

Emotional Intelligence and Teaching Performance of Teachers

Joel V. Boybanting^a, Rosalinda C. Tantiado^b

^a joelboybanting4980@gmail.com, ^brosalinda.tantiado@deped.gov.ph

Southern de Oro Philippines College – Graduate School, Cagayan de Oro City, Philippines

Abstract

Emotionally Intelligent teachers can have better performance in school. This study aimed to investigate the teachers' extent of emotional intelligence in terms of Self-awareness, Self-regulation, Self-motivation, Empathy and Social skills of teachers; the level of teachers' performance and the significant relationship of emotional intelligence and performance of the teachers in Villanueva North District. This study utilized the descriptive correlational research design of the study in which all elementary public school teachers in DepEd Villanueva North District for the School Year 2021-2022 with 127 respondents. An adapted and modified questionnaire from Goleman (2017) was used to attain the objectives set in this study. Mean, Standard Deviation, Frequency and Percentage were utilized. Pearson Moment Correlation Coefficient was also used to get the significant relationship. Results showed that teachers in Villanueva North District have high emotional intelligence especially in Self-regulation or Self-management. Most of the teachers are Outstanding and there is a significant relationship of the teachers' emotional intelligence and their performance. Thus, emotional intelligence is associated with the teachers' performance. This suggests that schools will conduct activities among teachers that can promote camaraderie to improve their social skills being part of their emotional intelligence with lesser Mean.

Keywords: Emotional Intelligence, Teachers' Performance

1. Introduction

These days, emotional intelligence is a fascinating subject with broad applications. Higher levels of achievement, career success, leadership, and personal well-being can all be attained by students, instructors, faculty, and student development professionals with the aid of emotional knowledge, skills, and intelligence. Additionally, teaching is an emotionally taxing profession that entails emotional effort, emotional relationships, and emotional understanding. Therefore, it calls for educators to develop into more effective emotional intelligence role models.

Moreover, people are constantly interacting and communicating with their surroundings. Therefore, feelings and emotions that everyone feels are seen to be crucial variables in the development of effective interpersonal relationships between teachers and pupils. Relationship-related information can be learned a lot from emotions. Every day, teachers must establish relationships with their pupils and teach them how to be social and emotional beings. The effectiveness of this connection and communication may be influenced by a variety of things. These variables may have their roots in either personal traits or other outside variables. Interpersonal connections can be influenced by one's past experiences, personality traits, interests, attitudes, and expectations. In addition, emotional intelligence is a quality that should be mentioned while discussing interpersonal relationships. Emotional Intelligence concerns the perceptions of one's emotional abilities, that is, how good a person in terms of understanding, regulating, and expressing emotions in order to adapt to the environment and maintain well-being.

In this study, succinct summaries of selected findings from research on Emotional Intelligence (EI) in personality factor space, the biological underpinnings of the construct, indicative applications in the areas of clinical, health, social, educational, organizational, and developmental psychology, and trait. Teachers who are adept at appreciating their own emotions are better at conveying their requirements and will be more

considerate of their own sentiments in order to achieve their goals, which will lead to improved performance.

In the Philippines, the Department of Education (DepEd) underscored anew the importance of the Results-Based Performance Management System (RPMS) that is aligned with the Philippine Professional Standards for Teachers (PPST) in ensuring the delivery of quality, accessible, relevant, and liberating basic education in the country. The RPMS is being implemented in consonance with the Civil Service Commission's (CSC) Strategic Performance Management System (SPMS). It follows the four-phase cycle of SPMS prescribed in CSC Memorandum Circular No. 6, s. 2012 and aims to ensure that both teaching and non-teaching personnel focus work efforts toward achieving the Department's vision, mission, values, and strategic priorities. As stipulated in DepEd Order No. 2, s. 2015, Guidelines on the Establishment and Implementation of Results-based Performance Management System (RPMS) in DepEd, RPMS is a systemic mechanism to manage, monitor and measure performance, and identify human resource and organizational development needs to enable continuous work improvement and individual growth.

This study anchored on the Emotional Intelligence theory of Daniel Goleman (2017) as cited by Wang (2022). Emotional Intelligence which outlines five components of Emotional Quotient: self-regulation, self-awareness, motivation, empathy, and social skills. According to Wang (2022) the belief that persons having higher levels of Emotional Intelligence (EI) capabilities are more likely to succeed in the workplace than people who are less emotionally intelligent. Researchers have noticed that social skills are particularly important for instructors; as people move up the organizational ladder, social intelligence has become a more important factor in who will and will not succeed (Turner & Baker, 2018; Shao, 2019). Since the little investigation has been performed in an educational institutes' context, as Kotsou et al. (2018) indicated, more solid research is needed to support the use of EI informal organizations, whether governmental or commercial, on both individual and organizational levels.

This study is also linked to DepEd Order No. 2, s. 2015 which is known as Guidelines on the Establishment and Implementation of Results-based Performance Management System (RPMS) in DepEd. The Philippine Performance Standards for Teachers (PPST) outlines the required skills and competencies of quality teachers, enabling them to cope with the emerging global frameworks. If the required skills and competencies are not met, various professional development interventions will be given to them. PPST helps assure parents and guardians that their children receive quality basic education from qualified professionals whose competencies are abreast with changes and advancements in the information age.

2. Methodology

The study utilized the descriptive correlational method of research to attain the objectives set in this study. By using a correlational study design, no variables were within the researcher's direct control or manipulation. The degree and/or direction of the association between two (or more) variables was reflected in a correlation. A correlation may go in either a positive or negative direction Bhandari Pritha (2022). Descriptive method of research is a fact – finding study with adequate and accurate interpretation of the findings. It describes with emphasis of research what actually exist such as current conditions, practices, situations or any phenomenon. From the Association for Educational Communications and Technology. (2021), this method involves description, recording, analysis and interpretation of prevailing conditions.

Additionally, descriptive design as an inquiry employed a thorough examination of the issue, and data gathering techniques included but were not restricted to the survey questionnaire and similar tools. The problem will then be quantified using a descriptive research approach by producing numerical data or data that may be turned into useful statistics. This method used measurable or finite data to quantify variables, and the analysis is based on data obtained by statistical tools.

The following statistical treatments were utilized to analyze the data of the study. Problem 1, Mean values and Standard Deviation were used to present the level of Emotional Intelligence. For Problem 2, Frequency and Percentage were utilized to get the level of teachers' performance. Pearson-Product Moment

Correlation Coefficient or Pearson- r was utilized to ascertain significant relationship between the teachers' extent of Emotional Intelligence and their level of performance.

3. Results and Discussions

Problem 1. What is the teachers' level of emotional intelligence as to:

- 1.1 Self-awareness,
- 1.2 Self-regulation/Self-management,
- 1.3 Self-motivation,
- 1.4 Empathy and
- 1.5 Social Skills?

Table 1

Emotional Intelligence of teachers as to Self-Awareness

Indicator	Mean	SD	Description	Interpretation
<i>As a teacher I...</i>				
1. work even when my school head is not around.	4.98	0.12	Always	Very High
2. observe that some teachers like me the way I like myself.	3.31	0.94	Sometimes	Moderate
3. recognize the criticism that I received from others.	4.23	0.87	Often	High
4. am able to articulate my feelings clearly.	4.02	0.74	Often	High
5. understand why things in my life happened	4.54	0.66	Always	Very High
6. know my strengths and limits.	4.55	0.61	Always	Very High
7. develop a growth mind-set and learn from my mistakes.	4.74	0.44	Always	Very High
8. need to stay focused.	4.42	0.68	Often	High
9. know when to trust my instinct in decision making.	4.14	0.82	Often	High
10. know when to apologize.	4.68	0.57	Always	Very High
Overall	4.36	0.65	Often	High

Note: 4.500-5.000= Very High; 3.500-4.499= High; 2.500-3.499= Moderate; 1.500-2.499= Low; 1.499–below= Very Low

Table 1 shows the Emotional Intelligence of teachers as to Self-Awareness. It has an overall Mean of 4.36 with SD=0.65 which is described as Often and interpreted as High. This means that the teachers have high self-awareness of what they are and what they feel. They know their strengths and limitations. Simply said, teachers are aware of their emotions. Though, it is not at its highest, but they really know when to be angry, when to say sorry and they can even work even in the absence of their school heads without being angry nor get lazy because of no leader is watching over them.

Oba-Adenuga et al. (2022) said that these teachers can identify their feelings, distinguish, and understand what one is feeling and why they are away of the circumstances leading up to their feelings. This implies that teachers are open minded as to things happening in their lives, and the things that they cannot change. They are positive people. This is the beginning of Emotional Intelligence according Wharam (2017) in his study.

Moreover, the indicator, *As a teacher, I work even when my school head is not around*, has the highest Mean of 4.98 with SD=0.12 which is described as Always and interpreted as Very High. This means that teachers are very highly aware of their emotions. They are already mature, and they are not angry nor troubled by the absence of their school head. They are matured and responsible enough to work on their own or still do their responsibilities as teachers even without their school heads looking at them. They can work even without the presence of their school heads. They work even without the recognition from school heads. According to Wharam (2017), this is the beginning of the growth of Emotional Intelligence.

On the other hand, the indicator, *As a teacher, I observe that some teachers like me the way I see myself*, has the lowest Mean of 3.31 with SD=0.94 which is described as Sometimes and interpreted as Moderate. This means that some teachers are moderately aware that their colleagues like them in any ways they have. Simply said, teachers appreciate each other or otherwise. Teachers are aware that they have strengths which are appreciated by fellow teachers, and they also have weaknesses that teachers may not like each other at times. Wharam (2017) defined that self-awareness is an individual capacity to show understanding of personal strengths and impact on others. Emotional Intelligence is developed when teachers do not get angry in any situation or in differences. They can control their feelings. They can identify one's feeling and distinguish between them and understand why one feels that way as described by Oba-Adenuga et al. (2022).

Table 2 presents the Emotional Intelligence of teachers as to Self-Regulation or Self-management. It has an overall Mean of 4.47 with SD= 0.64 which is described as Often and interpreted as High. This means that they already take responsibility for their performance. This implies that teachers consider themselves responsible enough for everything happening in their lives personally and professionally. This means that teachers are calm and can still maintain their composure or their patience even when they are in difficult situation, or their patience is tested. They are flexible and act according to their age. This implies that teachers are resilient. They can manage to smile amid the circumstances they are in. Maybe even when they have problems in their homes. Teachers are fully adjusted. Self-regulation would encourage individuals to have more control over their ideas, feelings, and actions (Usher et al. ,2017).

Table 2
Emotional Intelligence of teachers as to Self-regulation

Indicator <i>As a teacher I...</i>	Mean	SD	Description	Interpretation
1. Stay calm even when confronted with a difficult situation.	4.15	0.73	Often	High
2. Maintain standards of honesty and integrity.	4.75	0.49	Always	Very High
3. Take responsibility for personal performance.	4.82	0.41	Always	Very High
4. Maintain my composure even when my patience is tested.	4.32	0.73	Often	High
5. Manage to smile even when my heart is aching.	4.37	0.76	Often	High
6. Am flexible in handling change.	4.50	0.69	Always	Very High
7. Act according to my age.	4.26	0.79	Often	High
8. Am open to novel ideas and new information.	4.57	0.61	Always	Very High
9. Let my values influence what I want to achieve in life.	4.47	0.63	Often	High
10. Weigh things before I decide.	4.50	0.63	Always	Very High
Overall	4.47	0.64	Often	High

Note: 4.500-5.000= Very High; 3.500-4.499= High; 2.500-3.499= Moderate; 1.500-2.499= Low; 1.499-below= Very Low

The indicator, *As a teacher, I take responsibility for personal performance*, has the highest Mean of 4.82 with SD=0.41 which is described as Always and interpreted as Very High. This means that teachers know what they are doing. They can manage their emotions while at work no matter how occupied they are as teachers with ancillary works. They are responsible enough to take accountability over their works. They know that their performance rating will depend on what and how they do their tasks. This implies that Self-regulation is the ability to monitor and manage emotions, thoughts, and behaviors in ways that are acceptable and produce positive results such as well-being, loving relationships, and learning. It is how to deal with stressors and as such, lays the foundation for all other activity (Usher & Schunk, 2017).

On the other hand, the indicator, *As a teacher, I stay calm even when confronted with a difficult situation*, has the lowest Mean of 4.15 with SD=0.73 which is described as Often and interpreted as High. This means that teachers are calm when confronted with difficult situations. Teachers can practice self-

regulation by staying calm and thinking carefully before reacting. It can be that teachers being surrounded by diverse pupils are becoming emotionally strong or resilient to any circumstances they are in. They have been seasoned by the years they have in school. Engaging in relaxation tactics like deep breathing or mindfulness can help one keep cool while deliberately considering the consequences of their actions can help them focus on the potential outcomes (Usher & Schunk, 2017).

Table 3*Emotional Intelligence of teachers as to Self-motivation*

Indicator	Mean	SD	Description	Interpretation
<i>As a teacher I...</i>				
1. Am clear about my goal for the future.	4.54	0.60	Always	Very High
2. Strive to improve or meet a standard of excellence.	4.58	0.61	Always	Very High
3. Maintain my enthusiasm when I encounter setbacks.	4.43	0.66	Often	High
4. Am ready to act on opportunities.	4.39	0.65	Often	High
5. Act consistently to move towards my goals	4.46	0.66	Often	High
6. Think to manage negative emotional responses to events.	4.27	0.69	Often	High
7. Make my career moves in the right direction.	4.54	0.64	Always	Very High
8. Embrace positive peer pressure.	4.60	0.61	Always	Very High
9. Feel excited when I think of my goals.	4.54	0.68	Always	Very High
10. Reward myself for the little wins as well as the big ones.	4.24	0.83	Often	High
Overall	4.46	0.66	Often	High

Note: 4.500-5.000= Very High; 3.500-4.499= High; 2.500-3.499= Moderate; 1.500-2.499= Low; 1.499–below= Very Low

Table 3 clearly presents Emotional Intelligence as to Self-motivation. It has an overall Mean of 4.46 with SD= 0.66 which is described as Often and interpreted as High. This means that teachers may achieve their goals if they possess emotional self-motivation. If they have the capacity to manage their emotional impulses. They have clear goals, and they are working on steps or ways to achieve their goals. This implies that teachers are good to have the desire to make their goals happen. It involves everyday action. As Goleman (2017) said that self-motivation relates to the ability to make goals and develop an agenda, and also to keep focused and positive despite any failures that may occur during setting goals.

Moreover, the indicator, *As a teacher, I embrace positive peer pressure*, has the highest Mean of 4.60 with SD=0.61 which is described as Always and interpreted as Very High. This means that teachers are fully adjusted with their lives as teachers with their surroundings, with people in different personalities and with the piled of works. They considered their colleagues in different personalities as positive peer pressures. They may be used of the pressure that it does not cause for a trouble anymore. It is the process of stimulating people to action and to achieve a desired task. One way of stimulating people is to employ effective motivation, which makes workers more satisfied with and committed to their jobs. This implies that positive peer pressure is when someone's peers influence them to do something positive or growth building. If the teachers are committed in doing well in school, they can influence others to be more goal orientated also. Similarly, peers who are kind, loyal or supportive influence others to be the same. If the teacher is well motivated in doing their jobs, then, they can be role models to others (Agarwal, 2018).

On the other hand, the indicator, *As a teacher, I reward myself for the little wins as well as the big ones*, has the lowest Mean of 4.24 with SD=0.83 which is described as Often and interpreted as High. This means that big or small things can motivate the teachers. It can be difficult to continue working towards big goal without being motivated. Celebrating small wins triggers feelings of pride and a happiness. This helps to keep working towards the next small steps, and eventually the overall goal. Praising, recognizing and rewarding teachers is one of the best methods to inspire and motivate them. They feel valued when they are acknowledged and recognized for their commitment and diligence. Furthermore, being rewarded by the management of the school gives teachers more confidence in doing their job even beyond what is expected of them to do.

Table 4
Emotional Intelligence of teachers as to Empathy

Indicator	Mean	SD	Description	Interpretation
<i>As a teacher I...</i>				
1. Talk/mingle with my colleagues	4.61	0.63	Always	High
2. Get along well with each of my colleagues.	4.47	0.63	Often	High
3. Find it easy to "read" other people's emotions	3.86	0.80	Often	High
4. Listen actively and smile that encourage them to continue.	4.64	0.56	Always	Very High
5. Choose/prepare as to be with other equally talented colleagues	3.66	1.10	Often	High
6. Embrace new experiences that will help me develop to a well-rounded, balanced and inclusive human being.	4.64	0.58	Always	Very High
7. Help others to gain a better understanding of things from their point of view.	4.45	0.66	Often	High
8. Sense what others need to develop and booster their abilities.	4.28	0.73	Often	High
9. Cultivate opportunities through experiences from people with diverse personalities.	4.30	0.76	Often	High
10. Find everyone I meet interesting and can be a catalyst for great conversation.	4.24	0.73	Often	High
Overall	4.32	0.72	Often	High

Note: 4.500-5.000= Very High; 3.500-4.499= High; 2.500-3.499= Moderate; 1.500-2.499= Low; 1.499–below=Very Low

Table 4 presents the Emotional Intelligence of teachers as to Empathy. It has an overall Mean of 4.32 with SD= 0.72 which is described as Often and interpreted as High. This means that teachers understand the feelings and thoughts of others. Based on the indicators, teachers can easily get along with colleagues. They know how to deal with each other despite differences. With the understanding of one another, amid idiosyncrasies, this may create a healthy and harmonious environment. For Williams (2022), empathy shows strength not weakness it brings mutual respect because it easily solves issues and concerns and even disagreement. It is considered a strength to teachers to know the feelings of others and know how to deal with colleagues.

The indicators, *As a teacher, I embrace new experiences that will help me develop to a well-rounded, balanced and inclusive human being*, and *I listen actively and smile that encourage them to continue* have the highest Mean of 4.64 with SD=0.58 and 0.56 respectively which are described as Always and interpreted as Very High. This means that teachers are teachable. They accept new experiences each day as learning experiences that will develop them as better persons as molders of the youth and as human beings with hearts that can empathize others especially the students and as a colleague. As it agrees to the other indicator with the same mean that teachers listen actively and smile that encourage them to continue either talking or crying or sharing one's feeling. Williams (2022) added that relating to others at the human level brings about mutual respect, making it easier to solve workplace issues or disagreements in a calm and constructive manner.

On the other hand, indicator, *As a teacher, I choose/prepare as to be with other equally talented colleagues*, has the lowest Mean of 3.66 with SD=1.10 which is described as Often and interpreted as High. This means that teachers love to be with colleagues of the same interests. Though they can adjust working with fellow teachers, they still prefer to be with colleagues of the same interest because they easily agree on things or tasks assigned to them because they have similar likes and dislikes. Teachers may easily understand each other if they have the same experiences because they can relate to each other from their experiences.

Table 5
Emotional Intelligence of teachers as to Social Skills

Indicator	Mean	SD	Description	Interpretation
<i>As a teacher I...</i>				
1. Inspire and guide individuals and/or group of people	4.35	0.68	Often	High
2. Am comfortable talking to anyone	4.10	0.78	Often	High
3. Easily wield effective tactics for to persuade others	3.78	0.87	Often	High
4. Feel uncomfortable when other people get emotional	3.71	0.91	Often	High
5. Am still patient in dealing with incompetent people	4.22	0.77	Often	High
6. Easily give compliments towards other people's actions	4.16	0.86	Often	High
7. Use open body language gestures and non-verbal communications in dealing with others.	3.80	1.02	Often	High
8. Easily negotiate and resolve disagreement	3.97	0.80	Often	High
9. Can easily initiate or manage change or myself and towards other people.	4.12	0.86	Often	High
10. Send clear and convincing messages.	3.96	0.83	Often	High
Overall	4.02	0.82	Often	High

Note: 4.500-5.000= Very High; 3.500-4.499= High; 2.500-3.499= Moderate; 1.500-2.499= Low; 1.499–below=Very Low

Table 5 shows the Emotional Intelligence of teachers as to Social skills. It has an overall Mean of 4.02 with SD= 0.82 which is described as Often and interpreted as High. This means that teachers have high level of Social skills, which is also known as people skills (Schuetz et al, 2017). Teachers have rapport with the people around them. They have respect for others, reciprocal regard, commitment, openness, tolerance, empathy, negotiation, communication, etc. which are all included in the group of social skills according to Schuetz et al. (2017). It entails the capacity for attending to one another's needs, developing a lasting relationship, and sharing details about one's feelings, thoughts, and ideas. Employees with good social skills are very approachable, easy to talk to, and therefore strong team players. Effective communication is important for teachers as it helps build meaningful, mutually respectful relationships (Jones, 2022).

Moreover, the indicator, *As a teacher, I inspire and guide individuals and/or group of people*, has the highest Mean of 4.35 with SD=0.68 which is described as Often and interpreted as High. This means that teachers are acting not only as teachers teaching academic knowledge, but it goes beyond cognitive. Teachers touch hearts, touch lives. They develop their students and even colleagues holistically. In short, they motivate other individuals. This implies that teachers are enthusiastic in the workplace and have an integrity to their work. They maintain the positive outlook while at work (Schuetz et al., 2017).

On the other hand, the indicator, *As a teacher, I feel uncomfortable when other people get emotional*, has the lowest Mean of 3.71 with SD=0.91 which is described as Often and interpreted as High. This means that teachers know how to empathize to their colleagues. Teachers have the kindest heart. They feel what their colleagues feel like they are sad when others are sad. They are happy when others are happy. This implies that teachers can put their feet on others' shoes. Emotional expression requires a whole different mentality. Having feelings is not a sign of weakness. Indeed, the exact reverse is true! Being a teacher requires courage and strength to feel at ease enough to be vulnerable, especially in the workplace. For Williams (2022), people with social skills can help build relationships, communicate with others and maintain friendship.

Table 6 shows the overall extent of Emotional Intelligence of teachers in Villanueva North District as to Self-Awareness, Self-Regulation, Self-Motivation, Empathy, and Social Skills. It has an overall Mean of 4.32 with SD= 0.69 which is described as Often and interpreted as High. This means that teachers have the high extent of Emotional Intelligence (EI). Though it is not very high but it is next to it. Emotional Intelligence (EI) is the ability to identify, use, comprehend, manage, and control emotions (Goleman 2017). This means that teachers are able to recognize their own emotions as well as those of others. They know how to deal with people of diverse personalities. They are not easily provoked. They are resilient. Furthermore, a motivated teacher entails being self-aware enough to understand what works well and what does not. Teachers

have a sense of motivation that comes within and opposed to relying on others. If the teacher is well motivated in work, there is always a successful classroom and better learning outcome. Motivated teachers stimulate energy in the classroom, prioritized the lessons and sustain positive behavior. Teachers work for the achievement of goal and provide a platform for molding a better future for the learners.

Table 6*Overall Emotional Intelligence of teachers*

Indicator	Mean	SD	Description	Interpretation
Self-Awareness	4.36	0.65	Often	High
Self-Regulation	4.47	0.64	Often	High
Self-Motivation	4.46	0.66	Often	High
Empathy	4.32	0.72	Often	High
Social Skills	4.02	0.82	Often	High
Overall Mean	4.32	0.69	Often	High

Note: 4.500-5.000= Very High; 3.500-4.499= High; 2.500-3.499= Moderate; 1.500-2.499= Low 1.499–below= Very Low

Among the five dimensions, Self-Regulation has the highest Mean of 4.47 with SD=0.64 which is described as Often and interpreted as High. This means that teachers are mature enough that they can manage themselves when faced with different challenges. They can easily adjust to their colleagues. This implies that teachers are flexible too. They know how to deal with people such as colleagues and learners of different attitudes. They remain calm. They are fully adjusted with life's challenges. They can give others the chance to present ideas and keep their own as described by Usher et al. (2017) that self-regulation would encourage individuals to have more control over their ideas, feelings and actions. It could be for the reason that teachers are facing learners of different family backgrounds that could sharpen their understanding to different attitudes of people which help improve their considerations to other people.

Even if their Social Skill dimension got the lowest Mean of 4.02 with SD=0.82 which is described as Often and interpreted as High, this does not mean that they are not good with this dimension because it is still interpreted as High. This means that teachers are adjusted with their emotions which they are good at dealing with people. They can inspire people. They know how to convince them in fact they know how to negotiate and resolve concerns. They possess patience and know how to give way for others to rise. True to the description of Williams (2022) that teachers can break barriers and build a harmonious environment because of them.

Problem 2. What is the level teachers' performance based on the IPCRF for the school year 2021-2022.

Table 7*Teachers' performance based on the IPCRF for the school year 2021-2022?*

Description	Teachers' Performance	
	f	%
Outstanding	101	79.53
Very Satisfactory	26	20.47
Satisfactory	0	0
Unsatisfactory	0	0
Poor/Needs Improvement	0	0
Total	127	100

Table 7 shows the teachers' performance based on the Individual Performance Commitment and Review Form (IPCRF). It presents that out of 127 teachers, 101 of them or 79. 53% got an Outstanding rating and 26 or 20.47% got the Very Satisfactory rating. Nobody got lower rating than the two higher ratings. IPCRF is the rating of teachers' performance. Guidelines are set to determine whether the teacher is

Outstanding, Very Satisfactory, Satisfactory, Unsatisfactory, or Poor/Needs Improvement. This will gauge the teachers' ability and the need to ensure the teachers and learning process are carried out well.

Results show that teachers in Villanueva North District are performing well. This means that the teachers are doing their tasks each day. They come to class on time, they hold classes regularly and function as second parents to the learners. Looking at the different indicators in the IPCRF, this means that teachers are teaching more than just by simply lecture but they engage learners to develop them holistically by having differentiated instruction, guiding them to think critically and creatively (DepEd Memorandum No. 008, s. 2023). They also do other tasks other than teaching in the exigency of service because is also considered as their plus factor to gain a better or the best rating. Doing extra mile can be intentional or by compliance. But still teachers are doing well as teachers.

Problem 3. Is there a significant relationship between the extent of teachers' emotional intelligence and the level of performance of all the elementary public school teachers in Villanueva North District?

Table 8

Teachers' Emotional Intelligence and their Performance.

Independent Variables	Dependent Variable	r value	p value	Description	Interpretation
Self-awareness	Teachers' Performance (IPCRF Rating (RPMS))	0.15	0.01	Weak Positive Correlation	Significant
Self-regulation or management		0.03	0.006	Weak Positive Correlation	Significant
Sel-motivation		0.14	0.02	Weak Positive Correlation	Significant
Empathy		0.15	0.00	Weak Positive Correlation	Significant
Social Skills		0.11	0.00	Weak Positive Correlation	Significant

Note: $\alpha=0.05$

Table 8 shows the Pearson's correlation test between the Independent Variables which are Self-awareness, Self-regulation, Self-motivation, Empathy, and Social Skills and Dependent Variables which is the teaching performance of elementary public-school teachers in DepEd Villanueva North District, Misamis Oriental Division for the school year 2021–2022. The test reveals a weak positive correlation between all variables with the following r value and its percentage 0.15 or 15% for Self-awareness and Self-motivation; almost no correlation found in self-regulation with 0.03 or 3%; also, Self-motivation with 0.14 or 14% correlation; and 0.11 or 11% correlation for Social Skills between Emotional Intelligence and teachers' performance. Moreover, when one variable changes its direction, the other variable changes in the same direction. As can be seen in the table, the Independent Variables are significant at 0.05. Emotional intelligence has a significant effect on teachers' performance.

An emotionally intelligent teachers can manage themselves by staying calm amid difficulties inside or outside school situation which implies that they can still work well. In summary, taking it at the coefficient level, the Emotional Intelligence of the respondents can be associated to their teaching performance, with a p value less than 0.05 and a weak positive correlation. Thus, the correlation analysis yielded that the null hypothesis test will be rejected. With the following findings, a weak positive linear relationship exists between the variables.

Though weak positive correlation, but still it has a little correlation which could mean significant

relationship and the null hypothesis would be rejected. This means that if teachers are emotionally intelligent, they are performing well in their work. In carrying out their duties, teachers are constantly faced with a variety of problems, both related to their main responsibility as educators, which is continuing and developing life values, as well as a teacher that is continuing and developing skills for the students, on the quality of teacher performance, teachers can manage their emotions.

Indeed, emotionally intelligent teachers are doing well by their own or with their colleagues which they can create a harmonious environment which can be a better place to work well. There is a significant relationship between teachers' performance in the Villanueva North District and their Emotional Intelligence.

4. Conclusions and Recommendations

Based on the results of the findings in this study, the following conclusions were made:

1. Teachers in Villanueva North District of the Division of Misamis Oriental are emotionally intelligent individuals in all of the five (5) dimensions such as Self-awareness, Self-regulation, Self-motivation, Empathy and Social Skills.

2. Teachers are performing well in their teaching and learning delivery and in their ancillary tasks because they were rated on the first and second level which were Outstanding and Very Satisfactory.

3. Teachers in Villanueva North District of the Division of Misamis Oriental are performing well as teachers because they are emotionally intelligent. Their performance is significantly associated with their emotional intelligence.

On the basis of findings and conclusions, this study came out with recommendations:

1. The school heads are encouraged to implement programs on Emotional Intelligence focusing on developing and enhancing teacher's Social Skills. With this, teachers will be able to easily adapt how they are going to interact and socialize toward their learners and colleagues and even stakeholders to eventually be able to understand what really are their needs and address them effectively and efficiently.

2. School Principals or School Administrators are encouraged to continually create a healthy environment by providing technical assistance, to improve or increase the Very Satisfactory rating into Outstanding rating like the rest of the teachers.

3. Teachers may attend trainings and seminars that can enhance emotional intelligence. They may join leisure activities like team building among teachers to improve camaraderie to improve social skills in order to sustain healthy environment.

REFERENCES

- Agarwal, P. K. (2018). The influence of work motivation & job satisfaction on organizational commitment of teachers: Analyzing mediating role of job satisfaction. *Skyline Business Journal*, 14(1), 1-12.
- Andreas, D. (2022). EMPLOYEE PERFORMANCE: The Effect Of Motivation And Job Satisfaction. *PRODUKTIF: Jurnal Kepegawaian dan Organisasi*, 1(1), 28-35.
- Andriani, S., Kesumawati, N., & Kristiawan, M. (2018). The influence of the transformational leadership and work motivation on teachers performance. *International journal of scientific & technology research*, 7(7), 19-29.
- Bachman, J., Stein, S., Campbell, K., Sitarenios, G. 2000. Emotional intelligence in the collection of debt.

- International Journal of Selection and Assessment, 8, 176–182.
- Bar-On, R. 1997. Emotional Quotient Inventory (EQ-i): Technical manual. Toronto, Canada: Multi-Health Systems
- Bechara, A., Tranel, D., Damasio, A.R. 2000. Poor judgment in spite of high intellect: Neurological evidence for emotional intelligence. In Bar-On, R. and Parker, J.D.A. (Ed) The handbook of emotional intelligence. San Francisco: Jossey-Bass
- Bhandari, P. (2022, December 05). *Correlational Research | When & How to Use*.
- Cano-Garcia, F. J., Padilla-Munoz, E. M., & Carrasco-Ortiz, M. A. 2005. Personality and contextual variables in teacher burnout. *Personality and Individual Differences* Vol. 38, pp. 929–940.
- Cavaness K, Picchioni A, Fleshman JW. Linking Emotional Intelligence to Successful Health Care Leadership: The Big Five Model of Personality. *Clin Colon Rectal Surg*. 2020 Jul;33(4):195-203. doi: 10.1055/s-0040-1709435. Epub 2020 Jun 3. PMID: 32624714; PMCID: PMC7329378.
- Chin, S. T. S. (2021). Influence of emotional intelligence on the workforce for industry 5.0. *Journal of Human Resources Management Research*, 2021(2021), 882278.
- EFW International. (2022, September 14). 5 Components of Emotional Intelligence You Need to Become a More Effective Leader. <https://ewfinternational.com/5-components-emotional-intelligence-effective-leadership/>
- Farani, R. (2022). Portraying Emotional Intelligence Of Pre-Service.
- Ferris, G. R., Perrewé, P. L., Douglas, C. 2002. Social effectiveness in organizations: Construct validity and research directions. *Journal of Leadership & Organizational Studies*, 9, 49-63.
- Frelin, A. (2018). Teachers' Relational Practices and Professionalism. PhD dissertation. 234 pp. Sweden, Uppsala University. Västerås: Edita Västra Aros, a climate neutral company. Retrieved 21-10-2019 from <http://www.diva-portal.org/smash/get/diva2:300138/FULLTEXT01.pdf>
- George, J. M. 2000. Emotions and leadership: the role of emotional intelligence, *Human Relations*, 53: 1027-1055.
- Goleman, D. 1995. Emotional intelligence. New York: Bantam.
- Goleman, D. 2017. The Emotionally Intelligent Workplace: An EI-Based Theory of Performance (Chapter Three). Cherniss C. & Goleman D. (Ed). Consortium for Research on Emotional Intelligence in Organizations.
- Goleman, D. 2017. Working with emotional intelligence. New York: Bantam
- Hamid, P. A., Suriansyah, A., & Ngadimun, N. (2019). The relationship between interpersonal and emotional intelligence on teacher performance. *Journal of K6 Education and Management*, 2(1), 71-77.
- Hayashi, A., Ewert, A. 2006, Outdoor Leaders' Emotional Intelligence and Transformational Leadership, *Journal of Experiential Education*, 28(3), 222-242.
- Heidemeier, H., & Moser, K. (2019). A self-regulation account of the job performance–job satisfaction relationship. *European Journal of Social Psychology*, 49(6), 1313-1328.
- Hessels, J., Arampatzi, E., van der Zwan, P., & Burger, M. (2018). Life satisfaction and self-employment in different types of occupations. *Applied Economics Letters*, 25(11), 734-740.
- Lopes, P. N., Grewal, D., Kadis, J., Gall, M. & Salovey, P. 2006. Evidence that emotional intelligence is related to job performance and affect and attitudes at work. *Psicothema*, 18, 132-138.
- Lu, Q., & Ishak, N. A. B. (2022). Teacher's Emotional intelligence and Employee Brand Based Equity: Mediating role of Teaching Performance and Teacher's self-efficacy. *Frontiers in Psychology*, 2540.
- Mayer, J. D., Salovey, P., Caruso, D. R. 2000. Models of emotional intelligence. In R. Sternberg (Ed.), *Handbook of intelligence*. Cambridge, UK: Cambridge University Press.
- Myint, A. A., & Aung, A. A. (2017). The relationship between emotional intelligence and job performance of Myanmar school teachers. *AsTEN Journal of Teacher Education*, 1(1).
- Oba-Adenuga, O. A., Ezeribe, S. N., & Oba-Adenuga, M. A. (2022). Relationship between Self-Awareness and Task Performance in Selected Private Universities in Ogun State, Nigeria. *KIU Journal of*

- Social Sciences, 8(3), 123-130.
- Petrides, K. V., Mikolajczak, M., Mavroveli, S., Sanchez-Ruiz, M. J., Furnham, A., & Pérez-González, J. C. (2016). Developments in trait emotional intelligence research. *Emotion review*, 8(4), 335-341.
- Coaching Leaders Ltd 2012. www.coachingleaders.co.uk/emotional-intelligence-test
- Poskey, M. (2019). The importance of emotional intelligence in the workplace, why it matters more than personality. Retrieved April, 17, 2019.
- Schuetz, A., Farmer, K., & Krueger, K. (2017). Social learning across species: horses (*Equus caballus*) learn from humans by observation. *Animal cognition*, 20(3), 567-573.
- Roccas, S., & Brewer, M. B. (2017). Social Identity Complexity. *Personality and Social Psychology Review*, 6(2), 88–106. DOI: https://doi.org/10.1207/S15327957PSPR0602_01
- The Association for Educational Communications and Technology. (2021) 41.1 What Is Descriptive Research? (n.d.). Retrieved on December 14, 2022 from <https://members.aect.org/edtech/ed1/41/41-01.html>
- Tritsch, Erik. October 14, 2021. What is Goleman's Theory of Emotional Intelligence?. Retrieved on November 14, 2022 from <https://fairborndigital.us/2021/10/14/what-is-golemans-theory-of-emotional-intelligence/>
- Usher, E. L., & Schunk, D. H. (2017). Social cognitive theoretical perspective of self-regulation. In *Handbook of self-regulation of learning and performance* (pp. 19-35). Routledge.
- Utama, M. F. R., & Tanuwijaya, J. (2022). The effect of training, workplace incivility, perceived supervisor support, job satisfaction on organizational identification and their influence on employee performance and turnover intention. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)*, 5(3).
- Vivek, R. (2018). The Effects of Emotional Intelligent on Job Satisfaction: The Evidence from National School Teachers in Jaffna District. *International Journal of New Technology and Research*, 4(3), 263099.
- Wang, L. (2022). Exploring the relationship among teacher emotional intelligence, work engagement, teacher self-efficacy, and student academic achievement: A moderated mediation model. *Frontiers in psychology*, 12, 810559.
- Wang, Z., Jiang, Z., & Blackman, A. (2021). Linking emotional intelligence to safety performance: The roles of situational awareness and safety training. *Journal of safety research*, 78, 210-220.
- Warren, C. A. (2018). Empathy, teacher dispositions, and preparation for culturally responsive pedagogy. *Journal of Teacher Education*, 69(2), 169-183.
- Weisz, E., & Zaki, J. (2017). Empathy building interventions: A review of existing work and suggestions for future directions. *The Oxford handbook of compassion science*, 205-217.
- Wharam, J. (2017). *Emotional intelligence: journey to the centre of your self*. John Hunt Publishing.
- Williams, F. (2022, May 30). What to know about emotional intelligence. <https://www.medicalnewstoday.com/articles/components-of-emotional-intelligence>
- Wong, C. S., & Law, K. S. (2017). The effects of leader and follower emotional intelligence on performance and attitude: An exploratory study. In *Leadership Perspectives* (pp. 97-128). Routledge.
- Yavuz, E. A. (2018). Montessori Approach And Gardner's Theory Of Multiple Intelligences Tringa Shpendi, Emine Ahmetoglu. *Recent Researches in Education*, 450.