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The Mediating Role of Emotional Intelligence on the Relationship Between Professional Development and Teacher Effectiveness

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ABSTRACT

The purpose of this study was to determine the the mediating role of emotional intelligence on the relationship between professional development and teacher effectiveness. Utilizing quantitative, non-experimental design via correlational technique, data were obtained from 316 respondents of the study who are teachers among public elementary schools Lupon East districts. province of Davao Oriental. The researcher utilized total population sampling technique and a face-to-face survey mode of data collection. The researcher also utilized the statistical tools mean, Pearson r, and Medgraph using Sobel z-text. From the results of the study, it was found that there is a high level of professional development and very high of teacher effectiveness. Moreover, there is a very high level of emotional intelligence. Also, results revealed that there is a significant relationship between Significance of the Relationship between the professional development and emotional intelligence, a significant   relationship between emotional intelligence and teacher effectiveness, and a significant relationship between professional development and teacher effectiveness. Further, school climate has a no mediating effect on the relationship between professional development and teacher effectiveness. ince emotional intelligence significantly mediates the relationship between professional development and teacher effectiveness, it suggests that teacher training programs should not only focus on pedagogical skills but also incorporate emotional intelligence training.

Keywords: *education, professional development, teacher effectiveness, school emotional intelligence, mediation, Philippines SDG#. Quality Education*

INTRODUCTION

The problems posed by ineffective teachers to students are numerous, and some of the most vivid and influential memories that students have come from devastating incidents with ineffective teachers in a hostile learning environment (Walls, Nardi, von Minden, & Hoffman, 2022). An ineffec-tive teacher makes it difficult for students to learn or decreases their desire to learn by a lack of enthusiasm for the subject, by a hostile or inappropriate behavior toward the students, by a failure to maintain discipline in the class, or by unfairly pre-ferring some students to others. (Lasagna, Laine, & Behrstock-Sherrat, 2021; Shearon, 2020). Factors such as inadequate professional development, high teacher turnover rates, lack of resources, and overwhelming workloads contribute to this inconsistency. Moreover, teacher effectiveness is often influenced by individual teaching styles, subject knowledge, and classroom management skills, but many teachers may not receive sufficient training in these areas

Admittedly, teacher quality and teacher effects is extensive (Carpenter, Witherby, & Tauber, 2020). Similarly, Effective teaching helps students to achieve their goals – both personal and academic. We know that effective teachers can be hugely influential figures to many young people, providing them with both certainty and assurance when they need it the most (Nagler, Piopiunik, & West, 2020).

Several studies have highlighted the relationship between emotional intelligence on the relationship between professional development and teacher effectiveness. the study revealed that there is a positive relationship between professional development and emotional intelligence which indicates that the development of this skill provides significant benefits both personally and professionally (Bray-Clark, & Bates, 2023); Creemers, Kyriakides, & Antoniou, 2022).

Through recognizing and managing our own emotions, and understanding and empathizing with others, we can establish strong relationships, make informed decisions, manage stress and resolve conflicts effectively. Results indicate that emotional intelligence skills are more adaptable and responsive to the diverse needs of their students, employing differentiated instructional strategies and providing personalized support. Several studies have investigated whether professional development moderates the relationship between and teacher effectiveness (Tournaki, Lyublinskaya, & Carolan, 2021; Sims, Fletcher-Wood, O'Mara-Eves, Cottingham, Stansfield, Goodrich, & Anders, 2023).

Long, Ying, Luo and Chen, (2024) suggests that professional development is most effective when it is continuous, focused on subject matter, and tied directly to teachers' classroom practices. Her research found that teachers who participate in sustained, collaborative professional development programs show significant improvements in both teaching quality and student outcomes. **Guskey (2002)** further reinforces this idea by noting that effective professional development should be designed with a focus on both teachers' content knowledge and pedagogical skills. He argues

that professional development that is aligned with teachers' needs and the context in which they teach leads to meaningful improvements in their teaching practices.

In the context of professional development, training programs that focus on enhancing emotional intelligence can provide teachers with the tools to build stronger emotional connections with students, improve classroom management, and reduce stress. Su, Zhang, Xie and Zhao, (2022). argue that teacher well-being and classroom climate are directly impacted by EI, and that professional development programs that focus on social and emotional learning (SEL) can help teachers manage their own emotions and improve interactions with students. This type of professional development can help teachers understand their emotional responses to students' behaviors, practice empathy, and develop strategies for regulating emotions in high-stress situations.

Wang (2022) further emphasizes that EI contributes to teacher well-being and effectiveness. Teachers who are emotionally intelligent are better able to handle the emotional challenges of the profession, such as dealing with student behavior, managing workload stress, and maintaining personal well-being. Their research indicates that teachers with higher EI experience lower levels of burnout and higher levels of job satisfaction, which can result in improved teaching practices and better student outcomes.

Emotional intelligence refers to the ability to recognize, understand, manage, and influence emotions in oneself and others. For teachers, emotional intelligence plays a critical role in managing classroom dynamics, building relationships with students, and maintaining a positive learning environment. High EI allows teachers to stay composed under stress, communicate effectively with students, and handle emotional challenges in the classroom (Lu & Ishak, 2022).

While previous research has explored these concepts separately, the researcher has not yet found a study that combines the three components in a school setting. The proposed study focused on school and examined the potential moderating effect of emotional intelligence on the relationship between professional development and teacher effectiveness. By investigating these three components in a specific industry context, the researcher provides valuable insights into the interactions between emotional intelligence, professional development and teacher effectiveness. This will contribute to the existing literature on the role of emotional intelligence, capability in moderating the relationship between professional development and teacher effectiveness various school.

The main purpose of the study was to determine the the mediating role of emotional intelligence on the relationship between professional development and teacher effectiveness. Specifically, this study sought answers to the following objectives, first to determine the level of professional development of teachers when analyzed in terms of *thematic knowledge; learning environment; cooperation; educational technology; research base, evaluation and, development of human resources,* second is to ascertain the level of teacher effectiveness with the indicators such as *teacher student relationship; facilitative classroom environment; content and pedagogical skills; and classroom management*, third is to assess the level of emotional intelligence, fourth is to determine the significant relationships between professional development and emotional intelligence; emotional intelligence and teacher effectiveness; and professional development and teacher effectiveness, and the last is to determine the mediating effect of emotional intelligence on the relationship between professional development and teacher effectiveness.

The hypothesis of the study were tested at 0.05 level of significance. These are the null hypothesis of the study, first, there are no significant relationships between professional development and emotional intelligence; emotional intelligence and teacher effectiveness; and professional development and teacher effectiveness. Second, there is no mediating effect of emotional intelligence on the relationship between professional development and teacher effectiveness.

Presented in Figure 1 is the conceptual framework illustrating the interplay of the variables in the study. The independent variable of this study was taken from (Kareshki, 2012) professional development of teachers with the indicators such thematic knowledge; learning environment; cooperation; educational technology; research base, evaluation and, development of human resources.

The dependent variable of this study was taken from Kang et al. (2020) which is measured in terms of *teacher effectiveness with the indicators such teacher student relationship; facilitative classroom environment; content and pedagogical skills; and classroom management.* A mediating variable was used in this study. Mediating variable is one that describes the association between the other two variables. It interprets the association between independent and dependent variables.

The global significance of this study lies in its potential to shape educational practices and policy worldwide. By focusing on the development of Emotional Intelligence as a critical component of Professional Development (PD), the study provides valuable insights for improving teacher effectiveness, fostering positive classroom environments, and promoting equity in education. These findings have wide-ranging implications for educational systems worldwide, particularly in addressing the emotional needs of both teachers and students, enhancing teacher well-being, and ensuring better learning outcomes across diverse cultural context.
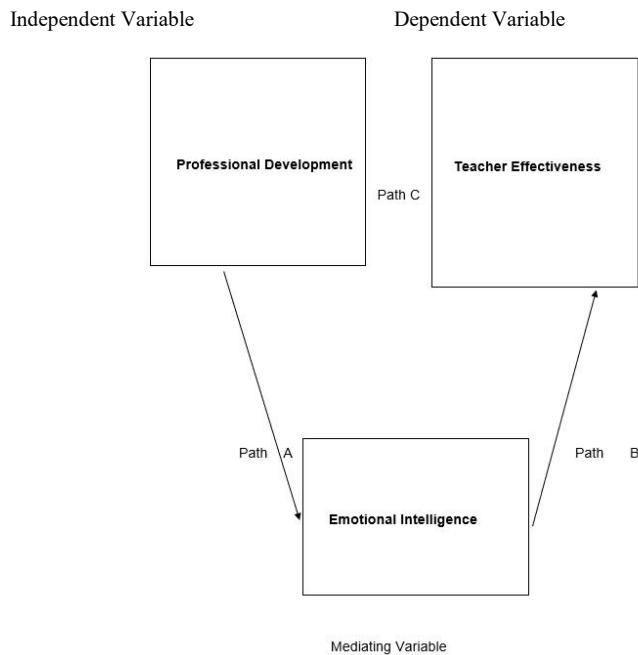
Independent Variable   Dependent Variable

Figure 1. The Conceptual Framework of the Study

METHOD

Research Respondents

There was a total of 300 public school teachers in Lupon Distrist Davao Oriental. With a desire to give everyone a chance to be included in the study, a total population sampling was used. Total population sampling is a design   where you choose to examine the entire population that has a particular set of characteristics such as specific experience, knowledge, skills, and exposure to an event (Laerd, 2012). Out of the total population, 315 respondents were utilized as the sample size of the study. St. Olaf College, (2024) indicates that for population under 1,000, a minimum ratio of 30 percent or 300 individuals is advisable to ensure representativeness of the sample. In particular, the respondents are public elementary which included those who are full-pledged teachers for the School Year 2020-2021 as they are the ones who were in the position to provide useful information to test the hypothesis of the study.

The respondents were chosen accordingly to answer the questionnaire with confidentiality. The target respondents were free to decline from participating the survey. They were not forced to answer the research questionnaire and encouraged to return the same to the researcher for its automatic disposal. Moreover, they can withdraw anytime their participation in the research process if they felt uncomfortable about the study since they were given the free-will to participate without any form of consequence or penalty.

Materials/ Instruments

The first set adapted by Kareshki, (2012) is the professional development of teachers with the indicators such thematic knowledge; learning environment; cooperation; educational technology; research base, evaluation and, development of human resources. For the teacher effectiveness with the indicators such teacher student relationship; facilitative classroom environment; content and pedagogical skills; and   classroom management (Kareshki, 2012). Further, the questionnaire The mediating variable questionnaire was adapted from Connell (2005) which is emotional intelligence focuses on self-awareness, motivating emotions, motivating oneself, empathy and social skills. It was modified to fit in to the study and will be subjected to the validation of the experts.

The consolidated results from the validation of the experts obtain an average weighted mean of 4.74 which has a verbal description of excellent. Further, before the administration of the research instrument, a pilot testing was done to selected teachers who were not the respondents of the study. The survey questionnaire for the pilot test was subjected to the reliability testing to establish using Internal Consistency Method. This was the most appropriate method to use since the test contains dichotomously scored items which the examinee either passes or fails in an item. The computed reliability of the instrument reveals: 0.87 for professional development, 0.91 for teacher effectiveness and 0.88 for emotional intelligence. The study covered the period May 2022- March 2023.

In evaluating the on emotional intelligence, professional development and teacher effectiveness among public school teachers, these are the following range of means with its descriptions 4.20 – 5.00 or Very High which means measures are always manifested; 3.40 – 4.19 or High which means measures are often manifested; 2.60 – 3.39 or Moderate which means measures are sometimes manifested; 1.80 – 2.59 or Low which means measures are seldom manifested; and 1.00 – 1.79 or Very Low which means measures are not manifested at all.

Design and Procedures

This study utilized quantitative non-experimental design of research using correlational technique. This kind of design according to De Vaus (2001) provides summary data specifically measures of central tendency including the mean, standard deviation and correlation between variables or employing methods of analyzing correlations multiple variables by using tests such as Pearson r and regression analysis. Generally, correlational studies use independent and dependent variables, but the effect of the independent variable is observed on the dependent variable without manipulating the independent variable (Patidar, 2013). This technique was appropriate since the study aims to determine the mediating effect of emotional intelligence on the relationship between professional development and teacher effectiveness (Creswell, 2014).

In the conduct of this study especially before the data were gathered, ethical issues and considerations were dealt with. The participation of the respondents was completely voluntary and anonymous and all data gathered were kept confidential in adherence to the Data Privacy Act of 2012. Informed consent was secured and signed by all the respondents involved in the study. The respondents were carefully selected based on the criteria provided in the research.

The researcher ensured that there was no plagiarism, no falsification, no fabrication, no conflict of interest and deceit that happen in the whole duration of the study. The researcher secured proper permission from the targeted agencies where the respondents are teaching/working. The researcher sent letter to the Schools Division Superintendent of the Department of Education, Division of Davao Oriental asking for permission to conduct the study and once approved was furnished to the School Heads of the respondent.

RESULTS AND DISCUSSION

Presented in this chapter are the results, interpretation, and analysis of findings. Results are presented in the following order: level of professional development, level of teacher effectiveness, level of emotional intelligence, the significant relationship of professional development and emotional intelligence the significant relationship of professional development and emotional intelligence, the significant relationship of emotional intelligence and teacher effectiveness, and the significance of the mediation of emotional intelligence on the relationship between professional development and teacher effectiveness.

Professional Development

The result of the analysis and interpretation of the data gathered are presented in this section. Presented in Table 1 is the level of professional development which revealed an overall SD of 0.20 and an overall mean rating of 3.94 labeled as High. The high level of professional development is due to high the ratings given by the respondents on the thematic knowledge; learning environment; cooperation; educational technology; research base, evaluation and, development of human resources, they display a high professional development.

Table 1

Level of Professional Development

Indicators	SD	Mean	Descriptive Level
Thematic Knowledge	0.29	3.94	High
Learning Environment	0.43	3.73	High
Cooperation	0.36	4.16	High
Educational Technology	0.42	3.91	High
Research Base	0.40	3.81	High
Educational Planning	0.32	4.08	High
Evaluation	0.31	4.03	High
Development of Human Resources	0.39	3.85	High
Overall	**0.20**	**3.94**	**High**

This suggests that the professional development programs are perceived positively by the majority of teachers and that their feedback is highly consistent. The programs are likely seen as beneficial, contributing positively to teacher effectiveness and professional growth with little variation in individual experiences. It can also be viewed from the table that the indicators *cooperation and educational planning* both gained the highest mean score of 4.16 and 4.03 described as High. In contrast, indicator with the lowest mean rating of 3.73 still high is learning environment.

These practices, therefore, emphasized teaching effectiveness and student learning observed that teachers who are exposed to a teaching development program changed their teaching strategies and in effect increased the engagement rate of the students to the lesson. Since it is in line with the views of various authors (Matsumoto, 2019; Weimer, 2021; Heppner, 2022) who stated that systems therefore seek to provide teachers with opportunities for in-service professional development in order to maintain a high standard of teaching and to retain a high-quality teacher workforce.

Teacher Effectiveness

The level of teacher effectiveness was analyzed based on the obtained and computed mean ratings of the indicators: teacher student relationship; facilitative classroom environment; content and pedagogical skills; and classroom management. Table 2 revealed that teacher effectiveness has an overall SD of 0.52 and a high level with an overall mean score of 4.30. This suggests some level of variability in the ratings, but overall, the ratings remain relatively consistent with a tendency towards positive evaluations. This could indicate that most teachers are seen as effective, though there are some minor differences in how effectiveness is perceived across different respondents.

Furthermore, the indicator Content and Pedagogical Skills gained the highest mean score of 4.28 described as Very High. In contrast, indicator with the lowest mean rating of 4.26 still Very High is student teacher relationship and facilitative classroom environment.

This is in line with various authors (Bardach, & Klassen,2020). stating that teachers are innovative for the different supplementary materials to be used in their teaching. Content representation has widespread usage as a pedagogical tool in the field of science pedagogical content knowledge for attaining many purposes, such as to enhance science teachers' science lesson preparation competency.

In addition, the high level of *teacher effectiveness* suggests thevery high ability of the teachers to adapt to a dynamic working environment. This claim is in line with various authors (Aslantas, 2020; Nagler, Piopiunik, & West, 2020)

Table 2

Level of Teacher Effectiveness

Indicators	SD	Mean	D.E.
Student Teacher Relationship	0.60	4.26	Very High
Facilitative Classroom Environment	0.66	4.26	Very High
Content and Pedagogical Skills	0.60	4.29	Very High
Classroom Management	0.54	4.28	Very High
Overall	**0.52**	**4.30**	**Very High**

wherein the most influential source of teacher effectiveness is the most important component of the education process within schools for pupil attainment. Researchers have a reasonable understanding of how to measure teacher effectiveness; but the next step, understanding the best ways to raise it, is where the research frontier now lies

Emotional Intelligence

Shown in Table 1 are the average mean scores for the indicators of emotional intelligence, with an overall mean of 4.33 described as very *high* with a standard deviation of 0.21. The very high-level result indicates that emotional intelligence is always manifested in the majority of the indicators. The very high rating for emotional intelligence indicates that teachers are highly emotionally competent, contributing positively to the classroom environment and teacher effectiveness. This emotional intelligence is likely a key factor in their ability to connect with students, manage classroom dynamics, and perform effectively in their roles, ultimately enhancing the quality of education they provide.

It could be gleaned from the data that the indicator with the highest mean rating of 4.65 or very high is – *being able to rarely 'fly off the handle' at other people.*In contrast, indicator with the lowest mean rating of 3.96 or high is *feeling concerned of other*

Table 3

Level of Emotional Intelligence

Items	SD	Mean	Descriptive Level
Realizing immediately when they lose temper.	0.67	4.13	High
Knowing when they are happy to be with.	0.71	4.23	Very High
Usually recognizing when they are stressed	0.50	4.17	High
Aware being of being emotional.	0.68	3.94	High
Feeling concerned of other.	0.66	3.96	High
Always being empathetic than sympathetic.	0.60	4.08	High
Developing better self-awareness	0.64	4.04	High
Telling if someone has upset or annoyed	0.73	4.21	Very High

Telling if someone has upset or annoyed	0.57	4.43	Very High
Focusing on positive feelings.	0.59	4.41	Very High
Being able to 'reframe' bad situations quickly.	0.56	4.42	Very High
Doing wear 'heart on their sleeve.'	0.56	4.52	Very High
Being able to rarely tell what kind of mood they are in.	0.57	4.54	Very High
Being able to rarely 'fly off the handle' at other people.	0.53	4.65	Very High
Difficult people are not annoying them.	0.55	4.53	Very High
Being able to consciously alter my frame of mind or mood	0.62	4.49	Very High
Accepting others' feelings as you accept yours	0.60	4.43	Very High
Rarely worrying about work or life in general	0.84	4.34	Very High
Being able to suppress their emotions when they need to	0.638	4.24	Very High
Others often are not knowing how I am feeling about things.	0.75	4.35	Very High
Being able to always motive myself to do difficult task.	0.58	4.41	Very High
Being able to prioritize important activities at work and get on with them.	0.66	4.29	Very High
Always meeting deadlines.	0.59	4.44	Very High
Never wasting time	0.66	4.49	Very High
Not prevaricating things.	0.64	4.34	Very High
Doing the difficult things first	0.69	4.45	Very High
Not letting stressful situations or people affect them	0.71	4.33	Very High
Keeping your mind always optimistic	0.87	4.24	Very High
Always motivating even when they feel low	0.67	3.99	High
Motivations being the key to their success.	0.76	4.12	High
Always being able to see things from the other person's viewpoint.	0.55	4.13	High
Being excellent at empathizing with someone else's problem.	0.75	4.04	High
Being able to tell if someone is not happy with	0.64	4.20	Very High
Being able to tell if a team of people are not getting along with each other.	0.62	4.30	Very High
Understanding why people are being difficult towards.	0.71	4.09	High
Other individuals are not being 'difficult' just 'different.	0.71	4.07	High
Being able to understand of being unreasonable.	0.71	4.10	High
Being able to understand why their actions sometimes offend others.	0.72	4.26	Very High
Being able to sometimes see things from others' point of view.	0.71	4.23	Very High
Reasons for disagreements are always being clear.	0.73	4.17	High
Being an excellent listener.	0.59	4.40	Very High
Never interrupting other people's conversations.	0.69	4.24	Very High
Good at adapting and mixing with a variety of people.	0.75	4.20	Very High
Always feeling responsible for your actions.	0.70	4.44	Very High
Enjoying meet new people and getting to know what makes them	0.65	4.22	Very High

'tick'.

Having a need to a variety of work colleagues to make my job interesting.	0.55	4.27	Very High
Liking to ask questions to find out what it is important to people.	0.65	4.53	Very High
Seeing working with difficult people as simply a challenge to win them over.	0.57	4.33	Very High
Being good at reconciling differences with other people.	0.58	4.26	Very High
Generally building solid relationships with those they work with.	0.59	4.62	Very High
Total	**0.21**	4.33	Very High

Various authors Sulaiman & and Hassan (2011); Brackett, Warner, & Bosco, (2010) who said the students with higher emotional intelligence scores tend to be more socially competent, to have better quality relationships, and to be viewed as more interpersonally sensitive than those with lower emotional intelligence scores. Thus, helps build stronger relationships, succeed at school and work, and achieve their career and personal goals. It can also help to connect others feelings, turn intention into action, and make informed decisions about what matters most to them.

Correlation between Professional Development and Teacher Effectiveness

Table 4.1 reveals the results on the correlation between the measures of professional development and teacher effectiveness. Results revealed that the overall r-value of 0.494 has a p-value of 0.001 which is lower than the 0.05 level of significance. This means that professional development has a significant relationship with teacher effectiveness.

Additionally, data revealed that professional development is positively correlated with teacher effectiveness as the indicators revealed the following r-values: *thematic knowledge* with 0.614, *learning environment* with 0.494, and *cooperation* with 0.856; educational technology with .148 and the p-value is 0.001. Thus, the two variables are significantly associated.

The significant relationship between professional development and **teacher effectiveness** highlights the critical role that professional development plays in improving teaching quality. It underscores the value of providing teachers with ongoing opportunities to develop their skills, enhance their teaching practices, and ultimately become more effective educators, which

Table 4.1

Significance of the Relationship between the Professional Development and Teacher Effectiveness

Professional Development	Teacher Effectiveness				
	Student Teacher Relationship	Facilitative Classroom	Content and Pedagogical Skills	Classroom Management	Overall
Thematic Knowledge	.609*	.590*	.529*	.588*	.614*
	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)
Learning Environment	.573*	.417*	.419*	.419*	.494*
	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)
Cooperation	.845*	.688*	.814*	.844*	.856*
	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)
Educational Technology	.064	.175*	.138*	.219*	.148*
	(0.268)	(0.002)	(0.017)	(0.000)	(0.010)
Research Base	.964*	.742*	.912*	.844*	.935*
	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)
Educational Planning	.768*	.710*	.687*	.763*	.780*
	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)
Evaluation	.690*	.542*	.464*	.513*	.597*

	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)
Development of Human Resources	.866*	.726*	.767*	.800*	.847*
	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)
Overall	.573*	.417*	.419*	.419*	.494*
	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)

*Significant at 0.05 significance level. *

directly benefits students and the overall educational environmen

The correlation between the measures of professional development and teacher effectiveness revealed a significant relationship. This implies that professional development is positively associated with teacher effectiveness. The result of the study confirms with various authors (Rouf, 2020; (Khan & Begum, 2022) who mentioned that that professional development programs that are sustained, collaborative, and aligned with teachers' needs can lead to improvements in teacher effectiveness. Similarly, Desimone (2021) found that professional development focused on content knowledge, active learning, and collaboration significantly enhances teaching practices.

Correlation between Professional Development and Emotional Intelligence

Presented in Table 4.2 is the correlation between measures of professional development and emotional intelligence. It can be seen from the table that the correlation gained an overall r-value of 0.810 with p-value of 0.001 which is lower than the 0.05 level of significance. This indicates that there is significant relationship between professional development and emotional intelligence. Therefore, the null hypothesis of no significant relationship between professional development and emotional intelligence is rejected.

It can also be seen from the table that professional development is significantly correlated to emotional intelligence, since the p-value is 0.001 and the overall r-value of *thematic knowledge* is 0.814 , *learning environment* is 0.812, *cooperation* is 0.715, *educational technology* is 0.625, *research base is 0.643, educational planning is 0.605, evaluation is 0.692 and development of human resources* is 0.483. Thus, the two variables are significantly associated.

To teach effectively, educators must have the ability and awareness to bridge their own emotional understanding and knowledge about social emotional learning, teaching strategies, classroom management, and relationship building. Educators who understand and improve their emotional intelligence skills can simultaneously develop professional and personal strengths, as well as improve areas of weakness. (Kaufhold & Johnson, 2021). Educators who promote emotional intelligence skills and knowledge emphasize the value of self-awareness and beliefs to improve with new knowledge and

Table 4.2

*Significance of the Relationship between **Professional Development and Emotional Intelligence***

Professional Development	Emotional Intelligence	Overall
Thematic Knowledge	**.814***	
	(0.000)	
Learning Environment	**.720***	
	(0.000)	
Cooperation	**.715***	
	(0.000)	
Educational Technology	**.625***	
	(0.000)	
Research Base	**.643***	
	(0.000)	
Educational Planning	**.605***	
	(0.000)	

Evaluation	**.692***
	(0.000)
Development of Human Resources	.483*
	(0.000)
Overall	**.810***
	(0.000)

skills. There is great risk and danger in overlooking the emotional well-being of educators. Although there are notable factors that cause burnout, such as school culture and nature of teaching roles teachers may experience emotional exhaustion if they cannot meaningfully engage with their work and students.

This claim is in line with various authors (Mason & Poyatos-Matas, 2020; Bar-on, 2021; Bar-on, 2020) wherein a Teachers need to progressively improve their academic and professional skills, expand their knowledge, and keep their updating professional skills (Avdor, 2008). Effective Professional Development is complex; however, the body of research agrees that school-based training tasks are more effective professional development practices. Along this line, teachers' Professional Development should be a lifelong process focusing on teachers' progress. (Day et al. (2007) recommended that Professional Development Programs include Emotional Intelligence elements throughout their implementation stages (Van Rooy & Viswesvaran, 2007; Blaik Hourani, Litz & Parkman, 2021). E.I. is linked to various life aspects such as well-being, quality of social relationships, professional effectiveness, learning, academic achievements, and effective teaching.

Correlation between the Emotional Intelligence and Teacher Effectiveness

Presented in Table 4.3 is the correlation between measures of the emotional intelligence and teacher effectiveness. It can be gleaned from the table that when emotional intelligence is correlated with the measures of teacher effectiveness, the overall r-value results to 0.578b with a p-value of 0.001 which is less than the 0.05 level of significance. This signifies that emotional intelligence has a significant relation with teacher effectiveness.

Moreover, data revealed that emotional intelligence is positively correlated with teacher effectiveness as the indicators revealed the following r-values: *thematic knowledge with. 709; learning environment with .593; educational technology with .406; research base with .254, evaluation .312 and, development of human resources with .188*; and the p-value is 0.001. Thus, the two variables are significantly associated. Except Educational Planning with r value of .078 with p value if .176 hence, not significant. The correlation between measures revealed that there is a significant relationship between emotional intelligence and teacher effectiveness. This implies that emotional intelligence is positively correlated with teacher effectiveness. The findings of this study is

Table 4.3

Significance of the Relationship between Emotional Intelligence and Teacher Effectiveness

Emotional Intelligence	**Professional Development**								
	Thematic Knowledge	**Learning Environment**	**Cooperation**	**Educational Technology**	**Research Base**	**Educational Planning**	**Evaluation**	**Development of Human Resources**	**Overall**
Overall	.709*	.593*	-.007	.406*	.254*	.078	.312*	.188*	.578*
	(0.000)	(0.000)	(0.907)	(0.000)	(0.000)	(0.176)	(0.000)	(0.001)	(0.000)

in line with the studies of various authors (Sutton & Harper, 2021) who stated one of the primary ways in which emotional intelligence contributes to teacher effectiveness is by enabling educators to create a supportive and inclusive learning environment. Teachers who are attuned to their own emotions and those of their students can cultivate a classroom atmosphere that promotes collaboration, respect, and emotional well-being. By demonstrating empathy and understanding, they foster a sense of belonging and encourage students to engage actively in the learning process.

Mediation Analysis of the Variables

Table 5

Regression results of the variables in the criteria of the presence of mediating effect

PATH	ESTIMATES		SE	C.R.	P
	Unstandardized	Standardized			
PD ⟶ EI	.695	.810	.029	23.855	***
IE ⟶ TE	-.102	-.155	.055	-1.853	.064
PD ⟶ TE	.367	.651	.047	7.796	***

Furthermore, because the three steps (paths a, b and c) are significant, further mediation analysis through medgraph is necessary, including the Sobel z test to assess the significance of mediation effect. If the effect of the independent variable on the dependent variable becomes non-significant at the final step of the analysis, full mediation will be achieved. It means all the effects are mediated by the mediator variable.
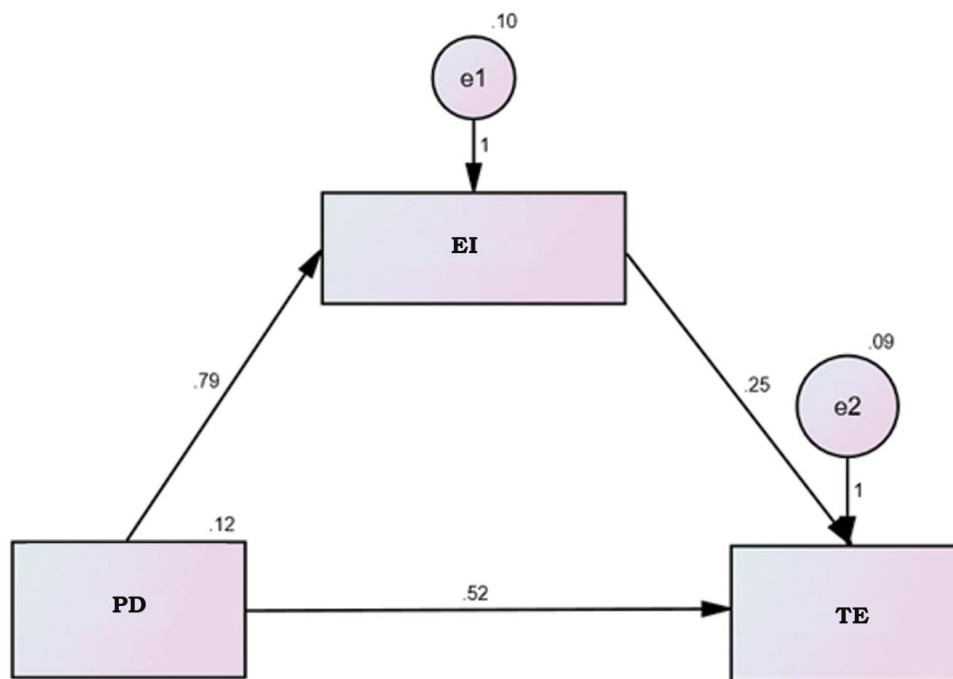
Figure 2. Med graph Showing the Mediation Analysis

The aim of this study is to contribute to the literature regarding the possible mediating variable for the relationship between professional development on teacher effectiveness. Specifically, emotional intelligence was investigated as a possible mediating variable that could explain the effect of professional development on teacher effectiveness. No significant mediating effect is found in the study, and important and significant direct effects were presented that may help in the enhancement of the existing researches on professional development on teacher effectiveness. Significantly, the present study on the relationship of professional development on teacher effectiveness have found relevance to the study of Efgivia et al. (2021) wherein there is a relationship between professional development on teacher effectiveness as well as a positive relationship between professional development on teacher effectiveness together with sstudents learning outcomes.

In this connection, the no mediation analysis involved the path between professional development on teacher effectiveness, and the path between emotional intelligence and teacher effectiveness. The findings confirmed the significant relationship between professional development on teacher effectiveness leading to support various authors of this study (Abbasova, 2021; Sukawati et al., 2019) who stated that implementing group meetings aims to create a positive emotional intelligence. During the process, facts and problems are discussed together as students have the opportunity to present both individual and collective creativity. A teacher is not just required to let students learn through teaching and learning activities, but also learn to teach as an event for the establishment of teaching competency and positive behavior of students.

CONCLUSION AND RECOMMENDATION

With considerations on the findings of the study, conclusions are drawn in this section. There is a high level of professional development and very high on teacher effectiveness. there is a very high level of emotional intelligence. There is a significant relationship between professional development and emotional intelligence; emotional intelligence and teacher effectiveness; and professional development and teacher effectiveness, and the last is to

determine the mediating effect of emotional intelligence on the relationship between professional development and teacher effectiveness. Also, there is a no significant mediation on the effect of emotional intelligence on the relationship between professional development and teacher effectiveness.

The researcher came up with recommendations based from the results of the study. On the high level of teacher's personality, the researcher recommends that teachers may be encouraged and allowed to showcase their expertise in by being able to organize groups in schools that may allow them to become the second parents of these students. Given the very high demand placed on teachers, it is surprising that they rarely receive specific training to address the importance of social and emotional issues in the classroom or how to develop the SEC to successfully handle them. Although a great deal of attention has spotlighted students' development, there has been limited focus on teachers' own development, despite evidence that teachers make important contributions to desirable classroom and student outcomes.

Furthermore, the researcher may also recommend that institutionalization of an award committee to look into and recommend exemplary teachers. A yearly awarding ceremony may be conducted for the purpose. Exposure to more challenging assignments which will develop their personalities and potential is a good effort to be done by the school management which in effect will boost the teachers morale and self-esteem. The teachers are able to get out from their comfort zones and exhibit a sense of fulfilment in their teaching profession.

On the high level of teacher effectiveness, it is recommended that activities to improve teachers' skills on critical thinking, innovations and creativity are encouraged as these are skills which need to be exhibited in teachers. These may include conduct every classroom by ensuring every educator experiences substantive professional learning within a culture of collaboration and shared accountability. Effectiveness in teaching is a journey, rather than a destination. Each year, teachers experience new challenges to refine and expand their teaching practices. Each year, teachers face new students with different learning needs. They strive to implement new technologies in their classrooms to accelerate learning. Benchmarks for student learning continue to change.

In addition to the very high level of emotional intelligence, the researcher believes that those who have a high EQ are highly in tune with both their own emotions and the emotions of those around them. They can recognize and understand the various feelings that sweep through them and are able to appropriately manage them.

Furthermore, future researches on the use of the variables of the study may be conducted using bigger population and qualitative researches may also be recommended to determine the impact of teachers' effectiveness in their teaching profession.

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