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## EMOTIONAL INTELLIGENCE AND JOB SATISFACTION AMONG TEACHERS OF VALENCIA CITY CENTRAL SCHOOL

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### ABSTRACT

This study investigates the emotional intelligence (EI) levels of teachers and their relationship to job satisfaction among permanent staff at Valencia City Central School during the 2025-2026 Academic Year. Employing a descriptive-correlational design, data were collected via a two-part instrument. A 5-point Likert scale captured responses, and analyses included means, standard deviations, Pearson correlations, and linear regression to identify predictors of job satisfaction. Results indicate that teachers frequently apply EI components, with emphasis on self-awareness, emotion management, self-motivation, empathy, and social skills. Permanent teachers also reported notable levels of job satisfaction. Significant relationships emerged between EI dimensions and job satisfaction: Self-Awareness, Managing Emotions, Motivating Oneself, Empathy, and Social Skills all correlated with higher job satisfaction. Regression analysis identified Managing Emotions and Motivating Oneself as the strongest positive predictors. Collectively, these findings suggest that fostering specific EI competencies can enhance teacher satisfaction, with implications for professional development, school leadership, and policy aimed at teacher retention. Limitations include the single-site design and cross-sectional data. Future research should replicate across diverse settings and examine potential mediating factors (e.g., workload, leadership styles) and longitudinal effects of EI-focused interventions on job satisfaction.

**KEYWORDS:** *emotional intelligence, job satisfaction, self-awareness, emotion management, empathy, self-motivation, self-regulation, social skills.*

## *INTRODUCTION*

Today, the teaching profession has become extremely challenging. In this age of computers and the internet, information is just one click away from the students. This situation forces teachers into a hectic schedule. This has led to heightened levels of stress, unhappiness, and dissatisfaction among teachers. Beyond classroom instruction, primary teachers are burdened with a range of duties that were never meant to be part of their role. Students' performance is usually related to teachers' ability to teach and function effectively. Intellectual intelligence does not guarantee well-being. In fact, without Emotional intelligence, a person can have the best training, an analytical mind, and a supply of ideas, but will not make a great leader (Goleman, 2001).

Emotional Intelligence (EI) and job satisfaction are two concepts of high interest in the modern work environment. They serve as a competitive edge in personal and organizational life. It is widely recognized that employees with elevated emotional intelligence tend to report higher job satisfaction. In the teaching profession, such satisfaction enhances both instructional passion and the quality of teacher–student relationships. Organizational development research consistently highlights the impact of emotional intelligence on job satisfaction. Job satisfaction depends on many factors and varies from person to person. However, emotional intelligence has been shown to enhance employees' ability to cope with workplace stress and the challenges that arise on the job. Being able to handle internal and external stressors has been linked to concentration, productivity, self-awareness, and successful communication among workers. Job satisfaction has become an increasingly prominent area of research in recent years, as studies show that employees who are satisfied with their jobs tend to demonstrate higher levels of productivity (Spector, 2004).

Cultivating emotional intelligence among teachers is essential for nurturing inclusive and supportive learning environments that cater to each student's unique needs and backgrounds. Job satisfaction among teachers is crucial to the success of any educational institution. It directly impacts teacher motivation, engagement, and overall well-being, eventually affecting the quality of education offered to students.

The teaching profession is often burdened with challenges such as heavy workloads, administrative pressures, and limited resources, all of which can negatively impact teacher satisfaction. Understanding the elements that influence or detract from teacher job satisfaction is critical to developing supportive work cultures that attract and retain competent teachers, assuring excellent teaching quality and student achievement.

The Philippines' Department of Education has implemented DepEd Order No. 5, s. 2024, aimed at improving teacher welfare and satisfaction. The policy aims to simplify teaching hours, provide appropriate remuneration for overload, and emphasize the value of teacher ancillary jobs. However, the 2nd Congressional District of Misamis Oriental faces challenges such as inadequate support systems, a lack of professional development opportunities, and challenging working conditions, which may hinder teachers' emotional intelligence skills.

Accordingly, the researcher sought to investigate job satisfaction among public school teachers, noting that despite long tenure—often exceeding ten years—many still pursue opportunities perceived as more favorable.

Although many studies have examined teachers as respondents, this research specifically focuses on emotional intelligence and job satisfaction among public school teachers. The aim is to identify factors that may influence their satisfaction and performance, and to explain how these elements relate to working within a continually evolving educational environment.

### ***Conceptual Framework of the Study***

This study is anchored on the Emotional Intelligence theory, the two-factor theory, Equity Theory, and Motivation and Job Satisfaction Theory. The Emotional Intelligence theory was originally developed during the 1970s and 80s by Howard Gardner, Peter Salovey, and John "Jack" Mayer. "Emotional intelligence is increasingly relevant to organizational development and people management, as emotional quotient principles provide new ways to understand and evaluate behaviors, leadership styles, attitudes, interpersonal skills, and overall potential. Emotional intelligence is a key consideration in human resource planning, job profiling, recruitment and selection, management development, customer relations, customer service, and beyond. Emotional intelligence intersects with notions of love and spirituality, fostering compassion and human-centered values within organizational settings. According to Greenspan (1999), social awareness is a multidimensional hierarchical construct that includes: social sensitivity, social insights, and social communication.

In addition, this study is supported by Frederick Herzberg's Two-Factor Theory (also known as the Motivator-Hygiene Theory), which seeks to explain satisfaction and motivation in the workplace. This theory states that satisfaction and dissatisfaction are driven by different factors – motivation and hygiene factors, respectively. An employee's motivation can be seen as an inner force that drives individuals to attain personal and organizational goals. Motivating factors—like achievement, recognition, and advancement—are built into the

work itself. They inspire employees to perform well and bring a sense of fulfillment that is intrinsic to the job.

Moreover, the Equity Theory explains that individuals tend to compare and contrast between the input-output of the job, which means that they compare the workload they shouldered and the number of hours they work with the salary benefits, job satisfaction and commitment received when the ratio between the input and the output are not equal, humans or the individual tends to be dissatisfied the gives way towards job satisfaction. In principle individual tends to compare among their colleagues whom they feel are of the same category and on the other hand, they experience job satisfaction job when the ratio between the input and the output equal and it gives an avenues motivation for the workers or individual to raise the level of input for better output or maintain the consistence of the job (Adams, 1997).

Finally, Motivation and Job Satisfaction Theory by Locke (1998) presents their main premise that satisfaction is determined by a discrepancy between what one wants from a job and what one has in a job. According to Herzberg's theory, particular aspects of work, such as autonomy, moderate the extent to which employees feel satisfied or dissatisfied when their expectations remain unfulfilled.

### ***Significance of the Study***

The researcher endeavor to undertake the study because she believes that it is of great help to teachers, school heads, students and the community.

*Teachers.* This study will provide them with information on the significance of emotional intelligence and job satisfaction, and how these work for teachers.

*School head.* The study aims to define how school principals can foster positive interactions with teachers, thereby sustaining healthy relationships and facilitating workplace adaptation.

*Students in Valencia City Central School.* The students can get proper nourishment in terms of learning. Teacher motivation and job satisfaction influence student engagement, as motivated teachers foster an environment where students are inspired to attend school and pursue learning with enthusiasm.

*Community.* This study will also inform the community about their role and contribution in creating a conducive school environment, ultimately benefiting teachers, staff, and students.

*Future researchers.* They may use this study as their reference to conduct further studies on emotional intelligence and job satisfaction in all areas.

### ***Definition of Terms***

The following definitions are provided to ensure uniformity and understanding of these terms throughout the study. The researcher developed all definitions that were not accompanied by a citation.

*Emotional Intelligence.* This refers to the ability to recognize, understand, manage, and use emotions effectively both in oneself and in others. It involves being aware of how emotions influence behavior and decisions, as well as using this understanding to guide thinking, actions, and social interactions. Additionally, EI consists of key components: self-awareness, self-regulation, motivating oneself, empathy, and social skills.

*Empathy.* This refers to the ability to understand and share the feelings of another person. It involves recognizing another's emotions, seeing things from their perspective, and responding with care and sensitivity. Empathy is a key component of emotional intelligence, which is the broader capacity to recognize, understand, and manage one's own emotions and the emotions of others. The ability to sense, understand and respond to what other people are feeling. Self-awareness is a fundamental prerequisite for empathy, as understanding one's own emotions enables a deeper connection with the feelings and experiences of others. If you are not aware of your own emotions, you will not be able to read the emotions of others.

*Managing emotions.* This refers to the ability to regulate, control, and respond to one's feelings in healthy and constructive ways. It means recognizing emotions as they occur, understanding their causes, and choosing appropriate responses instead of reacting impulsively. The ability to stay focused and think clearly even when experiencing powerful emotions. Being able to manage your own emotional state is essential for taking responsibility for your actions and can save you from hasty decisions that you later regret.

*Motivating oneself.* This refers to a person's internal drive to pursue goals for internal satisfaction, rather than external rewards like money or fame. It involves a combination of achievement drive, commitment, initiative, and optimism, allowing individuals to persist through challenges, stay focused, and find meaning in their work. This self-motivation is a key component of emotional intelligence, influenced by a person's ability to understand and manage their own emotions. The ability to use your deepest emotions to move and guide you towards your goals. This ability enables you to take the initiative and to persevere in the face of obstacles and setbacks.

*Job Satisfaction.* This refers to an employee's contentedness with their job, a feeling of pleasure, fulfilment, or happiness derived from their work and work environment. It can be

influenced by both the nature of the work itself (intrinsic satisfaction) and work conditions like pay, supervision, and company culture (extrinsic satisfaction).

*Performance.* This refers to an employee's effectiveness in carrying out their job responsibilities to achieve organizational goals, which can include completing tasks proficiently, meeting deadlines, and contributing positively to the workplace.

*Self-awareness.* This refers to the ability to distinguish and understand your own emotions, thoughts, values, strengths, and weaknesses, and how they affect your behavior and interactions with others. It is one of the core components of Emotional Intelligence, forming the foundation for managing emotions effectively.

*Social Skill.* The ability to manage, influence, and inspire emotions in others. Being able to handle emotions in relationships and being able to influence and inspire others are essential foundation skills for successful teamwork and leadership. The ability to manage, influence and inspire emotions in others. Being able to handle emotions in relationships and being able to influence and inspire others are essential foundation skills for successful teamwork and leadership.

*Teachers.* This specifically refers to the teachers in Valencia City Central School, who teaches the learners, molding their personalities and guiding them to catch their goals in life.

### ***The Methodology***

This study employed a descriptive correlational research design. It utilized survey questionnaire as the main tool in gathering data to answer the questions of this study. This design provided comprehensive account to the emotional intelligence and job satisfaction among teachers of Valencia City Central School.

### ***Research Locale***

The study was conducted at Valencia City Central School (VCCS), strategically selected as the research locale due to its status as the pioneer and largest public elementary institution in Valencia City. This school was established in 1911, VCCS serves as the educational benchmark for the Division of Valencia City. Its centralized urban location and high density of teaching personnel provide a diverse and representative sample of educators, which is essential for analyzing the nuances of emotional intelligence and job satisfaction. Unlike smaller outlying schools, VCCS operates under a high-pressure environment with large student enrollments and significant administrative demands, making it an ideal setting to observe how teachers manage emotional labor and maintain professional fulfillment.

Furthermore, the school's recent infrastructure developments, such as the 2024 addition of the Security Bank Foundation building, reflect a dynamic working environment where teachers must adapt to evolving facilities and pedagogical standards. This combination of historical significance, large-scale operations, and modern challenges justifies the selection of VCCS as a serious case study for understanding the psychological well-being of public-school teachers in a rapidly urbanizing city.

### ***Respondents of the Study***

To accurately represent the relationship between emotional intelligence and job satisfaction, the respondents of the study were the Valencia City Central School teachers of academic year 2025-2026. The survey included all the teachers of Valencia City Central School.

### ***Sampling Procedure***

This study employed a purposive sampling for 188 teachers from Valencia City Central School. This study has invited the Teachers in all levels in Valencia City Central School, Division of Valencia City

### ***Research Instrument***

The researcher gathered the data through a questionnaire adopted from the study of Goleman and Gawel. The first part of the questionnaire is the self-assessment on emotional intelligence adopted from Goleman and Gawel, categorized into five areas: self-awareness, managing emotions, motivating oneself, empathy and social skills. While the second Part is the job satisfaction survey adopted from Gawel (1997).

### ***Data Gathering Procedure***

During laboratory investigation conducted at Valencia Colleges (Bukidnon) Inc. the researcher in this present study followed established protocols as part of the standard research procedure. The process begins with securing a letter of endorsement from the Dean of the Graduate Studies Office.

The researcher asked permission from the School Principal. Upon approval, the researcher personally requested and approached the teachers at different grade levels to answer the survey questionnaire. After the retrieval of the questionnaire, the researcher coded, recorded, and organized it into tabular form and subjected it to statistical analysis. It was then discussed, analyzed, and interpreted.

### ***Scoring Procedure***

The questionnaire utilized a 5-point Likert scale to gather the needed data. All the data gathered was treated statistically to facilitate the analysis and interpretation of the findings corresponding to the specific questions.

### ***Statistical Treatment of Data***

The following statistical tools were used to analyse the data gathered in response to the problems stated in Chapter 1.

Mean and standard deviation were used to ascertain the level of emotional intelligence among the teachers in terms of self-awareness, managing emotions, motivating oneself, empathy, and social skills, and the level of job satisfaction of the permanent teachers of Valencia City Central School.

To determine the significant relationship between emotional intelligence and job satisfaction, Pearson Product-Moment Correlation (r) was used, and on the variables that best influence teachers' job satisfaction, linear regression analysis was utilized.

### ***FINDINGS***

The emotional intelligence of the teachers in terms of self-awareness, managing emotions, motivating oneself, empathy, and social skills was frequently applied by the teachers.

The level of job satisfaction of permanent teachers was also frequently applied by them.

The test of the significant relationship between emotional intelligence and job satisfaction shows that the variables Self-Awareness, Managing Emotions, Motivating Oneself, Empathy, and Social Skills had a significant relationship with teachers' level of job satisfaction.

The variables Managing Emotions and Motivating Oneself were significant positive predictors of teachers' job satisfaction. The model is explained by this regression model:  $Y = 1.941 + .294X$ , where  $X$  is Managing Emotions and  $Y$  is Motivating Oneself. The model explains 30.7% of the variance in job satisfaction.

### ***CONCLUSIONS***

This study investigated the relationship between emotional intelligence (EI) and job satisfaction among permanent teachers at Valencia City Central School for the AY 2025–2026. Specifically, it sought to determine the levels of EI domains, the resulting job satisfaction, and whether specific emotional competencies could statistically predict professional fulfillment. Emotional intelligence is actively utilized by teachers. The frequent

application of self-awareness, emotion management, self-motivation, empathy, and social skills suggests that teachers rely on these emotional competencies in their daily professional practices.

The variables Managing Emotions and Motivating Oneself were the predictor variables of teachers' job satisfaction. The regression model shows that job satisfaction (Y) is positively influenced by both managing emotions and motivating oneself, with each contributing a coefficient of 0.294 to the overall equation. The model explains 30.7% of the variance in job satisfaction. Teachers do not just "possess" emotional intelligence; they actively apply it. High scores in self-awareness and empathy indicate a workforce that is emotionally attuned to the classroom environment. The most critical finding is that Managing Emotions and motivating oneself are the primary predictors of job satisfaction. This shifts the focus from external rewards (salaries/facilities) to internal competencies. While 30.7% of satisfaction comes from these two EI traits, it suggests that teachers who can regulate their own stress and maintain intrinsic drive are more likely to stay satisfied, regardless of external pressures. Future research should include qualitative interviews to uncover the "missing" 69.3% of satisfaction factors. School heads should prioritize EI-centered workshops focusing specifically on self-regulation and intrinsic motivation rather than just general professional development.

Job satisfaction is a commonly experienced outcome among permanent teachers. The frequent application of job satisfaction indicators indicates that permanent teachers largely report measurable levels of satisfaction in their roles. Significant associations exist between multiple dimensions of emotional intelligence and job satisfaction. Specifically, Self-Awareness, Managing Emotions, Motivating Oneself, Empathy, and Social Skills, indicating that higher scores in these EI domains relate to higher job satisfaction levels.

The core takeaway is that emotional mastery is a prerequisite for professional happiness. Teachers who effectively manage their emotional responses and maintain high self-motivation report significantly higher satisfaction levels. Emotional intelligence is not merely a "soft skill" but a measurable predictor of career longevity. To foster a satisfied teaching force at Valencia City Central School, the focus must move beyond technical training toward the cultivation of emotional resilience and self-management strategies.

### ***RECOMMENDATIONS***

For teachers. Integrate targeted emotional intelligence development into professional practice. Given that Managing Emotions and Motivating Oneself predict job satisfaction, implement

ongoing reflection and training activities (e.g., micro-skill workshops, reflective journaling, peer coaching) to strengthen these two dimensions and monitor changes in job satisfaction over time.

For school administrators. Consider evaluating the impact of these supports on teacher job satisfaction and retention, using the identified EI dimensions as key indicators.

For the school community. Cultivate an EI-supportive work environment. Create structures that support emotional regulation and motivation, such as regular time for collaborative planning, access to mentorship, stress-management resources, and recognition programs.

For future researchers. Validate and extend the regression model in diverse settings. Replicate the study across different schools or districts to test whether Managing Emotions and Motivating Oneself consistently predict job satisfaction and to explore potential mediators or moderators (e.g., workload, classroom size, leadership style).

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