

Emotional Management, Teaching Efficacy and Teacher Performance

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Teaching efficacy remains a critical concern across educational systems worldwide because of its significant influence on teachers' effectiveness and overall school performance (Steven, 2022). In contemporary educational settings, teachers are expected to perform roles that extend beyond traditional instruction, such as fostering students' critical thinking, decision-making abilities, and emotional resilience (Elbertson et al., 2025). As these professional demands continue to expand, mastery experiences and emotional competence have become increasingly important foundations of teacher self-efficacy and professional effectiveness (Shahzad & Naureen, 2017). Teachers who possess strong beliefs in their capabilities are generally better equipped to manage classroom challenges, implement effective instructional strategies, and promote positive student learning outcomes.

Alongside teaching efficacy, emotional management has emerged as a crucial factor influencing both teacher well-being and instructional effectiveness. Emotional labor and emotional regulation are increasingly recognized as important determinants of teacher performance and student learning outcomes (Yin et al., 2019). The emotional interactions that occur

between teachers and students contribute significantly to the classroom climate and shape students' sense of safety, engagement, and willingness to participate in learning activities (Alamos & Williford, 2020). This relationship is particularly important in primary education, where teachers encounter learners with diverse emotional, behavioral, and developmental needs. Consequently, effective teaching requires not only strong pedagogical knowledge and instructional skills but also the ability to recognize, regulate, and manage emotions in professional practice.

Teaching Efficacy

Teachers' self-efficacy, defined as their confidence in their ability to influence student learning, is one of the most extensively studied aspects of the classroom environment (Miller et al., 2017). As a critical component of effective teaching, self-efficacy influences how teachers approach instructional challenges, manage classroom environments, and support student learning. Research consistently stresses the importance of the teacher–student relationship and the positive and effective interactions that enhance students' academic achievement and facilitate their adjustment to school (Liu, 2024).

Teacher self-efficacy is influenced by a variety of personal and professional factors, including subject knowledge, classroom management skills, instructional practices, students' academic adaptation, and aspects of teachers' mental well-being such as job satisfaction, commitment, and sense of achievement (Zhang et al., 2026). Because of its broad influence on teaching behavior and professional functioning, self-efficacy remains a critical determinant of teaching effectiveness. Teachers who possess strong efficacy beliefs are generally more willing to implement innovative teaching strategies, persist through challenges, and create positive learning environments that support student success (Eren et al., 2025).

Recent studies further revealed the importance of self-efficacy in educational settings. Miraflor and Lyndon (2022) identified a positive relationship between teachers' self-efficacy and authentic leadership, as well as a strong association with work engagement. Likewise, Dellomos et al. (2023) underlined the challenges faced by Filipino teachers, such as adapting to new pedagogical approaches and responding to diverse learning environments. Teachers with high self-efficacy are more likely to embrace challenges, demonstrate resilience, and remain committed to their professional responsibilities. In contrast, teachers with low self-efficacy tend to avoid challenging situations, experience greater fear of failure, and struggle to maintain confidence in their abilities (Marcedula et al., 2026). Therefore, strengthening teachers' self-efficacy is essential for enhancing instructional effectiveness and improving overall teaching performance.

Emotional Management

Teaching is widely recognized as a demanding profession that requires not only cognitive and pedagogical skills but also strong emotional competence (Savina et al., 2021; Valente et al., 2022). Emotional dynamics play a significant role in classroom interactions, which influence both the teaching process and student learning experiences. Research indicates that teaching at the primary level is particularly emotionally challenging because teachers must respond to the diverse developmental, social, and emotional needs of students (Stephanou & Oikonomou, 2018). Beyond delivering academic content, teachers are expected to nurture students' emotional and social development (Peliño & Tantiado, 2022). These responsibilities require competence as an essential component of effective teaching.

A growing body of research emphasizes the role of emotional intelligence in enhancing teaching effectiveness and professional

performance. For instance, Boybanting and Tantiado (2023) found that teachers demonstrated high levels of emotional intelligence, particularly in self-regulation and self-management, and reported a significant correlation between emotional intelligence and teaching performance. Emotionally competent teachers are better equipped to manage classroom challenges and maintain positive learning environments. Similarly, Navas and Vijayakumar (2018) reported that employees with high emotional intelligence and job satisfaction are more likely to demonstrate superior performance.

Emotional competence is also shaped by various contextual and organizational factors. For instance, aligning instructional practices with assessment data improves teaching effectiveness (Chizhik & Chizhik, 2018). In addition, external influences such as family environment have been shown to affect teachers' emotional capabilities (Lonto et al., 2018; Shafiq & Rana, 2016). These factors demonstrate that emotional management is not solely an individual attribute but is also influenced by the broader social and professional environments in which teachers operate.

The increasing demands of educational reform further underscore the importance of emotional resilience among teachers. Initiatives such as the K–12 Basic Education Program in the Philippines require educators to adapt to changing curricular expectations and instructional approaches. Successfully navigating these challenges requires teachers to manage their emotions effectively while maintaining commitment to their professional responsibilities. Consequently, emotional management emerges as a critical factor in sustaining teaching effectiveness.

Teaching Performance

Teacher performance has long been a central focus in education because educators play a vital role in achieving national educational goals and

improving student learning outcomes (Sabio & Manalo, 2020). In the Philippines, teacher performance is systematically monitored through the Individual Performance Commitment Review Form (IPCRF), which forms part of the Results-Based Performance Management System (RPMS) implemented by the Department of Education (DepEd Order No. 2, s. 2015). The IPCRF serves as a framework for planning, monitoring, and evaluating teachers' performance throughout the academic year by clearly outlining professional responsibilities and performance expectations. Through this system, teachers are assessed based on standards related to quality, efficiency, and timeliness, ensuring accountability and continuous improvement in instructional practice (Shiri et al., 2023).

Research indicates that teachers generally demonstrate satisfactory levels of performance across various professional domains (Sabio & Manalo, 2020). However, the use of self-assessment measures may sometimes limit the objectivity of performance evaluations. Cestina and Bertillo (2023) further found that teacher performance is influenced by factors such as gender, educational attainment, and teaching experience. Many teachers possess the competencies necessary to facilitate effective learning environments, however, the multifaceted nature of teacher performance and the various personal and professional factors, may contribute to its development.

Despite the strengths, several challenges continue to affect teachers' performance and instructional effectiveness. Difficulties related to student discipline, special education, and improving academic achievement remain significant concerns in many educational settings. Addressing these challenges requires continuous professional learning and the development of specialized competencies that enable teachers to respond effectively to diverse student needs. Teachers' beliefs about students' abilities also play an important role in shaping their expectations, instructional decisions, and classroom practices

(Turner et al., 2009). Consequently, fostering positive beliefs and evidence-based teaching practices is essential for promoting improved educational outcomes.

Professional development remains one of the most important strategies for enhancing teacher performance. Training opportunities help teachers strengthen their knowledge, skills, and instructional practices to adapt to evolving educational demands and improve classroom effectiveness (Castro-Rodriguez & Montoro, 2021). However, limited institutional support and restricted access to professional development opportunities may hinder teachers' participation and growth. Therefore, sustained investment in teacher training and professional learning initiatives is essential for addressing performance gaps, enhancing instructional quality, and supporting continuous professional growth.

RESEARCH FOCUS: Mediating Role of Emotional Management in the Relationship Between Teaching Efficacy and Performance

This study examines the role of emotional management as a potential mediator in the relationship between teaching efficacy and teaching performance among primary school teachers. By investigating these variables simultaneously, the study seeks to provide a deeper understanding of the emotional processes that may influence teacher effectiveness and professional performance. To achieve this objective, the study employed a correlational predictive research design, a non-experimental approach appropriate for examining relationships among variables without manipulation. According to Creswell (2005), this design enables researchers to determine the strength and direction of associations among variables and to predict outcomes based on those relationships. Specifically, a quantitative descriptive correlational

method was utilized to examine how emotional management influences the relationship between teaching efficacy and teaching performance.

The study was conducted among primary school teachers from various barangays in the District of Balete, Aklan, Philippines. From a total population of 75 teachers, 63 respondents were selected through random sampling. The sample size was determined using the Raosoft calculator. Data were gathered using a structured questionnaire composed of four sections: the demographic profile of respondents, the Teaching Efficacy Scale (Bandura, 1997), the Emotional Management Scale (Goleman, 1995), and the Teaching Performance Scale based on the Philippine Professional Standards for Teachers (PPST). Each scale consisted of 15 items designed to measure the respective constructs.

Prior to data collection, the research instrument underwent expert validation and pilot testing with 20 teachers to establish its reliability, validity, and clarity. Approval and permission to conduct the study were secured from the Schools Division Superintendent before the administration of the survey. Data were collected through both printed questionnaires and an online Google Forms link to maximize participation and accessibility. The gathered data were analyzed using Statistical Package for the Social Sciences (SPSS) and Jamovi software.

Throughout the research process, ethical principles were strictly observed, including voluntary participation, informed consent, confidentiality of responses, and respect for cultural sensitivity, ensuring the protection and well-being of all participants.

Table 1 shows that primary school teachers in the District of Balete demonstrate a very high level of teaching efficacy ($M = 4.55$, $SD = 0.47$), indicating strong confidence in their instructional capabilities.

Table 1*Teaching efficacy of primary school teachers*

Indicators	WM	SD	Description
1. I create lesson materials to integrate them into real-world applications.	4.51	0.56	Very High
2. I demonstrate complex concepts in a way that learners understand.	4.59	0.61	Very High
3. I utilize a variety of instructional strategies to improve learning.	4.62	0.61	Very High
4. I provide learners with constructive ways to provide feedback on their holistic development.	4.52	0.64	Very High
5. I evaluate learners' understanding and consequently adjust my teaching.	4.70	0.56	Very High
6. I use a range of strategies to keep learners engaged in learning.	4.57	0.56	Very High
7. I integrate learners' interests into my lessons to improve engagement.	4.63	0.60	Very High
8. I create an inclusive classroom environment that motivates all learners to participate.	4.65	0.51	Very High
9. I use interactive activities to make learning more enjoyable.	4.68	0.53	Very High
10. I foster personal drive-in learners so they regulate their own behavior.	4.46	0.59	Very High
11. I arrange school-based programs to enrich the learners' developmental experience.	4.13	0.81	High
12. I manage disruptions in the classroom efficiently.	4.49	0.54	Very High
13. I facilitate regular discussions with learners about behavior expectations.	4.57	0.61	Very High
14. I cultivate a classroom atmosphere that supports utilizing instructional time.	4.54	0.62	Very High
15. I encourage positive reinforcement to foster good behavior.	4.65	0.51	Very High
Overall	4.55	0.47	Very High

Teachers perceive themselves as highly capable of performing the various tasks associated with effective teaching and facilitating student learning. Among the specific indicators, teachers reported particularly high competence in assessing and adjusting instruction based on learners' needs ($M = 4.70$), creating inclusive learning environments ($M = 4.65$), integrating students' interests into classroom activities ($M = 4.63$), and utilizing varied instructional strategies ($M = 4.62$). The lowest-rated indicator, although still interpreted as high, was the organization of school-based programs ($M = 4.13$).

This lower rating may be attributable to structural limitations, workload demands, or resource constraints rather than a lack of professional capability. It may also indicate that teachers devote more attention to instructional responsibilities than to extracurricular or administrative functions. These results support the findings of Arboiz and Aoanan (2024), who emphasized teachers' preparedness for inclusive education.

Table 2

Emotional management among primary school teachers

Indicators	WM	SD	Description
1. I critically evaluate the inclusivity of my teaching methods, allowing changes as necessary.	4.40	0.71	Very High
2. I manage my emotions when I feel my teaching performance is affected.	4.54	0.69	Very High
3. I reflect on my emotional responses to complicated situations in the classroom.	4.44	0.67	Very High
4. I accept constructive criticism towards my teaching practices.	4.62	0.58	Very High
5. I control my stress effectively while teaching.	4.44	0.71	Very High
6. I keep control over my emotions in challenging classroom situations.	4.56	0.64	Very High
7. I use strategic communication methods to resolve behavioral issues.	4.62	0.52	Very High
8. I am consistent in my responses to the learners' behavior.	4.56	0.64	Very High
9. I am keen on the emotions and needs of my learners.	4.60	0.61	Very High
10. I can recognize when a learner is struggling.	4.65	0.60	Very High
11. I listen vigorously to my learners' concerns.	4.75	0.44	Very High
12. I show compassion towards my learners' personal matters.	4.75	0.47	Very High
13. I effectively maintain positive relationships with my learners.	4.71	0.52	Very High
14. I constructively resolve conflicts among learners.	4.68	0.53	Very High
15. I facilitate a sense of community in my classroom.	4.70	0.50	Very High
Overall	4.6	0.48	Very High

Table 2 indicates that primary school teachers demonstrate a very high level of emotional management ($M = 4.60$, $SD = 0.48$), reflecting strong emotional awareness, interpersonal sensitivity, and emotional regulation in classroom settings. Teachers are generally capable of understanding, managing, and responding appropriately to both their own emotions and the

emotional needs of their learners. Among the indicators, teachers obtained the highest ratings in listening to learners' concerns ($M = 4.75$), showing compassion toward students ($M = 4.75$), maintaining positive relationships ($M = 4.71$), and fostering a sense of classroom community ($M = 4.70$). Teachers recognize the importance of attending to students' emotional needs alongside their academic development.

Despite these strengths, several indicators received relatively lower ratings. These include evaluating inclusivity within the classroom ($M = 4.40$), managing stress effectively ($M = 4.44$), and regulating emotions during challenging situations ($M = 4.54$). Although these scores remain within the very high range, they suggest potential areas for further professional development. Strengthening teachers' capacity in stress management and emotional regulation may therefore contribute to greater resilience and sustained professional performance. These results are consistent with previous studies that emphasize the relationship between emotional competence and teaching effectiveness (Valente et al., 2024; Peliño & Tantiado, 2022; Oria et al., 2021). While teachers demonstrate a high degree of empathy and interpersonal awareness, targeted interventions focusing on stress management, emotional regulation, and reflective emotional practices may further enhance their resilience, well-being, and instructional performance. Such initiatives can help ensure that teachers remain emotionally equipped to respond effectively to the diverse and evolving demands of the teaching profession.

Table 3 reveals a very high level of teaching performance among primary school teachers ($M = 4.43$, $SD = 0.52$), indicating that they consistently meet and, in many cases, exceed established professional standards. Teachers demonstrate strong competence across various dimensions of instructional practice.

Table 3*Teaching performance of primary school teachers*

Indicators	WM	SD	Description
1. I apply research-based teaching practices.	3.92	0.94	High
2. I give real-world problem-solving tasks to promote high critical thinking.	4.37	0.66	Very High
3. I can finish the lessons in a timely manner despite the time constraints.	4.06	0.91	High
4. I ensure that all learners receive fair treatment regardless of their background and abilities.	4.70	0.53	Very High
5. I give differentiated learning style to learners who have diverse needs.	4.56	0.59	Very High
6. I create opportunities for learners' experiential learning.	4.51	0.59	Very High
7. I use digital tools to demonstrate complex learning concepts.	4.25	0.74	Very High
8. I develop an action plan to improve learning outcomes.	4.13	0.79	High
9. I ensure that assessment tests align with the lesson objectives.	4.71	0.52	Very High
10. I give feedback to learners in terms of areas of improvement.	4.65	0.60	Very High
11. I organize activities involving community members.	4.19	0.84	High
12. I provide learning resources to help parents support their children's learning at home.	4.57	0.76	Very High
13. I keep myself updated with the latest teaching trends and methods.	4.59	0.64	Very High
14. I collaborate with my colleagues in professional development opportunities.	4.68	0.59	Very High
15. I innovate my teaching philosophy to enhance the pedagogical approach.	4.48	0.62	Very High
Overall	4.43	0.52	Very High

Among the highest-rated indicators were aligning assessments with learning objectives ($M = 4.71$), ensuring fairness and equity in the classroom ($M = 4.70$), engaging in professional collaboration ($M = 4.68$), and providing timely and meaningful feedback to learners ($M = 4.65$). Teachers are highly proficient in implementing instructional practices that support student learning and development.

Despite the overall positive results, several indicators received comparatively lower ratings. These include the application of research-based practices ($M = 3.92$), effective time management ($M = 4.06$), and community

engagement ($M = 4.19$). These results are consistent with the findings of Boybanting and Tantiado (2023), Adebowale (2024), and Miller et al. (2017), who emphasized the importance of feedback, inclusivity, and evidence-based instructional practices in promoting teaching effectiveness. Although teacher performance is generally very high, sustained professional development initiatives remain essential for strengthening areas that require improvement, particularly in research utilization, time management, and community involvement.

Table 4

Relationships between teaching efficacy and teaching performance

Variables	r	p
Teaching Efficacy* Teaching Performance	0.832	0.000*

Notes: * $p < 0.05$, significant@5% level of significance

^{ns} $p > 0.05$, not significant@5% level of significance

Table 4 shows a strong positive and statistically significant relationship between teaching efficacy and teaching performance ($r = 0.832$, $p = 0.000$). Teachers who possess higher levels of confidence in their instructional abilities tend to demonstrate better teaching performance. The strength of the correlation suggests that teaching efficacy is a substantial predictor of how effectively teachers perform their professional responsibilities and achieve instructional goals. These findings support the work of Miller et al. (2017) on the significant influence of teacher beliefs on classroom practices and student outcomes and Rodriguez (2024) on the role of self-efficacy in shaping teachers' professional behaviors and effectiveness.

Table 5 reveals a very strong positive and statistically significant relationship between teaching efficacy and emotional management ($r = 0.925$, $p = 0.000$). Teachers who possess higher levels of confidence in their teaching

abilities are also more capable of effectively managing and regulating their emotions in professional settings.

Table 5

Relationships between teaching efficacy and emotional management

Variables	r	p
Teaching Efficacy* Emotional Management	0.925	0.000*

Notes: *p< 0.05, significant@5% level of significance

^{ns}p>0.05, not significant@5% level of significance

The strength of the correlation suggests that teaching efficacy and emotional management are closely interconnected, with efficacy beliefs potentially influencing how teachers respond to challenges, stressors, and emotional demands within the classroom. These findings support the work of Brunzell et al. (2022) on the importance of emotional awareness and regulation in fostering teacher resilience and effective classroom practice and Tang and Jin (2024) on the role of emotional competence in helping teachers navigate professional demands.

Table 6

Relationships between emotional management and teaching performance

Variables	r	p
Emotional Management* Teaching Performance	0.814	0.000*

Notes: *p< 0.05, significant@5% level of significance

^{ns}p>0.05, not significant@5% level of significance

Table 6 indicates a strong positive and statistically significant relationship between emotional management and teaching performance (r = 0.814, p = 0.000). This finding suggests that teachers who are more capable of managing and regulating their emotions tend to demonstrate higher levels of

teaching performance. Emotional awareness allows educators to recognize and address both their own emotional responses and the emotional needs of students. These findings are consistent with the studies of Shafiq and Rana (2016), Boybanting and Tantiado (2023), and Cestina and Bertillo (2023), which identified emotional intelligence and emotional competence as significant contributors to teaching effectiveness.

Table 7

Path estimates analysis of emotional management mediating the relationship between teaching efficacy and teaching performance

Variables	Label	B	SE	Z	p
Teaching Efficacy → Emotional Management	a	0.938	0.049	19.12	0.000*
Emotional Management → Teaching Performance	b	0.332	0.196	1.67	0.095 ^{ns}
Teaching Efficacy → Teaching Performance	c	0.606	0.1987	3.07	0.002*

Notes: * $p < 0.05$, significant@5% level of significance

^{ns} $p > 0.05$, not significant@5% level of significance

Table 7 presents the results of the path analysis examining the relationships among teaching efficacy, emotional management, and teaching performance. The findings reveal that teaching efficacy significantly predicts emotional management ($B = 0.938$, $p = 0.000$), indicating that teachers who possess stronger confidence in their instructional abilities are more likely to demonstrate effective emotional regulation and management. The analysis further shows that teaching efficacy has a significant direct effect on teaching performance ($B = 0.606$, $p = 0.002$). In contrast, emotional management does not significantly predict teaching performance ($B = 0.332$, $p = 0.095$). Although emotional management is positively associated with teaching

performance, its influence is not statistically strong enough to independently explain variations in performance outcomes.

The findings indicate that teaching efficacy remains the more influential factor in predicting teaching performance. While emotionally competent teachers may be better equipped to manage classroom challenges and maintain positive learning environments, their effectiveness appears to depend more substantially on their confidence in their instructional capabilities. Consequently, emotional management may function as a supportive or complementary factor rather than a direct driver of teaching performance.

Table 8

Mediation estimates analysis of the direct, indirect, and total effect of teaching efficacy on teaching performance, with emotional management as a potential mediator

Effect	Label	B	SE	Z	p	%
Indirect	$a \times b$	0.117	0.1845	1.70	0.090 ^{ns}	33.5
Direct	c	0.606	0.1978	3.07	0.002*	66.5
Total	$c + a \times b$	0.918	0.0771	11.91	0.000*	100.0

Notes: * $p < 0.05$, significant@5% level of significance

^{ns} $p > 0.05$, not significant@5% level of significance

Table 8 presents the mediation analysis results and further confirms that the indirect effect of teaching efficacy on teaching performance through emotional management is not statistically significant ($B = 0.117$, $p = 0.090$). Although emotional management contributes to the relationship between teaching efficacy and teaching performance, its mediating influence is insufficient to reach statistical significance. The indirect effect accounts for only 33.5% of the total effect, suggesting that emotional management explains a relatively limited portion of the relationship between the two variables. In

contrast, the direct effect of teaching efficacy on teaching performance remains statistically significant ($B = 0.606$, $p = 0.002$), accounting for 66.5% of the total effect. This finding indicates that teaching efficacy exerts a substantial and independent influence on teaching performance, even when emotional management is included in the model. Furthermore, the total effect of teaching efficacy on teaching performance is also significant ($B = 0.918$, $p = 0.000$), highlighting the dominant role of efficacy beliefs in shaping teachers' professional performance and instructional effectiveness.

Based on the mediation analysis, the null hypothesis regarding the mediating role of emotional management is only partially rejected. Significant direct and total effects were observed; however, the indirect effect was not statistically significant, indicating that mediation is not supported. Therefore, emotional management does not serve as a significant mechanism through which teaching efficacy influences teaching performance.

Emotional management does not function as a significant mediating variable in the relationship between teaching efficacy and teaching performance. While emotional management contributes positively to teachers' overall professional functioning and may support classroom interactions, its influence is secondary to the direct impact of teaching efficacy. These results are consistent with the findings of Yin et al. (2017) and Burić and Kim (2020), who emphasized the stronger influence of efficacy beliefs on instructional quality. While emotional management may not directly drive teaching performance, it remains an important factor in supporting teachers' overall effectiveness and professional sustainability.

Conclusion

Primary school teachers in the District of Balete demonstrate very high levels of teaching efficacy, emotional management, and teaching performance.

They possess strong confidence in their instructional capabilities, effectively manage their emotions in professional settings, and consistently perform at high levels in meeting educational standards and responsibilities. There are significant positive relationships among teaching efficacy, emotional management, and teaching performance. Teaching efficacy exhibited the strongest relationship with both emotional management and teaching performance, indicating that teachers who possess greater confidence in their professional abilities are more likely to regulate their emotions effectively and achieve higher levels of performance. However, the mediation analysis showed that emotional management did not significantly mediate the relationship between teaching efficacy and teaching performance. Although emotional management was positively associated with both teaching efficacy and teaching performance, its indirect effect was not statistically significant. Teaching efficacy influences teaching performance primarily through a direct pathway rather than through emotional management. While emotional management contributes to teachers' overall functioning, it does not independently determine performance outcomes when compared with the stronger influence of teaching efficacy.

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