

Enhancing Work Motivation Through the Correlation of Leaders' Emotional Intelligence and Teacher Engagement

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Abstract: This study evaluated the emotional intelligence level of leaders and the professionalism level of teachers at Inner Mongolia N College. The intention is to collect valuable information to enhance the motivation of teachers. This study applied Gorman's emotional intelligence theory to evaluate 228 teachers in the college. Focus on dimensions such as self-awareness, self-organization, motivation, empathy, and social skills. The goal of this study is to propose an "Enhanced Work Motivation" program aimed at enhancing the emotional intelligence of leaders and ultimately cultivating more motivated and dedicated faculty and staff. Researchers hope to have a lasting and positive impact on the work culture of educational institutions by adopting a comprehensive approach. Ultimately, researchers found that leaders of teachers are motivated, self-awareness, disciplined, empathetic, and possess social skills, as it promotes teacher engagement and helps organizations achieve success. Teachers believe that their participation is high, and they feel connected, invested, and dedicated to their role, which is a positive sign for their job satisfaction, performance, and overall quality of education provided. There were no significant differences in the evaluation of teacher respondents on their level of involvement in emotional, social, and cognitive aspects due to demographic factors such as age, gender, or length of service. This indicates that among the surveyed teachers, different population groups have consistent views on participation. The level of teacher participation in emotional, social, and cognitive domains is positively correlated with the emotional intelligence of leaders. This indicates that emotional intelligence is crucial for good educational leadership, which in turn affects teacher engagement and increases the overall success rate of the school community. Based on the conclusions drawn from this study, relevant suggestions are provided for future researchers to refer to and recognize the importance of the "Enhancing Work Motivation" program as a valuable measure in improving the emotional intelligence of leaders and cultivating proactive faculty and staff.

Keywords: Work Motivation; Leaders' Emotional Intelligence; Teacher Engagement.

1. Introduction

The practice of leading and directing educational institutions, such as schools, colleges, universities, or educational organizations, is referred to as educational leadership. Being in charge of education is similar to conducting a symphony, in which each instrument is essential to the development of a beautiful melody. The conductor of this complex ensemble is the educational leader, who can be found in any educational institution, including schools, colleges, universities, and other similar institutions. In addition to managing all facets of everyday operations and making sure that educational objectives are realized, it entails setting the institution's vision, direction, and goals. (Fannon, 2021).

Believing in the core qualities of educational leaders, the researcher wishes to explore and capitalize on the emotional intelligence of the leaders at his school to foster a culture where teachers are more than simply employees but they are engaged in the educational mission. An institution's overall educational quality can be raised by a faculty of educators that is more engaged, motivated, and satisfied as a result of better emotional understanding and management.

Like all occupations, teachers might become disengaged for a variety of reasons. The researcher's own institution is not an exception. When they perceive a lack of support from administrators, peers, or the larger educational system, teachers frequently get disengaged. This sentiment may be

exacerbated by insufficient resources, poor professional development, and a lack of mentorship.

A healthy learning environment, a school's culture, and the support for the staff's and teachers' professional development are all shaped by educational leaders like principals, superintendents, department heads, or educational administrators. To support educational achievement, they are in charge of making crucial choices, putting policies into place, and managing resources.

According to several studies, educational leaders have a big impact on how engaged teachers are in their institutions. For instance, encouraging leadership behaviors and fostering positive relationships with teachers seem to increase teacher engagement. Teachers are more interested in their job when administrators offer them tools, professional advice, and emotional support (Blanchet, 2022). This fosters a collaborative, trusting environment. It was also indicated in the study by Morris et al., 2020 that educational leaders who acknowledge and value the efforts and accomplishments of teachers support a pleasant work environment. Teachers' morale can be boosted and motivated to stay engaged and devoted to their job by receiving regular recognition for their dedication, original thinking, and excellent results.

A strong educational leader must possess emotional intelligence. The ability to recognize, control, and effectively communicate emotions in both oneself and others is a quality shared by educational leaders with high emotional intelligence. Leaders with emotional intelligence inspire and

motivate others by connecting with their emotions and objectives, according to a Harvard Business School essay written by Landry (2019). They are able to convey the value of education and its effects, develop a compelling vision, and establish specific goals. By inspiring and motivating teachers and students, leaders with emotional intelligence foster engagement and a shared commitment to educational excellence.

It goes without saying that leaders' emotional intelligence is a key factor in teacher engagement. Teachers' feelings and perceptions of their workplace are highly influenced by educational leaders' emotional intelligence, which in turn affects how engaged they are.

The specific challenges that contemporary leaders face are a topic of significant discussion right now. These issues include managing the abrupt departure of key employees during the Great Resignation, using technology to retain engagement, effectively leading distant teams, and countless other crucial issues (Bremen, 2023).

It is important to note that the pandemic has significantly affected the global education system, including China. During this time, teachers dealt with a variety of difficulties, including adjusting to online learning, handling a rise in workloads, and meeting the social and emotional requirements of students. These difficulties could have led certain teachers to think about quitting their jobs, along with other personal and professional factors.

The COVID-19 pandemic has had a profound impact on educational leadership, bringing about significant changes and challenges. The pandemic forced a sudden shift to remote or hybrid learning models, requiring educational leaders to quickly adapt to new instructional methods and technology platforms. (Bashir et al., 2021). They have had to provide guidance and support to teachers, ensure equitable access to resources, and address concerns related to student engagement and connectivity.

Leaders must be adept at navigating change and embracing innovation since the educational system is continuously changing. It might be difficult for teachers to implement new teaching techniques, integrate technology, or accept new curricula. To keep teachers engaged with the transformation process, leaders must offer assistance, instruction, and an environment that values experimentation and development.

Educational leaders bear significant expectations from the schools' stakeholders, but it remains uncertain whether they possess the necessary emotional intelligence to effectively engage their teachers. In the context of N College, the researcher and Director of the Vocational Skills Appraisal Center aims to investigate this matter. Recognizing the influential role of teachers in student learning outcomes, the researcher believes that educational leaders must also serve as inspiring and motivating forces to maintain teacher engagement. This study is driven by the researcher's motivation to explore this aspect further.

With this objective in mind, the researcher intends to select specific teachers from his own institution to be the main respondents, who evaluate the emotional intelligence of the educational leaders. Additionally, these teachers will also assess their own level of engagement in the study, thereby determining the correlation of the mentioned main variables.

2. Statement of the Problem

The objective of this study was to assess the level of emotional intelligence of leaders and the level of engagement

among teachers in N College, Inner Mongolia, China. The intention behind this was to gather valuable information towards enhancing work motivation among teachers.

It specifically looked for ways to address the following problems:

1. What are the demographic attributes of the teachers who will be surveyed?

1.1 Age

1.2 Sex

1.3 Length of service

2. How do the teacher respondents evaluate the emotional intelligence of their leaders based on the following variables?

2.1 Self – Awareness

2.2 Self – Organization

2.3 Motivation

2.4 Empathy

2.5 Social Skills

3. Does the assessment of the teacher respondents regarding their leaders' emotional intelligence vary significantly when considering their profiles as testing factors?

4. How do the teacher respondents evaluate their level of engagement based on the following criteria?

4.1 Emotional Engagement

4.2 Social Engagement with Colleagues

4.3 Cognitive Engagement

4.4 Social Engagement with Students

5. Does the assessment of the teacher respondents regarding their level of engagement vary significantly when considering their profiles as testing factors?

6. Is there a significant correlation between the emotional intelligence of leaders and the level of engagement among teachers?

7. How will the direct supervisors assess their own emotional intelligence?

8. Based on the results of the study, what program can be proposed to address the findings on the impact of emotional intelligence of leaders on the level of teacher engagement?

3. Hypotheses

The following null hypotheses were advanced in the current study:

Ho1: There are no significant differences in the assessment of the teacher respondents of their leaders' emotional intelligence when their profiles are taken as factors.

Ho2: There are no significant differences in the assessment of the teacher respondents of their engagement when their profiles are taken as factors.

Ho3: There is no significant relationship between the leaders' emotional intelligence and teachers' engagement.

4. Scope and Delimitation of the Study

The study concentrated on the emotional intelligence of leaders and teacher engagement within N College; thus, the results may not be applicable to other educational institutions or circumstances beyond the institution of study.

The emotional intelligence of educational leaders was assessed by 228 selected teachers from the institution, and these teachers also rated their own level of engagement. As a result, the study's capacity to generalize its findings to larger groups was constrained to a small subset of the institution's teacher respondents.

Adapted questionnaires were used in the study's quantitative research to collect information on leaders'

emotional intelligence and teacher engagement. Last but not least, the study was carried out during the first semester of the school year 2023-2024 to get a comprehensive overview of the relationship between leaders' emotional intelligence and teacher engagement.

5. Research Design

The descriptive comparative correlational design was used as an investigation method to examine the connection between the emotional intelligence of leaders and teachers' engagement. In this design, data on both variables are gathered from a sample of teachers, and the results are then analyzed to ascertain the type and degree of connection between them.

6. Sampling Method

The Qualtrics calculator was used by the researcher to establish the ideal sample size for the study. There is a 5% margin of error and a 95% level of confidence set as the calculator's parameters. 557 teachers teach at N College. The ideal sample size was calculated to be 228 using these criteria. However, the researcher strives to include a diverse sample in order to guarantee the generalizability of the results. As a result, factors like age, sex, and length of service were taken into account throughout the sample process.

Furthermore, a focus group discussion (FGD) was conducted by this researcher to ten direct supervisors in order to validate the quantitative findings that will be derived from the questionnaires as assessed by the teacher respondents.

7. Locale

N College is a higher vocational college located in Inner Mongolia, China. It was established in 1970s as one of the first mining-related higher education institutions in China.

N is a higher vocational college with the main goal of cultivating applied, compound, and skilled talents. It has 11 teaching departments, 41 enrollment majors, and nearly 9000 full-time students. It offers a wide range of disciplines including engineering technology, economic management, information technology, cultural education, medicine, and health. The college boasts a highly qualified faculty, with the majority of teachers holding master's degrees or above. Additionally, it has also recruited a group of experts and technical personnel from enterprises and institutions as part-time teachers, who bring valuable practical experience to the classroom.

The college emphasizes a teaching mode that combines theory with practice. Through cooperation with enterprises and practical training, students are encouraged to apply their knowledge flexibly in real-world scenarios, thus enhancing their practical abilities. N college actively engages in scientific research and social service activities, making positive contributions to local economic development and social progress.

Over the years, N college has adhered to the educational philosophy of "putting education first and prioritizing quality." It is committed to nurturing outstanding professionals with innovative spirit and practical abilities who can meet the demands of society. The college has established cooperative relationships with numerous domestic and international universities and maintains stable employment partnerships with well-known enterprises and institutions.

In the future, N college will continue to drive its development through reform and innovation, striving to enhance its educational standards and service capabilities, and provide more outstanding talents and intellectual support for the local economic and social growth.

8. RESULTS AND DISCUSSIONS

The data collection, its findings, and the researcher's analysis are all shown in this section in accordance with the problem statement. There will also be an explanation of his deductions and interpretations based on factual evidence and personal experience.

1. The demographic attributes of the teachers' respondents in terms age, sex and length of service

Table 1. Frequency Distribution of the Respondents' Profile

Profile	Frequency	Percentage
Age		
21-30 years old	57	24.5%
31-40 years old	86	36.9%
41-50 years old	57	24.5%
Above 50 years old	33	14.2%
Total	233	100%
Sex		
Male	106	45.5%
Female	127	54.5%
Total	233	100%
Years of Service		
1-5 years	59	25.3%
6-10 years	32	13.7%
11-15 years	65	27.9%
Above 15 years	77	33.0%
Total	233	100%

The table above shows that majority of the teacher respondents are female (54.5%), mostly are within the age group of 31-40 years old (36.9%), and have been in the service for more than 15 years (33%).

As a result, it appears that teaching may be a more attractive profession to women than men. While the concentration of teachers between the ages of 31 and 40, combined with a considerable portion with more than 15 years of experience, implies a relatively mature and experienced teaching workforce.

2. The teacher respondent's assessment on the Emotional intelligence of their leaders based on Self-Awareness, Self-Organization, Motivation, Empathy and Social Skills

Teacher respondents agree that their leaders can explain his/her actions which was given the highest assessment of 3.14 interpreted as highly manifested. Though teachers also agree that other people see their leaders as he sees himself too, it was given the lowest assessment of 3.00 interpreted as highly manifested. The result shows that the leaders' emotional intelligence in terms of self-awareness was highly manifested as assessed by the teacher respondents.

Table 2. Teacher Respondents' Assessment on the Emotional Intelligence of their Leaders in Terms of Self-Awareness

Self-Awareness	Mean	SD	Qualitative Description	Interpretation	Ranking
My leader can explain his actions.	3.14	0.80	Agree	Highly Manifested	1
Other people see my leader as he sees himself too.	3.00	0.84	Agree	Highly Manifested	5
My leader understands the feedback that others give him.	3.10	0.81	Agree	Highly Manifested	4
My leader can describe accurately what he is feeling.	3.12	0.78	Agree	Highly Manifested	2
Things that happen in my leader's life makes sense to him.	3.11	0.82	Agree	Highly Manifested	3
Composite Mean	3.10	0.67	Agree	Highly Manifested	

Legend: 3.51-4.00 Strongly Agree/Very Highly Manifested; 2.51-3.50 Agree/Highly Manifested; 1.51-2.50 Disagree/Lowly Manifested; 1.00-1.50 Strongly Disagree/Very Lowly Manifested

This implies that the leaders are likely aware of their own actions, intentions, and effects on others, which can help to foster transparency, trust, and effective communication within the leadership-teacher relationship. However, the slightly lower assessment for how others view the leaders suggests a potential area for improvement, as leaders may need to ensure that their self-awareness translates into consistent and pleasant relationships with others, such as colleagues, students, or parents.

A self-aware and emotionally intelligent leader would plan properly and get the work done well in advance of any deadlines. It is the ability to control impulsive feelings and

behaviors and manage emotions in healthy ways. A self-aware leader pays attention to nonverbal communication and focus on listening to what others have to say and look for ways to solve problems and minimize tensions (Mahfouz, J., et al.; Boyland, L. & Geesa, R. (2019).

According to research by organizational psychologist Tasha Eurich (2018), 95 percent of people think they're self-aware, but only 10 to 15 percent actually are, and that can pose problems for your employees. Working with colleagues who aren't self-aware can cut a team's success in half and, according to Eurich's research, lead to increased stress and decreased motivation.

Table 3. Teacher Respondents' Assessment on the Emotional Intelligence of their Leaders in Terms of Self-Organization

Self-Organization	Mean	SD	Qualitative Description	Interpretation	Ranking
My leader can stay calm even in difficult circumstances.	3.14	0.82	Agree	Highly Manifested	1
My leader can control outbursts of rage.	3.07	0.88	Agree	Highly Manifested	5
My leader feels happy and contented.	3.09	0.81	Agree	Highly Manifested	4
My leader doesn't usually get irritated by things, other people or himself.	3.11	0.79	Agree	Highly Manifested	3
My leader doesn't get carried away and doesn't do things he regrets.	3.13	0.81	Agree	Highly Manifested	2
Composite Mean	3.11	0.68	Agree	Highly Manifested	

Legend: 3.51-4.00 Strongly Agree/Very Highly Manifested; 2.51-3.50 Agree/Highly Manifested; 1.51-2.50 Disagree/Lowly Manifested; 1.00-1.50 Strongly Disagree/Very Lowly Manifested

Teacher respondents agree that their leaders can stay calm even in difficult circumstances with the highest assessment of 3.14 interpreted as highly manifested. Though teachers also agree that their leader can control outburst of rage, however, it was given the lowest assessment of 3.07 interpreted as highly manifested. The result shows that the leaders' emotional intelligence in terms of self-organization is highly manifested as perceived by the teacher respondents.

Research findings indicate that teacher respondents believe their leaders are generally capable of maintaining composure and remaining calm in difficult situations. While leaders normally deal effectively with difficult situations, there may be times when they struggle to regulate their emotional reactions. Having the capacity to remain calm and composed in difficult situations can improve decision-making, and act

as a role model for students as well as teachers.

Participants in the study of Asmamaw and Semela (2023) agreed that they value and respect a leader with good self-organization who can acknowledge a strong emotion and choose a course of action that will have the least negative consequences. Participants highlighted the need for academic leaders to maintain composure in the face of intense emotions. This suggests that in order to connect more effectively with their staff, leaders must regularly assess their conduct and develop plans to enhance their self-management abilities.

Scholars suggested that leaders with good emotional self-control are better at providing clear instructions, creating a positive work environment, acting with integrity, and setting a good example (Deshwal, 2015).

Table 4. Teacher Respondents' Assessment on the Emotional Intelligence of their Leaders in Terms of Motivation

Motivation	Mean	SD	Qualitative Description	Interpretation	Ranking
My leader is clear about his goals for the future.	3.12	0.85	Agree	Highly Manifested	3
My leader's career path is moving in the right direction.	3.14	0.78	Agree	Highly Manifested	2
My leader can maintain his enthusiasm when he encounters setbacks.	3.11	0.85	Agree	Highly Manifested	4
My leader feels excited when he thinks of his goals.	3.06	0.79	Agree	Highly Manifested	5
My leader acts consistently to move towards his goals.	3.15	0.78	Agree	Highly Manifested	1
Composite Mean	3.12	0.69	Agree	Highly Manifested	

Legend: 3.51-4.00 Strongly Agree/Very Highly Manifested; 2.51-3.50 Agree/Highly Manifested; 1.51-2.50 Disagree/Lowly Manifested; 1.00-1.50 Strongly Disagree/Very Lowly Manifested

Teacher respondents agree that their leaders act consistently to move towards their goals with the highest assessment of 3.15 interpreted as highly manifested. Though they also agree that their leaders feel excited when they think of their goals, but it was given the lowest assessment of 3.06 interpreted as highly manifested. The result indicates that the leaders' emotional intelligence in terms of motivation was highly manifested as perceived by the teacher respondents.

The findings show that leaders who constantly work toward their goals can inspire confidence, develop a sense of purpose, and boost the school community onward. However, leaders have to actively involve and motivate others by successfully demonstrating the significance and enthusiasm of the goals they are pursuing.

According to Akpevweoghene and Jamabo (2022), Self-motivation involves emotional tendencies that facilitate reaching goals. This implies gathering one's feelings and directing them towards a goal is important despite self-doubt, inertia, and impulsiveness. People who have this skill tend to be more highly productive and effective in whatever task they undertake. For Kassim (2016), emotionally competent teachers developed emotional stability which is not innate talents but rather learned capabilities that must be worked on and developed to achieve outstanding performance. Cherry (2022) emphasized that motivated individuals set goals, has a high need for achievement, and are always looking for ways to do better.

Table 5. Teacher Respondents' Assessment on the Emotional Intelligence of their Leaders in Terms of Empathy

Empathy	Mean	SD	Qualitative Description	Interpretation	Ranking
I can communicate with my leader anytime.	3.17	0.82	Agree	Highly Manifested	1
My leader gets on well with each of his colleagues.	3.06	0.80	Agree	Highly Manifested	3.5
My leader finds it easy to read other people's emotions.	3.05	0.86	Agree	Highly Manifested	5
My leader can predict how my colleagues feel in any given situation.	3.08	0.89	Agree	Highly Manifested	2
People choose to work with my leader.	3.06	0.87	Agree	Highly Manifested	3.5
Composite Mean	3.08	0.72	Agree	Highly Manifested	

Legend: 3.51-4.00 Strongly Agree/Very Highly Manifested; 2.51-3.50 Agree/Highly Manifested; 1.51-2.50 Disagree/Lowly Manifested; 1.00-1.50 Strongly Disagree/Very Lowly Manifested

Teacher respondents agree that they can communicate with their leaders anytime with the highest assessment of 3.17 interpreted as highly manifested. Though they also agree that their leaders find it easy to read other people's emotions, however it was given the lowest assessment of 3.05 interpreted as highly manifested. The result shows that the leaders' emotional intelligence in terms of empathy was highly manifested as assessed by the teacher respondents.

It appears to have a culture of open communication and openness among school leaders, which can enable cooperation, feedback exchange, and issue solving. Leaders

may struggle to appropriately read and react to their team members' emotional cues. This could imply that, while leaders may not excel in one aspect of emotional intelligence (e.g., reading emotions), they excel in others connected to empathy, such as understanding perspectives, demonstrating compassion, and providing support.

According to Parrish (2015), Empathy has been designated by academic leaders as the most important EI characteristic. A study by Gentry, W. et al., (2016) It was found that managers who show more empathy toward their direct reports are viewed as better performers by their bosses.

Table 6. Teacher Respondents' Assessment on the Emotional Intelligence of their Leaders in Terms of Social Skills

Social Skills	Mean	SD	Qualitative Description	Interpretation	Ranking
My leader can deal with difficult people.	3.09	0.85	Agree	Highly Manifested	1.5
My leader is comfortable talking to anyone.	3.09	0.89	Agree	Highly Manifested	1.5
My leader achieves win-win outcomes.	3.05	0.83	Agree	Highly Manifested	3
My leader feels comfortable when other people get emotional.	2.88	0.94	Agree	Highly Manifested	5
My leader is patient with incompetent people.	3.04	0.90	Agree	Highly Manifested	4
Composite Mean	3.03	0.73	Agree	Highly Manifested	

Legend: 3.51-4.00 Strongly Agree/Very Highly Manifested; 2.51-3.50 Agree/Highly Manifested; 1.51-2.50 Disagree/Lowly Manifested; 1.00-1.50 Strongly Disagree/Very Lowly Manifested

Teacher respondents agree that their leaders can deal with difficult people, and that they are comfortable talking to anyone with the highest assessment of 3.09 respectively interpreted as highly manifested. Though they also agree that their leaders feel comfortable when other people get emotional, however, it was given the lowest assessment of 2.88 interpreted as highly manifested. The result indicates that the leaders' emotional intelligence in terms of social skills was highly manifested as perceived by the teacher respondents.

It demonstrates that leaders who can effectively manage difficult situations and communicate effectively with people

from different backgrounds help to create a good and inclusive educational environment. However, there may be opportunities for leaders to improve their skills in handling emotional situations such as providing support to difficult people or discussing disagreements with empathy and understanding.

Serrat (2017) noted that a leader with strong social skills can effectively persuade others to follow the desired direction. He further stated that by building bonds and nurturing relationships, a leader is capable of promoting collaboration and cooperation among the followers.

Table 7. Summary of the Teacher Respondents' Assessment on the Emotional Intelligence of their Leaders

Emotional Intelligence	Mean	SD	Qualitative Description	Interpretation	Ranking
Self-Awareness	3.10	0.67	Agree	Highly Manifested	3
Self-Organization	3.11	0.68	Agree	Highly Manifested	2
Motivation	3.12	0.69	Agree	Highly Manifested	1
Empathy	3.08	0.72	Agree	Highly Manifested	4
Social Skills	3.03	0.73	Agree	Highly Manifested	5
Over-all Mean	3.09	0.66	Agree	Highly Manifested	

Legend: 3.51-4.00 Strongly Agree/Very Highly Manifested; 2.51-3.50 Agree/Highly Manifested; 1.51-2.50 Disagree/Lowly Manifested; 1.00-1.50 Strongly Disagree/Very Lowly Manifested

The result shows that motivation was the most highly manifested emotional intelligence among the leaders as perceived by the teacher respondents as this ranked first among the five indicators. Second in rank was on self-organization, third on self-awareness, and fourth on empathy. While social skills were on the last rank, the result indicates that this was also highly manifested. The over-all result reveals that there was a high manifestation of emotional intelligence among the leaders as perceived by the teacher respondents.

This shows that emotionally intelligent behavior and traits are exhibited by leaders, and that these behaviors and qualities help to create a supportive and upbeat work atmosphere. The results show that the teacher respondents view leaders as driven, disciplined, self-aware, sympathetic, and socially

adept, which is encouraging for teacher engagement and organizational success.

In the study of Raquel Gómez-Leal et al., the results revealed that emotional intelligence is key for effective leadership and that the most commonly used skills/competences are self-awareness, self-management and empathy. Furthermore, the research indicates that teacher satisfaction and performance are positively correlated with the leader's ability to establish trustworthy relationships.

The results of a study on female school administrators in Siquijor, Central Visayas, the Philippines, are consistent with the previously mentioned literature. According to Lubguban's (2021) research, Siquijodnon women who oversee schools exhibit a high degree of emotional intelligence when performing their roles as leaders. The five

(5) components of emotional competence—self-awareness, self-regulation, motivation, empathy, and social skills—were used in this study's assessment.

2. The difference in the teacher respondents' assessment of their leaders' emotional intelligence when their profiles are taken as test factors

Table 8. Differences in the Assessment of Teacher Respondents on their Leaders' Emotional Intelligence When Age is Taken as Test Factor

Emotional Intelligence of Leaders	Age	Mean	SD	Computed F-value	Sig	Decision on Ho	Interpretation
Self-Awareness	21-30 y/o	3.18	0.66	1.19	0.31	Accepted	Not Significant
	31-40 y/o	3.09	0.65				
	41-50 y/o	2.97	0.76				
	>50 y/o	3.18	0.55				
Self-Organization	21-30 y/o	3.15	0.76	0.24	0.87	Accepted	Not Significant
	31-40 y/o	3.11	0.64				
	41-50 y/o	3.05	0.71				
	>50 y/o	3.15	0.63				
Motivation	21-30 y/o	3.18	0.74	0.89	0.45	Accepted	Not Significant
	31-40 y/o	3.11	0.66				
	41-50 y/o	3.01	0.73				
	>50 y/o	3.22	0.57				
Empathy	21-30 y/o	3.20	0.73	0.88	0.45	Accepted	Not Significant
	31-40 y/o	3.06	0.70				
	41-50 y/o	2.99	0.75				
	>50 y/o	3.09	0.69				
Social Skills	21-30 y/o	3.13	0.75	1.20	0.31	Accepted	Not Significant
	31-40 y/o	3.00	0.74				
	41-50 y/o	2.91	0.75				
	>50 y/o	3.14	0.63				
Over-all	21-30 y/o	3.17	0.70	0.88	0.46	Accepted	Not Significant
	31-40 y/o	3.07	0.64				
	41-50 y/o	2.98	0.70				
	>50 y/o	3.16	0.57				

The table shows that Self - awareness obtained a computed F- value of 1.19 with a significance value of 0.31. Since the significance value is more than 0.05, the null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their age is taken as a test factor.

Self - organization obtained a computed F- value of 0.24 with a significance value of 0.45. Since the significance value is more than 0.05, the null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their age is taken as a test factor.

Motivation obtained a computed F- value of 0.89 with a significance value of 0.45. Since the significance value is more than 0.05, the null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their age is taken as a test factor.

Empathy obtained a computed F- value of 0.88 with a significance value of 0.45. Since the significance value is more than 0.05, the null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their age is taken as a test factor.

Social skills obtained a computed F- value of 1.20 with a significance value of 0.31. Since the significance value is more than 0.05, the null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their age is taken as a test factor.

The overall result shows that having obtained a computed F- value of 0.88 with a significance value of 0.46, the teacher respondents have relatively the same assessment on the emotional intelligence of their leaders in terms of self-awareness, self-organization, motivation, empathy, and social skills regardless of their age.

Table 9. Differences in the Assessment of Teacher Respondents on their Leaders' Emotional Intelligence When Sex is Taken as Test Factor

Emotional Intelligence of Leaders	Sex	Mean	SD	Computed t-value	Sig	Decision on Ho	Interpretation
Self-Awareness	Male	3.06	0.69	-0.67	0.51	Accepted	Not Significant
	Female	3.12	0.65				
Self-Organization	Male	3.10	0.71	-0.21	0.84	Accepted	Not Significant
	Female	3.12	0.65				
Motivation	Male	3.10	0.71	-0.36	0.72	Accepted	Not Significant
	Female	3.13	0.67				
Empathy	Male	3.10	0.72	0.25	0.80	Accepted	Not Significant
	Female	3.07	0.72				
Social Skills	Male	3.04	0.76	0.25	0.80	Accepted	Not Significant
	Female	3.02	0.71				
Over-all	Male	3.08	0.68	-0.14	0.89	Accepted	Not Significant
	Female	3.09	0.65				

Johnson and Christensen (2019) investigated senior student affairs officers' EI by examining their emotional regulation. According to the findings, age, gender, education level, and years of experience had no statistically significant impact on the participants' capacity to manage their emotions. Chen, Peng and Fang (2016), on the other hand, discovered that older persons can employ EI to improve their subjective well-being.

The table shows that Self - awareness obtained a computed t- value of -0.67 with a significance value of 0.51. Since the significance value is more than 0.05, the null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their sex is taken as a test factor.

Self - organization obtained a computed t- value of -0.21 with a significance value of 0.84. Since the significance value is more than 0.05, the null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their sex is taken as a test factor.

Motivation obtained a computed t- value of -0.36 with a significance value of 0.72. Since the significance value is more than 0.05, the null hypothesis is accepted which means

that there is no significant difference in the assessment of the teacher respondents when their sex is taken as a test factor.

Empathy obtained a computed t- value of 0.25 with a significance value of 0.80. Since the significance value is more than 0.05, the null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their sex is taken as a test factor.

Social skills obtained a computed t- value of 0.25 with a significance value of 0.80. Since the significance value is more than 0.05, the null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their sex is taken as a test factor.

The overall result shows that having obtained a computed t- value of -0.14 with a significance value of 0.89, male and female teacher respondents have relatively the same assessment on the emotional intelligence of their leaders in terms of self-awareness, self-organization, motivation, empathy, and social skills.

Joseph and Newman (2010) used a meta-analysis to reach their conclusion. It showed women outperformed men across all EI characteristic.

Table 10. Differences in the Assessment of Teacher Respondents on their Leaders' Emotional Intelligence When Length of Service is Taken as Test Factor

Emotional Intelligence of Leaders	Length of Service	Mean	SD	Computed F-value	Sig	Decision on Ho	Interpretation
Self-Awareness	1-5 years	3.17	0.66	0.65	0.59	Accepted	Not Significant
	6-10 years	3.08	0.57				
	11-15 years	3.14	0.69				
	>15 years	3.02	0.69				
Self-Organization	1-5 years	3.14	0.75	0.11	0.96	Accepted	Not Significant
	6-10 years	3.10	0.49				
	11-15 years	3.13	0.71				
	>15 years	3.08	0.68				
Motivation	1-5 years	3.16	0.73	0.24	0.87	Accepted	Not Significant
	6-10 years	3.08	0.60				
	11-15 years	3.14	0.72				
	>15 years	3.08	0.66				
Empathy	1-5 years	3.18	0.74	0.66	0.58	Accepted	Not Significant
	6-10 years	3.04	0.64				
	11-15 years	3.11	0.71				
	>15 years	3.01	0.74				
Social Skills	1-5 years	3.11	0.75	0.63	0.60	Accepted	Not Significant
	6-10 years	2.91	0.70				
	11-15 years	3.06	0.77				
	>15 years	2.99	0.71				
Over-all	1-5 years	3.15	0.70	0.43	0.73	Accepted	Not Significant
	6-10 years	3.04	0.56				
	11-15 years	3.12	0.68				
	>15 years	3.03	0.66				

The table shows that Self - awareness obtained a computed F- value of 0.65 with a significance value of 0.59. Since the significance value is more than 0.05, the null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their length of service is taken as a test factor.

Self - organization obtained a computed F- value of 0.11 with a significance value of 0.96. Since the significance value is more than 0.05, the null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their length of service is taken as a test factor.

Motivation obtained a computed F- value of 0.24 with a significance value of 0.87. Since the significance value is more than 0.05, the null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their length of service is taken as a test factor.

Empathy obtained a computed F- value of 0.66 with a significance value of 0.58. Since the significance value is more than 0.05, the null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their length of service is taken as a test factor.

Social skills obtained a computed F- value of 0.63 with a significance value of 0.60. Since the significance value is more than 0.05, the null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their length of service is taken as a test factor.

The overall result shows that having obtained a computed F- value of 0.43 with a significance value of 0.73, teacher respondents have relatively the same assessment on the emotional intelligence of their leaders in terms of self-

awareness, self-organization, motivation, empathy, and social skills regardless of how long they have been in the service.

Valente et al. (2019) found that Teacher EI influences the management of 86 discipline in a classroom and is related to gender, academic qualification (e.g., doctorate), and service time.

4. The teacher respondent's assessment on their level of engagement in terms of Emotional Engagement, Social Engagement with Colleagues, Cognitive Engagement, Social Engagement with Students

Table 11. Teacher Respondents' Assessment on their Level of Engagement in Terms of Emotional Engagement

Emotional Engagement	Mean	SD	Qualitative Description	Interpretation	Ranking
I am excited about teaching.	3.13	0.82	Agree	Highly Engaged	4
I feel happy while teaching	3.14	0.83	Agree	Highly Engaged	2.5
I love teaching.	3.14	0.81	Agree	Highly Engaged	2.5
I find teaching fun.	3.16	0.85	Agree	Highly Engaged	1
I have a deep passion for the teaching profession.	3.10	0.84	Agree	Highly Engaged	5
Composite Mean	3.13	0.71	Agree	Highly Engaged	

Legend: 3.51-4.00 Strongly Agree/Very Highly Engaged; 2.51-3.50 Agree/Highly Engaged; 1.51-2.50 Disagree/Lowly Engaged; 1.00-1.50 Strongly Disagree/Very Lowly Engaged

Teacher respondents agree that they find teaching fun with the highest assessment of 3.16 interpreted as highly engaged. According to the assessment, teaching is an activity they actually enjoy and find rewarding rather than just a job. This enjoyment likely contributes to their overall commitment and dedication to teaching. Though they also agree that they have a deep passion for the teaching profession, but it was given the lowest assessment of 3.10 also interpreted as highly engaged. This assessment reaffirms that teachers have a strong emotional bond with their work and are deeply committed to teaching.

The result indicates that teacher respondents are highly engaged in terms of emotional engagement based on their own assessment. This emotional engagement is vital as it can lead to increased job satisfaction, better classroom performance, and a more positive learning environment for students.

Veshne and Munshi (2020) argued that engaged workers are excited, energized, and fully immersed in their tasks. They perform better, have a positive attitude and strong enthusiasm toward their duties, are entirely devoted to their work, and won't have any intentions of quitting.

Table 12. Teacher Respondents' Assessment on their Level of Engagement in Terms of Social Engagement with Colleagues

Social Engagement with Colleagues	Mean	SD	Qualitative Description	Interpretation	Ranking
At school, I connect well with my colleagues.	3.19	0.80	Agree	Highly Engaged	2.5
At school, I am committed to helping my colleagues.	3.19	0.77	Agree	Highly Engaged	2.5
At school, I value the relationships I build with my colleagues.	3.18	0.81	Agree	Highly Engaged	4
At school, I care about the problems of my colleagues.	3.15	0.82	Agree	Highly Engaged	5
At school, I have strong rapport with my colleagues.	3.21	0.80	Agree	Highly Engaged	1
Composite Mean	3.19	0.67	Agree	Highly Engaged	

Legend: 3.51-4.00 Strongly Agree/Very Highly Engaged; 2.51-3.50 Agree/Highly Engaged; 1.51-2.50 Disagree/Lowly Engaged; 1.00-1.50 Strongly Disagree/Very Lowly Engaged

Teacher respondents agree that at school they have strong rapport with their colleagues with the highest assessment of 3.21 interpreted as highly engaged. It seems that teachers actively encourage positive relationships within the school community and values their relationships with colleagues. Teachers work in a friendly and encouraging environment that is defined by teamwork, respect for one another, and

camaraderie. Though they also agree that at school, they care about the problems of their colleagues, however, it was given the lowest assessment of 3.15 also interpreted as highly engaged. This suggests that teachers are empathetic and supportive of one another, even though the level of concern may vary slightly among respondents.

The result shows that teacher respondents are highly

engaged in terms of social engagement with colleagues based on their own assessment. Having this level of social interaction is essential because it promotes cooperation, communication, and a feeling of community among students. In general, the evaluation indicates positive interpersonal relationships and dedication to mutual support among

teachers.

Social engagement makes your employees more invested in the company's vision. Interacting with each other outside the professional sphere transforms your teams from colleagues to friends. (Aaron, 2018)

Table 13. Teacher Respondents' Assessment on their Level of Engagement in Terms of Cognitive Engagement

Cognitive Engagement	Mean	SD	Qualitative Description	Interpretation	Ranking
I try my hardest to perform well while teaching.	3.18	0.76	Agree	Highly Engaged	3
While teaching, I really throw myself into my work.	3.17	0.81	Agree	Highly Engaged	4
While teaching I pay a lot of attention to my work.	3.20	0.87	Agree	Highly Engaged	1
While teaching, I work with intensity.	3.12	0.85	Agree	Highly Engaged	5
I exert maximum effort to excel in my teaching practice.	3.19	0.78	Agree	Highly Engaged	2
Composite Mean	3.17	0.68	Agree	Highly Engaged	

Legend: 3.51-4.00 Strongly Agree/Very Highly Engaged; 2.51-3.50 Agree/Highly Engaged; 1.51-2.50 Disagree/Lowly Engaged; 1.00-1.50 Strongly Disagree/Very Lowly Engaged

Teacher respondents agree that while teaching they pay a lot of attention to their work with the highest assessment of 3.20 interpreted as highly engaged. Though they also agree that while teaching, they work with intensity but it was given the lowest assessment of 3.12 interpreted as highly engaged. It is implied that teachers take an active role in their work and give considerable thought to the wants and needs of their students, their teaching methods strategies, and the general dynamics of the classroom. Their capacity for focused attention to work demonstrates a dedication to providing high-quality education and guaranteeing efficient teaching practices.

The result indicates that teachers are highly engaged in terms of cognitive engagement based on their own assessment. Teachers' commitment to student-centered instruction,

reflective practice, and ongoing growth is reflected in this cognitive engagement, which is important for good teaching and learning outcomes. It emphasizes how committed the teachers are to helping their students succeed academically and grow, as well as how actively they engage in their teaching duties.

Teacher's cognitive engagement is the degree of attention to and investment in their work (Klassen, Yerdelen & Durksen, 2013). Understanding what teachers find cognitively engaging in their work can help them evaluate where they are investing their time and energy resources, reflect on whether those tasks are energizing or draining, and make adjustments in their approach to workflows that they find mentally draining. (Tucker, C., 2021)

Table 14. Teacher Respondents' Assessment on their Level of Engagement in Terms of Social Engagement with Students

Social Engagement with Students	Mean	SD	Qualitative Description	Interpretation	Ranking
I show warmth to my student.	3.20	0.79	Agree	Highly Engaged	3
I am aware of my students' feelings.	3.23	0.77	Agree	Highly Engaged	2
I care about the problems of my students.	3.15	0.78	Agree	Highly Engaged	4.5
I am empathetic towards my students.	3.15	0.83	Agree	Highly Engaged	4.5
I am trusted by my students.	3.24	0.80	Agree	Highly Engaged	1
Composite Mean	3.20	0.67	Agree	Highly Engaged	

Legend: 3.51-4.00 Strongly Agree/Very Highly Engaged; 2.51-3.50 Agree/Highly Engaged; 1.51-2.50 Disagree/Lowly Engaged; 1.00-1.50 Strongly Disagree/Very Lowly Engaged

Teacher respondents agree that they are trusted by their students with the highest assessment of 3.24 interpreted as highly engaged. Though they also agree that they care about the problems of their students, and that they are empathetic towards their students, however it was given the lowest assessment of 3.15 respectively interpreted as highly engaged. It shows that teachers actively seek to maintain and strengthen

the trust that students have placed in them by their interactions and actions. They also value and respect this trust. Students are more likely to actively participate in class activities, be open to instruction, and ask for help when they need it when they have trust in their teachers.

The result indicates that teachers are highly engaged in terms of social engagement with students based on their own

assessment. This social engagement is fundamental for establishing a welcoming and inclusive classroom where students experience a sense of worth, understanding, and support. Overall, the assessment shows how dedicated the teachers are to helping their students' progress both academically and personally by developing close relationships with them.

Titsworth et al. (2013) observed teacher immediacy, clarity,

and communication competence enhance student enjoyment, hope, and pride through the student's emotional process. A recent study reported that teachers' use of social support predicts students' positive emotions such as hope, pride, and enjoyment (Jia et al., 2020), building a clear link between perceived support and student emotions toward learning and achievement.

Table 15 Summary of the Teacher Respondents' Assessment on their Level of Engagement

Teacher Engagement	Mean	SD	Qualitative Description	Interpretation	Ranking
Emotional Engagement	3.13	0.71	Agree	Highly Engaged	4
Social Engagement with Colleagues	3.19	0.68	Agree	Highly Engaged	2.5
Cognitive Engagement	3.19	0.78	Agree	Highly Engaged	2.5
Social Engagement with Students	3.20	0.67	Agree	Highly Engaged	1
Over-all Mean	3.17	0.65	Agree	Highly Engaged	

Legend: 3.51-4.00 Strongly Agree/Very Highly Engaged; 2.51-3.50 Agree/Highly Engaged; 1.51-2.50 Disagree/Lowly Engaged; 1.00-1.50 Strongly Disagree/Very Lowly Engaged

The result shows that teacher respondents are most highly engaged in terms of social engagement with students which was given the highest assessment and ranked first among the four indicators. They are also highly engaged in terms of social engagement with colleagues, and cognitive engagement. While teachers can also be said to be highly engaged in terms of emotional engagement, but it was given the lowest assessment by the teachers themselves. The overall results show that teachers have seen themselves to have a

high level of engagement.

According to Dr. Jenny Raphael (2022) when teachers are provided with the right environment to engage, they can support their colleagues, raise the profile of the school, and deliver high quality teaching.

5. The difference on the assessment of the teacher respondents' level of engagement when their profiles are taken as test factors.

Table 16. Differences in the Assessment of Teacher Respondents on their Level of Engagement When Age is Taken as Test Factor

Teacher Engagement	Age	Mean	SD	Computed F-value	Sig	Decision on Ho	Interpretation
Emotional Engagement	21-30 y/o	3.20	0.70	0.60	0.62	Accepted	Not Significant
	31-40 y/o	3.15	0.70				
	41-50 y/o	3.03	0.74				
	>50 y/o	3.16	0.69				
Social Engagement with Colleagues	21-30 y/o	3.28	0.74	1.29	0.28	Accepted	Not Significant
	31-40 y/o	3.18	0.63				
	41-50 y/o	3.06	0.72				
	>50 y/o	3.28	0.57				
Cognitive Engagement	21-30 y/o	3.32	0.69	2.02	0.11	Accepted	Not Significant
	31-40 y/o	3.16	0.65				
	41-50 y/o	3.01	0.77				
	>50 y/o	3.22	0.55				
Social Engagement with Students	21-30 y/o	3.32	0.64	1.44	0.23	Accepted	Not Significant
	31-40 y/o	3.19	0.62				
	41-50 y/o	3.06	0.74				
	>50 y/o	3.22	0.68				
Over-all	21-30 y/o	3.28	0.66	1.39	0.25	Accepted	Not Significant
	31-40 y/o	3.17	0.61				
	41-50 y/o	3.04	0.70				
	>50 y/o	3.22	0.58				

The table shows that Emotional Engagement obtained a computed F- value of 0.60 with a significance value of 0.62. Since the significance value is more than 0.05, the null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their age is taken as a test factor.

Social Engagement with Colleagues obtained a computed

F- value of 1.29 with a significance value of 0.28. Since the significance value is more than 0.05, the null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their age is taken as a test factor.

Cognitive Engagement obtained a computed F- value of 2.02 with a significance value of 0.11. Since the significance

value is more than 0.05, the null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their age is taken as a test factor.

Social Engagement with Students obtained a computed F-value of 1.44 with a significance value of 0.23. Since the significance value is more than 0.05, the null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their age is taken as a test factor.

The overall result shows that having obtained a computed F-value of 0.43 with a significance value of 0.73, teacher respondents have relatively the same assessment on their level of engagement in terms of Emotional engagement, Social engagement with colleagues, Cognitive engagement, and Social engagement with students regardless of their age.

9. Conclusion

The study's presented findings led to the researcher's formation of the following conclusions.

All things considered, it can be said that teacher respondents gave their leaders' emotional intelligence a favorable review. Teachers regard their leaders as motivated, self-aware, disciplined, empathetic, and socially skilled. This view is positive in that it promotes teacher engagement and helps the organization succeed.

It can be concluded that the perceived emotional intelligence of leaders is relatively consistent and independent of factors like age, sex, and length of service among the surveyed teachers when these aspects of the leaders' emotional intelligence are perceived similarly across different demographic groups among the teacher respondents. It is possible, therefore, that teachers, irrespective of their own demographic features, will notice or value these particular emotional intelligence traits.

Based on the results, teachers perceive themselves to have a high level of engagement. This indicates that, on the whole, teachers feel connected, committed, and dedicated to their roles, which is a positive sign for their job satisfaction, performance, and the overall quality of education they provide.

Based on the analysis, it can be concluded that teacher respondents' assessments of their levels of engagement in emotional, social, and cognitive aspects do not vary significantly based on demographic factors such as age, sex, or length of service. This suggests a consistent perception of engagement across different demographic groups among the teachers surveyed.

The findings conclusively show that teachers' levels of engagement in emotional, social, and cognitive domains are positively correlated with leaders' emotional intelligence. This demonstrates how crucial emotional intelligence is to good educational leadership, which in turn affects teacher engagement and enhances the school community's overall success.

As a conclusion, the direct supervisors' focus group discussions (FGD) highlight the critical role that emotional intelligence plays in enhancing teacher engagement and fostering a vibrant learning environment. The need of ongoing self-improvement and the important impact of emotional intelligence on proficient leadership in education and the overall effectiveness of schools are emphasized by this.

The goal of the "Enhancing Work Motivation" program is

to increase the level of emotional intelligence among leaders in order to have a more engaged and motivated teaching staff. Therefore, initiative understands that developing leaders' emotional intelligence is essential to creating a teaching staff that is highly motivated and engaged.

10. Recommendations

Acknowledging the demographic composition of the teaching profession, with a focus on the high number of female instructors with over 15 years of experience in the age range of 31 to 40. Make sure that training and assistance are pertinent and available to all leaders, regardless of gender or age, by designing leadership development programs to be inclusive of a variety of gender and age demographics.

While leaders are perceived positively in terms of emotional intelligence, these traits can be strengthened by giving them more training and growth opportunities. Organize conferences, training sessions, and coaching sessions with the express goal of enhancing emotional intelligence abilities like empathy, self-control, self-awareness, and social skills.

It is essential to promote awareness and understanding of diversity within the organization. Encourage leaders and staff to recognize and value the unique perspectives, experiences, and contributions of individuals from diverse backgrounds.

It is essential to sustain and enhance this engagement over time. Encourage teachers to continue to seek out new challenges, opportunities for collaboration, and avenues for personal and professional growth.

It is recommended to facilitate opportunities for leaders to engage in peer learning and support networks. Encourage leaders to collaborate with and learn from their peers, share best practices and strategies for enhancing emotional intelligence, and provide mutual support and encouragement.

Future researchers are encouraged to reference this study and recognize the significance of the "Enhancing Work Motivation" program as a valuable initiative in improving leaders' emotional intelligence and fostering a motivated teaching staff.

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