

EMOTIONAL INTELLIGENCE AND WORK ATTITUDE OF TEACHERS AND THEIR EFFECT ON THE PERFORMANCE OF STUDENTS IN MATHEMATICS

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Abstract

This study determined the Mathematics teachers' level of Emotional Quotient and work attitude, and whether they have an effect on the performance of the students in Mathematics through a descriptive correlation design. Sixty-three (63) public secondary school Mathematics teachers from one school in the Division of Pasig took part in the study. To determine the level of Emotional Quotient and work attitude of the respondents, the study used a tool patterned after Helgriegel, et al. (1992). The grades of the students in Mathematics for the 3rd Quarter represented their performance in Mathematics. The data was summarized and analyzed through frequency, percentage, mean, and regression analysis. The results showed that the level of Emotional Intelligence of the Mathematics teachers is high, while their work attitude overall is very good. Specifically, the work attitude in terms of Sense of Efficacy is outstanding, in terms of Sense of Community is very good, and in terms of Sense of Professional Interest is also outstanding. In addition, the students' performance in Mathematics was found to be good. The Mathematics teachers' Emotional Quotient and Work Attitude were found to have a significant effect on the students' performance in Mathematics. An action plan was crafted to ensure that teachers' EQ and work attitude are sustained for better student performance in Mathematics.

Keywords: Emotional Intelligence, Work Attitude, Academic Performance, Mathematics.

Introduction

Education in the Philippines has been arguably inferior to its Southeast Asian neighbors. UNESCO (2018) in its mid-decade assessment report of Southeast Asian education systems, found that participation and achievement rates in basic education within the Philippines had greatly fallen. Educational systems around the world have rapidly experienced changes and reforms, which have impacted teachers' job performance (Mohamad & Jais, 2016). The effect of these changes posted to teachers may have affected in turn the performance of students. Students' performance in mathematics, as indicated by the grades they achieved, is affected by various factors. The study of Alpacion et. al. (2014), Mathematics continues to pose a challenge for students. With the result showing the low performance of the students in Mathematics, there is a need to go back to the drawing board beginning with curriculum review, teaching strategies, and understanding of students' psychology towards the subject. This is the same situation, especially in the Philippines.

Mathematics learning has been known worldwide to be one of the toughest challenges in school. In the study of Mulenga and Marvan (2020) [12], despite the different patterns between clusters, prospective teachers show different variations of online engagement in mathematics activities. The significant levels between clusters are observed. Based on the conceptual framework of this study, it can be argued that prospective teachers exhibited some skills to participate in online learning and had the necessary digital tools to facilitate their online interactions. While clusters 2 and 3 depict overall higher scores, results seem to suggest that through online learning activities, all prospective teachers are able to study from the comfort of their homes. Since COVID-19 has resulted in the widespread disruption of physical attendance of mathematics education and professional training classes, online learning as an educational response to COVID-19 would be the best alternative. In this context, our results seem to somehow agree with Poh-Sun Goh and Sandars (2020) who disclosed that large group in-person lectures have been replaced by streamed online lectures, using technologies for screen capture and online dissemination. This is also possible among the prospective teachers as they endeavor to experience their mathematics activities

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through e-learning platforms as COVID-19 has and continues to decimate a lot of lives who physically gather in large numbers. Teachers' work attitudes can be well-defined by efficiency and effectiveness. However, in terms of emotional intelligence, Ul-Hassan (2016) stressed that job satisfaction is a factor worth considering. Applying principles of emotional intelligence allows for solving unanticipated problems (Maxwell, 2010). As a teacher, one must know how to test himself, accept responsibility for his actions and decide what they must do to make a change. Therefore, since teachers' emotional quotient can affect their job satisfaction, then it could benefit the teacher training issues and teacher education (Khoshnoodfar & Pahlavan, 2018).

In today's world, diverse learners require differentiated instructions. Friedman and Friedman (2011) stated that education must be interesting and relevant for students, while the teacher raises the standards in the process. For them to produce a wide range of teaching strategies, a teacher must deal with transformation—upgrading or updating professional and personal development. Naqvi, et al., (2021) [15] argued that emotional intelligence has a strong relationship with performance. Teachers are professionals, and pre-service training and workshops have equipped them with the necessary skills to teach. Yet, with the advancement of science and technology, there is a great need for them to acquire competence in the use of modern equipment to enhance their teaching skills. As such, the government's endeavors for achieving creativity should include increasing flexibility in the national curriculum, developing teachers' creativity by improving teacher education, and establishing support systems such as online information websites and teaching and learning materials (So et al., 2017). According to the study by Jimenez (2020) [7], the teacher, aside from the challenges he/she faces in everyday work, the rigors of student management, and the mountain of paperwork, is also confronted with the task to be emotionally mature, exhibit positive work habits, and display high teaching performance.

This study aims to determine the Emotional Intelligence (EQ) and Work Attitude of teachers and find out whether it poses an effect on the performance of students in Mathematics. The research is limited to the mathematics teachers in a certain secondary school in the school division of Pasig City, Philippines.

This study also aims to help school leaders plan more relevant professional development and activities for staff that will aim to improve their Emotional Intelligence (EQ). The Mathematics teachers and their students are the main benefactors of this study because as the teachers improve their

EQ and work attitude, it is assumed that students will also improve their performance in Mathematics.

Theoretical Framework

This study is mainly anchored on the Theory of Confluent Education, as defined by Stewart Shapiro (1983), and was used recently in the study of (Guinocor et. al, 2020) [6], a leading figure in the philosophy of Mathematics, where he presented a version of structuralism. According to him, confluent education is “a deliberate, purposive evocation by responsible, identifiable agents of knowledge, skills, attitudes, and feelings which flow together to produce wholeness in the person and society.” It likewise underpins a faith in the meeting up of psychological, emotional, and psychomotor learning, one that mirrors the entire understudy. While its approach has received comments in recent times, it still has not gained full spread recognition as a valuable approach in business education (Loon & Nichol, 2015).

In the recent study by Guinocor et al. (2020) [6], confluent learning as reemphasized by Loon and Nichol (2015), is holistic, it aims to activate and engage all of the learner's senses. It is rooted in Dewey's notion of collateral learning and is a “philosophy and a process of teaching and learning in which the affective domain and the cognitive domain flow together, like two streams merging into one river.” Leading authorities of teaching and learning from Confluent Education (CE) emphasized cognitive (scholarly working) and full of feeling (sentiments and convictions) learning inside a set of physical exercises that ask students to “do a meta”. The “meta” refers to a higher-order cognition about cognition or thinking about one's thinking. Metacognition is an essential element in solving problems and the learning process of the students, as well as being a primary factor in determining learning achievement (Bedel, 2012). Metacognition is a powerful predictor in predicting student learning. In recent years, as cited by Iftikhar (2014), the role of metacognition as a component and a source of meaningful instruction has gained accuracy to a great extent. The concept has been around for as long as humans have been able to reflect on their thinking (Mahdavi, 2014), and the learners are given chances to consider how and what they are thinking, coupled with how they feel about their thinking. Feeling and affect are essential for learning, particularly when coupled with self-reflection and narrative to assist students in the examination of personal attitudes and beliefs. As noted in a meeting of the World Council of Comparative Education Societies (WCCES), these are aspects of CE considered essential to include in “how to learn/teach multi-dimensionally-the creative integration of cognitive, affective and behavioral dimensions of learning/teaching.

Conceptual Framework

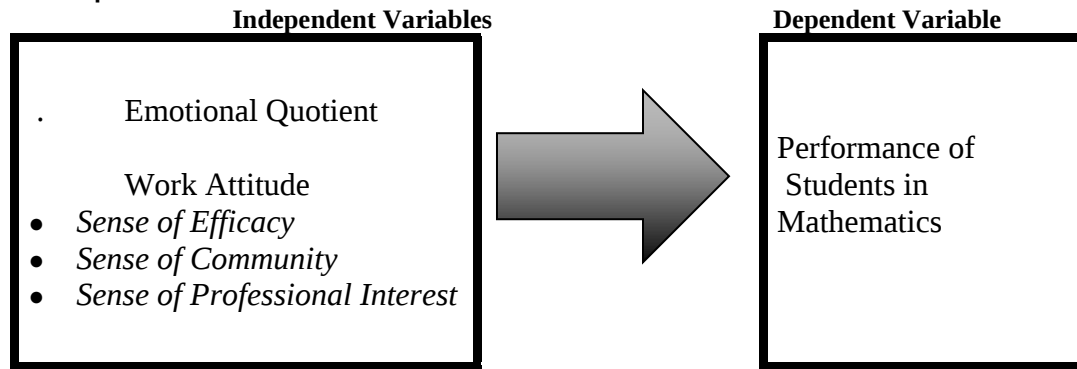


Figure 1: Conceptual Model of The Study

This conceptual framework shows the assumption of the study that the Emotional Quotient and Work Attitude of Teachers pose a significant effect on the Performance of Students in Mathematics in a certain Secondary School in the Division of Pasig City. The IV-DV model was used in this study. Emotional Quotient and Work Attitude of the teachers are the independent variables while Students' Performance in Mathematics is the dependent variable. The arrow pointing from the IV to the DV represents the assumed interaction between the variables.

Statement of the Problem

This study assessed the emotional quotient and work attitude of the Mathematics teachers of a certain public Secondary School in the Division of Pasig City, and verified whether it poses an effect on the performance of the students in their subject Mathematics.

Specifically, this study sought answers to the following questions:

1. What is the level of the Emotional Intelligence of the teacher respondents?
2. What is the level of the Work Attitude of the teacher respondents in terms of:
 - a. sense of efficacy;
 - b. sense of community;
 - c. sense of professional interest?
3. What is the level of performance of the students in Mathematics?
4. Does the teachers' Emotional Intelligence exert a significant effect on the performance of students in Mathematics?
5. Does the teachers' work attitude exert a significant effect on the performance of students in Mathematics?
6. What action plan may be proposed based on the findings of the study?

Hypotheses

H0(1): The Emotional Intelligence of the teachers has no significant effect on the performance of students in Mathematics.

H0(2): The work attitude of the teachers has no significant effect on the performance of students in Mathematics.

Scope and Delimitation

This study determined the Emotional Quotient (EQ) and work attitude of the teachers and their verified whether it has an effect on the performance of the students in Mathematics in a certain public Secondary School in Pasig.

The subjects of the study are 63 Mathematics teachers and their students in the said school. The study was conducted in the School Year 2021-2022. The researcher gathered the data from the teachers on their EQ and work attitude through the use of a self-made survey questionnaire that was converted into an online form (Google Forms) due to the restriction imposed by the pandemic. The performance of the students in Mathematics was represented by the grades of the students in the third quarter of the School Year 2021-2022 which were obtained from the school registrar with permission from the head of the school and the Division Office.

Methodology

• Research Design

This specific study determined whether Emotional Intelligence (EQ) and Work Attitude have an effect on the Performance of Students in Mathematics in a certain Secondary School in Pasig City. For this reason, this study used a descriptive correlational design. This research design is deemed appropriate for collecting descriptive information about the subject of this study. It is also employed when the study's objective is to describe the situation or condition of the study population as it exists or to determine or describe the characteristics of a population (David, 2002). The Mathematics teachers' EQ and work attitude was described using a validated questionnaire while the students' performance in Mathematics was represented by their 3rd Quarter grade in Mathematics. A regression analysis was used to reveal the effect of

the teachers' EQ and work attitude on the performance of the students in Mathematics.

• Participants/Respondents of the Study

The respondents of the study were the Mathematics Teachers and their students in a certain Secondary School in Pasig City. The reason for choosing this particular High School is because of accessibility since the researcher has a connection to a teacher in the said school. The researcher used all the Mathematics teachers in the said school as respondents of the study to ensure higher validity and reliability of results. The data is presented in Table 1 where 43 (68.25%) of them are Junior High School Mathematics teachers while 20 (31.75%) of them are Senior High School Mathematics teachers.

• Instrument/s of the Study

This study utilized an adapted instrument from Helgriegel, et al., (1992) for the teachers. The first part of the survey questionnaire is the socio-demographic profile of the respondents, the second part is about the emotional quotient of the teachers, and the third part is about the work attitude of the teachers in terms of sense of efficacy, community, and professional interest.

• Data Collection and Analysis

The researcher wrote a letter of permission to the Division Office of Pasig City and to the School Principal, to allow the researcher to gather data. A copy of the list of the teachers, the grades of the students, and their email addresses were secured from the School Principal as well. The data privacy of the respondents of the study was assured.

The researcher wrote a letter to the 3 experts and 1 psychologist to validate the survey questionnaire. After validating the questionnaire, the researcher undergoes pilot testing to test the consistency and reliability of the survey questionnaire using the Cronbach Alpha. The researcher computed the value of Cronbach Alpha which is 0.89 which is fairly high before conducting the actual survey to the respondents. The 15 respondents who are public

school Mathematics teachers were used for the pilot testing and were never part of the actual research respondents.

The data was gathered in April 2022. An orientation to the mathematics teachers was conducted before the administration of the survey questionnaire. The questionnaire was sent to them online using a Google Form. The form included the informed consent at the start prior to the actual survey.

Permission was also sought from the principal and the Division Office to have access to the grades of the students in Mathematics for the third quarter. This data represented the most recent performance of the students in Mathematics.

Results and Discussion

Level of the Emotional Intelligence of the Teachers

Table 1 summarizes the responses of the teachers on the level of their emotional intelligence. The result shows that 37 (58.73%) respondents have high EQ levels, 25 (39.68%) respondents have very high EQ levels, and 1 (1.59%) respondent has a low EQ level. This means that almost all (98.41%) of the respondents have high to very high EQ levels. The result runs parallel to the study of Asrar-ul-Haq et al., (2017) and Jimenez (2020) [7], where teachers showed high to very high emotional intelligence. Neale et al. (2021) have asserted that one of the basic reasons why emotionally intelligent leaders and coaches are able to perform well is that they are not only able to identify their own areas of strength, but are also capable of actively seeking strengths in other individuals. Teachers in a similar manner can facilitate the educational development of children by observing their strengths and using them as a means of gaining leverage against the limitations of the students. Naqvi et. al. (2021) [15], further exclaims that emotionally intelligent teachers are also able to recognize how their words and actions can have an impact on the behavior and feelings of their students.

Table 1

EQ Level	Frequency	%
Very Low	0	0.00%
Low	1	1.59%
High	37	58.73%
Very High	25	39.68%
Total	63	100.00%

Table 2 presents the rating of the respondents for all the descriptors of Emotional Intelligence. It can be gleaned from the result that the top 3 rated descriptors are: 1) showing appreciation whenever students share their works or ideas; 2) trying to put oneself in the other person's shoes when listening;

and 3) apologizing sincerely whenever a personal attack in the heat of argument is made. The bottom 3 rated descriptors on the other hand are: 1) telling others about one's anger towards them whenever felt; 2) not feeling disappointed whenever mistakes are being corrected by others; and 3) expressing

one's emotion easily. These bottom 3 served as the priority descriptors in the proposed plan to improve further the Emotional Intelligence of teachers. The overall average rating of the respondents in terms of their EQ is 3.38 with the verbal interpretation of a High EQ level.

According to the study by Dev et. al (2016) [4], A person with strong emotional intelligence means he/she has the ability to cope with the daily challenges in their life and also become a successful individual in their field. In the current research, assessing the Emotional Intelligence. of university

instructors become of utmost necessity due to the drastic changes occurring in the academic scenario. Universities and other institutions for learning need effective instructors to bring out the best in students. Emotional Intelligence is considered an important factor to distinguish between an 'average' instructor and an 'excellent' instructor. The most forward-thinking educators recognize the importance of emotional intelligence in higher education, not just for students but also for the vitality of the economy as a whole'' (Cherniss & Goleman, 2003, as cited in Dev et. al 2016 [4]).

Table 2: Level of the Emotional Intelligence of the Respondents (All Descriptors)

DESCRIPTORS	Average Rating	Interpretation	Rank
1 I show my appreciation whenever my students share their works or ideas.	3.86	Very High	1*
2 I sincerely apologize whenever I make a personal attack in the heat of an argument.	3.56	Very High	3*
3 I don't use my emotions to take advantage of others even if I think that I have a point.	3.40	High	7
4 I try to put myself in the other person's shoes when listening.	3.68	Very High	2*
5 I can relate easily to people of diverse backgrounds.	3.32	High	12
6 When I am angry with others, I can tell them about it in a non-threatening way.	3.21	High	16**
7 I usually stay composed and remain positive even around negativity.	3.29	High	14
8 I can think clearly and stay focused on the task at hand under pressure.	3.25	High	15
9 I am not easily disappointed whenever others try to correct my mistakes.	3.19	High	17**
10 I usually meet commitments and keep promises.	3.40	High	7
11 I hold myself accountable for meeting my goals.	3.49	High	4
12 I make sure to keep my emotions grounded.	3.43	High	5
13 I can pull myself together after feeling so down.	3.32	High	12
14 I am result-oriented, with a strong desire to meet my objectives.	3.41	High	6
15 It is easy for me to express my emotions.	3.08	High	18**
16 I can set my emotions aside if I want to obtain an important organizational goal.	3.37	High	9
17 I actively seek opportunities to help myself.	3.35	High	10
18 I operate from an expectation of success rather than a fear of failure.	3.33	High	11
OVERALL	3.38	High	

* Top 3 rated descriptors

** Bottom 3 rated descriptors

In addition, in the olden days, a person with high IQ scores was considered to be intelligent, but now the perception has changed and psychologists are giving more importance to EQ—which assesses a person's social, personal, and survival dimensions of intelligence. This is often necessary for a person's daily survival rather than analyzing the cognitive abilities of a person. "Emotional Intelligence" is linked with understanding oneself & others, relating to people, and adapting to and coping with the

immediate surroundings, which increase one's ability to be more successful in dealing with environmental demands' (Bar-on, 1988, as cited in Dev et. al 2016 [4]).

Level of the Work Attitude of the Teachers

Table 3 shows the summary of the overall level of the work attitude of Mathematics teachers. The result shows that 40 (63.49%) respondents have an outstanding work attitude, while 23 (36.51%) of them have a very good work attitude. None of the

respondents assessed their work attitude as either unsatisfactory or acceptable. We can therefore describe our respondents to have a very favorable work attitude.

Jimenez (2020) [7] stated that teachers' work attitudes can be well-defined by his/her efficiency and effectiveness. As a teacher, one must know how to test himself, accept responsibility for his actions and decide what they must do to make a change (Khoshnoodfar & Pahlavan, 2018).

In addition, Public school teachers, who are the primary catalysts of this education reform, are supposed to be the creams of the crop, because (1) they passed the Licensure Examination for Teachers

[LET]; (2) they qualified in the Division Ranking for Elementary and Secondary School Teachers; (3) some, if not most of them, have taken up Graduate Studies; and (4) they have more experiences in teaching. However, these qualifications are all washed away once the public school teacher becomes tasked with handling uncommon problems which affect his/her work attitude.

Jimenez (2020) [7] also stated for the level of work attitude of the teachers, the study found a very high result. This outcome is in consonance with the study of Asio and Riego de Dios (2019) [3] wherein the respondents have a very good professional and personal qualities.

Table 3: Distribution of Responses on the Level of the Work Attitude of the Teachers (OVERALL)

Work Attitude Level	Frequency	%
Unsatisfactory	0	0.00%
Acceptable	0	0.00%
Very Good	23	36.51%
Outstanding	40	63.49%
Total	63	100.00%

Table 4 presents the rating of the respondents of their work attitude for all the descriptors. Looking closely at the data, we can see that the highest-rated items refer to 1) the practice of good grooming and personal hygiene; 2) behaving according to the Code of Ethics for Professional Teachers, and 3) keeping regular attendance during school days. Meanwhile, the lowest-rated items are the following: 1) planning to work in the school for a long time; 2) feeling at

home in the institution, and 3) knowing each other well. These specific items which are rated the lowest were the priorities in the plan that was crafted with the intention to further improve the work attitude of the teachers. The overall average rating of the respondents for their work attitude is 3.58 which is interpreted to be outstanding.

Table 4: Level of the Work Attitude of the Teachers (OVERALL) for All Descriptors

DESCRIPTORS	Average Rating	Interpretation	Rank
1 I believe that I can motivate students who show low interest in schoolwork.	3.60	Outstanding	13
2 I believe that I can control disruptive behavior in the classroom.	3.51	Outstanding	23
3 I believe that I can get students to believe that they can do well in school.	3.68	Outstanding	8
4 I believe that I can help students value learning.	3.71	Outstanding	4
5 I believe that I can formulate good questions for students.	3.68	Outstanding	8
6 I believe that I can show competence at using a variety of assessment strategies.	3.57	Outstanding	15
7 I believe that I can establish an effective classroom management system.	3.60	Outstanding	13
8 I believe that I can give simple explanations when students are confused.	3.70	Outstanding	5
9 I believe that I can develop students' creativity through varied activities.	3.70	Outstanding	5
10 I believe that I can provide appropriate challenges for very capable students.	3.62	Outstanding	11
11 I believe that the school is a good place for me to work.	3.57	Outstanding	15
12 I share the same desirable values.	3.51	Outstanding	23
13 My colleagues work towards the same goal.	3.52	Outstanding	22
14 We know each other well.	3.24	Very Good	30**
15 I feel at home in the institution.	3.40	Very Good	29**
16 I care about what my co-teachers and administrators think of their behavior.	3.43	Very Good	27
17 I contribute to what the school is like at present.	3.54	Outstanding	20
18 I work cooperatively to solve problems that arise in school.	3.54	Outstanding	20
19 I feel that working in this school is very important to me.	3.57	Outstanding	15
20 I plan to work in this school for a long time.	3.41	Very Good	28**
21 We take the initiative to help each other in performing school tasks.	3.48	Very Good	26

22 I maintain materials, equipment, and records of the school in good order and condition.	3.62	Outstanding	11
23 I accept and carry out responsibilities attached to the job.	3.63	Outstanding	10
24 I practice good grooming and personal hygiene.	3.76	Outstanding	1*
25 I keep regular attendance during school days.	3.75	Outstanding	2*
26 I observe punctuality in work activities, meetings, and other appointments.	3.57	Outstanding	15
27 I behave according to the Code of Ethics for Professional Teachers.	3.75	Outstanding	2*
28 I give constructive advice and suggestions to fellow teachers in school.	3.57	Outstanding	15
29 I get involved in formulating rules and implementing guidelines in school.	3.51	Outstanding	23
30 I keep the classroom environment conducive to teaching and learning.	3.70	Outstanding	5
OVERALL	3.58	Outstanding	

* Top 3 rated descriptors

** Bottom 3 rated descriptors

In terms of Sense of Efficacy

Table 5 shows the level of Work Attitude of Mathematics teachers in terms of Sense of Efficacy. The result shows that 43 (68.25%) respondents rated their work attitude in terms of their sense of efficacy as outstanding, while 20 (31.75%) of them rated themselves very good.

In a recent study by Szabo et. al. (2021) [19], students' self-efficacy is linked to higher academic achievement and study engagement (Olivier et al., 2019). Teachers' self-efficacy is linked to psychological well-being and self-esteem (Harun, 2017), autonomy and engagement (Skaalvik & Skaalvik, 2014), and job satisfaction (Perera & John, 2020; Türkoğlu et al., 2017).

Teachers reporting higher self-efficacy tend to think that they are more capable of classroom management, motivating students, and helping their learning processes (Tschannen-Moran & Hoy, 2001). On the other hand, teacher self-efficacy is negatively related to symptoms of job burnout, such as emotional exhaustion (Skaalvik & Skaalvik, 2014).

Although teacher self-efficacy is modified by individual psychological traits, it is also associated

with various benefits on behalf of the students. Students are reported to show higher engagement and academic achievement (Perera & John, 2020) when having teachers with high self-efficacy.

Moreover, students perceive their teachers as more effective in classroom management if their self-efficacy is higher (Burić & Kim, 2020). These effects can be explained by behavioral differences between low- and high self-efficacy teachers. While teachers with low self-efficacy are less likely to implement innovative teaching methods, teachers reporting higher self-efficacy tend to encourage the autonomy of their students (Kanadli, 2017).

Jimenez (2020) [7] in his study supported that another factor worth considering is the effect of the family environment on teachers' performance, which is another facet of the emotional capabilities in the profession (Lonto, et al., 2018).

To further prove the essence of emotional quotient to teacher's efficacy, Shafiq and Rana (2016) concluded that teachers' environment at home reflects a reasonable power of predictability toward the organizational commitment of teachers.

Table 5: Distribution of Responses on the Level of the Work Attitude of the Teachers in Terms of Sense of Efficacy

Work Attitude Level	Frequency	%
Unsatisfactory	0	0.00%
Acceptable	0	0.00%
Very Good	20	31.75%
Outstanding	43	68.25%
Total	63	100.00%

Table 6 presents the rating of the respondents on the level of their work attitude in terms of sense of efficacy for all the descriptors.

The highest-rated descriptor (3.71) is about the teacher's belief that they can help students value learning, while the lowest-rated descriptor (3.51) is

about the teacher's belief that they can control disruptive behavior in the classroom.

Even though the lowest-rated descriptor is interpreted to be outstanding, it was ensured that this particular item was taken into consideration when the plan was prepared.

Table 6: Level of the Work Attitude of the Teachers in Terms of Sense of Efficacy for All Descriptors

DESCRIPTORS	Average Rating	Interpretation	Rank
1 I believe that I can motivate students who show low interest in schoolwork.	3.60	Outstanding	7
2 I believe that I can control disruptive behavior in the classroom.	3.51	Outstanding	10**
3 I believe that I can get students to believe that they can do well in school.	3.68	Outstanding	4
4 I believe that I can help students value learning.	3.71	Outstanding	1*
5 I believe that I can formulate good questions for students.	3.68	Outstanding	4
6 I believe that I can show competence at using a variety of assessment strategies.	3.57	Outstanding	9
7 I believe that I can establish an effective classroom management system.	3.60	Outstanding	7
8 I believe that I can give simple explanations when students are confused.	3.70	Outstanding	2
9 I believe that I can develop students' creativity through varied activities.	3.70	Outstanding	2
10 I believe that I can provide appropriate challenges for very capable students.	3.62	Outstanding	6
OVERALL	3.64	Outstanding	

* Highest rated descriptor

** Lowest rated descriptor

Table 7 presents the rating of the respondents on the level of their work attitude in terms of sense of community for all the descriptors. The highest-rated descriptor (3.57) is about the belief of the teachers that the school is a good place to work, while the lowest-rated descriptor (3.24) is about how well the teachers know each other well. The overall average rating was 3.47 interpreted to be very good. This means that the respondents perceived their work attitude in terms of sense of community to be high. Even when the lowest-rated descriptor is interpreted

to be very good, it was considered as well in the development of the plan.

In terms of Sense of Community

Table 8 shows the Level of Work Attitude of Mathematics teachers in terms of Sense of Community. The result shows that 33 (52.38%) of the respondents rated their sense of community to be outstanding while 30 (47.62%) of them rated it as very good.

Table 7: Distribution of Responses on the Level of the Work Attitude of the Teachers in Terms of Sense of Community

Work Attitude Level	Frequency	%
Unsatisfactory	0	0.00%
Acceptable	0	0.00%
Very Good	30	47.62%
Outstanding	33	52.38%
Total	63	100.00%

Table 8: Level of the Work Attitude of the Teachers in Terms of Sense of Community for All Descriptors

DESCRIPTORS	Average Rating	Interpretation	Rank
1 I believe that the school is a good place for me to work.	3.57	Outstanding	1*
2 I share the same desirable values.	3.51	Outstanding	6
3 My colleagues work towards the same goal.	3.52	Outstanding	5
4 We know each other well.	3.24	Very Good	10**
5 I feel at home in the institution.	3.40	Very Good	9
6 I care about what my co-teachers and administrators think of their behavior.	3.43	Very Good	7
7 I contribute to what the school is like at present.	3.54	Outstanding	3
8 We work cooperatively to solve problems that arise in school.	3.54	Outstanding	3
9 I feel that working in this school is very important to me.	3.57	Outstanding	1
10 I plan to work in this school for a long time.	3.41	Very Good	8
OVERALL	3.47	Very Good	

* *Highest rated descriptor*

** *Lowest rated descriptor*

In terms of Sense of Professional Interest

Table 9 shows the Level of Work Attitude of Mathematics teachers in terms of Sense of Professional Interest. 43 (68.25%) of the respondents rated themselves to be outstanding, and the remaining 20 (31.75%) rated themselves as very good.

Jimenez (2020) [7], reveals that for the level of work attitude of the teachers in terms of professional interest, the study found a very high result. This outcome is in consonance with the study of Asio and Riego de Dios (2019) [3] wherein the respondents have very good professional and personal qualities.

Table 9: Distribution of Responses on the Level of the Work Attitude of the Teachers in Terms of Sense of Professional Interest

Work Attitude Level	Frequency	%
Unsatisfactory	0	0.00%
Acceptable	0	0.00%
Very Good	20	31.75%
Outstanding	43	68.25%
Total	63	100.00%

Table 10 presents the rating of the respondents on the level of their work attitude in terms of sense of professional interest for all the descriptors. The highest-rated descriptor (3.76) is about practicing good grooming and personal hygiene, while the lowest-rated descriptor (3.48) is about taking the

initiative to help each other in performing school tasks. The overall average rating is 3.63 which is interpreted to be outstanding. Even when the lowest-rated descriptor is interpreted to be very good, it was also considered in the development of the plan.

Table 10: Level of the Work Attitude of the Teachers in Terms of Sense of Professional Interest for All Descriptors

DESCRIPTORS	Average Rating	Interpretation	Rank
1 We take the initiative to help each other in performing school tasks.	3.48	Very Good	10**
2 I maintain materials, equipment, and records of school in good order and condition.	3.62	Outstanding	6
3 I accept and carry out the responsibilities attached to the job.	3.63	Outstanding	5
4 I practice good grooming and personal hygiene.	3.76	Outstanding	1*
5 I keep regular attendance during school days.	3.75	Outstanding	2
6 I observe punctuality in work activities, meetings, and other appointments.	3.57	Outstanding	7
7 I behave according to the Code of Ethics for Professional Teachers.	3.75	Outstanding	2
8 I give constructive advice and suggestions to fellow teachers in school.	3.57	Outstanding	7
9 I get involved in formulating rules and implementing guidelines in school.	3.51	Outstanding	9
10 I keep the classroom environment conducive to teaching and learning.	3.70	Outstanding	4
OVERALL	3.63	Outstanding	

Level of Performance of the Students in Mathematics

Table 11: Level of Performance of the Students in Mathematics

	Average Grade	Interpretation
Level of Performance of the Students in Mathematics	84.79	GOOD

Table 11 shows the Level of Performance of students in Mathematics from Grade 7-12. The result shows that the average grade of all the

secondary students for the third quarter of this school year is 84.79 with the equivalent verbal interpretation of good. This means that the

mathematical performance of the students can be described to be good.

Effects of Teachers' EQ and Work Attitude on Students' Performance in Mathematics

The data was subjected to hypothesis testing to verify whether teachers' EQ and Work Attitude pose an effect on the Mathematical Performance of the students in Mathematics. Table 12 summarizes the result of the Linear Regression. Looking closely at the result, we can deduce that both the teachers' EQ and Work Attitude are significant predictors of the student's performance in Mathematics. This can be explained by the sig-value of 0.000 for both variables.

Jimenez (2020) [7] reveals that in terms of the relationship between respondents' emotional quotient and work attitude and their teaching performances, significant findings were observed. The concept of the relationship between emotional intelligence and performance has also been described by Austin (2005) and was used in the study of Naqvi et. al. (2021) [15], in his study

conducted on medical college students. It was declared that students' success and better score in exams has a strong relationship with emotional intelligence. The research study conducted in Iran also strengthens the results of this research. Bagherzadeh and Nikoo (n.d) have investigated that the role of emotional intelligence is very vital for the high-level performance of individuals. In another parallel research study, it has resulted that a higher level of emotional intelligence empowers the teachers to play their role as leaders in the classroom, and ultimately guidance for success is provided to the students, and the success of students is an indicator to measure performance. Another study on a similar pattern shows that the emotional intelligence of a teacher leads him or her towards the creation of an excellent classroom environment which directly relates to teacher performance as well as the students learning. It promotes the idea that emotionally intelligent teachers fulfill job responsibilities of the teaching-learning process in result oriented way and this is a key criterion of student performance.

Table 12: Summary Table on the Effects of Teachers' EQ and Work Attitude on Students' Performance in Mathematics

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error			
Teacher_EQ	6.562	0.608	0.631	10.802	0.000
Teacher_WA	5.371	0.663	0.473	8.098	0.000

Dependent Variable: Student_performance_Math
Predictors: (Constant), Teacher_WA, Teacher_EQ

Action Plan Proposed based on the Findings of the Study

Based on the findings of this study, the following action plan is proposed to ensure that teachers' EQ

and work attitude is sustained so that students will be able to perform well in Mathematics.

"BETTER EMOTIONAL INTELLIGENCE AND WORK ATTITUDE of TEACHERS FOR BETTER STUDENT PERFORMANCE"			
Key Priorities	Strategy/Activities What will be done?	Responsibilities Who will do it? Who will participate?	Timeline By when?
TRANSPARENCY (When I am angry with others, I can tell them about it in a non-threatening way)	Anger Management Seminar This seminar intends to provide recommendations and tips as to how anger can be better managed so that teachers can have a better relationship with their peers.	- Guidance Counselors - All teachers	To be conducted in the 1st Quarter during scheduled In-Service Training
OPENNESS AND ACCEPTANCE (It is easy for me to express my emotions)	Staff Retreat/Recollection This activity aims to develop the openness and interiority of the teachers in order for them to communicate their	Campus Ministry Office	Summer Break

	thoughts and feeling to others in a manner that will not hurt or threaten others	• All teachers	
	Putting up a Freedom Wall This is to provide a safe place or avenue where staff/teachers can say whatever they want to express to their peers but in a manner that will not be intrusive and threatening. They should be able to apply whatever they have learned from the anger management seminar and retreat/recollection.	• Operations Dept • All teachers	To be put up by the start of every school year
	Kumustahan Sessions To ensure that teachers would never feel that they are alone and that there are people whom they can talk and share their thoughts with, this activity is definitely going to be very helpful.	• Guidance Counselors • Principal • Line managers • All teachers	To be conducted every end of the month
LOYALTY AND LONGEVITY <i>(The teachers plan to work on this school for a long time)</i>	Team Building Activities Teachers EQ can also be improved by providing activities where healthy competitions through team building activities can be experienced.	• Facilitators • All teachers	At the end of every school year
	Improved Rewards and Recognition Even if there is already an existing provision of rewards and recognition, it must be improved by incorporating creative and innovative ways to how teachers can be rewarded and recognized. It is not always the money and material things that can motivate people. Intrinsic motivation at times is far better than material rewards.	• School Admin • All teachers	Recognition to be awarded/ given every month with a creative or innovative reward/s
COMMUNITY OF FRIENDS <i>(The teachers feel at home in the institution)</i> <i>(The teachers know each other well)</i>	Promotion of Work-Life Balance There should be a good balance between work and life. Even during rush or challenging moments, the welfare and health of the teachers/staff must remain the top priority. All work and no rest will make the teachers less productive.	• School Admin • All teachers	To be implemented all year round

translation of difficult words would aid tutees in remembering and comprehending the lesson; making the

Conclusion

From the findings presented, the following conclusions are drawn:

1. The Mathematics Teachers have a high level of Emotional Intelligence revealed by an average rating. Therefore, the respondents are very stable in terms of their emotional intelligence.

The good performance of the students in Mathematics can be attributed to this.

2. The Level of Work Attitude of Mathematics teachers in terms of Sense of Efficacy was outstanding. With this data, the researcher concludes that the teachers were responsible enough to perform their duties and responsibilities. The Level of Work Attitude of Mathematics teachers in terms of a Sense of Community was very good. It can be inferred

therefore that the teachers have a very good relationship with the school and consider the school as a place where people can be considered a circle or community of friends. The Level of Work Attitude of Mathematics teachers in terms of Sense of Professional Interest is outstanding. We can therefore say that the teachers have a high sense of professionalism in carrying out their roles.

3. The Mathematics teachers' EQ is a significant determinant of students' success in Mathematics. The better the level of teachers' EQ, the better the students' performance in Mathematics will be.
4. The Mathematics teachers' work attitude in terms of sense of efficacy, sense of community, and sense of professional interest have a significant effect on the performance of the students in Mathematics. It is therefore stated that teachers' sense of efficacy, sense of community, and sense of professional interest are significant determinants of students' success in Mathematics.

Recommendations

Based on the findings and conclusions presented, the following are hereby recommended:

1. Since the Mathematics teachers have high emotional intelligence, continue to pursue to have programs, seminars, workshops, and conferences for the purpose of awareness and importance of emotional intelligence be planned at the district, division, and provincial levels.
2. For the purpose of comparison, similar research studies should be conducted to gain information about the work attitude of teachers in both the private and public sectors.
3. Since it was concluded that EQ of teachers is a significant determinant of students' performance in Mathematics, programs, activities, and even policies to help sustain and improve the quality of teachers EQ must be made available.
4. Since the work attitude of teachers is a significant determinant of students' performance in Mathematics, therefore it is recommended that teachers must be given opportunities and avenues where they can further develop their work attitude.
5. The proposed action plan may be evaluated after a year of implementation as a basis for updating, revising, and improving its content. Furthermore, the researcher suggests that teachers and school administrators must

conduct an evaluation and analysis of its implementation.

Conflict of Interest

There is no conflict of interest by the author in this manuscript.

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