

The Challenges, Coping Mechanism and the Emotional Quotient of Kindergarten Teachers in Public Elementary School in Zone IV, Division of Zambales

Edith P. Cabarrubias¹; Elizabeth N. Farin²

¹Teacher, San Nicolas Elementary School, Castillejos, Zambales

²President Ramon Magsaysay State University, Iba, Zambales, Philippines

Publication Date: 2026/10/12

Abstract: Kindergarten teachers work in emotionally demanding environments where effective coping and emotional intelligence are essential in responding to complex classroom, instructional, assessment, and parent-related demands. This research examined the professional challenges, coping mechanisms, and emotional intelligence of kindergarten teachers in public elementary schools in Zone IV, Division of Zambales, Philippines, and determined the relationships among these constructs. A descriptive-correlational research design was employed involving 150 kindergarten teachers from 53 public elementary schools in San Marcelino, Castillejos, and Subic. Data were gathered using a structured questionnaire covering professional challenges, coping mechanisms, and seven dimensions of emotional intelligence. The instrument was pilot-tested with 30 kindergarten teachers outside the main study sites and obtained an overall Cronbach's alpha of .996, indicating excellent internal consistency. Findings showed that teachers experienced an overall challenging level of professional demands ($M = 3.16$), with classroom management obtaining the highest mean ($M = 3.30$), followed by assessment ($M = 3.16$), communication with parents ($M = 3.11$), and pedagogy ($M = 3.08$). Coping mechanisms were consistently practiced across all domains (grand $M = 3.56$), with communication with parents ranking highest ($M = 3.57$). Emotional intelligence was moderate overall ($M = 3.31$), with stronger scores in self-awareness ($M = 3.62$), expression ($M = 3.57$), and self-control ($M = 3.52$), while self-management ($M = 2.95$), awareness of others ($M = 3.01$), and management of others ($M = 3.02$) emerged as areas for further development. One-way ANOVA further showed that professional challenges differed significantly across length-of-service groups in classroom management, pedagogy, assessment, and parent communication (all $p < .001$), while age-group differences emerged in selected emotional-intelligence dimensions, including self-awareness, expression, self-management, management of others, and self-control ($p < .05$). Significant positive relationships were found between challenges and emotional intelligence ($r = .373$, $p < .001$), challenges and coping mechanisms ($r = .429$, $p < .001$), and emotional intelligence and coping mechanisms ($r = .761$, $p < .001$). The findings suggest that strengthening emotional competencies, adaptive coping strategies, mentoring, and institutional support may enhance kindergarten teachers' capacity to manage professional demands and sustain effective early childhood teaching.

Keywords: Emotional Intelligence; Coping Mechanisms; Kindergarten Teachers; Teacher Challenges; Early Childhood Education.

How to Cite: Edith P. Cabarrubias; Elizabeth N. Farin (2026) The Challenges, Coping Mechanism and the Emotional Quotient of Kindergarten Teachers in Public Elementary School in Zone IV, Division of Zambales. *International Journal of Innovative Science and Research Technology*, 11(10), 257-264. <https://doi.org/10.38124/ijisrt/26oct080>

I. INTRODUCTION

Kindergarten teaching is professionally demanding because educators must simultaneously manage young children's developmental variability, classroom behavior, instructional needs, assessment, and continuous communication with families. These demands became more visible during and after the COVID-19 disruption, when teachers had to adjust to changing modalities, heightened workloads, and new expectations for family-school coordination. Research has documented psychological

distress, burnout risk, and changing coping demands among early childhood and school teachers during this period (Benatov et al., 2022; Ghasemi et al., 2022; Sandu & Marin, 2022).

Within early childhood classrooms, professional challenges are not limited to workload. Classroom management requires sustained attention to routines, behavior, motivation, and individual needs; pedagogy requires developmentally appropriate and engaging learning experiences; assessment requires methods that capture young

children's learning without overreliance on conventional tests; and parent communication requires trust, clarity, responsiveness, and negotiation of expectations. Prior research has emphasized the importance of classroom-management competence (Agbaria, 2021), developmentally responsive assessment (Pyle et al., 2020), and productive parent-teacher communication (Akgün & Aydın, 2020; Preston et al., 2018).

Teachers do not respond to professional demands passively. The transactional perspective on stress and coping proposes that stress depends on how individuals appraise demands relative to available resources and on the coping responses mobilized to manage those demands (Lazarus & Folkman, 1984). In educational settings, teachers may rely on problem-focused strategies such as planning, collaboration, and instructional adjustment, as well as emotion-focused strategies such as emotional regulation, reflection, and social support. Kindergarten teachers' coping has been linked to resilience, social support, and job satisfaction (Sherfinski, 2021; Yang et al., 2022).

Emotional intelligence (EI) offers a complementary lens because teaching is relational and emotionally intensive. EI broadly concerns the perception, understanding, use, and regulation of emotion (Mayer et al., 2016). In teachers, emotional competencies have been associated with classroom functioning, stress management, job satisfaction, and teaching performance (Go et al., 2020; Jacoba et al., 2022; Yazon & Ang-Manaig, 2019). These competencies may be particularly relevant in kindergarten settings, where teacher responses to children's behavior and parent concerns often require rapid emotional appraisal and regulation.

Despite this growing literature, localized evidence on the combined pattern of challenges, coping strategies, and emotional intelligence among Philippine kindergarten teachers remains limited. Examining these constructs together can clarify whether teachers who report greater challenges also report greater mobilization of coping strategies, and whether emotional intelligence is associated with adaptive coping. This study therefore investigated kindergarten teachers in public elementary schools in Zone IV, Division of Zambales, with the aim of generating evidence that can inform teacher development and institutional support.

➤ *Conceptual Basis and Research Objectives*

The study was informed by the Transactional Theory of Stress and Coping (Lazarus & Folkman, 1984) and the broader emotional-intelligence tradition represented by Goleman (1995) and Mayer et al. (2016). Professional challenges were treated as occupational demands; coping mechanisms as adaptive behavioral and cognitive responses; and emotional intelligence as a set of intra- and interpersonal emotional competencies relevant to teaching.

The study addressed five principal objectives: (1) describe the respondents' demographic profile; (2) determine the level of professional challenges across classroom management, pedagogy, assessment, and communication

with parents; (3) determine the extent to which teachers used coping mechanisms across the same domains and describe their emotional-intelligence dimensions; (4) examine whether professional challenges and emotional-intelligence dimensions differed across relevant demographic groups using one-way analysis of variance (ANOVA); and (5) test the relationships among professional challenges, coping mechanisms, and emotional intelligence.

II. METHODS

➤ *Research Design and Setting*

The study used a descriptive-correlational research design, appropriate for describing naturally occurring characteristics and testing associations among variables without manipulating study conditions (Creswell & Creswell, 2018). The research was conducted in public elementary schools across the Subic, Castillejos, and San Marcelino districts of Zone IV, Division of Zambales, Philippines.

➤ *Participants and Sampling*

The participants were 150 kindergarten teachers drawn from 53 public elementary schools. Purposive sampling was used, with at least one year of kindergarten teaching experience serving as the principal inclusion criterion. Purposive sampling was selected because the study required respondents with direct experience of kindergarten classroom demands (Etikan et al., 2016).

➤ *Instrument*

The structured questionnaire had four sections. The first gathered demographic information. The second measured professional challenges in classroom management, pedagogy, assessment, and communication with parents. The third measured coping mechanisms aligned with the same four domains. The fourth assessed emotional intelligence across seven dimensions: self-awareness, expression, awareness of others, reasoning, self-management, management of others, and self-control. The emotional-intelligence component was operationalized from the study's adaptation of the emotional-intelligence framework associated with Goleman (1995).

A four-point response scale was used. For professional challenges, scores of 3.50-4.00 indicated highly challenging, 2.50-3.49 challenging, 1.50-2.49 slightly challenging, and 1.00-1.49 not challenging. For coping mechanisms and emotional intelligence, the corresponding verbal anchors were always, sometimes, rarely, and never. The instrument was pilot-tested with 30 kindergarten teachers outside the main study sites. The overall Cronbach's alpha was .996, indicating very high internal consistency for the complete instrument.

➤ *Data Collection and Ethical Safeguards*

Formal permission was obtained from the Office of the Schools Division Superintendent of Zambales, followed by coordination with school heads. Participants were informed about the purpose of the study, voluntary participation, confidentiality of responses, and the right to withdraw

without penalty. All distributed questionnaires were retrieved and included in the analysis.

➤ Data Analysis

Data were encoded and analyzed using SPSS. Frequencies and percentages summarized demographic characteristics, while means summarized the challenge, coping, and emotional-intelligence domains. One-way analysis of variance (ANOVA) was used for demographic variables with more than two categories to test whether mean challenge scores and emotional-intelligence dimension scores differed across age groups and length-of-service

groups. Where an omnibus ANOVA was significant, Scheffe post-hoc comparisons were used to examine group differences. Sex-based inferential comparisons were not emphasized because the sample included only one male respondent, making such subgroup inference unstable. Pearson's product-moment correlation coefficient was used to test bivariate relationships among the three major constructs. Statistical significance was evaluated at the .05 level, and all correlation tests were two-tailed. Values output by SPSS as .000 are reported as $p < .001$, consistent with standard statistical reporting.

III. RESULTS

Table 1 Demographic Characteristics of the Respondents (N = 150)

Characteristic	Category	f	%
Age	21-25	20	13.33
	26-30	39	26
	31-35	56	37.33
	36-40	35	23.33
Sex	Female	149	99.33
	Male	1	0.67
Civil status	Married	108	72
	Single	42	28
Teaching experience	0-5 years	31	20.67
	6-10 years	93	62
	11-15 years	22	14.67
	16-20 years	4	2.67

The sample was overwhelmingly female (99.33%) and predominantly married (72.00%). The largest age group was 31-35 years (37.33%), and most respondents had 6-10 years

of teaching experience (62.00%). The extremely uneven sex distribution should be considered when interpreting any subgroup comparisons by sex.

Table 2 Summary of Professional Challenges

Domain	Mean	Interpretation	Rank
Classroom management	3.3	Challenging	1
Pedagogy	3.08	Challenging	4
Assessment	3.16	Challenging	2
Communication with parents	3.11	Challenging	3
Grand mean	3.16	Challenging	

Scale: 3.50-4.00 = Highly Challenging; 2.50-3.49 = Challenging; 1.50-2.49 = Slightly Challenging; 1.00-1.49 = Not Challenging.

All four domains were rated as challenging. Classroom management obtained the highest mean ($M = 3.30$), followed by assessment ($M = 3.16$), communication with parents ($M = 3.11$), and pedagogy ($M = 3.08$). The pattern indicates that the

respondents' professional burden was distributed across multiple aspects of kindergarten teaching rather than concentrated in a single task.

Table 3 Summary of Coping Mechanisms

Domain	Mean	Interpretation	Rank
Classroom management	3.56	Always	2.5
Pedagogy	3.56	Always	2.5
Assessment	3.54	Always	4
Communication with parents	3.57	Always	1
Grand mean	3.56	Always	

Scale: 3.50-4.00 = Always; 2.50-3.49 = Sometimes; 1.50-2.49 = Rarely; 1.00-1.49 = Never.

Teachers reported consistently using coping mechanisms across all four domains (grand $M = 3.56$). Coping related to parent communication ranked highest ($M = 3.57$), while classroom management and pedagogy were

nearly identical ($M = 3.56$). Assessment-related coping was slightly lower but remained within the 'Always' category ($M = 3.54$).

Table 4 Summary of Emotional-Intelligence Dimensions

Domain	Mean	Interpretation	Rank
Self-awareness	3.62	Always	1
Expression	3.57	Always	2
Self-control	3.52	Always	3
Reasoning	3.48	Sometimes	4
Management of others	3.02	Sometimes	5
Awareness of others	3.01	Sometimes	6
Self-management	2.95	Sometimes	7
Overall	3.31	Sometimes	

The study interprets the overall emotional-intelligence level as moderate. Domain-level verbal anchors follow the original four-point scale.

The emotional-intelligence profile was uneven across dimensions. Self-awareness ($M = 3.62$), expression ($M = 3.57$), and self-control ($M = 3.52$) were the strongest areas. By contrast, self-management ($M = 2.95$), awareness of others ($M = 3.01$), and management of others ($M = 3.02$) were lower. The overall mean of 3.31 indicated a moderate level of emotional intelligence.

➤ Differences Across Age and Length-of-Service Groups

One-way ANOVA was used to examine whether the major challenge domains and emotional-intelligence dimensions differed across the four age categories and four length-of-service categories. Because the sex distribution was extremely imbalanced (149 female, 1 male), sex-based inferential comparisons were not emphasized in the manuscript.

Table 5 One-Way ANOVA for Professional Challenges by Age and Length of Service

Domain	Grouping variable	F (df)	p	Decision
Classroom management	Age	$F(3, 146) = 0.156$	0.926	Not significant
Classroom management	Length of service	$F(3, 146) = 10.250$	< .001	Significant
Pedagogy	Age	$F(3, 146) = 0.768$	0.514	Not significant
Pedagogy	Length of service	$F(3, 146) = 12.750$	< .001	Significant
Assessment	Age	$F(3, 146) = 0.097$	0.962	Not significant
Assessment	Length of service	$F(3, 146) = 6.440$	< .001	Significant
Communication with parents	Age	$F(3, 146) = 0.097$	0.962	Not significant
Communication with parents	Length of service	$F(3, 146) = 6.440$	< .001	Significant

Professional challenges did not differ significantly across age groups in any of the four domains. In contrast, length of service was significantly associated with classroom-management, pedagogy, assessment, and parent-communication challenge scores (all $p < .001$). These omnibus findings indicate that at least one length-of-service

group differed from another in each challenge domain. Scheffe post-hoc procedures were conducted following significant omnibus tests. Because complete pairwise numerical contrasts are not reported here, interpretation is limited to the omnibus evidence of group differences.

Table 6 One-Way ANOVA for Emotional-Intelligence Dimensions by Age and Length of Service

EI dimension	Grouping variable	F (df)	p	Decision
Self-awareness	Age	$F(3, 146) = 3.626$	0.015	Significant
Self-awareness	Length of service	$F(3, 146) = 1.069$	0.364	Not significant
Expression	Age	$F(3, 146) = 3.215$	0.025	Significant
Expression	Length of service	$F(3, 146) = 1.804$	0.149	Not significant
Awareness of others	Age	$F(3, 146) = 1.153$	0.33	Not significant
Awareness of others	Length of service	$F(3, 146) = 0.863$	0.462	Not significant
Reasoning	Age	$F(3, 146) = 2.549$	0.058	Not significant
Reasoning	Length of service	$F(3, 146) = 2.325$	0.077	Not significant
Self-management	Age	$F(3, 146) = 3.259$	0.023	Significant
Self-management	Length of service	$F(3, 146) = 0.908$	0.439	Not significant
Management of others	Age	$F(3, 146) = 4.913$	0.003	Significant

Management of others	Length of service	$F(3, 146) = 1.491$	0.22	Not significant
Self-control	Age	$F(3, 146) = 4.767$	0.003	Significant
Self-control	Length of service	$F(3, 146) = 2.033$	0.112	Not significant

Age-group differences were significant for self-awareness, expression, self-management, management of others, and self-control ($p < .05$), but not for awareness of others or reasoning. Length of service did not produce

significant differences across any of the seven emotional-intelligence dimensions. The ANOVA results therefore suggest that age-related variation was selective rather than uniform across emotional competencies.

Table 7 Pearson Correlations Among the Major Study Variables (N = 150)

Variable Pair	r	p	Interpretation
Challenges - Emotional intelligence	0.373	< .001	Low positive
Challenges - Coping mechanisms	0.429	< .001	Moderate positive
Emotional intelligence - Coping mechanisms	0.761	< .001	High positive

All Correlations are Two-Tailed and Statistically Significant ($p < .001$).

The strongest association was between emotional intelligence and coping mechanisms ($r = .761$, $p < .001$), indicating that teachers who reported stronger emotional competencies also tended to report more frequent use of coping strategies. Professional challenges were positively associated with coping mechanisms ($r = .429$, $p < .001$), suggesting greater mobilization of coping strategies as challenges increased. A smaller but significant positive association was observed between challenges and emotional intelligence ($r = .373$, $p < .001$). Because the design was correlational, these relationships should not be interpreted as causal.

IV. DISCUSSION

The results portray kindergarten teaching as a multidimensional professional context in which classroom management, assessment, parent communication, and pedagogy all generate substantial demands. Classroom management emerged as the most challenging domain. This pattern is consistent with research showing that kindergarten teachers must continuously balance discipline, engagement, developmental differences, and instructional flow (Agbaria, 2021; Zhang et al., 2019). For young learners, classroom management is closely tied to relational and emotional work; maintaining attention and routines requires not only procedural skill but also emotional steadiness and responsive interaction.

Assessment was the second-highest challenge. The result is understandable in early childhood education, where developmental variability makes conventional assessment less suitable and increases the importance of observation, documentation, and play-based approaches. Pyle et al. (2020) emphasized the need for assessment models that integrate play and developmental expectations, while Haroun and Alkhales (2019) highlighted the importance of authentic assessment practices in kindergarten. The present findings therefore support professional development that strengthens teachers' confidence in formative, authentic, and developmentally appropriate assessment.

Communication with parents was also rated as challenging, yet it was the highest-rated coping domain. This apparent tension is meaningful: teachers may experience

parent communication as demanding while simultaneously investing heavily in strategies to manage it. Prior work has documented barriers involving expectations, time, cooperation, and communication processes between preschool teachers and parents (Akgün & Aydın, 2020; Preston et al., 2018). Strong school-home communication practices can therefore function both as a professional responsibility and as a coping resource that reduces uncertainty and supports shared problem solving.

The uniformly high coping scores suggest an adaptive professional response rather than an absence of stress. Teachers reported frequent use of coping strategies across classroom management, pedagogy, assessment, and parent communication. This aligns with the transactional view that coping reflects active efforts to manage demands judged to be taxing (Lazarus & Folkman, 1984). It also corresponds with findings that social support and positive coping styles are linked to teacher job satisfaction and well-being (Yang et al., 2022), and that kindergarten educators develop emotional and relational spaces for managing professional change (Sherfinski, 2021).

The emotional-intelligence profile provides additional insight. Stronger self-awareness, emotional expression, and self-control indicate that respondents generally recognized and regulated their own emotional responses. Such intrapersonal competencies are relevant to effective classroom conduct and teacher well-being. Studies among Filipino educators have linked emotional intelligence with teaching performance and occupational stress (Go et al., 2020; Jacoba et al., 2022; Yazon & Ang-Manaig, 2019). The comparatively lower scores for self-management, awareness of others, and management of others suggest that professional development should not focus only on personal emotional control but also on sustained stress management, empathy, perspective-taking, conflict navigation, and relational leadership.

The ANOVA findings add a demographic perspective to these descriptive patterns. Length of service differentiated the four professional-challenge domains, indicating that perceived teaching demands were not uniform across experience groups. Conversely, age was associated with selected emotional-intelligence competencies—self-

awareness, expression, self-management, management of others, and self-control—while awareness of others and reasoning did not vary significantly by age. This mixed pattern cautions against treating emotional intelligence as a single demographic outcome and suggests that particular emotional competencies may develop differently across career and life stages.

The strongest statistical finding was the positive association between emotional intelligence and coping mechanisms ($r = .761$). This result supports the proposition that emotional competencies and adaptive coping are closely connected. Emotional intelligence can help teachers recognize stress signals, appraise emotionally charged situations, regulate reactions, and select constructive responses. Similar relationships have been reported in research on emotional intelligence and stress management among educators and pre-service teachers (García-Martínez et al., 2021; Siddiqui & Soomro, 2019). Importantly, the present correlation indicates association rather than direction of effect: stronger emotional intelligence may support coping, effective coping may reinforce emotional competencies, or both may be influenced by other personal and institutional factors.

The positive relationship between challenges and coping ($r = .429$) also deserves careful interpretation. A positive coefficient does not mean that challenges are beneficial; rather, in this sample, teachers who reported greater challenges also reported greater use of coping mechanisms. This is compatible with an adaptive-response interpretation in which increased demands activate more coping efforts. The smaller positive association between challenges and emotional intelligence ($r = .373$) may similarly reflect heightened use or recognition of emotional competencies under demanding conditions. Longitudinal or intervention research would be needed to establish temporal ordering.

V. PRACTICAL IMPLICATIONS

First, school-based professional development should integrate classroom-management training with emotional-regulation skills. Strategies for routines, learner engagement, age-appropriate discipline, and differentiated response to behavioral needs may be strengthened through coaching and reflective practice.

Second, assessment support should emphasize authentic and play-based approaches, practical documentation systems, and developmentally appropriate feedback. Reducing unnecessary documentation burdens may allow teachers to focus more directly on observation and instructional decision-making.

Third, parent-teacher collaboration should be institutionalized through clear communication protocols, regular conferences, structured feedback channels, and family-engagement activities. Because parent communication was simultaneously challenging and heavily used as a coping domain, stronger institutional systems may

reduce the emotional and time burden placed on individual teachers.

Fourth, emotional-intelligence development should extend beyond self-awareness to self-management, empathy, and management of others. Workshops on stress management, mindfulness, difficult conversations, conflict de-escalation, and perspective-taking may address the lower-rated interpersonal and self-management dimensions.

Finally, mentoring and peer-support systems may be particularly useful for teachers who are newer to kindergarten instruction. Professional learning communities can provide opportunities to exchange coping strategies, discuss difficult cases, and normalize help-seeking without framing professional stress as an individual weakness.

VI. LIMITATIONS AND DIRECTIONS FOR FUTURE RESEARCH

The findings should be interpreted within several limitations. The study was confined to public elementary schools in three districts of Zone IV, Division of Zambales, and therefore should not be generalized automatically to private schools, other regions, or other grade levels. The study also relied on self-reported measures, which may be affected by recall and social-desirability biases.

The sex distribution was extremely imbalanced, with 149 female respondents and one male respondent. Consequently, sex-based inferential comparisons are not emphasized because a one-person comparison group does not provide a stable basis for generalization. The ANOVA findings should also be interpreted as omnibus evidence of group differences; because complete numerical pairwise post-hoc contrasts are not reported here, the manuscript does not infer which specific groups differed. Future studies should seek more balanced samples and report complete post-hoc estimates and effect sizes where feasible.

The cross-sectional correlational design does not establish causality or directionality. Future research may use longitudinal designs, multilevel models, or intervention studies to examine whether emotional-intelligence development predicts later changes in coping, burnout, classroom functioning, or teacher retention. Replication in other divisions and comparison across school types would also strengthen external validity.

VII. CONCLUSION

Kindergarten teachers in Zone IV, Division of Zambales reported meaningful professional challenges across classroom management, assessment, parent communication, and pedagogy, while also reporting frequent use of coping strategies. Their emotional-intelligence profile showed stronger self-awareness, expression, and self-control, alongside comparatively weaker self-management and interpersonal dimensions. One-way ANOVA showed that professional challenges differed across length-of-service groups in all four challenge domains, whereas age-related

differences appeared only in selected emotional-intelligence dimensions. The strongest relationship observed was between emotional intelligence and coping mechanisms, followed by the association between challenges and coping. Taken together, the findings support a whole-teacher approach to professional development: strengthening pedagogy and classroom systems while simultaneously developing emotional competencies, relational skills, mentoring structures, and institutional supports, with attention to differences associated with career stage and age.

DECLARATIONS

- Ethics and informed consent. The study obtained administrative permission from the Schools Division Superintendent and school heads. Participants were informed of the study purpose, voluntary participation, confidentiality, and their right to withdraw.
- Conflict of interest. To be completed by the author before journal submission.
- Funding. To be completed by the author before journal submission.
- Data availability. The author should specify the conditions under which the underlying data may be accessed, subject to participant confidentiality and institutional requirements.

REFERENCES

- [1]. Agbaria, Q. (2021). Classroom management skills among kindergarten teachers as related to emotional intelligence and self-efficacy. *International Journal of Instruction*, 14(1), 1019-1034. <https://doi.org/10.29333/iji.2021.14160a>
- [2]. Akgün, E., & Aydın, İ. (2020). Communication problems between parents and teachers in preschool education and solution proposals. *Participatory Educational Research*, 7(2), 234-251. <https://doi.org/10.17275/per.20.25.7.2>
- [3]. Benatov, J., Keleynikov, M., & Berger, R. (2022). Preschool teachers' psychological distress and work engagement during COVID-19 outbreak: The protective role of mindfulness and emotion regulation. *International Journal of Environmental Research and Public Health*, 19, 2645. <https://doi.org/10.3390/ijerph19052645>
- [4]. Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.
- [5]. Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of convenience sampling and purposive sampling. *American Journal of Theoretical and Applied Statistics*, 5(1), 1-4. <https://doi.org/10.11648/j.ajtas.20160501.11>
- [6]. Fernández-Berrocal, P., Cabello, R., Castillo, R., & Extremera, N. (2021). Integrating emotional intelligence skills in teacher education: A case study of emotional education in Spain. *Teaching and Teacher Education*, 98, 103235. <https://doi.org/10.1016/j.tate.2020.103235>
- [7]. García-Martínez, I., Pérez-Navío, E., Pérez-Ferra, M., & Quijano-López, R. (2021). Relationship between emotional intelligence, educational achievement, and academic stress of pre-service teachers. *Behavioral Sciences*, 11(7), 95. <https://doi.org/10.3390/bs11070095>
- [8]. Ghasemi, F., Herman, K., & Reinke, W. (2022). Shifts in stressors, internalizing symptoms, and coping mechanisms of teachers during the COVID-19 pandemic. *School Mental Health*, 15, 272-286. <https://doi.org/10.1007/s12310-022-09549-8>
- [9]. Go, M. B., Golbin, R. A., Velos, S. P., & Bate, G. P. (2020). Filipino teachers' compartmentalization ability, emotional intelligence, and teaching performance. *Asian Journal of University Education*, 16(3), 141-151.
- [10]. Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. Bantam Books.
- [11]. Haroun, R., & Alkhales, B. M. (2019). Practices and beliefs relating to authentic assessment of kindergarten teachers in the suburbs of Jerusalem. *Modern Applied Science*, 13(3), 112-120. <https://doi.org/10.5539/mas.v13n3p112>
- [12]. Ishibashi, S., Tokunaga, A., Shirabe, S., Yoshida, Y., Imamura, A., Takahashi, K., Kawano, K., Iwanaga, R., & Tanaka, G. (2022). Burnout among kindergarten teachers and associated factors. *Medicine*, 101(10), e30786. <https://doi.org/10.1097/MD.00000000000030786>
- [13]. Jacoba, F., Gabriel, A., Cuya-Antonio, O., Obispo, C., & Gabriel, J. (2022). Emotional quotient and teaching performance of selected faculty in a higher education institution in the Philippines. *Philippine Social Science Journal*, 5(3). <https://doi.org/10.52006/main.v5i3.553>
- [14]. Lazarus, R. S., & Folkman, S. (1984). *Stress, appraisal, and coping*. Springer Publishing Company.
- [15]. Mayer, J. D., Caruso, D. R., & Salovey, P. (2016). The ability model of emotional intelligence: Principles and updates. *Emotion Review*, 8(4), 290-300. <https://doi.org/10.1177/1754073916639667>
- [16]. Preston, J. P., MacPhee, M. M., & O'Keefe, A. R. (2018). Kindergarten teachers' notions of parent involvement and perceived challenges. *McGill Journal of Education*, 53(3). <https://doi.org/10.7202/1058416ar>
- [17]. Pyle, A., DeLuca, C., Danniels, E., & Wickstrom, H. (2020). A model for assessment in play-based kindergarten education. *American Educational Research Journal*, 57(6), 2251-2292. <https://doi.org/10.3102/0002831220908800>
- [18]. Sandu, M., & Marin, M. V. (2022). Emotional distress and the quality of life for teachers during the pandemic. *Technium Social Sciences Journal*, 30. <https://doi.org/10.47577/tssj.v30i1.6318>
- [19]. Sherfinski, M. (2021). Spaces for coping with change: Kindergarten educators' emotional refuges. *International Journal of Early Years Education*, 31, 79-94. <https://doi.org/10.1080/09669760.2021.1956438>

- [20]. Siddiqui, F., & Soomro, N. (2019). Emotional intelligence, occupational stress, problem-focused and active avoidance coping strategies of female teachers. *Pakistan Journal of Psychological Research*, 34(1), 55-70.
- [21]. Yang, Y., Lu, X., Ban, Y., & Sun, J. (2022). Social support and job satisfaction in kindergarten teachers: The mediating role of coping styles. *Frontiers in Psychology*, 13, 809272. <https://doi.org/10.3389/fpsyg.2022.809272>
- [22]. Yazon, A., & Ang-Manaig, K. (2019). Emotional intelligence and occupational stress among Filipino teachers. *Universal Journal of Educational Research*, 7(11), 1108-1115. <https://doi.org/10.13189/ujer.2019.071108>
- [23]. Yin, H., Huang, S., & Wang, W. (2019). Work environment characteristics and teacher well-being: The mediation of emotion regulation strategies. *International Journal of Environmental Research and Public Health*, 16(3), 414. <https://doi.org/10.3390/ijerph16030414>
- [24]. Zhang, J., Cheng, M., Yi, R., Zhao, X., & Tan, F. (2019). A survey of kindergarten teachers' classroom teaching practices: A case study of four kindergartens in Kaizhou District, Chongqing, China. In *Proceedings of the 9th International Conference on Education, Management, and Computer* (pp. 605-609). Atlantis Press.