Emotional Intelligence and Work Self- Efficacy in Technical Vocational Institutions

Ms. Lydevia Kigangan Diwan

Trainer, Tech – Voc, King's College of the Philippines

ABSTRACT

This study investigates the relationship between emotional intelligence (EI) and work self-efficacy in Technical Vocational Institutions (TVIs). Grounded in the Bar-On model of emotional intelligence, the research aims to understand the nature and level of emotional intelligence in modern TVIs, assess how productivity, work self-efficacy, and employee retention are described in these institutions, and examine potential variations in the relationship between EI and key outcomes based on demographic factors. The study employs a correlational descriptive design, utilizing a questionnaire and established instruments to measure emotional intelligence, productivity, work self-efficacy, and employee retention. The population comprises trainers in TVIs in La Trinidad and Baguio City, with a random sampling method ensuring representation. Findings are expected to contribute to the understanding of emotional intelligence dynamics within the unique context of TVIs, providing valuable insights for educators, administrators, and policy makers aiming to enhance workplace effectiveness and employee well-being in technical vocational education settings.

Keywords: Emotional Intelligence, Work Self-Efficacy, Technical Vocational Institutions

CHAPTER 1 THE PROBLEM
Background of the Study

In the rapidly evolving landscape of education, Emotional Intelligence (EI) has emerged as a key factor influencing both individual success and institutional effectiveness. Emotional Intelligence in the workplace has gained significant attention due to its impact on employee performance, teamwork, leadership, and overall organizational success (Ahsan, 2023). Defined by Salovey and Mayer (1990), EI encompasses the ability to recognize, understand, manage, and utilize emotions effectively in oneself and others. Research consistently demonstrates that individuals with high EI exhibit enhanced interpersonal skills, empathy, and self-awareness, which are critical for effective workplace interactions (Alipour et al., 2024).

Recent studies highlight the importance of Emotional Intelligence in education, particularly in fostering positive interpersonal relationships and effective conflict resolution. Coskun & Oksuz (2019) demonstrated that EI training programs improve conflict resolution abilities, enhance collaboration, and promote empathy among educators and staff. Similarly, Kahraman (2022) found a positive correlation between EI and student mental health, as higher EI levels were associated with lower stress, anxiety, and depression levels. These findings suggest that Emotional Intelligence not only benefits professional performance but also contributes to the well-being of both educators and learners (Chan et al., 2020).

However, despite substantial research on Emotional Intelligence in educational institutions, a significant gap exists in the context of Technical Vocational Institutions (TVIs). While studies on Emotional Intelligence primarily focus on general educational settings, leadership effectiveness, and student mental health, limited research examines its unique impact on the management and efficiency of TVIs (Bocciardi et al., 2022). This study aims to bridge this gap by exploring how EI influences work self-efficacy, job performance, and staff retention in TVIs.

TVIs operate at the intersection of technical proficiency and interpersonal skills, preparing individuals to navigate complex professional landscapes. Educators and staff in these institutions frequently handle high-pressure situations, resolve workplace conflicts, and foster collaborative environments. Research suggests that high Emotional Intelligence enables educators to regulate their emotions and respond effectively to stress (D'Amico & Geraci, 2023). A study by Holden et al. (2022) indicated that educators with higher EI demonstrated greater resilience in handling occupational stressors and were more effective in guiding students through practical, hands-on training.

Furthermore, research highlights EI's role in mitigating teacher burnout and reducing turnover rates. Shimony et al. (2022) found that TVI educators with high EI experienced lower burnout levels and exhibited stronger professional commitment. Munir & Azam (2019) further emphasized that employees with high EI foster a sense of belonging and job satisfaction, contributing to increased retention rates. These insights suggest that EI is essential for maintaining workforce stability and ensuring quality technical education (Baloran & Hernan, 2020).

According to Bandura's Self-Efficacy Theory (1994), an individual's belief in their ability to succeed in specific tasks is fundamental for motivation and performance. Research suggests that high EI enhances self-efficacy by improving emotional regulation and confidence in handling challenges (Ain et al., 2021). Lopez-Garrido (2022) found that individuals with strong emotional intelligence exhibit higher self-efficacy, which translates into better workplace performance and adaptability. Castro-Paniagua et al. (2023) similarly reported that employees with high self-efficacy were more likely to engage in proactive problem-solving, innovation, and leadership roles.

Given the multifaceted roles of TVI employees, which encompass teaching, administration, and industry collaboration, understanding how EI influences job performance across these varied responsibilities is essential. Studies by Bower et al. (2018) and Heng & Chu (2023) show that EI enhances leadership effectiveness, communication, and teamwork, leading to improved work outcomes.

Employee retention remains a significant challenge in Technical Vocational Institutions (TVIs) due to the competitive job market and the demanding nature of technical education. Research by Suleman et al. (2020) found that emotional intelligence positively correlates with employee retention, as emotionally intelligent employees are better equipped to handle workplace challenges and maintain positive professional relationships. Furthermore, Bartock (2019) discovered that employees who manage their emotions effectively are less likely to experience job dissatisfaction and are more committed to their institutions.

Retention of skilled trainers in TVIs is crucial because high turnover rates disrupt learning continuity and impact institutional effectiveness. Studies by Bru-Luna et al. (2021) and Arias et al. (2022) suggest that implementing EI training programs in TVIs can significantly improve employee engagement and job satisfaction. By investigating the connection between Emotional Intelligence and employee

retention, this study aims to offer strategic insights for enhancing staff retention in technical-vocational settings (Edokpolor et al., 2022).

Unlike traditional academic institutions, TVIs must balance technical expertise with interpersonal competencies to prepare students for the demands of the modern workforce (Han & Wang, 2021). One major challenge is the rapidly evolving nature of industries and technologies, which necessitates continuous skill adaptation. Studies indicate that emotional intelligence fosters adaptability, resilience, and effective communication, enabling TVI trainers to navigate evolving educational landscapes with agility (ALmegewly et al., 2022).

Moreover, the increasing emphasis on inclusivity and diversity in education highlights the role of EI in fostering equitable learning environments. Alvarez (2023) found that educators with high EI demonstrated greater cultural sensitivity, empathy, and adaptability, contributing to improved student engagement and learning outcomes.

This study focuses on TVI trainers in La Trinidad and Baguio City, with participants selected through random sampling across various departments. The research will examine EI's role in job performance, work self-efficacy, and retention, providing policy insights for developing EI-based training programs. Given the growing recognition of EI as a key determinant of professional success, findings from this study will contribute to enhancing workforce stability, improving educational quality, and fostering a positive work environment in TVIs (Audrin & Audrin, 2023).

Theoretical/Conceptual Framework

Proposed Framework
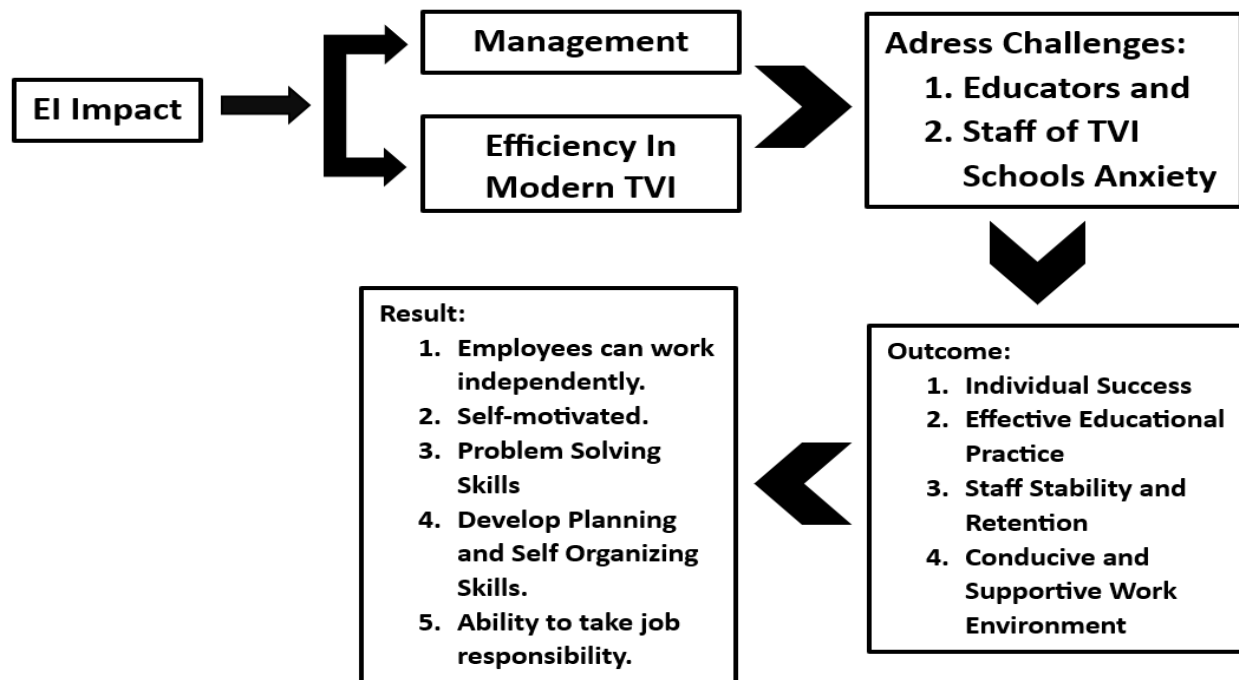
Research Paradigm

Established in 1997, Israeli psychologist Reuven Bar-On created the Bar-On model of emotional intelligence. An individual's capacity to manage day-to-day stressors and demands is influenced by a range of interconnected emotional and social competences, skills, and behaviors that make up their emotional intelligence (EI).
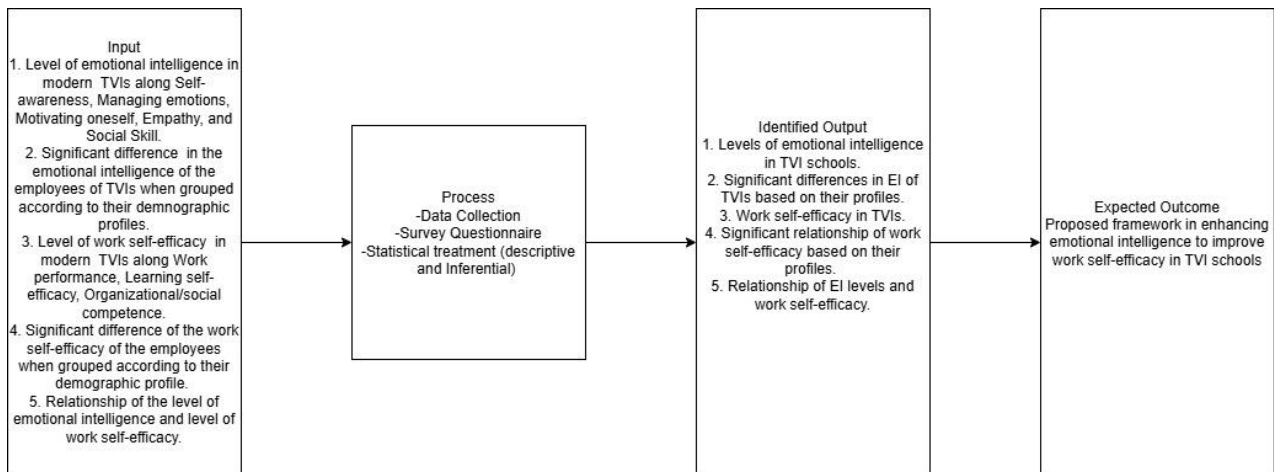
Figure 1. Research Paradigm

The research paradigm of this study follows the Input-Process-Output (IPO) framework, systematically guiding the examination of emotional intelligence and work self-efficacy among employees in Technical and Vocational Institutions (TVIs). At the Input stage, the study assesses the level of emotional intelligence among TVI employees by examining five key domains: self-awareness, managing emotions, motivating oneself, empathy, and social skills. These components are essential in understanding how employees recognize and regulate their emotions, stay motivated, relate to others, and manage workplace interactions effectively. Additionally, the study explores whether demographic factors, such as age, gender, years of experience, and educational background, influence emotional intelligence levels among TVI employees.

Beyond emotional intelligence, the study also examines work self-efficacy, which encompasses three dimensions: work performance, learning self-efficacy, and organizational/social competence. Work performance reflects employees' confidence in accomplishing job-related tasks efficiently, while learning self-efficacy pertains to their belief in their ability to acquire new skills and adapt to professional challenges. Organizational and social competence, on the other hand, highlights employees' ability to collaborate effectively within the workplace. Moreover, the study investigates whether demographic variables affect work self-efficacy levels and, more significantly, explores the relationship between emotional intelligence and work self-efficacy among TVI employees. A positive correlation between these two constructs would suggest that employees with higher emotional intelligence are more likely to exhibit greater confidence in performing their job-related tasks effectively. Such findings have significant implications for workplace productivity, job satisfaction, and institutional development (Husain et al., 2022; Krén & Séllei, 2021; Lee et al., 2023).

The Process stage of the study involves employing a survey questionnaire to collect data from TVI employees, utilizing standardized instruments to ensure consistency, validity, and reliability in measurement. The research design incorporates both descriptive and inferential statistical analyses to examine the relationships between variables and test hypotheses. Descriptive statistics are used to summarize key findings, including frequency distributions, means, and standard deviations, while inferential analysis employs correlation and regression techniques to assess the degree of association between emotional intelligence, work self-efficacy, and demographic factors (McCrory-Churchill, 2023; Mayer et al., 2024; Li & Wang, 2024; Quílez-Robres et al., 2023). Through these statistical treatments, the study aims to provide empirical evidence on how emotional intelligence influences work self-

efficacy, ultimately offering insights into the psychosocial and professional well-being of TVI employees.

At the Output stage, the study proposes a framework for enhancing emotional intelligence to improve work self-efficacy among TVI employees. This framework is based on research findings and aims to offer practical recommendations for training and professional development. By integrating emotional intelligence training programs into institutional policies, TVIs can foster a more emotionally intelligent workforce, improve employee performance, and create a positive organizational culture. The proposed framework also highlights strategies for enhancing leadership development by emphasizing the role of emotional intelligence in decision-making, conflict resolution, and team collaboration. Through these interventions, TVIs can cultivate a more resilient and adaptive workforce, ultimately enhancing institutional effectiveness and employee satisfaction (Jiao et al., 2022; Jiménez-Picón et al., 2021; Moradian et al., 2022).

The theoretical foundation of the study primarily draws from Goleman's (1997) Mixed Model of Emotional Intelligence, which emphasizes both cognitive and emotional competencies as critical factors in workplace success. Goleman's model identifies self-awareness, self-regulation, motivation, empathy, and social skills as key components of emotional intelligence, all of which are essential in fostering a high-functioning and emotionally resilient workforce. This theory underscores the idea that individuals with high emotional intelligence are better equipped to handle workplace challenges, make informed decisions, and enhance their work self-efficacy, thereby improving job performance and professional growth (Lipscomb et al., 2022).

In addition to Goleman's framework, the study incorporates Salovey and Mayer's (1990) Ability Model of Emotional Intelligence, which provides a cognitive perspective on emotional intelligence by emphasizing the perception, understanding, and regulation of emotions. This model complements Goleman's theory by explaining how individuals process emotions cognitively, which in turn affects their ability to manage relationships, make decisions, and respond to workplace stressors (Mayer et al., 2024). By integrating these two theoretical models, the study constructs a comprehensive framework that examines the role of emotional intelligence in shaping work self-efficacy, ultimately guiding the development of evidence-based interventions for TVI employees.

The IPO framework serves as a structured approach to exploring, analyzing, and enhancing emotional intelligence and work self-efficacy in the TVI setting. By systematically evaluating the impact of emotional intelligence on workplace productivity, learning adaptability, and interpersonal relationships, the study offers practical recommendations for employee training, institutional development, and leadership enhancement. The proposed framework serves as a valuable tool for strengthening emotional intelligence competencies among TVI employees, ensuring that they are better equipped to navigate workplace challenges, enhance their self-efficacy, and contribute to the long-term success of their institutions. Through this research, TVIs can implement targeted interventions that promote a supportive, emotionally intelligent work environment, ultimately fostering a more competent, motivated, and resilient workforce.

Related Literature

Self-awareness

Self-awareness is a fundamental component of emotional intelligence, influencing an individual's ability to recognize their emotions, strengths, limitations, and motivations. It serves as the foundation for

personal and professional growth, allowing individuals to make informed decisions and regulate their behavior effectively. In the workplace, particularly in educational and training institutions, self-awareness plays a crucial role in shaping interpersonal relationships, leadership effectiveness, and overall job performance. Studies have emphasized that individuals with high self-awareness tend to exhibit greater self-confidence and adaptability, enabling them to navigate complex social and professional environments more effectively (Rahmawaty et al., 2021). In the Philippine context, where strong interpersonal relationships and collectivist cultural values significantly influence workplace dynamics, self-awareness is essential for fostering collaboration and maintaining harmony within professional settings. The ability to recognize one's emotions and their impact on others enhances communication and conflict resolution skills, which are vital in educational institutions, particularly in Technical Vocational Institutions (TVIs), where trainers interact closely with learners from diverse backgrounds.

Research has demonstrated a strong link between self-awareness and professional competency, particularly in the fields of education and training. Educators and trainers with high levels of self-awareness are better equipped to assess their teaching effectiveness, identify areas for improvement, and implement strategies to enhance student engagement and learning outcomes (Valenzuela-Aparicio et al., 2023). In the Philippine technical vocational education sector, trainers must continually adapt to evolving industry standards and learner needs, making self-awareness a critical skill for continuous professional development. Self-aware trainers are more likely to engage in reflective teaching practices, critically evaluating their instructional methods and seeking feedback to enhance their pedagogical approaches. Additionally, self-awareness contributes to resilience and stress management, which are essential for trainers handling multiple responsibilities in a fast-paced educational environment. By recognizing their stressors and emotional triggers, trainers can implement strategies to maintain their well-being, ultimately improving their effectiveness in delivering quality education and training.

The development of self-awareness is also closely linked to experiential learning and self-efficacy, both of which are crucial for professional and personal growth. Studies have shown that engaging in reflective practices, such as journaling, mentorship, and feedback sessions, significantly enhances self-awareness (Sesilia & Saragih, 2023). In the Philippine education sector, teacher training programs and professional development initiatives increasingly emphasize self-reflection as a means of fostering self-awareness and improving instructional quality. Moreover, the role of internships and hands-on experiences in developing self-awareness has been widely recognized (The Influence of Internship and Self-efficacy, 2023). In technical vocational education, on-the-job training and industry immersion programs provide trainers with opportunities to assess their competencies, identify areas for growth, and refine their teaching methodologies based on real-world experiences. Furthermore, the collectivist culture of the Philippines encourages collaborative learning and shared experiences, reinforcing the importance of self-awareness in personal and professional development. As individuals engage in social interactions and teamwork, they gain deeper insights into their strengths and weaknesses, enabling them to develop a more refined sense of self-awareness.

Managing emotions

Managing emotions is a crucial aspect of emotional intelligence that significantly influences an individual's ability to navigate personal and professional interactions. It involves recognizing, understanding, and regulating emotions in ways that promote well-being and effective decision-making. In professional settings, particularly in education and training, the ability to manage emotions is essential

for maintaining productive relationships, fostering resilience, and ensuring effective communication. Studies have shown that individuals with strong emotional regulation skills are better equipped to handle stress, adapt to challenges, and maintain a positive work environment (Villagran & Martin, 2022). In the Philippine context, where workplace culture is deeply rooted in interpersonal relationships and collectivism, managing emotions plays a vital role in maintaining harmony and collaboration. Given the high regard for respect and social cohesion in Filipino workplaces, employees and educators who can effectively regulate their emotions contribute to a more conducive and supportive work environment.

Emotional regulation is closely linked to professional performance, particularly in fields that involve high levels of social interaction and responsibility. Educators and trainers who can manage their emotions effectively are more likely to create an engaging and supportive learning environment for their students. Research has highlighted that individuals who regulate their emotions well are less likely to experience burnout and more capable of sustaining motivation in demanding roles (Yeke, 2023). In the Philippine educational system, where teachers and trainers often face multiple responsibilities, emotional regulation becomes critical in preventing exhaustion and maintaining their ability to inspire learners. Managing emotions also enhances decision-making skills, allowing educators to respond to challenging situations with composure and strategic thinking. For instance, trainers in Technical Vocational Institutions (TVIs) must balance the demands of instruction, student mentorship, and administrative tasks, all of which require effective emotional management. When trainers regulate their emotions effectively, they model emotional resilience for their students, fostering a learning environment that prioritizes emotional well-being alongside academic and technical skills.

The development of emotional regulation skills is strongly influenced by experiential learning, mentorship, and self-efficacy. Studies have demonstrated that structured training programs, mentorship opportunities, and professional experiences contribute to an individual's ability to manage emotions effectively (The Influence of Internship and Self-efficacy, 2023). In the Philippine context, internships and on-the-job training programs serve as critical platforms for developing emotional management skills among educators and professionals. These experiences expose individuals to real-world challenges that require them to regulate their emotions, make sound decisions, and interact with diverse personalities. Additionally, research has shown that self-reflection and feedback mechanisms contribute to emotional regulation by helping individuals gain insight into their emotional responses and develop strategies for improvement (Sesilia & Saragih, 2023). In technical vocational education, trainers who engage in continuous professional development and reflective teaching practices are better equipped to manage their emotions effectively. Furthermore, emotional regulation is enhanced through strong social support systems, which play a significant role in the collectivist culture of the Philippines. Filipino professionals often rely on their peers, mentors, and family members for emotional support, reinforcing their ability to manage emotions in high-pressure situations (Zhang & Chen, 2023; Xiong et al., 2020).

Motivating oneself

Motivating oneself is a fundamental aspect of emotional intelligence that directly influences an individual's ability to set goals, persist through challenges, and maintain enthusiasm in both personal and professional endeavors. Self-motivation is driven by intrinsic and extrinsic factors, with intrinsic motivation being particularly significant in sustaining long-term success and resilience. Studies indicate that individuals who are intrinsically motivated are more likely to exhibit higher levels of productivity, creativity, and perseverance in their respective fields (Villagran & Martin, 2022). In the Philippine context, where societal and familial expectations often play a crucial role in shaping individual

aspirations, self-motivation becomes essential for maintaining personal drive despite external pressures. Filipino professionals and educators, in particular, navigate a work environment that demands adaptability and continuous learning, making self-motivation a key factor in achieving both personal and institutional success.

The ability to motivate oneself is closely linked to self-efficacy, or an individual's belief in their capacity to succeed in specific tasks. Research has shown that individuals with high self-efficacy are more likely to take on challenges, exert effort, and persist in the face of difficulties (Xie et al., 2024). In the Philippine educational system, this concept is particularly relevant for teachers and trainers who must balance multiple responsibilities while fostering motivation among their students. Technical Vocational Institution (TVI) trainers, for example, must continuously enhance their skills and teaching strategies to meet industry standards and ensure student engagement. The ability to stay motivated despite workload pressures and resource limitations is crucial in maintaining teaching effectiveness. Studies also highlight the role of experiential learning and mentorship in strengthening self-motivation, as these experiences provide individuals with the confidence and practical knowledge needed to pursue professional growth (The Influence of Internship and Self-efficacy, 2023). Filipino professionals who participate in training programs, internships, and mentorship initiatives are more likely to develop the motivation required to excel in their fields.

Cultural and social support systems significantly influence self-motivation, particularly in collectivist societies like the Philippines. Research suggests that motivation is reinforced through strong support networks, such as family, peers, and mentors, which provide encouragement and reinforcement during challenging times (Zhang & Chen, 2023). In the Philippine work environment, where interpersonal relationships play a crucial role in job satisfaction and professional growth, the presence of supportive colleagues and mentors enhances an individual's ability to stay motivated. Additionally, goal-setting strategies and positive reinforcement mechanisms contribute to sustaining self-motivation. Studies indicate that individuals who engage in regular self-reflection, set clear objectives, and celebrate small achievements are more likely to maintain high levels of motivation (Sesilia & Saragih, 2023). For Filipino educators and trainers, institutional support, professional development programs, and recognition of achievements are key factors that contribute to their motivation and long-term career satisfaction.

Empathy

Empathy plays a crucial role in fostering meaningful social interactions, promoting emotional intelligence, and enhancing workplace collaboration. It is the ability to understand and share the feelings of others, allowing individuals to build strong relationships based on trust and mutual respect. In professional settings, particularly in the Philippine context, empathy is essential in leadership, education, and service-oriented industries where interpersonal connections drive productivity and overall well-being. Studies indicate that individuals with high levels of empathy demonstrate greater adaptability in diverse social environments, making them more effective in teamwork and conflict resolution (Villagran & Martin, 2022). In the Philippines, where collectivist cultural values emphasize community support and interpersonal harmony, empathy is deeply ingrained in professional and personal interactions. Filipino educators, for example, rely on empathy to understand their students' struggles, provide appropriate support, and foster an inclusive learning environment that accommodates diverse needs.

Empathy is closely linked to self-efficacy, as individuals with a strong sense of their own abilities are more likely to extend understanding and support to others. Research suggests that professionals who

undergo experiential learning, such as internships and mentorship programs, develop greater empathy due to direct exposure to various workplace challenges and interpersonal dynamics (The Influence of Internship and Self-efficacy, 2023). In the Philippine setting, training programs in healthcare, education, and customer service industries emphasize the importance of empathetic communication, recognizing that understanding others' perspectives leads to better problem-solving and service delivery. For instance, Filipino healthcare professionals who work in patient-centered environments are trained to approach medical care with empathy, ensuring that their patients feel heard, respected, and valued. Similarly, empathy plays a crucial role in organizational leadership, as managers who demonstrate a deep understanding of their employees' experiences foster a more positive and productive work environment (Xiong et al., 2020).

The development of empathy is influenced by cultural and social structures, particularly in societies where family and community play an integral role in shaping interpersonal behavior. In the Philippines, strong familial ties and close-knit communities encourage individuals to practice empathy from an early age, reinforcing the importance of compassion and mutual support. Studies highlight that individuals who engage in social interactions that require active listening and emotional sensitivity are more likely to develop strong empathetic skills (Sesilia & Saragih, 2023). Additionally, educational institutions that incorporate social-emotional learning (SEL) in their curricula contribute to the enhancement of empathy among students, allowing them to apply these skills in their professional and personal lives (Zhang & Chen, 2023). In the workplace, organizations that prioritize employee well-being and cultivate a culture of empathy experience higher levels of job satisfaction and lower turnover rates, as employees feel valued and understood (Yeke, 2023; Xie et al., 2024).

Social Skill

Social skills are essential in fostering effective communication, building relationships, and navigating both personal and professional environments. These skills encompass verbal and nonverbal communication, active listening, cooperation, and conflict resolution, all of which contribute to an individual's ability to interact positively with others. In the Philippine context, where interpersonal relationships and community engagement are deeply embedded in the culture, social skills are particularly significant in educational and workplace settings. Studies suggest that individuals with strong social skills tend to perform better academically and professionally, as they can effectively collaborate, express ideas clearly, and build networks that support their personal and career growth (Arias et al., 2022). In Filipino society, where collective values emphasize group harmony and interpersonal connections, social skills are fundamental in fostering teamwork, leadership, and professional advancement.

The role of social skills in professional and academic success is widely recognized, particularly in developing economies like the Philippines, where communication and interpersonal abilities are crucial in service-oriented industries. Research highlights that individuals with strong social skills exhibit greater adaptability in diverse and dynamic work environments, allowing them to effectively engage with colleagues, clients, and superiors (Chan et al., 2020). In the Philippine setting, social skills are particularly vital in industries such as education, business, and healthcare, where personal interactions influence customer satisfaction, patient care, and organizational productivity. For instance, Filipino educators who possess strong social skills are more effective in engaging students, fostering classroom participation, and managing diverse learning needs (Baloran & Hernan, 2020). Similarly, professionals in business and customer service rely heavily on their ability to communicate persuasively, negotiate,

and resolve conflicts to maintain positive relationships with clients and stakeholders (ALmegewly et al., 2022).

The development of social skills is influenced by various factors, including education, family upbringing, and exposure to social interactions. Studies indicate that structured training programs and experiential learning opportunities, such as internships and mentorship programs, significantly enhance an individual's social competence by providing real-world scenarios that require effective communication and collaboration (D'Amico & Geraci, 2023). In the Philippine context, social skills training is increasingly integrated into academic curricula to equip students with the necessary competencies for future employment. Schools and universities incorporate activities such as group projects, leadership training, and public speaking exercises to develop students' ability to work effectively in teams and engage in meaningful conversations (Bocciardi et al., 2022). Moreover, Filipino culture, which places great emphasis on interpersonal relationships, naturally reinforces the development of social skills through family interactions, community involvement, and cultural practices that encourage hospitality and cooperation (Holden et al., 2022).

Emotional Intelligence

Emotional intelligence (EI) refers to the ability to perceive, understand, manage, and regulate one's own emotions, as well as to recognize and influence the emotions of others (Yang & Duan, 2023). This concept gained prominence through the pioneering work of psychologists Peter Salovey and John Mayer, who introduced the Ability Model of Emotional Intelligence. According to this model, emotional intelligence involves the skillful use of emotions in problem-solving, decision-making, and interpersonal relationships (Yang & Duan, 2023). Subsequent researchers, including Daniel Goleman, expanded on this concept, leading to the development of various models and frameworks that highlight the importance of emotional intelligence in diverse contexts.

Moreover, the Ability Model of Emotional Intelligence posits four main components: perceiving emotions, using emotions to facilitate thought, understanding emotions, and managing emotions (Bucich & MacCann, 2019). Perceiving emotions involves accurately recognizing and interpreting one's own and others' emotions. Using emotions to facilitate thought entails harnessing emotional information to enhance cognitive processes, such as problem-solving. Understanding emotions refers to the ability to comprehend the complex interplay of emotions and their implications. Managing emotions involves regulating one's own emotions and influencing the emotions of others in a positive manner (Bucich & MacCann, 2019).

Building on the Ability Model, Goleman proposed the Mixed Model of Emotional Intelligence, which extends the concept by including both cognitive and emotional competencies (Goleman, 1998). Goleman's model outlines five components: self-awareness, self-regulation, motivation, empathy, and social skills. Self-awareness involves recognizing and understanding one's own emotions. Self-regulation entails effectively managing and controlling one's emotional responses. Motivation involves the drive to achieve goals and persist in the face of challenges. Empathy is the capacity to understand and share the feelings of others. Social skills encompass the ability to navigate social situations effectively and build positive relationships (Sfetcu & Romanian Academy, 2023).

Furthermore, emotional intelligence has significant implications for workplace success. Research suggests that individuals with higher emotional intelligence are better equipped to handle workplace stress, communicate effectively, and collaborate with colleagues (Coronado-Maldonado & Benítez-Márquez, 2023). Additionally, emotional intelligence is associated with leadership effectiveness, as

leaders with strong emotional intelligence can inspire and motivate their teams, fostering a positive organizational culture. The ability to navigate and manage emotions is particularly crucial in work settings characterized by teamwork, negotiation, and interpersonal relationships.

Understanding emotional intelligence also requires consideration of cultural and global perspectives. Cultural variations in the expression and interpretation of emotions influence how emotional intelligence is perceived and practiced across different societies. Research indicates that cultural norms and values shape emotional norms, impacting the way individuals manage and express their emotions ((Dzokoto et al., 2018). Therefore, acknowledging the cultural context is essential in assessing and developing emotional intelligence programs that are sensitive and relevant to diverse populations. As organizations and societies become more interconnected on a global scale, recognizing the cultural nuances of emotional intelligence becomes increasingly crucial for fostering effective cross-cultural communication, collaboration, and overall success in an interconnected world. With this, future research should continue to explore the intersection of emotional intelligence with cultural diversity to refine our understanding of how this concept operates across various cultural contexts and its implications for individual and collective well-being.

Workplace Productivity

Workplace productivity is a critical factor for organizational success, representing the efficiency and effectiveness with which employees contribute to achieving organizational goals. It encompasses the output of tasks, projects, and processes within a given timeframe, reflecting the overall performance of individuals and teams in the workplace. The relationship between emotional intelligence and workplace productivity has been a subject of significant research, as organizations recognize the impact of emotional intelligence on employee engagement, teamwork, and job performance. Several studies have highlighted the positive correlation between emotional intelligence and workplace productivity. A study by Hameli & Ordun, (2022) found that employees with higher emotional intelligence levels demonstrated superior performance in terms of task accomplishment, communication effectiveness, and overall productivity. Emotional intelligence contributes to productivity by enhancing an individual's ability to manage stress, navigate interpersonal relationships, and communicate effectively, thereby fostering a conducive work environment for optimal performance (Hameli & Ordun, 2022).

Emotional intelligence is particularly crucial in leadership roles, influencing the productivity of entire teams. Research by Lee et al., (2022) highlighted the positive impact of leaders' emotional intelligence on team effectiveness and productivity. Leaders with high emotional intelligence can inspire and motivate their teams, facilitate effective communication, and foster a positive organizational culture, all of which contribute to enhanced team productivity ((Lee et al., 2022). This underscores the importance of emotional intelligence not only at the individual level but also in leadership positions where it can have a cascading effect on the productivity of entire teams.

Emotional intelligence is also linked to conflict resolution skills, which play a vital role in maintaining a harmonious work environment and sustaining productivity. A study by Skordoulis et al., (2020) found that employees with higher emotional intelligence were better equipped to handle workplace conflicts, leading to more efficient conflict resolution processes and minimizing disruptions to productivity. The ability to navigate and manage emotions enables individuals to approach conflicts with empathy and a collaborative mindset, contributing to a more constructive resolution of issues (Skordoulis et al., 2020)

The relationship between emotional intelligence and workplace productivity is further emphasized by the impact of emotional intelligence on employee well-being. A study by Abebe & Singh (2023)

demonstrated that emotional intelligence is positively associated with job satisfaction and overall well-being. Employees who possess higher emotional intelligence levels experience lower levels of stress and burnout, contributing to sustained productivity and job performance (Abebe & Singh, 2023). This highlights the holistic influence of emotional intelligence on both individual and organizational outcomes.

The organizational culture, shaped by the collective emotional intelligence of its members, significantly influences workplace productivity. A positive and emotionally intelligent workplace culture fosters collaboration, open communication, and a supportive environment, all of which contribute to increased productivity (Davis, 2019). Organizations that prioritize emotional intelligence in their culture tend to have employees who are more engaged, motivated, and committed to achieving shared goals, ultimately enhancing overall workplace productivity (Davis, 2019).

Work Self-Efficacy

Work self-efficacy, rooted in Albert Bandura's social cognitive theory, refers to an individual's belief in their ability to successfully perform tasks and overcome challenges in the workplace. It plays a pivotal role in shaping behavior, influencing motivation, and affecting job performance. Numerous studies have investigated the impact of work self-efficacy on various aspects of professional life, shedding light on its significance in individual and organizational success. Research by Nuutila et al., (2021) examined the relationship between work self-efficacy and task performance, finding a positive correlation. The study demonstrated that employees with higher levels of work self-efficacy were more likely to set challenging goals, exhibit greater effort, and persevere in the face of difficulties, ultimately leading to improved task performance ((Nuutila et al., 2021). This emphasizes the role of work self-efficacy in shaping individuals' approach to their responsibilities and tasks within the workplace.

Work self-efficacy has also been linked to job satisfaction. A study by Tran et al., (2018) found a positive association between work self-efficacy and job satisfaction among healthcare professionals. The research suggested that individuals with higher work self-efficacy experienced greater job satisfaction, possibly due to their belief in their ability to meet job demands and accomplish tasks effectively (Tran et al., 2018). This highlights the broader impact of work self-efficacy on employees' overall satisfaction with their work.

The influence of work self-efficacy extends to leadership roles. A study by Sonmez Cakir & Adiguzel, (2020) explored the relationship between leadership self-efficacy (a concept closely related to work self-efficacy) and leadership effectiveness. The research found a positive correlation, indicating that leaders who had confidence in their ability to lead were more likely to demonstrate effective leadership behaviors and achieve positive outcomes (Sonmez Cakir & Adiguzel, 2020). This underscores the significance of work self-efficacy in shaping leadership capabilities and, consequently, organizational success.

Moreover, work self-efficacy has been implicated in fostering innovation in the workplace. A study by Cao et al., (2022) investigated the role of self-efficacy in predicting employee innovation. The findings revealed a positive relationship between work self-efficacy and innovation, suggesting that individuals with higher work self-efficacy were more inclined to generate and implement innovative ideas within their roles (Cao et al., 2022). This highlights the importance of fostering work self-efficacy to stimulate creativity and innovation within organizational settings.

Another study by Mete, (2021) delved into the relationship between work self-efficacy and stress coping strategies. The study demonstrated that individuals with higher work self-efficacy were more likely to

adopt active coping strategies in response to work-related stressors, contributing to their ability to manage stress effectively (Mete, 2021). This implies that work self-efficacy not only influences performance but also plays a role in individuals' adaptive responses to challenging work situations.

However, work self-efficacy has implications for employee retention. A study by El-Gazar et al., (2022) investigated the relationship between work self-efficacy and turnover intention among healthcare professionals. The findings indicated an inverse relationship, suggesting that higher levels of work self-efficacy were associated with lower turnover intentions, emphasizing the role of work self-efficacy in promoting employee commitment to their current positions (El-Gazar et al., 2022).

Employee Retention

Employee retention, a critical aspect of organizational success, refers to the ability of an organization to retain its employees over a specified period. High employee turnover can lead to increased recruitment costs, loss of institutional knowledge, and disruptions in workflow. Numerous studies have explored factors influencing employee retention which provides information into strategies that organizations can adopt to enhance employee commitment and reduce turnover. Job satisfaction is a key factor influencing employee retention. A study by Liu & Wong, (2023) examined the relationship between job satisfaction and voluntary turnover. The findings suggested a negative correlation, indicating that employees with higher job satisfaction were less likely to leave their current positions voluntarily (Liu & Wong, 2023). This shows the importance of fostering a positive work environment and addressing factors contributing to job satisfaction to enhance employee retention.

Leadership style plays a crucial role in employee retention. Research by Tian et al., (2020) investigated the impact of transformational leadership on employee retention. The study found a positive association, suggesting that employees working under transformational leaders were more likely to stay with the organization, emphasizing the role of leadership in shaping the organizational climate conducive to retention (Tian et al., 2020).

Providing training and development opportunities has been identified as a strategy to enhance employee retention. A study by Bharadwaj, (2023) explored the relationship between perceived opportunities for training and development and employee turnover. The research revealed a negative correlation, indicating that employees who perceived greater opportunities for professional growth were less likely to leave their current positions voluntarily (Bharadwaj, 2023). This highlights the significance of investing in employee development programs to foster retention.

Further, achieving a balance between work and personal life is crucial for employee retention. A study by Panda & Sahoo, (2021) investigated the impact of work-life balance on employee turnover. The findings indicated that employees who perceived a better balance between work and personal life were more likely to stay with the organization, emphasizing the role of organizational policies and practices in supporting work-life balance as a retention strategy (Panda & Sahoo, 2021).

Additionally, employee engagement is strongly linked to retention. Research by Agarwal & Gupta, (2018) examined the relationship between employee engagement and turnover. The study demonstrated a negative correlation, suggesting that engaged employees were less likely to leave their current positions voluntarily. Employee engagement, characterized by a sense of belonging and commitment to the organization, emerged as a significant predictor of retention (Agarwal & Gupta, 2018)

The role of compensation in employee retention has been extensively studied. A study by Sewell, (2022) explored the impact of compensation on turnover intentions. The findings revealed that employees who perceived their compensation as fair and competitive were less likely to express intentions to leave the

organization voluntarily (Sewell, 2022). This underscores the importance of aligning compensation practices with employee expectations to enhance retention.

Technical Vocational Institutions

Technical Vocational Institutions (TVIs) play a crucial role in providing specialized education and training geared towards practical skills development. The structure, curriculum, and impact of TVIs vary across countries, reflecting the unique needs and priorities of each region. A comparative analysis of TVIs in different countries, including the Philippines, offers valuable insights into the challenges, successes, and best practices in technical and vocational education. Germany's dual system of vocational education and training is often regarded as a model for effective TVIs. A study by January et al., (2023) examined the outcomes of the dual system, emphasizing its positive impact on youth employment and the seamless transition of students into the workforce. The study highlighted the strong collaboration between schools and businesses, ensuring that vocational education aligns closely with industry needs, contributing to high employability among graduates (January et al., 2023).

China has also invested significantly in Technical and Vocational Education and Training (TVET) to meet the demands of its rapidly growing economy. Research by Zhou & Xu, (2023) explored the challenges and reforms in China's TVET system. The study underscored the importance of adapting TVET programs to evolving economic structures, enhancing the quality of instruction, and fostering industry partnerships to bridge the skills gap and improve the effectiveness of TVET in China (Zhou & Xu, 2023).

A regional perspective on TVET can be gained by examining Southeast Asian countries. A study by Voctech et al., 2019) investigated the challenges faced by TVET in Indonesia, Thailand, and the Philippines. The study highlighted issues such as the perceived low quality of TVET programs, limited industry involvement, and insufficient infrastructure. It emphasized the need for policy interventions to address these challenges and enhance the contribution of TVET to economic development in the region (Voctech et al., 2019).

In the Philippines, TVET is a vital component of the education system. A study by Okolie et al., (2020) assessed the effectiveness of TVET programs in the country, focusing on the alignment of TVET with industry needs and the employability of graduates. The research emphasized the importance of strengthening partnerships between TVET institutions and industries to ensure the relevance of programs and enhance the transition of graduates into the workforce (Okolie et al., 2020).

A comparative study by Huma et al., (2022) analyzed the structure and performance of TVET systems in several European countries. The research highlighted variations in the emphasis on general education versus vocational training across different systems. The study underscored the importance of finding the right balance between general and vocational education to maximize the benefits of TVET in preparing students for the labor market (Huma et al., 2022).

Research by Alam et al., (2022) provided insights into TVET in developing countries, emphasizing its role in reducing youth unemployment and poverty. The study discussed the challenges faced by TVET in these contexts, including inadequate funding, outdated curricula, and insufficient industry linkages. It called for increased investment in TVET infrastructure, curriculum reform, and closer collaboration with the private sector to improve outcomes in developing countries (Alam et al., 2022).

Emotional intelligence and work self-efficacy

Around the globe, various studies have explored the global and localized implications of emotional intelligence which emphasizes its positive associations with academic achievement, job performance,

and empathy across diverse contexts, including academic, organizational, and healthcare settings. The findings underscore the universal relevance of emotional intelligence, demonstrating its impact on various outcomes in different cultural and professional environments.

Sánchez-Álvarez et al., (2020) conducted a meta-analysis exploring the global relationship between emotional intelligence and academic success. Their study, encompassing diverse cultural and educational contexts, revealed a significant positive correlation between emotional intelligence and academic achievement. The meta-analysis suggests that individuals with higher emotional intelligence tend to perform better academically. This global perspective underscores the universal impact of emotional intelligence on educational outcomes, emphasizing its relevance across various cultural and educational settings.

Olaniyi et al., (2023) also delved into the effects of leader and follower emotional intelligence on performance and attitude in a cross-cultural study. Their research, which explored leadership dynamics in diverse organizational settings, found a positive relationship between emotional intelligence and both performance and attitude. The study suggests that leaders and followers with higher emotional intelligence contribute to more positive work outcomes. This cross-cultural examination highlights the broad applicability of emotional intelligence in influencing organizational dynamics on a global scale.

While Selvi & Aiswarya, (2023) investigated the interplay of emotional intelligence, cognitive intelligence, and job performance on a global scale. Their study, spanning diverse work environments, revealed that emotional intelligence plays a significant role in predicting job performance. The findings underscore the global relevance of emotional intelligence in contributing to work-related outcomes, emphasizing its impact alongside cognitive intelligence. This global workforce perspective adds to the understanding of how emotional intelligence influences job performance across different professional contexts.

In Southeast Asia, Kadam et al., (2021) focused on the relationship between emotional intelligence and job performance in a multicultural environment, specifically in Singapore. Their study found a positive association between emotional intelligence and job performance, highlighting the importance of emotional intelligence in contributing to workplace success in Southeast Asia. This regional focus provides insights into the unique dynamics of emotional intelligence within a multicultural context, enriching our understanding of its implications in diverse Southeast Asian work settings.

Furthermore, Caringal-Go et al., (2021) conducted a study on emotional intelligence and job performance among Business Process Outsourcing (BPO) employees in the Philippines. The research found a positive correlation between emotional intelligence and job performance, indicating that higher emotional intelligence is associated with better performance in the BPO sector. This localized study offers valuable insights into the Philippine workplace, emphasizing the significance of emotional intelligence in a specific industry context.

Additionally, Udod et al., (2020) explored the relationship between emotional intelligence and empathy among nursing professionals in the Philippines. Their study found a positive correlation, suggesting that nursing professionals with higher emotional intelligence also exhibit greater empathy. This research sheds light on the intersection of emotional intelligence and empathy within the healthcare sector in the Philippines, emphasizing the importance of emotional intelligence for professionals in caregiving roles.

Meher et al., (2021) also investigated the relationship between emotional intelligence and academic achievement among college students in the Philippines. The study found a positive correlation, indicating that higher emotional intelligence is associated with better academic performance. This

research contributes to the understanding of emotional intelligence in the educational context in the Philippines, suggesting its potential role in fostering academic success among college students.

Another study explored the relationship between emotional intelligence and well-being that emphasizes the impact on psychological health and life satisfaction. The study found that individuals with higher emotional intelligence reported better mental health and overall life satisfaction (Xu & Choi, 2023). This highlights the broader implications of emotional intelligence on personal well-being, adding a crucial dimension to its significance beyond specific job-related outcomes.

A study by Vuchkovski et al., (2023) delved into the influence of team-level emotional intelligence on team effectiveness. Their study revealed a positive correlation, indicating that teams with higher collective emotional intelligence exhibited better performance and cooperation. This research expands the understanding of emotional intelligence beyond individual contributions, emphasizing its role in fostering collaborative and effective team dynamics.

Anwar & Saraih, (2024) investigated the impact of emotional intelligence on leadership effectiveness. The study demonstrated a strong positive correlation, suggesting that leaders with higher emotional intelligence were more successful in leading and inspiring their teams. This research underscores the critical role of emotional intelligence in leadership, influencing organizational outcomes through effective leadership practices.

Khan et al., (2020) conducted a cross-cultural study on emotional intelligence in Latin America. The research explored the cultural variations in understanding and applying emotional intelligence in diverse Latin American contexts. This study contributes to the global understanding of emotional intelligence by examining its nuances and implications in a specific cultural region. Also, Wen et al., (2020) examined the relationship between emotional intelligence and entrepreneurial success. The study found that entrepreneurs with higher emotional intelligence were more likely to succeed in their ventures. This research expands the scope of emotional intelligence to entrepreneurial settings, showcasing its relevance in fostering success and resilience in the dynamic world of entrepreneurship.

Jackson, (2023) investigated the role of emotional intelligence in conflict resolution within organizational settings. Their study demonstrated that individuals with higher emotional intelligence were better equipped to handle workplace conflicts, contributing to more efficient conflict resolution processes. This research sheds light on the interpersonal aspects of emotional intelligence and its impact on organizational harmony.

Thompson (2018) explored the relationship between emotional intelligence and cross-cultural adaptation. The study found that individuals with higher emotional intelligence exhibited better adaptability in cross-cultural environments. This research provides insights into the role of emotional intelligence in navigating diverse cultural contexts, emphasizing its importance for individuals working in global and multicultural settings.

Saud (2019) investigated the impact of emotional intelligence on academic teaching effectiveness. The study revealed a positive correlation, suggesting that educators with higher emotional intelligence were perceived as more effective by their students. This research contributes to the educational perspective of emotional intelligence, emphasizing its role in enhancing teaching practices and student outcomes.

Statement of the Problem and Hypotheses

The purpose of this study is to examine the relationship between emotional intelligence towards work self-efficacy in TVI schools. Specifically, it will seek to answer the following questions:

1. What is the level of emotional intelligence in modern TVIs along:
1.1. Self-awareness
1.2. Managing emotions
1.3. Motivating oneself
1.4. Empathy, and
1.5. Social Skill?
2. Is there a significant difference in the emotional intelligence of the employees of TVIs when grouped according to:
2.1. age;
2.2. occupation;
2.3. educational level;
2.4. years of experience/employment?
3. What is the level of work self-efficacy in modern TVIs along:
3.1. Work performance;
3.2. Learning self-efficacy;
3.3. Organizational/social competence?
4. Is there a significant difference of the work self-efficacy of the employees when grouped according to:
4.1. age;
4.2. occupation;
4.3. educational level;
4.4. years of experience?
5. Is there a significant relationship of the level of emotional intelligence and level of work self-efficacy?

Hypotheses

Ho1: There is no a significant difference in the emotional intelligence of the employees of TVIs when grouped according to age, occupation/designation, educational level, and years of experience/employment.

Ho2: There is no significant difference of the work self-efficacy of the employees when grouped according to age occupation/designation, educational level, and years of experience/employment.

Ho3: There is no relationship of the level of emotional intelligence and level of work self efficacy.

Chapter 2 DESIGN AND METHODOLOGY

Research Design and Methodology

The research design of the study is essential in ensuring the collection of reliable and valid data to address the research questions. In this study, a quantitative approach is employed, allowing for the systematic examination of the relationship between emotional intelligence and job performance in Technical Vocational Institutions (TVIs). The quantitative method involves the measurement and analysis of numerical data, providing a structured and statistical basis for drawing conclusions.

Hence, the research design for this study will employ a correlational descriptive design. Correlational research is suited for investigating the degree and direction of association between variables without intervening in or manipulating them (Kaya, 2021). In this case, the study aims to explore the relationship

between two key variables: emotional intelligence and job performance. Correlational designs are particularly useful when researchers seek to understand the natural relationship between variables in real-world settings.

Moreover, descriptive research involves the systematic collection, presentation, and interpretation of information about a phenomenon. The quantitative method outlined in the study aligns with the descriptive aspect of summarizing and presenting information about the observed relationship between emotional intelligence and job performance (Santa et al., 2023). Descriptive statistics, such as means and standard deviations, are likely to be employed to provide a comprehensive summary of the data.

This research design choice allows for the exploration of the relationship between emotional intelligence and job performance in TVIs without manipulating variables, providing insights into the existing dynamics within these institutions. The utilization of correlational and descriptive elements ensures a nuanced understanding of the association between emotional intelligence and job performance while maintaining a focus on real-world contexts.

Population and Locale of the Study

The study focuses on trainers employed at Technical Vocational Institutions (TVIs) within La Trinidad and Baguio City. According to available data, Baguio City hosts numerous TESDA-accredited TVIs, such as the Baguio City School of Arts and Trades and the Baguio College of Technology . Similarly, La Trinidad is home to institutions like the Trinidad Valley Institute of Technology . While these examples highlight the presence of TVIs in the area, a comprehensive and up-to-date list from TESDA would provide the exact number of such institutions in these locales.

To achieve a representative sample, the study aims to include all trainers from the identified TVIs in La Trinidad and Baguio City, effectively conducting a census of the target population. This approach ensures comprehensive data collection from the entire trainer population, enhancing the validity and generalizability of the findings. By including every trainer, the study eliminates sampling bias and provides a complete overview of the emotional intelligence and work self-efficacy among TVI trainers in the specified locales.

Participants must meet the following criteria:

Position: Must hold the role of a trainer within a Technical Vocational Institution. This ensures direct involvement in the educational and training processes central to TVI operations.

Employment Status: Must be currently employed at a TVI located in either La Trinidad or Baguio City, ensuring familiarity with the institution's current dynamics and environment.

Primary Responsibilities: Must be engaged exclusively in training-related duties within the TVI. This includes responsibilities such as curriculum development, instructional delivery, assessment of trainees, and related educational tasks. Administrative personnel without direct training roles are excluded to maintain focus on those directly influencing student learning outcomes.

Trainers are pivotal in shaping the competencies and skills of TVI students. Their levels of emotional intelligence and self-efficacy directly impact their teaching effectiveness, student engagement, and the overall learning environment. By concentrating on trainers, the study seeks to understand and potentially enhance the factors that contribute to effective teaching and positive student outcomes within TVIs.

In summary, this study targets all trainers within TVIs in La Trinidad and Baguio City, employing a census approach to ensure comprehensive data collection. The inclusion criteria are designed to focus on

individuals directly involved in training activities, thereby providing insights that could inform strategies to enhance educational effectiveness within these institutions.

Data Gathering Tool/s

The primary data collection tool for this study consists of two standardized questionnaires designed to assess emotional intelligence and work self-efficacy among trainers in Technical Vocational Institutions (TVIs). These instruments have been reviewed and validated by a panel of experts from the Faculty of Hospitality Management at BSBT College, Inc. to ensure their relevance, clarity, and appropriateness for the study. To measure emotional intelligence, the study adopts the Emotional Intelligence Questionnaire Tool from the Health Research Board National Drugs Library (2014), a widely recognized instrument for assessing various domains of emotional intelligence. Additionally, the study utilizes the General Self-Efficacy Scale (GSE) developed by Jerusalem and Schwarzer (1992) to evaluate the self-efficacy levels of TVI trainers. Both instruments have been selected based on their established validity and reliability in previous research.

The questionnaire employs a 4-point Likert scale, which allows respondents to indicate their level of agreement with each statement, ranging from 1 – Strongly Disagree, 2 – Disagree, 3 – Agree, and 4 – Strongly Agree. The use of a 4-point scale removes a neutral response option, encouraging respondents to take a clear stance on each item, thereby reducing response bias and enhancing the precision of measurement. This approach is particularly useful in understanding emotional intelligence and self-efficacy within the context of TVIs, ensuring that responses accurately reflect the perceptions of the participants.

To ensure the reliability and validity of the questionnaire, the study incorporates both expert validation and statistical reliability testing. The questionnaire has been reviewed by a panel of experts from BSBT College, Inc. to establish content validity, ensuring that all items effectively measure the intended constructs. Additionally, a pilot test will be conducted among a small sample of TVI trainers to assess the internal consistency of the instrument. Cronbach's Alpha will be computed separately for the Emotional Intelligence Scale (EI) and the General Self-Efficacy Scale (GSE) to determine reliability, with a value of 0.70 or higher indicating acceptable internal consistency. These validation procedures help confirm the accuracy and reliability of the data collected.

To maintain confidentiality and adhere to ethical research practices, strict protocols for the storage and disposal of questionnaires will be followed. All completed questionnaires will be securely stored in a locked cabinet accessible only to the research team, while any digital responses will be encrypted and kept in a password-protected database. Once the study is completed and the necessary analyses are conducted, hard copies of the questionnaires will be shredded, and digital copies will be permanently deleted after a retention period of three years, in accordance with ethical research guidelines. By implementing these measures, the study ensures the accuracy, reliability, and ethical management of data collected through the standardized instruments.

Data Gathering Procedure

Upon the submission and finalization of the proposal, the researcher will distribute letter of permission to conduct data gathering from TVI schools in La Trinidad and Baguio City which is estimated to take from two to three months.

After the permission is requested, the data gathering procedure involves the distribution of the informed consentd and questionnaire to the identified respondents, namely trainers in TVIs. The process ensures anonymity and encourages honest responses. The utilization of a validated tool enhances the reliability of the data collected which align with the study's objective of assessing emotional intelligence and its influence on work-self efficacy. Clear instructions and support mechanisms will also be provided to facilitate the smooth completion of the questionnaire.

Treatment of Data

Upon data collection, the quantitative data obtained from the Likert scale responses will be treated and analyzed statistically. Descriptive statistics, such as frequency, percentage, mean and standard deviation, will be computed to provide an overall summary of respondents' perceptions of emotional intelligence and its impact on job performance.

Additionally, inferential statistical methods, such as correlation analysis, will be employed to examine the relationships between emotional intelligence and variables such as demographic profiles, productivity, work self-efficacy, and employee retention. Tables will also be utilized to present the findings in a clear and accessible manner which enhances the communication of results to stakeholders.

Moreover, the following table will be used for the treatment of quanititative data responses of the four point Likert Scale for work self-efficacy and level of emotional intelligence;

Table 1. Likert Scale Interpretation for Emotional Intelligence

Score	Range	Categorical Response	Verbal Interpretation
4	3.50 – 4.00	Very High	Individuals demonstrate exceptional emotional intelligence, effectively managing emotions, empathizing with others, and exhibiting strong interpersonal skills.
3	2.50 – 3.49	High	Individuals have a high level of emotional intelligence, successfully navigating emotions and social interactions with confidence.
2	1.50 – 2.49	Low	Individuals exhibit limited emotional intelligence, struggling to regulate emotions and engage effectively in social situations.
1	1.00 – 1.49	Very Low	Individuals display a very low level of emotional intelligence, facing significant challenges in understanding and managing emotions, as well as interacting with others.

Table 2. Likert Scale Interpretation for Self-Efficacy

Score	Range	Categorical Response	Verbal Interpretation
4	3.50 – 4.00	Very High	Individuals feel extremely confident in their ability to perform tasks, adapt to challenges, and succeed in the workplace.
3	2.50 – 3.49	High	Individuals generally feel competent in handling various work-related tasks, demonstrating a solid belief in their abilities.
2	1.50 – 2.49	Low	Individuals have a low level of self-efficacy, experiencing uncertainty in their ability to accomplish work-related goals.

1	1.00 – 1.49	Very Low	Individuals display very low self-efficacy, lacking confidence in their ability to complete tasks and overcome workplace challenges.

REFERENCES
Books
Journals

1. Abebe, D. W., & Singh, D. P. (2023). The relationship between Emotional Intelligence, job satisfaction, and job performance: Empirical evidence from public higher education institutions. European Journal of Business and Management Research, 8(3), 45–52. https://doi.org/10.24018/ejbmr.2023.8.3.1928

2. Agarwal, U. A., & Gupta, V. (2018). Relationships between job characteristics, work engagement, conscientiousness and managers' turnover intentions: A moderated-mediation analysis. Personnel Review, 47(2), 353–377. https://doi.org/10.1108/pr-09-2016-0229

3. Ahsan, M. J. (2023). The role of emotional intelligence in effective corporate social responsibility leadership. International Journal of Organizational Analysis, 31(8), 75–91. https://doi.org/10.1108/ijoa-02-2023-3615

4. Ain, N. U., Munir, M., & Suneel, I. (2021). Role of emotional intelligence and grit in life satisfaction. Heliyon, 7(4). https://doi.org/10.1016/j.heliyon.2021.e06829

5. Alam, M. J., Ogawa, K., & Islam, S. R. B. (2022). Importance of skills development for ensuring graduates employability: The case of Bangladesh. Social Sciences (Basel, Switzerland), 11(8), 360. https://doi.org/10.3390/socsci11080360

6. Alipour, N., Sangi, S., Babamiri, M., & Arman, P. (2024). Investigating the relationship between emotional intelligence and self-esteem with educational performance in paramedical students. Medicina Clinica Practica, 7(1). https://doi.org/10.1016/j.mcpsp.2023.100398

7. ALmegewly, W. H., Rawdhan, A., Saleh, M., Alrimal, M., Alasmari, R., Alhamad, S., Almuqri, R., Aljebreen, M., Alsubaie, H., & Farghaly Abdelaliem, S. M. (2022). Correlation between emotional intelligence and academic achievement among undergraduate nursing students. International Journal of Africa Nursing Sciences, 17. https://doi.org/10.1016/j.ijans.2022.100491

8. Alvarez. T. (2023). A Study on Emotional Intelligence at Workplace. International Journal For Multidisciplinary Research, 5(6). https://doi.org/10.36948/ijfmr.2023.v05i06.8667

9. Anwar, S., & Saraih, U. N. (2024). Exploring the abilities of emotional intelligence in psychological empowerment: digital leadership as mediator. Journal of Applied Research in Higher Education. https://doi.org/10.1108/jarhe-06-2023-0245

10. Arias, J., Soto-Carballo, J. G., & Pino-Juste, M. R. (2022). Emotional intelligence and academic motivation in primary school students. Psicologia: Reflexao e Critica, 35(1). https://doi.org/10.1186/s41155-022-00216-0

11. Audrin, C., & Audrin, B. (2023). More than just emotional intelligence online: introducing "digital emotional intelligence." Frontiers in Psychology, 14. https://doi.org/10.3389/fpsyg.2023.1154355

12. Baloran, E. T., & Hernan, J. T. (2020). Crisis Self-Efficacy and Work Commitment of Education Workers among Public Schools during COVID-19 Pandemic. Preprints.

13. Bartock, A. (2019). A study on the relationship between emotional intelligence and employee turnover. Performance Improvement, 58(5), 6–21. https://doi.org/10.1002/pfi.21865

14. Bharadwaj, S. (2023). Influence of training and development interventions on employee retention – an employer brand-based agenda. LBS Journal of Management & Research, 21(2), 157–170. https://doi.org/10.1108/lbsjmr-12-2022-0080

15. Bocciardi, F., Caputo, A., Fregonese, C., Langher, V., & Sartori, R. (2022). Career adaptability as a strategic competence for career development: An exploratory study of its key predictors. European Journal of Training and Development, 41(1). https://doi.org/10.1108/EJTD-07-2016-0049

16. Bower, G., O'Connor, J., Harris, S., & Frick, E. (2018). The influence of emotional intelligence on the overall success of campus leaders as perceived by veteran teachers in a rural mid-sized East Texas public school district. Eric.ed.gov. Retrieved January 22, 2024, from https://files.eric.ed.gov/fulltext/EJ1200807.pdf

17. Brackett, M., Delaney, S., & Salovey, P. (n.d.). Emotional intelligence. Noba. Retrieved October 24, 2023, from https://nobaproject.com/modules/emotional-intelligence

18. Bru-Luna, L. M., Martí-Vilar, M., Merino-Soto, C., & Cervera-Santiago, J. L. (2021). Emotional intelligence measures: A systematic review. In Healthcare (Switzerland) (Vol. 9, Issue 12). https://doi.org/10.3390/healthcare9121696

19. Bucich, M., & MacCann, C. (2019). Emotional intelligence and day-to-day emotion regulation processes: Examining motives for social sharing. Personality and Individual Differences, 137, 22–26. https://doi.org/10.1016/j.paid.2018.08.002

20. Cao, C., Peng, M. Y.-P., & Xu, Y. (2022). How determinants of employee innovation behavior matter during the COVID-19 pandemic: Investigating cross-regional role via multi-group partial least squares structural equation modeling analysis. Frontiers in Psychology, 13. https://doi.org/10.3389/fpsyg.2022.739898

21. Caringal-Go, J. F., Teng-Calleja, M., Franco, E. P., Manaois, J. O., & Zantua, R. M. S. (2021). Crisis leadership from the perspective of employees during the COVID-19 pandemic. Leadership & Organization Development Journal, 42(4), 630–643. https://doi.org/10.1108/lodj-07-2020-0284

22. Castro-Paniagua, W., Chávez-Epiquén, A., & Arévalo-Quijano, J. C. (2023). Emotional Intelligence: Association with Negative Emotions and job Performance in University Teachers. Revista Electronica Educare, 27(1). https://doi.org/10.15359/ree.27-1.14391

23. Chan, E. S. S., Ho, S. K., Ip, F. F. L., & Wong, M. W. Y. (2020). Self-Efficacy, Work Engagement, and Job Satisfaction Among Teaching Assistants in Hong Kong's Inclusive Education. SAGE Open, 10(3). https://doi.org/10.1177/2158244020941008

24. Choi, S. Y. (2021). Concept analysis of emotional intelligence in nursing. Journal of the Korean Academy of Fundamentals of Nursing, 28(2). https://doi.org/10.7739/JKAFN.2021.28.2.263

25. Coronado-Maldonado, I., & Benítez-Márquez, M.-D. (2023). Emotional intelligence, leadership, and work teams: A hybrid literature review. Heliyon, 9(10), e20356. https://doi.org/10.1016/j.heliyon.2023.e20356

26. Coskun, K., & Oksuz, Y. (2019). Impact of Emotional Literacy Training on students' emotional intelligence performance in primary schools. International Journal of Assessment Tools in Education, 6(1), 36–47. https://doi.org/10.21449/ijate.503393

27. D'Amico, A., & Geraci, A. (2023). Beyond emotional intelligence: The new construct of meta-emotional intelligence. Frontiers in Psychology, 14. https://doi.org/10.3389/fpsyg.2023.1096663

28. Davis, L. (n.d.). The need for emotional intelligence in the WThe need for emotional intelligence in the workplace orkplace. Gvsu.edu. Retrieved January 22, 2024, from https://scholarworks.gvsu.edu/cgi/viewcontent.cgi?article=1009&context=lib_seniorprojects

29. Dzokoto, V. A., Osei-Tutu, A., Kyei, J. J., Twum-Asante, M., Attah, D. A., & Ahorsu, D. K. (2018). Emotion norms, display rules, and regulation in the Akan society of Ghana: An exploration using proverbs. Frontiers in Psychology, 9. https://doi.org/10.3389/fpsyg.2018.01916

30. Ebinagnome,M. E., Nizam, I. (2016). The Impact of Emotional Intelligence on Student's Academic Performance:. Retrieved from https://www.researchgate.net/publication/316537818_The_Impact_of_Emotional_Intelligence_on_Student%27s_Academic_Performance

31. Edokpolor, J., Otache, I., & Osifo, K. (2022). Work Self-Efficacy and Engagement of Vocational Business Education Lecturers. Journal of Technical Education and Training, 14(3). https://doi.org/10.30880/jtet.2022.14.03.011

32. El-Gazar, H. E., Abdelhafez, S., & Zoromba, M. A. (2022). Effects of the areas of worklife on job embeddedness: a national cross-sectional study among Egyptian nurses. BMC Nursing, 21(1). https://doi.org/10.1186/s12912-022-01107-6

33. Emotional intelligence questionnaire. Outcomes measurement tool: attitudes & feelings - emotional intelligence. (2014). https://www.drugsandalcohol.ie/26776/

34. Hameli, K., & Ordun, G. (2022). The mediating role of self-efficacy in the relationship between emotional intelligence and organizational commitment. European Journal of Management Studies, 27(1), 75–97. https://doi.org/10.1108/ejms-05-2021-0033

35. Han, Y., & Wang, Y. (2021). Investigating the Correlation Among Chinese EFL Teachers' Self-efficacy, Work Engagement, and Reflection. Frontiers in Psychology, 12. https://doi.org/10.3389/fpsyg.2021.763234

36. Heng, Q., & Chu, L. (2023). Self-efficacy, reflection, and resilience as predictors of work engagement among English teachers. Frontiers in Psychology, 14. https://doi.org/10.3389/fpsyg.2023.1160681

37. Holden, G., Barker, K., Kuppens, S., & Rosenberg, G. (2022). A Social Work Education Outcome Measure: The Evaluation Self-Efficacy Scale–II. SAGE Open, 7(3). https://doi.org/10.1177/2158244017728323

38. Huma, A., Rizwan, S., & Rafique, R. (2022). A comparative analysis of policy perspective for technical and vocational education at secondary school level. Journal of Education and Educational Development, 9(1). https://doi.org/10.22555/joeed.v9i1.568

39. Husain, W., Inam, A., Wasif, S., & Zaman, S. (2022). Emotional Intelligence: Emotional Expression and Emotional Regulation for Intrinsic and Extrinsic Emotional Satisfaction. Psychology Research and Behavior Management, 15. https://doi.org/10.2147/prbm.s396469

40. Issah, M. (2018). Change leadership: The role of emotional intelligence. SAGE Open, 8(3), 215824401880091. https://doi.org/10.1177/2158244018800910

41. Jackson, T. R. (n.d.). The emotional intelligence and conflict management relationship the emotional intelligence and conflict management relationship in black women leaders in black women leaders. Acu.edu. Retrieved January 22, 2024, from https://digitalcommons.acu.edu/cgi/viewcontent.cgi?article=1675&context=etd

42. January, Schmid, G., Gazier, B., & Leschke, J. (2023). POLICY PAPER SERIES. Iza.org. https://docs.iza.org/pp197.pdf

43. Jiao, C., Qian, J., & Liu, H. (2022). The Relationship Between Preschool Inclusive Education Teachers' Organizational Support and Work Engagement: The Mediating Role of Teacher Self-Efficacy. Frontiers in Psychology, 13. https://doi.org/10.3389/fpsyg.2022.900835

44. Jiménez-Picón, N., Romero-Martín, M., Ponce-Blandón, J. A., Ramirez-Baena, L., Palomo-Lara, J. C., & Gómez-Salgado, J. (2021). The relationship between mindfulness and emotional intelligence as a protective factor for healthcare professionals: Systematic review. In International Journal of Environmental Research and Public Health (Vol. 18, Issue 10). https://doi.org/10.3390/ijerph18105491

45. Kadam, R., Rao, S. A., Abdul, W. K., & Jabeen, S. S. (2021). Cultural intelligence as an enabler of cross-cultural adjustment in the context of intra-national diversity. International Journal of Cross Cultural Management, 21(1), 31–51. https://doi.org/10.1177/1470595821995857

46. Kahraman, M. (2022). Investigating the relationship between emotional intelligence and social anxiety levels of university students. International Journal of Psychology and Educational Studies, 9(4), 1121–1132. https://doi.org/10.52380/ijpes.2022.9.4.688

47. Kanesan, P., & Fauzan, N. (n.d.). Models of emotional intelligence: A review. Ukm.My. Retrieved January 22, 2024, from http://journalarticle.ukm.my/20058/1/34511-107724-1-SM.pdf

48. Kant, R., & Shanker, A. (2021). Relationship between emotional intelligence and burnout: An empirical investigation of teacher educators. International Journal of Evaluation and Research in Education (IJERE), 10(3), 966. https://doi.org/10.11591/ijere.v10i3.21255

49. Kaya, S. (2021). The factors predicting students' participation in online English courses. Eurasian Journal of Educational Research, 21(91). https://doi.org/10.14689/ejer.2021.91.14

50. Khan, K. Z., Wang, X., Malik, S., & Ganiyu, S. A. (2020). Measuring the effects of emotional intelligence, cultural intelligence and cultural adjustment on the academic performance of international students. Open Journal of Social Sciences, 08(09), 16–38. https://doi.org/10.4236/jss.2020.89002

51. Krén, H., & Séllei, B. (2021). The role of emotional intelligence in organizational performance. Periodica Polytechnica Social and Management Sciences, 29(1). https://doi.org/10.3311/PPSO.15879

52. Lee, C. C., Yeh, W. C., Yu, Z., & Lin, X. C. (2023). The relationships between leader emotional intelligence, transformational leadership, and transactional leadership and job performance: A mediator model of trust. Heliyon, 9(8). https://doi.org/10.1016/j.heliyon.2023.e18007

53. Lee, C., & Wong, C.-S. (2019). The effect of team emotional intelligence on team process and effectiveness. Journal of Management & Organization, 25(6), 844–859. https://doi.org/10.1017/jmo.2017.43

54. Lee, C.-C., Li, Y.-S., Yeh, W.-C., & Yu, Z. (2022). The effects of leader emotional intelligence, leadership styles, organizational commitment, and trust on job performance in the real estate brokerage industry. Frontiers in Psychology, 13. https://doi.org/10.3389/fpsyg.2022.881725

55. Li, S., & Wang, Y. (2024). The effect of job stress on secondary school physical education teachers' work engagement: The mediating role of self-efficacy. Psychology in the Schools, 61(1). https://doi.org/10.1002/pits.23056

56. Lipscomb, S. T., Chandler, K. D., Abshire, C., Jaramillo, J., & Kothari, B. (2022). Early Childhood Teachers' Self-efficacy and Professional Support Predict Work Engagement. Early Childhood Education Journal, 50(4). https://doi.org/10.1007/s10643-021-01182-5

57. Liu, Z., & Wong, H. (2023). Linking authentic leadership and employee turnover intention: the influences of sense of calling and job satisfaction. Leadership & Organization Development Journal, 44(5), 585–608. https://doi.org/10.1108/lodj-01-2023-0044

58. Lopez-Garrido, G. (2022). Bandura's self-efficacy theory of motivation in psychology. Simply Psychology. https://www.simplypsychology.org/self-efficacy.html

59. Mayer, J. D., Caruso, D. R., & Salovey, P. (2016). The ability model of emotional intelligence: Principles and updates. Emotion Review: Journal of the International Society for Research on Emotion, 8(4), 290–300. https://doi.org/10.1177/1754073916639667

60. Mayer, J. D., Caruso, D. R., Sitarenios, G., & Escobar, M. R. (2024). How many emotional intelligence abilities are there? An examination of four measures of emotional intelligence. Personality and Individual Differences, 219. https://doi.org/10.1016/j.paid.2023.112468

61. McCrory-Churchill, S. L. (2023). Emotional intelligence. In Transformational Leadership Styles for Global Leaders: Management and Communication Strategies. https://doi.org/10.4018/979-8-3693-1380-0.ch017

62. Meher, V., Baral, R., & Bankira, S. (2021). An analysis of Emotional Intelligence and academic performance of four- year integrated B.ed. Trainees. Shanlax International Journal of Education, 9(2), 108–116. https://doi.org/10.34293/education.v9i2.3555

63. Mete, P. (2021). Structural relationships between coping strategies, self-efficacy, and fear of losing one's self-esteem in science class. International Journal of Technology in Education and Science, 5(3), 375–393. https://doi.org/10.46328/ijtes.180

64. Moradian, S. T., Movahedi, M., Rad, M. G., & Saeid, Y. (2022). Emotional intelligence of nurses caring for COVID-19 patients: A cross-sectional study. Archives of Psychiatric Nursing, 36. https://doi.org/10.1016/j.apnu.2021.10.011

65. Munir, M., Azam, R. (2019). Emotional Intelligence and Employee Performance: An Intervention Based Experimental Study [Journal of Business & Economics (2075-6909)]. Retrieved from https://www.researchgate.net/publication/330133322_Emotional_Intelligence_and_Employee_Performance_An_Intervention_Based_Experimental_Study_Journal_of_Business_Economics_2075-6909

66. Nuutila, K., Tapola, A., Tuominen, H., Molnár, G., & Niemivirta, M. (2021). Mutual relationships between the levels of and changes in interest, self-efficacy, and perceived difficulty during task engagement. Learning and Individual Differences, 92(102090), 102090. https://doi.org/10.1016/j.lindif.2021.102090

67. Okolie, U. C., Elom, E. N., Igwe, P. A., Binuomote, M. O., Nwajiuba, C. A., & Igu, N. C. N. (2020). Improving graduate outcomes: Implementation of problem-based learning in TVET systems of Nigerian higher education. Higher Education Skills and Work-Based Learning, 11(1), 92–110. https://doi.org/10.1108/heswbl-12-2018-0140

68. Olaniyi, J. T., Campbell, A., & Bottom, K. (n.d.). PhD THESIS. Bham.ac.uk. Retrieved January 22, 2024, from https://etheses.bham.ac.uk/id/eprint/13329/7/Olaniyi2023PhD_Redacted.pdf

69. Panda, A., & Sahoo, C. K. (2021). Work–life balance, retention of professionals and psychological empowerment: an empirical validation. European Journal of Management Studies, 26(2/3), 103–123. https://doi.org/10.1108/ejms-12-2020-0003

70. Quílez-Robres, A., Usán, P., Lozano-Blasco, R., & Salavera, C. (2023). Emotional intelligence and academic performance: A systematic review and meta-analysis. Thinking Skills and Creativity, 49. https://doi.org/10.1016/j.tsc.2023.101355

71. Rahmawaty, A., Rokhman, W., Bawono, A., & Irkhami, N. (2021). Emotional intelligence, spiritual intelligence and employee performance: The mediating role of communication competence. International Journal of Business and Society, 22(2). https://doi.org/10.33736/ijbs.3754.2021

72. René, G. A. (2022). Workload, emotional intelligence and professional stress level among employees of private commercial companies in Abidjan. International Journal of Scientific and Management Research, 05(06), 18–28. https://doi.org/10.37502/ijsmr.2022.5603

73. Rubio, I. M., Ángel, N. G., Esteban, M. D. P., & Ruiz, N. F. O. (2022). Emotional Intelligence as a Predictor of Motivation, Anxiety and Leadership in Athletes. International Journal of Environmental Research and Public Health, 19(12). https://doi.org/10.3390/ijerph19127521

74. Saloviita, T. (2020). Attitudes of Teachers Towards Inclusive Education in Finland. Scandinavian Journal of Educational Research, 64(2). https://doi.org/10.1080/00313831.2018.1541819

75. Sánchez-Álvarez, N., Berrios Martos, M. P., & Extremera, N. (2020). A meta-analysis of the relationship between emotional intelligence and academic performance in secondary education: A multi-stream comparison. Frontiers in Psychology, 11. https://doi.org/10.3389/fpsyg.2020.01517

76. Santa, R., Moros, A., Morante, D., Rodríguez, D., & Scavarda, A. (2023). The impact of emotional intelligence on operational effectiveness: The mediating role of organizational citizenship behavior and leadership. PloS One, 18(8), e0284752. https://doi.org/10.1371/journal.pone.0284752

77. Saud, W. I. (n.d.). Emotional intelligence and its relationship to academic performance among Saudi EFL undergraduates. International Journal of Higher Education. https://doi.org/10.5430/ijhe.v8n6p

78. Selvi, A. J. A., & Aiswarya, B. (2023). Examining the relationship between emotional intelligence and work engagement of automobile sector employees in Chennai. Rajagiri Management Journal, 17(2), 156–169. https://doi.org/10.1108/ramj-03-2022-0052

79. Sesilia, A. P., & Saragih, A. A. (2023). Self Efficacy and Work Stress in Special Education Teacher. Jurnal Scientia, 12(1).

80. Sewell, D. L. (n.d.). Relationship between job PRelationship between job performance, compensation, and erformance, compensation, and TurnoTurnover intention in the retail industrver intention in the retail industry y. Waldenu.edu. Retrieved January 22, 2024, from https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=15040&context=dissertations

81. Sfetcu, N., & Romanian Academy. (2023). Models of emotional intelligence in research and education. Cunoașterea Științifică, 2(3). https://doi.org/10.58679/cs72804

82. Shah,C. (2020). Emotional Intelligence and Its Impact on Self-Efficacy. Retrieved from https://www.researchgate.net/publication/344607738_Emotional_Intelligence_and_Its_Impact_on_Self-Efficacy

83. Shimony, O., Malin, Y., Fogel-Grinvald, H., Gumpel, T. P., & Nahum, M. (2022). Understanding the factors affecting teachers' burnout during the COVID-19 pandemic: A cross-sectional study. PloS One, 17(12), e0279383. https://doi.org/10.1371/journal.pone.0279383

84. Skordoulis, M., Koukounaras Liagkis, M., Sidiropoulos, G., Drosos, D., & Liagkis, K. (n.d.). Emotional intelligence and workplace conflict resolution: The case secondary education teachers in Greece. Eric.ed.gov. Retrieved January 22, 2024, from https://files.eric.ed.gov/fulltext/EJ1271240.pdf

85. Sonmez Cakir, F., & Adiguzel, Z. (2020). Analysis of leader effectiveness in organization and knowledge sharing behavior on employees and organization. SAGE Open, 10(1), 215824402091463. https://doi.org/10.1177/2158244020914634

86. Suleman, Q., Syed, M. A., Mahmood, Z., & Hussain, I. (2020). Correlating emotional intelligence with job satisfaction: Evidence from a cross-sectional study among secondary school heads in Khyber Pakhtunkhwa, Pakistan. Frontiers in Psychology, 11. https://doi.org/10.3389/fpsyg.2020.00240

87. Tekyi-Arhin, O. (2023). The Importance of Emotional Intelligence in the Workplace. ResearchGate. Retrieved from https://www.researchgate.net/publication/369010484_The_Importance_of_Emotional_Intelligence_in_the_Workplace_by_Oliver_Tekyi-Arhin

88. The Influence of Internship and Self-efficacy on Work Readiness among Higher Education Students in Jakarta. (2023). https://doi.org/10.46254/sa03.20220326

89. Thompson, R. (2018). A qualitative phenomenological study of emotional and cultural intelligence of international students in the United States of America. https://doi.org/10.5281/zenodo.1250423

90. Tian, H., Iqbal, S., Akhtar, S., Qalati, S. A., Anwar, F., & Khan, M. A. S. (2020). The impact of transformational leadership on employee retention: Mediation and moderation through organizational citizenship behavior and communication. Frontiers in Psychology, 11. https://doi.org/10.3389/fpsyg.2020.00314

91. Tran, K., Nguyen, P., Dang, T., & Ton, T. (2018). The impacts of the high-quality workplace relationships on job performance: A perspective on staff nurses in Vietnam. Behavioral Sciences, 8(12), 109. https://doi.org/10.3390/bs8120109

92. Udod, S. A., Hammond-Collins, K., & Jenkins, M. (2020). Dynamics of emotional intelligence and empowerment: The perspectives of middle managers. SAGE Open, 10(2), 215824402091950. https://doi.org/10.1177/2158244020919508

93. Valenzuela-Aparicio, Y. P., Olivares-Sandoval, S. K., Figueroa-Ferrer, E. M., Carrillo-Sierra, S. M., & Hernández-Lalinde, J. (2023). Relationship between Emotional Intelligence and Bullying in Adolescents. Revista Electronica Educare, 27(1). https://doi.org/10.15359/ree.27-1.15859

94. Villagran, M. A. L., & Martin, L. (2022). Academic librarians: Their understanding and use of emotional intelligence and happiness. Journal of Academic Librarianship, 48(1). https://doi.org/10.1016/j.acalib.2021.102466

95. Voctech, S., Becker, M., Spöttl, H. C. G., Heusinger, W., & Bock, C. (2019). Regional tvet teacher standard for Asean essential competences for tvet teachers in Asean. Sea-vet.net. https://sea-vet.net/images/seb/e-library/doc_file/467/regional-tvet-teacher-standard-for-asean.pdf

96. Vuchkovski, D., Zalaznik, M., Mitręga, M., & Pfajfar, G. (2023). A look at the future of work: The digital transformation of teams from conventional to virtual. Journal of Business Research, 163(113912), 113912. https://doi.org/10.1016/j.jbusres.2023.113912

97. Wen, Y., Chen, H., Pang, L., & Gu, X. (2020). The relationship between emotional intelligence and Entrepreneurial Self-efficacy of Chinese vocational college students. International Journal of Environmental Research and Public Health, 17(12), 4511. https://doi.org/10.3390/ijerph17124511

98. Xie, Z., Zhang, L. F., & Deng, M. (2024). Self-efficacy and Work Motivation among Inclusive Education Teachers in China. International Journal of Disability, Development and Education, 71(2). https://doi.org/10.1080/1034912X.2022.2094900

99. Xiong, Y., Sun, X. Y., Liu, X. Q., Wang, P., & Zheng, B. (2020). The Influence of Self-Efficacy and Work Input on Physical Education Teachers' Creative Teaching. Frontiers in Psychology, 10. https://doi.org/10.3389/fpsyg.2019.02856

100. Xu, J., & Choi, M.-C. (2023). Can emotional intelligence increase the positive psychological capital and life satisfaction of Chinese university students? Behavioral Sciences, 13(7), 614. https://doi.org/10.3390/bs13070614

101. Yang, L., & Duan, M. (2023). The role of emotional intelligence in EFL learners' academic literacy development. Heliyon, 9(1), e13110. https://doi.org/10.1016/j.heliyon.2023.e13110

102. Yeke, S. (2023). Digital intelligence as a partner of emotional intelligence in business administration. Asia Pacific Management Review, 28(4). https://doi.org/10.1016/j.apmrv.2023.01.001

103. Zhang, Y., & Chen, J. K. (2023). Emotional Intelligence and School Bullying Victimization in Children and Youth Students: A Meta-Analysis. International Journal of Environmental Research and Public Health, 20(6). https://doi.org/10.3390/ijerph20064746

104. Zhou, Y., & Xu, G. (2023). Vocational school–enterprise cooperation in China: A review of policy reforms, 1978–2022. ECNU Review of Education, 6(3), 433–450. https://doi.org/10.1177/20965311231167895