



**THE MEDIATING EFFECT OF COMMUNICATION
STYLES ON THE RELATIONSHIP BETWEEN EMOTIONAL
INTELLIGENCE AND WORK ENGAGEMENT OF PUBLIC
SCHOOL ELEMENTARY TEACHERS**

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Abstract:

The primary aim of the study is to find out the significance of the mediating effect of communication styles on the relationship between emotional intelligence and work engagement. Using a correlational technique as well as a quantitative non-experimental and mediation research design, data were obtained from 300 public elementary school teachers working in Baganga North and South districts, Davao Oriental. The researcher used a universal sampling technique, the statistical tools mean, Pearson r, and path analysis. From the results of the study, it was found that there are very high levels of emotional intelligence, work engagement, and communication styles. Additionally, there are significant relationships between emotional intelligence and work engagement, emotional intelligence and communication styles, and communication styles and work engagement. Lastly, communication styles partially mediate the relationship between emotional intelligence and work engagement. The findings of this study contribute to the existing body of knowledge on emotional intelligence, work engagement, and communication styles of teachers.

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1. Introduction

Teachers' poor work engagement is a major source of concern in schools. It was found out in the study of Dehghanpour *et al.* (2020) that disengaged teachers are less emotionally connected at work and resist devoting a significant amount of time to putting in more effort. Furthermore, teachers who are disengaged with their jobs are unhappy, which hurts the organization's overall efficiency. In addition, a previous study by Hastings and Agrawal (2021) concluded that disengaged teachers have higher absenteeism rates, which has a negative impact on school efficiency. The risks of work disengagement are caused by a variety of factors at school.

In a similar study by Gozon and Yango (2023), work engagement is significant, as a teacher with a high level of work engagement views their job as inspiring and stimulating. When a teacher is fully engaged in their work and devoting cognitive resources to it, the cognitive dimension is present. Also, the related study by Ma (2023) determined that work engagement is important as it is connected with positive outcomes such as job satisfaction, organizational commitment, and job performance. Work engagement of teachers is significant in ensuring high-quality education and positive student outcomes.

In another study by George *et al.* (2022), emotional intelligence positively predicts work engagement. Emotional intelligence leads to higher work engagement as it is embedded in the emotional component of work engagement, such that work activities are sustained by the emotional experience. Relatedly, the research of Obuobisa-Darko *et al.* (2023) concluded that there is a positive link between emotional intelligence and work engagement. A high level of emotional intelligence significantly influences the work engagement of employees as well as their self-efficacy, commitment, and organizational citizenship behavior.

Additionally, the study of Suprayogi and Andestia (2023) shows that there is a significant relationship between emotional intelligence and communication styles. The higher the emotional intelligence of teachers, the better the communication styles and vice versa. Similarly, in the recent study by Tegegne and Wondimu (2024), emotional intelligence is positively linked with communication styles. The link between emotional intelligence and communication styles is important for organizational commitment, which includes loyalty and dedication to the school.

Relative to this, effective communication styles increase work engagement. In particular, the research of Harrison (2020) showed that communication styles are the top internal communication factor that statistically correlates with work engagement. Also, the study of Antic *et al.* (2023) concluded that there is a correlation between communication styles and work engagement. School heads who are confident in their

communication in expressing their views tend to foster higher levels of work engagement among their teachers.

On the other hand, in the recent study by Lai and Hernandez (2025), there was no significant relation between emotional intelligence and work engagement. There is a need for inclusive strategies that foster emotional intelligence and work engagement, along with work-life balance. In addition, the study by Pawar *et al.* (2025) found no significant correlations between emotional intelligence and communication styles. The study suggested targeted interventions that may improve the outcomes of communication styles. Furthermore, another study by Normor *et al.* (2025) identified that there is no significant relationship between work engagement and communication styles. While work engagement is important, performance outcomes require supportive structures that enable employees to convert engagement into productive communication styles.

The main goal of the study was to find out the significance of the mediating effect of communication styles on the relationship between emotional intelligence and work engagement of teachers among public elementary schools in Baganga North and South Districts. Specifically, it has the following objectives. First, to describe the level of emotional intelligence in terms of self-awareness, self-regulation, motivation, social awareness/empathy, and social skills. Second, to ascertain the level of work engagement in terms of vigor, dedication, and absorption. Third, to determine the level of communication styles. Fourth, to determine the significance of the relationship between emotional intelligence and work engagement, emotional intelligence and communication styles, and communication styles and work engagement. Fifth, to determine the significance of the mediating effect of communication styles on the relationship between emotional intelligence and work engagement.

Additionally, the researcher had not come across a study that dealt with the mediating effect of communication styles on the relationship between emotional intelligence and work engagement of teachers among public elementary schools in the local setting. It is in this context that the researcher is interested in determining whether communication styles have a mediating effect on the relationship between emotional intelligence and work engagement of teachers among public elementary schools in Baganga North and South Districts. In a similar study by George *et al.* (2022), it was suggested that further studies should examine other personal and contextual resources that can affect work engagement using experimental and longitudinal designs. Also, a related study by Segers (2023) recommended that since personality types may affect the results of the study as people's personality affects their emotional intelligence, communication and work engagement, future studies should include such and other variables. Further, this can raise insights to the intended beneficiaries of this study and possibly develop programs to improve these school aspects, thus, the need to conduct this study.

2. Literature Review

In a previous study by Villalobos *et al.* (2020), self-awareness is defined as the ability to accurately judge one's own performance and behavior and to respond appropriately to different social situations. People with strong self-awareness are neither overly critical nor unrealistically hopeful, for they are honest with themselves and with others. In a related study by Saez-Delgado *et al.* (2022), self-regulation means understanding the teaching-learning process. Self-regulation in school is important as it is linked with better academic experiences as well as well-being of teachers. Also, another study by Schiepe-Tiska *et al.* (2021) determined that social awareness or empathy refers to the ability to perceive similarities and differences among people. It is an important skill that helps teachers and students alike to adapt to society while being at school.

In another study by Lazarides *et al.* (2025), motivation is defined as a set of constructs referring to teachers' will, desire, or drive to engage in teaching. Teacher motivation plays an important role in achieving high teacher quality. Similarly, the study by Mutesasira and Marongwe (2024) ascertained that motivation can help reduce teacher turnover rates, ensure continuity in the educational process and provide students with consistent role models and mentors. Motivation is linked to job satisfaction, performance, creative thinking, and love for the profession.

In terms of social skills, the research of Dorsey (2021) defined social skills as having interpersonal relationships such as empathy, sharing, and turn-taking. Social skills make an important contribution to education success. Social skills result in interpersonal relationships. Further, a recent study by Shapira and Amzalag (2025) found out that teacher social skills are important in shaping student social-emotional skills and overall academic success. Social skills in schools also foster resilience and reduce risks for vulnerable children.

In a similar study by Poysa *et al.* (2022), vigor refers to having high energy while working, being willing to invest effort in their work, and being persistent amidst difficulties. High levels of vigor result in high levels of experiences of rewards and efforts. Further, the research by Cells *et al.* (2023) emphasized that vigor enables teachers to bring into their classrooms something new that they have learned and helps them grow. When teachers are exposed to a resource that helps them do a better job, they take advantage of it right away.

Moreover, in the study by Daksan (2023), dedication refers to teacher work and affection. Teachers with a strong dedication provide the optimal learning environment for students and contribute to the enhancement of students' academic potential. Also, the related study by Wang (2024) assessed that a high teacher dedication indicates that teachers value work autonomy and like to work freely. Teacher dedication is enhanced when there is a reasonable salary system and transportation.

In a previous study by Sudibjo and Riantini (2023), absorption refers to being focused and immersed in work so that time seems to pass quickly. The absorption of teachers is an important factor in improving the performance of teachers and the

efficiency level of schools. Relatedly, the study by Zilka (2024) found out that absorption provides teachers with opportunities for collaboration and innovation. Teacher absorption creates an emotionally and professionally supportive community, leading to a fruitful discussion.

Furthermore, the research of Dhillon and Kaur (2021) concluded that effective teacher communication styles can enhance teaching effectiveness during classroom teaching. Communication styles are linked with student thinking, learning, and motivation, as well as maximize teacher success. Likewise, Marpaung and Ramadhana (2024) in their study discovered that communication styles are more predictive of success than techniques are. The interactions between teachers and students in the classroom are influenced by various communication styles.

In a similar vein, another study by Pribadi *et al.* (2023) mentioned that teachers with effective communication styles can attract students' attention and make them comfortable in communicating during learning. The teacher's communication style is very important in determining the material and learning methods so that students can feel motivated. Finally, the research by Mohamed and Abidin (2021) stated that the communication styles adopted by teachers enhance the effective performance of the schools and strengthen teacher involvement. Appropriate communication styles can also create good relationships between school heads and teachers.

3. Material and Methods

This study was conducted in the public elementary schools in the Baganga North district and Baganga South district of Davao Oriental. There was a sample size of 300 public elementary school teachers out of the 485 total population. The sample size was determined using St. Olaf College's (2024) statement that for a population of less than 1,000, a sample size of 300 or a ratio of 30% is advisable to ensure representation of the sample. In addition, during the conduct of the distribution and retrieval of the survey questionnaire, there were situations when the teachers were not available, as some are busy with their classes and paperwork, and others are on leave of absence. Repeated attempts to visit those teachers who are identified as respondents, but everything was futile. Universal sampling was utilized in this study. The universal sampling technique is used when all the members of the population are taken as the respondents. The use of universal sampling could provide helpful information to test the hypothesis of research (Avron *et al.*, 2019).

For the inclusion criterion, included in the study were the elementary public-school teachers in the identified schools in the Baganga North and South districts who were the groups to become respondents. These are the teachers who are currently employed, who have been in their teaching assignment for 2 years or more and whose plantilla numbers are in the Department of Education, as they were the ones who are in the position to provide useful information upon testing the hypothesis of the study. The exclusion criterion, teachers in the junior and senior high schools in the 2 districts, even

if teaching in the identified areas of the study, were excluded from the study because they were in different work environments and supervision. Also, those teachers in the private schools and those teachers who hold managerial or supervisory positions were also excluded from the study. Under the withdrawal criterion, the target respondents were free to decline to participate in the survey. They were not forced to answer the research questionnaire and were encouraged to return it to the researcher for its automatic disposal. Moreover, they can withdraw anytime from their participation in the research process if they feel uncomfortable about the study, since they were given the free will to participate without any form of consequence or penalty.

The first set of questionnaires on emotional intelligence, with the following indicators: self-awareness, self-regulation, motivation, social awareness/empathy, and social skills, was taken from Development of a measure of emotional intelligence (Singh, 2004). The second set of questionnaires is work engagement which has 3 indicators: vigor, dedication, and absorption (Schaufeli *et al.*, 2006) and was taken from the measurement of work engagement with a short questionnaire by Schaufeli, *et al.* 2006). The questionnaire of the mediating variable communication styles is taken from Ibrahim & Mahmoud (2017), entitled Principals' communication styles and school performance in Al Ain government schools, UAE.

In evaluating communication styles, emotional intelligence and work engagement, the 5 point Likert scale was used with the following range of means with its descriptions 4.20 – 5.00 or Very High which means measures are always manifested; 3.40 – 4.19 or High which means measures are often manifested; 2.60 – 3.39 or Moderate which means measures are sometimes manifested; 1.80 – 2.59 or Low which means measures are seldom manifested; and 1.00 – 1.79 or Very Low which means measures are not manifested at all. The study covered the period January-December 2025.

The study was subjected to pilot testing to establish the reliability of the scales using Cronbach's alpha coefficient. The results revealed the scores of 0.928 for Communication styles, 0.968 for Emotional Intelligence and 0.95 work engagement. Also, the instrument was subjected to validation by the experts, and it will be modified to fit into the study. The consolidated results from the validation of the experts will obtain an average weighted mean of 4.55, which has a verbal description of very good.

This study employed a non-experimental, quantitative design utilizing the descriptive correlation technique of research, which was designed to gather data, ideas, facts and information related to the study. In non-experimental research, researchers collect data without making changes or introducing treatments (Gehle, 2013). In this study, the variables were not manipulated, and the setting was controlled. Descriptive-correlation research design describes and interprets what is, and reveals conditions and relationships that exist and do not exist (Calmorin, 2005).

Moreover, a mediation analysis was used in this study. Mediation analysis is one that seeks to identify and explicate the mechanism or process that underlies an observed relationship between an independent variable (emotional intelligence) and a dependent variable (work engagement) via the inclusion of a third explanatory variable, known as

a mediator variable, communication style. The mediator variable serves to clarify the nature of the relationship between the independent and dependent variables. In other words, mediating relationships occur when a third variable plays an important role in governing the relationship between the other two variables (MacKinnon, 2008).

The study followed a systematic procedure. A letter asking for permission to conduct the study was sent to the Schools Division Superintendent of the Department of Education Division of Davao Oriental, and once approved, was furnished to the School Heads of the respondents. A courtesy visit was conducted by the researcher to the concerned school heads of the identified schools in the 2 districts of Baganga, Davao Oriental and discussed the plan for the conduct of a face-to-face survey to all concerned respondents.

As to the statistical tools used in the computation of data and testing the hypotheses at the 0.05 level of significance: Mean, for the levels of communication styles, emotional intelligence and work engagement, in answer to research objectives 1, 2 and 3. Pearson Product-Moment Correlation (Pearson r) for the significance of the relationship between and among the variables. communication styles, emotional intelligence and work engagement, to address research objective number 4. Path Analysis was used to determine the significance of the mediation of communication styles on the relationship between emotional intelligence and work engagement, for the research objective on mediation. Path analysis is a type of multiple regression statistical method used to assess causal models by analyzing the connections between a dependent variable and multiple independent variables. It applies multiple regression with standardized variables, using the β coefficient to test the significance of path coefficients (Chaitanya & Tevari, 2024).

In the conduct of this study and before the data were gathered, some ethical issues and considerations were considered. A certificate of approval was issued by the UM Ethics and Review Committee in compliance with the ethical considerations. The participation of the respondents was completely voluntary and anonymous to protect their privacy, and all data gathered was kept confidential. Informed consent was secured from all the respondents involved in the study. The study did not involve high-risk situations that the respondents experienced. The study has no conflict of interest since the researcher has no relationship to the respondents of the study, and there was no deceit. The researcher secured proper permission from the targeted agencies where the respondents are teaching/working. There was an online mode of data gathering using Google Forms. For the purposes of publication of this study, the adviser becomes a co-author of the study. Also, before the actual data collection, the researcher will secure a Certificate of Approval from UMERG (UMERG Protocol Number 2025-079) to ensure compliance with some ethical considerations in research.

4. Results and Discussion

Table 1: Emotional Intelligence

Indicators	SD	Mean	Descriptive Level
Self-Awareness	0.49	4.33	Very High
Self-Regulation	0.45	4.22	Very High
Motivation	0.51	4.44	Very High
Social Awareness/Empathy	0.52	4.22	Very High
Social Skills	0.57	3.93	High
Overall	0.39	4.23	Very High

Shown in Table 1 is the level of emotional intelligence, which has gained an overall mean rating of 4.23 or very high and a standard deviation of 0.39. This shows that the measures of emotional intelligence are always manifested. The indicator with the highest mean is motivation, with a mean score of 4.44, described as very high and a standard deviation of 0.51. On the other hand, the indicator with the lowest mean is social skills, with a mean score of 3.93 or high and a standard deviation of 0.57.

The very high level of motivation implies that the teachers have strong will, desire, and drive to engage in teaching. The result is aligned with authors (Mutesasira & Marongwe, 2024; Lazarides *et al.*, 2025) stating that teacher motivation plays an important role in achieving high teacher quality. Motivation can help reduce teacher turnover rates, ensure continuity in the educational process and provide students with consistent role models and mentors. Motivation is linked to job satisfaction, performance, creative thinking, and love for the profession.

Meanwhile, the high level of social skills implies that the teachers have high empathy, sharing, and turn-taking. This is consistent with the authors (Dorsey, 2021; Shapira & Amzalag, 2025) wherein social skills have an important contribution to education success, as these result in interpersonal relationships. Social skills are also important in shaping students' social-emotional skills and overall academic success. Further, social skills in schools foster resilience and reduce risks for vulnerable children.

Table 2: Work Engagement

Items	SD	Mean	Descriptive Level
Vigor	0.51	4.39	Very High
Dedication	0.49	4.13	High
Absorption	0.53	4.46	Very High
Overall	0.36	4.33	Very High

Presented in Table 2 is the level of work engagement with an overall mean of 4.33, described as very high and a standard deviation of 0.36. This means that the measures of work engagement are always manifested. The indicator absorption gained the highest mean score of 4.46, labeled as very high, with a standard deviation of 0.53. Meanwhile, the indicator with the lowest mean is dedication, with a mean score of 4.13, labeled as high and with a standard deviation of 0.49.

The very high level of absorption implies that the teachers are greatly focused and immersed in work, so that time seems to pass quickly. The result is consistent with authors (Sudibjo & Riantini, 2023; Zilka, 2024), wherein the absorption of teachers is an important factor in improving the performance of teachers and the efficiency level of schools. Absorption provides teachers with opportunities for collaboration and innovation. Teacher absorption creates an emotionally and professionally supportive community, leading to a fruitful discussion.

On the other hand, the high level of dedication implies that the teachers have high work and affection. The result is aligned with the authors (Daksan, 2023; Wang, 2024), stating that teachers with a strong dedication provide the optimal learning environment for students and contribute to the enhancement of student academic potential. A high teacher dedication indicates that teachers value work autonomy and like to work freely. Teacher dedication is enhanced when there is a reasonable salary system and a transparent performance appraisal.

Table 3: Communication Styles

Items	SD	Mean	Descriptive Level
Talks with all teachers freely.	0.59	4.57	Very High
Clarifies his/her ideas fluently.	0.71	4.45	Very High
Is certain about what he/she is saying.	0.67	4.42	Very High
Gives concise messages.	0.64	4.29	Very High
Gives clear messages.	0.67	4.42	Very High
Acts efficiently like a businessman.	0.63	4.42	Very High
Builds friendly rapport with other teachers	0.51	4.48	Very High
Avoids criticizing teachers' performance	0.62	4.33	Very High
Broadcasts cheerful feelings among teachers and staff	0.75	4.22	Very High
Is humble in his/her interaction with people	0.80	4.38	Very High
Supports people who need help and reinforces them positively	0.82	4.44	Very High
Tries his/her best to make the school environment comfortable for all	0.70	4.54	Very High
Shows his/her admiration for teachers' work	0.67	3.94	High
Reinforces people positively	0.67	4.27	Very High
Engages mentally with teachers	0.62	4.18	High
Acts as a philosopher	0.58	4.05	High
Analytically reflects on what happens at school	0.63	4.23	Very High
Uses threats to motivate teachers to achieve goals	1.41	3.52	High
Uses deceptiveness to achieve goals	0.72	4.07	High
Uses obscene language	0.70	4.43	Very High
Behaves aggressively	0.57	4.66	Very High
Does not control his/her anger	0.58	4.62	Very High
His/her bad feelings affect his/her work	0.69	4.30	Very High
Is easily affected by tensions	0.57	4.66	Very High
Overall	0.33	4.33	Very High

It is revealed in Table 3 that the level of communication styles has gained an overall mean score of 4.33 or very high and a standard deviation of 0.33. This shows that the measures

of communication styles are always manifested. The very high level of communication styles is due to the high and very high mean scores obtained and the computed mean scores of its specific items. Additionally, the specific items “behaves aggressively” and “is easily affected by tensions” both gained the highest mean score of 4.66, labeled as very high and both with a standard deviation of 0.57. On the other hand, the specific item with the lowest mean is “uses threats to motivate teachers to achieve goals” with a mean score of 3.52, labeled as high and a standard deviation of 1.41.

The very high level of “behaves aggressively” and “is easily affected by tensions” implies that the teachers have great teaching effectiveness during classroom teaching. The result is aligned with the authors (Dhillon & Kaur, 2021; Marpaung & Ramadhana, 2024), highlighting that effective teacher communication styles can enhance teaching effectiveness during classroom teaching. Communication styles are linked with student thinking, learning, and motivation, as well as maximizing teacher success. Communication styles are more predictive of success than techniques are. The interactions between teachers and students in the classroom are influenced by various communication styles.

Meanwhile, the high level of “uses threats to motivate teachers to achieve goals” implies that the teachers can attract students' attention and make them comfortable in communicating during learning. The result is coherent with the authors (Mohamed & Abidin, 2021; Pribadi *et al.*, 2023) who emphasized that communication styles adopted by teachers enhance effective performance of the schools and strengthen teacher involvement. Appropriate communication styles can also create good relationships between school heads and teachers. The teacher's communication style is very important in determining the material and learning methods so that students can feel motivated.

Table 4: Overall Significance on the Relationships between Levels of Emotional Intelligence, Work Engagement, and Communication Styles

	Emotional Intelligence	Work Engagement	Communication Styles
Emotional Intelligence	1	.819**	.458**
Work Engagement	.819**	1	.820**
Communication Styles	.458*	.820**	1

Shown in Table 4 are the results of the correlational analysis on emotional intelligence, work engagement, and communication styles. It can be gleaned from the table that when emotional intelligence is correlated with the measures of work engagement, the overall r-value results in 0.819 with a p-value of 0.000, which is lower than the 0.05 level of significance. This implies that emotional intelligence has a significant correlation with work engagement. In addition, when emotional intelligence is correlated with the measures of communication styles, the overall r-value results in 0.458 with a p-value of 0.000, which is lower than the 0.05 level of significance. This implies that emotional intelligence has a significant relation with communication styles. Further, when communication styles are correlated with the measures of work engagement, the overall

r-value results in 0.820 with a p-value of 0.000, which is lower than the 0.05 level of significance.

This implies that communication styles has a positive link with work engagement. The correlation between measures revealed that there are significant relationships between emotional intelligence and work engagement, emotional intelligence and communication styles, and communication styles and work engagement. The result of the study is aligned with the authors (Antic *et al.*, 2023; Obuobisa-Darko *et al.*, 2023; Suprayogi & Andestia, 2023), wherein there is a positive link between emotional intelligence and work engagement. A high level of emotional intelligence significantly influences the work engagement of employees as well as their self-efficacy, commitment, and organizational citizenship behavior. Moreover, there is a significant relationship between emotional intelligence and communication styles. The higher the emotional intelligence of teachers, the better the communication styles and vice versa. Finally, there is a correlation between communication styles and work engagement. School heads who are confident in their communication in expressing their views tend to foster higher levels of work engagement among their teachers.

Table 5: Regression analysis showing the influence of emotional intelligence on work engagement as mediated by communication styles

Step	Path	B	S.E.	β
1	c	.759	.031	.819***
2	a	.579	.036	.678***
3	b	.531	.038	.490***
4	c'	.451	.033	.487***

* $p < 0.05$, ** $p < 0.01$, *** $p = 0.000$

Data was analyzed using the MedGraph after being subjected to a linear regression analysis. The mediation analysis, which was established by Baron and Kenny (1986) pertains to the mediating effect of a variable on the correlation between two other variables.

Mediation analysis includes four steps for the third variable to be considered as a mediator. Shown in Table 5 are the steps that were categorized as Steps 1 to 4. As presented, Step 1 reveals the significant direct effect of emotional intelligence towards work engagement. In Step 2, emotional intelligence shows a significant direct effect towards communication styles, the mediator (M). Meanwhile, Step 3 presents the result of the analysis, which suggests that communication styles significantly predict work engagement. Further mediation analysis using medgraph is necessary to determine the significance of the mediation effect because paths a, b, and c are found to be correlated. This analysis will involve the Sobel z test. Full mediation will be achieved if the effect of the independent variable on the dependent variable fails to be statistically significant at the conclusion of the analysis. It implies that the mediator variable is the mediating variable for all effects.

Moreover, when the regression coefficient is significantly reduced on the last step and stays significant, then only partial mediation is attained, which suggests that a portion of work engagement is mediated by communication styles, while other components are either directly influenced or indirectly affected by factors not involved in the paradigm. Furthermore, as observed in step 4 (denoted as c'), the influence of emotional intelligence on work engagement was seen to be reduced after being mediated by communication styles. With this, partial mediation occurred as the effect was found to be significant at $p < 0.05$.

Table 6: Results of statistical analysis on the presence (or absence) of a mediating effect

Combination of Variables	Sobel z	p-value	Mediation
Emotional Intelligence → Communication Styles → Work Engagement	10.483169	$p < 0.05$	Partial mediation

* $p < 0.05$

The Sobel test in Table 6 yielded a z-value of 10.48, $p < 0.05$. This means that the mediating effect is partial, such that the original direct effect of emotional intelligence on work engagement was reduced upon the addition of communication styles. The positive value of Sobel z indicates that the addition of communication styles reduces the effect of emotional intelligence on work engagement.

Further, the computed effect size for the mediation test seen between the three variables is shown in the figure. The effect size determines the extent of the effect of emotional intelligence on work engagement, which can be associated with the indirect path. The total effect value of 0.759 is attributed to the beta of emotional intelligence on work engagement. The direct effect value of 0.451 is the beta of emotional intelligence on work engagement, with communication styles included in the regression. The indirect effect value of 0.579 is the value obtained from the original beta between emotional intelligence and work engagement that now passes through communication styles towards work engagement ($a*b$, where “a” is the path between EI → CS and “b” refers to the path between CS → WE). The indirect effect is divided by the overall effect to obtain the ratio index; in this case, 0.579 by 0.759 equals 0.763. It seems that about 76.3% of the total effect of emotional intelligence on work engagement goes through communication styles.

The aim of this study is to contribute to the literature regarding the possible mediating variable for the relationship between emotional intelligence and work engagement. Specifically, communication styles were investigated as the possible mediating variable that could explain the effect of emotional intelligence on work engagement. Partial mediation is found in the study, and significant direct effects were presented that may help in the improvement of the existing literature on emotional intelligence and work engagement. This implies that the effect of emotional intelligence on work engagement is improved through communication styles.

This is coherent with authors (George *et al.*, 2022; Harrison, 2020; Tegegne & Wondimu, 2024) who mentioned that emotional intelligence positively predicts work engagement. Emotional intelligence leads to higher work engagement as it is embedded in the emotional component of work engagement, such that work activities are sustained by the emotional experience. Also, emotional intelligence is positively linked with communication styles. The link between emotional intelligence and communication styles is important for organizational commitment, which includes loyalty and dedication to the school. Further, effective communication styles increase work engagement. Communication styles are the top internal communication factor that statistically correlates with work engagement.

The results of the study clearly confirm the notion that communication styles partially mediate the relationship between emotional intelligence and work engagement. The conclusions affirm the anchor theory, the Cognitive-Motivational-Relational Theory by Lazarus (2000), wherein emotions are a by-product of personality and environment combined with cognitive, motivational, and relational features. Moreover, the findings of the study are also supported by the Theory of Work Engagement of Bakker and Leiter (2010), the Conservation of Resources Theory by Hobfoll (1989), the Theory of Multiple Intelligences by Gardner (1983), and the Social Exchange Theory by Blau (1964).

5. Recommendations

The results showed that emotional intelligence, work engagement and communication styles obtained very high levels of mean scores. In this connection, the researcher recommends that the schools may sustain the implementation of their best practices in the communication styles, emotional intelligence, behavior and work engagement with fellow teachers and most especially to the students and remain open to different opinions while at the workplace. The school heads may continue to become more compassionate and humane in dealing with teachers and non-teaching staff by displaying a more sincere concern for the affective being of an individual.

On a very high level of emotional intelligence, it is recommended for schools to create a conducive work environment that minimizes potential distractions and can further support sustained focus. There may be periodic breaks and stress-reducing activities during the workday, which can contribute to a healthy balance between immersive focus and overall well-being. The conduct of Stress Management seminars, spiritual activities, team buildings sessions and R and R activities once a year to all concerned. This may strengthen the rapport and camaraderie among school employees. The realization of the school's vision, mission and goals will all depend on how school management is sensitive to the needs of the teachers and students, after all, they are the people behind the success of the school.

In addition, it is hereby recommended that sustained efforts to keep the teachers committed to their teaching career should be maintained. This includes the grant of awards to deserving teachers for outstanding achievements obtained. Awards may come

in monetary form (if funds warrant), or in the form of certificates of plaque of appreciation corresponding to the accomplishment.

On the very high level of work engagement, the researcher recommends that public elementary schools implement targeted strategies to enhance work engagement among teaching staff. Firstly, the DepEd may invest in leadership development programs for school heads, focusing on providing mentorship opportunities and coaching abilities of school heads. Simultaneously, initiatives may be undertaken to promote work engagement among teachers by addressing both leadership behaviors and work engagement. Schools can create a synergistic effect that positively influences team effectiveness, ultimately improving the overall educational experience for both educators and students. Moreover, the teachers may be provided with chances to continue their schooling for professional development, which may allow the teachers to enroll and proceed with their professional development (master's or doctoral degrees) by way of scholarship or grant of soft loans to pay for the school fees and other school requirements. Updating of teaching strategies through the regular conduct of retooling for updates of the latest teaching strategies and attendance to seminar and trainings.

As part of the improvement of the teachers, among the suggested trainings for teachers which may be conducted yearly will be Enhancing Practices in Teaching English, Crafting of Lesson Plan on Managing Integration of Multiple Intelligences and Higher Order Thinking Skills in a Lesson, Training on Professionalism and Ethics and Upskilling teachers in strategies of reading comprehension skills through recorded audio materials. On a quarterly basis, in-house seminars may be conducted to teachers to improve their communication skills, ICT skills, critical thinking and maybe seminar on teachers' mental well-being like Mental Awareness, Stress Management or Anger Management. The regular conduct of meetings between teachers and management (may it be done by program) is also recommended in order to know some updates in school or to thresh out some issues or concerns within the program/department.

On the very high level of communication styles, the researcher recommends that school heads prioritize efforts to improve communication strategies within the teaching team. It is advisable for school heads to foster an open and transparent communication culture by implementing regular team meetings, forums, or workshops specifically addressing effective communication skills. Providing training on active listening, constructive feedback, and conflict resolution can further enhance interpersonal connections among teachers. Creating a supportive environment where educators feel encouraged to express ideas and concerns will contribute to a more cohesive and collaborative team.

Moreover, school heads may consider soliciting feedback from teachers to understand communication challenges and tailor interventions accordingly. By focusing on enhancing communication within the teaching team, school heads can positively impact overall team effectiveness and contribute to a more productive and harmonious work environment. One-on-one dialogue, focus group discussions and sensitivity

sessions may be conducted quarterly to enable to assess the individual capacities of teachers and staff in the performance of their functions.

Communication styles partially mediate the relationship between emotional intelligence and work engagement. With this, the researcher includes maintaining good relationships with all the school employees, specifically the teachers, showing complete focused on the realization of the school's vision, mission and goals, sensitive to the needs of the teachers concerns of the students, being able to make decisions under a win-win situation. Also, being supportive of the activities of the school involving teachers, students and parents, which activities may be conducted inside or outside the school premises. These activities may be officially reported to the Department of Education for their information and monitoring purposes. This may also allow DepEd to come up with sustainable plans and programs for the continuing quality improvement of all schools.

Also, it is recommended to review or revisit some school rules and policies affecting the school, teachers and students, as well. If changes may occur in some policies, the conduct of orientation and re-orientation may be facilitated as part of information dissemination. There may be regular conduct of consultation periods to allow students to open up whatever they have in mind. The conduct also includes monthly or bi-monthly recognition of student-awardees for best achievement obtained either academically or in extracurricular activities. Moreover, it is hereby recommended that the involvement of parents is necessary in matters where students (their children) are concerned to ensure that whatever the class or students in school are doing/engaged with, the parents are aware and may always show their support to all the activities in school, which may include attendance at meetings, joining community outreaches and sponsoring relevant school projects.

Future researchers may investigate other potential mediating factors that may explain the relationship between emotional intelligence and work engagement, such as organizational culture, job satisfaction, or teacher support systems. Another quantitative research may be conducted in a bigger population using the Structural Equation Model as a design. Further, other researchers may also complement quantitative research with qualitative studies to gain a deeper understanding of the experiences and perceptions of teachers, by also assessing the impact of the best practices being implemented in the schools.

6. Conclusion

There are very high levels of emotional intelligence, work engagement, and communication styles. In addition, there are significant relationships between emotional intelligence and work engagement, emotional intelligence and communication styles, and communication styles and work engagement. Moreover, communication styles have a partial mediation on the relationship between emotional intelligence and work engagement.

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Conflict of Interest Statement

The authors declare no conflicts of interest.

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