Emotional Intelligence And Digital Literacy On Professional Competence Of Basic Education Teacher

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ARTICLE INFO	ABSTRACT
	The sudden digitization of instructional delivery is caused by global pandemic, consequently, numerous challenges were encountered by teachers on the use of digital technology in the instructional processes. Hence, this conceptualized the study on teachers' professional competence, digital literacy and emotional intelligence. The study involved 300 basic education teachers from three Districts of Maramag for school year 2022-2023. The study utilized descriptive-correlational design to determine the relationship between emotional intelligence and digital literacy on the professional competence of teachers. Results revealed that the emotional intelligence of teachers are evident most of the time, it showed that they know how to handle their emotions and feelings and manage to understand the emotions of others. Likewise, teachers have knowledge and skills in technology operations and pedagogical competence since they utilize digital technologies and tools in their teaching practice, specifically, technology operation and pedagogical competence, this is an indication that they have high level of digital literacy. Finally, teachers denote high professional competence, particularly in planning, development, and teaching-result. Furthermore, results showed that emotional intelligence and digital literacy had a significant relationship with teachers' professional competence. Among the sub-variables such as social skills, technological operations, and concepts had the highest mean, indicating that teachers exhibited these emotions and were highly literate in digital technology. Moreover, predictors of professional competence are the following self-awareness, motivation, managing emotions, social skills, and technological operations and concepts. The findings highlighted the significance of emotional intelligence and digital literacy on professional competence. Teachers who exhibited high levels of emotional intelligence and digital literacy were more competent in the classroom while the students experienced positive learning outcomes.

Keywords: emotional intelligence, digital literacy, professional competence, basic education teachers |

Introduction

The professional competence of basic education teachers is a critical factor in students' success in both academic and extracurricular endeavors. In order to effectively teach students, basic education teachers need to possess a range of skills, including subject-matter expertise, instructional abilities, communication skills, and interpersonal abilities. Teachers' instruction must meet the needs of diverse learners and create a positive and inclusive classroom environment. However, several challenges and problems can impact the professional competence of teachers, including emotional intelligence and digital literacy. These issues can harm the quality of instruction and student outcomes. Schools and districts must address these challenges and provide the necessary support and resources to help teachers succeed. One area of particular interest for researchers is the impact of emotional intelligence and digital literacy on the professional competence of basic education teachers. Teachers need to possess and provide targeted training and support to help them develop these skills (Sari & Alakuş, 2019). According to Papanikitas (2017), self-awareness as a moving intelligence indicator influences professional competence. The study showed that emotions are essential to teachers' professional competence since it relates to teaching effectiveness and academic performance. Also, teachers must recognize, understand and manage the emotions necessary to be happy and prosperous, considering that they dwell on

and educate young minds, and having emotional stability is an essential condition of human life success. Moreover, one of the essential points of education is that teachers can express themselves, manage their emotions, and solve their problems correctly towards teaching learners and engaging people. At this point, the leadership of teachers is significant, most specifically in handling emotional intelligence at all times. As observed, some teachers nowadays suffer emotional problems due to mishandling of difficulties or personal issues. These existing issues may affect teaching careers and managing students in a classroom setting. Similarly, it will disrupt the learners' interest and courage to learn. Likewise, emotional intelligence is essential because people are aware of their feelings, are healthy and happy in their social life, and find a healthy way to solve problems. From this point of view, individuals with good emotional intelligence can communicate well with their surroundings, fight without giving up in the face of problems, and find different and practical solutions (Piliz & Ozbas, 2014). One of the most prevalent issues or concerns in the Department of Education is emotional intelligence among elementary teachers. Some teachers have encountered emotional disturbances and a lack of concentration in handling learners, including communication problems, classroom discipline routines, unruly behaviors, and low cognitive and mobility skills. Most of all, teachers are emotionally affected and stressed when students lack mastery and do not demonstrate an understanding of the subject matter. This situation leads to incompetence and ineffectiveness in teaching learners and socializing with others (Ozdemir, 2015).

Thus, empirical evidence on the effects of teachers' emotions is warranted since it is crucial to improve teachers' lives and provide them with instructional guidance, which directly influences student learning and overall instructional quality (Frenzel et al., 2019). However, research on how teachers regulate their emotions still needs to be more extensive, and more empirical evidence is needed on the association between how teachers manage their emotions. The latter is surprising since how teachers regulate their emotions can be recognized as a fundamental aspect of the emotional process. Furthermore, teachers' digital literacy has significantly impacted professional competence in teaching. Consequently, K-12 schools received many resources, reform efforts, and policy changes to enable all students to succeed with teachers' expertise in teaching using technologies (Ritzhaupt et al., 2012). In addition, digital literacy includes various abilities essential for success in the increasingly digital world since it is crucial to teaching and learning. Teachers must use digital tools as teaching aids more frequently. The Department of Education already adapts to the demands of this modern world, such as using significant technological resources or digital applications to deliver and enhance teaching. The blended learning during the pandemic brought about by COVID-19 intensified this teaching delivery method. Teachers' capability became one of the major concerns, especially in remote areas where teachers could be more expert in the utilization of technology. This reality resulted in more digital technology enhancement for teachers to improve the instructional delivery of the learning process. Nonetheless, using technology could affect teachers' attitudes and beliefs, including incorporating technology into various professional practices, such as course delivery and communication. During the implementation of the new normal of education, the medium of instruction used is in the form of social media, radio based-instruction, zoom-apps, and others. However, problems arise, especially for those teachers who need more confidence and competence in the use of technology. Technology proves to be relevant and used in evaluating teachers' performance in delivering instruction during the pandemic. Partly, using digital technology in education is one of the indicators of 21st-century teachers and the criteria for evaluating the teacher's performance. Evidently, it is high time to address the learning needs of learners through the conceptualization of this study. Professional competence is also proven to enhance teachers' performance (Amalia & Saraswati, 2018). Professional competence has been shown to improve student accomplishment (Andriani et al., 2018), work productivity (Nisa, 2020), job effectiveness (Huda et al., 2020), and instructors' performance (Amalia & Saraswati, 2018; Jie et al., 2020). The findings suggest that a school organization highly values professional competence. Therefore, in the teaching process, emotional intelligence and digital literacy are very crucial to the professional competence of basic education teachers. In addition, professional competence is essential for organizations, including that of teachers in a school organization context. Considering these propositions, the study aimed to determine the emotional intelligence and digital literacy on the professional competence of basic education teachers in three districts of Maramag for school year 2022-2023. Specifically, it sought to
1. Assess the level of emotional intelligence in terms of:
a. self-awareness;
b. managing emotions;
c. motivating oneself;
d. empathy; and
e. social skills.
2. Determine the extent of teacher digital literacy in terms of:
a. technology operations; and
b. pedagogical competencies
3. Ascertain the level of professional competence of basic education teachers in the following areas:
a. planning;
b. development; and

c. teaching result
4. Correlate the professional competence of basic education teachers with their:
a. emotional intelligence
b. digital literacy
5. Identify the variables singly or in combination best predicts the professional competence of basic education teachers.

Conceptual Framework
The following theories provide conceptual underpinnings for the study. Emotional Intelligence is anchored on the theory of Goleman (1998). Emotional Intelligence refers to recognizing one's feelings and those of others, motivating oneself, and managing emotions and relationships. Relationship management provides inspiration, the potential to influence, and the ability to help leaders grow in managing conflict and emotional competency. In 1995, Goleman identified four EI concepts related to relationship management: self-awareness, self-management, social awareness, and relationship management. In 1998, Goleman created an EI-based theory of performance containing a set of guidelines for effective competencies for individual worker development. He claimed that EI is the capability to understand and control our emotions and feelings and helps create effective, persuasive leaders. He also created five EI domains. The five domains include twenty-five competencies and consist of personal competence and social competence. Self-awareness is the ability to recognize and understand our moods and emotions and the effect of these emotions on others. Self-management is the ability to control emotions and reactions of oneself. Social skills are the ability to maintain good relationships and build a network. Motivation is facing challenges and being optimistic (Goleman, 1998).

Technological Pedagogical Content Knowledge (TPACK) framework
The Technological Pedagogical Content Knowledge (TPACK) framework was first introduced by Matthew Koehler and Punya Mishra in 2006. Koehler and Mishra are Educational Psychology and Educational Technology professors at Michigan State University. The theory that is anchored to digital literacy on the professional competence of teachers is the Technological Pedagogical Content Knowledge (TPACK) framework. This theory posits that effective teaching with technology involves a combination of three types of knowledge: content knowledge (CK), pedagogical knowledge (PK), and technological knowledge (TK). The TPACK framework asserts that integrating these three types of knowledge leads to developing a unique type of knowledge, known as TPACK, which is essential for effective technology integration in teaching and learning. The TPACK framework emphasizes that teachers need to deeply understand how technology can be used to support and enhance student learning and how technology can be integrated with content and pedagogy to create effective learning experiences.

Social Cognitive Theory (SCT)
One theory that is anchored to the study of the professional competence of basic education teachers is the Social Cognitive Theory (SCT) developed by Albert Bandura. The SCT posits that learning occurs through the interaction between personal factors, behaviors, and environmental factors. In the context of teaching, the SCT suggests that teachers' beliefs, attitudes, and self-efficacy play an essential role in their professional competence, which can be influenced by their interactions with students, colleagues, and the learning environment. The SCT emphasizes the importance of modeling, observational learning, and self-reflection in developing professional competence. According to the SCT, teachers can enhance their professional competence by observing and modeling effective teaching practices, reflecting on their experiences, and seeking out opportunities for professional development. The conceptual framework below presents the influence of the relationship between emotional intelligence, technological capabilities, and teacher effectiveness. Figure 1 shows a schematic diagram of the study. The independent variables were emotional intelligence and digital literacy, while the dependent variable was professional competence. It contains three (3) boxes; the first contains self-awareness, managing emotions, motivating oneself, empathy, and social skills under emotional intelligence. Meanwhile, the second box contains technology operation and pedagogical competencies for technological capabilities. In contrast, the third box contains professional competence with the indicators of planning, development, and teaching result. The line that connects the three illustrates the relationship between the three variables.
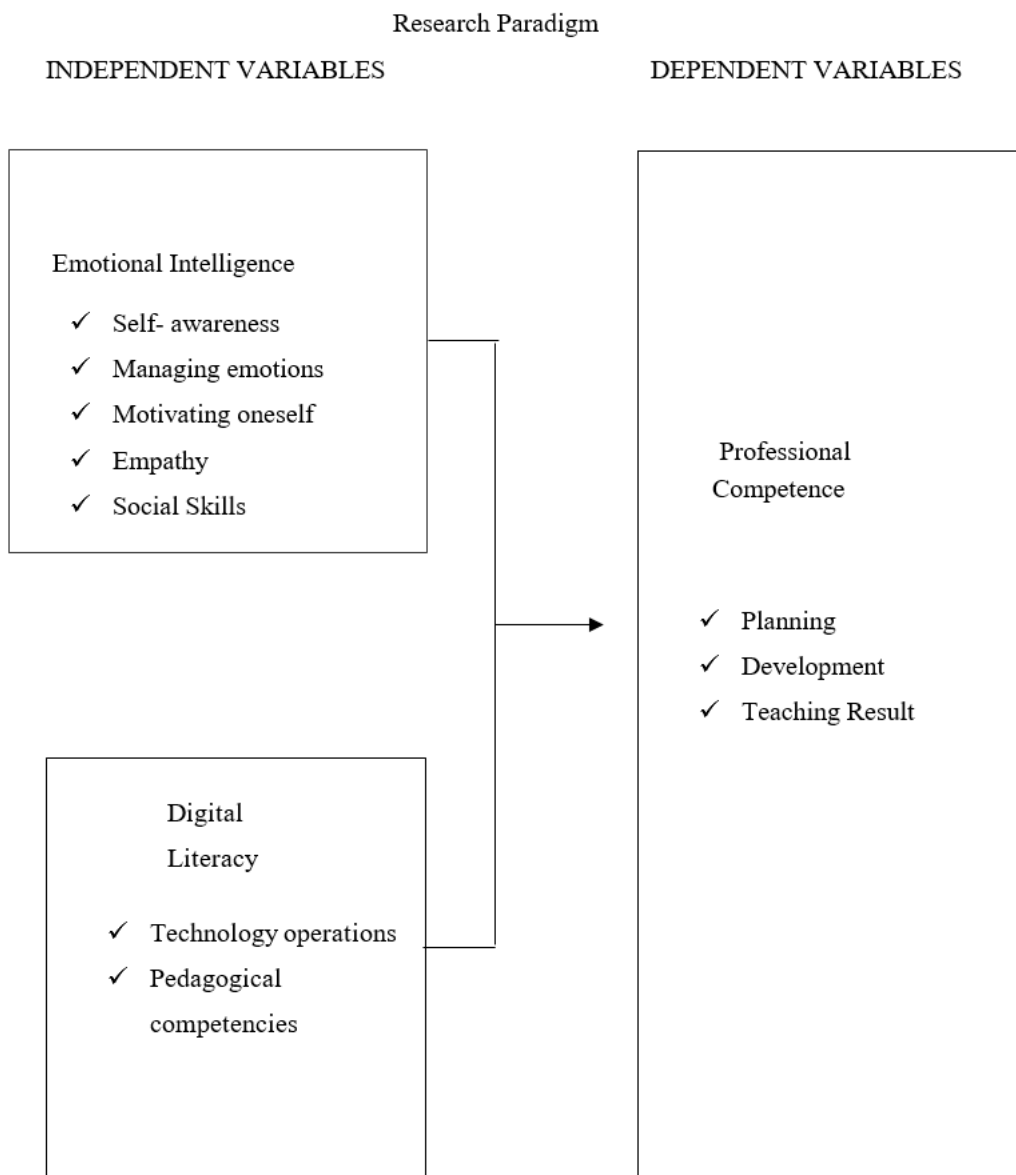
Research Paradigm

INDEPENDENT VARIABLES   DEPENDENT VARIABLES

Emotional Intelligence

✓ Self- awareness

✓ Managing emotions

✓ Motivating oneself

✓ Empathy

✓ Social Skills

Professional
Competence

✓ Planning

✓ Development

✓ Teaching Result

Digital

Literacy

✓ Technology operations

✓ Pedagogical

competencies

Figure 1. Schematic Diagram of the Study showing the relationship between Emotional Intelligence and
Digital Literacy on Professional Competence

2. Materials and Methods

Research design
A quantitative research methodology using descriptive-correlational design is employed to described the level
of emotional intelligence and digital literacy of elementary school teachers and their professional competence.
A correlation method was applied to determine the relationship between emotional intelligence and digital
literacy on the professional competence of basic education teachers.

The study was conducted to the 300 elementary school teachers who were randomly selected from the three
Districts of Maramag, Division of Bukidnon: District I with Maramag Central Elementary School, Base Camp
Elementary School, and Camp 1 Elementary School; District II with Dologon Central Elementary School,
Famador Integrated School, Kiharong Elementary School, Kisanday Elementary, Musuan Integrated School,
New Tubigon Elementary School, Panadtalan Elementary School, Panalsalan Elementary School, San Roque
Elementary School, Tubigon Elementary School; and District III with Culambugon Elementary School, San
Miguel Central Elementary School.

A survey questionnaire was used to gather the data on emotional intelligence, digital literacy, and professional
competence. The questionnaire comprised four (4) parts, it was pilot tested to assess the appropriateness and
reliability of the instrument. The results indicated that the test items for the study were reliable. Part I
described the respondent's profile. Part II highlighted Emotional Intelligence adapted from Gara (2015) a
Cronbach Alpha of 0.798 revealed its reliable. Part III focused on Digital Literacy which was adopted from the

study of Murcia et al. (2015), with Cronbach Alpha 0.977, it is reliable and part IV is Professional Competence which was adopted from the study of Murcia et al. (2015) with Cronbach Alpha 0.937 and its reliable.

A letter of permission was sent to the Schools Division Superintendent of the Department of Education. The approved letter of request was used as endorsement for the distribution of the survey questionnaire to the public elementary teachers through the Schools District Supervisor and School Principals. The researcher guaranteed confidentiality throughout the study. Thus, the researcher obtained the IERC, also known as IRB, responsible for ensuring that research proposals meet ethical standards and comply with policies and regulations. Upon retrieval of the questionnaires, the data were quantitatively analyzed and interpreted based on the objective of the study.

3. Results and Discussion

Emotional Intelligence is very significant in the teaching and learning process. Emotional Intelligence (EI) is the ability of a person to recognize and understand one's emotions and those of others and regulate or manage those emotions to motivate self and others to achieve specific goals (Singh & Jha, 2012). Primarily, the study answered the level of emotional intelligence in terms of self-awareness; managing emotions; motivating oneself; empathy; and social skills. In summary, table 7 showed the respondents' emotional intelligence of elementary school teachers is evidently exhibited most of the time as reflected in the overall mean of 4.35, it is suggesting that the teacher has a high level of emotional intelligence. They can manage their emotions through interacting and communicating with others, and their social skills are felt and experienced. They also identify and manage one's own emotions as well as the emotion of others.

Table 7 Summary of Respondents' Level of Emotional Intelligence

Indicators	Mean	Descriptive Rating	Qualitative Interpretation
Social Skills	4.50	Agree	Exhibited most of the time
Motivating Oneself	4.42	Agree	Exhibited most of the times
Managing Emotions	4.34	Agree	Exhibited most of the times
Empathy	4.31	Agree	Exhibited most of the times
Self-awareness	4.29	Agree	Exhibited most of the times
Overall	4.35	Agree	Exhibited most of the times

Having high emotional intelligence can be significant, a teacher with high emotional intelligence is better equipped to manage their own emotions and respond effectively to the emotional needs of their students. This can improve classroom management, student-leader relationship, and better academic outcomes. Thus, Goleman (1998), emphasized that emotional intelligence can be applied to meet the goals and targets of every individual. Moreover, teachers with high emotional intelligence can better manage stress and avoid burnout teaching. They are more likely to be seen as effective, competent, and respected professionals by their colleagues, administration, and students. Among the variables in emotional intelligence, social skills had the highest mean score of 4.50. In contrast, self-awareness had the lowest mean score of 4.29. Al-Elwan (2021) stated that social skill is critical in interacting and communicating with each other with are highlighted the importance of emotional intelligence in helping people develop social skills, which in turn help them deal with social situations. He further stated that emotional intelligence is more crucial to a person's success in life because it is crucial to success at work, school, and social interactions. This type of competence includes responding appropriately to all emergency social situations.

Level of Teacher's Digital Literacy

Table 10 shows the summary of the mean value, qualitative description, and interpretation of teachers' level of digital literacy. The overall mean of 4.07, indicated that teachers have high level of digital literacy specifically on technology operations and pedagogical competencies.

Table 10. Respondents' level of digital literacy

Indicators	Mean	Descriptive Rating	Qualitative Interpretation
Technology Operations	4.22	Agree	High Literacy
Pedagogical Competencies	3.65	Agree	High Literacy
Over All mean	4.07	Agree	High Literacy

The implications of these findings are manifold. Thus, teachers with a high level of digital literacy are better equipped to help their students develop the digital literacy skills they need to succeed in the 21st century. It includes skills such as digital communication, collaboration, and problem-solving, which are increasingly important in today's digital age. Therefore, the high level of digital literacy among teachers is a positive development for education, as it can help prepare students for the digital future. Likewise, the variability in teachers' digital literacy skills across different areas, as indicated by the lowest mean score of 3.65, suggests that there may be a need for targeted professional development and training in specific areas. For example,

teachers may benefit from data interpretation and analysis training, which can help them effectively use digital resources in their teaching. By providing targeted professional development and training, schools and educational institutions can help teachers develop their digital literacy skills in areas where they may be weaker.

Level of Professional Competence
Table 14 presents the summary of professional competence according to planning, development and teaching result. The overall mean value of 4.43, noted that elementary teachers exhibited high professional competence. Professional Competence has the requisite knowledge, skills, and abilities to provide quality services as defined by the technical standards of the profession.

Table 14. Summary of professional competence

Indicators	Mean	Descriptive Rating	Qualitative Interpretation
Development	4.50	Agree	High Competence
Teaching Result	4.48	Agree	High Competence
Planning	4.32	Agree	High Competence
Over all	4.43	Agree	High Competence

Teaching competence ensure quality learning as well as positive effects on students' academic development and skills. Results on development (mean = 4.50) revealed that teachers continuously enrich their professional practice, model lifelong learning, and exhibit leadership in their school and professional community, thus emphasizing high competence on teachers' development. Butler & Schnellert (2012) stated that the ultimate aim of teacher professional development is to improve teaching practice. Likewise, there is high level of competence of teachers as evidently seen in teaching results and planning. Giannakidou et al., (2013), stated that teachers with a high level of professional competence in planning are better equipped to design educational activities that align with learning objectives and promote student learning.

Correlation Analysis of Emotional Intelligence and Digital Literacy Towards Professional Competence
The correlation analysis of basic education teachers' emotional intelligence, digital literacy, and professional competence revealed significant correlations between emotional intelligence, digital literacy, and professional competence as gleaned in Table 15.

Table 15. Correlation analysis of emotional intelligence and digital literacy towards professional competence

VARIABLES	CORRELATION	PROBABILITY
COEFFICIENT (R.VALUE)		
EMOTIONAL INTELLIGENCE	0.492	0.00**
Self-Awareness	0.481	0.00**
Managing Emotions	0.300	0.00**
Motivation	0.450	0.00**
Empathy	0.409	0.00**
Social Skills	0.403	0.00**
DIGITAL LITERACY	0.205	0.00**
Technology Operations and Concepts	0.337	0.00**
Pedagogical Indicators and Competencies	0.379	0.00**

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

The correlation coefficients (R-values) showed that emotional intelligence positively correlated with professional competence with an R-value of 0.492. Among the dimensions of emotional intelligence, self-awareness has the highest correlation with professional competence, with an R-value of 0.481, followed by motivation at 0.450, empathy at 0.409, and social skills at 0.403. Managing emotions had a moderate positive correlation with professional competence, with an R-value of 0.300. Similarly, Digital literacy also positively correlated with professional competence, although the correlation coefficient was weaker than emotional intelligence, with an R-value of 0.205. Among the dimensions of digital literacy, technology operations had the highest correlation with professional competence, with an R-value of 0.337, followed by pedagogical competencies, with an R-value of 0.379.

This suggests that emotional intelligence and digital literacy are important factors in developing professional competence among basic education teachers. Teachers with high levels of emotional intelligence may be better equipped to manage their emotions, understand and empathize with their students, and establish positive relationships with colleagues, parents, and other stakeholders. The findings also suggest that self-awareness is a particularly important dimension of emotional intelligence in predicting professional competence among

basic education teachers. The findings of the study are consistent with the study of Yilmaz and Gonen (2019). Self-awareness enhances teacher competence through reflective practice. Self-awareness positively affects teacher self-efficacy, which, in turn, contributes to more effective reflective practice. The reflective process is critical in helping teachers identify areas of their practice that require improvement, positively impacting student outcomes.

Moreover, a study by Peters and Scherer (2019) found that self-awareness is positively associated with teacher resilience, which is vital for managing stress and burnout. Teachers' resilience is a key factor in enhancing teacher effectiveness, which, in turn, has a positive impact on student outcomes. Thus, developing self-awareness is essential in supporting teachers to develop their resilience. In addition, a study conducted by Parris and Peachey (2019) found that self-awareness is essential in supporting teacher collaboration and teamwork. Teacher collaboration is critical in fostering a positive school culture and improving student outcomes. They suggest that self-awareness is an essential component of effective collaboration, as it enables teachers to understand their strengths and weaknesses and work together effectively to achieve common goals. Another study by Brown and Posner (2019) examined the relationship between emotional intelligence and teacher effectiveness. The results showed that emotional intelligence was positively associated with teacher effectiveness, including managing emotions. The study suggests that managing emotions is essential for effective teaching, as it allows teachers to create a positive and supportive learning environment for their students. Managing emotion is also essential for teacher well-being and job satisfaction. Teachers who can effectively manage their emotions are less likely to experience burnout and more likely to feel satisfied with their job. A study by Wei et al. (2020) found that managing emotions was positively related to teacher well-being, job satisfaction, and retention. Further, the result reveals that motivation is a crucial factor that can contribute to teachers' competence and increase their performance. A study by Schutz et al. (2018) found that teachers with high levels of motivation were more likely to engage in professional development, which led to improved teacher competence. Furthermore, a study by Wusha et al. (2021) found that teacher motivation was positively related to innovative teaching practices, which can lead to improved student outcomes. Job satisfaction is also an important aspect of teacher motivation, as satisfied teachers are more likely to remain in the profession and be effective in their roles. Additionally, a study by Klassen and Chiu (2010) found that teacher motivation was positively related to job satisfaction, highlighting the importance of motivation in promoting teacher retention. Social skills also revealed a positive relationship to teachers' competence, and this finding is supported by the study by Zhang et al. (2018). It was found that teacher social skills were positively related to teacher job satisfaction and negatively related to teacher burnout. The study also found that social skills training improved teachers' classroom management and teaching effectiveness. These results suggest that social skills are important for promoting teacher competence and performance in the classroom. Further, technological operations also revealed a positive relationship with teachers' competence, self-efficacy, teaching effectiveness, and student learning outcomes. The study found that teachers who received technology training reported higher levels of job satisfaction and were more likely to use technology in their teaching. In the study by Ertmer et al. (2012), teachers who demonstrated higher levels of technology operations and concepts reported higher levels of teaching effectiveness and were more likely to integrate technology into their teaching. The study also found that teachers who were more confident in their technology skills were more likely to use technology to facilitate student-centered learning activities.

Multiple Regression Analysis Between Emotional Intelligence and Digital Literacy to Teachers' Competence

A Multiple Regression analysis was used to predict the value of a variable based on the value of two or more other variables. The predictor variables included in the study were emotional intelligence, which includes self-awareness, managing emotions, motivating oneself, empathy, and social skills, and digital, which includes the variables of technology operations and concepts and pedagogical competencies. Table 16 shows the statistics on the regression model of the study, estimating the impact of numerous, simultaneous influences upon a single dependent variable. The basic education teacher's professional competence was affected by the indicators of emotional intelligence: self-awareness with $\beta=0.522$, t (6.918), $p<0.05$, motivation with $\beta=0.227$, t (4.923), $p<0.05$, managing emotions with $\beta=0.252$, t (3.459), $p<0.05$, social skills with $\beta=0.156$, t (2.656), $p<0.05$, and technology operations and concepts with $\beta=0.266$, t (5.783), $p<0.05$ which can predict professional competence of basic education teachers.

Table 16. Multiple regression analysis between emotional intelligence and digital literacy on professional competence of basic education teachers

Variables	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant) Emotional Intelligence	1.032	.255		4.052	0.000
Self-Awareness	0.441	0.064	0.522	6.918	0.000
Motivation	0.148	0.030	0.227	4.923	0.000
Managing Emotions	0.177	0.051	0.252	3.459	0.001

Social Skills	0.123	0.046	0.156		2.656	0.003
Digital Literacy						
Technology Operations and Concepts	0.250	0.043	0.266		5.783	0.000

R=.636ᵉ   R²·404   F-Value=39.747   *P-value=0.000*

Thus, self-awareness was the most significant predictor of professional competence of teachers as shown by the standardized coefficient self-awareness, managing emotions, motivation, social skills, and digital literacy, which include the variables of technology operations and concepts.

Further, R^2 measures the total variation of the dependent variable. The R^2 value indicated that only 40.4% of a teacher's professional competence is explained by the combination of self-awareness, managing emotions, motivation, social skills, and technology operations and concepts due to the variation of these variables. There was still 59.6% which other factors outside the regression model can explain. In this analysis, the model takes the form of an equation that contains a coefficient (β) for each predictor: 0.441 for self-awareness, 0.148 for motivation, 0.177 for managing emotions, 0.123 for social skills, and 0.250 for technology operations and concepts. These estimates were from the second column in the table. The values show each predictor's contribution to the model and tell the relationship between teachers' professional competence and each predictor. The positive coefficients of the variables suggest a positive relationship between each predictor and outcome. As either of these predictors increases, so does teachers' professional competence.

Based on the table, we can also get a predictive model for Teachers' competence respectively as follows:

$Y = 1.032 + 0.441 (X_1) + 0.148 (X_2) + 0.177 (X_3) + 0.123 (X_4) + 0.250 (X_5)$

Where:

Y = Teachers' Professional Competence
X_1 = Self-awareness (Emotional Intelligence)
X_2 = Motivation (Emotional Intelligence)
X_3 = Managing Emotions (Emotional Intelligence)
X_4 = Social Skills (Emotional Intelligence)
X_5 = =Technological Operations and Concepts (Digital Literacy)

Professional Competence = 1.032 + (0.441 * Self Awareness) + (0.148 * Motivation) + (0.177 * Managing Emotions) + (0.123 * Social Skills) + (0.250 * Technology Operations and Concepts) The standardized beta coefficients suggest that self-awareness has the strongest relationship with professional competence (β = 0.522), followed by managing emotions (β = 0.252), technology operations and concepts (β = 0.266), motivation (β = 0.227), and social skills (β = 0.156). The overall model is significant (F = 39.747, p < 0.001), indicating that the predictors (emotional intelligence and digital literacy) are collectively useful in predicting professional competence. The R-squared value of 0.404 suggests that the model explains 40.4% of the variance in professional competence. Additionally, the correlation coefficient (R) of 0.636 indicates a moderate positive relationship between the predictors and professional competence, which mean that for every 0.177 increase in teachers' professional competence, for every 1-unit increase in social skills, there is a corresponding 0.123 increase in teachers' competence, and for every 1-unit increase in technological operations and concepts, there is a corresponding 0.250 increase in teachers' professional competence. The study by Wang, Chen, and Liang (2021) showed that emotional intelligence and digital literacy are important predictors of professional competence among teachers. Further, the regression analysis indicates that self-awareness, motivation, managing emotions, social skills, and technology operations and concepts have a positive and significant relationship with teachers' professional competence. The regression equation shows that for every 1-unit increase in each predictor variable, there is a corresponding increase in teachers' professional competence. These findings suggest that emotional intelligence and digital literacy are important factors that contribute to teachers' professional competence and that interventions aimed at improving these competencies may enhance their effectiveness in the classroom. According to a study by Wang, Chen, and Liang (2021), emotional intelligence and digital literacy are important predictors of professional competence. The authors found that self-awareness, managing emotions, technology operations and concepts, motivation, and social skills significantly contributed to the prediction of professional competence. Moreover, Baumeister and Vohs (2016) & Wang et al. (2018) found that motivation is key to achieving goals and improving teachers' performance and competence. The study highlighted the importance of setting clear goals and providing feedback to maintain motivation and improve performance. In teaching, this can be achieved by setting achievable student learning targets and providing teachers with constructive feedback. Thus, managing emotions also positively impact teacher well-being. Teaching can be a highly stressful profession, and teachers skilled in social skills highly influence teachers' competence. This finding supported the findings of Roorda et al. (2011), who found that teachers' social skills were positively related to student motivation and achievement and that teacher-student relationships mediated these effects, thus increasing teachers' competence. Another study was conducted by Wang and Eccles (2013), which reveals that teachers' social skills were measured using self-reports and student

reports, while student engagement and academic achievement were measured using standardized tests and teacher reports. The results showed that teachers' social skills were positively associated with student engagement and academic achievement. This suggests that teachers with better social skills are more effective in engaging students and promoting their academic success. The findings from the regression analysis are consistent with the studies by Bork et al. (2016), and Yeh and Lin (2019) that suggest digital literacy is an important factor contributing to teachers' professional competence. The regression equation shows that technology operations and concepts have a significant positive relationship with Teachers' professional competence, and the beta coefficient for this predictor variable is the second highest among the five predictor variables. Bork et al. (2016) found that teachers with higher levels of digital literacy were more likely to integrate technology into their teaching and reported higher levels of job satisfaction. The study suggests that digital literacy is an important factor that contributes to teacher effectiveness in designing and implementing technology-enhanced learning activities. This is consistent with the finding that technology operations and concepts have a significant positive relationship with Teachers' professional competence in the regression equation provided. Similarly, Yeh and Lin (2019) found that digital literacy was positively associated with teacher creativity and innovation in using technology to support student learning. This finding is also consistent with the idea that technology operations and concepts are important predictors of Teachers' professional competence.

4. Conclusion

Based on the findings of the study, the following conclusions were drawn:
The result showed that basic education teachers exhibited a high level of competence in both emotional intelligence and digital literacy. When emotional intelligence is exhibited most of the time, it results in high professional competence. Further, the study found that digital literacy was important for teachers to effectively used technology in the classroom, which enhanced the learning experience for students. Teachers with high digital literacy skills can use technology to create engaging and interactive learning experiences for their students, resulting in higher levels of professional competence. Furthermore, teachers' emotional intelligence and digital literacy reveal a significant relationship with each other. Thus, the null hypothesis is rejected. The variable that best predicts teachers' professional competence is self-awareness. This finding indicated that teachers' professional competence would also increase when indicators increase. Furthermore, when the level of these indicators decreases, the level of teachers' professional competence also decreases. Overall, the study highlights the importance of combining emotional intelligence and digital literacy skills in developing professional competence among basic education teachers. Teachers with high emotional intelligence and digital literacy levels were more effective in the classroom, and their students experienced positive learning outcomes. The study's findings suggested that school administrators and policymakers prioritized the integration of emotional intelligence and digital literacy in education to create a positive learning environment that fosters student growth and success. Teachers were provided with opportunities to develop these skills through training programs and professional development activities. Additionally, teachers were encouraged to incorporate emotional intelligence and digital literacy skills into their teaching practices to improve their professional competence and enhance student learning outcomes.

In conclusion, the study emphasized the importance of emotional intelligence and digital literacy in developing professional competence among basic education teachers. When teachers exhibited high levels of emotional intelligence and digital literacy, they were better equipped to create a positive and engaging learning environment that benefits both themselves and their students. Therefore, this study recommends that teachers prioritize the development of emotional intelligence and digital literacy skills to ensure their professional competence and enhance student learning outcomes.

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