

Examining Emotional Intelligence and Motivation as Determinants of Teaching Competence in Basic Education

Orlando Jr. I. Gemao¹, Dr. Aprell L. Abellana²

¹Graduate Student, Central Mindanao University, Musuan, Bukidnon, Philippines

²Faculty, Central Mindanao University, Musuan, Bukidnon, Philippines

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ABSTRACT

This study examined the relationship between emotional intelligence, motivation, and teaching competence among basic education teachers. Specifically, it determined teachers' level of emotional intelligence (self-awareness, managing emotions, recognizing emotions in others, and handling relationships), motivation (intrinsic and extrinsic), and teaching competence (content knowledge, pedagogical skills, interpersonal communication, classroom organization, and student assessment), and the relationships and predictive strength among these variables. Descriptive-correlational research design was employed, involving 250 teachers selected through random sampling at the Maramag Districts I, II, and III, Division of Bukidnon, Philippines. Data were collected using validated questionnaires and analyzed using mean, Pearson's Correlation Coefficient and Multiple Regression Analysis. Results revealed that teachers possess high emotional intelligence with a mean of 3.99, led by self-awareness. It also revealed that teachers are highly motivated with a mean of 4.07, predominantly driven by intrinsic motivation. Teaching competence is described as very good with a mean of 4.45, excelling in student assessment and content knowledge. Correlation results showed very strong positive relationships on both emotional intelligence (correlation coefficient of 0.846) with self-awareness obtaining the highest correlation ($r=0.817$), and motivation (correlation coefficient of 0.850) with intrinsic motivation yielding the highest correlation ($r=0.846$), towards teaching competence. Multiple regression confirmed self-awareness (from emotional intelligence) and both intrinsic and extrinsic motivation are significant predictors of teaching competence ($F=444.809$, $p < 0.01$, $R^2 = 0.879$). Intrinsic motivation ($\beta = 0.398$) and self-awareness ($\beta = 0.225$) as the strongest predictors, explaining 87.9% of variance. The findings highlight the importance of enhancing teachers' emotional and motivational competencies to improve teaching effectiveness.

Keywords: emotional intelligence, self-awareness, motivation, teacher performance, competence

INTRODUCTION

Teaching is widely recognized as a complex and multifaceted professional practice that requires the integration of subject matter expertise, pedagogical knowledge, classroom management skills, assessment literacy, and interpersonal competence to promote meaningful student learning (Darling-Hammond et al., 2017). A study conducted by Orbuda & Abellana (2025) among public secondary and integrated school teachers in rural areas of the Municipality of Kitaotao, Bukidnon identified that rural teaching competence involves five key sub-variables: content knowledge, pedagogical skills, interpersonal communication, classroom organization, and student assessment. In contemporary basic education settings, teachers are expected not only to deliver curriculum content but also to respond to diverse learner needs, integrate technology effectively, and foster students' socio-emotional development (United Nations Educational, Scientific and Cultural Organization, 2022). These expanding instructional and professional demands require teachers to maintain high levels of competence to ensure quality educational outcomes (Organization for Economic Co-operation and Development, 2019).

Despite its central role in educational improvement, teaching competence remains a concern at international and national levels. Globally, the UNESCO Global Education Monitoring Report (2022) highlights persistent

disparities in instructional quality that contribute to low levels of student proficiency across countries. Similarly, findings from the Organization for Economic Co-operation and Development (OECD) Teaching and Learning International Survey (2018) reveals variations in teachers' pedagogical practices, classroom management approaches, and assessment strategies, which significantly influence instructional effectiveness (OECD, 2019). In the Philippine context, the Second Congressional Commission on Education (EDCOM II, 2023) identified issues related to teacher preparedness, subject mastery, and instructional delivery as contributing factors to learning gaps. These reports underscore the need to examine teacher-related factors that may strengthen teaching competence.

One significant teacher-related factor that may influence teaching competence is emotional intelligence. Emotional intelligence refers to an individual's ability to perceive, understand, regulate, and manage emotions in oneself and others (Miao et al., 2017). A study conducted by Gara (2016) among basic education teachers in Pangantucan South District Division of Bukidnon revealed that emotional intelligence is significantly related to teaching performance. Emotional intelligence encompasses several key components, including self-awareness, which refers to the ability to recognize one's own emotions and understand their impact on decision-making and behavior. It also involves managing emotions, which pertains to regulating emotional responses in challenging situations in order to maintain professionalism. Another component is recognizing emotions in others, or empathy, which enables teachers to respond appropriately to students' emotional cues. Lastly, it includes handling relationships, which involves effectively managing interpersonal interactions with students, colleagues, and parents (Gara, 2016). Emotional intelligence has been positively associated with teaching performance and professional well-being, both of which contribute to sustained instructional effectiveness (Valente et al., 2020). By enhancing self-awareness, emotional regulation, empathy, and relationship management, emotional intelligence may strengthen key dimensions of teaching competence, particularly classroom organization and interpersonal communication (Aldrup et al., 2018).

Another important factor that may contribute to teaching competence is teacher motivation. A study conducted by Israel (2017) among basic education teachers in the Quezon District of the Division of Bukidnon revealed that teaching motivation significantly affects teachers' teaching competence. Teaching motivation composes of two factors: the intrinsic and extrinsic forces that energize, direct, and sustain professional behavior (Israel, 2017). Intrinsic motivation, such as passion for teaching and commitment to student learning, has been linked to greater instructional engagement and innovation (Han & Yin, 2016). Extrinsic motivation, including institutional recognition and professional advancement opportunities, also influences teachers' professional commitment and work performance (Collie et al., 2018). Research further indicates that motivated teachers are more likely to invest effort in lesson preparation, adopt effective pedagogical strategies, and engage in continuous professional development that enhances teaching competence (Han & Yin, 2016). Additionally, teacher motivation has been positively associated with teaching efficacy and instructional quality, reinforcing its contribution to overall teaching effectiveness (Collie et al., 2018).

Given the documented concerns regarding instructional quality and teacher preparedness at global and national levels (UNESCO, 2022; EDCOM II, 2023), there is a need to explore psychological and motivational factors that may influence teaching competence. While professional development initiatives commonly focus on technical skills enhancement (Darling-Hammond et al., 2017), fewer empirical studies in the Philippine basic education context have examined emotional intelligence and motivation as combined predictors of teaching competence. Thus, this study aimed to determine the levels of emotional intelligence and motivation among basic education teachers and examine their relationship with teaching competence during the School Year 2025–2026. The findings of this research were expected to provide evidence-based insights to inform teacher development programs and instructional improvement strategies.

METHODOLOGY

This section presents the research methodology of the study. It includes the research design, locale of the study, respondents of the study, research instrument, data gathering procedure, statistical techniques and ethical consideration.

Research Design

This study employed a descriptive-correlational research design. The descriptive method was used to determine the level of emotional intelligence of teachers, their level of motivation, and their level of teaching competence. The correlational component was employed to examine the relationships among these variables, specifically between teachers' emotional intelligence, motivation, and teaching competence of basic education teachers. Furthermore, it investigated the extent to which emotional intelligence and motivation predicted or influenced teaching competence. This design was deemed appropriate as the study sought to describe existing conditions and determine relationships among variables without manipulating them.

Locale of the Study

The study was conducted at selected schools in the Department of Education (DepEd) Division of Bukidnon, Maramag District I, II, and III, located in the Municipality of Maramag, Province of Bukidnon, Region X (Northern Mindanao), Philippines. Maramag is a first-class municipality in the province of Bukidnon. It is known for its agricultural resources and strategic location within the region.

According to the 2020 Census of Population and Housing by the Philippine Statistics Authority (PSA), the municipality of Maramag occupied a total land area of approximately 448.54 square kilometers and had a population of 108,293 residents.

Conducting the study in this context allowed for a comprehensive and representative examination of teachers' emotional intelligence, motivation, and teaching competence across the diverse educational settings within the province.

Research Instruments

This study utilized a structured survey questionnaire designed to gather the necessary data related to the variables under investigation. The emotional intelligence of teachers was measured using an adapted instrument developed by Gara (2016) in the study *Teachers Emotional Intelligence: Its Effects on Performance*. It consisted of four (4) components: self-awareness, managing emotions, recognizing emotions in others, and handling relationships, with ten (10) items in each dimension, for a total of forty (40) items. The instrument obtained a Cronbach's alpha coefficient of 0.988, indicating very high internal consistency and reliability. Responses were measured using a 5-point Likert scale, where 5 represented Strongly Agree, 4 represented Agree, 3 represented Neutral, 2 represented Disagree, and 1 represented Strongly Disagree.

To interpret the level of emotional intelligence of teachers, the weighted mean of each indicator was computed and interpreted using the scale below:

The motivation of teachers was measured using an adapted instrument developed by Israel (2017) in the study *Supervisory Practices, Motivation and Performance of Elementary School Teachers*. This survey questionnaire consisted of two (2) components: intrinsic motivation with eight (8) items, and extrinsic motivation with ten (10) items, for a total of eighteen (18) items. The instrument reported a Cronbach's alpha of 0.80, indicating acceptable reliability and internal consistency. Responses were measured using a 5-point Likert scale, where 5 represented Strongly Agree, 4 represented Agree, 3 represented Neutral, 2 represented Disagree, and 1 represented Strongly Disagree.

Scale	Range	Qualitative Description	Qualitative Interpretation
5	4.21 – 5.0	Strongly Agree	Very High Emotional Intelligence
4	3.41 – 4.20	Agree	High Emotional Intelligence
3	2.61 – 3.40	Neutral	Somewhat High Emotional Intelligence
2	1.81 – 2.60	Disagree	Low Emotional Intelligence
1	1.00 – 1.80	Strongly Disagree	Very Low Emotional Intelligence

To interpret the level of motivation of teachers, the weighted mean of each indicator was computed and interpreted using the scale below:

Scale	Range	Qualitative Description	Qualitative Interpretation
5	4.50 – 5.0	Strongly Agree	Very Highly Motivated
4	3.50 – 4.49	Agree	Highly Motivated
3	2.50 – 3.49	Neutral	Motivated
2	1.50 – 2.49	Disagree	Fairly Motivated
1	1.00 – 1.49	Strongly Disagree	Unmotivated

The teaching competence of teachers was measured using an adapted instrument developed by Orbuda and Abellana (2025) in the study Well-Being and Organizational Commitment on Teaching Competence in Public Secondary and Integrated Schools in Rural Areas. This survey questionnaire consisted of five (5) components: content knowledge, pedagogical skills, interpersonal communication, classroom organization, and students' assessment, with ten (10) items for each component, yielding a total of fifty (50) items. The instrument demonstrated a Cronbach's alpha of 0.985, indicating very high reliability. Responses were measured using a 5-point Likert scale, where 5 represented Always, 4 represented Often, 3 represented Sometimes, 2 represented Rarely, and 1 represented Never.

To interpret the level of teaching competence of teachers, the weighted mean of each indicator was computed and interpreted using the scale below:

Scale	Range	Qualitative Description	Qualitative Interpretation
5	4.50 – 5.0	Always	The teaching competence is excellent
4	3.50 – 4.49	Often	The teaching competence is very good
3	2.50 – 3.49	Sometimes	The teaching competence is good
2	1.50 – 2.49	Rarely	The teaching competence is very low
1	1.00 – 1.49	Never	The teaching competence is very poor

Data Gathering Procedure

Prior to the conduct of the study, the researcher formally sought permission from the district supervisors of Maramag Districts I, II, and III. Upon approval, endorsement letters were forwarded to the respective school principals of the selected schools. After securing their authorization, informed consent was obtained from the identified teacher-participants. Following the approval and consent process, the survey questionnaires were administered through Google Forms to ensure efficiency in data collection and to minimize disruption of classes and regular school activities. Clear instructions were provided to the respondents to guide them in answering the questionnaire. The researcher strictly observed ethical standards throughout the data collection process. Confidentiality and anonymity of the respondents were ensured, and all information gathered was used solely for academic purposes. Participation was voluntary, and respondents were informed that they may withdraw from the study at any time without penalty. After the completion of data collection, the responses were systematically organized, coded, tabulated, and prepared for appropriate statistical analysis.

Statistical Analysis

The data were summarized, translated, and analyzed using the following statistical tools:

Descriptive statistic specifically mean was used to determine the level of emotional intelligence of teachers in terms of self-awareness, managing emotions, recognizing emotions in others, and handling relationships; the

level of motivation of teachers in terms of intrinsic and extrinsic motivation; and the level of teaching competence of teachers in terms of content knowledge, pedagogical skills, interpersonal communication, classroom organization, and student assessment.

To determine the significant relationship between emotional intelligence, motivation, and teaching competence, Pearson’s Product–Moment Correlation Coefficient was employed. Statistical analyses were performed using the Statistical Package for the Social Sciences (SPSS), and a p-value of 0.05 was set as the level of significance.

Furthermore, multiple regression analysis was utilized to identify which variables significantly predicted teachers’ teaching competence and to determine the strongest predictor among the components of emotional intelligence and the factors of motivation.

RESULTS AND DISCUSSION

Emotional Intelligence of Teachers

Table 1 shows that among the indicators, self-awareness obtained the highest mean of 4.09, followed by handling relationship with a mean of 4.0. Recognizing emotions in others and managing emotions both obtained the same mean of 3.90. These results show that the respondents’ strongest area lies in understanding themselves, while their abilities in recognizing others’ emotions and managing emotions remain positive but slightly lower.

Table 1. Level of emotional intelligence of teachers.

Variables	Mean	Descriptive Interpretation	Qualitative Interpretation
Self-awareness	4.09	Agree	High Emotional Intelligence
Handling Relationship	4.07	Agree	High Emotional Intelligence
Recognizing Emotions in Others	3.90	Agree	High Emotional Intelligence
Managing Emotions	3.90	Agree	High Emotional Intelligence
Overall Mean	3.99	Agree	High Emotional Intelligence

The findings imply that the teachers demonstrate a generally high level of emotional intelligence across all dimensions. Self-awareness emerged as their strongest area, followed closely by handling relationships, while recognizing emotions in others and managing emotions received slightly lower but still positive ratings. This pattern suggests that the respondents are more strongly developed in understanding themselves and relating to others than in regulating intense emotions or interpreting group-level emotional cues. The overall mean confirms that emotional intelligence is a clear strength among the teachers and may contribute to their effectiveness in the classroom and workplace. At the same time, the results also indicate that continued professional development in emotional regulation and social awareness would help strengthen this competence further.

These results are consistent with the findings of Mérida-López and Extremera (2017), Burić and Frenzel (2019), and Li et al. (2021), who emphasized that emotional intelligence is a broad professional resource that supports teachers’ well-being, adaptability, and effectiveness in educational settings. Their studies suggest that teachers who are emotionally intelligent are better able to manage classroom demands, sustain productive relationships, and regulate their responses under pressure. Similarly, Valente et al. (2020) and Bastian et al. (2023) reported that emotional intelligence is positively associated with teaching performance and effective classroom functioning. These studies support the present finding that teachers generally possess a high level of emotional intelligence, which may strengthen their professional competence and classroom effectiveness.

Motivation of Teachers

Table 2 shows that intrinsic motivation obtained a higher mean of 4.13 than extrinsic motivation with a mean of 4.00, indicating that internal factors slightly outweigh external influences in sustaining teacher motivation. This pattern shows that the respondents are more strongly driven by student learning, professional growth, and personal fulfillment than by external rewards alone.

Table 2. Level of motivation of teachers.

Variables	Mean	Descriptive Interpretation	Qualitative Interpretation
Intrinsic Motivation	4.13	Agree	Highly Motivated
Extrinsic Motivation	4.00	Agree	Highly Motivated
Overall Mean	4.07	Agree	Highly Motivated

The results show that the teachers are generally highly motivated, with intrinsic motivation slightly stronger than extrinsic motivation. This means that their commitment to teaching is driven more by internal satisfaction, purpose, and student success than by external rewards alone. Such a pattern is significant because intrinsically motivated teachers are often more persistent, more engaged, and more likely to remain committed despite challenges. The relatively high extrinsic motivation score also suggests that recognition, support, and fair treatment still matter in sustaining their performance. Overall, the results reflect a balanced but more internally driven motivational profile among the respondents.

These results are consistent with the findings of Ryan and Deci (2020) and Cha et al. (2025), who emphasized that motivation is a key determinant of teachers' engagement, persistence, and professional commitment. Their studies suggest that teachers are more likely to remain productive and resilient when their work is supported by autonomy, competence, and meaningful relationships. Similarly, Tolentino et al. (2023), Cañoso (2025), and Estrada and Lulab (2025) reported that motivated teachers tend to show greater self-efficacy, stronger dedication, and more favorable instructional outcomes. These studies support the present finding that teachers generally exhibit a high level of motivation, which may contribute to sustained effort, instructional commitment, and readiness for professional growth.

Teaching Competence

Table 3 shows that among the indicators, student assessment obtained the highest mean of 4.50, followed by classroom organization with a mean of 4.47, pedagogical skills with a mean of 4.46, interpersonal communication with a mean of 4.44, and content knowledge with a mean of 4.36. This pattern shows that the respondents are strongest in evaluating student performance and maintaining classroom order, while content knowledge obtained the lowest mean, though still within the very good range.

Table 3. Level of teaching competence of teachers.

Variables	Mean	Descriptive Interpretation	Qualitative Interpretation
Student Assessment	4.50	Always	The teaching competence is excellent
Classroom Organization	4.47	Often	The teaching competence is very good
Pedagogical Skills	4.46	Often	The teaching competence is very good
Interpersonal Communication	4.44	Often	The teaching competence is very good
Content Knowledge	4.36	Often	The teaching competence is very good
Overall Mean	4.45	Often	The teaching competence is very good

The data reveal that the teachers possess a very good level of teaching competence overall, with student assessment emerging as the strongest area. This suggests that they are particularly effective in evaluating learning, organizing classrooms, and applying pedagogical techniques, while content knowledge remains strong but slightly lower than the other areas. The pattern implies that the respondents are not only knowledgeable but also capable of translating that knowledge into effective classroom practice. Their competence is therefore reflected in both instructional delivery and classroom management. Overall, the findings suggest that the teachers are professionally capable and prepared for effective teaching.

These results are consistent with the findings of the Department of Education (2017), Pamon and Oco (2024), and Batonghinog (2024), who emphasized that teaching competence is a multidimensional professional capacity involving content mastery, pedagogy, communication, organization, and assessment. Their studies suggest that teachers who demonstrate competence across these areas are better prepared to deliver effective, learner-centered instruction. Similarly, Blömeke et al. (2022) and Madrid and Oco (2025) reported that teaching competence is

linked to instructional quality and student achievement. These studies support the present finding that teachers generally demonstrate a high level of teaching competence, which may enhance the quality of learning experiences in basic education.

Correlation of Variables

Table 4 presents the relationship between teaching competence and the independent variables (emotional intelligence obtained a correlation coefficient of 0.846 and motivation obtained a correlation coefficient of 0.850). All correlation coefficients were significant at the 0.01 level, which means that there is a statistically significant relationship between each independent variable and teaching competence. This indicates that higher emotional intelligence and motivation are associated with higher teaching competence.

Table 4. Relationship between teaching competence and emotional intelligence and motivation of teachers.

Independent Variables	Correlation Coefficient	Significance
A. Emotional Intelligence	0.846	0.000**
Self-awareness	0.817	0.000**
Managing Emotions	0.596	0.000**
Recognizing Emotions in Others	0.556	0.000**
Handling Relationship	0.639	0.000**
B. Motivation	0.850	0.000**
Intrinsic Motivation	0.846	0.000**
Extrinsic Motivation	0.683	0.000**

Ns=not significant

* = Significant at the 0.05 level

** = Significant at the 0.01 level

The results show that emotional intelligence and motivation are both significantly related to teaching competence. This means that teachers who are more self-aware, emotionally regulated, socially sensitive, and motivated tend to demonstrate higher levels of teaching competence. Among the emotional intelligence dimensions, self-awareness has the strongest relationship with teaching competence, which suggests that understanding oneself is closely tied to professional effectiveness. Intrinsic motivation has the strongest relationship overall, indicating that internal drive plays a major role in teaching performance. These findings imply that teaching competence is not shaped by skills alone but also by the teacher’s emotional and motivational disposition.

These results are consistent with the findings of Ryan and Deci (2020), Li et al. (2021), and Cha et al. (2025), who emphasized that emotional intelligence and motivation are closely intertwined through self-regulation, goal-directed behavior, and sustained professional engagement. Their studies suggest that teachers who are emotionally capable are more likely to remain motivated, particularly when they experience meaningful relationships and professional autonomy. Similarly, Tolentino et al. (2023) and Cañoso (2025) found that internal motivational resources are strengthened when teachers are emotionally balanced and confident in their abilities. Moreover, it is also aligned with the studies of Mérida-López and Extremera (2017), Burić and Frenzel (2019), and Valente et al. (2020), who highlighted the positive association of emotional intelligence with teaching effectiveness, classroom management, and professional competence. Their work suggests that teachers who are able to understand and regulate emotions are better equipped to perform instructional tasks, manage relationships, and respond effectively to classroom challenges. Likewise, Li et al. (2021), Blömeke et al. (2022), and Madrid and Oco (2025) reported that emotional and professional competencies work together to support high-quality teaching. These studies support the present finding that emotional intelligence and motivation are interconnected with teaching competence, indicating that emotionally intelligent and motivated teachers are more likely to demonstrate effective and adaptive professional practice.

Regression of Variables

Table 5 presents the regression analysis showing the predictors of teaching competence. Among the predictors, intrinsic motivation obtained the highest standardized beta of 0.398, followed by self-awareness with a

standardized beta of 0.225, and lastly, extrinsic motivation with a standardized beta of 0.157. The model has an R^2 value of 0.879, indicating that 87.9 percent of the variation in teaching competence is explained by the predictors included in the model.

Table 5. Regression analysis showing the relationship between teaching competence and emotional intelligence and motivation.

Variables	Unstandardized B	Coefficient Error	Std. Coefficient Beta	t	Sig.
Constant	-0.496	0.119		-4.185	0.000
A. Emotional Intelligence					
Self-awareness	0.264	0.044	0.225	6.009	0.000
B. Motivation					
Intrinsic Motivation	0.431	0.036	0.398	11.953	0.000
Extrinsic Motivation	0.158	0.029	0.157	5.435	0.000
R=0.938^d	R²=0.879	F-value=444.809	Probability= 0.001e		

The regression results indicate that self-awareness (from emotional intelligence) and both intrinsic and extrinsic motivation are significant predictors of teaching competence. Intrinsic motivation has the strongest contribution, showing that teachers who are internally driven are more likely to demonstrate higher competence in teaching. Self-awareness also emerged as a strong predictor, which suggests that teachers who understand their emotions and behavior are better able to perform effectively in the classroom. Extrinsic motivation, though smaller in effect, still contribute meaningfully to explaining teaching competence. The high R^2 value shows that the model explains a large portion of the variation in teaching competence, meaning the variables included in the study are highly relevant. Overall, the results suggest that emotional self-awareness and motivation (especially intrinsic) are critical drivers of effective teaching, beyond other potential factors not included in the model.

The regression results are supported by the literature showing that emotional intelligence and motivation are important foundations of teaching competence. In particular, Mérida-López and Extremera (2017) and Burić and Frenzel (2019) emphasized that self-awareness is central to teachers’ reflective practice, adaptability, and professional effectiveness. Likewise, Li et al. (2021) found that emotional competence, especially self-awareness and regulation, contributes to innovative teaching behavior and instructional quality. The strong contribution of intrinsic motivation is also consistent with Ryan and Deci (2020), who explained that internally driven motivation supports sustained engagement, autonomy, and professional growth, and with Cha et al. (2025) and Tolentino et al. (2023), who found that teachers’ internal motivational resources are linked to self-efficacy, job satisfaction, and better performance. These studies support the present finding that emotional intelligence and motivation, particularly intrinsic motivation and self-awareness, are significant predictors of teaching competence and explain a substantial portion of its variance.

CONCLUSION

Based on the findings of the study, the following conclusions were formulated:

1. Teachers demonstrated high emotional intelligence with self-awareness scoring highest, followed by handling relationships, managing emotions, and recognizing emotions in others. This indicates a strong emotional foundation that supports classroom effectiveness, though targeted training could further bolster emotion management and social awareness.
2. The level of motivation of teachers were also high led by intrinsic factors over extrinsic ones, suggesting teachers are primarily driven by internal purpose and student success rather than external rewards alone.
3. Teaching competence proved very good overall, excelling in student assessment, content knowledge, pedagogical skills, classroom organization, and interpersonal communication, reflecting robust instructional practices that enhance learning outcomes.
4. There is a significant strong positive relationship that exist between teaching competence and both emotional intelligence and motivation, confirming their direct impact.

5. Self-awareness (from emotional intelligence) and both intrinsic and extrinsic motivation are significant predictors of teaching competence, with intrinsic motivation and self-awareness as top influencers. In essence, emotionally self-aware and intrinsically motivated teachers excel across competencies, underscoring the need to nurture these traits for superior teaching performance in basic education.

RECOMMENDATION

Based on the conclusions of the study, the following recommendations are offered:

1. Teachers are encouraged to participate in targeted workshops on managing emotions and recognizing others' feelings, leveraging their strong self-awareness to improve classroom interactions and overall effectiveness.
2. School leaders may encourage teachers by creating opportunities for intrinsic rewards, such as student impact reflections, while using extrinsic incentives like flexible schedules to sustain high motivation.
3. School administrators may provide individualized feedback on assessment and pedagogy, helping teachers refine their excellent skills in organization and communication for even better student outcomes.
4. Professional development facilitators may design sessions highlighting how emotional intelligence and motivation boost competence, enabling teachers to apply these links in daily practice.
5. Teacher trainers are encouraged to prioritize programs building self-awareness and intrinsic motivation through reflective practices and purpose-driven goal setting to elevate teaching performance.
6. Future researchers may build on this study as a foundation, conducting related investigations on psychological and motivational factors affecting teacher development and instructional effectiveness in the Philippine basic education context.

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