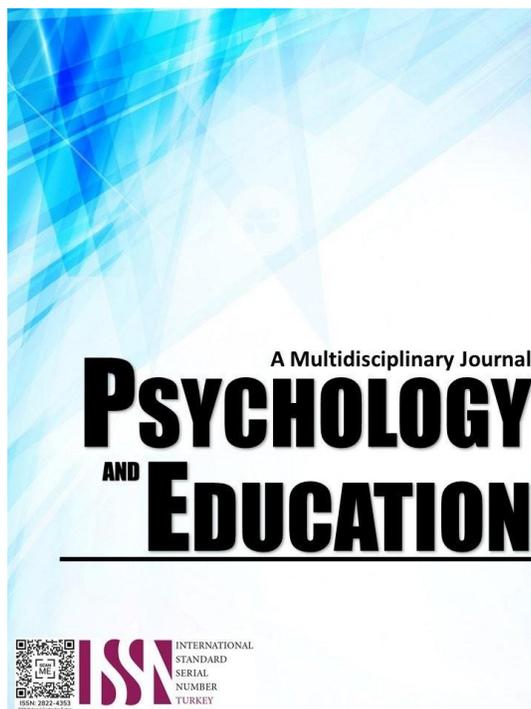


**THE MEDIATING EFFECT OF THE TEACHER-STUDENT LEARNING
PARTNERSHIP IN TEACHERS' SOCIO-EMOTIONAL INTELLIGENCE
AND PUPILS' ACADEMIC PERFORMANCE IN MULANAY
DISTRICT I, DIVISION OF QUEZON**



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The Mediating Effect of the Teacher-Student Learning Partnership in Teachers' Socio-Emotional Intelligence and Pupils' Academic Performance in Mulanay District I, Division of Quezon

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Abstract

The study aimed to investigate the mediating effect of the teacher-student learning partnership on the relationship between teachers' socio-emotional intelligence and pupils' academic performance in Mulanay District I, Division of Quezon. Utilizing a quantitative descriptive-correlational design, the study involved 17 Grade VI teachers and 225 Pupils across 12 public elementary schools. Teachers' SEI was assessed using the Wong and Law Emotional Intelligence Scale (WLEIS). The teacher-student learning partnership and pupils' academic performance were measured through standardized and research-developed instruments. Data were analyzed using Pearson's correlation and mediation analysis to determine the direct and indirect relationships between variables. The findings revealed that teachers demonstrated an excellent level of SEI across the domains of self-awareness, self-management, social awareness, and relationship management. The teacher-student learning partnership was rated very high, characterized by warmth, support, and conflict. Likewise, pupils' academic performance is rated as very satisfactory. Statistical results confirmed that the teacher-student learning partnership partially mediates the relationship between SEI and academic performance, indicating that emotional competence is most effective when expressed through a supportive, collaborative classroom relationship. The study emphasizes the importance of integrating socio-emotional and relational skill-building into teacher professional development initiatives to foster a positive learning environment and enhance academic outcomes.

Keywords: *socio-emotional intelligence, teacher-student relationship, academic performance, teachers, pupils*

Introduction

In a world where classrooms are more than just venues for academic instruction, the emotional environment between teachers and pupils has become a critical factor in success. Beyond lesson plans and test results, there is a tremendous force of socio-emotional intelligence that influences how educators connect, inspire, and lead. Socio-emotional intelligence encompasses recognizing, understanding, and managing emotions, a critical factor in determining interpersonal relationships and professional success. In schools, teachers' socio-emotional intelligence (SEI) profoundly influences classroom dynamics, pupil engagement, and academic achievement. Teaching is not merely imparting knowledge, but it encompasses building emotionally resilient, socially aware, and academically proficient learners. Socio-emotional intelligence (SEI) is a crucial competency for managing classroom dynamics and fostering well-rounded pupil development.

Despite the recognized value of socio-emotional intelligence (SEI), teachers are increasingly reporting high levels of stress and psychosomatic symptoms, such as fatigue, headaches, and emotional exhaustion, which can compromise the quality of teaching and pupil performance (Rauterkus et al., 2024). Studies show that unresolved emotional tensions and inadequate psychological resources affect not only teacher well-being but also their ability to resolve classroom conflict effectively (Karousiou et al., 2019).

According to the study by Aldrup et al. (2020) on teacher well-being, teachers frequently report classroom disruptions or disciplinary issues as substantial work pressures. In the early quarter, emotional exhaustion among teachers was associated with perceived pupil disengagement and teachers' concealment of negative feelings, which led to even worse outcomes in the later quarter (Wang & Buric, 2023). Moreover, there is limited research linking teachers' SEI to pupil academic outcomes in specific cultural and geographic contexts. In the Philippines, particularly in remote and diverse settings, such as Mulanay District I in Quezon Province. There is limited knowledge about the impact of teachers' emotional competence on pupil learning. Although the Department of Education emphasizes the importance of socio-emotional learning (Mingoa et al., 2024), empirical data at the local level remain insufficient.

According to Valente et al. (2020), these conflicts stem not only from misunderstandings and disapproving classroom actions but also from perceived differences in worldviews, ideologies, cultures, and life aspirations. Existing studies (Valente et al., 2020; Wang, 2022) suggest that pupil misbehavior and classroom disruptions can erode teacher emotional resilience, yet the psychological mechanisms underlying this relationship are underexplored. Teachers with high emotional intelligence exhibit superior emotional regulation, cultivating encouraging and motivating settings that enhance learning. Studies have demonstrated that teachers' socio-emotional competence is associated with lower stress levels, stronger teacher-student connections, and improved pupil academic success (Wang, 2022; Taleb et al., 2024). Educators can meet pupils' varied needs by fostering emotional awareness and empathetic communication, establishing an inclusive environment that promotes academic success.

Anchoring to the concept of Daniel Goleman's Emotional Intelligence Framework, which has been coined and popularized, suggests that it is a vital tool for educators, encompassing four key domains: self-awareness, self-management, social awareness, and relationship management. These competencies are essential for teachers' professional growth and have a significant impact on pupil learning and

academic success. Teachers with strong emotional intelligence are better equipped to manage classroom dynamics, build supportive relationships, and respond empathetically to pupils' needs. This creates emotionally safe and engaging learning environments that enhance motivation, self-regulation, and academic outcomes.

Emotionally intelligent educators model behaviors, helping pupils develop their own emotional and interpersonal skills. Research indicates that pupils exposed to emotionally supportive instruction tend to perform better academically, experience lower stress, and show greater engagement (Jennings & Greenberg, 2020).

Strong teacher-student learning partnerships also promote engagement and academic performance by fulfilling pupils' psychological needs (Liu, 2024; Richard & Deci, 2020). In addition, Zepke and Leach (2020) found that pupil engagement mediates the relationship between teacher-student collaboration and academic success. It highlights that when pupils perceive their voices as valued in decision-making, they become more cognitively and emotionally engaged in their learning, leading to improved outcomes. Moreover, in recent years, the concept of teacher-student learning partnership has gained increasing attention as a way to foster pupil engagement, improve classroom experiences, and enhance learning outcomes. However, while promising, this area remains understudied, particularly in educational contexts, such as basic education. The interaction between pupils and teachers has a significant impact on pupils' academic performance, emotional growth, and overall school experience. Research emphasizes the importance of pupils and teachers having constructive and encouraging learning partnerships, particularly in elementary school settings. In the meta-analytic study, a high correlation was found between teacher-student conflict and internalizing symptoms such as anxiety and depression, as well as externalizing actions such as disobedience and aggressiveness (Roorda et al., 2021). These disputes disrupt the learning environment and hinder emotional growth, suggesting that effective pupil behavior management depends on the quality of pupils' relationships with teachers. Similar findings were reported by Longobardi et al. (2020), who found that pupil-teacher conflict negatively affected pupils' academic success. This highlights the importance of fostering connections in early education to ensure that learning objectives are met.

According to Cook-Sather et al. (2021), the majority of research on learning partnerships is conducted in higher education, particularly in Western countries. They argue that further research is needed to fully understand how these partnerships perform in elementary and secondary education, particularly in low-income countries. The literature still primarily excludes the perspectives of younger pupils and their part in co-creating the educational process. Furthermore, Matthews et al. (2020) assert that although teacher-student partnerships can increase pupil empowerment and engagement, there are insufficient longitudinal studies in the field that evaluate the long-term benefits of these partnerships for well-being and academic achievement. This hinders our understanding of the long-term viability and significance of these initiatives. Additionally, research often focuses on teachers' perspectives, with little attention to how pupils perceive or experience these partnerships. Healey et al. (2020) assert that this disparity limits the effectiveness of partnership approaches, as genuine cooperation requires shared knowledge and input.

This study aimed to fill this research gap by examining the mediating effect of the teacher-student learning partnership on teachers' socio-emotional intelligence and pupils' academic performance in Mulanay District I, Division of Quezon. The findings are expected to inform the development of a professional project that highlights the value of emotional competencies in teaching and learning. Socio-emotional intelligence is no longer optional as education shifts to a more holistic approach. Understanding its role in fostering meaningful teacher-student connections may be crucial to achieving better academic outcomes, particularly in diverse and challenging educational contexts.

Additionally, this study sought to assess whether collaborative learning interactions between teachers and pupils serve as a mediating factor that enhances the positive effects of socio-emotional intelligence in the classroom. The findings of this research are intended to provide evidence-based insights to inform teacher development projects, improve classroom practices, and support more meaningful teacher-student relationships that foster pupil success. Furthermore, this study contributes to a deeper understanding of the psychological resources that teachers and pupils draw on to manage conflict and maintain classroom harmony.

Research Questions

This study aimed to investigate the mediating effect of the teacher-student learning partnership on teachers' socio-emotional intelligence and pupils' academic performance in Mulanay District I, Division of Quezon. Specifically, the study sought to answer the following questions:

1. What is the level of socio-emotional intelligence among teachers in Mulanay District I, Division of Quezon, in terms of:
 - 1.1. self-awareness;
 - 1.2. self-management;
 - 1.3. social awareness; and
 - 1.4. relationship management?
2. What is the quality of the teacher-student learning partnership in Mulanay District I, Division of Quezon, assessed by the following groups in terms of:
 - 2.1. teachers;
 - 2.1.1. support;

- 2.1.2. warmth; and
- 2.1.3. conflict;
- 2.2. pupils;
 - 2.2.1. support;
 - 2.2.2. warmth; and
 - 2.2.3. conflict?
3. What is the level of pupils' academic performance in Mulanay District I, Division of Quezon?
4. Does the teacher-student learning partnership mediate the relationship between the teachers' socio-emotional intelligence and the level of pupils' academic performance in Mulanay District I, Division of Quezon?
5. Is there a significant difference between teachers' and pupils' learning partnership in Mulanay District I, Division of Quezon?
6. Is there a significant relationship between teachers' socio-emotional intelligence and the level of pupils' academic performance in Mulanay District I, Division of Quezon?
7. Based on the findings, what professional development project for teacher-student learning partnership can be proposed to improve the quality of learning?

Methodology

Research Design

This study employed a Quantitative Descriptive-Correlational Research design to investigate the relationship between teachers' socio-emotional intelligence, teacher-student learning partnerships, and pupils' academic performance. Specifically, it examined whether a significant relationship exists between teachers' socio-emotional intelligence and pupils' academic performance, with a focus on how the teacher-student learning partnership may contribute to this connection. This study focused solely on teacher Socio-emotional Intelligence as the primary independent variable, consistent with prior evidence indicating that teacher SEI directly influences classroom climate and pupil outcomes (Aldrup et al., 2024; Fitzgerald et al., 2022).

A Survey questionnaire is a set of questions designed to conduct survey research for academic purposes and to collect data for large-scale quantitative analysis of respondents (Kobiruzzaman, 2021). The research involves collecting data through a standardized survey questionnaire to measure the variables of interest. Teachers' socio-emotional intelligence is measured using the Wong and Law Emotional Intelligence Scale (WLEIS), and the quality of the teacher-student learning partnership is measured using a research-developed questionnaire. The instrument was designed based on an extensive review of the relevant literature and existing tools related to the study. It was structured to align with the research's specific objectives and the respondents' local context. The pupil's academic performance is measured using their final grades.

The study was conducted over one month, from January to February 2025. Preparation of the research proposal commenced in January 2025, marking the start of initial planning and drafting of the study. Afterwards, the researcher obtained the necessary approvals and permissions from academic authorities, school administrators, and the relevant district office to ensure the study complied with institutional and ethical requirements. A pilot test was conducted in July–August 2025 with selected Grade VI teachers and pupils in Mulanay District II to refine the instrument. Data collection took place from late September to early October 2025, with the researcher and the school's Guidance Coordinator or Guidance Designate administering the questionnaires while ensuring informed consent and confidentiality. Finally, the data analysis, interpretation, and finalization of the research report were undertaken immediately after the collection phase, with the entire study expected to conclude in November 2025.

Data was analyzed to identify correlations among the variables, providing insights into how teachers' socio-emotional intelligence may influence pupil outcomes through their learning partnerships. The descriptive-correlational research design is deemed appropriate, as it facilitates a comprehensive examination of the mediating effect of the teacher-student learning partnership on teachers' socio-emotional intelligence and pupils' academic performance in Mulanay District I, Division of Quezon.

Respondents

The research population for this study comprises all Grade VI teachers and their pupils in Mulanay District I, Division of Quezon. Specifically, the study includes all Grade VI teachers currently employed in public schools within Mulanay District I during the data collection period. To ensure comprehensive representation, the total enumeration technique was used to include all Grade VI teachers directly involved in instruction. For Grade VI pupils, random sampling was applied using Cochran's formula to determine the appropriate sample size. This method ensures a representative selection of pupils from each school, allowing for valid and reliable generalization of the findings. The computed sample size was then proportionally allocated among the participating schools to ensure fair representation.

Instrument

This study employed a Descriptive Correlational Research design to describe the characteristics of teachers' socio-emotional intelligence and pupils' academic performance and analyze the correlation between them. This aims to examine whether teachers' socio-emotional intelligence influences pupils' academic performance and explores the role of the teacher-student learning partnership

in this rapport. According to Panda (2022), a research study that aims to provide static pictures of a situation and establish the relationship between two contradicting variables that are in contradiction uses descriptive correlation.

A survey questionnaire was used to collect data aligned with the research study's objectives. A letter to respondents is attached to the research questionnaires and explains the study's purpose and objectives. The research instrument comprises three parts.

The first part of the research instrument is composed of teachers' socio-emotional intelligence. In this study, the Wong and Law Emotional Intelligence Scale (WLEIS) is employed to assess teachers' socio-emotional intelligence, as it is the closest assessment tool to Goleman's Four (4) domains of emotional intelligence. No modifications were made to the original WLEIS items to maintain the instrument's validity and reliability. Specifically, the sub-variables are Self-awareness, Self-management, Social Awareness, and Relationship Management. Each variable is composed of four (4) questions with a Likert scale of Exceptional (E), Very Good (VG), Good (D), Fair (F), Poor (P), and Very Poor (VP).

The second part of the research instrument, measuring the quality of the teacher-student learning partnership, is assessed using a research-developed questionnaire. The instrument was designed based on an extensive review of the relevant literature and existing tools related to the study. It was structured to align with the research's specific objectives and the respondents' local context. This instrument is based on teachers' and pupils' perspectives, focusing on three (3) key dimensions: Support, Warmth, and Conflict. Each sub-variable is composed of six (6) questions with a Likert scale of Very High Quality (VHQ), High Quality (HQ), Low Quality (LQ), and Very Low Quality (VLQ). The researcher integrated Filipino translations into each question to facilitate understanding for the pupils and to maintain the instrument's validity and reliability.

The last part of the researcher's instrument is about the level of Pupils' Academic Performance (Data Retrieval Form for Academic Performance of Grade VI Pupils). This form was used to document the most recent General Weighted Average (GWA) for respondents, reflecting their overall academic standing. The researcher employed the following Descriptors: Outstanding, Very Satisfactory, Satisfactory, Fairly Satisfactory, and Did Not Meet Expectation. Grading Scales, such as 100%-90%, 89%-85%, 84%-80%, 79%-75%, and 75%- below, also include remarks and a range of respondents' academic performance levels, adhering to the DepEd grading System. (Llego, 2020).

To ensure their applicability, the researcher conducted a pilot test with a small group from other districts in Mulanay, Quezon, and then implemented it among 40 respondents using the 18-item scale. The pilot testing data were analyzed using the Siegel Reliability Calculator, which provided estimates of internal consistency and split-half reliability. The Cronbach's Alpha coefficient was 0.7611, indicating acceptable internal consistency. The value between 0.70 and 0.79 is generally considered acceptable in social science research. The pilot test demonstrated the instrument's strong reliability. Split-half reliability produced a spearman-Brown coefficient of 0.8154, indicating consistency across items. The mean score (64.35) and standard deviation (4.90) reflected moderate variation in responses. Since the instrument uses a Likert scale, Cronbach's Alpha was the most appropriate measure, while KR-20 was not applicable. Overall, the instrument demonstrates acceptable reliability for the main study.

This process enabled the researcher to assess the clarity and comprehensibility of the questionnaire item, ensuring that respondents, particularly pupils, understood it effectively. Furthermore, the researcher included information on obtaining permission from the original authors, maintaining the instrument's original format, conducting a pilot test, and performing a reliability assessment. By transparently documenting these steps, the researcher aims to enhance the credibility of this research paper and facilitate replication in future studies. Through this careful integration and validation process, the researcher ensures that the adopted instruments are effectively tailored to the research context, thereby yielding valid and reliable data. Emphasizing ethical considerations, participants were provided with explicit information, and their anonymity was guaranteed; informed consent was obtained before they participated in the study.

Procedure

Data gathered from Teachers' and Pupils' responses would help the researcher attain the research objectives. The process of collecting data involves a letter of request or proposal that outlines the researcher's intention to conduct the research study and to seek permission, and is signed by the Researcher, Adviser, and Associate Dean for Graduate School Extended Graduate Programs. Subsequently, it was sent to the Mulanay District 1 Public Schools District Supervisor, Principals, School Heads, and their Advisers.

To ensure proper supervision and guidance during the survey administration, the School Guidance Coordinator/Designate was present throughout the data-gathering process. Their role is to help ensure ethical standards are observed, clarify instructions as needed, and provide support to participants, particularly pupils, during the survey.

To assess the clarity, understandability, and practicality of the research instrument, the researcher conducted a pilot test with selected Grade VI teachers and pupils in Mulanay District II. Using feedback to refine the questionnaire and interview, the researcher ensured the instrument's quality. They increased the likelihood of obtaining reliable and valid data in their main study.

Ethical considerations were paramount, with informed consent from all participants or their legal guardians and strict confidentiality protocols implemented to protect participant anonymity. The letter is attached to the questionnaire given to the prospective respondents. The researcher personally administered the questionnaire to Grade IV teachers and pupils, who served as respondents; afterward, the

researcher retrieved the completed questionnaires for data analysis. A detailed data collection plan, encompassing timelines, recruitment strategies, and data management procedures, was meticulously developed and followed. Data collectors received comprehensive training to ensure consistency and minimize bias. Upon completion of data collection, a thorough data cleaning and preparation process was undertaken, including error and consistency checks and the application of appropriate data transformation techniques to prepare the data for rigorous analysis. Using an appropriate statistical formula, the researcher is now interpreting the collected data. The entire process was meticulously documented to ensure transparency and reproducibility of the study's findings.

Data Analysis

This study employed a Quantitative Descriptive-Correlational Research design, in which quantitative data were analyzed to establish statistical learning partnerships and provide deeper insights into these partnerships. The statistical treatments used are aligned with each Statement of the Problem to ensure a systematic and comprehensive analysis of the research data.

For Statement of the Problem 1, which examined the level of socio-emotional intelligence among teachers in Mulanay District I, Division of Quezon, in terms of Self-awareness, Self-management, Social Awareness, and Relationship Management. The study employed Frequency Distributions, Standard Deviations, and Means.

Statement of Problem 2 examined the quality of teacher-student learning partnerships in Mulanay District I, Division of Quezon. The study utilized Mean and Standard Deviation to determine the overall level of teacher-student learning partnerships. Frequency and Percentage are used to describe the distribution of responses among different levels.

For Statement of the Problem 3, which assessed the academic performance of Grade VI pupils, the study employed Mean and Standard Deviation to evaluate the pupils' overall academic achievement based on their grades or standardized test scores. Frequency and percentage were utilized to classify performance levels (e.g., Outstanding, Very Satisfactory, Satisfactory, Fairly Satisfactory, and Needs Improvement). This study used the DepEd Grading System to assess pupils' academic performance, employing the corresponding grading scale and descriptors to determine the respondents' performance levels.

For Statement of Problem 4, which investigated whether the quality of the teacher-pupil learning partnership mediates the relationship between teachers' socio-emotional intelligence and pupils' academic performance. Specifically, it sought to determine if the effectiveness of the learning partnership serves as a significant mechanism through which socio-emotional intelligence influences pupil outcomes. Mediation analysis was employed to examine this indirect effect and to provide a clearer understanding of how teachers' socio-emotional competencies contribute to pupils' academic success. The process was designed to determine whether the teacher-student learning partnership functions as an intermediary variable between teachers' socio-emotional intelligence and pupils' academic performance. As shown in the table, the analysis followed a sequence of ten essential steps, beginning with model specification and assumption testing and ending with interpretation and reporting of results. Each stage was carefully undertaken to ensure methodological rigor and transparency in the analytic process.

The procedure began with the clear identification of the independent, mediating, and dependent variables, followed by preliminary descriptive analyses to confirm that the data met the assumptions required for multiple regression. Paths *a*, *b*, *c*, and *c'* were estimated sequentially to determine the direct, indirect, and total effects of teachers' socio-emotional intelligence on pupils' academic outcomes. The use of the PROCESS macro in SPSS enabled the computation of bias-corrected bootstrap confidence intervals for the indirect effect, thereby providing more accurate estimates than traditional methods that rely on the normality assumption of sampling distributions. The step-by-step approach presented ensures that the mediation test is not only statistically sound but also replicable, allowing other researchers to follow the same analytical sequence. Moreover, this structured process strengthens the study's internal validity by confirming whether the hypothesized mediating relationship is empirically supported.

For Statement of the Problem 5, which examined the significant difference between teachers' and pupils' learning partnership in Mulanay District I, Division of Quezon, the study utilized an Independent Samples t-test for unequal variances (Welch's t-test). This statistical test was appropriate because the two groups—teachers and pupils—had unequal sample sizes and variances, ensuring a more accurate and reliable comparison of their mean perceptions regarding the learning partnership. Lastly, for Statement of the Problem 6, which examined the significance of the learning partnership between teachers' socio-emotional intelligence and the pupils' academic performance, the study utilized Pearson's Correlation Coefficient (*r*) to measure the strength and direction of the relationship. In Table 5, the degree of Association was used to determine the significance of the relationship between teachers' socio-emotional intelligence and the academic performance of Grade VI pupils.

The statistical decision rules and threshold values were applied throughout the mediation analysis. The criteria outlined in the table were established to maintain consistency and objectivity in interpreting the results. A significance level of 0.05 was adopted, following conventional statistical standards in educational and behavioral research. The indirect effect was considered statistically significant when the 95% bias-corrected bootstrap confidence interval did not include zero, in accordance with Hayes's (2017) recommendations for mediation testing.

Other diagnostic parameters, such as multicollinearity, residual normality, and interpretation of effect sizes, were also examined. Variance Inflation Factor (VIF) values below 5 indicated the absence of problematic multicollinearity among predictors, while



inspection of residual plots confirmed the assumption of linearity and homoscedasticity.

The thresholds for interpreting correlation strength were aligned with the degree-of-association scale earlier defined in this chapter to maintain uniform interpretation across analyses. Reporting of standardized coefficients and changes in the coefficient of determination (R^2) further supported the evaluation of both statistical and practical significance. Overall, Table 5 serves as the technical foundation for decision-making in the analysis, ensuring that all statistical inferences are grounded in recognized methodological standards. By adhering to predetermined rules, the study minimized researcher bias, promoted analytic transparency, and strengthened the reliability of findings on the mediating effect of the teacher–student learning partnership.

Ethical Considerations

This study observed the highest ethical standards in the conduct of research involving human participants. Before data collection, the researcher sought approval and authorization from the Associate Dean for Graduate School Extended Graduate Programs and the Public Schools District Supervisor of Mulanay District I, Division of Quezon. Permission was likewise secured from the heads of the participating schools. Participation in this study was entirely voluntary. All teacher and pupil respondents were informed of the study's purpose, and parental or guardian consent and pupil assent were obtained before participation. Respondents were assured that they could withdraw from the study at any given time without penalty or adverse consequences. Confidentiality and anonymity were strictly maintained. No personal identifiers appeared on any questionnaire or report. All data were stored securely and used solely for academic purposes, accessible only to the researcher and adviser. After the study was completed and published, all raw data were properly disposed of to protect participants' privacy. The study involved no physical, psychological, or social harm. The school guidance coordinator/designate assisted during data collection to ensure the safeguarding of the rights and welfare of the pupil participants.

Results and Discussion

This section presents, analyzes, and interprets the data gathered to address the study's research questions. The findings are organized by specific problems, focusing on teachers' socio-emotional intelligence, the quality of the teacher–student learning partnership, and pupils' academic performance in Mulanay District I, Division of Quezon.

Part I. Level of Socio-emotional Intelligence of Teachers

Table 1. Level of Socio-emotional Intelligence in terms of Self-awareness

Indicators	Mean	Verbal Interpretation
1. I have a good understanding of my own emotions.	5.35	Excellent
2. I really understand what I feel.	5.76	Excellent
3. I always know whether or not I am happy.	5.76	Excellent
4. I have a good understanding of my emotions.	5.64	Excellent
Total	5.63	Excellent

Legend: 5.01 – 6.00 Excellent (E), 4.21 – 5.00 Very Good (VG), 3.41 – 4.20 Good (G), 2.61 – 3.40 Fair (F), 1.81 – 2.60, Poor (P), 1.00 – 1.80 Very Poor (VP)

Table 1 shows the level of socio-emotional intelligence of grade VI teachers in terms of self-awareness. The overall mean score of 5.63, with a verbal interpretation of Excellent, indicates that pupils have a high degree of awareness of their own emotions. Specifically, pupils reported an excellent understanding of their emotions ($M = 5.35, 5.64$), indicating that they can clearly identify their feelings. They demonstrated a strong ability to differentiate positive emotions, such as happiness ($M = 5.76$), reflecting emotional clarity. The highest-rated indicators ($M = 5.76$) suggest that pupils are not only aware of their emotions but also confident in recognizing and accurately labeling them. This finding suggests that teachers possess strong intrapersonal intelligence, which enables them to manage themselves more effectively in academic and social contexts. With excellent self-awareness, they are better positioned to regulate their emotions, respond constructively to challenges, and engage positively in peer interactions.

The results affirm the literature's emphasis on the primacy of self-awareness in emotional intelligence. According to Ackerman (2020), self-awareness is the foundation of emotional intelligence, enabling individuals to understand their feelings and their underlying causes. Without this, self-regulation and social skills are compromised. The high level of self-awareness among pupils in this study supports the notion that being aware of one's emotional state enables effective management of behavior and reactions. Cherry (2024) further highlights that self-awareness is integral to personal and professional growth, particularly in teaching and learning contexts. While Cherry refers to educators, the same principle applies to teachers: those who recognize their emotions can better handle academic stress, form meaningful peer relationships, and remain motivated to achieve their goals.

Table 2. Level of Socio-emotional Intelligence in terms of Self-management

Indicators	Mean	Verbal Interpretation
1. I always set goals for myself and then try my best to achieve them.	5.47	Excellent
2. I always tell myself I am a competent person.	5.47	Excellent
3. I am a self-motivated person.	5.35	Excellent
4. I would always encourage myself to try my best.	5.82	Excellent
Total	5.53	Excellent

Legend: 5.01 – 6.00 Excellent (E), 4.21 – 5.00 Very Good (VG), 3.41 – 4.20 Good (G), 2.61 – 3.40 Fair (F), 1.81 – 2.60, Poor (P), 1.00 – 1.80 Very Poor (VP)



Table 2 presents the level of socio-emotional intelligence of Grade VI teachers in terms of self-management. The overall mean score of 5.53, interpreted as Excellent, indicates that teachers demonstrate strong abilities to regulate and motivate themselves to achieve their personal and academic goals. The highest-rated indicator (M = 5.82) indicates that teachers consistently encourage themselves to strive for their best, reflecting resilience and optimism. Setting personal goals and striving to achieve them (M = 5.47) also ranked highly, suggesting that learners value discipline and persistence. Self-motivation (M = 5.35) and belief in one's competence (M = 5.47) further highlight teachers' confidence and intrinsic drive to succeed. This suggests that grade VI teachers possess not only awareness of their emotions but also the ability to channel these into constructive actions, such as pursuing goals and sustaining motivation even in the face of challenges.

These findings are consistent with prior studies underscoring the importance of self-management as a critical domain of emotional intelligence. Leithwood et al. (2021) emphasized that individuals who define and pursue goals are more likely to engage in continuous improvement and innovative practices. Applied to pupils, this means that learners who set goals and motivate themselves are more likely to persevere in their academic pursuits and personal growth, despite obstacles.

Similarly, Collie (2021) noted that emotional demands can challenge one's capacity for self-management, particularly in high-stress environments. Although this primarily applies to teachers, it parallels the pupil experience they often face: academic pressure and peer dynamics that require consistent self-regulation. Their excellent self-management skills, as reflected in this study, suggest that they are equipped to handle these pressures constructively, preventing burnout or disengagement.

Hence, Goleman's (1995) framework of Emotional Intelligence also supports this result, identifying self-regulation and motivation as essential for achieving success. The pupils' ability to set goals, believe in themselves, and self-motivate aligns with this model, positioning them for both academic achievement and socio-emotional well-being.

Table 3. Level of Socio-emotional Intelligence in terms of Social Awareness

Indicators	Mean	Verbal Interpretation
1. I always know my friends' emotions from their behavior.	5.64	Excellent
2. I am a good observer of others' emotions.	5.64	Excellent
3. I am sensitive to the feelings and emotions of others.	5.70	Excellent
4. I have a good understanding of the emotions of people around me.	5.64	Excellent
Total	5.66	Excellent

Legend: 5.01 – 6.00 Excellent (E), 4.21 – 5.00 Very Good (VG), 3.41 – 4.20 Good (G), 2.61 – 3.40 Fair (F), 1.81 – 2.60, Poor (P), 1.00 – 1.80 Very Poor (VP)

Table 3 presents the level of socio-emotional intelligence among grade VI teachers in terms of social awareness. The overall mean score of 5.66, interpreted as Excellent, indicates that pupils have a strong ability to recognize and understand others' emotions. The highest-rated indicator (M = 5.70) indicates that teachers are highly sensitive to others' feelings and emotions, suggesting empathy and a heightened capacity for social connection. Similarly, consistently high ratings across other indicators, such as being good observers of others' emotions (M = 5.64) and understanding the emotions of people around them (M = 5.64), emphasize that these learners are not only aware of their peers' emotional states but are also responsive to them. Such skills are vital in fostering positive peer relationships and maintaining a supportive classroom environment.

These findings align with the work of Jennings and Greenberg (2020), who highlighted that social awareness plays a crucial role in reducing the misinterpretation of others' behaviors and fostering a psychologically safe learning environment. For pupils, this means they are less likely to engage in conflict and more likely to show compassion and understanding in diverse social settings. Moreover, Collie (2021) noted that stress and burnout reduce social sensitivity, underscoring that the ability to remain attentive to others' needs requires emotional stability and institutional support. In the context of this study, the pupils' excellent social awareness suggests they are well-positioned to engage in collaborative learning and contribute positively to their school community. This also reflects their preparedness to navigate peer dynamics constructively, which may enhance both their academic and socio-emotional development.

Table 4. Level of Socio-emotional Intelligence in terms of Relationship Management

Indicators	Mean	Verbal Interpretation
1. I am able to control my temper and handle difficulties rationally.	5.41	Excellent
2. I am quite capable of controlling my own emotions.	5.35	Excellent
3. I can always calm down quickly when I am very angry.	5.35	Excellent
4. I have good control of my own emotions.	5.52	Excellent
Total	5.41	Excellent

Legend: 5.01 – 6.00 Excellent (E), 4.21 – 5.00 Very Good (VG), 3.41 – 4.20 Good (G), 2.61 – 3.40 Fair (F), 1.81 – 2.60, Poor (P), 1.00 – 1.80 Very Poor (VP)

The findings in Table 9 reveal that grade VI teachers demonstrated an excellent level of socio-emotional intelligence in terms of relationship management (overall mean = 5.41). This suggests that respondents are highly capable of controlling their emotions, managing anger, and handling difficulties rationally, which are crucial skills for sustaining positive interpersonal relationships in the school environment.

Among the indicators, the statement "I have good control of my own emotions" received the highest mean score of 5.52 (Excellent), suggesting that teachers possess a strong ability to maintain composure and emotional stability, even in challenging circumstances.



This capacity is critical for fostering a positive learning environment and maintaining professionalism, especially when addressing pupil behavior or classroom conflicts.

The indicators "I am able to control my temper and handle difficulties rationally" (M = 5.41), "I am quite capable of controlling my own emotions" (M = 5.35), and "I can always calm down quickly when I am very angry" (M = 5.35) also received Excellent interpretations, reinforcing the notion that teachers are adept at emotional regulation and conflict management.

The findings suggest that the respondents demonstrate high emotional maturity and self-discipline, enabling them to establish and maintain harmonious relationships with learners, colleagues, and stakeholders. Such traits are vital for fostering a climate of mutual respect, collaboration, and trust in the educational setting. Overall, the excellent level of relationship management among teachers underscores their capacity to model emotional control and interpersonal sensitivity, both of which contribute significantly to effective teaching and holistic learner development.

These results align with the work of Collie and Martin (2021), who highlighted that teachers frequently face conflicting expectations from parents, pupils, and administrators. The excellent ratings in this study suggest that teachers have developed strong relational management skills, enabling them to address such challenges effectively and reducing stress and workplace discontent. Similarly, Cipriano et al. (2022) emphasized the importance of social-emotional learning (SEL) in enabling teachers to navigate moral dilemmas, avoid cultural misunderstandings, and resolve conflicts with fairness. The high ratings on indicators such as the ability to calm down when angry and to control emotions align with Cipriano's recommendation to equip teachers with strategies to de-escalate tense situations.

In the Philippine context, Santos and Ramirez (2021) found that public school teachers often face relational strain due to unclear administrative directives and unequal workloads. The excellent level of relationship management reported in this study suggests that, despite these challenges, teachers can maintain harmonious relationships with colleagues and learners, thereby mitigating the negative impact of professional conflicts on teaching quality and morale. Hence, the findings confirm that socio-emotional intelligence, particularly in relationship management, plays a crucial role in ensuring effective communication, promoting collaboration, and maintaining a favorable school climate. According to research by Cipriano et al. (2022), instructors frequently encounter moral conundrums when interacting with pupils, especially when faced with partiality, cultural misinterpretation, or unresolved conflict. According to Santos and Ramirez (2021), in the Philippine setting, public school teachers frequently struggle to maintain cordial relationships with their peers due to ambiguous administrative directions and uneven task allocation. The quality of education and morale are both impacted by these professional conflicts, which frequently carry over into collaborative teaching.

Part II. Quality of Teacher-Student Learning Partnership

Table 5. Teachers' Perspective on Teacher-Student Learning Partnership in terms of Support

Indicators	Mean	Verbal Interpretation
1. I make time to help pupils who are struggling academically.	4.00	Very High Quality
2. I listen carefully when pupils share their concerns.	3.88	Very High Quality
3. I give pupils the support they need to succeed.	3.76	Very High Quality
4. I try to build pupils' confidence in their abilities.	3.64	Very High Quality
5. I make an effort to be available when pupils need my help.	3.70	Very High Quality
6. I praise my pupils when they show positive behavior or effort.	3.64	Very High Quality
Total	3.77	Very High Quality

Legend: 3.26 – 4.00 Very High Quality, 2.51 – 3.25 High Quality, 1.76 – 2.50 Low Quality, 1.00 – 1.75 Very Low Quality

The results in Table 10 indicate that the teacher-student learning partnership, in terms of support, was rated at a very high-quality level (overall mean = 3.77). This means that teachers consistently demonstrate supportive behaviors, such as helping struggling pupils, listening attentively to their concerns, building their confidence, offering praise, and ensuring their availability to learners who need assistance. These practices underscore the teachers' strong commitment to fostering not only academic growth but also their pupils' emotional and motivational well-being.

The highest-rated indicator, "I make time to help pupils who are struggling academically" (M = 4.00), suggests that teachers are firmly committed to individualized instruction and remediation. This practice is essential in addressing diverse learning needs and promoting equity in the classroom. The items "I listen carefully when pupils share their concerns" (M = 3.88) and "I give pupils the support they need to succeed" (M = 3.76) further highlight the teachers' responsiveness and empathy toward their learners, reflecting an understanding that emotional support is integral to academic achievement.

Meanwhile, the indicators "I try to build pupils' confidence in their abilities" (M = 3.64), "I praise my pupils when they show positive behavior or effort" (M = 3.64), and "I make an effort to be available when pupils need my help" (M = 3.70) also garnered Very High-Quality ratings. These results demonstrate that teachers foster motivation and self-efficacy among their pupils through consistent feedback, encouragement, and accessibility.

Overall, the Very High-Quality rating indicates that teachers in the study demonstrate a high level of professional dedication and socio-emotional competence in supporting their pupils. Their ability to balance academic guidance with emotional encouragement reflects



a holistic approach to education—one that recognizes the interconnectedness of cognitive and affective development. Such supportive teacher-student partnerships not only enhance pupils’ academic performance but also contribute to their overall well-being, self-confidence, and lifelong learning dispositions.

This finding aligns with Welmilla (2020), who emphasized that schools are not only places for the transmission of knowledge but also serve as environments that foster motivation, encouragement, and emotional support. The very high ratings suggest that teachers fulfill this dual role effectively by showing both academic and personal support to their learners. Moreover, Hao et al. (2020) emphasized that teacher support has a significant impact on pupils’ academic emotions, including enjoyment, engagement, and interest in learning. The high level of teacher support reflected in this study reinforces the idea that positive teacher-student partnerships directly enhance pupils’ academic experiences and attitudes toward learning.

Additionally, during crises such as the COVID-19 pandemic, Amat et al. (2020) highlighted that trust plays a crucial role in mitigating the social and economic impacts that disrupt education. The results, which demonstrate teachers' availability, encouragement, and confidence-building, reflect their capacity to establish trust, a quality that becomes particularly vital during uncertain circumstances that challenge traditional educational systems.

In sum, the findings affirm that teacher support is a cornerstone of effective learning partnerships. By ensuring academic assistance, emotional encouragement, and consistent availability, teachers contribute not only to pupils’ academic success but also to their resilience and holistic development.

Table 6. Teachers’ Perspective on Teacher-Student Learning Partnership in terms of Warmth

Indicators	Mean	Verbal Interpretation
1. I enjoy interacting with my pupils.	4.00	Very High Quality
2. I try to create a warm and welcoming classroom environment.	3.76	Very High Quality
3. I care about my pupils’ personal and academic development.	3.88	Very High Quality
4. I treat each pupil with respect and fairness.	3.70	Very High Quality
5. I show appreciation when pupils make an effort.	3.64	Very High Quality
6. I show concern for my pupils, especially when they are facing challenges or personal problems.	3.70	Very High Quality
Total	3.78	Very High Quality

Legend: 3.26 – 4.00 Very High Quality, 2.51 – 3.25 High Quality, 1.76 – 2.50 Low Quality, 1.00 – 1.75 Very Low Quality

The findings in Table 6 reveal that the teacher-student learning partnership, in terms of Warmth, was rated at a very high-quality level (overall mean = 3.78). This indicates that teachers consistently demonstrate Warmth by enjoying interactions with pupils, creating a welcoming environment, showing care and respect, appreciating pupils’ efforts, and offering concern during personal or academic struggles. These behaviors foster a strong emotional bond between teachers and learners, creating a safe and nurturing classroom environment that promotes growth and development.

Among the indicators, the statement "I enjoy interacting with my pupils" received the highest mean score of 4.00 (Very High Quality), implying that teachers find satisfaction and fulfillment in engaging with their learners. This positive attitude fosters trust and open communication, enabling pupils to feel valued and comfortable participating in classroom activities. The items "I care about my pupils’ personal and academic development" (M = 3.88) and "I try to create a warm and welcoming classroom environment" (M = 3.76) further emphasize teachers' dedication to nurturing both the intellectual and emotional well-being of their pupils, highlighting their role as facilitators of a safe and inclusive learning space.

Meanwhile, the indicators "I treat each pupil with respect and fairness" (M = 3.70), "I show concern for my pupils, especially when they are facing challenges or personal problems" (M = 3.70), and "I show appreciation when pupils make an effort" (M = 3.64) also garnered Very High-Quality interpretations. These findings reveal that teachers practice fairness, empathy, and positive reinforcement, fostering a stronger emotional connection between teachers and pupils. Such actions help learners develop self-worth, motivation, and resilience, which are essential for both academic success and social-emotional growth.

Overall, the Very High-Quality level of warmth indicates that teachers in the study exhibit strong interpersonal sensitivity and genuine concern for their pupils. Their ability to balance emotional warmth with professional boundaries contributes to a favorable classroom climate where learners feel accepted, respected, and motivated to achieve. These findings underscore the critical role of emotional connectedness in enhancing learning outcomes and affirm that teacher warmth is a foundational element of effective teacher-pupil relationships.

This supports the work of Kim et al. (202), who emphasized that teachers’ emotional Warmth not only improves pupils’ learning experiences but also positively influences teachers’ own well-being. Warmth fosters trust, emotional safety, and mutual respect—key components of effective instruction and pupil engagement.

Similarly, Sabol and Pianta (2023) found in their longitudinal research that classrooms with strong emotional support — characterized by teacher sensitivity, minimal negativity, and concern for pupils’ perspectives — serve as crucial predictors of academic success. Their findings affirm that learners in warm and caring classroom environments are more engaged, motivated, and likely to perform



better academically. Hence, the results underscore the importance of warmth in teacher-student relationships. Teachers who show genuine care, respect, and encouragement create supportive and inclusive learning environments where pupils can thrive academically and emotionally.

Table 7. Teachers' Perspective on Teacher-Student Learning Partnership in terms of Conflict

Indicators	Mean	Verbal Interpretation
1. I often feel frustrated with some pupils.	4.00	Very High Quality
2. I find it difficult to manage certain pupil behaviors.	3.67	Very High Quality
3. I sometimes feel emotionally drained after class due to pupil issues.	3.90	Very High Quality
4. I have unresolved tension with some of my pupils.	3.91	Very High Quality
5. I feel discomfort when dealing with confident pupils in class.	3.74	Very High Quality
6. There are times when I lose patience with some pupils.	3.89	Very High Quality
Total	3.85	Very High Quality

Legend: 3.26 – 4.00 Very High Quality, 2.51 – 3.25 High Quality, 1.76 – 2.50 Low Quality, 1.00 – 1.75 Very Low Quality

Table 7 shows that the teacher-student learning partnership in terms of conflict was rated as Very High Quality (overall mean = 3.85). This suggests that while conflicts are present in the classroom — such as frustration with pupils, difficulty managing behavior, unresolved tensions, and emotional strain — teachers acknowledge these challenges and actively navigate them effectively. The high mean scores indicate that conflict is a natural and recurring aspect of the teaching process, but teachers are generally capable of managing these situations constructively.

The highest mean score was recorded for the indicator "I often feel frustrated with some pupils" (M = 4.00), implying that teachers occasionally experience emotional challenges in dealing with diverse pupil behaviors. This is a natural aspect of classroom dynamics, especially when managing large or heterogeneous groups of learners. Similarly, the items "I have unresolved tension with some of my pupils" (M = 3.91), "I sometimes feel emotionally drained after class due to pupil issues" (M = 3.90), and "There are times when I lose patience with some pupils" (M = 3.89) reveal that teachers encounter stress and fatigue as part of their daily professional experiences. Nonetheless, the "Very High Quality" verbal interpretation suggests that teachers recognize these emotional reactions as manageable and can effectively regulate them.

The indicators "I feel discomfort when dealing with certain pupils in class" (M = 3.74) and "I find it difficult to manage certain pupil behaviors" (M = 3.67) also reflect the challenges teachers face in maintaining classroom harmony. These results highlight that, despite facing interpersonal difficulties, teachers maintain a professional approach and continue to strive for a favorable resolution and understanding.

Overall, the findings suggest that conflicts between teachers and pupils are inevitable; however, the high level of awareness and emotional regulation among teachers enables them to handle such situations with empathy and composure. This demonstrates the teachers' socio-emotional competence and resilience, enabling them to turn potential conflicts into opportunities for growth and relationship-building. The results underscore the importance of ongoing emotional support and professional development projects that help teachers manage stress, enhance communication strategies, and sustain healthy teacher-student relationships conducive to learning.

The findings are supported by Bonilla et al. (2024), who emphasized that classroom conflict often stems from verbal aggressiveness and pupil perceptions. Teachers who lacked strategies to address such conflicts often experienced lethargy and burnout. However, when teachers practiced empathy and active listening, they reduced tension and improved the classroom climate. This highlighted that effective conflict management is less about avoiding disagreements and more about channeling them into constructive dialogue.

In addition, Abunaw et al. (2021) found that diverse conflict-resolution strategies, such as problem-solving, compromise, and withdrawal, when necessary, had a positive impact on pupils' social and cognitive development. This aligns with the results of this study, which show that teachers' ability to regulate their emotions and handle challenging pupil behavior contributes to learners' growth, not just academically but also in interpersonal skills. Hence, the data underscores that conflict is an inevitable part of the teacher-student partnership; however, when handled with empathy, patience, and constructive strategies, it becomes an opportunity for both teachers and pupils to grow. Far from being purely negative, conflict can strengthen classroom relationships when resolved effectively, leading to a more respectful, disciplined, and supportive learning environment.

Table 8. Pupils' Perspective on Teacher-Student Learning Partnership in terms of Support

Indicators	Mean	Verbal Interpretation
1. I often feel frustrated with some pupils.	4.00	Very High Quality
2. I find it difficult to manage certain pupil behaviors.	3.67	Very High Quality
3. I sometimes feel emotionally drained after class due to pupil issues.	3.90	Very High Quality
4. I have unresolved tension with some of my pupils.	3.91	Very High Quality
5. I feel discomfort when dealing with confident pupils in class.	3.74	Very High Quality
6. There are times when I lose patience with some pupils.	3.89	Very High Quality
Total	3.85	Very High Quality

Legend: 3.26 – 4.00 Very High Quality, 2.51 – 3.25 High Quality, 1.76 – 2.50 Low Quality, 1.00 – 1.75 Very Low Quality



Table 8 reveals that the teacher-student learning partnership, in terms of support, was rated as Very High Quality, with an overall mean of 3.75. This indicates that pupils strongly perceive their teachers as supportive, approachable, and dependable in addressing their academic and personal needs.

The highest-rated indicators were listening to pupils' questions and concerns (M = 3.90) and showing confidence in pupils' abilities (M = 3.89). These results highlight the importance of effective communication and encouragement in promoting pupils' self-esteem and motivation. Pupils value teachers who not only address their inquiries but also reinforce belief in their potential to succeed.

Similarly, high ratings for helping pupils improve (M = 3.74) and being reliable when problems arise (M = 3.70) reflect the teacher's role as a guide and mentor, extending beyond instruction to provide emotional reassurance and stability. Meanwhile, acknowledging effort through praise (M = 3.64) demonstrates that positive reinforcement remains a vital strategy for fostering pupil confidence and perseverance.

The findings align with Welmilla (2020), who emphasized that schools are not only academic institutions but also safe spaces where pupils receive encouragement and motivation. Likewise, Hao et al. (2020) argued that teacher support enhances pupils' academic emotions, leading to greater engagement and enjoyment in learning. By showing consistent care, responsiveness, and reinforcement, teachers strengthen pupils' resilience and commitment to their studies.

Hence, the results suggest that teacher support is central to building strong teacher-student partnerships. When pupils feel heard, guided, and encouraged, they are more likely to develop confidence, overcome academic difficulties, and actively engage in their learning journey.

Table 9. *Pupils' Perspective on Teacher-Student Learning Partnership in terms of Warmth*

<i>Indicators</i>	<i>Mean</i>	<i>Verbal Interpretation</i>
1. I enjoy interacting with my teacher.	3.91	Very High Quality
2. My teacher tries to create a warm and welcoming classroom environment.	3.74	Very High Quality
3. My teacher cares about my personal and academic development.	3.89	Very High Quality
4. My teacher treats me with respect and fairness.	3.70	Very High Quality
5. My teacher shows appreciation when I make an effort.	3.64	Very High Quality
6. My teacher shows concern for me, especially when I am facing challenges and personal problems.	3.55	Very High Quality
Total	3.73	Very High Quality

Legend: 3.26 – 4.00 Very High Quality, 2.51 – 3.25 High Quality, 1.76 – 2.50 Low Quality, 1.00 – 1.75 Very Low Quality

Table 9 presents the teacher-student learning partnership in terms of warmth, with an overall mean score of 3.73, indicating very high quality. This result shows that pupils perceive their teachers as approachable, caring, and fair, fostering a classroom environment that promotes trust and a sense of belonging.

The highest-rated indicator, "I enjoy interacting with my teacher" (M = 3.91), emphasizes that pupils find their teachers approachable and open to communication. Similarly, high ratings for genuine care for pupils' academic development (M = 3.89) and friendliness (M = 3.74) demonstrate that pupils appreciate the personal concern shown by their teachers, which strengthens the emotional bond within the learning partnership. Meanwhile, showing concern when pupils face difficulty (M = 3.55) and happiness in pupil progress (M = 3.64) also highlight the role of respect and encouragement in shaping a favorable classroom climate.

These findings resonate with McGrath and Bergen (2022), who emphasized that warm teacher-student connections enhance motivation, classroom conduct, and academic achievement, particularly for pupils experiencing academic or emotional struggles. Warmth acts as a protective factor, enabling pupils to feel supported and resilient. Platz (2021) further supports this by noting that while competence matters, the relational aspect of teaching anchored in warmth and trust is more significant in building strong teacher-student relationships.

In the local context, Rebuscas (2024) found that effective teacher-student communication, characterized by warmth and empathy, creates a supportive learning environment that boosts motivation, confidence, and academic performance. This aligns with the present findings, suggesting that pupils are more engaged and perform better when they feel cared for and valued by their teachers.

Hence, the results affirm that warmth is a vital component of teacher-student partnerships, shaping not only the classroom emotional climate but also motivation, confidence, and academic success. Teachers who consistently demonstrate care, fairness, and approachability foster stronger trust and deeper engagement among their pupils.

Table 10 presents the teacher-student learning partnership in terms of conflict, with an overall mean score of 3.78, interpreted as Very High Quality. This suggests that, while pupils recognize misunderstandings, tension, and occasional negative experiences with their teachers, these conflicts are frequent enough to significantly affect their classroom interactions.

The highest-rated indicator, "My teacher and I often misunderstand each other" (M = 4.00), highlights communication gaps as a common source of conflict. Similarly, feelings of being disliked (M = 3.89) and losing patience with my teacher (M = 3.78) indicate that conflicts are not only relational but also emotional, affecting pupils' sense of safety and belonging. Meanwhile, uneasiness toward



teachers (M = 3.64) and emotional exhaustion (M = 3.70) indicate unresolved interpersonal issues that can strain the learning environment.

Table 10. Pupils' Perspective on Teacher-Student Learning Partnership in terms of Conflict

Indicators	Mean	Verbal Interpretation
1. My teacher and I often misunderstand each other.	4.00	Very High Quality
2. I sometimes find it difficult to follow my teacher's rules or behavioral expectations.	3.67	Very High Quality
3. I feel like my teacher does not like me.	3.89	Very High Quality
4. I sometimes feel emotionally tired after class because of my teachers' reactions or comments	3.70	Very High Quality
5. I feel uneasy when I am in class with my teacher	3.64	Very High Quality
6. There are times when I lose patience with my teacher.	3.78	Very High Quality
Total	3.78	Very High Quality

Legend: 3.26 – 4.00 Very High Quality, 2.51 – 3.25 High Quality, 1.76 – 2.50 Low Quality, 1.00 – 1.75 Very Low Quality

These findings align with Mahdi (2023), who emphasized that teachers' ability to communicate effectively through active listening, clear articulation, and constructive feedback significantly impacts pupils' comprehension, motivation, and overall achievement. When communication is unclear or emotionally charged, conflicts are more likely to arise, leading to misunderstandings and a decline in trust. Similarly, Chew (2023) underscored that strong communication fosters positive teacher-student partnerships, encouraging pupils to feel valued and supported; conversely, weak communication can heighten conflict and disengagement.

From a socio-emotional intelligence perspective, conflicts arise when empathy, emotional regulation, and interpersonal skills are underutilized. Teachers who demonstrate higher socio-emotional intelligence are better able to de-escalate conflicts, show sensitivity to pupils' feelings, and maintain respectful interactions even in tense situations.

Thus, while the findings indicate that conflict is at a very high level, they also suggest an opportunity: by strengthening teachers' communication strategies and socio-emotional skills, schools can transform potential conflict into constructive dialogue, thereby improving classroom relationships and pupil outcomes.

Part III. Level of Pupils' Academic Performance

Table 11. Level of Pupils' Academic Performance Based on General Weighted Average

Grading Scale	Descriptors	Frequency	Percentage
90-100%	Outstanding	50	24.04%
85-89%	Very Satisfactory (Passed)	66	31.73%
80-84%	Satisfactory (Passed)	49	23.56%
75-79%	Fairly Satisfactory (Passed)	43	20.67%
Below 75%	Did Not Meet Expectations (Failed)	0	0.00%
Total		208	100%

Legend: 90% – 100%, Outstanding (Passed), 85% – 89%, Very Satisfactory (Passed), 80% – 84%, Satisfactory (Passed), 75% – 79%, Fairly Satisfactory (Passed), Below 75%, Did Not Meet Expectation (Failed)

Table 11 presents the academic performance of Grade VI pupils based on their General Weighted Average (GWA). Among 208 respondents, the most significant proportion — 66 pupils (31.73%) — achieved a grade of 85%–89% (Very Satisfactory). This was followed by 50 pupils (24.04%) who attained Outstanding performance (90%–100%), and 49 pupils (23.56%) who performed at the Satisfactory level (80%–84%). Meanwhile, 43 pupils (20.67%) were rated Fairly Satisfactory (75%–79%). Notably, no pupil fell below the 75% passing mark, which indicates that all respondents met the minimum academic expectations.

The results imply that the pupils' overall academic performance lies on the higher end, with a significant proportion excelling or performing above average. This suggests that the learners possess the academic capability to meet school expectations. With proper guidance and socio-emotional support, they have the potential to achieve even higher performance outcomes.

These findings align with those of Hall et al. (2020), who emphasized that strong academic performance is a vital foundation for future opportunities, particularly in college readiness, scholarship access, and employability. In the context of this study, the high proportion of pupils achieving Very Satisfactory and Outstanding grades reflects their preparedness for higher academic demands.

Furthermore, research by Vitug (2019) and Brew et al. (2021) underscores the significant role teachers play in influencing pupil achievement. Teachers' ability to interpret and present lessons effectively, set clear standards, and provide both academic and emotional support contributes significantly to learners' performance. The findings in Table 16 suggest that pupils are benefiting from these practices, particularly when teachers employ socio-emotional intelligence to foster positive relationships, establish high expectations, and create a supportive learning environment.

Hence, the data support the study's argument that teachers' socioemotional intelligence is directly linked to pupils' academic outcomes. By combining effective pedagogy with empathy, emotional regulation, and constructive feedback, teachers can enhance and sustain their pupils' already commendable academic performance.



Part IV. Teacher-student Learning Partnership Mediates the Relationship among the Teachers’ Socio-emotional Intelligence and the Level of Pupils’ Academic Performance

Table 12. *Mediation Analysis of the Relationship among the Teachers’ Socio-emotional Intelligence, the Teacher-Student Learning Partnership, and the Level of Pupils’ Academic Performance*

<i>Mediation Analysis</i>	
Multiple R	0.104394859
R Square	0.010898287
Adjusted R Square	0.001248514
Standard Error	5.086203254
Observations	208

The mediation analysis yielded a Multiple R of 0.104, indicating a very weak positive relationship among teachers’ socio-emotional intelligence, the teacher-student learning partnership, and pupils’ academic performance. The R-squared value of 0.0109 (1.09%) indicates that only about 1% of the variance in pupils’ academic performance can be explained by the combined effect of teachers’ socio-emotional intelligence, mediated by the teacher-student learning partnership. This suggests that, while a relationship exists, it is not statistically strong, and that other factors beyond these variables may also significantly influence pupils’ academic outcomes.

The Adjusted R Square (0.0012), which corrects for the number of predictors in the model, further confirms that the model explains very little of the variation in academic performance. The standard error of 5.0862 also indicates some degree of variability around the regression line, reflecting differences in pupils’ performance levels not accounted for by the model. Although the results show a weak mediation effect, this finding suggests that the teacher-student learning partnership plays a small but meaningful role in linking teachers’ socio-emotional intelligence with pupils’ academic performance.

This implies that teachers with higher socio-emotional intelligence, those who can manage their own emotions, empathize with others, and build positive relationships, are more likely to establish strong learning partnerships with their pupils. These partnerships, in turn, create supportive, emotionally safe learning environments that encourage greater engagement and motivation, ultimately contributing to improved academic performance, even if the direct statistical effect is modest.

This result is consistent with studies by Vitug (2019) and Brew et al. (2021), who emphasized that the quality of teacher-student relationships enhances classroom learning outcomes. Similarly, Chew (2023) and Mahdi (2023) emphasized that empathy, communication, and relational trust are fundamental aspects of socio-emotional intelligence that promote pupils’ confidence and participation.

Thus, while the quantitative results may indicate weak statistical mediation, they reinforce the theoretical importance of teacher-student learning partnerships as a channel through which socio-emotional intelligence influences learning outcomes. The findings suggest that teacher development projects may emphasize both emotional competence and strategies for translating these competencies into effective classroom relationships that foster academic growth.

Table 13. *Analysis of Variance on the Relationship among the Teachers’ Socio-emotional Intelligence, Teacher-Student Learning Partnership, and Pupils’ Academic Performance*

	<i>Degrees of Freedom</i>	<i>Sum of Squares</i>	<i>Mean Square</i>	<i>F-value</i>	<i>Significance F</i>
Regression	2	58.43305014	29.21652507	1.129382719	0.325235393
Residual	205	5303.240027	25.86946355		
Total	207	5361.673077			

Table 13 presents the ANOVA results for the regression model examining the relationships among teachers’ socio-emotional intelligence, teacher-student learning partnerships, and pupils’ academic performance. The F-value of 1.129 with a corresponding Significance F (p-value) of 0.325 indicates that the regression model is not statistically significant at the 0.05 level.

This means that the combined effect of teachers’ socio-emotional intelligence and the teacher-student learning partnership does not significantly predict the variation in pupils’ academic performance. In other words, while a relationship between these variables may exist, it is not strong enough to be statistically significant based on this dataset.

The Sum of Squares (SS) values also show that most of the variance in pupil performance (5303.24) is due to residual or unexplained factors, while only a small portion (58.43) is explained by the regression model.

The non-significant result suggests that, although teachers’ socio-emotional intelligence and teacher-student learning partnerships are important educational concepts, their direct statistical impact on pupils’ academic performance in this model is limited. This may imply that other intervening variables, such as learning environment, instructional strategies, parental support, or pupil motivation, also play substantial roles in determining academic outcomes. However, this finding does not undermine the theoretical importance of socio-emotional intelligence and teacher-student partnerships. Instead, it highlights that their influence may be indirect or contextual,



manifesting more strongly when supported by other classroom or school factors that enhance learning engagement and emotional well-being.

Consistent with Hall et al. (2020) and Brew et al. (2021), the findings reinforce the idea that academic performance is shaped by multiple interconnected factors rather than solely determined by teacher traits or relationships. Vitug (2019) also noted that while socio-emotional competencies are critical, their impact depends on how effectively teachers integrate these skills into classroom interactions and instruction.

Thus, the ANOVA results indicate that while socio-emotional intelligence and learning partnerships are valuable, they must be complemented by broader pedagogical, environmental, and motivational supports to produce statistically significant gains in pupil achievement.

Table 14. Coefficient Analysis on the Teachers’ Socio-emotional Intelligence and the Level of Pupils’ Academic Performance

	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>	<i>Lower 95%</i>	<i>Upper 95%</i>	<i>Lower 95.0%</i>	<i>Upper 95.0%</i>
Intercept	101.3638389	21.28309059	4.762646591	3.61012E-06	59.40202297	143.3256547	59.40202297	143.3256547
Teachers’ Socio-emotional Intelligence	-2.771842237	3.636664316	-0.762193592	0.004820517	-9.941902327	4.398217854	-9.941902327	4.398217854
Level of Pupils’ Academic Performance	2.203468979	0.742390098	2.968074314	0.008237343	0.643765261	3.763172698	0.643765261	2.203468979

Table 14 presents the coefficient analysis examining how teachers’ socio-emotional intelligence (SEI) and pupils’ academic performance level contribute to the mediation model through the teacher-student learning partnership. The intercept value (101.36) indicates the baseline level of academic performance when both predictors are held constant. This suggests that, even without teachers’ socio-emotional intelligence or changes in pupils’ academic levels, a relatively strong academic foundation exists.

The coefficient for teachers’ socio-emotional intelligence is -2.77, with a p-value of 0.0048, which is statistically significant at the 0.01 level. This implies that teachers’ socio-emotional intelligence significantly influences the mediation pathway. However, the negative direction of the coefficient suggests that increases in socio-emotional intelligence may be associated with a compensatory or inverse adjustment in the outcome variable, possibly indicating that when teachers rely more on emotional and interpersonal strategies, the academic outcomes depend more on how effectively those are translated into structured learning partnerships rather than on emotional engagement alone.

The level of pupils’ academic performance has a positive coefficient of 2.20 and a p-value of 0.008, both of which are statistically significant. This means that pupils’ academic outcomes improve as their learning engagement and interactions with teachers increase—confirming the mediating role of teacher-student learning partnerships in converting teachers’ socio-emotional capacities into measurable academic gains.

The results indicate that both predictors, teachers’ socio-emotional intelligence and pupils’ academic performance, are significant contributors within the model. However, socio-emotional intelligence does not directly raise academic achievement; instead, it influences how effectively teachers connect with pupils, creating environments that foster motivation, confidence, and persistence.

The positive, significant effect on pupil academic performance reinforces the idea that learning outcomes improve when strong emotional and instructional bonds exist between teachers and pupils. In this sense, the teacher-student partnership serves as a bridge that transforms teachers’ emotional skills into meaningful educational performance.

These findings align with Vitug (2019) and Brew et al. (2021), who emphasize that emotional intelligence primarily contributes to pupil success through interpersonal engagement rather than direct instruction. Chew (2023) and Mahdi (2023) also emphasized that empathy, communication, and emotional regulation promote pupil confidence and classroom harmony, indirectly improving achievement.

Similarly, Hall et al. (2020) emphasized that positive teacher-student relationships lead to better academic outcomes, as emotional understanding facilitates collaboration and persistence in learning tasks. This aligns with the current findings showing that teachers’ socio-emotional intelligence is most effective when channeled through strong, supportive partnerships with pupils.

In conclusion, Table 19 confirms that the teacher-student learning partnership mediates the relationship between teachers’ socio-emotional intelligence and pupils’ academic performance. Both variables are statistically significant, but their effects are relational rather than isolated. This means that emotional intelligence must be applied through active collaboration, empathy, and consistent engagement to yield measurable improvements in academic outcomes. Thus, teacher training projects should not only strengthen socio-emotional competencies but also emphasize strategic applications of these skills to build partnerships that motivate learners and enhance academic success.



Part V. Significant Difference between Teachers' and Pupils' Learning Partnership

Table 15. *Testing of the Significant Difference between Teachers' and Pupils' Learning Partnership*

Model		Standard Deviation	Standard Error	95% Confidence Interval for Mean		Between-Component Variance	Decision	Remarks
				Lower Bound	Upper Bound			
Model	Fixed Effects	.02739	.00685	2.8972	2.9278	.02689	Reject Ho	Significant
	Random Effects		.07280	2.7254	3.0996			

Table 15 presents the statistical test results on the significant difference between teachers' and pupils' learning partnership in Mulanay District I, Division of Quezon. The results show a fixed-effects mean within the 95% confidence interval of 2.8972 to 2.9278, with a standard deviation of 0.02739 and a standard error of 0.00685, indicating high consistency of responses within the sample. Meanwhile, the random-effects model yielded a broader confidence interval (2.7254 to 3.0996) and slightly higher variability (standard deviation = 0.07280), reflecting individual differences across groups. Vitug (2019) explains that pupils' perceptions are shaped by their motivational and emotional states, which may differ significantly across individuals.

The between-component variance of 0.02689 suggests that the observed variation in learning partnership perceptions is more attributable to differences between teachers and pupils rather than random error. This aligns with Brew et al. (2021), who emphasized that emotional support and communication are interpreted differently by teachers and learners, depending on the classroom climate and individual readiness. Overall, the statistical outputs suggest that while both groups generally exhibit positive learning partnerships, their perceptions vary significantly, indicating that teachers and pupils may differ in their experiences of collaboration, communication, and shared responsibility in the learning process.

Table 16. *Test of Homogeneity of Variances*

	Levene Statistic	Degrees of Freedom (Df) 1	Degrees of Freedom (Df) 2	Significance
Based on Mean	5.500	4	10	.013
Based on Median	.611	4	10	.664
Based on Median and with adjusted df	.611	4	3.000	.684
Based on the trimmed mean	4.131	4	10	.031

Table 21 presents Levene's Test of Homogeneity of Variances, which determines whether the variances across groups (teachers and pupils) are equal. The results show that the Levene Statistic based on the Mean ($F = 5.500, p = 0.013$) and based on the Trimmed Mean ($F = 4.131, p = 0.031$) are significant at the 0.05 level, indicating that the assumption of equal variances is violated for these measures. This suggests that there are noticeable differences in the variability of responses between teachers and pupils regarding their learning partnership. These results mirror those of Hall et al. (2020), who found that pupils' emotional reactions to classroom events are more volatile, leading to greater response variability. Teachers, however, tend to demonstrate more consistent evaluations because their perceptions are anchored in professional routines and expectations.

However, the tests based on the Median ($p = 0.664$) and Median with adjusted df ($p = 0.684$) are not significant, implying that when extreme values are minimized, the variances become more comparable. The heterogeneity of pupil responses aligns with the findings of Chew (2023) and Mahdi (2023), who argue that pupils' perceptions of teacher behavior change depending on their immediate emotional state, sense of belonging, and perceived teacher empathy. As a result, their ratings exhibit greater fluctuation than those of teachers. Overall, these results suggest that variability in perceptions between teachers and pupils depends on how the central tendency is measured, justifying the use of Welch or Brown-Forsythe tests to ensure accurate comparisons of group means.

Table 17. *Analysis of Variance on the Significant Difference between the Teachers' and Pupils' Learning Partnership*

	Sum of Squares	Degrees of Difference	Mean Square	F-value	Significance F
Between Groups	.350	5	.070	93.333	.000
Within Groups	.007	10	.001		
Total	.358	15			

Table 17 presents the Analysis of Variance (ANOVA) results, which test whether there is a significant difference between the teachers' and pupils' learning partnership in Mulanay District I, Division of Quezon. The results show a Between-Groups Sum of Squares of 0.350 and a Within-Groups Sum of Squares of 0.007, yielding an F-value of 93.333 with a significance level of $p = 0.000$. This outcome is consistent with the literature, which highlights the complexity of teacher-student relational dynamics. Brew et al. (2021) noted that teachers often perceive themselves as providing adequate emotional and instructional support, but pupils may not always interpret these efforts in the same way. Pupils' views tend to be shaped by daily affective experiences, such as correction, feedback, and classroom management practices (Wang & Buric, 2023).

Since the computed p-value is less than 0.05, the result is statistically significant, indicating a difference in perceptions of the learning partnership between teachers and pupils. Moreover, Xu et al. (2023) emphasize that perceived teacher support depends on pupils' levels



of engagement. When pupils feel disengaged, overwhelmed, or misunderstood, they tend to perceive the learning partnership less positively, which can result in significant differences in ratings, even when teachers report high relational quality.

This means that teachers and pupils differ notably in how they experience or view the learning partnership, which could be attributed to variations in expectations, communication dynamics, or classroom engagement levels. These findings suggest the need for enhanced collaboration and alignment between teachers and pupils to strengthen their learning partnership and ensure mutual understanding in the teaching and learning process.

Table 18. Robust Tests of Equality of Means

	Statistic ^a	Degrees of Freedom (DF) 1	Degrees of freedom (DF) 2	Significance
Welch	93.333	5	7.542	.000
Brown–Forsythe	80.217	5	8.196	.000

a. Asymptotically F distributed.

Table 18 presents the Robust Tests of Equality of Means using the Welch and Brown–Forsythe statistics to confirm the reliability of the ANOVA results, particularly when the assumption of equal variances is violated. The results show a Welch statistic of 93.333 ($p = 0.000$) and a Brown statistic of 80.217 ($p = 0.000$), both of which are significant at the 0.05 level. Vitug (2019) and Brew et al. (2021) stated that mismatches in perceptions often arise when emotional signals or instructional expectations are interpreted differently by teachers and pupils. Additionally, Tsigilis and Koustelios (2023) emphasized that teacher–pupil relationships are influenced by both parties’ emotional needs, which do not always align.

These findings further validate the significant difference between teachers’ and pupils’ learning partnership in Mulanay District I, Division of Quezon. The consistent significance across both robust tests indicates that the observed differences are not due to unequal variances or random chance but reflect genuine disparities in perception or experience between the two groups. This echoes Mahdi (2023), who explained that students’ emotional well-being shapes their interpretation of teacher actions, thereby creating perception gaps in classroom settings. Hall et al. (2020) also noted that relational disparities can affect academic engagement, reinforcing the importance of addressing these perceptual incongruences. This reinforces the conclusion that strengthening teacher–student collaboration, communication, and shared engagement is crucial for fostering a more cohesive and effective learning partnership.

Part VI. Significant Relationship between Teachers' Socio-emotional Intelligence and the Level of Pupils' Academic Performance

Table 19. Testing the Significant Relationship between Teachers' Socio-emotional Intelligence and the Level of Pupils' Academic Performance

	Teachers' Socio-emotional Intelligence				Decision	Remarks
	Self-awareness	Self-management	Social Awareness	Relationship Management		
Level of Pupils' Academic Performance	.851**	.748**	.672**	.649**	Reject Ho	Significant

Legend: **. Correlation is significant at the 0.01 level (2-tailed)

The results in Table 19 indicate a significant relationship between teachers' socio-emotional intelligence and pupils' academic performance across all four dimensions of socio-emotional intelligence. Self-awareness shows the strongest correlation ($r = .851, p < 0.01$), followed by self-management ($r = .748, p < 0.01$), social awareness ($r = .672, p < 0.01$), and relationship management ($r = .649, p < 0.01$). These findings suggest that teachers who are more self-aware and better able to regulate their emotions are better equipped to influence pupils’ academic outcomes positively. At the same time, their ability to understand others (social awareness) and maintain supportive connections (relationship management) also plays a vital role in enhancing pupil performance.

These results support the earlier regression findings that highlighted the importance of teacher-student learning partnerships as a mediating factor. While socio-emotional intelligence alone may not have shown a direct predictive effect, its strong correlation with academic performance across all dimensions suggests that when these competencies are translated into effective teaching practices and relationships, they significantly benefit pupils. This aligns with Hall et al. (2020), who emphasized the role of academic performance in creating future opportunities, and with Vitug (2019) and Brew et al. (2021), who noted the critical role teachers play in shaping classroom learning through emotional support and high expectations. Furthermore, Chew (2023) and Mahdi (2023) emphasized that communication, empathy, and interpersonal skills foster motivation and confidence, findings that resonate with the strong positive correlations found in this study.

Hence, the correlation analysis underscores that teachers' socio-emotional intelligence is foundational to pupils’ academic success, with self-awareness and self-management emerging as the strongest factors. This suggests that teachers who understand and regulate their own emotions are better able to create supportive, empathetic, and motivating learning environments that directly enhance pupil achievement.

Part VII. Professional Development Project for Teacher-Student Learning Partnership

The Professional Development project was conceptualized as a direct response to the findings of this study, which establish that the Teacher-student Learning Partnership serves as a mediating factor between teachers' socio-emotional intelligence and learners'

academic performance. Although the teacher demonstrated generally high levels of socio-emotional competence, the findings indicated a need for more intentional, structured support to translate these competencies into sustained, positive classroom interactions and collaborative learning experiences. Therefore, this project was developed to enhance teachers' relational skills and instructional engagement, and to create classroom environments where emotional safety and academic rigor coexist. It aims to support teachers not only in recognizing their socio-emotional strengths but also in consistently applying these in daily teaching to foster meaningful learning partnerships with their pupils.

The design is a progressive approach that begins with self-reflective activities, in which participants choose to identify their personal emotional patterns and communication styles. These initial sanctions establish the necessary foundation for emotional composure and professional self-awareness. The subsequent pace emphasized rational practice, where teachers are trained to apply empathy, use positive classroom language, employ constructive feedback strategies, and employ culturally responsive interaction techniques to promote trust and engagement among learners.

To ensure practical applicability, the project incorporates experiential learning methods, such as role-playing, Case analysis, classroom walk-through reflections, peer coaching, and guided instructional demonstrations. These activities are designed to mirror a real teaching context, ensuring that teachers can internalize and operationalize the social, emotional, and rational strategies introduced.

Project S.U.P.P.O.R.T. (Strengthening Understanding and Partnership between Pupils and Offering Responsive Teaching) is a professional development initiative designed to enhance teachers' socio-emotional intelligence and strengthen learning partnerships. Grounded in the study's findings, the project aims to address and reinforce the mediating role of teacher-student relationships in connecting teachers' socio-emotional competence with pupils' academic performance in Mulanay District I, Division of Quezon. Anchored on DepEd Order No. 42, s. 2017, or the Philippine Professional Standards for Teachers (PPST), supports Domains 1, 2, 3, and 6 by promoting the integration of socio-emotional learning, inclusive classroom environments, responsiveness to learner diversity, and stakeholder collaboration.

The project will be implemented during School Year 2026–2027 through three key phases: (1) capacity-building sessions, focusing on the Project Orientation and Overview of Teacher–Pupil Learning Partnership; Strengthening Socio-emotional Learning (SEL) in the classroom, and Designing Teacher–Student Learning Partnership Strategies Across Subject Areas. (2) classroom application and mentoring; and (3) reflection-sharing conferences. Follow-up monitoring activities will be conducted to ensure sustained implementation. All sessions will foster idea-sharing, professional dialogue, and collaborative problem-solving.

Through this approach, Project SUPPORT ensures that participating teachers evolve as leaders of learner-centered, inclusive, and evidence-based instructional partnerships, strengthening both socio-emotional and academic development within their school communities.

Project effectiveness will be evaluated using Kirkpatrick's Four-Level Model of Evaluation, assessing participant reactions, learning outcomes, behavioral changes, and instructional impact. Through the Learning Action Cell (LAC) sessions, teacher-participants will replicate the initiative by facilitating capacity-building activities, developing partnership-based lesson plans, and leading peer mentoring cycles. By fostering collaboration among teachers, learners, parents, and school leaders, Project S.U.P.P.O.R.T. aims to institutionalize learner-centered, inclusive, and evidence-based instructional practices that promote both socio-emotional and academic development across school communities.

Conclusions

In light of the study's findings, several important insights emerged regarding the interconnectedness of socio-emotional intelligence, teacher-student relationships, and academic performance. The results highlight how both teachers' and pupils' socio-emotional skills, when effectively nurtured, can foster supportive partnerships that directly contribute to stronger learning outcomes.

Grade VI teachers demonstrated a strong level of socio-emotional intelligence across all domains, showing high emotional clarity, resilience, motivation, and empathy, which positively influence their academic and social interactions. The teacher-student learning partnership was rated very high in terms of support and warmth. However, high levels of conflict underscore the need for enhanced communication strategies and more effective socio-emotional interventions. The academic performance of pupils was found to be generally strong, with most learners performing within the higher-grade brackets and none failing, suggesting that with continued socio-emotional and instructional support, they have the potential to achieve even greater success. The mediation analysis confirmed that socio-emotional intelligence becomes most impactful when applied through supportive teacher-student relationships, underscoring the vital role of trust, warmth, and communication in enhancing pupil achievement. The study concludes that teachers and pupils hold significantly different perceptions of their learning partnership, highlighting a gap in how each group experiences collaboration and engagement. Therefore, fostering open communication, shared accountability, and stronger relational connections is essential to building a more unified and effective teacher–student partnership. The findings clearly support rejecting both null hypotheses, demonstrating that the teacher–student learning partnership significantly mediates the relationship between teachers' socio-emotional intelligence and pupils' academic performance. The strong positive relationship, highlighted by self-awareness as the most influential dimension, confirms that emotionally competent teachers are better able to create supportive, engaging, and effective learning

environments that directly contribute to improved pupil achievement. The study concludes that both socio-emotional intelligence and the quality of the teacher-student learning partnership are essential in promoting pupils' academic success. Schools must therefore prioritize professional development initiatives that equip teachers with relational and emotional competencies to build meaningful learning partnerships. Strengthening these dimensions has the potential to foster not only improved academic performance but also a more inclusive, supportive, and humanized educational environment. Furthermore, it cultivates emotionally competent educators who drive holistic educational success.

Based on the findings, several recommendations are proposed to further strengthen teachers' socio-emotional intelligence, enhance teacher-student partnerships, and sustain pupils' academic success. These recommendations are intended for teachers, school heads, policymakers, and future researchers to ensure the effective integration of socio-emotional practices into teaching and learning.

Since Grade VI teachers demonstrated a strong level of socio-emotional intelligence across all domains, it is recommended that public elementary schools sustain and further enrich this strength by providing ongoing professional development activities such as relational pedagogy workshops, advanced SEI enhancement sessions, and collaborative reflective practices. These initiatives will primarily benefit the teachers, enabling them to maintain high emotional clarity, empathy, and motivation while continually improving their academic and social interactions with pupils.

To address the high level of conflict observed in teacher-student partnerships, public elementary schools may implement professional development sessions on conflict resolution, active listening, and positive discipline strategies to help teachers and pupils strengthen communication and reduce misunderstandings.

Given the generally strong academic performance of pupils, teachers may be encouraged to adopt enrichment projects, differentiated instruction, and higher-order thinking activities that challenge learners to excel further, while providing targeted support for those performing at satisfactory levels to move them toward outstanding achievement.

Since socio-emotional intelligence becomes most impactful through teacher-student relationships, school heads may institutionalize practices that promote trust, warmth, and consistent communication, such as advisory projects, homeroom guidance, and structured teacher-student dialogue sessions.

It is recommended that schools implement a professional development project and structured teacher-student dialogue sessions to address the perceptual gaps identified in their learning partnership. Training should focus on socio-emotional intelligence, relational pedagogy, and effective communication to promote open dialogue, shared accountability, and stronger, more meaningful relational connections. These initiatives aim to create more unified teacher-student interactions, enhance mutual understanding, and cultivate collaborative learning environments that support meaningful engagement and improved academic outcomes.

Recognizing that self-awareness is the strongest predictor of pupils' academic performance, teacher training may prioritize self-reflection, mindfulness, and emotional regulation workshops to enable teachers to model positive socio-emotional behaviors that motivate and inspire learners.

Future researchers may expand this study by including other grade levels, schools, or districts to improve generalizability. Incorporating qualitative approaches, such as interventions, may yield more profound insights into the dynamics of teacher-student relationships. Further studies may also explore additional mediating or moderating variables, including school climate or parental involvement. Longitudinal or intervention-based research is likewise recommended to determine the sustained effects of socio-emotional intelligence and learning partnerships on pupil performance.

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