



NURTURING EPP/TLE EMOTIONAL INTELLIGENCE IN TEACHING ON TEACHERS' JOB PERFORMANCE

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ABSTRACT

The research study focused on the relationship between teachers' emotional intelligence and their job performance in teaching of EPP/TLE teachers in Kalayaan Sub-Office and Lumban Sub-Office. The study aimed to determine the level of teachers' emotional intelligence, job performance and IPCRF rating. To identify the significant relationship between teachers' emotional intelligence on job performance and IPCRF rating of EPP/TLE teachers.

The study utilized quantitative research. This involved the EPP elementary public-school teachers of Kalayaan Sub-office and Lumban Sub-Office in the Division of Laguna. The total population of at least 100 teachers served as the respondents in this study. The main instrument of the study was a set of survey questionnaires which was crafted by the researcher and validated by the experts.

Based on the findings, the study revealed that teachers' emotional intelligence and teacher's job performance was very high. This shows that high emotional intelligence likely contributes to a positive learning environment, fostering better student engagement and academic performance. It also means that the achievement of students is directly impacted by their outstanding work performance. In terms of IPCRF Rating, a proportion of respondents received very satisfactory ratings on their IPCRF assessments for 2022-2023. This indicates an excellent level of performance and achievement among the evaluated individuals during this period.

Moreover, a significant relationship exists between a teacher's emotional intelligence and their job performance. This correlation indicates that as a teacher's emotional intelligence in these areas increases, so does their job performance. Thus, resulting to the rejection of the hypothesis. This means that teacher's emotional intelligence plays a vital role on teacher's job performance. However, there was no significant relationship found between teachers' emotional intelligence and their IPCRF rating in EPP/TLE teachers. Thus, resulting to acceptance of the hypothesis. This implies that other factors might be more influential in determining these ratings.

The study highlights the importance of teachers possessing high emotional intelligence as they play a crucial role in implementing the curriculum and delivering quality education. Teachers are encouraged to attend programs to improve their emotional intelligence and to assess their job performance to identify areas for improvement. School leaders are advised to provide technical assistance and professional development opportunities to teachers under their supervision to enhance their performance ratings in the IPCRF.

KEYWORDS: relationship; teachers' emotional intelligence; job performance

1. INTRODUCTION

A collection of non-cognitive skills, competencies, and abilities known as emotional intelligence (EI) affects one's ability to successfully manage demands and pressures from the environment. It consists of a set of interpersonal skills that we learn over time to help us interact with others. According to Goleman, as cited by Singh (2015), emotional intelligence is the capacity to sustain motivation and perseverance in the face of setbacks. Additionally, emotional intelligence is the capacity to restrain impulse, postpone gratification, control one's mood, and prevent anxiety from impairing thinking.

Teachers' emotional intelligence (EI) plays an important role for imparting knowledge and influencing pupils' behavior. EI reduces stress and assists instructors in dealing with difficult circumstances that arise in the classroom because of troublesome students. Teaching is not only a relational communication process, but it is also an emotional process in which students' emotions are managed and regulated to produce a good learning environment and accomplish effective teaching (Tsang & Kwong, 2017). Based on Thorndike's concepts of Social Intelligence in 1920 and Gardner's

Intrapersonal and Interpersonal Intelligence in 1994 (Rodrigues & Machado, 2019), EI refers to the ability to conduct self-emotion with others, recognize one's emotions and those of others, and reflectively control emotions (Chen & Guo, 2020).

The significance of emotional intelligence in education and teaching is prodigious. Emotional intelligence assists teachers in better understanding their pupils. Teachers might devise a pedagogical technique to identify their students' needs and create goals for them. However, the paradigm shifts in education from face-to-face instruction to distance learning and back to face-to-face delivery with flexibility presents difficulties for both teachers and students. Emotionally intelligent teachers show concern for their students and create a positive emotional climate in the classroom, both of which improve the learning environment for students and increase teachers' ability to ensure academic success. Like students, teachers' social connections with students are strengthened by their emotional intelligence, which also affects their level of comfort, self-efficacy, and job satisfaction.

It is more crucial than ever to work on classroom emotions to increase kids' academic progress or emotional development.



One would think that excellent instructors have strong emotional intelligence. Emotional intelligence predicts success in all aspects of life, and as a result, it governs all aspects of schooling. Teachers must undergo emotional intelligence training to control their own emotions and assist pupils. This demonstrates the importance of emotional intelligence for both teachers and pupils. (Singh, 2015).

In a school setting, the concept of job performance can be converted to student performance, which includes all of the behaviors that are beneficial to the learning environment. Students' actions, like those in the workplace, can be divided into three categories: counterproductive behaviors, contextual performance, and task performance. Bullying or cheating are examples of counterproductive school habits. Contextual performance refers to behaviors that contribute to the school's social and psychological atmosphere, such as assisting peers, engaging in school activities, and respecting teachers and classmates. Task performance includes completing academic work directly, participating in class, and performing well on tests and projects. Recognizing and fostering these components of student performance is critical because they influence both individual students' educational experiences and the overall success of the school community.

Further, the totality of teachers' behaviors that are thought to be valuable to organizations—whether positive or negative—is referred to as job performance. These actions fall under three general categories: counterproductivity, contextual performance, and task performance. Job performance is an extremely important factor in the workplace. Teachers perform in the field not only by teaching but also by carrying out other job-related functions. Every educational institution requires quality teachers to improve students' knowledge, skills, and overall performance. Teacher education, training, and development are means of professional advancement that encompass all developmental functions aimed at maintaining and improving their professional competence. The quality of teachers in a specific educational system contributes to the achievement of positive learning outcomes in schools. With the improved job performance teachers may address the learning gaps brought by pandemic and other related factors.

With the challenges being encountered by the teachers from the paradigm shift to the return of facet-to-face classes, particularly in Schools at Kalayaan Sub-Office and Lumban Sub-Office, it is notable that their emotional intelligence and well-being are sacrifice. This was the entry point of the researchers in pursuing this endeavor. The study was conducted to determine the level of teacher's emotional intelligence and its relationship to their job performance and their IPCRF ratings. Moreover, the results will serve as a basis in crafting a professional development plan for teachers.

1.1 Statement of the Problem

The study determined the relationship between the Kalayaan Sub-Office and Lumban Sub-Office teachers' emotional intelligence and their job performance.

1. What is the level of teachers' emotional intelligence in terms of:
 - 1.1 self-awareness;
 - 1.2 self-regulation;
 - 1.3 social awareness;
 - 1.4 empathy; and
 - 1.5 motivation?
2. What is the mean level of teachers' job performance in terms of:
 - 2.1 classroom management;
 - 2.2 adherence to curriculum;
 - 2.3 student's and parent's feedback; and
 - 2.4 instructional productivity?
3. What is the level of teachers' IPCRF performance rating?
4. Is there a significant relationship between teachers' emotional intelligence and EPP/TLE teachers job performance?
5. Is there a significant relationship between teachers' emotional intelligence and IPCRF rating of EPP/TLE teachers?

2. METHODOLOGY

This study utilized quantitative research. According to Creswell, J.W. (2018), quantitative research is the process of collecting and interpreting numerical data. It may be used to detect patterns and averages, develop hypotheses, investigate causation, and extrapolate results to bigger groups.

Further, a correlational research technique was used for the study. Descriptive research, as mentioned by McCombes (2020), aims to define a population, situation, or phenomenon precisely and methodically. It can answer the questions what, where, when, and how, but not why. A descriptive research approach allows researchers to thoroughly examine the environment of a study issue before moving on to further examination. In social science research, it can be used to study and document the nature and breadth of an issue, to uncover trends and patterns, and to act as a basis for subsequent analysis. The descriptive-correlation analysis approach will also be used. The purpose of correlational research is to uncover correlations between variables and to predict future events using prior information. It entails measuring two or more relevant variables and assessing their connections with one another (Stangor & Walinga, 2017).

3. RESULTS AND DISCUSSION

This chapter deals with the presentation, analysis, and interpretation of data gathered to answer the sub-problem relative to the main problem of this questions. This part discusses the findings of the study based on the research questions. This includes the significant findings of the problem statement that consists of the significant relationship between the level of teacher's procedure and qualities to the students' performance in ICT.

Level of Teachers' Emotional Intelligence

The level of teachers' emotional intelligence in terms of self-Awareness, Self-Regulation, Social Awareness, Empathy and Motivation, was treated statistically using mean and standard deviation.



Table 1 shows the Level of Teachers' Emotional Intelligence in Terms Of Self-Awareness. Also shows the statements, mean, standard deviation and remarks.

The findings present intriguing new insights on the emotional intelligence levels of the teachers based on their responses to specific remarks. The statement "instead of stressing about things I cannot control, I exert influence where I can" received the highest mean score (M=4.80, SD=0.57) from the responders. This shows that educators focus on areas where they have the most impact to take a proactive approach to stress management. Similarly, the statement "aware that suffering has

molded who I am" had a high average score (M=4.78, SD=0.63), indicating that respondents strongly agreed that their past experiences had shaped who they are today. Teachers' self-care practices could use some improvement, especially when they are stressed or tired. For instance, the statement "regularly look after myself, especially when I am fatigued" received the lowest mean score (M=4.23, SD=0.85) despite being rated as "Strongly Agree." Overall, these findings show how multifaceted emotional intelligence is in educators, pointing out both areas where teachers excel in resilience and adaptation and those that may need more attention and development.

Table 1. Level of Teachers' Emotional Intelligence in Terms of Self-Awareness

<i>The Teacher's...</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>...constantly working to improve my strengths.</i>	4.65	0.70	Strongly Agree
<i>...aware of my weaknesses, and I make every effort to overcome them.</i>	4.56	0.83	Strongly Agree
<i>...really believe that life is worthwhile.</i>	4.50	0.75	Strongly Agree
<i>...have coping mechanisms for handling intense emotions.</i>	4.41	0.78	Strongly Agree
<i>...converse to myself in a constructive manner.</i>	4.53	0.72	Strongly Agree
<i>...regularly look after myself, especially when I am fatigued.</i>	4.23	0.85	Strongly Agree
<i>...aware that suffering has molded who I am.</i>	4.78	0.63	Strongly Agree
<i>...instead of stressing about things I cannot control, I exert influence where I can.</i>	4.80	0.57	Strongly Agree
<i>...good at figuring out how to solve issues.</i>	4.60	0.80	Strongly Agree
<i>...would not characterize myself as anxious.</i>	4.75	0.56	Strongly Agree
<i>Weighted Mean</i>		4.58	
<i>SD</i>		0.72	
<i>Verbal Interpretation</i>		<i>Very High</i>	

The mean and standard deviation (M = 4.80 and SD=0.57) suggests a high level of teachers' emotional intelligence in terms of self-awareness. The teacher is good at figuring out how to solve issues have a mean of 4.60 and a standard deviation of 0.80. On the other hand, the teachers also strongly agree that regularly look after me, especially when I am fatigued. While the mean and standard deviation are slightly lower (M = 4.23 and SD = 0.85), it still indicates a high level of teachers' emotional intelligence in terms of self-awareness.

The level of teachers' emotional intelligence in terms of self-awareness attained a weighted mean score of 4.58 and a standard deviation of 0.72, verbally interpreted as *very high* among the respondents. The high level of self-awareness among the study's teachers suggests that their emotional intelligence is strong. Students' interpersonal connections, classroom dynamics, and understanding and regulation of their own emotions can all be improved by this capacity for self-awareness. It implies that teachers are adept at recognizing their own benefits, drawbacks, and emotions, which can result in

more effective teaching strategies and a friendly learning environment for students. Overall, the findings highlight how important it is for educators to incorporate self-awareness as a core component into their training in emotional intelligence.

Table 2 shows the Level of Teachers' Emotional Intelligence in Terms of Self-Regulation. Also shows the statements, mean, standard deviation and remarks.

The statement "stress levels are properly controlled" had the highest mean score (M=4.78, SD=0.46), with respondents strongly agreeing, according to the statistics. The highly agreed-upon statements "trust my instincts" and "I can build relationships at work that foster mutual support" follow, with matching mean scores of (M=4.73, SD=0.63 and SD=0.51). The statement "when under pressure, my emotions are in control" earned the lowest mean score (M=4.39, SD=0.93), but still being strongly agreed upon.



Table 2. Level of Teachers' Emotional Intelligence in Terms of Self-Regulation

<i>The Teacher's...</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>...stress levels are properly controlled.</i>	4.78	0.46	Strongly Agree
<i>...not one to shy away from controversy.</i>	4.70	0.66	Strongly Agree
<i>...opposed to being a victim of circumstances, I aim to control events.</i>	4.71	0.61	Strongly Agree
<i>...believe in my gut.</i>	4.73	0.51	Strongly Agree
<i>...can be honest about my feelings.</i>	4.49	0.77	Strongly Agree
<i>...have a favorable opinion of myself.</i>	4.72	0.65	Strongly Agree
<i>...emphasize my advantages.</i>	4.57	0.76	Strongly Agree
<i>...when under pressure, my emotions are in control.</i>	4.39	0.93	Strongly Agree
<i>...can give pain purpose.</i>	4.42	1.14	Strongly Agree
<i>...at work, I can create bonds that promote mutual support.</i>	4.73	0.63	Strongly Agree
<i>Weighted Mean</i>		4.62	
<i>SD</i>		0.71	
<i>Verbal Interpretation</i>		Very High	

The level of teachers' emotional intelligence in terms of self-regulation attained a weighted mean score of 4.62 and a standard deviation of 0.71, verbally interpreted as very high among the respondents, demonstrating their superior emotional management abilities. This shows that teachers are capable of handling challenging situations, maintaining composure, and making decisions that can be justified—all of which are essential for creating an environment where students may learn in a helpful and encouraging environment.

Table 3 shows the Level of Teachers' Emotional Intelligence in Terms of Social Awareness. Also shows the statements, mean, standard deviation and remarks.

The data reveals that the statements "easily share my insights and opinions in groups" and "easily get along with others who have different views and opinions" received the highest mean scores (M=4.73, SD=0.45 and SD=0.63 respectively), both strongly agreed upon by respondents. However, the statements

"respond appropriately to peer pressure," "in the face of conflict, I submit to the situation and try to adapt," and "good at managing group discussions" received the lowest mean scores (M=4.43, SD=0.92 and M=4.39, SD=0.93 respectively), despite still being strongly agreed upon.

The level of teachers' emotional intelligence in terms of social awareness attained a weighted mean score of 4.59 and a standard deviation of 0.76, verbally interpreted as very high among the respondents. This further means that teachers have high level of emotional intelligence considering their social awareness. This shows that teachers are adept at recognizing and comprehending the needs and feelings of others, fostering positive interactions, and creating supportive environments both within and outside of the classroom. Taken together, these findings highlight how important social awareness is to teachers' emotional intelligence and how this improves their effectiveness as mentors and teachers.

Table 3. Level of Teachers' Emotional Intelligence in Terms of Social Awareness

<i>The Teacher's...</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>...can make friends easily.</i>	4.63	0.66	Strongly Agree
<i>...easily share my insights and opinions in groups.</i>	4.73	0.45	Strongly Agree
<i>...respond appropriately to peer pressure.</i>	4.43	0.92	Strongly Agree
<i>...know how to control temper in conflict situations.</i>	4.63	0.66	Strongly Agree
<i>...accept peer's ideas and insights during collaboration.</i>	4.62	0.66	Strongly Agree
<i>...easily get along with other who have different views and opinions.</i>	4.73	0.63	Strongly Agree
<i>...can work collaboratively with my co members in the department where I belong.</i>	4.70	0.90	Strongly Agree
<i>...when I encounter a problematic situation, I find a solution by thinking about the problem from different perspectives.</i>	4.53	0.93	Strongly Agree
<i>...in the face of conflict, I submit to the situation and try to adapt.</i>	4.43	0.92	Strongly Agree
<i>...good at managing group discussions</i>	4.43	0.81	Strongly Agree
<i>Weighted Mean</i>		4.59	
<i>SD</i>		0.76	
<i>Verbal Interpretation</i>		Very High	

Table 4 shows the Level of Teachers' Emotional Intelligence in Terms of Empathy. Also shows the statements, mean, standard deviation and remarks.

The highest mean score (M=4.73, SD=0.63) indicates that respondents highly agreed with the statement "quick to spot when someone in a group is feeling awkward or



uncomfortable." This shows that to foster understanding and empathy in group settings, educators must be highly aware of social cues and adept at responding to them. On the other hand, although still highly agreed upon, the statement "often find it difficult to judge if something is rude or polite" received the lowest mean score (M=4.43, SD=1.02). This shows that although educators are skilled at identifying discomfort or embarrassment in others, they could struggle to understand the subtleties of social graces. Overall, these results indicate both instructors' strengths and potential areas for improvement, underscoring the complexity of social awareness within the context of emotional intelligence.

The level of teachers' emotional intelligence in terms of empathy attained a weighted mean score of 4.61 and a standard deviation of 0.74, verbally interpreted as very high among the respondents. This shows that teachers are empathetic toward their coworkers, students, and fellow educators, which fosters good relationships and a supportive learning environment. Taken together, these findings highlight how important empathy is to teachers' emotional intelligence and how it helps them better fulfill the diverse needs and experiences of their students.

Table 4. Level of Teachers' Emotional Intelligence in Terms of Empathy

<i>The Teacher's...</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>...can easily tell if someone else wants to enter a conversation.</i>	4.53	0.63	Strongly Agree
<i>...really enjoy caring for other people.</i>	4.63	0.66	Strongly Agree
<i>...often find it difficult to judge if something is rude or polite.</i>	4.43	1.03	Strongly Agree
<i>...in a conversation, I tend to focus not only on my own thoughts but also what my listener might be thinking.</i>	4.66	0.76	Strongly Agree
<i>...can pick up quickly if someone says one thing but means another.</i>	4.63	0.66	Strongly Agree
<i>...good at predicting how someone will feel.</i>	4.56	0.77	Strongly Agree
<i>...quick to spot when someone in a group is feeling awkward or uncomfortable.</i>	4.73	0.63	Strongly Agree
<i>...can sense if I am intruding, even if the other person does not tell me.</i>	4.66	0.76	Strongly Agree
<i>...can tune into how someone else feels rapidly and intuitively.</i>	4.63	0.66	Strongly Agree
<i>...before deciding I always weigh up the pros and cons.</i>	4.63	0.66	Strongly Agree
<i>Weighted Mean</i>		4.61	
<i>SD</i>		0.74	
<i>Verbal Interpretation</i>		Very High	

Table 5 shows the Level of Teachers' Emotional Intelligence in Terms of Motivation. Also shows the statements, mean, standard deviation and remarks. The findings demonstrated strong agreement among respondents, with the statement "teaching is an interesting job and a noble profession" receiving the highest mean score (M=4.70, SD=0.64). This shows that

teachers have a strong sense of purpose and fulfillment in their job and view teaching as a noble and personally gratifying career. On the other hand, there was only a fair degree of agreement with the statement "my monthly salary is sufficient to meet my expenses," which received the lowest mean score (M=2.76, SD=0.74).

Table 5. Level of Teachers' Emotional Intelligence in Terms of Motivation

<i>The Teacher's...</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>...for me, teaching is a noble profession and an interesting job for me.</i>	4.70	0.64	Strongly Agree
<i>...satisfied with the support I am receiving from my workplace.</i>	4.30	1.11	Strongly Agree
<i>...monthly salary is sufficient to meet my expenses.</i>	2.76	0.74	Fairly Agree
<i>...feel comfortable with my responsibility in my workplace.</i>	4.43	0.81	Strongly Agree
<i>...enjoy much freedom in my work.</i>	4.60	0.80	Strongly Agree
<i>...enjoy collegial relationships with my fellow teachers.</i>	4.46	0.89	Strongly Agree
<i>...know that opportunities will come my way.</i>	4.53	0.81	Strongly Agree
<i>...satisfied with the recognition given by my community.</i>	4.43	0.81	Strongly Agree
<i>...motivated with the promotion opportunities available to me as teacher.</i>	4.46	0.89	Strongly Agree
<i>...often happy with the results of my performance as teacher.</i>	4.46	0.83	Strongly Agree
<i>Weighted Mean</i>		4.31	
<i>SD</i>		0.84	
<i>Verbal Interpretation</i>		Very High	



This suggests that even if educators find fulfillment and worth in their work, they could face financial difficulties if their pay doesn't cover all their monthly costs. Overall, these results highlight the benefits that come with becoming a teacher as well as the necessity of providing sufficient funding to support the livelihoods and general well-being of educators.

The level of teachers' emotional intelligence in terms of motivation attained a weighted mean score of 4.31 and a standard deviation of 0.84, verbally interpreted as very high among the respondents. This implies that teachers have a strong sense of intrinsic drive and are truly passionate about what they do. All things considered, these findings demonstrate the part motivation plays in teachers' emotional intelligence, bolstering their dedication, toughness, and ability to inspire and guide their pupils to succeed.

In summary, educators have a high level of emotional intelligence in several domains, including empathy, motivation,

self-discipline, and social awareness. In their field, they excel at understanding social dynamics, managing emotions effectively, empathetic communication, and maintaining internal motivation. These qualities enable them to establish deep connections with both students and colleagues, foster a positive and encouraging learning environment, and generally be more effective teachers.

Level of Teachers' Job Performance

The level of teachers' job performance in terms of classroom management, adherence to curriculum, student's and parent's feedback and instructional productiveness, was treated statistically using mean and standard deviation.

Table 6 shows the Level of Teachers' Job Performance in Terms of Classroom Management. Also shows the statements, mean, standard deviation and remarks.

Table 6. Level of Teachers' Job Performance in Terms of Classroom Management

<i>The Teacher's...</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>...get to know every student as a unique person. I establish a rapport with them via understanding and trust.</i>	4.66	0.61	Strongly Agree
<i>...develop rational detachment and patience. I am conscious of the fact that I have a choice in how I handle a distressed student.</i>	4.66	0.61	Strongly Agree
<i>...encourage a student to participate in class activities if his inattentiveness, raucous behavior, or difficult attitude is distracting to other students.</i>	4.66	0.61	Strongly Agree
<i>...like to create rules that are favorably stated so that I may educate and encourage acceptable behavior while simultaneously maintaining classroom discipline. I then practice, model, and enforce these rules.</i>	4.46	1.00	Strongly Agree
<i>...can set rules and regulations inside my classrooms and see to it that these are to develop discipline among my learners but still the classroom remains child friendly.</i>	4.56	0.77	Strongly Agree
<i>...know several teaching strategies that address the 21st century learners.</i>	4.36	0.99	Strongly Agree
<i>...am good at integrating lessons across all learning areas.</i>	4.56	0.62	Strongly Agree
<i>...teach learners out of the box, a strategy in which they can be globally competent and competitive.</i>	4.39	0.93	Strongly Agree
<i>...can handle learners with different learning styles.</i>	4.49	0.82	Strongly Agree
<i>...can utilize differentiated instructions at a time.</i>	4.49	0.82	Strongly Agree
<i>Weighted Mean</i>		4.53	
<i>SD</i>		0.78	
<i>Verbal Interpretation</i>		Very High	

According to the statistics, respondents strongly agreed with statements that emphasized emotional control and individualized student connection, as indicated by their highest mean score (M=4.66, SD=0.61). Teachers specifically stated that they were committed to getting to know each kid, developing a trusting relationship with them, remaining calm under pressure, and dealing with disruptive conduct in a constructive way. On the other hand, although still highly agreed upon, the statement on knowledge of teaching strategies for 21st-century learners obtained the lowest mean score (M=4.36, SD=0.99). This shows that although educators possess exceptional interpersonal and emotional intelligence,

there might be space for improvement in terms of customizing instruction to the requirements of contemporary students.

The level of teachers' job performance in terms of classroom management attained a weighted mean score of 4.53 and a standard deviation of 0.78, verbally interpreted as very high among the respondents. This shows that educators have a high level of proficiency in disciplining students, regulating their behavior, and making the most of class time.

Table 7 shows the Level of Teachers' Job Performance in Terms of Adherence to Curriculum. Also shows the statements, mean, standard deviation and remarks.



Table 7. Level of Teachers’ Job Performance in Terms of Adherence to Curriculum

<i>The Teacher’s...</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>...curriculum planner and the curriculum maker inside my classroom.</i>	4.56	0.62	Strongly Agree
<i>...plan well and adopt the necessary strategies align in the curriculum.</i>	4.46	0.77	Strongly Agree
<i>...know how to integrate across and within curriculum.</i>	4.46	0.77	Strongly Agree
<i>...flexible in localizing the curriculum.</i>	4.46	0.77	Strongly Agree
<i>...in times of need, I contextualize the curriculum to be applicable to my learners.</i>	4.46	0.77	Strongly Agree
<i>...make sure that curriculum innovations are aligned to the specific goals provided in the Most Essential Learning Competencies.</i>	4.39	0.93	Strongly Agree
<i>...attend LAC sessions for professional growth which may help me in enhancing the curriculum.</i>	4.39	1.03	Strongly Agree
<i>...reinforce and enhance teaching and learning following the Most Essential Learning Competencies.</i>	4.42	1.14	Strongly Agree
<i>...see to it that the Most Essential Learning Competencies were strictly followed.</i>	4.39	0.93	Strongly Agree
<i>...budget of work is considered in planning the delivery of curriculum.</i>	4.32	1.13	Strongly Agree
<i>Weighted Mean</i>		<i>4.43</i>	
<i>SD</i>		<i>0.89</i>	
<i>Verbal Interpretation</i>		<i>Very High</i>	

The term "curriculum planner and the curriculum maker inside my classroom" had the highest mean score (M=4.56, SD=0.62) among responders, indicating strong agreement, the data showed. This demonstrates that teachers take an active role in developing and implementing the curriculum in their classrooms, demonstrating creativity and a sense of pride in their instructional strategies. Conversely, the statement on considering the work budget while planning curriculum delivery received the lowest mean score (M=4.32, SD=1.13), despite still being highly agreed with. This shows that although teachers are very good at developing and executing curricula, there may be some challenges or limitations when it comes to aligning lesson plans with policies or other constraints set by the administration. Overall, these findings highlight the importance of teacher autonomy and creativity in creating curriculum, but they also highlight the need for tools and assistance to successfully implement lesson plans.

The level of teachers’ job performance in terms of adherence to curriculum attained a weighted mean score of 4.43 and a standard deviation of 0.89, verbally interpreted as very high among the respondents. This implies that teachers effectively implement the curriculum’s goals and objectives, ensuring that they are consistent with educational standards and objectives.

All things considered, these findings demonstrate how important curriculum adherence is to maintaining consistency and quality in the way that instruction is provided, which ultimately aids students in meeting their learning goals. An evidence-based curriculum equips students with the necessary skills and knowledge, serving as a road map for instructors and students to achieve academic success (Harve, 2023).

Table 8 shows the Level of Teachers’ Job Performance in Terms of Students’ and Parents’ Feedback. Also shows the statements, mean, standard deviation and remarks.

Regarding the statement "conduct parent-teacher conferences in reporting the students' feedback to their parents," which had the highest mean score (M=4.61, SD=0.61), the statistics indicate that there was strong agreement among respondents. This means that to help parents and teachers develop a cooperative learning environment for their children, educators should place a high value on having open and sincere discussions with them. The statement regarding keeping remarks to significant strengths and areas for improvement, on the other hand, earned the lowest mean score (M=4.46, SD=0.89) although still being generally agreed upon. This implies that there may be some variance in the frequency with which instructors emphasize crucial aspects during feedback sessions, even if they are aware of the necessity of doing so. Overall, these findings highlight the value of precise and unambiguous feedback techniques as well as the contribution that effective parent-teacher communication makes to raising student accomplishment.

The level of teachers’ job performance in terms of students’ and parents’ feedback attained a weighted mean score of 4.56 and a standard deviation of 0.80, verbally interpreted as very high among the respondents. This shows that to foster a supportive and upbeat relationship between the family and the school, educators place a high priority on open communication and collaboration with stakeholders. Overall, these findings highlight the importance of feedback in enhancing instructional practices and student outcomes, as well as the necessity of ongoing communication and collaboration between educators, students, and parents.



Table 8. Level of Teachers' Job Performance in Terms of Student's and Parent's Feedback

<i>The Teacher's...</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>...give immediate feedback to students when possible.</i>	4.63	0.66	Strongly Agree
<i>...focus on feedback that encourages students to think through their learning.</i>	4.56	0.77	Strongly Agree
<i>...keep feedback focused on what's important for the learner - product, process, and self-regulation</i>	4.63	0.66	Strongly Agree
<i>...restrict comments to key strengths and areas for improvement that will make the most difference.</i>	4.46	0.89	Strongly Agree
<i>...ensure students understand the feedback and give them time and opportunity to respond to it.</i>	4.56	0.77	Strongly Agree
<i>...identify something that was done well and something that needs improvement - and provide specific suggestions for how to improve.</i>	4.49	0.94	Strongly Agree
<i>...ensure the feedback provided was useful in helping the student progress in their learning.</i>	4.49	0.94	Strongly Agree
<i>...conduct parent-teacher conferences in reporting the students' feedback to their parents.</i>	4.66	0.61	Strongly Agree
<i>...inform parents regarding the commendable performances of their children.</i>	4.49	0.94	Strongly Agree
<i>...invite parents to school if their children needs more guidance and reminders for them to be better academically and behaviorally.</i>	4.59	0.82	Strongly Agree
<i>Weighted Mean</i>		<i>4.56</i>	
<i>SD</i>		<i>0.80</i>	
<i>Verbal Interpretation</i>		<i>Very High</i>	

Table 9 shows the Level of Teachers' Job Performance in Terms of Instructional Productiveness. Also shows the statements, mean, standard deviation and remarks.”

According to the statistics, respondents strongly agreed with statements that emphasized humility, adaptability, and ongoing learning, as indicated by their highest mean score (M=4.66, SD=0.61). Teachers specifically indicated that they were willing to take on new challenges, actively seek out trainings and seminars for personal growth, and own up to and learn from their failures. On the other hand, although they were still highly agreed upon, the statements about desire for prompt report submission and job completion had the lowest mean score (M=4.46, SD=0.89). This shows that even if flexibility and learning are instructors' top priorities, they could find it difficult to fulfill deadlines or manage several projects at once. All things considered, these results emphasize the value of adaptability, growth attitude, and responsibility in teachers' professional development. They also show how important it is to have tools and assistance.

Table 9. Level of Teachers' Job Performance in Terms of Instructional Productiveness

<i>The Teacher's...</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>...have a strong desire to improve my work.</i>	4.56	0.77	Strongly Agree
<i>...accept tasks that are unfamiliar to me.</i>	4.66	0.61	Strongly Agree
<i>...when working, my attitude is optimistic.</i>	4.56	0.77	Strongly Agree
<i>...go to seminars and trainings for personal development.</i>	4.66	0.61	Strongly Agree
<i>...open to receiving coaching to hone my abilities.</i>	4.56	0.77	Strongly Agree
<i>...admit my mistakes and let others know. This serves as my learning experience.</i>	4.66	0.61	Strongly Agree
<i>...collaborate with my colleagues to achieve the common goals.</i>	4.56	0.77	Strongly Agree
<i>...prefer to prepare and submit reports on time, following the time on task scheme.</i>	4.46	0.77	Strongly Agree
<i>...see to it that I accomplish other related tasks given to me.</i>	4.46	0.77	Strongly Agree
<i>...strive to establish and keep professional ties.</i>	4.56	0.62	Strongly Agree
<i>Weighted Mean</i>		<i>4.58</i>	
<i>SD</i>		<i>0.71</i>	
<i>Verbal Interpretation</i>		<i>Very High</i>	

The level of teachers' job performance in terms of instructional productiveness attained a weighted mean score of 4.58 and a standard deviation of 0.71, verbally interpreted as very high among the respondents. This shows that teachers are adept at



developing and implementing teaching tactics that inspire students to engage with the material and learn in the classroom. When all is said and done, these findings demonstrate how important quality instruction is to producing great student outcomes.

Level of IPCRF Rating

The performance level of the respondents in terms of IPCRF 2022-2023, was treated statistically using frequency and percentage.

Table 10 shows the performance level of the respondents in terms of IPCRF 2022-2023. Additionally indicates frequency, percentage, and adjective rating.

The figure illustrates the performance level of the respondents in terms of IPCRF, 2022-2023 with all the respondents getting 4.16 from 2023 to 2023, which was verbally interpreted as *very satisfactory*.

Table 10. Level of the Respondents in Terms of IPCRF 2022-2023

Numerical Point Range	f	%	Adjective Rating
4.51-5.00	0	0.00	Outstanding
3.51-4.50	100	100.00	Very Satisfactory
2.51-3.50	0	0.00	Satisfactory
1.51-2.50	0	1.00	Fairly Satisfactory
1.50 and below	0	0.00	Did not meet Expectation
Total	100	100%	
Weighted Mean		4.16	
SD		0.71	
Verbal Interpretation		Very Satisfactory	

It implies the significant proportion of respondents who received "very satisfactory" ratings on their IPCRF assessments for the years 2022-2023. It emphasizes the importance of consistent interpretation, factors influencing performance, and implications for organizational outcomes. Moving forward, organizations should focus on recognizing high performers, supporting continuous development, fostering open communication, and implementing robust monitoring and evaluation mechanisms to sustain and enhance performance levels.

Test of Significant Relationship between Teacher’s Emotional Intelligence and Teacher’s Job Performance

To test the significant relationship between teacher’s emotional intelligence and EPP/TLE teacher’s job performance in terms of classroom management, adherence to curriculum, students and parent’s feedback and instructional productiveness was treated statistically using Real Statistics Data Analysis Tools using the Pearson correlation coefficient.

The correlation coefficients measure the strength and direction of the relationship between teacher’s emotional intelligence and EPP/TLE teacher’s job performance. A positive correlation indicates that as teacher’s emotional intelligence increase, teacher’s job performance also tends to increase.

Correlations were computed among five teacher’s emotional intelligence on data for 100 teachers. A correlation coefficient of 1 indicates a perfect positive correlation, while a coefficient of -1 indicates a perfect negative correlation.

The correlation coefficients range from 0.43 to 0.94, indicating a *moderate* to *very strong positive* relationship, and it was observed that there was a *significant* relationship between the teacher’s emotional intelligence in terms of self-regulation, social awareness, empathy and motivation and the teacher's job performance. This implies that as a teacher's emotional intelligence in terms of self-regulation, social awareness, empathy and motivation increases, there is an increase in the teacher’s job performance in these areas.

Table 11. Significant Relationship between teacher’s Emotional Intelligence and Teacher’s Job Performance

Emotional Intelligence (IV)	Job Performance (DV)			
	Classroom Management	Adherence to Curriculum	Student’s and Parent’s Feedback	Instructional Productiveness
self-awareness: Pearson Correlation	0.55	0.10	0.17	0.15
Significance(2-Tailed)	.591	.304	.099	.132
N	100	100	100	100
self-regulation: Pearson Correlation	0.84**	0.85**	0.80**	0.82**
Significance(2-Tailed)	<.001	<.001	<.001	<.001
N	100	100	100	100
social awareness: Pearson Correlation	0.77**	0.83**	0.84**	0.85**
Significance(2-Tailed)	<.001	<.001	<.001	<.001
N	100	100	100	100



empathy: Pearson	0.78**	0.87**	0.94**	0.94**
Correlation Significance(2-Tailed)	<.001	<.001	<.001	<.001
N	100	100	100	100
motivation: Pearson	0.43**	0.51**	0.60**	0.58**
Correlation Significance(2-Tailed)	<.001	<.001	<.001	<.001
N	100	100	100	100

In summary, the synthesis highlights a significant positive relationship between various dimensions of emotional intelligence (self-regulation, social awareness, empathy, and motivation) and teacher job performance across multiple domains. To optimize teacher effectiveness and student outcomes, educational stakeholders should prioritize the development of emotional intelligence skills among teachers through targeted training, recruitment strategies, and supportive organizational practices.

On the other hand, the correlation coefficients range from 0.10 to 0.55, indicating a *very weak* to *moderate positive* relationship and it was observed that there was *no significant* relationship between the teacher's emotional intelligence in terms of self-awareness and the teacher's job performance. This implies that as a teacher's emotional intelligence in terms of self-awareness increases, there is no increase in the teacher's job performance in these areas.

While self-awareness is a critical component of emotional intelligence, its direct relationship with teacher job performance in areas such as classroom management, adherence to curriculum, handling feedback, and instructional productiveness appears to be non-significant in many cases.

Future research should continue to explore the complex interplay between self-awareness, other dimensions of emotional intelligence, and contextual factors to better understand their combined influence on teacher effectiveness and student outcomes.

Test of Significant Relationship between teacher's Emotional Intelligence and IPCRF Rating of EPP/TLE Teachers

To test the significant between teacher's emotional intelligence and IPCRF rating of EPP/TLE teachers was treated statistically using Real Statistics Data Analysis Tools using the Pearson correlation coefficient.

The correlation coefficients measure the strength and direction of the relationship between teacher's emotional intelligence and IPCRF rating of EPP/TLE teachers. A positive correlation indicates that as teacher's emotional intelligence increase, IPCRF rating of EPP/TLE teachers also tends to increase.

Correlations were computed among five teacher's emotional intelligence on data for 100 teachers. A correlation coefficient of 1 indicates a perfect positive correlation, while a coefficient of -1 indicates a perfect negative correlation.

Table 12. Significant Relationship between teacher's Emotional Intelligence and IPCRF Rating of EPP/TLE Teachers

Emotional Intelligence (IV)		IPCR (DV)
self-awareness: Pearson Correlation		-0.17
Significance(2-Tailed)		.086
N		100
self-regulation: Pearson Correlation		0.04
Significance(2-Tailed)		.661
N		100
social awareness: Pearson Correlation		0.06
Significance(2-Tailed)		.571
N		100
empathy: Pearson Correlation		0.02
Significance(2-Tailed)		.877
N		100
motivation: Pearson Correlation		0.18
Significance(2-Tailed)		.068
N		100

The correlation coefficients range from -0.17 to 0.18, indicating a *very weak negative* to *very weak positive* relationship, and it was observed that there was *no significant* relationship between the teacher's emotional intelligence and IPCRF rating of EPP/TLE teachers. This implies that as a teacher's emotional intelligence increases, there is no increase/decrease in the IPCRF rating of EPP/TLE teachers in these areas.

While emotional intelligence is recognized as an important aspect of teacher effectiveness, its direct association with

IPCRF ratings in this specific teaching domain appears to be *non-significant*. Future research should explore alternative measures, refine evaluation criteria, and adopt contextualized approaches to better understand and leverage the role of emotional intelligence in enhancing performance outcomes for EPP/TLE teachers.

4. CONCLUSION AND RECOMMENDATIONS

Based on the findings, there was a significant relationship between a teacher's emotional intelligence, specifically in self-



regulation, social awareness, empathy, and motivation, and their job performance. This correlation indicates that as a teacher's emotional intelligence in these areas increases, so does their job performance. This means that teacher's emotional intelligence plays a vital role on teacher's job performance. Thus, resulting to the rejection of the hypothesis.

Moreover, teachers' emotional intelligence has no significant relationship to IPCRF ratings of EPP/TLE teachers. This implies that other factors might be more influential in determining these ratings. Thus, resulting to acceptance of the hypothesis.

Given the presented conclusions, the following recommendations are hereby deduced;

1. Teachers' being the curriculum implementers inside the classroom and the key players in the delivery of quality education should have the high level of emotional intelligence. It is further suggested that they may attend programs and activities that will help in improving their emotional intelligence.
2. Teachers are recommended to assess themselves in terms of their job performance since self-assessment will help them realize their strengths and weaknesses. Likewise, it is recommended that they should focus more on the areas which need improvement.
3. School heads, head teachers, and master teachers should provide technical assistance through a focus group discussion, learning action cells, and any professional development scheme to the teachers who are under their supervision for the betterment of their IPCRF performance ratings.

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