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GENDER -RESPONSIVE TEACHING, EMOTIONAL INTELLIGENCE, AND TEACHERS PRODUCTIVITY AMONG PUBLIC SCHOOL TEACHERS

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ABSTRACT:

This study examined the relationships of gender-responsive teaching and emotional intelligence with the performance of public elementary teachers in Kibawe West District for the school year 2025–2026. Specifically, it assessed teachers' gender-responsive teaching in terms of instructional practices, classroom management, and assessment strategies, alongside their emotional intelligence across self-awareness, self-regulation, motivation, empathy, and social skills. Teacher productivity was evaluated across six Key Result Areas (KRAs): content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, and personal growth and professional development.

Findings revealed that teachers consistently practiced gender-responsive teaching, employing inclusive instructional methods, equitable classroom management, and gender-fair assessment strategies. Emotional intelligence was high across all domains, with notable strengths in self-awareness, empathy, and social skills. Teacher productivity was consistently high across all KRAs. Correlation analyses showed significant positive relationships between all dimensions of gender-responsive teaching and teacher productivity, as well as between emotional intelligence and teacher productivity, indicating that teachers who apply inclusive practices and possess strong emotional competencies are more effective and productive.

The study recommends professional development programs, integrated training in inclusive teaching and emotional intelligence, institutional support mechanisms, and further research on the long-term impact on student outcomes and school performance.

KEYWORDS: *Gender-responsive teaching, Emotional intelligence, Teacher productivity, Public elementary teachers, Kibawe West District.*

INTRODUCTION

Teachers' plays a crucial role in teaching and learning process. They have various functions and role in providing quality education among the learners. They facilitate learning and constantly nurture every learner. One of their missions is to protect and promote the right of every Filipino learner to quality, equitable, culture-based, and complete basic education where students will learn in a child- friendly, gender-sensitive, safe, and motivating environment.

In the field of education, teachers serve as catalysts for learners' holistic development. As society becomes more diverse, inclusive, and dynamic, teachers must demonstrate not only mastery of subject content but also sensitivity to learners' differences and the emotional capacity to manage classroom challenges effectively.

Gender-responsive teaching has emerged as a vital approach that ensures fairness and equality in the learning environment. It recognizes the diverse learning needs, interests, and potentials of both male and female learners, addressing gender biases that may exist in teaching materials, classroom interaction, and assessment. Teachers who adopt gender-responsive strategies foster inclusivity, participation, and mutual respect among students, which in turn can enhance teaching effectiveness and productivity.

Meanwhile, emotional intelligence (EI)—the ability to recognize, understand, and manage one's own emotions and those of others—plays a crucial role in teachers' professional performance. Teachers with high EI are better able to cope with stress, maintain positive classroom climates, communicate effectively, and inspire learners. Emotional intelligence influences teachers' interpersonal relationships, motivation, and adaptability, which are key dimensions of teacher productivity.

However, in many public elementary schools of Kibawe west districts , particularly in geographically challenged or resource-limited areas, teachers face various emotional and instructional demands. These challenges may affect their productivity and teaching performance.

This study, therefore, seeks to explore the relationship between gender- responsive teaching, emotional intelligence, and teacher productivity in public elementary education.

The results are expected to provide insights into how these factors interact to improve teaching performance and student outcomes In Public Elementary Schools particularly in Kibawe East District, Division of Bukidnon, the public elementary teachers are facing several challenges in the implementation of gender responsive teaching and establishing a high emotional intelligence considering the present situation that the learners' emotional disturbance, lack of concentration, communication issues, classroom discipline procedures, disruptive behaviors, peer influence, socio-economic and family factors were seen as dilemmas in realm of education.

In view of this concern, the study will be conducted in order to determine the level gender responsive teaching and emotional intelligence toward teachers' performance in teaching the elementary learners. Moreover, the study will determine the significant relationship between the independent and dependent variables.

Conceptual Framework of the Study

The study is anchored on the Gender Schema Theory (Bem, 1981). This theory states that an individual learns society's constructions of gender through mental structures termed gender schemas. These affect how individuals view themselves and others and direct behavior in gender-typical ways. The theory pointed out that children are taught to sort out traits, behaviors, and roles as being masculine or feminine and hence organize their identity and decisions along these lines. The model challenged strict gender dichotomies and advocated androgyny—combining masculine and feminine patterns—as a more positive psychological model.

In the classroom, the Gender Schema Theory has important applications to instruction and learning. Teachers can unknowingly reinforce gender schemas by dividing students into groups, praising boys and girls differently, or using materials that reflect stereotypic gender roles. For instance, boys can be nurtured in mathematics and science, whereas girls can be supported in reading and arts.

Such implicit messages have the ability to determine students' academic self- concept and guide their career aspirations. Teachers who are aware of the influence of gender schemas can promote equitable practices that counteract stereotypes and ensure equity in classroom interactions.

Starr and Zurbriggen (2016) carried out a systematic review of GST's use across domains and determined that it remains influential in developmental psychology, education, and mental health. They demonstrated how Gender Schema Theory has been employed to study

discrimination, career choice, and the lives of marginalized groups. In education, GST has been utilized to investigate gendered expectations' influence on student participation, teacher behavior, and curriculum development. These conclusions highlight the importance of educators critically examining the role played by gender schemas in learning spaces.

Another significant theory that Daniel Goleman's theory of emotional intelligence (1998). The ability to motivate oneself, recognize one's own feelings and those of others, and control one's emotions and relationships is referred to as emotional intelligence. Relationship management gives leaders motivation, the potential to influence, and the chance to develop their emotional intelligence and conflict management skills. In 1998, Goleman developed an EI-based theory of performance that includes a set of guidelines and competencies for the personal growth of each worker. Emotional intelligence (EI) is the capacity to comprehend and regulate our emotions and feelings, and this capacity aids in the development of strong, persuasive leaders.

Moreover, the Theory of Reinforcement is another theory that underpins the research (Skinner, 1953). According to the Skinner Model, teachers control student behavior to achieve desired results and efficiency. Teachers must be an effective classroom manager who should concentrate in fostering a positive environment by planning, delivering, and supervising engaging lessons. The focus of research on classroom management has shifted from the late 1990s to the present to emphasize the importance of fostering a supportive learning environment through teacher-student cooperation. Oliver and Reschly (2016) also backed practices that foster positive interactions among students, which contribute to a productive learning environment in the classroom.

2. METHODOLOGY

2.1 Research Design

This study employed a descriptive survey method of research. A research technique called descriptive research aims to explain and interpret context- relevant objects. All disciplines most frequently use survey research. By asking people questions and compiling their responses, survey research involves learning information about one or more groups of people, such as their traits, beliefs, attitudes, or past experiences (Cresswell, 2008).

The study focuses on determining the level of gender responsive teaching, emotional intelligence and classroom management practices, the level of teachers' performance and the relationship between the variables. The gender- responsive teaching include instructional practices, classroom environment and management, learning materials and curriculum

content. Emotional Intelligence includes self-awareness, managing emotions/self-regulation, motivating oneself/motivation, empathy, and social skills. On the other hand, Teachers' Performance involves Content Knowledge and Pedagogy, Learning Environment, Diversity of Learners, Community Linkages and Professional Engagement and Plus Factors. In addition, this research will determine the relationship between gender-responsive teaching and emotional intelligence and towards' teachers' performance.

2.2 *Research Locale*

This study was conducted in the public elementary schools in Kibawe District, Kibawe, Bukidnon, Division of Bukidnon. The Province of Bukidnon was the official name for Bukidnon. Malaybalay City was Bukidnon's capital. Twenty municipalities and two component cities made up the province. The province was the third-largest in the nation. "Bukidnon" was a name that meant "highlander" or "mountain dweller." In Region 10, which was a major producer of rice, corn, pineapples, bananas, and sugarcane, the province was regarded as a food basket.

2.3 The Respondents of the Study

The respondents of the study were the 208 public elementary schools and integrated school teachers handling learners. These teachers are currently teaching this School Year 2025-2026. The researcher used a complete enumeration method in selecting the respondents who best meet the purpose of the study. Table 1 presents the number of respondents from the participating school.

2.4 Research Instrument

The study used a patterned and modified questionnaire as the main instrument. The questionnaire consists of Part I. Gender Responsive Teaching, Part II. Emotional Intelligence, and Part III. Teacher Productivity. The Teacher made questionnaire will be used for Gender responsive teaching. While for Emotional Intelligence, a survey questionnaire was adapted from the study of Sulhayan (2023), which contains 50 items. On the other hand, the teachers' productivity was based on the IPCRF 2025 (DepEd Order No. 2, S. 2015).

2.5 Data Gathering Procedure

The researcher formally asked permission from the Schools Division Superintendent through a letter signed by the Thesis Adviser and the Dean of the Graduate School of Valencia Colleges to conduct the survey questionnaire. Upon the approval of the Superintendent, the

researcher furnished a copy to the District Supervisor, and the letter of permission was forwarded to the school principals of the participating schools. The researcher followed proper protocol and ethical considerations in conducting the study.

The researcher personally visited the schools to conduct the survey procedures. Then, the questionnaires were checked, scored, organized into tabular form, and analyzed by the statistician.

2.6 Scoring Procedure

The study used different scoring procedures to interpret Gender-Responsive Teaching, Emotional Intelligence, and Teacher Productivity. Gender-Responsive Teaching was assessed in terms of instructional practices, classroom environment and management, and curriculum content and materials, and interpreted as Very High/Always Practiced (4.21–5.00) to Very Low/Never Practiced (1.00–1.80). Emotional Intelligence focused on self-awareness, self-regulation, motivation, empathy, and social skills, and was interpreted as At All Times (3.26–4.00) to Never (1.51–1.75). Teacher Productivity was measured across key result areas and interpreted from Outstanding (4.50–5.00) to Poor (1.00–1.49). These scales provided a clear basis for evaluating teachers' levels across the three variables.

2.8 Statistical Treatment of Data

The analysis and interpretation of the data gathered were aided by the following statistical tools:

To answer Problems 1 and 2, descriptive statistics such as mean and standard deviation were utilized. For Problem 3, the rating in the IPCRF was used. Meanwhile, for Problem 4, which determined the significant relationship between gender-responsive teaching, emotional intelligence, and teachers' productivity, the Pearson Product-Moment Correlation was used because it is a measure of the strength of a linear association between two variables.

3. RESULTS AND DISCUSSIONS

3.1 Gender-Responsive Teaching

Table 1. Summary table of the gender-responsive teaching among public elementary teachers.

Variables	Mean	SD	Qualitative Description
1. Instructional Practices	4.58	0.36	Always Practiced / Excellent
2. Classroom Environment and Management	4.58	0.41	Always Practiced / Excellent
3. Assessment Strategies	4.54	0.39	Always Practiced / Excellent
Overall Mean	4.57	0.39	Always Practiced / Excellent

Legend:

Scale	Range	Qualitative Description	Qualitative Interpretation
5	4.20-5.00	Excellent	Very High / Always Practiced
4	3.20-4.19	Very Good	High / Often Practiced
3	2.60-3.19	Good	Moderate / Sometimes Practiced
2	1.80-2.59	Fair	Low / Seldom Practiced
1	1.00-1.79	Needs Improvement	Very Low / Never Practiced

Table 1 presents the summary of the level of gender-responsive teaching among public elementary teachers in Kibawe District in terms of instructional practices, classroom environment and management, and assessment strategies. The data show that all indicators obtained mean scores within the "Always Practiced" or "Excellent" qualitative description.

The findings reveal that public elementary teachers consistently practice gender-responsive teaching, as reflected in the grand mean of 4.57 with a standard deviation of 0.39. Among the three domains, instructional practices and classroom environment and management obtained the highest mean of 4.58, while assessment strategies received a slightly lower mean of 4.54. These results indicate that teachers strongly integrate gender fairness, inclusivity, and equity in their teaching approaches, classroom interactions, and assessment methods. The consistently high ratings suggest that teachers are aware of the importance of creating learning environments that respect and support learners of all genders.

The results imply that public elementary teachers in Kibawe District have effectively incorporated gender-responsive practices into their daily teaching responsibilities. This may contribute to more inclusive classrooms, equitable participation, improved learner engagement, and positive social interactions among students. However, despite the high ratings, there remains a need for continuous professional development and enhancement of instructional materials and assessment practices to further strengthen gender inclusivity and address subtle forms of gender bias in education.

The findings support the study of Allen and Kigutha (2019), who emphasized that gender-inclusive instructional practices reduce classroom gender bias and promote balanced participation among learners. Similarly, Morales and Basco (2022) found that gender-inclusive instructional materials enhance students' sense of belonging and equitable academic participation. Kumar (2024) also highlighted that gender-responsive pedagogy promotes inclusive classroom management strategies and fair treatment of learners. Furthermore, Ferguson and Lindo (2022) noted that flexible and equitable assessment practices improve learning opportunities and assessment outcomes for students of all genders. These studies

affirm that gender-responsive teaching contributes significantly to creating inclusive and equitable learning environments.

3.2 Emotional Intelligence

Table 2. Summary Table on the Level of Emotional Intelligence Among Teachers.

Variables	Mean	SD	Qualitative Description
1. Self-Awareness	4.43	0.38	At All Times
2. Self-Regulation	4.41	0.42	At All Times
3. Motivation	4.51	0.38	At All Times
4. Empathy	4.54	0.37	At All Times
5. Social Skills	4.58	0.37	At All Times
Overall Mean	4.49	0.38	At All Times

Legend:

Scale	Range	Qualitative Description
5	4.20-5.00	At All Times
4	3.20-4.19	Most of the Time
3	2.60-3.19	Sometimes
2	1.80-2.59	Seldom
1	1.00-1.79	Never

Table 2 presents the summary of the level of emotional intelligence among teachers in terms of self-awareness, self-regulation, motivation, empathy, and social skills. The results reveal that all dimensions obtained mean scores interpreted as “At All Times,” indicating consistently high emotional intelligence among teachers.

The findings show that teachers possess a high level of emotional intelligence, as reflected in the grand mean of 4.49 with a standard deviation of 0.38. Among the five domains, social skills obtained the highest mean of 4.58, followed by empathy with 4.54 and motivation with 4.51. Self-awareness and self-regulation also received high ratings with means of 4.43 and 4.41, respectively. These results suggest that teachers consistently demonstrate effective interpersonal relationships, empathy, motivation, emotional understanding, and emotional control in their professional practice. The high ratings further indicate that teachers are capable of maintaining positive interactions, managing workplace challenges, and fostering supportive learning environments.

The results imply that teachers’ strong emotional intelligence may contribute positively to classroom management, instructional effectiveness, professional relationships, and student support. High levels of empathy and social skills can strengthen teacher–student relationships and promote inclusive and emotionally safe classrooms. Likewise, motivation and self-regulation may help teachers remain resilient and productive despite workload pressures and

professional challenges. However, the relatively lower mean scores in self-regulation suggest that teachers may still benefit from stress management programs, emotional wellness initiatives, and professional development activities focused on emotional resilience and coping strategies.

The findings are supported by Sutton and Wheatley (2018), who found that emotionally self-aware teachers are better able to regulate stress and maintain professional resilience. Brackett et al. (2019) emphasized that self-regulation skills enable teachers to manage emotional reactions effectively and create supportive classroom environments. Meyer and Turner (2016) also noted that highly motivated teachers remain committed to their goals despite challenges, improving instructional quality and engagement. Furthermore, Jennings et al. (2019) highlighted that teacher empathy contributes to emotional regulation, professional well-being, and positive classroom interactions. Lastly, Taylor et al. (2019) reported that teachers with strong social skills are more capable of building harmonious relationships, resolving conflicts effectively, and fostering collaborative learning environments.

3.3 Teacher Productivity

Table 3. Summary Table on the Level of Teacher Productivity.

Variables	Mean	SD	Qualitative Description
1. KRA 1: Content Knowledge and Pedagogy	4.71	0.4	Outstanding
2. KRA 2: Learning Environment	4.6	0.45	Outstanding
3. KRA 3: Diversity of Learners	4.56	0.52	Outstanding
4. KRA 4: Curriculum and Planning	4.64	0.38	Outstanding
5. KRA 5: Assessment and Reporting	4.68	0.42	Outstanding
6. KRA 6: Personal Growth and Professional Development	4.72	0.41	Outstanding
Grand Mean	4.65	0.43	Outstanding

Legend:

Scale	Range	Qualitative Description
5	4.50- 5.00	Outstanding (O)
4	3.50-4.49	Very Satisfactory (VS)
3	2.50-3.49	Satisfactory (S)
2	1.50–2.49	Unsatisfactory (UN)
1	1.0 - 1.49	Poor (P)

Table 3 presents the summary of the level of teacher productivity among public elementary teachers in terms of the six Key Result Areas (KRAs): Content Knowledge and Pedagogy, Learning Environment, Diversity of Learners, Curriculum and Planning, Assessment and

Reporting, and Personal Growth and Professional Development. All areas obtained mean scores interpreted as "Outstanding."

The findings reveal that teachers demonstrate a very high level of productivity, as reflected in the grand mean of 4.65 with a standard deviation of 0.43. Among the six KRAs, Personal Growth and Professional Development obtained the highest mean of 4.72, followed closely by Content Knowledge and Pedagogy with 4.71 and Assessment and Reporting with 4.68. These findings indicate that teachers consistently exhibit strong instructional competence, effective classroom management, professional commitment, and learner-centered practices. The lowest mean, though still interpreted as Outstanding, was observed in Diversity of Learners with 4.56, suggesting that while teachers effectively address learner diversity, there is still room for further enhancement in differentiated and inclusive instructional approaches.

The results imply that teachers possess strong professional competencies aligned with the Philippine Professional Standards for Teachers (PPST). Their high productivity may contribute positively to learner achievement, effective instructional delivery, and improved school performance. The outstanding ratings in professional development and pedagogy suggest that teachers are committed to continuous learning and instructional improvement. However, the comparatively lower rating in addressing learner diversity highlights the need for additional training and support in differentiated instruction, inclusive education, and strategies that cater to diverse learner needs and backgrounds.

The findings are supported by Darling-Hammond et al. (2017), who emphasized that strong content knowledge and varied pedagogical strategies improve student achievement and teacher effectiveness. Emmer and Sabornie (2015) also found that well-managed learning environments contribute significantly to classroom engagement and instructional productivity. Tomlinson (2017) highlighted the importance of differentiated instruction in addressing learner diversity and promoting inclusive education. Furthermore, Dexter (2020) noted that effective curriculum planning and the use of ICT resources enhance instructional delivery and student engagement. Black and Wiliam (2018) emphasized that assessment and reporting practices support data-driven instruction and learner progress monitoring. Thus, Desimone and Pak (2017) reported that continuous professional development strengthens teacher competence, instructional quality, and professional growth.

3.4 Test of Significant Relationship

Table 4. Relationship between gender-responsive teaching in terms of Instructional Practices and teacher productivity.

	R-value	p	Remarks
KRA 1: Content Knowledge and Pedagogy	.355**	.000	Significant
KRA 2: Learning Environment	.221**	.003	Significant
KRA 3: Diversity of Learners	.156*	.040	Significant
KRA 4: Curriculum and Planning	.339**	.000	Significant
KRA 5: Assessment and Reporting	.200**	.008	Significant
KRA 6: Personal Growth and Professional Development	.278**	.000	Significant
Overall Teacher Productivity	.381**	.000	Significant

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

The results in Table 4 indicate that gender-responsive teaching in terms of Instructional Practices is significantly correlated with all aspects of teacher productivity. Specifically, KRA 1: Content Knowledge and Pedagogy showed a strong positive relationship (r = .355, p = .000), suggesting that using gender-fair and inclusive instructional practices enhances teachers' mastery and delivery of content. Similarly, KRA 4: Curriculum and Planning (r = .339, p = .000) and KRA 6: Personal Growth and Professional Development (r = .278, p = .000) exhibited significant positive correlations, highlighting that integrating gender responsiveness into lesson planning and professional development contributes to overall teaching effectiveness. Other KRAs also demonstrated significant, though slightly lower, correlations, including KRA 2: Learning Environment (r = .221, p = .003), KRA 3: Diversity of Learners (r = .156, p = .040), and KRA 5: Assessment and Reporting (r = .200, p = .008), indicating that gender-responsive practices positively influence classroom management, differentiated instruction, and fair assessment strategies. Overall, gender-responsive instructional practices were significantly associated with overall teacher productivity (r = .381, p = .000), confirming that inclusive teaching approaches enhance multiple dimensions of teacher performance.

Unterhalter et al. (2015) found that gender-sensitive pedagogy improves learners' access and participation, which in turn influences teacher effectiveness in content delivery and classroom engagement. Pillay (2018) reported that gender-inclusive instructional strategies, including equitable participation and materials, are linked to better curriculum planning and management outcomes. Liasidou (2019) highlighted that gender-responsive teaching contributes to inclusive learning environments that support diversity of learners and reflects

on teachers' planning and assessment practices. Garcia et al. (2020) found a positive association between gender-responsive assessment practices and teachers' ability to use data effectively to refine instruction and improve learner outcomes. Ahmad and Ayis (2021) demonstrated that professional development in gender-inclusive pedagogy enhances teachers' reflective practice and commitment to continuous improvement. Hughes and Brock (2022) emphasized that teachers who adopt gender-responsive communication and instructional strategies achieve higher collaborative productivity and improved professional self-efficacy.

Table 5. Relationship between gender-responsive teaching in terms of Classroom Environment and Management and teacher productivity.

	R-value	P	Remarks
KRA 1: Content Knowledge and Pedagogy	.258**	.001	Significant
KRA 2: Learning Environment	.285**	.000	Significant
KRA 3: Diversity of Learners	.199**	.009	Significant
KRA 4: Curriculum and Planning	.280**	.000	Significant
KRA 5: Assessment and Reporting	.269**	.000	Significant
KRA 6: Personal Growth and Professional Development	.227**	.003	Significant
Overall Teacher Productivity	.355**	.000	Significant

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

The results in Table 5 indicate a significant positive relationship between gender-responsive teaching in terms of Classroom Environment and Management and teacher productivity across all Key Result Areas (KRAs). Specifically, Content Knowledge and Pedagogy showed a moderate positive correlation ($r = .258$, $p = .001$), suggesting that teachers who create safe, respectful, and gender-inclusive classrooms tend to deliver content more effectively. Learning Environment had the strongest correlation ($r = .285$, $p < .001$), highlighting that well-managed, gender-sensitive classrooms significantly enhance overall instructional engagement and learner participation. Diversity of Learners also demonstrated a significant relationship ($r = .199$, $p = .009$), indicating that inclusive classroom practices support differentiated instruction and responsiveness to learners' varied needs. Curriculum and Planning was significantly correlated ($r = .280$, $p < .001$), reflecting that teachers who implement gender-aware classroom management are more likely to plan and sequence lessons effectively. Assessment and Reporting ($r = .269$, $p < .001$) and Personal Growth and Professional Development ($r = .227$, $p = .003$) were also significantly associated, showing that gender-sensitive classroom environments contribute to equitable assessment practices and continuous professional improvement. Overall, Teacher Productivity had a strong

significant relationship (r = .355, p < .001), emphasizing that gender-responsive classroom management positively influences teachers' comprehensive performance.

Francis (2018) found that classrooms with gender-inclusive norms and respectful behavior protocols enhance teaching quality and learner engagement. Sayed and Kanjee (2019) reported that teachers who manage classrooms equitably — with attention to gender equity — exhibit stronger planning and instructional practices, thereby improving curriculum implementation. Morrell and Rawolle (2017) emphasized that gender-sensitive classroom management fosters inclusive learning environments that support the academic and social development of all learners, enhancing teachers' productivity across multiple domains. Bhana (2020) showed that gender-inclusive behavior management practices are linked with teachers' ability to deliver content effectively and engage diverse learners. Khan et al. (2021) demonstrated that gender-responsive classroom practices, including equitable participation and behavior support, positively affect assessment processes and teacher professional growth.

Table 6. Relationship between gender-responsive teaching in terms of Assessment Strategies and Management and teacher productivity.

	R-value	**P**	**Remarks**
KRA 1: Content Knowledge and Pedagogy	.212**	.005	Significant
KRA 2: Learning Environment	.256**	.001	Significant
KRA 3: Diversity of Learners	.215**	.004	Significant
KRA 4: Curriculum and Planning	.332**	.000	Significant
KRA 5: Assessment and Reporting	.190*	.012	Significant
KRA 6: Personal Growth and Professional Development	.208**	.006	Significant
Overall Teacher Productivity	.338**	.000	Significant

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

The results in Table 6 indicate that gender-responsive teaching in terms of Assessment Strategies has a significant positive relationship with all KRAs and overall teacher productivity. The strongest correlation was observed with KRA 4: Curriculum and Planning (r = .332, p = .000), suggesting that using gender-inclusive assessment practices support effective curriculum planning and implementation. Other significant relationships include KRA 2: Learning Environment (r = .256, p = .001), KRA 3: Diversity of Learners (r = .215, p = .004), and KRA 1: Content Knowledge and Pedagogy (r = .212, p = .005), indicating that gender-responsive assessments help create inclusive learning environments, address diverse learner needs, and enhance instructional delivery. KRA 6: Personal Growth and Professional

Development (r = .208, p = .006) and KRA 5: Assessment and Reporting (r = .190, p = .012) were also significantly related, highlighting that teachers who implement equitable assessment strategies are better able to reflect on their practices and report learner progress effectively. Overall, gender-responsive assessment practices contribute positively to overall teacher productivity (r = .338, p = .000), emphasizing the importance of integrating equity-focused assessment strategies in enhancing teacher performance.

Elias and Merriam (2016) found that assessment tools free from gender bias promote fair evaluation and support improved instructional quality by enabling teachers to better identify and address learning needs. Soto-Ulloa et al. (2018) reported that varied assessment methods that accommodate students' diverse strengths and learning preferences enhance teacher awareness of learner progress while fostering inclusive classroom environments. Inyang-Ebai (2020) emphasized that gender-responsive assessment practices help reduce performance gaps and improve communication with stakeholders, thus contributing to curriculum planning and reporting. Calderón and Velázquez (2019) demonstrated that teachers who reflect on and adjust assessment practices are more effective in professional growth and curriculum adaptation. Additionally, Rodríguez et al. (021) highlighted that integrating equity considerations into assessment practices is linked to enhanced overall teacher productivity, including improved instruction, planning, and professional development.

Table 7. Relationship between emotional intelligence in terms of Self-Awareness and teacher productivity.

	r-value	p	Remarks
KRA 1: Content Knowledge and Pedagogy	.361**	.000	Significant
KRA 2: Learning Environment	.324**	.000	Significant
KRA 3: Diversity of Learners	.340**	.000	Significant
KRA 4: Curriculum and Planning	.368**	.000	Significant
KRA 5: Assessment and Reporting	.300**	.000	Significant
KRA 6: Personal Growth and Professional Development	.353**	000	Significant
Overall Teacher Productivity	.472**	.000	Significant

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

The data show that self-awareness in emotional intelligence is significantly and positively correlated with all teacher productivity KRAs and overall performance, with the strongest relationship in Overall Teacher Productivity (r = .472, p < .01). This indicates that teachers who are more emotionally self-aware perform better in content delivery, classroom management, curriculum planning, assessment, and professional growth.

These findings are supported by Brackett et al. (2019), who found that self-aware teachers maintain better instructional quality under stress. Jennings et al. (2017) reported improved classroom relationships and learning environments, while Rice and Liu (2020) highlighted better planning and responsiveness to learners. Sutton et al. (2015) emphasized improved assessment and communication, and Yilmaz (2021) noted stronger professional growth and overall effectiveness among self-aware teachers.

Table 8. Relationship between emotional intelligence in terms of Self-Regulation and teacher productivity.

	R-value	p	Remarks
KRA 1: Content Knowledge and Pedagogy	.175*	.021	Significant
KRA 2: Learning Environment	.202**	.008	Significant
KRA 3: Diversity of Learners	.161*	.033	Significant
KRA 4: Curriculum and Planning	.128	.091	Not Significant
KRA 5: Assessment and Reporting	.042	.582	Not Significant
KRA 6: Personal Growth and Professional Development	.176*	.020	Significant
Overall Teacher Productivity	.201**	.008	Significant

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Table 8 shows the relationship between emotional intelligence in terms of Self-Regulation and teacher productivity across the six KRAs. The results indicate several statistically significant positive relationships. Content Knowledge and Pedagogy is significantly related to self-regulation ($r = 0.175$, $p = 0.021$), suggesting that teachers who can manage their emotions effectively tend to demonstrate better mastery and delivery of subject matter. Learning Environment also shows a significant positive correlation ($r = 0.202$, $p = 0.008$), indicating that emotionally regulated teachers are more capable of maintaining a structured, supportive, and well-managed classroom. Likewise, Diversity of Learners is significantly associated with self-regulation ($r = 0.161$, $p = 0.033$), implying that teachers who control their emotions are better able to respond appropriately to students' varied needs and backgrounds. In terms of Personal Growth and Professional Development, a significant relationship is observed ($r = 0.176$, $p = 0.020$), reflecting that teachers with strong emotional control are more inclined toward continuous improvement. Moreover, Overall Teacher Productivity is significantly correlated with self-regulation ($r = 0.201$, $p = 0.008$), indicating that emotional regulation contributes positively to teachers' overall effectiveness.

However, not all KRAs demonstrated significant relationships. Curriculum and Planning was not significantly related to self-regulation ($r = 0.128$, $p = 0.091$), suggesting that emotional

control may not directly influence teachers' ability to design and organize instructional plans. Similarly, Assessment and Reporting showed no significant relationship (r = 0.042, p = 0.582), indicating that self-regulation does not substantially affect teachers' assessment practices and reporting responsibilities.

Brackett et al. (2019) found that teachers with stronger self-regulation abilities are better equipped to maintain instructional quality under stress, leading to improved content delivery and classroom environments. Mikolajczak et al. (2020) reported that emotional self-regulation in teachers is associated with lower burnout and higher engagement, which supports sustained professional growth and overall productivity. Jennings et al. (2017) highlighted that emotionally regulated teachers build more positive learning environments and stronger relationships with students, which enhances student engagement and diversity responsiveness. Zhou et al. (2016) emphasized that teachers who regulate their emotions effectively can manage conflicts and maintain classroom composure, contributing to a productive learning environment. Additionally, Yin et al. (2021) demonstrated that teacher emotional regulation training enhances professional efficacy, reflective practice, and adaptive instructional responses, reinforcing the importance of emotional control in multiple aspects of teacher productivity.

Table 9. Relationship between emotional intelligence in terms of Motivation and teacher productivity.

	r-value	p	Remarks
KRA 1: Content Knowledge and Pedagogy	.259**	.001	Significant
KRA 2: Learning Environment	.314**	.000	Significant
KRA 3: Diversity of Learners	.213**	.005	Significant
KRA 4: Curriculum and Planning	.283**	.000	Significant
KRA 5: Assessment and Reporting	.243**	.001	Significant
KRA 6: Personal Growth and Professional Development	.272**	.000	Significant
Overall Teacher Productivity	.367**	.000	Significant

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

The data show that motivation in emotional intelligence is significantly and positively correlated with all areas of teacher productivity, with the strongest relationship in Overall Teacher Productivity (r = .367, p < .01). This indicates that more motivated teachers perform better in instruction, classroom management, curriculum planning, assessment, and professional development. Motivation also shows significant links with learning

environment, content knowledge, and diversity of learners, confirming its influence across all teaching domains.

These findings are supported by Howard and Johnson (2016), who found that motivated teachers demonstrate stronger instructional delivery and classroom environments. Chong and Kong (2017) reported that intrinsic motivation enhances curriculum planning and professional growth, while Fried et al. (2015) noted its role in addressing diverse learner needs. Tschannen-Moran et al. (2020) emphasized that motivation supports reflective practice and continuous improvement, and Xie et al. (2021) highlighted its contribution to teacher engagement and overall performance.

Table 10. Relationship between emotional intelligence in terms of Empathy and teacher productivity.

	r-value	p	Remarks
KRA 1: Content Knowledge and Pedagogy	.341**	.000	Significant
KRA 2: Learning Environment	.430**	.000	Significant
KRA 3: Diversity of Learners	.331**	.000	Significant
KRA 4: Curriculum and Planning	.461**	.000	Significant
KRA 5: Assessment and Reporting	.245**	.001	Significant
KRA 6: Personal Growth and Professional Development	.290**	.000	Significant
Overall Teacher Productivity	.498**	.000	Significant

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

The results in Table 10 indicate that emotional intelligence in terms of Empathy is significantly correlated with all measured aspects of teacher productivity. Specifically, strong positive correlations were found between Empathy and KRA 1: Content Knowledge and Pedagogy (r = .341, p = .000), KRA 2: Learning Environment (r = .430, p = .000), KRA 3: Diversity of Learners (r = .331, p = .000), KRA 4: Curriculum and Planning (r = .461, p = .000), KRA 5: Assessment and Reporting (r = .245, p = .001), KRA 6: Personal Growth and Professional Development (r = .290, p = .000), and overall teacher productivity (r = .498, p = .000).

Hargreaves (2018) found that teachers with strong empathetic skills build more positive teacher–student relationships, which in turn support better instructional delivery and classroom climate. Garcia & Pacheco (2020) reported that teacher empathy enhances responsiveness to diverse learners' needs and underpins culturally relevant pedagogy.

Furman (2019) emphasized that empathy contributes to reflective practice and supports professional growth, as teachers who understand students' perspectives adjust instruction more effectively. Kutsyuruba et al. (2016) highlighted that empathy in teaching correlates with collegial collaboration and contributes to more inclusive curriculum planning. Additionally, Wang & Degol (2021) demonstrated that empathetic educators are more adept at creating supportive learning environments and fair assessment practices, contributing broadly to teacher effectiveness and productivity.

Table 11. Relationship between emotional intelligence in terms of Social Skills and teacher productivity.

	r-value	p	Remarks
KRA 1: Content Knowledge and Pedagogy	.308**	.000	Significant
KRA 2: Learning Environment	.377**	.000	Significant
KRA 3: Diversity of Learners	.254**	.001	Significant
KRA 4: Curriculum and Planning	.340**	.000	Significant
KRA 5: Assessment and Reporting	.360**	.000	Significant
KRA 6: Personal Growth and Professional Development	.335**	.000	Significant
Overall Teacher Productivity	.455**	.000	Significant

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

The data show that Social Skills in emotional intelligence are significantly and positively correlated with all teacher productivity KRAs and overall performance ($r = .254$ to $.455$, $p < .01$), with the strongest link to Overall Teacher Productivity ($r = .455$). This indicates that teachers with stronger communication, collaboration, and interpersonal skills tend to perform better across all areas of teaching effectiveness, including instruction, classroom management, assessment, and professional growth.

These findings are supported by Durlak et al. (2015), who found that teachers' social-emotional competencies improve classroom engagement and instructional quality. Taylor et al. (2019) also reported that strong social skills enhance teacher–student relationships and learning environments. Similarly, Brackett et al. (2019) emphasized that social competence strengthens teacher resilience and collaboration, while Sharko et al. (2021) noted its role in improving professional interactions and assessment practices. Gong et al. (2020) further highlighted that teachers with strong social skills demonstrate better professional growth and reflective practice.

4. CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusion

Based on the findings of this study, it can be concluded that:

The study indicates that public elementary teachers in Kibawe West District consistently demonstrate a high level of gender-responsive teaching across all domains. Teachers showed strong adherence to inclusive instructional practices, equitable classroom management, and gender-fair assessment strategies, with overall means ranging from 4.54 to 4.58 and low standard deviations, reflecting consistent and deliberate implementation. These results suggest that teachers are committed to fostering equity, fairness, and inclusivity in their classrooms, ensuring that all learners have equal opportunities to participate, learn, and succeed regardless of gender. Thus, gender-responsive teaching among these educators can be considered a routine and integral aspect of their professional practice.

The emotional intelligence of public elementary teachers in Kibawe West District during the 2025–2026 school year was consistently high across all domains. Teachers demonstrated strong self-awareness, effectively recognizing and understanding their emotions (Mean = 4.43, SD = 0.38), and exhibited effective self-regulation by managing their emotional responses even under pressure (Mean = 4.41, SD = 0.42). They displayed high motivation, persistence, and goal orientation in their professional responsibilities (Mean = 4.51, SD = 0.38), while showing exceptional empathy through understanding, respecting, and responding appropriately to the emotions of students and colleagues (Mean = 4.54, SD = 0.37). Finally, teachers excelled in social skills, effectively communicating, resolving conflicts, collaborating, and maintaining harmonious relationships, which was the highest-rated domain of emotional intelligence (Mean = 4.58, SD = 0.37). Thus, the teachers in the district possess strong emotional competencies that support their professional effectiveness and contribute positively to the learning environment.

The public elementary teachers in Kibawe West District exhibited consistently high productivity across all Key Result Areas (KRAs) for the school year 2025–2026. Teachers demonstrated outstanding mastery of content knowledge and pedagogy, effectively applied diverse teaching strategies, and promoted literacy, numeracy, and higher-order thinking skills. They also managed learning environments that were safe, engaging, and supportive, while employing differentiated approaches to address the diverse needs, strengths, and interests of their learners. Additionally, teachers showed strong competence in curriculum planning, resource utilization, and assessment integration, ensuring that learner progress was monitored and communicated clearly and promptly. Furthermore, teachers actively pursued

personal growth and professional development, applying learner-centered philosophies that enhanced overall teaching effectiveness. Thus, the results reflect a highly capable and committed teaching workforce, whose productivity consistently meets and exceeds professional expectations.

The result indicates that public elementary teachers in Kibawe West District demonstrated consistently high productivity across all Key Result Areas (KRAs) for the school year 2025–2026. Teachers exhibited outstanding mastery of content knowledge and pedagogy, effectively applied diverse teaching strategies, and fostered literacy, numeracy, and higher-order thinking skills. They managed safe, engaging, and supportive learning environments while addressing the varied needs and strengths of their learners through differentiated approaches. Additionally, teachers displayed strong competence in curriculum planning, resource utilization, and assessment practices, ensuring that learner progress was systematically monitored and communicated. Their commitment to personal growth and professional development, guided by learner-centered teaching philosophies, further enhanced overall effectiveness.

The findings indicate that emotional intelligence plays a significant role in enhancing teacher productivity among public elementary teachers. All five domains—self-awareness, self-regulation, motivation, empathy, and social skills—positively influence overall performance, with self-awareness, empathy, and social skills showing the strongest impact. Teachers who are aware of their emotions, understand and respond to the needs of others, and maintain effective interpersonal relationships are more likely to perform effectively across key result areas. While self-regulation also contributes to productivity, its effect is less consistent across certain teaching domains. Thus, the results reveal that developing emotional intelligence is essential for improving teaching effectiveness and fostering a productive learning environment.

4.2 Recommendations

Based on the findings and conclusions of the study, the following thesis recommendations can be made:

School administrators may continue to support and strengthen gender-responsive teaching by providing teachers with opportunities for professional development in inclusive instructional strategies, classroom management, and assessment methods that address gender-related learning needs. Teachers may also benefit from peer mentoring and collaborative sharing of

best practices, which may reinforce equitable teaching approaches and ensure that gender-responsive practices remain an integral part of daily classroom routines.

Considering the significant role of emotional intelligence in enhancing teacher productivity, schools may implement programs to develop teachers' emotional competencies, particularly in self-awareness, empathy, and social skills. Training sessions in emotional regulation, reflective practices, conflict resolution, and collaborative skills may help teachers manage stress and interpersonal challenges more effectively. Additionally, teachers may be encouraged to participate in peer coaching, counseling, or stress-management workshops, which may strengthen self-regulation and contribute to more productive and supportive learning environments.

Given the consistently high productivity observed across all Key Result Areas, school leaders may provide continuous access to professional learning opportunities, including subject-specific training, technology integration, and differentiated instructional strategies. Regular feedback and evaluation mechanisms may be reinforced to recognize teacher achievements, identify areas for improvement, and encourage reflective practices that may further enhance teaching effectiveness and professional growth.

Since both gender-responsive teaching and emotional intelligence were found to positively influence teacher productivity, training programs may be designed to integrate these two domains. Workshops and modules that combine inclusive teaching strategies with emotional intelligence development may focus on empathetic classroom management, gender-fair assessment practices, and socially intelligent interactions with students. Such integration may enhance overall teacher effectiveness and contribute to a more positive and productive learning environment.

School administrators and policymakers may institutionalize support mechanisms that encourage teachers to practice gender-responsive teaching and develop emotional intelligence. Allocating resources for professional development, creating recognition programs for exemplary teaching, and incorporating indicators of emotional intelligence and instructional competence into teacher evaluation systems may provide motivation and ensure the sustainability of these practices.

Future research may explore the long-term effects of gender-responsive teaching and emotional intelligence on student learning outcomes, classroom climate, and overall school performance. Studies may also investigate other contextual factors, such as school culture, community involvement, and teacher workload, which may moderate the relationships among emotional intelligence, gender-responsive teaching, and teacher productivity. Comparative

studies across different districts or regions may further provide insights into best practices and policy implications for enhancing teaching effectiveness.

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