

Exploring Emotional Intelligence and Teaching Performance of New Generation Educators

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INTRODUCTION

The evolving educational landscape underscores the critical role of emotional intelligence (EI) in forming the teaching performance of new-generation educators. As Miller (2025) defines, emotional intelligence as the capacity to comprehend, manage, and effectively express emotions while connecting with others. It emphasizes its importance in workplaces, relationships, and personal development, noting that individuals with higher EI are better communicators, excel at stress management, and make better decisions. EI compose of four key components: self-awareness, self-management, social awareness, and relationship management. These competencies are vital for educators as they navigate the complexities of classroom management, student engagement, and professional relationships. The correlation between emotional intelligence and teaching performance significantly influences instructional effectiveness, shaping how teachers foster an inclusive and productive learning environment.

In addition, EI plays an essential role in the performance of new generation educators by providing them with the skills necessary to control the emotional challenges of teaching profession. In particular, as new generation educators face various challenges, EI enables them to adapt, manage stress, and maintain motivation. Thus, the ability to manage emotions and relationships is critical to enhancing teaching performance and ensuring the success of educational outcomes.

Recent studies highlight that emotional intelligence (EI) significantly enhances educators' effectiveness and resilience, leading to improved student outcomes. For instance, Qazi et al. (2024) found that teachers with higher EI scores demonstrated better classroom behavior management and increased student engagement, resulting in a rise in academic performance compared to classrooms led by teachers with lower EI. By exploring the relationship between emotional intelligence and teaching performance, this study aims to provide insights that can inform policies and programs supporting new-generation educators, ensuring their long-term success and contribution to education.

In spite of the growing body of research on the function of emotional intelligence in improving educator performance, limited studies have taken specific interest in examining the generational dynamics of EI between Millennial and Gen Z educators involved in teaching in a local context like the Philippines. Although existing literature supports the positive impact of EI on classroom management, job satisfaction, and instructional performance, systematic empirical comparisons on the expression and performance effects of these skills between generations remain unexplored. This is a clear need to study how emotional intelligence affects teaching performance across different generations, especially in local settings where support systems and training programs for teachers are still developing. Bridging this gap would guide more specific intervention and targeted trainings aligned with the emotional and professional requirements of the various generations of educators involved.

Overall, this research is inspired by the personal experiences of the researcher as a newly appointed DepEd teacher. By investigating how emotional influences teaching performance, this study seeks to contribute to the enhancement of professional development programs and support mechanisms tailored for educators. Understanding these dynamics will help create a more adaptive and supportive educational environment, ensuring that the next generation of educators is well-equipped to meet the evolving demands of the profession.

METHODS

Descriptive Correlational Design. Given the title, using this approach attained the objectives of the study. It allowed the researcher to explore whether there was a significant relationship between emotional intelligence and the teaching performance of new generation educators and how well they performed their teaching duties (Paite, 2025).

Standard Deviation and Percentage. These are employed to analyze the demographic characteristics of the respondents. Standard deviation is a statistical measure that indicates the amount of variation or dispersion in a set of values. It shows how spread out the values are around the mean. Percentage distributions, on the other hand, express the proportion of respondents falling into each category of a variable, such as age, gender, or teaching experience.

Mean and Standard Deviation. These were utilized to measure and determine the average level of emotional intelligence for each sub-dimension and the overall emotional intelligence dimensions (e.g., self-awareness, emotional regulation, motivation, empathy, and social skills). The mean provides the average score for each sub-dimension, reflecting the general trend, while the standard deviation shows the variability among individual scores.

These measures are crucial in determining the central tendency and variability of emotional intelligence scores, helping to identify which aspects of emotional intelligence are more or less developed among the teacher respondents (Sánchez-Álvarez, N., et al., 2022).

Likert scale. This was used to provide a verbal interpretation of the calculated means. The scale included options such as "Always," "Often," "Sometimes," and "Never," which corresponded to specific numerical values. This tool allowed the transformation of quantitative results into qualitative interpretations that are easier to understand and communicate.

RESULTS AND DISCUSSIONS:

Table 1.1 Demographic Profile of the Respondents in terms of Sex

Sex	Generation Z		Millennials		Total	%
	F	%	F	%		
Male	22	56.41	4	11.11	26	34.67
Female	17	43.59	32	88.89	49	65.33
Total	39	100.00	36	100.00	75	100.00

Table 1.1 shows the distribution of teacher-respondents in terms of gender. Among the Generation Z respondents, there are 22 or (56.41%) are males and 17 or 43.59 percent are females. On the part of Millennials, 4 or (11.11%) are males while 32 or (88.89%) are females. With a total of 26 or (34.67%) are males and 49 or (65.33%) percent are females. This indicates a significant representation of female teachers within the sample. This suggests a lesser presence of male teachers compared to their female counterparts within the respondent pool.

The table highlights that female respondents dominate the teaching force, particularly among Millennial teachers. This aligns with studies indicating that female educators generally demonstrate higher levels of emotional intelligence, particularly in the domains of empathy and social skills (Nasir et al., 2022; Trad et al., 2022). Such gender-based emotional competencies may positively influence teacher-student relationships and collaborative professional environments.

Table 1.2 Demographic Profile of the Respondents in terms of Age

Age Range (in years)	F	%
22-28	39	52.00
29-44	36	48.00
Total	75	100.00

Regarding their age, the respondents indicate only the age range. It is shown that there are 39 or (52.00%) belong the age range of 22-28 years old, and 29-44 years old are 36 or (48.00%) respondents.

A nearly even split between younger Gen Z and older Millennial educators was observed. The literature indicates that emotional intelligence, particularly self-regulation and self-awareness, tends to develop with age and professional experience (Cherry, 2024; Oba-Adenuga et al., 2022). This suggests that Millennial teachers may naturally possess more mature emotional regulation capacities, which enhance classroom effectiveness.

Table 1.3 Demographic Profile of the Respondents in terms of Educational Attainment

Educational Attainment:	F	%	F	%	Total	%
	Gen Z		Millennials			
Bachelor's Degree	24	61.54	7	19.44	31	41.33
Bachelor's Degree (With MA units)	14	35.90	28	77.78	42	56.00
Master's Degree (Completed)	1	2.56	1	2.78	2	2.67
Doctorate Degree (Completed)	0	0	0	0	0	0
Total	39	100.00	36	100.00	75	100.00

The table presents the educational attainment of two groups of teacher-respondents—Generation Z (39 respondents) and Millennials (36 respondents)—with a total of 75 participants. It categorizes their academic qualifications into four levels: Bachelor's Degree, Bachelor's Degree with Master's units, Master's Degree (Completed), and Doctorate Degree (Completed).

A significant portion of the total sample, specifically 56.00%, have earned a Bachelor's Degree with Master's units. Notably, this qualification is most common among Millennial respondents, with 77.78% having pursued graduate coursework, compared to only 35.90% of Generation Z educators. In contrast, a larger proportion of Gen Z educators (61.54%) hold only a Bachelor's Degree, indicating they are still in the earlier stages of their professional and academic development.

Very few respondents—only two individuals across both groups—have completed a Master's Degree, accounting for just 2.67% of the entire sample. This finding suggests a gap in advanced credentialing among new-generation educators, which could have implications for leadership development and eligibility for senior positions in the future. Furthermore, no respondents reported having completed a Doctorate Degree, which aligns with expectations since both Generation Z and Millennial educators are still relatively early in their careers.

This data implies that while new-generation educators are engaging in graduate studies, there is still room to increase full graduate completion rates. Higher levels of educational attainment are often associated with greater professional competence, including enhanced critical thinking, improved emotional regulation, and stronger classroom management. Chong et al. (2020) found that academic staff with advanced degrees showed significantly higher job performance scores due to stronger emotional intelligence (EI) competencies, such as self-regulation, decision-making, and empathy.

In conclusion, the educational profile of the respondents reveals a trend of increasing graduate-level engagement, especially among Millennials. However, full completion of graduate programs remains limited, highlighting the need for institutional support and professional development pathways that promote continuous academic growth.

Table 1.4 Demographic Profile of the Respondents in terms of Years of Service

Years of Service	F	%	F	%	Total	%
	Gen Z		Millennials			
Less than 1 year	8	20.51	2	5.56	10	13.33
1–5 years	22	56.41	11	30.56	33	44.00
6–10 years	2	5.13	16	44.44	18	24.00
11–15 years		0.00	7	19.44	7	9.33
16 years and above	7	17.95			7	9.33
Total	39	100.00	36	100.00	75	100.00

As the distribution of respondents which categorized by their years of service, this reveals a varied distribution across different lengths of service, providing insights into the experience levels of the respondents. The largest number respondents, comprising approximately percent of the total, have served between 1-5 year. Followed by, 18 or approximately (24.00%) of the total respondents have served ranges from 6-10 years. In contrast, a smaller percentage of seven (7) or approximately (9.33%) of the total, have served between 11 to16 and 16 years and above.

As gleaned in the data that there are only two (2) or (5.13%) the smallest number of Generation Z respondents who has 6- 10 years in the service. Eight (8) or (20.51%) has the least number of teaching experience. The greatest number of teaching experience ranges from 1-5 years is 22 or (56.41%) and eight (8) or around (20.51%) are neophyte on their job.

Most Gen Z respondents are early-career educators (1–5 years). According to Protacio (2022), younger generations, while technologically adept, are still developing emotional coping mechanisms in classroom settings. This demographic's limited-service years may correlate with developing but not yet fully matured EI competencies, suggesting a need for targeted EI training.

Table 2.1 Level of Emotional Intelligence of New Generation of Educator-respondents in Terms of Self-awareness

Indicators	Gen Z		Millennials		AWM	VI
	WM	VI	WM	VI		
1. I work even when my school head is not around.	3.90	A	3.91	A	3.91	A
2. I observe that some teachers like me the way I like myself.	3.53	A	3.46	A	3.49	A
3. I recognize the criticism that I received from others.	3.75	A	3.63	A	3.69	A
4. I am able to express my feelings clearly.	3.60	A	3.57	A	3.59	A
5. I gain valuable insights from my life experiences.	3.73	A	3.91	A	3.82	A
6. I know my strengths and limits.	3.78	A	3.74	A	3.76	A
7. I develop a growth mind-set and learn from my mistakes.	3.78	A	3.89	A	3.83	A
8. I remain focused on my goals.	3.68	A	3.77	A	3.72	A
9. I trust my instincts when making decisions.	3.63	A	3.60	A	3.61	A
10. I take responsibility and apologize when needed.	3.80	A	3.86	A	3.83	A
Over-all Weighted Mean	3.72	A	3.73		3.72	A

Legend:3.25-4.00 Always (A), 2.50-3.24 Often (O), 1.75-2.49 Sometimes (S), 1.00-1.74 Never(N) WM =weighted Mean, VI=Verbal Interpretation, AWM= Average Weighted Mean

Table 2.1 provides an overview on the perception that the respondents are always aware of the emotional intelligence of the new generation of teacher-respondents which indicates an

over-all weighted mean of 3.72 for Gen.Z and 3.73 for Millennials. According to the two (2) groups of respondents they are always aware that they have to work even when their school head is not around.

Generation Z group claim that “I work even when my school head is not around” (item no. 1) which obtained the highest weighted mean of 3.90, followed by items no. 6 and 7 “I know my strengths and limits.”, and “I develop a growth mind-set and learn from my mistakes.”. which got a weighted mean of 3.78 each.

The last three (3) lowest mean scores of 3.53,3.60 and 3.68 are for items no. 2, 4 and 8 which are: “I observe that some teachers like me the way I like myself”; “I gain valuable insights from my life experiences” and “I remain focused on my goals.” with a verbal interpretation of always.

The millennial group unanimously agreed that they are always self-aware of the following: “I work even when my school head is not around.” “I gain valuable insights from my life experiences” with a weighted mean of 3.91 each. “I develop a growth mind-set and learn from my mistakes”, 3.89. Although, they are always aware of the following indicators: “I observe that some teachers like me the way I like myself, I am able to express my feelings clearly” and “I trust my instincts when making decisions.” they registered low weighted means of 3.46,3.57 and 3.60, respectively.

As teachers they have to attend classes efficiently and effectively even without the direct supervision of their superiors or perform their duties and obligations as mandated. Moreover, they believe that when they are able to manage their emotions, they” develop a growth mindset and learn from my mistakes.”

According to Boybanting & Tantiado (2022) Both Gen Z and Millennial educators reported high levels of self-awareness. This is a critical EI component that facilitates reflective teaching and resilience confirm that teachers with high self-awareness are more effective in handling classroom dynamics, while Oba-Adenuga et al. (2022) emphasize that understanding emotional triggers enhances decision-making. teachers with high EI tend to be more disciplined, empathetic, and accountable qualities that greatly enhance their teaching performance. Similarly, Oba-Adenuga et al. (2022) pointed out that emotionally intelligent teachers not only recognize their feelings but also understand what triggers them, allowing for better decision-making.

Table 2.2 Level of Emotional Intelligence of New Generation of Educator-respondents in Terms of Self-management

Indicators	Gen. Z		Millennials		AWM	VI
	WM	VI	WM	VI		
1. I stay calm even when facing challenging situations	3.60	A	3.69	A	3.64	A
2. I uphold high standards of honesty and integrity.	3.75	A	3.83	A	3.79	A
3. I take full responsibility for my personal performance.	3.88	A	3.86	A	3.87	A
4. I maintain my composure even when my patience is tested.	3.70	A	3.86	A	3.78	A
5. I choose to smile even during difficult times.	3.53	A	3.77	A	3.65	A
6. I am flexible in handling change.	3.70	A	3.83	A	3.76	A
7. I act according to my age.	3.55	A	3.80	A	3.68	A
8. I am open to new ideas and new information.	3.65	A	3.89	A	3.77	A
9. I let my values influence what I want to achieve in life.	3.75	A	3.74	A	3.75	A
10. I carefully evaluate things before I make decisions.	3.60	A	3.71	A	3.66	A
Over-all Weighted Mean	3.67	A	3.81	A	3.74	A

Legend:3.25-4.00 Always (A), 2.50-3.24 Often (O), 1.75-2.49 Sometimes (S), 1.00-1.74 Never(N) WM =weighted Mean, VI=Verbal Interpretation, AWM= Average Weighted Mean

Overall, the data indicate a high assessment of the teacher respondents from the two (2) groups of respondents as to their level of emotional intelligence about self-management which obtained an over-all weighted mean of 3.67 and 3.81. They collectively agreed that they always observe self-management.

Respondents from Generation Z observed that “I take full responsibility for my personal performance.”, 3.88, as their priority “. Next is “I uphold high standards of honesty and integrity” and “I let my values influence what I want to achieve in life” garnered a weighted mean of 3.75 each. On the other hand, the following indicators received low weighted means of 3.53, 3.55 and 3.60 which are:” I choose to smile even during difficult times;” I act according to my age;” I stay calm even when facing challenging situations;” and” I carefully evaluate things before I make decisions.”

According to the Millennial-respondents, they always manage the following: “I am open to new ideas and new information;”,3.89. “. I am flexible in handling change” and” I uphold high standards of honesty and integrity” got a mean score of 3.83 each. Moreover, respondents demonstrate variety of self-management which are the: “I stay calm even when facing challenging situations;” “I carefully evaluate things before I make decisions;” and “I let my values influence what I want to achieve in life” arrived at a weighted means of 3.69’3.71 and 3.74 separately.

The results imply that teachers observe Code of Ethics for Teachers in their performance of duties and responsibilities specifically in Article XI section 3 “maintain at all times a dignified personality which could serve as a model worthy of emulation by learners, peers and all others.”

The high scores in self-management reflect teachers’ capacity to maintain professionalism under stress. Usher & Schunk (2017) identified that emotionally regulated teachers exhibit better classroom control and engagement. This aligns with findings where both groups showed strength in upholding values, flexibility, and maintaining composure.

Table 2.3 Level of Emotional Intelligence of New Generation of Educator-respondents in Terms of Social Awareness

Indicators	Gen. Z		Millennials		AWM	VI
	WM	VI	WM	VI		
1.I inspire and guide individuals and groups of people.	3.58	A	3.51	A	3.54	A
2. I am comfortable communicating with anyone.	3.73	A	3.49	A	3.61	A
3. I effectively use persuasive tactics to influence others.	3.65	A	3.51	A	3.58	A
4. I remain composed and supportive when others express emotions.	3.73	A	3.66	A	3.69	A
5. I practice patience and understanding in dealing with people.	3.7	A	3.71	A	3.71	A
6. I easily give compliments towards other people’s actions.	3.58	A	3.74	A	3.66	A
7. I use open body language gestures and non-verbal communications in dealing with others.	3.75	A	3.6	A	3.68	A
8. I easily negotiate and resolve disagreement.	3.68	A	3.57	A	3.62	A
9. I can easily initiate or manage change of myself and towards other people.	3.65	A	3.69	A	3.67	A
10. I send clear and convincing messages.	3.6	A	3.49	A	3.54	A
Overall Weighted Mean	3.66	A	3.6	A	3.63	A

Legend:3.25-4.00 Always (A), 2.50-3.24 Often (O), 1.75-2.49 Sometimes (S), 1.00-1.74 Never(N) WM =weighted Mean, VI=Verbal Interpretation, AWM= Average Weighted Mean

Table 2.3 presents the Over-all Weighted Mean for Generation Z is 3.66 and 3.6 for the Millennials group of participants. Their average weighted mean computed is 3.63 upon using the formula for weighted mean. All respondents unitedly assessed that they are always socially aware of the emotional intelligence of new generation regarding the following: “I practice patience and understanding in dealing with people; “I remain composed and supportive when others express emotions;” and “I use open body language gestures and non-verbal communications in dealing with others” as the three (3) with the highest average weighted mean.

The first group of respondents said that: I use open body language gestures and non-verbal communications in dealing with others;” (3.75) “I remain composed and supportive when others express emotions;” (3.73) I am comfortable communicating with anyone” (3.73), which they always socially aware.

However, there are things that they need to improve more such as:” I easily give compliments towards other people’s actions;” 3.58 and “I send clear and convincing messages;” 3.60. From the point of view of the Millennials “I easily give compliments towards other people’s actions,” “I can easily initiate or manage change of myself and towards other people,” and I practice patience and understanding in dealing with people, based on items no. 5, 6 and 9 which attained a weighted means of 3.74, 3.71 and 3.69, respectively. These are the areas where they must have to enhance their social awareness: “I send clear and convincing messages; “I am comfortable communicating with anyone;” “I effectively use persuasive tactics to influence others;” and “I inspire and guide individuals and groups of people,” with the following respective mean scores: 3.10; 3.49; 3.51.

Teachers who have good management relationships can have broader understanding of different generations’ communication. They can adapt to their communication styles like the ggmon. They have common experiences, beliefs and values shows concern of others.

The Sripatum University Teaching and Learning Forum 2015, it was emphasized the important role of teacher development in student success, particularly given the ever-changing world of both teacher and student where the following are included: equitable treatment of diverse learners, applying and communicating knowledge relevant to real-world careers, utilizing curriculum and instructional principles to implement programs for all learners, collaborating with various stakeholders upholding professional ethics and social responsibilities.

Table 2.4 Level of Emotional Intelligence of New Generation of Educator-respondents in Terms of Relationship Management

Indicators	Gen. Z		Millennials		AWM	VI
	WM	VI	WM	VI		
1. I am clear about my goal for the future.	3.80	A	3.80	A	3.80	A
2. I strive to improve or meet a standard of excellence.	3.75	A	3.77	A	3.76	A
3. I maintain my enthusiasm when I encounter setbacks.	3.68	A	3.66	A	3.67	A
4. I am ready to act on opportunities.	3.73	A	3.77	A	3.75	A
5. I act consistently to move towards my goals.	3.63	A	3.77	A	3.70	A
6. I effectively manage my emotional responses to events.	3.70	A	3.66	A	3.68	A
7. I confidently make my career moves that align with my goals.	3.63	A	3.69	A	3.66	A
8. I embrace positive peer pressure.	3.75	A	3.69	A	3.72	A
9. I feel excited when I think of my goals.	3.70	A	3.86	A	3.78	A
10. I reward myself for the little wins as well as the big ones.	3.73	A	3.77	A	3.75	A
Over-all Weighted Mean	3.71	A	3.74	A	3.73	A

Legend:3.25-4.00 Always (A), 2.50-3.24 Often (O), 1.75-2.49 Sometimes (S), 1.00-1.74 Never(N) WM =weighted Mean, VI=Verbal Interpretation, AWM= Average Weighted Mean

Table 2.4 which shows that the average weighted mean according to the two (2) groups of respondents is 3.73. The overall weighted mean for the Generation Z is 3.71 and 3.74 for the Millennial participants which means that the respondents always demonstrate relationship management.

As stated by the Generation Z-respondents those with high average weighted mean of 3.80 for “I am clear about my goal for the future;” and 3.75 each for “I strive to improve or meet a standard of excellence;” and I embrace positive peer pressure.”

They felt the same way on the following: “I confidently make my career move that align with my goals;” 3.63, “I act consistently to move towards my goals;” 3.63 and “I maintain my enthusiasm when I encounter setbacks”, 3.68.

Millennial rated the highest weighted mean of 3.86 is for “I feel excited when I think of my goals.” There are four (4) indicators which have the same computed weighted means which are for: “I strive to improve or meet a standard of excellence;” “I am ready to act on opportunities;” “I effectively manage my emotional responses to events and I reward myself for the little wins as well as the big ones.”

Less observations on their relationship management are for: “I maintain my enthusiasm when I encounter setbacks;” and “I effectively manage my emotional responses to events” (3.66) each; “I confidently make my career move that align with my goals;” and “I embrace positive peer pressure,” 3.69 each.

This implies that since they are in the new generation, they have updated on diverse strategies and more ideas on how to improve their working skills. They are also more engaged and motivated, especially when they reach their goals because they are aggressive and energetic to achieve them.

Respondents expressed confidence and enthusiasm in goal-setting and peer collaboration. According to Schuetz et al. (2017), relationship management encompasses negotiation, communication, and emotional leadership—all visible in the respondents' ratings. This domain is crucial for professional networks, mentoring, and classroom synergy.

Table 3.1 Relationship between the Emotional Intelligence of Millennial Educator-Respondents and their Profile

Demographic Profile/Emotional Intelligence	Computed χ^2 Value	Tabular value	Remarks	Decision
Sex	1170	3.841	Significant	Reject the H_0
Age	1061.80	5.992	Significant	Reject the H_0
Highest Educational Attainment	126.99	12.592	Significant	Reject the H_0
Length of Service	1072.93	15.507	Significant	Reject the H_0

The primary objective of this table is to examine the significant relationship between the emotional intelligence of Millennial teachers-respondents and their profile.

The above data displays the result of the computation of Chi-square Test of Independence using five (5%) level of significance. The computed values in terms of sex, age, highest educational attainment and length of service is 1170, 1061.80, 126.99 and 1072.93, respectively as compared to the tabular values of 3.841, 5.992, 12.592 and 15.507, respectively.

All the computed values are greater than the tabular values. This means that the null hypothesis is rejected with a conclusion that there is a significant relationship between the emotional intelligence and the demographic profile of the respondents.

This indicates that Millennial teachers' demographic traits—such as sex, age, level of education, and length of service—are strongly correlated with their emotional intelligence. To put it another way, not every group exhibits the same degree of emotional intelligence; in fact, some groups continuously exhibit higher levels than others. This implies that a teacher's emotional intelligence is influenced by both their professional and personal experiences. School administrators can benefit from these findings since they emphasize how crucial it is to design professional development, support, and training programs for teachers that are suited to their unique needs and characteristics.

This echoes Cherry (2024) and Oba-Adenuga et al. (2022), who noted that EI is shaped by experiential, educational, and gender-related factors. Teachers' growing age, advanced degrees, and service years all correlate with heightened emotional competence.

Table 3.2 The Relationship between the Emotional Intelligence of Generation Z Educator-Respondents and their Profile

Variables	Computed chi-sq. Value	p-value	Interpretation	Decision
Sex	66.430	9.488	Significant	Reject Ho
Age	1049.856	5.992	Significant	Reject Ho
Highest Educational Attainment	98.582	12.592	Significant	Reject Ho
Length of Service	234.467	12.592	Significant	Reject Ho

The data were treated by the use of Chi-square at 5% level of significance. In terms of the comparison about their profile: sex, age, highest educational attainment and length of service, their computed values of 66.430, 1049.856, 98.582 and 234.467 are all greater than the tabular values of 9.488, 5.991, 98.582 and 234.467, respectively. These suggest that the null hypothesis is rejected. There is a significant relationship between the emotional intelligence when grouped according to the profile of the Generation Z- respondents.

In practical terms, this indicates that the personal and professional experiences of Generation Z teachers have an impact on their emotional intelligence. Their emotional intelligence is strongly correlated with factors such as their age, sex, years of teaching experience, and educational attainment. For instance, some age groups or experience levels may continuously exhibit better emotional control or greater emotional awareness than others. By ensuring that the development of emotional intelligence is in line with the particular requirements of various teacher groups, these findings can assist training providers and school administrators in creating more focused support initiatives.

Table 4 Data on Individual Performance Commitment and Review Form (IPCRF) of the New Generation Educators

IPCRF	Verbal Description	Generation Z		Millennials		Total	%
		F	%	F	%		
5.00	O	11	28.21	5	13.89	16	21.33
4.00	VS	25	64.10	31	86.11	56	74.67
3.00	S	3	7.69	0	0.00	3	4.00
		39	100.00	36	100.00	75	100.00

Legend: 5- Outstanding (O), 4- Very Satisfactory (VS), 3- Satisfactory (S), 2- Unsatisfactory 1- Poor

Regarding the result of IPCRF of the two (2) groups of participants, out of 75 respondents, 56 or 74.67 percent obtained a rating of 4.00 which means very satisfactory (VS). There are 16 or 21.33 percent who got the highest rating of 5.00, outstanding (O) and three (3) of them received an evaluation rating of 3.00.

Both groups of respondents have a rating of 4.00, 25 or 64.10 percent for Generation Z and 56 or 74.67 percent for Millennials. No one from Millennials have a rating of 3.00, while there are three (3) from Generation Z who got it.

Most respondents received “Very Satisfactory” or “Outstanding” ratings. These high scores reflect the connection between emotional intelligence and job performance. Goleman (2010) and Borich (2017) emphasize that EI shapes instructional quality, stress tolerance, and adaptive teaching—all of which are traits aligned with strong performance ratings.

Table 5 Relationship Between the Emotional Intelligence of Millennial Educator-respondents and Their Teaching Performance

Variables	Computed χ^2 Value	Tabular value	Interpretation	Decision
IPCRF/Emotional Intelligence	2017.914	5.992	Significant	Reject H_0

Table 5 is the relationship between the emotional intelligence of millennials educators and their teaching performance by using the Chi-square Test of Independence using five (5%) level of significance. It was found out that the computed chi- square of 2017.914 is greater than the tabular value of 5.99. The null hypothesis is rejected. Therefore, there is a significant relationship between the emotional intelligence the profile of the Millennial teacher-respondents.

This indicates that Millennial teachers' emotional intelligence and their effectiveness as teachers are closely related. The results demonstrate that this relationship is not the result of chance because the calculated Chi-square value is significantly higher than the standard value used to check for significance. Simply put, educators who possess greater emotional intelligence typically perform better in their positions. In order to effectively manage classrooms, foster positive relationships with students, and deal with day-to-day challenges, teachers need emotional skills such as self-awareness, empathy, and emotional control. In order to improve overall teaching performance, schools may find it advantageous to include emotional intelligence training in their teacher development programs.

This corroborates Boybanting & Tantiado (2022) and global studies (e.g., Khassawneh et al., 2022; Nasir et al., 2022) showing that EI positively influences teaching strategies, learner engagement, and classroom climate. The data confirm that EI is a predictive factor in teaching success, especially among new generation educators navigating rapid educational shifts.

Table 5.1 Relationship between the Emotional Intelligence of Generation Z Educator-respondents and Their Teaching Performance

Variable	Computed chi-sq. Value	p-value	Remarks	Decision
IPCRF	1307.68	12.592	Reject H_0	Significant

The preceding table is the proof of the relationship between the emotional intelligence of their teaching

performance of the Generation Z Educator-respondents. It is evident with the use of Chi-square at 5% level of significance that the computed value is greater than the tabular value, ($1307.68 > 12.592$), which signifies the rejection of the null hypothesis. Hence, there is a significant relationship between the emotional intelligence and the teaching performance of the Generation Z Teacher-respondents. The IPCRF rating of respondents were gathered thru Google Form together with the survey questionnaire.

This implies that, the effectiveness of Generation Z teachers in their teaching positions is directly related to their emotional intelligence. This relationship is statistically significant and not the result of chance, as evidenced by the high computed Chi-square value when compared to the standard value. To put it another way, educators who possess higher levels of emotional intelligence—such as the capacity to effectively communicate, handle stress, and comprehend others—generally perform better in the classroom. These findings imply that raising emotional intelligence may play a significant role in helping Gen Z teachers become more effective teachers.

This relationship is further validated by Boybanting & Tantiado (2022), who found that teachers with higher emotional intelligence tend to demonstrate better self-awareness, self-regulation, and social skills, all of which correlate with enhanced teaching performance. Likewise, the study by Briones & Pagatpatan (2007) supports this conclusion, highlighting that emotionally intelligent teachers are more disciplined, empathetic, and structured in their approach—traits that lead to better instructional outcomes.

In addition, Khassawneh et al. (2022) and Nasir et al. (2022) observed similar trends in higher education contexts, noting that emotional intelligence significantly contributes to educators' behavioral effectiveness, which in turn supports student success. This is consistent with Tolentino (2023), who found that emotionally intelligent Filipino teachers perform better and adapt more effectively to the demands of the classroom, especially among younger teaching cohorts.

Given that Generation Z educators are entering the workforce in a tech-driven, fast-evolving educational landscape, emotional intelligence serves not only as a buffer against professional stress but also as a foundation for pedagogical innovation and student engagement. Their ability to adapt, reflect, and build meaningful relationships directly informs their professional impact.

CONCLUSIONS

1. With regard to the profile of the respondents, there is a lesser presence of male teachers compared to their female counterparts within the respondent pool. There is a very small difference among the number of respondents on as to their age range. In terms of highest educational attainment, the greatest number of respondents has units in Master's Degree and there are least number falls on those who completed Master's Degree and on their length of service, very few participants are with longer teaching experience.
2. As far as emotional intelligence is concerned, in general, the Generation Z and Millennial teacher-respondents always practice the following: a) self-awareness; b) self-management; c) social awareness; and d) relationship management.
3. The following registered the lowest average weighted means is for: a) self-awareness; b) "I observe that some teachers like me the way I like myself." c) self-management; "I stay calm even when facing challenging situations.", d) 3.social awareness; "I use open body language gestures and non-verbal communications in dealing with others" e) . relationship management, "I confidently make my career move that align with my goals"
4. In terms of the IPCRF of the new generations it was revealed that most of them has a numerical rating of 4.00 in which their descriptive rating is Very Satisfactory. It very has to get a rating of 5.00 which is Outstanding according to the data.

RECOMMENDATIONS

Enhance personality to be more likeable and approachable. The research revealed that although both Millennial and Generation Z teachers always exercise emotional intelligence, one of the lower-scoring self-awareness items concerned self-perception—namely, the statement "I notice that some teachers like me the way I like myself." This indicates a call for greater interpersonal presence and relational warmth. Developing one's

personality entails cultivating empathy, open-mindedness, and emotional expressiveness to create a more inclusive environment for students and colleagues alike. Teachers who are seen as accessible are more likely to create inclusive, trusting classroom environments, which in turn promotes student engagement and peer collaboration.

Accept comments and suggestions as means to improve self and work environment. Emotional intelligence not only involves the capability to manage one's emotions but also the receptiveness to criticism—the most important aspect of self-management and growth mindset. Though participants showed high EI, the findings also highlighted the improvement needed in areas like “obtaining valuable lessons from experiences.” The ability to accept constructive criticism enhances the teaching practices and builds a learning culture for continuous improvement. Promoting this habit enhances professional maturity and facilitates the development of a collaborative, non-defensive school culture in which feedback is seen as development catalyst.

Observe composure in times of stressful situations. Both Generation Z and Millennial teachers scored lower on items relating to emotional control under pressure, such as “I stay calm even when facing challenging situations.” Maintaining composure is central to both self-management and effective classroom leadership. Teachers who exhibit calmness during disruptions or emotionally charged moments model resilience and emotional regulation to their students. Moreover, composed teachers are better equipped to make thoughtful decisions and maintain productive interactions, even when under duress. Training and mindfulness strategies could therefore be integral in helping teachers develop this emotional competency.

Maintain harmonious relationships with superiors, peers and stakeholders. The emotional intelligence dimension of relationship management—especially with respect to guiding others, inspiring teams, and working cooperatively—was rated as generally high, but certain items like “I confidently make my career move that align with my goals” showed lower mean scores. Maintaining a strong relationship with colleagues and administrators requires clear communication, empathy, and collaboration—skills rooted in EI. Promoting harmonious relations enhances workplace morale and collective problem-solving, which are crucial for sustainable educational effectiveness and professional well-being.

Avoid using foul words when angry with others. Language is an effective vehicle of emotional states. Speaking in an inappropriate or aggressive manner indicates poor emotional regulation, which is the core of the underlying principle of emotional intelligence. The suggestion points to a significant aspect of self-regulation, wherein teachers need to control their emotions to respond constructively instead of reacting instinctively. Being able to stop, think, and rephrase communication—even when provoked—is a sign of emotionally intelligent professionals and directly adds to a respectful and professional school climate.

Practice religiously the Code of Ethics for Teachers. The study demonstrates that teachers generally uphold ethics—suggested by high marks on statements such as “I uphold high standards of honesty and integrity.” The recommendation reinforces emotional intelligence being matched with ethical practice. Emotional intelligence helps promote ethical behavior by allowing teachers to develop more self-knowledge, sensitivity, and reflectiveness in their professional behaviors. The adherence to the Code of Ethics for Teachers consistently ensures educators from being accountable, fair, or good role models to students and community.

Observe fairness and equality in making decisions. The last recommendation involves the emotional intelligence skills of empathy and ethical judgment. Teachers need to understand how their choices impact diverse learners and colleagues, and this takes a fair and inclusive mindset. Through fairness, teachers not only establish equity but also establish trust and credibility. The social awareness measures, especially where improvements are required like “I send clear and convincing messages,” indicate that decision-making fairness can be facilitated through better communication and realization of others' needs.