

Professional Development and Emotional Intelligence on Classroom Management of Public School Teachers

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ABSTRACT

This study examined the relationships among professional development, emotional intelligence, and classroom management practices of public school teachers in the Municipality of Pangantucan, Bukidnon, Philippines. Using a descriptive-correlational design, data were collected through adapted questionnaires measuring professional development across three dimensions (activities, outcomes/learning, and school culture), emotional intelligence across three dimensions (recognizing, regulating, and managing emotions), and classroom management across four approaches (authoritarian, authoritative, democratic, and laissez-faire). Data were analyzed using weighted mean, Pearson product-moment correlation, and multiple regression analysis. Findings revealed that teachers exhibited high levels of professional development and emotional intelligence. Classroom management practices were highly practiced, with authoritative and democratic approaches preferred over authoritarian and laissez-faire styles. Significant moderate positive correlations were found between professional development and classroom management and between emotional intelligence and classroom management. Multiple regression analysis indicated that both variables jointly explained 26.2% of the variance in classroom management, with emotional intelligence exerting a slightly stronger influence. The null hypotheses of no significant relationships were rejected. The study concludes that professional development and emotional intelligence are significant predictors of classroom management effectiveness. Recommendations include strengthening school culture for professional growth, addressing time and resource constraints, enhancing mentoring and coaching programs with attention to emotional competence, and integrating emotional intelligence training into DepEd's professional development framework.

Keywords: Professional development, emotional intelligence, classroom management, public school teachers, Philippines

INTRODUCTION

Education is the cornerstone of national progress, and the teacher stands at its very heart. In the Philippines, public school teachers carry the immense responsibility of not only delivering curriculum content but also fostering an environment where every learner can thrive. Central to this responsibility is the teacher's capacity for effective classroom management — the ability to create, maintain, and restore an orderly, inclusive, and engaging learning environment.

Classroom management has consistently been identified in educational research as one of the most critical determinants of student achievement and teacher effectiveness. It encompasses far more than discipline; it includes the systematic organization of learning activities, the establishment of routines, the management of student behavior, and the creation of a positive classroom climate. The quality of classroom management is directly linked to students' academic performance, motivation, and overall well-being.

Two key teacher attributes have emerged in recent literature as significant predictors of effective classroom management: professional development and emotional intelligence. Professional development refers to the continuous process through which teachers improve their pedagogical skills, content knowledge, and

professional competencies — a process that, in the Philippine context, is framed by the Philippine Professional Standards for Teachers (PPST) and institutionalized by the Department of Education (DepEd). Emotional intelligence, on the other hand, refers to the capacity to recognize, understand, manage, and effectively use one's own emotions and the emotions of others.

While both constructs have been studied individually in relation to teacher performance, there is an insufficiency of studies that simultaneously examine how professional development and emotional intelligence jointly influence classroom management practices — particularly in the context of Philippine public school teachers. This study seeks to fill that gap by providing empirical evidence on the relationship between these variables, thereby contributing to the broader discourse on teacher quality in Philippine public education.

Background of the Study

The Philippine education system continues to struggle with challenges related to teacher quality and classroom effectiveness, particularly in public schools that serve the most vulnerable learners. DepEd's implementation of the PPST provides a framework for teacher professional growth, with training programs, Learning Action Cells (LACs), and in-service training (INSET) designed to enhance teacher competencies across seven domains — one of which explicitly addresses classroom management.

However, participation in professional development programs does not automatically translate to improved classroom practice. Teachers' capacity to translate learned competencies into day-to-day classroom management depends, in part, on their emotional intelligence — their ability to empathize with students, regulate their own reactions to classroom disruptions, maintain positive teacher-student relationships, and model emotionally healthy behavior.

Research by Alviar and Benavides (2025) on Teachers' Professional Development Activities and Efficacy in the Philippines highlights how the frequency and quality of professional development activities contribute significantly to teachers' self-efficacy in classroom management. Complementing this, Pasay (2024) found that emotional intelligence is a robust predictor of classroom management practices among public elementary school teachers in the Philippines, with teachers who demonstrated higher emotional intelligence showing greater adaptability in their management approaches.

Abbas (2022) further identified that professional development, alongside instructional leadership, significantly influences the classroom management and teaching performance of secondary school teachers. These studies collectively point to the importance of examining both variables in tandem to provide a more nuanced understanding of classroom management effectiveness among Philippine public school teachers.

Statement of the Problem

This study aimed to investigate the relationship between professional development, emotional intelligence, and classroom management practices of public school teachers. Specifically, it seeks to answer the following questions:

1. What is the level of professional development of public school teachers in terms of:
 - a. Activities
 - b. Outcomes/Learning; and
 - c. School Culture for Professional Growth?
2. What is the level of emotional intelligence of public school teachers in terms of:
 - a. Recognizing Emotions
 - b. Regulating Emotions and

c. Managing Emotions of Others?

3. What is the level of classroom management practices of public school teachers in terms of:

a. Authoritarian Approach;

b. Authoritative Approach;

c. Democratic Approach; and

d. Laissez-Faire Approach?

4. Is there a significant relationship between classroom management practices of public school teachers and:

a. professional development; and

b. emotional intelligence?

5. Which variable, singly or in combination best predicts the classroom management practices of public school teachers?

METHODOLOGY

This section describes the research design, study locale, respondents, instruments, data gathering procedure, statistical techniques, and ethical considerations.

Research Design

A descriptive-correlational design was employed to determine the levels of Professional Development, Emotional Intelligence, and classroom management, and to examine their relationships.

Locale of the Study

The study was conducted in selected public elementary and secondary schools in Pangantucan, Bukidnon. A sample of regular public school teachers was drawn using stratified random sampling. Inclusion criteria required teachers to be permanent employees, have attended at least one Professional Development activity in the past three years, and provide informed consent.

Research Instruments

The study used a structured questionnaire composed of three parts corresponding to the three major variables:

Part I — Professional Development Scale. This 30-item instrument, adapted from Alviar and Benavides (2025), measures professional development across three sub-variables: Professional Development Activities (Items 1–10), Professional Development Outcomes/Learning (Items 11–20), and School Culture for Professional Growth (Items 21–30).

Part II — Emotional Intelligence Scale. This 12-item instrument, adapted from Pasay (2024), measures emotional intelligence across three sub-variables: Recognizing Emotions (Items 1–4), Regulating Emotions (Items 5–8), and Managing Emotions of Others (Items 9–12).

Part III — Classroom Management Scale. This 18-item instrument, adapted from Abbas (2022), measures classroom management practices across four approaches: Authoritarian (Items 1–5), Authoritative (Items 6–10), Democratic (Items 11–13), and Laissez-Faire (Items 14–16).

Data Gathering Procedure

The researcher secured written permission from the Public Schools District Supervisors and school principals prior to data collection. Letters of consent were distributed to prospective respondents explaining the purpose of the study and assuring confidentiality of all information provided. The questionnaire was administered personally and through validated online platforms depending on the accessibility of respondents. Collected data were treated with strict confidentiality and used solely for academic purposes.

Statistical Analysis

The following statistical tools were used to analyze the data gathered in this study:

Weighted Mean — to determine the level of professional development, emotional intelligence, and classroom management of the respondents across all sub-variables and dimensions.

Standard Deviation — to measure the dispersion or variability of respondents' scores around the mean for each variable, providing a sense of the consistency of responses.

Pearson Product-Moment Correlation Coefficient (r) — to determine the nature and strength of the significant relationship between professional development and classroom management, and between emotional intelligence and classroom management.

Multiple Regression Analysis — to determine the extent to which professional development and emotional intelligence jointly predict classroom management practices among public school teachers.

All tests of significance were conducted at the 0.05 level. Statistical analyses were performed using appropriate software to ensure accuracy and reliability of results.

RESULTS AND DISCUSSION

This section presents findings organized according to the five research questions: level of professional development, level of emotional intelligence, level of classroom management practices, relationships between each predictor and classroom management, and their joint predictive effect.

Table 1. Means Scores of Professional Development of Teachers

Variables	Mean	Descriptive Interpretation	Qualitative Interpretation
Professional Development Activities	4.59	Strongly Agree	High
Professional Development Outcomes/Learning	4.66	Strongly Agree	High
School Culture for Professional Growth	4.53	Strongly Agree	High
Overall Mean	4.59	Strongly Agree	High

The professional development (PD) of public school teachers in Pangantukan is high. With an overall mean of 4.59, teachers actively participate in PD, perceive substantial learning outcomes, and work in supportive school cultures. The highest rating for PD outcomes/learning (4.66) is particularly encouraging, as it indicates that participation translates into actual learning and classroom application.

However, the findings also reveal areas for improvement: resource provision, information dissemination, time constraints, and recognition systems. These are not weaknesses but opportunities. Dela Cruz and Santos (2021) identified scheduling conflicts and inadequate institutional support as the most frequently cited barriers to

professional development participation among Filipino public school teachers, a finding that resonates with the relative gaps surfaced in this study. David and Albert (2021) further noted that teacher workload in Philippine public schools significantly constrains the time and cognitive bandwidth available for professional growth activities. Addressing these structural barriers is therefore not merely an administrative concern but a prerequisite for maximizing the returns of the substantial human capital already demonstrated by teachers in this study.

Table 2. Mean Scores of Emotional Intelligence of Teachers

Variables	Mean	Descriptive Interpretation	Qualitative Interpretation
Recognizing Emotions	4.59	Strongly Agree	High
Regulating Emotions	4.56	Strongly Agree	High
Managing Emotions of Others	4.54	Strongly Agree	High
Overall Mean	4.56	Strongly Agree	High

Public school teachers in Pangantucan possess high emotional intelligence across all three dimensions. They demonstrate exceptional ability to recognize their own emotions ($M = 4.59$), strong capacity to regulate emotional responses ($M = 4.56$), and robust social competence in managing the emotions of others ($M = 4.54$). The hierarchy of scores—self-awareness highest, followed by self-regulation, followed by social competence—reflects the logical progression of emotional competence development and aligns with theoretical expectations. García-Martínez, Augusto-Landa, and León (2022) similarly reported that emotional intelligence and resilience jointly predict teacher well-being and effectiveness, with emotion regulation identified as the most practically consequential competency for managing high-stress classroom environments. Dallasheh, Kasem, and Jaber (2021) found that emotionally intelligent teachers in inclusive settings demonstrated stronger classroom management practices and more positive teacher-student relationships, outcomes that mirror the correlational patterns observed in this study.

The one area requiring attention is teachers' ability to calm down quickly when experiencing extreme anger ($M = 4.48$). While still rated as "Highly Practiced," this indicator represents a relative vulnerability that may reflect cumulative occupational stress. Interventions addressing teacher burnout and providing advanced emotion regulation strategies would strengthen an already impressive emotional intelligence profile.

The high emotional intelligence of public school teachers in Pangantucan positions them well for effective classroom management, positive teacher-student relationships, and sustainable professional well-being. This conclusion is directly relevant to the central hypothesis of this study, which posits that emotional intelligence significantly influences classroom management practices—a relationship that the correlational and regression analyses subsequently confirmed.

Classroom Management Practices

Table 3. Mean Scores of Classroom Management Practices of Teachers

Variables	Mean	Descriptive Interpretation	Qualitative Interpretation
Authoritarian Approach	3.42	Neutral	Moderately Practiced
Authoritative Approach	3.60	Agree	Highly Practiced
Democratic Approach	3.88	Agree	Highly Practiced
Laissez-Faire Approach	3.34	Neutral	Moderately Practiced

Overall Mean	3.56	Agree	Highly Practiced
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Public school teachers in Pangantucan demonstrate highly practiced classroom management (Mean = 3.56), with a clear preference for responsive, student-centered approaches over rigid or permissive extremes. The hierarchical pattern is both theoretically sound and practically encouraging: Democratic Approach leads ($M = 3.88$), reflecting teachers' valuing of shared decision-making, student participation, and holistic concern for both content and process. Authoritative Approach follows closely ($M = 3.60$), reflecting balanced management that combines clear expectations with warmth and responsiveness. Authoritarian Approach is moderately practiced ($M = 3.42$), indicating traditional control orientation persists but is supplemented by more responsive strategies. Laissez-Faire Approach is the least practiced ($M = 3.34$), indicating that teachers largely reject permissive, hands-off management and maintain professional responsibility.

The most significant finding is that authoritative and democratic approaches—both characterized by responsiveness to students—are practiced more highly than authoritarian and laissez-faire styles. This represents a professional evolution away from rigid, punitive control toward balanced, relationship-centered management. The one area for improvement is the persistent traditional belief that "the classroom must be quiet" ($M = 3.82$, Highly Practiced). While structure and order are necessary, equating quiet with learning reflects outdated assumptions. Teacher development should promote understanding that productive engagement often involves discourse, collaboration, and yes, productive noise. Agustin (2025) conducted a comparative study of authoritarian and democratic teaching styles and found that democratic practices were significantly associated with higher student performance, corroborating the present finding that teachers in Pangantucan have largely embraced the more adaptive end of the classroom management continuum.

The study of Gamalo and Abellana (2025) examined behavioral management practices using a descriptive-correlational design among teachers in Malaybalay City, Bukidnon, Philippines. This supports the finding that teachers demonstrate highly practiced classroom management with preference for democratic and authoritative approaches over authoritarian and laissez-faire styles. Furthermore, Senal and Abellana (2025) assessed occupational stress and classroom management practices on learning resource development of public school teachers, directly addressing how teachers manage classroom under challenging conditions. This supports the finding that classroom management requires substantial emotional regulation capacity, particularly on teachers' ability to calm down when experiencing extreme anger.

Relationship Between Professional Development and Classroom Management

Table 4 presents the correlation between professional development and classroom management practices of public school teachers. The overall correlation coefficient ($r = 0.435$, $p < 0.01$) indicates a moderate positive and significant relationship between professional development and classroom management. Therefore, the null hypothesis of no significant relationship was rejected. This finding means that as teachers' level of professional development increases, their classroom management practices also tend to improve. The positive correlation suggests that professional development contributes to more effective classroom management. Examining the specific dimensions, professional development outcomes/learning shows the strongest correlation with classroom management ($r = 0.458$, $p < 0.01$). This indicates that the actual learning and application of knowledge from professional development is more strongly associated with classroom management effectiveness than mere participation in activities. This finding aligns with Desimone's (2019) theory of effective professional development, which emphasizes that outcomes and learning matter more than inputs.

Table 4. Correlation of Professional Development and Classroom Management of Teachers

Professional Development	Correlation Coefficient	p-value	Decision
Professional Development Activities	0.412	0.000	Significant
Professional Development Outcomes/Learning	0.458	0.000	Significant

School Culture for Professional Growth	0.384	0.000	Significant
	0.435	0.000	Significant

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

Fabrigas and Abellana (2025) explored the relationship between collaborative expertise, organizational learning, and professional development of public school teachers finding that collaborative expertise and organizational learning have significant association with professional development. This supports the positive relationship of professional development activities, outcomes/learning, and school culture for professional growth. Furthermore, Orongan, et al. (2024) demonstrated that academic preparation significantly correlates with pre-service teachers' teaching performance. This validates the finding that professional development outcomes/learning showed the strongest correlation with classroom management among all professional development dimensions. Professional development activities also show a moderate positive correlation ($r = 0.412$, $p < 0.01$), indicating that the frequency and nature of participation in training programs are associated with better classroom management. This supports Alviar and Benavides (2025), who found that teachers who regularly participate in DepEd-sponsored training report higher self-efficacy in classroom management. School culture for professional growth demonstrates a moderate positive correlation with classroom management ($r = 0.384$, $p < 0.01$), suggesting that supportive school environments that value continuous learning also contribute to improved classroom management practices. This finding supports DuFour and DuFour's (2018) contention that school culture amplifies the effects of formal professional development on teaching practice. The findings of this study are consistent with Abbas (2022), who identified professional development as a significant predictor of classroom management practices among secondary school teachers in the Philippines. The moderate correlation observed in this study suggests that while professional development is an important factor, other variables also contribute to classroom management effectiveness.

Relationship Between Emotional Intelligence and Classroom Management

Table 5 presents the correlation between emotional intelligence and classroom management practices of public school teachers. The overall correlation coefficient ($r = 0.428$, $p < 0.01$) indicates a moderate positive and significant relationship between emotional intelligence and classroom management. Therefore, the null hypothesis of no significant relationship is rejected.

Table 5. Correlation of Emotional Intelligence and Classroom Management of Teachers

Emotional Intelligence	Correlation Coefficient	p-value	Decision
Recognizing Emotion	0.367	0.000	Significant
Regulating Emotions	0.482	0.000	significant
Managing Emotions of Others	0.403	0.000	Significant
Emotional Intelligence (Overall)	0.428	0.000	Significant

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

Teachers with higher levels of emotional intelligence tend to demonstrate more effective classroom management practices. The positive correlation suggests that emotional competence contributes to teachers' ability to create and maintain productive learning environments. Examining the specific dimensions, regulating emotions shows the strongest correlation with classroom management ($r = 0.482$, $p < 0.01$). This is the highest correlation coefficient among all dimensions examined in both professional development and emotional intelligence analyses. Lamotay and Abellana (2025) investigated human resource development practices and emotional intelligence on leadership capability of school heads, establishing the critical role of emotional intelligence in

educational leadership contexts. While focused on school administrators, this research validates the importance of emotional intelligence in managing educational environments. This finding underscores the critical importance of emotion regulation for effective classroom management. The strong relationship between emotion regulation and classroom management supports the work of Pasay (2024), who found that emotion regulation was among the strongest predictors of classroom management practices among Philippine public school teachers. Teachers who can control their temper, handle difficulties rationally, and calm down quickly when angry are better positioned to maintain productive classroom routines even under stressful conditions. Moreover, Equipado and Abellana (2025) explored peer pressure susceptibility, emotional intelligence, and academic motivation in mathematics among junior and senior high school students, demonstrating that emotional intelligence influences academic engagement and outcomes. This supports the finding that regulating emotions showed the strongest correlation with classroom management, as emotion regulation directly impacts both teacher effectiveness and student academic performance.

Managing emotions of others also shows a moderate positive correlation with classroom management ($r = 0.403$, $p < 0.01$). This dimension, which includes empathy and social awareness, enables teachers to build positive relationships, de-escalate conflicts, and create emotionally safe learning environments. According to Jennings and Greenberg (2018), teachers' social-emotional competence is foundational for the establishment of prosocial classrooms. Recognizing emotions demonstrates the lowest correlation among emotional intelligence dimensions ($r = 0.367$, $p < 0.01$), though still moderate and significant. This suggests that while emotional self-awareness contributes to classroom management, its influence is less direct than emotion regulation and social competence. The findings of this study are consistent with international research. Corcoran and Tormey (2017) found that teacher emotional intelligence significantly predicts classroom management quality, with emotion regulation emerging as the most important dimension. Similarly, Brackett et al. (2019) reported that teachers who participate in emotional intelligence training demonstrate improved classroom climate and student outcomes. The moderate correlation observed suggests that emotional intelligence is an important but not exclusive predictor of classroom management. Other factors, including professional development, experience, and school context, also contribute to classroom management effectiveness.

Regression Analysis of Professional Development and Emotional Intelligence on Classroom Management of Teachers

Table 6 presents the multiple regression analysis examining the combined influence of professional development and emotional intelligence on classroom management practices. The model is statistically significant ($F = 41.258$, $p < 0.01$), indicating that professional development and emotional intelligence jointly predict classroom management. The R^2 value of 0.262 indicates that professional development and emotional intelligence together explain approximately 26.2% of the variance in classroom management practices of public school teachers.

While these two variables contribute substantially to classroom management, approximately 73.8% of the variance is attributable to other factors such as teaching experience, school leadership, class size, and student characteristics. Comparing the standardized coefficients (β), emotional intelligence ($\beta = 0.316$) has a slightly stronger influence on classroom management than professional development ($\beta = 0.281$). This suggests that while both are important, teachers' emotional competence may be somewhat more critical for effective classroom management than their professional development participation.

Table 6. Multiple Regression Analysis of Professional Development and Emotional Intelligence as Predictors of Classroom Management

Variables	B	SE	β	t	p-value
Constant	1.284	0.187		6.866	0.000
Professional development	0.251	0.062	0.281	4.048	0.000
Emotional Intelligence	0.298	0.059	0.316	5.052	0.000

R=0.512	R ² =0.262	F-Statistic=41.258	p-value= 0.000
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This finding is consistent with Jennings and Greenberg's (2018) Prosocial Classroom Model, which argues that teachers' social-emotional competence is foundational for effective classroom management. According to this model, emotionally intelligent teachers are better equipped to model appropriate behavior, build positive relationships, and respond constructively to student needs. Nevertheless, professional development remains a significant predictor, supporting the ongoing investment in teacher training programs. The combined influence of both variables suggests that the most effective classroom managers are those who both engage in continuous professional learning and possess high emotional intelligence. Interventions to improve classroom management should therefore address both domains. Training programs that focus solely on technical management strategies without incorporating emotional competence components are likely to be less effective than holistic approaches that develop both.

CONCLUSION

Based on the findings of this study, the following conclusions are drawn:

1. Public school teachers in Pangantucan demonstrate strongly high levels of professional development. They actively participate in DepEd-sponsored training, perceive substantial learning outcomes from these activities, and work in school cultures that generally support professional growth. However, time constraints and resource limitations remain areas for improvement.
2. Public school teachers in Pangantucan possess strongly high levels of emotional intelligence. They are adept at recognizing their own emotions, regulating emotional responses, and managing the emotions of others. This emotional competence equips them to handle the interpersonal demands of teaching effectively.
3. Public school teachers predominantly employ authoritative and democratic classroom management approaches over authoritarian and laissez-faire styles. This indicates a preference for balanced, responsive management that combines structure with student-centeredness.
4. There is a significant positive relationship between professional development and classroom management. Teachers who engage more actively in professional development and perceive greater learning outcomes demonstrate more effective classroom management practices. This confirms that investment in teacher professional development yields returns in classroom management competence.
5. There is a significant positive relationship between emotional intelligence and classroom management. Teachers with higher emotional intelligence, particularly in emotion regulation, demonstrate more effective classroom management. This confirms that emotional competence is as important as technical pedagogical knowledge for maintaining productive learning environments.
6. Professional development and emotional intelligence jointly influence classroom management, explaining approximately one-quarter of its variance. Emotional intelligence has a slightly stronger influence than professional development, suggesting that interventions to improve classroom management should address both domains with balanced emphasis.

RECOMMENDATION

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

1. Teachers are encouraged to maintain active participation in professional development programs and seek advanced training in classroom management. They should deliberately apply new strategies to classroom practice, expand authoritative and democratic approaches, and reduce reliance on authoritarian and laissez-

faire styles. Teachers should continue to explain the rationale behind classroom rules, invite student input, and uphold firm but fair expectations.

2. School administrators may promote school culture for professional growth by addressing time constraints. School heads should examine teaching loads and schedules to protect time for collaborative planning, peer observation, and professional learning communities. Enhance mentoring and coaching programs with explicit attention to emotional intelligence development. School heads and master teachers should model emotion regulation strategies and provide constructive feedback on teachers' social-emotional competence. Provide resources and technology needed to maximize learning from professional development.
3. Division and District Supervisors may integrate emotional intelligence components into professional development programs. Training programs should explicitly address emotion recognition, regulation, and social competence alongside pedagogical content. Ensure scheduling of training does not excessively conflict with teaching duties.
4. Department of Education (DepEd) officials can develop and implement a specialized training program on emotional intelligence for teachers, given the strong relationship between emotion regulation and classroom management found in this study. Review and strengthen PPST-aligned professional development with specific modules on authoritative and democratic classroom management approaches. Allocate resources for school-based professional learning communities, recognizing their importance for translating professional development into improved classroom practice.
5. Future researchers may conduct qualitative studies to explore how teachers experience the relationship between emotional intelligence and classroom management in their daily practice. Expand the scope geographically to include multiple divisions and regions to enhance generalizability of findings. Include classroom observations to complement self-reported data, providing more objective measures of classroom management practices.

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