This training enhances teachers' ability to respond to social and emotional issues with students, promoting empathy and understanding towards the learners' complete development.

On the other hand, the lowest frequency of 8 (2.50%), has attended an international level related training or seminar. This means that a few teachers have learned new global educational trends, practices, and perspectives through overseas training programs. This implies that teachers without international exposure depend on regional training programs, while those with international experience tend to offer deeper insights and advanced practices. However, the limited representation in this area emphasizes the need for more accessible international opportunities, as more exposure to varying standards and techniques would improve their teaching and broaden their perspectives. Teachers who take part in international seminars have their cross-cultural collaborative emotion regulation and social problem-solving abilities enhanced. This is achieved through the participation of teachers in international conferences, workshops, teaching exchanges, and other collaborative forums where various teaching strategies, cultural perspectives, and social-emotional and problem-solving methods are shared. Such participation changes teachers' perception of the skills enhancing their teaching methods and the skills that will be novel to the field. Global coexistence exposes teachers to the possibility of engaging in meaningful professional and roundtable discussions where sharing and teaching of best practices and exemplary works from different nations occur, enhancing their knowledge and skills. This may aid instructors in

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comprehending some of the cultural nuances relating to the global methods of teaching emotional regulation and problem-solving (Nasir et al., 2023).

Table 8. Distribution of the Respondents' Attitude Towards Social Problem-Solving Skills

Indicators	Mean	SD	Description
As a teacher,			
I often come up with new and useful ways to solve problems.	3.41	0.52	Strongly Agree
I can collaborate with others to address most problems.	3.53	0.53	Strongly Agree
I often face problems that are too big for me to handle by myself.	3.13	0.50	Agree
I work with others to make decisions, and then I accept them.	3.52	0.53	Strongly Agree
I always believe that the plans I make to solve a problem will work.	3.34	0.52	Strongly Agree
I think I can solve most problems that come up when working with other people when I put in time and effort.	3.47	0.53	Strongly Agree
I am confident that I can handle any problems that may arise when working with others in new situations.	3.36	0.52	Strongly Agree
I am confident in my ability to work with others to solve difficult problems.	3.37	0.52	Strongly Agree
I am unsure if I can handle a problem on my own.	2.70	0.47	Agree
I talk to other people to try to figure out what the problem is when I don't know what it is.	3.34	0.52	Strongly Agree
Overall	3.32	0.52	Strongly Agree
Legend: 3.26-4.00 Strongly Agree/Very Positive 1.76-2.50 Agree/Positive 2.51-3.25 Disagree/Negative 1.00-1.75 Strongly Disagree/Very Negative			

Table 8 shows the distribution of the respondents' attitude towards social problem-solving skills. It revealed an overall mean of 3.32 (SD=0.52), described as Strongly Agree and interpreted as Very Positive. This means that most respondents appreciate social problem-solving skills as they aid in dealing with interpersonal relationships and interactions within the classroom. This implies that teachers with a strong social problem-solving attitude tend to exhibit greater initiative to respond constructively by solving problems, promoting greater student collaboration, and aiding in developing student problem-solving skills. Such favorable attitudes tend to support the development of adaptive resilience in educational settings, which aids teachers and learners in interacting socially and resolving conflicts effectively. This attitude is linked to a heightened capacity to contribute to collaborative problem-solving, encouraging efficient and constructive approaches to social problems. Community problems perceived as complex require a high level of motivation, and a positive attitude towards resolving such problems may facilitate a greater level of effectiveness. When adults model a positive and polite approach to failures, it motivates learners to take initiative and socialize, thus transmitting positive attitudes towards problem-solving to subsequent generations (Mršnik et al., 2023).

The indicator As a teacher, I can collaborate with others to address most problems, obtaining the highest mean value of 3.53 (SD=0.53), which is described as Strongly Agree and interpreted as Very Positive. This means that teachers highly regard problem-solving through collaboration and are willing to work with colleagues to overcome challenges. This implies a positive spirit of teamwork and cooperation across the school, and teachers are willing to use each other's knowledge and approaches to address issues. As noted, a collaborative approach improves the teachers' ability to manage difficulties and improves the overall school community and culture, which is advantageous for the teachers and students. Teachers' positive perception of collaboration indicates that they appreciate the benefits of collective effort in addressing issues and challenges that arise. This shared responsibility promotes collaborative problem-solving, which is crucial in education settings, and may enhance general performance by addressing intricate problems more strategically. Zhou et al. (2024) provide evidence that educators improve in a community where common goals are established, practices are exchanged, and responsibility for results is shared. Studies affirm that collaborative problem-solving is one of the essential skills that improve individual and group outcomes.

The indicator As a teacher, I am unsure if I can handle a problem on my own got the lowest mean rating of 2.70 (SD=0.47), which is described as Agree and interpreted as Positive. This means that even if most teachers have confidence in their problem-solving skills, some do feel self-doubt from time to time when resolving problems on their own. This implies that some teachers may prefer collaborative approaches to problem-solving or assistance when they encounter barriers, which indicates a commendable dependence on shared group action and multi-faceted guidance. This indicator's more positive, albeit lower rating, focuses on personal attention, indicating an area that could strengthen confidence in independent problem-solving, which may elevate

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teachers' troubling resilience and self-sufficiency regarding classroom control and situational management. As noted, teachers struggling with problem analysis and solution formulation demonstrate resilience, critical thinking, resourcefulness, and strong problem-solving skills that enhance their personal and professional lives. While collaboration will almost always be integrally respected, the ability to manage problems independently strengthens self-reliance and creates an imaginatively driven learning environment. Such teachers promote creativity and build confidence in learners while encouraging the retention of these attributes to aid and fortify academic pursuits. These traits enable educators to assist learners to cultivate confidence and independence for challenging circumstances in the future autonomously (Wang, 2021).

Problem 2. What is the teacher's level of emotion in terms of enjoyment, pride, anger, anxiety, and frustration?

Table 9. Distribution of the Respondents' Level of Emotion in terms of Enjoyment

Indicators	Mean	SD	Description
<i>As a teacher,</i>			
I enjoy the sense of accomplishment that comes from making a difference in learner's lives	3.73	0.55	At all Times
I love being able to be creative when planning lessons and activities.	3.57	0.53	At all Times
I take pleasure in helping learners learn and grow.	3.70	0.54	At all Times
I enjoy making the classroom a happy and welcoming place for everyone.	3.69	0.54	At all Times
I get pleasure from seeing my learner's progress and successes.	3.76	0.55	At all Times
I love seeing how excited my learners are about the subject.	3.73	0.55	At all Times
I enjoy talking about and exchanging thoughts with my learners.	3.72	0.55	At all Times
I value time and when I see a student have an "aha" moment.	3.68	0.54	At all Times
I relish the opportunity to inspire and motivate my learners.	3.70	0.54	At all Times
I take pleasure in seeing my learners' critical thought skills grow.	3.69	0.54	At all Times
Overall	3.69	0.54	At all Times

Legend: 3.26-4.00 At All Times/Very High 1.76-2.50 Sometimes/Low
 2.51-3.25 Most of the Time/High 1.00-1.75 Never/Very Low

Table 9 displays the teacher-respondents' level of emotion in terms of enjoyment. It obtained an overall mean of 3.69 (SD=0.54), described as At All Times and interpreted as Very High. This means that teachers enjoy their work immensely, representing a deep satisfaction and passion for teaching. This implies that such richly positive feelings likely enhance engagement and effectiveness in the classroom and, since enjoyment is known to foster creativity, it certainly improves lesson planning, relationships with learners, and overall, the learning environment. Enjoyment certainly contributes to a culture of positivity within the school, which for teachers means greater achievement and possibly lower stress, leading to further commitment to their profession. Teachers described their experiences as engaging and rewarding. Elevated happiness levels may improve these and other aspects of the teacher's work regarding interaction with the learners and class preparation. A favorable emotional climate among the teachers achieves a more effective, efficient, and dynamic learning atmosphere and student outcomes (De Stasio et al., 2020).

The indicator As a teacher, I get pleasure from seeing my learners' progress and successes obtained the highest mean rating of 3.76 (SD=0.55), described as At All Times and interpreted as Very High. This means that teachers derive profound satisfaction from their learners' achievements, which marks an essential emotional investment in student progress. This indicates that teachers' motivational factors hinge on the factor's observable from their learners' developmental growth, which motivates them to devote themselves to teaching and, even more, create conducive learning environments. As noted, teachers committed to their learners emotionally and started to derive satisfaction from each milestone their learners achieved. This achievement with student failure demonstrates a strong and constructive culture of teaching that fosters their passion and endurance. It builds a culture where learners and teachers can flourish, which speaks about the profession's impact. Russo et al. (2020) highlighted the relationship between teacher satisfaction and student satisfaction, suggesting that focus and motivation impact students' achievements. Motivation encourages the use of dynamic strategies that actively engage the learners. Allowing the students to participate in the learning process will increase student performance and achievement.

The indicator As a teacher, I love being able to be creative when planning lessons and activities received the lowest mean rating of 3.57 (SD=0.53), however, it was still described as At All Times and interpreted as Very High. Despite being rated the lowest among the indicators, the consistently high scores implies that teachers still highly value creative freedom in lesson planning as

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an essential aspect of their professional fulfillment. This further implies that the elevated rating underscores the significant role of creative autonomy in sustaining teacher motivation and professional enthusiasm. As noted, creativity enables teachers to construct treatment plans that capture and accommodate different learners' needs, making lessons more valuable and relevant. This method fosters student understanding of intricate concepts by promoting complex idea simplification, critical thinking, and sustaining interest through active participation in learning. In Plucker's (2022) view, creativity in lesson planning transforms education by making it imaginative and meaningful through the thoughtful application of educational concepts in real life. Such tactics help learners develop curiosity and sharpen their analytical skills, contributing to increased engagement and improved retention of information and understanding of the content.

Table 10. Distribution of the Respondents' Level of Emotion in terms of Pride

Indicators	Mean	SD	Description
As a teacher,			
I feel delighted when my learners show that they know a lot about a subject.	3.74	0.55	At All Times
I am proud of how positively my lessons have affected the lives of my learners.	3.68	0.54	At All Times
I am happy to see my learners do well in school.	3.81	0.55	At All Times
I am pleased when I make the classroom a safe and encouraging place for everyone.	3.78	0.55	At All Times
I am proud of my learners when I see them improving and growing.	3.82	0.55	At All Times
I consider myself honored to be a guide and role model for my learners.	3.72	0.55	At All Times
I feel impressed by my learners when they use what they learn in real life.	3.81	0.55	At All Times
I am glad for the compliments and gratitude from the kids and their parents.	3.76	0.55	At All Times
I am pleased to see my learners grow to love learning.	3.78	0.55	At All Times
I am satisfied with the contribution I make to the community and the profession of education.	3.74	0.55	At All Times
Overall	3.76	0.55	At All Times
<i>Legend:</i> 3.26-4.00 At All Times/Very High 1.76-2.50 Sometimes/Low			
2.51-3.25 Most of the Time/High 1.00-1.75 Never/Very Low			

Table 10 shows the teacher-respondents' level of emotion in terms of pride. The data showed a mean value of 3.76 (SD=0.55), described as At All Times and interpreted as Very High. This means that teachers have a deep, pervasive sense of pride in their positions, possibly arising from their professional commitment and meaningful engagements with the learners. This implies that such high levels of pride, including self-satisfaction and professional esteem teachers experience, deepen commitment and perseverance. This self-affirmation is likely essential within an encouraging and robust teaching environment because it enables valuing and satisfying the educators' efforts toward the students and the school. As noted, teachers' sense of accomplishment in their jobs significantly contributes to participation and improvement in students' academic achievement. When educators feel their role offers value, they display joy and passion in their teaching, motivating young learners to perform remarkably well. Teachers derive gratification from their ability to help learners understand the concepts they teach. Moreover, it is argued that satisfaction with one's achievement will lead educators to go beyond the basic responsibilities for the learners, providing vital support and guidance when needed. Such a commitment could improve the learners' educational outcomes and other achievements within their supervision (Woodis, 2020).

The indicator As a teacher, I am proud of my learners when I see them improving and growing obtained the highest mean rating of 3.82 (SD=0.55), described as At All Times and interpreted as Very High. This means that educators take a deep sense of pride and pleasure from tracking their learners' progress, underscoring the emotional benefits of their learners' achievements. This indicates that pride is a strong incentive for teachers, helping to ensure that learners receive the support needed for their development, strengthening their commitment to effective teaching. Such practices cultivate a favorable classroom learning climate, enhancing the teachers' satisfaction and resilience. As noted, students motivate teachers by accomplishing tasks because looking at their improvement is one of the most enjoyable aspects of this profession. This commitment sustains the educational environment by improving the institution's climate and propelling students toward realizing their fullest potential. The emotional connection enhances an educator's commitment and resolves towards the occupation, stressing the deeply rooted rewards that

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go beyond performative milestones. A teacher's satisfaction over the students' success reinforces their evaluation of the methodologies employed and the level of engagement towards the learning process structured within them (Pawłowska, 2020). The indicator As a teacher, I am proud of how positively my lessons have affected the lives of my learners obtained the lowest mean rating of 3.68 (SD=0.54), described as At All Times and interpreted as Very High. Despite it is the lowest amongst the indicators, teachers feel a strong sense of pride in the positive impact their lessons have on the lives of the learners, marking this outcome as one of the complete professional achievements teachers gain. This means that even the least possible influence on learners' lives is essential to them because these lives give purpose and motivation. This implies that consistently high pride rating reflects in teachers' readiness to be meaningfully instructed and to intend to make long-term, worthwhile changes to their pupils' lives. This is an unwilling reiteration of a strong bond between the students and their well-being and success. As is noticeable, the high pride rating in teachers suggests their strong intrinsic motivation, which propels them towards better teaching and different approaches for successful learning. These factors motivate teachers to participate in professional reflection, development, and innovative activities for learners, as well as improve their relationships with their colleagues, other parents, and the educational institution, enhancing their performance and student results. Kaur (2021) pointed out the critical issue of teachers striving to create an inviting classroom atmosphere to enable students to participate actively and take appropriate risks while adhering to the classroom rules. This can be brought about by caring pedagogy with a team-oriented learning environment, practical work, and individual resources.

As per Afzal et al. (2023), educators derive profound satisfaction from witnessing their pupils' holistic development as it further validates their professional identity and commitment. This emotional connection cultivates a protective buffer against life's challenges and motivates teachers to develop and deepen their pedagogical practices. Teachers remain engaged and committed to their profession because, even if the impact is perceived to be minimal, the externally unrecognized value of shaping students' lives is enough to sustain their passion. The inherent self-drive strengthens their adaptability to enduring and multifaceted life challenges, both systemically and professionally. Thus, this aspect is critical to ensuring chronic effectiveness and emotional health in teaching.

Table 11. Distribution of the Respondents' Level of Emotion in terms of Anger

Indicators	Mean	SD	Description
As a teacher,			
I feel annoyed when the kids continuously interrupt the learning environment.	2.77	0.47	Most of the Time
I am irritated when learners act disrespectfully toward me or their classmates.	3.12	0.50	Most of the Time
I get frustrated when administration rules make it hard for me to teach learners effectively.	2.72	0.47	Most of the Time
I get annoyed when learners don't seem interested in or willing to work hard on their work.	2.84	0.48	Most of the Time
I become upset when I see bullying or harassment taking place in the school.	3.35	0.52	At All Times
I feel discouraged when there are insufficient resources or inadequate assistance for classroom activities.	2.79	0.47	Most of the Time
I get upset when learners frequently don't do their work or turn it in on time.	3.04	0.49	Most of the Time
I am uneasy when external factors such as standardized testing pressure adversely affect the quality of education.	2.84	0.48	Most of the Time
I lose focus when I have a lot of work or when the school office makes ridiculous demands.	2.73	0.47	Most of the Time
I get disappointed when educational changes and policies don't prioritize teachers' and learners' needs.	2.92	0.48	Most of the Time
Overall	2.91	0.48	Most of the Time
Legend: 3.26-4.00 At All Times/Very High 1.76-2.50 Sometimes/Low			
2.51-3.25 Most of the Time/High 1.00-1.75 Never/Very Low			

Table 11 displays the distribution of the respondents' level of emotions in terms of anger. The overall mean was 2.91 (SD=0.48), which was described as Most of the Time and interpreted as High. This means that educators may exhibit elevated emotional

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responses, which may stem from the multifaceted stressors of their workplace, such as disentangling student behaviors, administrative tasks, or working with scarce materials. This implies the possibility that high levels of emotional intensity may harm teachers' emotional well-being and instructional delivery if not correctly managed. Strong emotions adversely impact educators' job satisfaction, morale, motivation, and overall performance. Student-educator relationships can obstruct effective classroom management and a constructive learning atmosphere. Continued emotional pressure contributes to professional burnout, diminishing satisfaction and engagement in work overtime. It also strains relationships with colleagues, supervisors, and students. Carroll et al. (2022) highlighted the importance of an emotionally balanced educator for the efficient self-regulation of intense emotions and proper personal management of teaching responsibilities. Practicing these social problem-solving approaches within the classroom helps maintain cognitive flexibility that contributes to effective classroom social interactions.

The indicator As a teacher, I become upset when I bullying or harassment taking place in the school obtained the highest mean rating of 3.35 (SD=0.52), described as At All Times and interpreted as Very High. This means that educators experience a strong emotional reaction to bullying or harassment, depicting a sense of compassion towards students regarding their welfare and acknowledging that there is an injury to the dignity that students and teachers undergo within the school. This implies that the teachers are likely motivated to intervene and deal with these matters because they value the emotional and psychological aspects of their learners. Such high empathetic concern may suggest the presence of a school ethos or climate where educators concern themselves with the relationships and the pedagogical practices that impact learners. In attempting to grasp what the deep concern means, it appears that teachers' emotional attachment to the learners forms a critical component for responsiveness towards bullying and harassment. Such emotion negatively affects educators' sentiments, and, therefore, they tend to take active steps, encourage communication, and work with other stakeholders to develop unambiguous policies on bullying. Such actions contribute to a school climate that accepts and values learners' holistic needs and sets Protective frameworks for children. The sight of suffering from bullying and harassment has emotional effects on educators. It alters the teacher's health, thereby having a global consequence on the educator's feelings toward his or her work. Steps need to be taken by the schools to emphasize these core problems concerning learners and staff. Schools should implement controls for every learner as well as staff members to curb the chances of bullying occurring. This can be achieved when all teachers become role models for learners by following regulations on bullying (De Luca et al., 2020).

The indicator As a teacher, I get frustrated when administration rules make it hard for me to teach learners effectively obtained the lowest mean rating of 2.72 (SD=0.47), which is described as Most of the Time and interpreted as High. This means that while educators face issues concerning the management's policies, such policy-related concerns are emotionally less intense than dealing with other situations, like student bullying. This implies that educators understand the boundaries of some administrative policies but are likely capable of coping with these challenges and employing these skills in a manner that does not compromise students' learning. As noted, this unchanging level of concern underscores a gap for more collaborative work between the school administrators and the educators that would enable policies to attend to the educational objectives of teaching. Elevated concern coupled with flexibility speaks about teachers' commitment to their students' learning, showcasing their determination and professional ethics. Listening and understanding different points of view can enhance the teaching atmosphere, improve motivation to teach, and enable better instruction and satisfaction with one's job. Providing tailored administrative assistance helps teachers allocate their resources, time, and energy toward designing impactful lessons that motivate learners and foster their development. Like Gibbons (2023) noted, retention of teachers depends on a positive and supportive environment, creating stability, collegiality, and innovation in instruction. An empowering educational atmosphere is fostered when school leaders care about clear communication and consider how their policies impact the system.

Table 12. Distribution of the Respondents' Level of Emotion in terms of Anxiety

Indicators	Mean	SD	Description
As a teacher,			
I experience anxiety when preparing for important evaluations or observations.	2.49	0.45	Sometimes
I feel uneasy when I must deal with new or different lessons or ways of teaching.	2.37	0.43	Sometimes
I get nervous when I must deal with bad behavior or problems in the classroom.	2.32	0.43	Sometimes
I experience a heightened level of stress when balancing multiple responsibilities and deadlines.	2.47	0.44	Sometimes

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I get uncomfortable when I face or talk to a lot of people, like at staff meetings or parent-teacher conferences.	2.20	0.42	Sometimes
I am uncomfortable when faced with the pressure to meet academic standards or achieve high test scores.	2.35	0.43	Sometimes
I become anxious when dealing with conflicts or difficult interactions with colleagues, administrators, or parents.	2.44	0.44	Sometimes
I feel nervous when adapting to technological changes and incorporating new tools into my teaching.	2.22	0.42	Sometimes
I feel anxious when contemplating the possibility of learners failing or not doing well.	2.47	0.44	Sometimes
I face a constant worry about meeting the diverse need of my learners and providing them with a quality education.	2.35	0.43	Sometimes
Overall	2.37	0.43	Sometimes

Legend: 3.26-4.00 At All Times/Very High 1.76-2.50 Sometimes/Low
2.51-3.25 Most of the Time/High 1.00-1.75 Never/Very Low

Table 12 shows the distribution of the respondents' level of emotions in terms of anxiety. It revealed an overall mean of 2.37 (SD=0.44), described as Sometimes and interpreted as Low. This means that respondents appear to experience low levels of anxiety in the workplace, which indicates that they are anxious only occasionally and not frequently. This implies that such low levels of anxiety are unlikely to be a serious obstacle to the carrying out of daily activities or to teaching well. For educators, low anxiety levels promote a better teaching climate or environment, allowing for effective problem-solving, controlled demeanor, and better social interactions with students and colleagues. As observed, teachers learn to manage anxiety within their profession, though it can be managed under certain conditions so that it does not significantly impact day-to-day tasks. Being too anxious can lead to reduced satisfaction and fulfillment from the job, resulting in burnout and exhaustion because there is a lack of pleasure and contentment in performing responsibilities. Educational institutions need to understand the problem of anxiety among their teachers and support them in managing and reducing these levels appropriately to create a better and more constructive teaching environment (Wakui et al., 2021).

According to Aydin (2021), properly managing anxiety in teachers is vital for creating an optimal learning environment. Seeking assistance and employing various coping mechanisms helps teachers stay calm and focused. Telecommuting allows educational institutions to attend to the mental well-being of teachers, which in turn helps strengthen the relationships between teachers and students, boosts students' self-esteem, and raises their academic achievement by promoting a positive environment, aiding student confidence, and enhancing overall performance.

The indicator As a teacher, I experience anxiety when preparing for important evaluations or observations had the highest mean rating of 2.49 (SD=0.45), which has a description of Sometimes and interpreted as Low. This means that instructors occasionally show mild apprehension towards evaluations, but most do not respond emotionally to this stressor too often or intensely. This implies that rather than acting as a barrier, a manageable level of anxiety serves as a sign of awareness concerning professional responsibility and accountability without overly jeopardizing performance or confidence. As seen, the absence of anxiety suggests that instructors are very well prepared, confident, and familiar with the evaluation procedures. It seems that some form of anxiety is bound to exist; however, this form does not impede the ability of teachers to prepare or perform during evaluations, reflecting a well-balanced coping mechanism towards evaluative situations. As cited by Angeles et al. (2023), classroom observations significantly improve teaching techniques, adding to the efficacy and efficiency of the teaching-learning process. It promotes teacher reflection, offering avenues for professional development through feedback from colleagues and supervisors. This leads to the improvement of teaching quality and school performance in general.

The indicator As a teacher, I get uncomfortable when I face or talk to a lot of people, like at staff meetings or parent-teacher conferences obtained the lowest mean ratings of 2.20 (SD=0.42), described as Sometimes and interpreted as Low. This means that teachers experience only mild discomfort when interacting with significant subgroups, such as staff meetings or parent-teacher conferences, and that professional social interaction is feasible for most individuals. This implies that while there may be some minimal discomfort from time to time, it is not a prominent concern for the teachers and is unlikely to impact their ability to interact meaningfully with colleagues and parents. As noted, a teacher's described level of comfort within an educational setting may suggest adequate social skills and the ability to manage interaction with others, which is a good sign. While discomfort in congested contexts is acknowledged, their emotional regulation is generally well managed. Engagement in mindfulness exercises and conversations with colleagues or mental health personnel can enhance comfort and confidence, which in turn can improve a teacher's overall health and efficiency. Dreer (2022) argued that addressing differences related to communication styles and

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comfort levels among educators is crucial to building inclusive spaces, which makes for a more empowering professional community.

Table 13. Distribution of the Respondents' Level of Emotion in terms of Frustration

Indicators	Mean	SD	Description
As a teacher,			
I find it frustrating when learners continuously fail to understand crucial ideas despite my best attempts to explain them.	2.77	0.47	Most of the Time
I become dismayed when administrative work and paperwork eat up important time that should be spent on teaching and student involvement.	2.86	0.48	Most of the Time
I feel bothered when changes and rules in education fail to consider what needs to be done and the problems that come up in the classroom.	2.79	0.47	Most of the Time
I get agitated when there aren't enough tools or when the teaching materials are out of date.	2.62	0.46	Most of the Time
I get disappointed when learners don't seem interested in or motivated about their work.	2.76	0.47	Most of the Time
I become impatient when there are a lot of learners in a class, which makes it hard to give each student the custom care and help they need.	2.44	0.44	Sometimes
I begin to get frustrated when I am unable to address the various learning needs of every one of my learners because of time restrictions or few resources.	2.49	0.45	Sometimes
I grow disappointed when chances for professional development are few or do not cover pertinent teaching techniques.	2.58	0.45	Most of the Time
I feel frustrated when outside factors, like high-stakes testing, obscure the real goal of education.	2.56	0.45	Most of the Time
I feel ungratified when I see that people don't value and appreciate the effort and commitment I put into my job.	2.55	0.45	Most of the Time
Overall	2.37	0.43	Sometimes
<i>Legend: 3.26-4.00 At All Times/Very High 1.76-2.50 Sometimes/Low</i>			
<i>2.51-3.25 Most of the Time/High 1.00-1.75 Never/Very Low</i>			

Table 13 shows the distribution of respondents' level of emotion in terms of frustration. The data showed a mean value of 2.64 (SD=0.46), which was described as Most of the Time and interpreted as High. This means that teachers often endure frustration in their professional roles, suggesting that challenging situations or stressors are part of their work surroundings. This implies that high levels of frustration may also affect teachers' well-being and efficacy in their motivation, classroom management, and student handling. In this manner, teacher dissatisfaction signals that there are perhaps deeper structural or contextual factors underlying stress, which, if addressed, could significantly improve teacher morale and work satisfaction. To improve teacher effectiveness, these frustrations need to be eliminated. Their emotions should not be the factor that hinders their performance or productivity. As shown in the results, teachers' lack of contentment suggests something is remarkably angering or frustrating to a point where most teachers who would be reasonably happy appear far from it. Shearer (2020) claimed that teachers report experiencing considerable tension and dissatisfaction but emphasize the need for self-care when describing their relationships with learners. Through better social and emotional skills, such individuals can improve the educational culture and motivate others to practice self-care.

The indicator As a teacher, I become dismayed when administrative work and paperwork eat up important time that should be spent on teaching, and student involvement obtained the highest mean rating of 2.86 (SD=0.48), described as Most of the Time and interpreted as High. This means the respondents experience pressure due to administrative responsibilities that reduce their teaching and student engagement. This implies that even with a strong sense of obligation towards their teaching responsibilities, the administrative burden places chronic stress, negatively impacting their satisfaction and teaching effectiveness. It is assumed that teachers almost always value the importance of administrative work. However, balancing paperwork and time spent in class may be challenging to achieve and thus detract from active student participation. Streamlining administrative tasks or providing help would increase teacher satisfaction and free more time for teaching. Tarraya (2023) uncovered that most teachers undergo

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burnout, defined as mental or physical exhaustion resulting from heightened work demands with inadequate coping resources leading to emotional depletion and lowered self-worth. The Department of Education issues DepEd Memoranda 002s to ease the workload on teachers. In 2024, the immediate removal of administrative duties for public school teachers will be mandated. The department under the MATATAG agenda strives to maintain high standards in delivering primary education and upholding the teachers' rights and welfare. This initiative aims to reduce the workload on teachers and enhance their teaching and interaction with students. Reducing teachers' clerical tasks improves their well-being and mitigates the risk of burning out.

The indicator As a teacher, I become impatient when there are a lot of learners in a class, which makes it hard to give each student the custom care and help they need got the lowest mean rating of 2.44 (SD=0.44), described as Sometimes interpreted as Low. The findings indicate that teachers only occasionally experience impatience when handling large class sizes. This further indicates that effective classroom management strategies and adaptive teaching approaches enable teachers to maintain patience and emotional composure despite occasional impatience, despite the challenges of managing a larger number of learners in large class settings. As observed, large class sizes can hinder individualized instruction, but educators demonstrate resilience and creativity. Addressing this concern is crucial for enhancing student-teacher interactions and achieving optimal academic outcomes. Buco et al. (2021) emphasized the importance of structured classroom management, including consistent behavior monitoring, clear instructional delivery, and effective communication systems. Establishing classroom rules collaboratively with learners at the beginning of the academic year helps set clear expectations, foster mutual respect, and build a positive learning environment.

Table 14. Summary Distribution of the Respondents' Level of Emotion

Variable	Mean	SD	Interpretation
Enjoyment	3.69	0.54	Very High
Pride	3.76	0.55	Very High
Anger	2.91	0.48	High
Anxiety	2.37	0.44	Low
Frustration	2.64	0.46	High
Overall	3.07	0.49	High
<i>Legend: 3.26-4.00 At All Times/Very High</i>			
<i>2.51-3.25 Most of the Time/High</i>			
<i>1.76-2.50 Sometimes/Low</i>			
<i>1.00-1.75 Never/Very Low</i>			

Table 14 summarizes the distribution of respondents' level of emotion. Results show that the respondents' level of emotion got an overall mean rating of 3.07 (SD=0.49) and was interpreted as High. The overall standard deviation (SD) of 0.49 showcases moderate variability in the teachers' emotional responses, depicting how their emotions deeply influence their work endeavors. This implies that differentiated emotional support measures are warranted to improve efficacy within the classroom. Such variability denotes that teachers' strong emotions greatly determine how their professional lives relate to teaching, stress management, decision making, and overall interaction in the classroom. As seen, emotional state notably impacts teachers' motivation and general satisfaction with their role. Stronger emotions indicate high passion, enthusiasm, and dedication to the work. Teachers who possess emotional commitment go beyond expectations by actively designing framework lesson plans, mentoring, and seeking and engaging in professional development opportunities. Because of that, the educators are motivated as they feel their hard work – and not their mere presence – during the lessons has a tangible impact on the students' academic outcomes. They actively monitor the learners' progress and genuinely revel in bolstering positive change in their lives, which explains the teachers' contentment. Teachers who know aim to enable learners to actively participate in the lessons and prioritize their cognitive and ethical development. This significantly elevates their commitment and strengthens their firmly rooted belief in the profession's value (Padillo et al., 2021).

Educators' emotional investment, motivation, and satisfaction impact learners' academic performance and personal growth because passionate teachers create a positive atmosphere, and learners' growth is professionally guided. (Nwokedi, 2023) Exemplary educators inspire a sense of wonder, critical thinking, and intense passion, which helps learners achieve their optimal potential and develop a deep appreciation for knowledge and a lifelong desire to expand it.

Teachers with an adequate understanding of emotions are equally important. Emotionally connected teachers gain greater satisfaction from work while experiencing less burnout. Such critical factors positively impact students since, professionally, they become ultimate influencers during learners' development and growth due to their commitment, passion, and positive attitude (Mapano, 2024).

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The variable pride obtained the highest mean rating of 3.76 (SD=0.55) and interpreted as Very High. This means that teachers take relatively deep pride in their work and experience meaningful satisfaction and fulfillment in their roles and achievements. This implies that pride is an advantageous motivational factor that strengthens teachers' dedication to their students and profession. As noted, teachers take pride in their work, which certainly affects their motivation and job satisfaction. Such pride is instrumental in maintaining sustainable, high levels of motivation and job satisfaction, enabling teachers to thrive. Teachers cultivate a positive work environment and satisfaction with their profession, thereby improving the quality of instruction they provide to learners when they derive pleasure from their efforts. Teachers' pride, in the view of Pawłowska (2020), has various sources, including observing the success of their learners, receiving recognition, and feeling accomplished in their teaching. This pride helps learners to develop social problem-solving skills and empowers them to create a positive environment in the classroom. Efforts to enhance learning in the classroom, through creative lesson planning and extra support for struggling learners, are often taken to a new level by teachers. Such pride benefits the entire school community.

On the other hand, the variable anxiety got the lowest mean rating of 2.37 (SD=0.44) and was interpreted as Low. This means that teachers tend to show minimal anxiety in their roles, suggesting confidence and emotional stability in their workplaces. This implies that educators with minimal anxiety can attend to their duties and relationships more. Hence, the overall teaching environment is constructive and facilitating. As noted, the low level of anxiety experienced by teachers is sufficient to illustrate their heightened coping mechanisms, emotional resilience, and strategies to fit the needs of the profession. Educators can confidently and calmly manage classroom control, appraisal, and public relations challenges, all of which enhance a stable, productive learning environment. Besides reinforcing professional duties, this emotional stability strengthens performance norms for learners by demonstrating steadiness and positivity in the classroom. De Oliveira et al. (2022) observed workplace anxiety as a challenge to effective communication and overall productivity; however, any institution actively promoting mental well-being averts such consequences. Their results highlight the need for adequate mental health promotion and suggest that timely response and clear communication greatly enhance educator mental health and performance.

Problem 3. What is the respondents' level of social problem-solving skills based on problem orientation, rational problem-solving styles, impulsivity/carelessness style, and avoidance style?

Table 15. Distribution of the Respondents' Level of Social Problem-Solving Skills based on Problem Orientation

Indicators	Mean	SD	Description
<i>As a teacher,</i>			
I think of different ideas and put some of them together to make a better solution.	3.40	0.52	At all Times
I believe that I will succeed if I don't give up after the first bad try.	3.40	0.52	At all Times
I believe that problems can be solved.	3.58	0.54	At all Times
I try to see my problems as challenges.	3.49	0.53	At all Times
I always keep my goal in mind when solving a problem.	3.49	0.53	At all Times
I like to deal with my problems as soon as possible.	3.40	0.52	At all Times
I try to be creative and think of original solutions to problems.	3.34	0.52	At all Times
I believe I can solve difficult problems on my own if I try hard enough.	3.26	0.51	At all Times
I look at problems from different angles.	3.30	0.51	At all Times
I trust my ability to solve new and difficult problems when working with others.	3.37	0.52	At all Times
Overall	3.40	0.52	At all Times
<i>Legend:</i> 3.26-4.00 At All Times/Excellent 1.76-2.50 Sometimes/Good			
2.51-3.25 Most of the Time/Acceptable 1.00-1.75 Never/Poor			

Table 15 shows the distribution of the respondents' level of social problem-solving skills in terms of problem orientation. It revealed an overall mean of 3.40 (SD=0.52), described as At All Times and interpreted as Excellent. This means that the teachers put a direct effort into solving problems and focus on overcoming challenges effectively. This implies that these teachers trust in their skills so much that these abilities help them manage difficulties in the work environment. As noted, teachers have an overly optimistic approach to thinking about problems, which goes beyond sustaining job satisfaction and motivation and enables them to cope with different situations, make decisions, and assist learners in dealing with their academic and behavioral problems. Gunaydin (2021) states that a positive approach toward a problem improves professional and academic performance. Such an

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orientation to solve problems diminishes the stress linked to daily challenges, enhances motivation, and increases performance and achievement when dealing with complex tasks.

The indicator, As a teacher, I believe that problems can be solved obtained the highest mean rating of 3.58 (SD=0.54), described as At All Times and interpreted as Excellent. This means the respondents maintain an affirmative attitude toward problem-solving, indicating strong self-efficacy in solving work-related challenges. This implies teachers are prone to tackle problems head-on with confidence and a proactive demeanor, portraying perseverance and flexibility in the classroom. As observed, teachers' self-perception of dealing with barriers in the classroom enhances their decision-making and problem-solving abilities, which fosters a productive, solution-oriented teaching environment that is advantageous for teaching and learning from the perspective of educational outcomes. Wang (2022) underlines that teachers with a growth mindset use novel approaches which foster student's development and resilience and corrective feedback to construct a positive learning atmosphere. Moreover, they take active steps in dealing with behavioral issues in the classroom and actively promote student participation, thereby enriching trust in their professionalism and the importance of professional development.

The indicator As a teacher, I believe I can solve difficult problems on my own if I try hard enough to get the lowest mean rating of 3.26 (SD=0.51), described as At All Times and interpreted as Excellent. This score might be lower than other indicators, but it still demonstrates a sense of self-efficacy, showing confidence in resolving intricate issues independently. This implies that teachers possess a sound self-belief in their capability to resolve problems and in their tenacity, which is essential when coping with the various demands of the profession. As noted, teachers who are more focused and confident in their responsibilities report greater work satisfaction and performance, which benefits them professionally and enhances their students' achievement. According to Alibakhshi (2020), teachers with higher self-efficacy are more inclined to adopt novel teaching strategies because they believe in their efficacy, which significantly impacts the students' performance. High self-efficacy can increase motivation, creativity, and commitment, which improves students' academic success and the efficacy of the educational system.

As Kavehchi (2023) points out, teachers who strongly believe in their ability to tackle difficult problems tend to have lower emotional exhaustion and burnout, which helps them cope with challenges and foster a positive classroom atmosphere. Self-efficacy moderates the locus of control in terms of motivation to control student behavior.

Table 16. Distribution of the Respondents' Level of Social Problem-Solving Skills based on Rational Problem-Solving Style

Indicators	Mean	SD	Description
As a teacher,			
I get as many facts about the problem as possible.	3.14	0.50	Most of the Time
I set a goal, so I know exactly where I am going when I have a problem.	3.26	0.51	At All Times
I try to find out what went wrong and then try again when I fail to solve a problem.	3.31	0.51	At All Times
I check to see how much the problem has gotten better after I carry out a solution.	3.26	0.51	At All Times
I think of many different options.	3.34	0.52	At All Times
I try to predict the pros and cons of each option when solving a problem.	3.28	0.51	At All Times
I think about the short-term and long-range outcomes of each option when solving a problem.	3.24	0.51	Most of the Time
I practice a solution before carrying it out to improve my chances of success.	3.20	0.51	Most of the Time
I try to find out what is keeping me from getting what I want when solving problems.	3.23	0.51	Most of the Time
I think about the effects of each option on my feelings.	3.22	0.51	Most of the Time
Overall	3.25	0.51	Most of the Time

Legend: 3.26-4.00 At All Times/Excellent 1.76-2.50 Sometimes/Good
 2.51-3.25 Most of the Time/Acceptable 1.00-1.75 Never/Poor

Table 16 shows the distribution of the respondents' level of social problem-solving skills based on rational problem-solving style which revealed an overall mean of 3.25 (SD=0.51), described as Most of the Time and interpreted as Acceptable. This means educators demonstrate a relatively uniform pattern of using rational procedures, which involves analyzing situations and evaluating possible solutions, although these processes are not always applied uniformly. This implies that despite educators' logical and reasoned approaches, some gaps remain in the consistent application of such methods. As seen, educators

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unquestioningly follow a rational approach to resolving issues, which confirms their judgment in educational settings. However, rational problem solving effectively addresses instructional or behavioral issues within the classroom, an area where these practitioners did not consistently demonstrate their skills. Galate et al. (2023) emphasizes the importance of rational problem-solving techniques in resolving intricate issues within the classroom, such as student behavior, lesson planning, and conflict resolution. Furthermore, analysis suggests that educators with the most advanced analytical skills are more likely to use empirical evidence to modify instruction as needed to suit the varying identities of students in the classroom. This results in improved student learning outcomes, greater teacher satisfaction, and sustained professional development.

The indicator As a teacher, I think of many different options that obtained the highest mean rating of 3.34 (SD=0.52), described as At All Times and interpreted as Excellent. This means that teachers demonstrate creativity and adaptability in their problem-solving methods by employing various approaches when addressing particular problems. This implies that teachers exhibit some degree of professional flexibility and creative thinking when addressing issues regularly by experimenting with different solutions. In addition to better levels of work satisfaction and well-being, teachers who use creativity to address problems in the classroom also reported higher levels of motivation and dedication to their profession, all of which boosted their creativity. According to Uçar (2022), educators who actively look for several solutions to challenging circumstances often report greater work satisfaction, career development, and overall success. Practical cooperation and a positive organizational culture are fostered in a school setting that encourages innovative solutions to managerial problems.

The indicator, As a teacher, I get as many facts about the problem as possible obtained the lowest mean rating of 3.14 (SD=0.50), described as Most of the Time and interpreted as Acceptable. Despite receiving the lowest mean rating, teachers still make a notable effort to gather relevant information when faced with a problem, indicating a thoughtful approach to problem-solving. This means that while teachers value having a factual basis for decision-making, there may be limitations in consistently applying this approach, possibly due to time constraints or other practical challenges. As noticed, teachers consistently collect valid data when tackling issues, reflecting a fundamentally rational approach to problem-solving. This shows that they can make informed judgments while there is potential for improvement. Educators can benefit from a comprehensive understanding of a problem by making informed decisions and tailoring solutions to learners' needs. The constant pursuit of knowledge leads to better problem-solving results, a strong sense of competence, and increased satisfaction in their professional endeavors which helps teachers establish a deeper bond with their goals and fosters empowerment and independence (Bozkuş, 2020).

Table 17. Distribution of the Respondents' Level of Social Problem-Solving Skills based on Impulsivity/Carelessness Style

Indicators	Mean	SD	Description
As a teacher,			
I forget to carefully think about all my choices when making them.	2.28	0.42	Sometimes
I rarely think about how the choices I make might affect other people.	2.33	0.43	Sometimes
I act on the first idea that comes to me when I have a problem.	2.45	0.44	Sometimes
I go with my "gut feeling" without thinking about what will happen when making decisions.	2.22	0.42	Sometimes
I pick the best option right away when deciding.	2.90	0.48	Most of the Time
I find it challenging to allocate enough time to weigh the pros and cons of each option.	2.56	0.45	Most of the Time
I am too quick to act when making decisions.	2.32	0.43	Sometimes
I struggle to find sufficient time to evaluate how effectively a solution has worked.	2.37	0.43	Sometimes
I go with the first idea that comes to mind when solving a problem occasionally.	2.42	0.44	Sometimes
I respond impulsively to problems without taking the time to reflect on alternative approaches.	2.21	0.42	Sometimes
Overall	2.40	0.43	Sometimes

Legend: 3.26-4.00 At All Times/Excellent 1.76-2.50 Sometimes/Good
2.51-3.25 Most of the Time/Acceptable 1.00-1.75 Never/Poor

Table 17 shows the distribution of the respondents' level of social problem-solving skills based on impulsivity/carelessness style. The data revealed an overall mean of 2.40 (SD=0.42), described as Sometimes and interpreted as Good. This means that teachers

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sometimes act spontaneously or carelessly while attempting to solve issues/concerns. This implies that regardless of their impulsive actions and carelessness, teachers take time, are meticulous when solving problems, and prefer to avoid making decisions in haste. As seen, their refinement in achieving effective decision-making that is less consistent, purposeful, and intentional (in a positive way) needs further development in navigating intricate and multi-layered challenges within the classroom. From this perspective, educators conceal their uncontrollable, reckless impulses without compromising their ability to devise solutions and strategies. Thoughtful speech and action enable teachers to make decisions completely without doubt. Safeguarding professional and learners' safety and motivation requires stopping careless and stupid actions by education practitioners (Alomari, 2023).

The indicator As a teacher, I pick the best option right away when deciding obtained the highest mean rating of 2.90 (SD=0.48), described as Most of the Time and interpreted as Acceptable. This means that teachers, as a rule, make decisions quickly and effectively by choosing the most appropriate one, demonstrating confidence, efficiency, and skillful problem-solving. This implies that while teachers make choices often and make sound decisions quickly in time-pressured contexts, there is an opportunity to refine the system using thorough analysis and reflection. As noted, teachers use their intuition and experience to make quick decisions, demonstrating the adaptability needed in a dynamic classroom setting. This permit considering other possibilities, resulting in novel and successful ideas and outcomes. Barnett (2020) underlines that such prompt action and consideration on the part of the teachers is crucial to build trust and credibility from the students." This preemptive style seeks to create greater trust, safety, and an environment where learners feel positively secure with an established routine in the classroom. Striking a balance between challenges and support teaches critical thinking, action, thoughtful planning, effective problem solving, and autonomy, which makes students value and respect their teacher.

The indicator, As a teacher, I respond impulsively to problems without taking the time to reflect on alternative approaches, obtained the lowest mean rating of 2.21 (SD=0.42), described as Sometimes and interpreted as Good. This means that, in general, teachers look to avoid responding rashly and reflect before taking any action, suggesting reflection before responding. This implies that teachers consider using other problem-solving options, which depicts a cautious and planned approach towards decision making. As noted, teachers sometimes react to situations without waiting to evaluate different options, which shows the use of planned decision making. While some rashness can occur, it does not detract from the structured problem-solving approach. Reflexive thinkers, for example, are likely to deal with ill-posed paradoxes in a dynamic and conflicting fashion, leading to schisms in answers. Chang (2021) points out the contribution of teachers in developing a constructive atmosphere in education, which can be achieved through reflective practices, enhancing their problem-solving skills, and self-education through professional reflection on their actions.

Table 18. Distribution of the Respondents' Level of Social Problem-Solving Skills based on Avoidance Style

Indicators	Mean	SD	Description
As a teacher,			
I feel unsure when making important decisions.	2.23	0.42	Sometimes
I spend more time avoiding my problems than solving them.	1.95	0.39	Sometimes
I put off solving problems until it is too late to do anything about them.	1.94	0.39	Sometimes
I get depressed when I have a problem and won't do anything.	1.93	0.39	Sometimes
I wait to see if a problem goes away before trying to solve it myself.	1.91	0.39	Sometimes
I have trouble coming up with many ideas when solving a problem.	2.05	0.41	Sometimes
I avoid thinking about problems instead of trying to solve them.	1.97	0.40	Sometimes
I do not find more about a solution when I have a problem.	1.84	0.38	Sometimes
I put off solving problems as soon as possible.	2.04	0.40	Sometimes
I go out of my way to avoid dealing with problems.	1.95	0.39	Sometimes
Overall	1.98	0.40	Sometimes
Legend: 3.26-4.00 At All Times/Excellent 1.76-2.50 Sometimes/Good			
2.51-3.25 Most of the Time/Acceptable 1.00-1.75 Never/Poor			

Table 18 shows the distribution of the respondents' level of social problem-solving skills based on avoidance style. It revealed an overall mean of 1.98 (SD=0.40), described as Sometimes and interpreted as Good. This means that teachers sometimes bypass solutions, although this skip is not frequent enough to impact their problem-solving process differentially. This implies that

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teachers tend to sidestep primary issues, but lessening this tendency would enable them to constructively face challenges more effectively, bolstering a proactive spirit responsive to resolving dilemmas in the class. As noted, teachers must deal with increased social stress and relational conflict, indicating some unaddressed social problems. These issues must be dealt with promptly and directly; otherwise, they become increasingly problematic in the long run. According to Buffie (2022), ignoring problems such as deadlines and efficiency leads to strained relationships and weakened overall performance, semester goals, and resilience while suggesting that underlying issue scope needs to be better understood, along with guidance, and problem framing them as challenges for facing defined and separated into smaller tasks more manageable units to tackle.

The indicator, As a teacher, I feel unsure when making important decisions obtained the highest mean rating of 2.23 (SD=0.42), described as Most of the Time and interpreted as Acceptable. This means that educators tend to navigate at least some ambiguity when confronted with critical choices, suggesting a guardedness related to their duties. This implies that teachers' decision-making delay poses a lack of ability to manage intricate decisions, which can be solved through providing professional support or decision-making tools. As noted, teachers engage in significant deliberations concerning instructional issues, which helps learners increase confidence. Such reflection provides a responsive and flexible educational atmosphere that enables students to engage more meaningfully with the content. Such professional reflection not only enhances the teachers but also improves the morale of the other faculty members, which positively impacts the collaborative spirit among the faculty. Empowering educators to nurture trust in their decision-making processes is imperative. Only through seeking assistance from colleagues, participating in professional development, and fostering relations can learners and their peers facilitate a positive and secure learning environment (Toropova et al., 2020).

The indicator As a teacher, I do not find more about a solution when I have a problem obtaining the lowest mean rating of 1.84 (SD=0.38), described as Sometimes and interpreted as Good. This means that teachers rarely seek further information or explore other alternatives when trying to resolve a given problem, meaning they most of the time actively gather information to a certain extent to resolve issues. This implies that they invest more effort towards understanding problems instead of superficially answering them, which most likely improves their decision-making skills. As noticed, teachers' proactive approach towards resolving issues drains their energy and satisfaction with their job, and, as a result, their satisfaction with the job decreases. This, in turn, adversely affects students, their learning, and their academic achievement, requiring additional resources or information to deliver proper instruction. A workplace culture emphasizing continuous learning and professional development can stimulate hungry educators to learn new information. It has been indicated that encouraging mentorship and collaboration among teachers can provide constructive solutions to problems posed in class (Pazin, 2022).

Mendez et al. (2024) stated that educators who actively seek and implement comprehensive solutions demonstrate higher levels of independence, teaching efficacy, and professional autonomy. These pedagogy approaches incorporate empirical evidence and research specific to the context, which enhances student participation and performance. The study highlights the importance of adaptive expertise in the contemporary educational landscape.

Table 19. Summary Distribution of the Respondents' Level of Social Problem-Solving Skills

Variable	Mean	SD	Interpretation
Problem Orientation	3.40	0.52	Excellent
Rational Problem-Solving Style	3.25	0.51	Acceptable
Impulsivity/Carelessness Style	2.40	0.44	Good
Avoidance Style	1.98	0.40	Good
Overall	2.76	0.47	Acceptable

Legend: 3.26-4.00 At All Times/Excellent 1.76-2.50 Sometimes/Good
 2.51-3.25 Most of the Time/Acceptable 1.00-1.75 Never/Poor

Table 19 shows the respondents' level of social problem-solving skills. Overall, results show that the teacher-respondents' emotional impact on social problem-solving skills was high, as indicated by the overall mean of 2.76 (SD=0.47), interpreted as Acceptable. The data indicate an overall standard deviation (SD) of 0.47, which shows moderate variation among social problem-solving skills of teachers, highlighting differences owing to emotional experiences. This means that emotional states remain a constant across teachers' approaches and resolutions to social problems. This implies that teachers did manage their emotions, but in some situations, emotions could either aid or impede a teacher's responsive approach to social challenges. As noted, teachers often understand how emotions affect their ability to manage social problems in school. This shows teachers understand how emotional experiences like pride or enjoyment affect their decisions and student relationships. Such awareness may allow

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them to remain calm and flexible when faced with challenges, demonstrating that emotional regulation and awareness impact social problem-solving skills, problem-solving strategies, and adaptive strategies in the workplace. Skilled social problem-solving teachers can manage and solve complex social problems among learners. As a result, there could be an improved sense of competence and achievement because educators can manage and support learners and enhance the all-embracing learning environment (Swarnalatha, 2020).

The variable on Problem Orientation obtained the highest overall mean rating of 3.40 (SD=0.52), interpreted as Excellent. This means that teachers consistently demonstrate a positive mindset toward problem-solving, showing confidence in their ability to face and manage challenges effectively. This further implies that teachers are likely to view problems as opportunities for growth rather than obstacles, which enhances their resilience and motivation to seek constructive solutions. As noticed, teachers view challenges as opportunities, with confidence in their problem-solving abilities. They maintain a positive outlook, believing obstacles can be overcome through diligence and effective techniques. This attitude strengthens their resilience and perseverance in academic and professional problems, fostering a proactive, solution-oriented mentality. Teachers with a solid positive problem orientation are more likely to prioritize identifying solutions, promoting student involvement, and cultivating a growth attitude in their learners. This approach has the potential to create a learning environment that is more supportive and empowering, fostering student motivation to tackle challenges and persevere in the face of adversity (Vestad et al., 2023).

The variable, Avoidance Style, got the lowest overall mean rating of 1.98 (SD=0.40), interpreted as Good. This means that educators do not frequently utilize avoidance as one of the first problem-solving techniques; instead, they tackle the issues head-on. This implies that while some avoidance may take place from time to time, it is not the primary method, demonstrating the willingness of teachers to attempt to overcome challenges. As noted, keeping a low tendency to avoid problems increases the efficacy of the instructors and improves the atmosphere in which learners perform. The instructors tend to confront most problems, which help them develop a proactive attitude and enhanced resilience. The learners are motivated to improve their attitude when a positive change in their surroundings occurs. Adriyanto (2021) suggested that to enhance well-being and happiness at work, teachers must reflect on the issues they are trying to avoid resolving. Taking action by reaching out to colleagues, mentors, and even professional development opportunities enhances autonomy, professionalism, and fulfillment in one's work as an educator. Peace of mind and satisfaction at work increase with a proactive attitude and a growth mindset.

A growth mindset, which views failures as opportunities for personal growth and development, can completely change problem-solving. It enables teachers to be more resilient and adaptive, which helps them comfortably face challenges head-on. This creates a positive classroom atmosphere where students and teachers strive to solve issues together. Such an environment promotes innovation, self-reflection, and tenacity towards greater educational achievement. Incorporating elements of a growth mindset into curricula, resources for educators, professional development sessions, and other teacher materials will help in building a culture where effort, struggle, and progress are appreciated (Jaidumrong et al., 2023)

Gimbert et al. (2021) emphasizes teachers tackling challenges and exhibiting resilience to nurture emotional self-regulation and academic grit while enhancing learners' well-being and fostering achievement. A proficient teacher demonstrates role models and adaptive coping strategies that learners can model in their schooling and life systems. Teachers maintain emotional equilibrium under pressure, creating a student-centered environment for optimal learning. Resilient teachers provide instruction without disruption, ensuring continuous learning.

Problem 4. Is there a significant effect of the teachers' emotions on their social problem-solving skills?

Table 20. Regression Analysis on the Effect of Teachers' Emotion on their Social Problem-Solving Skills

Teacher's Emotion	Social Problem-Solving Skills of Teachers				Overall
	Problem Orientation	Rational Solving Style	Problem- Impulsivity/ Carelessness Style	Avoidance Style	
	T-value	T-value	T-value	T-value	T-value
	P-value	P-value	P-value	P-value	P-value
Enjoyment	0.049	0.083	0.047	0.044	0.028
	0.391	0.144	0.407	0.444	0.388
	NS	NS	NS	NS	NS
Pride	0.226	0.120	0.227	0.228	0.210
	0.003*	0.001*	0.031*	0.030*	0.001*
	S	S	S	S	S

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Anger	0.120 0.001* S	0.247 0.001* S	0.238 0.001* S	0.248 0.001* S	0.277 0.001* S
Anxiety	0.149 0.001* S	0.183 0.001* S	0.147 0.007* S	0.244 0.004* S	0.200 0.003* S
Frustration	0.16 0.003* S	0.200 0.001* S	0.327 0.001* S	0.228 0.001* S	0.289 0.002* S

Legend: *Significant at $p < 0.05$ alpha level

S – Significant

NS – Not Significant

Table 20 shows the regression analysis on the effect of **teachers' emotions** on their social problem-solving skills and their characteristics, which showed a significant effect, as indicated by the R-value and p-value less than 0.05 alpha level, which led to the rejection of the null hypothesis. This means that Pride, Anger, Anxiety, and Frustration affect the teacher's social problem-solving skills. This further means that these emotions influence how teachers perceive and respond to challenges, potentially affecting their effectiveness in addressing classroom and interpersonal issues. This further means that teachers experiencing heightened emotions may approach problems differently, with their emotional state either enhancing or hindering their rational problem-solving style. As observed, Teachers in El Salvador City frequently face emotional challenges, highlighting the importance of emotional intelligence and regulation in their work. Emotional intelligence helps teachers recognize, understand, and manage their emotions, while effective regulation maintains composure and rational decision-making in stressful situations. Aldrup et al. (2023) suggest that fostering a supportive school environment, including peer support groups, counseling services, and open communication channels, can help teachers manage their emotions effectively, enhancing their effectiveness and student outcomes.

As observed, teachers' pride remarkably affects their social problem-solving abilities. It increases their confidence and perseverance, which drives them to set lofty goals and achieve them despite difficulties. Such a positive approach improves student achievement and promotes a better foundation for teaching and learning. On the other hand, too much pride can cause overconfidence, neglecting social problems, and being unresponsive to feedback. To manage social problems professionally, teachers must balance the pride earned through professional achievement with the capacity to lower their opinion of themselves and take feedback from others. Striking such a balance improves the effectiveness of problem-solving in the school and encourages a more cooperative teaching and learning atmosphere (Einav et al., 2024).

As noted, the social problem-solving capabilities of teachers can be profoundly influenced by anger, as it impedes their objective thinking and calm responding to challenging scenarios. This may occur because of classroom interruptions, administrative demands, or social relations, which tend to elicit reactive and hot-blooded maneuvers. This lowers their capacity to consider other viewpoints and resolve issues. Moreover, anger escalates pre-existing disputes, negatively affecting the classroom space and working relations with other staff members. Buric et al. (2021) analyzed the problem. They pointed out that frequent episodes of anger indeed draw on teachers' cognitive resources and damage their emotional health, which, in turn, reduces the quality of instruction and the level of participation of students in the learning process. Therefore, teachers must control anger to cope with social issues proactively and positively within the school environment, encouraging team spirit among all stakeholders.

Moreover, balancing dynamic classroom activities and a steady curriculum requires clarity, social problem-solving abilities, and reasoning skills, which in turn requires the teachers to have confidence and anxiety alleviating measures that can single out problematic thinking. Like many professionals, teachers feel the effects of stress due to classroom environment, heavy workloads, and unachievable expectations, which can lead to emotional exhaustion or disengagement. Teachers' anxiety affects their attention span, making objective evaluation difficult, leading to the selection of suboptimal solutions. Anxiety affects social relations between teachers and learners and their peers and superiors, influencing class climate. To foster better teacher-student relationships, classroom dynamics, and enable supportive learning environments, anxiety ought to be managed according to Kraft (2020). This facilitates perspective balance while dealing with social challenges. Attention to physical fitness fosters improved communication, decision making, reduced anxiety, and enhanced job satisfaction.

As observed from classroom to boardroom activities, feelings of indignation stemming from self-defeating prophecies tend to explain a phenomenon where individuals succumb to goals, they define, which aggregate as uncontrollable frustration. Frustration, defined as a negative emotion upon failure, invokes boundless energy that does not solve, is often induced by an endless resource in low supply or administrative neglect in a classroom setting, and from powerful motivating classroom disruptions, shifting nearly all teachers' patience, recall, and fail reasoning, able to resolve mountainous incompletely controlled

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conflicts. As addressed, imparting a well-crafted problem frustration significantly impacts social problem-framing skills and high-level instructors. This strain can result in feelings of burnout or helplessness, which decreases motivation for searching for artistic or rational answers. In this condition, teachers may become overly fixated on one strategy to the exclusion of more flexible and generous approaches that could lead to better outcomes. As stated by Fabella et al. (2023), burnout among teachers is often associated with overwhelming feelings of frustration, further aggravating their emotional fatigue and reducing the impact of their teaching in the classroom. Addressing frustration aids in resolving practical issues because it allows the teacher to be calm, flexible, and responsive to the solutions that teachers can offer, and therefore improves the overall climate and productivity of the school. At the same time, anger, anxiety, and frustration may foster resilient problem-solving and decision-making skills among teachers. Controlled anger may motivate teachers to confront injustices or inefficiencies by addressing the issues and aggressively working towards answers. Certain anxiety levels can improve responsiveness and thoroughness, enhancing the comprehensive evaluation of problems and decision-making. Frustration can serve as a motivator to seek and implement new strategies or to obtain additional help for overcoming challenges, signaling areas that need attention. Therefore, acquiring relevant skills and strategies for managing one's emotions is essential. Emotionally competent teachers work well, exhibit command over the content, manage the class, teach, assess students, and develop and utilize appropriate teaching and learning materials and educational resources (Peliño et al., 2022).

Nevertheless, enjoyment has no significant effect on the social problem-solving skills of teachers. The finding that enjoyment does not significantly impact social problem-solving skills among teachers is exciting regarding the role emotions play in professional contexts. While enjoyment certainly has an appreciable impact on satisfaction and engagement at work, it does not support social problem-solving skills. As seen, enjoyment enhances motivation and fulfillment among teachers but does not seem to contribute to the necessary judgment skills required for problem-solving in educational domains. Effective problem-solving requires critical thinking, patience, and emotional self-control. Bringing about a conducive teaching environment does not equate to a systematic approach to dealing with problems. According to McRae et al. (2020), enjoyment enhances teachers' morale; however, managing more intense emotions such as anger, frustration, and anxiety tends to be far more impactful in governing social problem-solving endeavors. Enhanced problem-solving skills and resilience in confronting challenges are exhibited by participants of regular cognitive training accompanied by emotional regulation exercises. Instructing emotional regulation and cognitive strategy disciplines enhances problem-solving efficacy in educational settings.

Şenocak et al. (2023) stated that problem-solving professional development is likely more effective with emotional resilience and skill-specific training rather than solely creating workplace satisfaction. Educators are often faced with complicated social problems. Such programs can enhance specific skills in critical thinking, decision making, and emotional resilience that empower teachers to address these problems successfully. This will also enable educators to deal with complicated situations more effectively and confidently, improving student performance and job satisfaction.

Problem 5. Is there a significant relationship between the level of teachers' emotions and, their social problem-solving skills and each of their characteristics?

Table 21. Result on the Test on the Relationship between the Respondents' Emotion and their Characteristics

Respondents' Characteristics	Level of Teacher's' Emotion					Overall
	Enjoyment	Pride	Anger	Anxiety	Frustration	
	r-value p-value	r-value p-value	r-value p-value	r-value p-value	r-value p-value	r-value p-value
Age	0.181	0.345	0.335	0.260	0.202	0.197
	0.032*	0.017*	0.004*	0.001*	0.001*	0.016*
	S	S	S	S	S	S
Sex	0.120	0.133	0.112	0.012	0.024	0.133
	0.186	0.345	0.190	0.213	0.414	0.206
	NS	NS	NS	NS	NS	NS
Civil Status	0.032	0.055	0.056	0.086	0.074	0.011
	0.498	0.245	0.203	0.983	0.367	0.893
	NS	NS	NS	NS	NS	NS
Teaching Experience	0.221	0.120	0.288	0.187	0.176	0.224
	0.014*	0.014*	0.021*	0.029*	0.035*	0.045*

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	S	S	S	S	S	S
Position	0.136	0.142	0.109	0.015	0.104	0.132
	0.097	0.084	0.186	0.858	0.206	0.106
	NS	NS	NS	NS	NS	NS
Highest Educational Attainment	0.018	0.116	0.019	0.077	0.057	0.073
	0.210	0.156	0.220	0.352	0.488	0.373
	NS	NS	NS	NS	NS	NS
Training/Seminars Attended on Social Problem-Solving Skills	0.580	0.501	0.526	0.554	0.514	0.507
Attitude towards Social Problem-Solving Skills	0.027*	0.029*	0.005*	0.002*	0.009*	0.019*
	S	S	S	S	S	S

Legend: *Significant at $p < 0.05$ alpha level

S – Significant

NS – Not Significant

Table 21 shows the relationship between the level of teachers' emotions and their characteristics, which showed a significant relationship, as indicated by the R-value and p-value less than 0.05 alpha level, which led to the rejection of the null hypothesis. This means that teachers' demographic and professional characteristics—such as age, teaching experience, training/seminars on social problem-solving skills, and attitudes toward social problem-solving—are closely linked to their emotional responses in their roles. This means that older teachers with more experience may exhibit different emotional responses to challenges, while those with social problem-solving training feel more confident and emotionally grounded in addressing interpersonal or classroom issues. This further means that fostering positive attitudes toward problem-solving and offering targeted professional development can help teachers better regulate their emotions, which could enhance their effectiveness in handling social problems in educational settings. As seen, the study highlights the importance of continuous professional development for teachers, emphasizing workshops and seminars on emotional intelligence and social problem-solving, and mentoring programs to enhance emotional resilience and bridge theoretical knowledge gaps. Bardach et al. (2022) emphasize the need for targeted interventions and a supportive school culture to enhance teachers' emotional well-being and improve educational outcomes.

Age significantly impacts a teacher's emotional responses and outlook on teaching. Younger teachers may experience excitement but may also face anxiety due to limited experience. Older, experienced teachers develop greater emotional resilience and a balanced perspective. Age-related challenges, such as adapting to new technologies and pedagogical trends, can lead to frustration and apprehension, impacting teachers' emotional handling and career fulfillment. Pranoto et al. (2021) noted that age can thus contribute to teaching and classroom management, understanding societal concerns, and providing practical strategies for social problem-solving. They can serve as mentors and role models and offer guidance on complex societal issues. Their emotional well-being and empathy enable them to approach sensitive problems with empathy.

Teachers' years of experience significantly influence their emotional responses and resilience in the classroom. Those with less experience may experience increased anxiety and frustration due to unfamiliar challenges like classroom management and diverse student needs. However, experienced teachers display greater confidence and composure, having developed effective strategies for managing academic and emotional challenges. They maintain a positive outlook, gaining pride and satisfaction from their expertise. Ganji et al. (2022) asserted that teachers acquire a more profound comprehension of student behavior and diverse teaching tactics as they accumulate more experience in their field. Acquiring more experience might result in an enhanced sense of self-assurance and proficiency in managing classroom dynamics and student relationships. This increased confidence and expertise can lead to more effective instruction and better student outcomes. Additionally, experienced teachers may be better equipped to handle challenging situations and adapt their teaching strategies to meet the needs of diverse learners.

As observed, teachers who receive training on social problem-solving skills show improved ability to navigate interpersonal and classroom challenges. These professional development opportunities provide structured approaches, practical strategies, and updated insights into conflict resolution and managing social dynamics in educational settings. Teachers who receive relevant training are more confident, patient, and strategic, promoting a positive classroom environment. According to Baraquia (2022), teachers' commitment to personal growth is defined by their enduring devotion and endeavors to enhance their skills and knowledge as educators, ensuring they remain current and informed. The teaching profession evokes a strong sense of purpose, security, and contentment. They enhanced their professional skills by actively participating in training seminars and pursuing advanced studies at the graduate and post-graduate levels.

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Additionally, teachers' attitude towards social problem-solving skills significantly impacts their emotional well-being and ability to manage classroom challenges. A proactive and positive attitude reduces stress and fosters control over challenging situations. Conversely, a reluctance or negativity can lead to frustration, anxiety, and helplessness. A teacher's attitude shapes their emotional resilience, influencing their response to and recovery from the complex social dynamics inherent in teaching. Matumadi et al. (2024) proposed that teachers who possess proficiency in emotion regulation, which refers to their capacity to adjust the strength and length of their emotions, exhibit more effectiveness in managing their classrooms, implementing disciplinary measures, and fostering positive connections with learners.

However, sex, civil status, position, and highest educational attainment did not significantly affect the respondents' emotional states. This means that demographic factors such as sex, civil status, position, and highest educational attainment do not play a substantial role in shaping the emotional states of the respondents. This further means that regardless of these personal and professional attributes, teachers' emotional experiences are likely influenced more by other factors, such as individual personality, teaching environment, workload, and student dynamics, rather than their gender, marital status, job title, or level of education. As observed, emotional involvement in teaching is influenced by practical experience, mindset, and professional growth, not personal characteristics. Educational institutions should focus on emotional intelligence and stress management programs to equip teachers with competencies to address emotional challenges, foster a more pleasant and effective educational atmosphere, and enhance student learning. According to Wang et al. (2023), teachers who foster a growth mindset and actively pursue professional development are more adept at managing the emotional challenges associated with teaching. This highlights that educational institutions must offer continuous support and training to enhance emotional resilience and practical problem-solving abilities. Additionally, providing a supportive environment that encourages reflective practices and peer collaboration can help teachers navigate emotional challenges effectively.

Table 22. Result on the Test on the Relationship between the Respondents' Social Problem-Solving Skills and their Characteristics

Respondents' Characteristics	Social Problem-Solving Skills of Teachers				Overall
	Positive Problem Orientation r-value p-value	Rational Problem-Solving Style r-value p-value	Impulsivity/Carelessness Style r-value p-value	Avoidance Style r-value p-value	r-value p-value
Age	0.113 0.170 NS	0.054 0.514 NS	0.133 0.105 NS	0.009 0.910 NS	0.028 0.735 NS
Sex	0.535 0.004* S	0.502 0.001* S	0.697 0.016* S	0.539 0.003* S	0.534 0.004* S
Civil Status	0.156 0.002* S	0.174 0.036* S	0.211 0.038* S	0.222 0.007* S	0.576 0.031* S
Teaching Experience	0.088 0.210 NS	0.076 0.355 NS	0.024 0.775 NS	0.072 0.382 NS	0.094 0.253 NS
Position	0.109 0.186 NS	0.104 0.206 NS	0.132 0.106 NS	0.126 0.124 NS	0.009 0.913 NS
Highest Educational Attainment	0.019 0.220 NS	0.057 0.488 NS	0.073 0.373 NS	0.028 0.733 NS	0.099 0.913 NS
Training/Seminars Attended on Social Problem-Solving Skills	0.526 0.005* S	0.514 0.009* S	0.107 0.019* S	0.255 0.028* S	0.519 0.007* S

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Attitude towards Social Problem-Solving Skills	0.697 0.016* S	0.535 0.004* S	0.560 0.001* S	0.502 0.001* S	0.697 0.016* S
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Legend: *Significant at $p < 0.05$ alpha level

S – Significant

NS – Not Significant

Table 22 shows the relationship between the level of teachers' emotion and their characteristics which showed a positive significant relationship, as indicated by the R-value and p-value less than 0.05 alpha level, which led to the rejection of the null hypothesis. This implies that the teacher's Sex, Civil Status, Training/Seminars Attended on Social Problem-solving Skills, and Attitude toward Social Problem-solving Skills significantly affect their social problem-solving skills. This means that specific personal and professional characteristics, such as a teacher's sex, civil status, participation in training or seminars on social problem-solving skills, and attitude toward these skills, significantly impact their ability to solve social problems effectively. This further means that these factors contribute to variations in teachers' approaches and effectiveness in addressing social issues in the classroom and school. As noticed, teachers with a positive attitude are more proactive in handling classroom conflicts, and training and seminars are essential for developing social problem-solving skills. Civil status also influences these skills, with strong social networks providing emotional support. Schools should foster supportive communities for teachers. According to Şenocak et al. (2023), schools can improve teachers' ability to manage social issues and create a more productive educational environment by investing in professional development and a positive attitude toward social problem-solving.

As observed, a teacher's sex can subtly influence their social problem-solving skills, which in turn impacts their emotional responses in the classroom. Female teachers, for instance, may approach social conflicts with greater empathy and emotional awareness, often prioritizing relationship-building and understanding among learners. This approach can lead to positive emotions, such as satisfaction and fulfillment when conflicts are resolved harmoniously. However, when relational issues persist, it may also expose them to increased emotional fatigue or stress. Male teachers, on the other hand, may approach problem-solving more directly or practically, which can effectively resolve issues quickly but may sometimes lead to frustration if emotional nuances are overlooked. These tendencies can shape how teachers of different sexes experience emotional highs and lows in social problem-solving contexts, highlighting that while approaches may vary, male and female teachers face unique emotional challenges and rewards when addressing classroom dynamics. Sovey et al. (2022) confirms that gender plays a role in problem-solving capabilities, with female learners showing superior learning outcomes in resolving social issues. This suggests that women's methodical and rational approach to social challenges improves as individuals grow older.

Teachers' civil status can influence their social problem-solving skills, impacting their emotional experiences in the classroom. Married teachers may use interpersonal skills from family dynamics to enhance patience, empathy, and collaborative problem-solving, leading to positive emotions like fulfillment and pride. Single teachers, on the other hand, may approach social problem-solving with greater independence, fostering confidence but also causing occasional feelings of isolation or stress when navigating complex social issues alone. According to Çemberci et al. (2022), teacher's civil status shapes the perspective and relational skills they bring to social problem-solving, impacting the emotional rewards and challenges they encounter in their interactions with learners, colleagues, and parents.

Moreover, as observed, teachers who receive training on social problem-solving skills show improved ability to navigate interpersonal and classroom challenges. These training courses provide structured approaches, practical strategies, and updated insights into conflict resolution and social dynamics in educational settings. Teachers gain a better understanding of the underlying causes of social problems, enabling them to address issues more proactively. Training emphasizes emotional regulation, communication skills, and collaborative techniques, fostering a more positive and productive classroom environment. Continuous professional development is crucial for empowering teachers to handle social challenges constructively and promoting more accessible and targeted training in social problem-solving skills. According to Apriliyanti (2020), the lack of adequate facilities and insufficient time dedicated to studying and practice are two factors contributing to the failure to implement innovation in the educational process.

Additionally, teachers' attitudes towards social problem-solving significantly influence their effectiveness in managing classroom and interpersonal challenges. Positive attitudes foster a growth mindset, encouraging teachers to view social problems as opportunities for learning and improvement. Conversely, less favorable attitudes may hinder full resolution of conflicts, potentially avoiding or oversimplifying them. Therefore, cultivating a positive attitude is crucial for teachers to effectively handle conflicts and promote a constructive environment, benefiting the entire school community. Teachers with a positive attitude, characterized by a proactive mindset, receptivity to novel concepts, and readiness to collaborate with others, develop improved social problem-solving skills. This underscores the significance of fostering a supportive and growth-oriented mindset among teachers, who welcome obstacles as chances for learning and advancement (Ansary, 2023).

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Meanwhile, age, teaching experience, position, and highest educational attainment have shown no significant relationship with social problem-solving abilities. This means that age, teaching experience, position, and highest educational attainment do not significantly influence teachers' social problem-solving abilities. This further means that regardless of age, length of service, job title, or educational background, teachers exhibit similar skill levels in addressing social challenges within the school environment. As observed, social problem-solving abilities in teaching may be influenced more by personal attributes like attitude, motivation, and training than by demographic or professional characteristics, suggesting that effective teaching relies less on academic credentials. Burroughs et al. (2021) emphasize the importance of specialized professional development and ongoing training for educators to improve social problem-solving abilities. Traditional metrics like tenure and academic qualifications are insufficient for managing complex social dynamics. Institutions should focus on cultivating positive attitudes and providing targeted training to enhance these skills.

IV. CONCLUSION

The following conclusions are hereby drawn for the study:

Emotions like pride, anger, anxiety, and frustration significantly impact teachers' problem-solving skills. Teachers' characteristics, such as age, teaching experience, related training/seminars attended, and attitudes toward social problem-solving skills, significantly affect teachers' emotions.

Teachers' characteristics, including sex, civil status, and related training/seminars attended on social problem-solving skills, as well as attitudes towards social problem-solving skills, have a significant relationship with teachers' level of social problem-solving skills.

V. RECOMMENDATION

On the basis of the results of this study, the following are recommended:

1. School heads should provide professional development opportunities and foster a supportive environment to build teachers' confidence and autonomy in effectively handling problems independently.
2. School heads should continue to foster supportive environments and provide stress-reducing interventions to maintain the low levels of anxiety observed among teachers, ensuring sustained well-being and performance.
3. The school heads should conduct regular stress management workshops and guided reflection activities to help teachers reduce their reliance on avoidance strategies and develop more proactive problem-solving skills.
4. School heads and teachers should design and implement targeted professional development programs that align with teachers' age, teaching experience, and prior training to enhance their social problem-solving skills and foster positive attitudes toward effective problem-solving in the classroom.
5. School heads and teachers should promote equitable access to professional development opportunities based on sex and civil status while fostering positive attitudes toward social problem-solving skills through collaborative training programs.

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