

Teachers' Emotional Intelligence and Filipino Work Values



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ABSTRACT: Emotional Intelligence (EI) is the capacity to perceive, understand, and manage one's own emotions and those of others. It encompasses the ability to recognize emotions, use them to enhance thinking and regulate emotions to adapt to the environment and maintain well-being. This study aims to assess the relationship between EI and Filipino work values among one hundred and twenty-one (121) teachers of Tagoloan-East District in the Division of Misamis Oriental School, School Year 2023-2024. Statistical tools such as mean, standard deviation, and Pearson Product Moment Correlation were used to analyze the data. It found that teachers showed very high emotional awareness but lower social skills. Discipline was the highest-rated Filipino work values, while passion as the lowest. There was a positive correlation between all indicators of EI and work values, with self-motivation scoring the highest and social skills the lowest. It was concluded that teachers' high emotional awareness enhances their ability to empathize and interact effectively with others. High discipline among teachers indicates a strong commitment to their responsibilities and work ethic. The positive correlation between EI and work values suggests better emotional management with stronger work values. It is recommended that nonverbal communication and reflective practices be improved to express emotions better and foster meaningful connections to maintain a positive mindset. Thus, this enhances active listening, empathy, and social interaction skills.

KEYWORDS: emotional intelligence, emotional awareness, Filipino work values

I. INTRODUCTION

Emotional Intelligence is the capacity to detect, control, and understand one's own emotions as well as those of people around them. The most effective leaders share one important characteristic: they are all highly intelligent in terms of emotional intelligence. Emotional intelligence matters most when it comes to happiness and success in life. It was a set of competencies showing the ability to recognize, understand, and manage behaviors, moods, and impulses (Hubscher-Davidson, 2019). It was also discussed that emotional intelligence was the ability to perceive emotions accurately. Using emotions to enhance thinking involves understanding and accurately identifying emotions and effectively regulating them in oneself and others. If the innate foundations of the employees are not functioning, this also shows in handling their coworkers and the work itself. It was perceptions of how well one understands, regulates, and expresses emotions to adapt to the environment and maintain well-being. If the employees are happy and content with themselves, this emanates from how they view the workplace, from the physical structure to the elements.

Reston (2019) states that a person who has a high degree of emotional intelligence can easily take advantage of recognizing and managing their own feelings and those of others around them. It helps to take control of the conflict, creates a positive working environment, contributes to teamwork, develops a common vision among team members, helps to perform successful change management, helps to control stress, and improves communication.

On the other hand, Cullimore (2021) posits that Filipino traits in the workplace—like being responsible, resourceful, calm under pressure, eager to learn, and taking the initiative—are consistent with the traits of leaders who help move their organizations forward. He also states that with these values, Filipinos can effectively manage while remaining in touch with the needs of their employees and organizations.

As Linden et al. (2017) imposed, individuals with a high general factor of personality score higher on trait and ability emotional intelligence, so social effectiveness is a factor. Many academics claim that it is significant and reflects a wide range of characteristics associated with important spheres of life, including mental health and workplace behavior, as well as both social and mental well-being. Others tend to encourage it to be interpreted as primarily statistical or deliberate bias brought on by the

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techniques used to assess personality. Due to other things, a propensity for socially acceptable behavior or some people may develop exaggerated self-images and gain more socially valued character traits even though this does not necessarily reflect how they genuinely behaved.

A study by De Dios (2020) identifies the indicators of emotional intelligence. The ability to recognize what one is feeling, understand emotional responses to events and recognize emotions affect behavior and performance. When one is self-aware, one can see as others see oneself. Managing emotions involves maintaining focus and clear thinking even in the face of intense feelings. This skill is crucial for taking responsibility for one's actions and preventing impulsive decisions that might later be regretted.

Moreover, self-motivation is the ability to harness deep emotions to drive and guide oneself towards goals. This capacity empowers individuals to take initiative and persist through obstacles and setbacks. Finally, social skills include the ability to manage, influence, and inspire emotions in others. Handling emotions in relationships and influencing and inspiring others are essential foundation skills for successful teamwork and leadership. As personalities differ from person to person, creating emotional intelligence in the workplace takes effort. Anyone who has ever worked in a toxic work environment can attest to the importance of increasing empathy in this space (Miller, 2019).

In the workplace where the researcher is stationed, it was observed that some teachers struggled with managing their own emotions. This display of emotions sometimes influences teachers to perform less in their work.

Hence, this research primarily aims to assess the relationship between emotional intelligence and the Filipino work values of the teachers. In addition, it hopefully will aid in improving understanding and managing methods in both management and teaching.

This proposed research greatly considered and was influenced by Daniel Goleman's Emotional Intelligence Theory (1998). He is a scientific journalist, author, and psychologist who popularized the concept of 'emotional intelligence, which was first coined in 1990 by Salavoy and Mayer.

The study of emotional intelligence among auditory, reading, and kinesthetic learning styles of elementary school students conducted in Indonesia in 2017 is also inspired by Goleman's (1998) emotional intelligence. Goleman (1998) stated that self-regulation was one of the elements of emotional intelligence. Self-regulation refers to emotion regulation, that is, the ability to remain calm under pressure or maintain and control their emotions to behave properly. The research results show that the kinesthetic learning style significantly affects emotional intelligence compared to auditory and reading learning styles. Kinesthetic learners are more likely to absorb knowledge through hands-on experiences and actively engage in activities, emphasizing learning by doing (Leasa et al., 2017).

Goleman's Theory outlines five key components of emotional intelligence. Emotional self-awareness involves recognizing one's current feelings and understanding how these emotions affect others. Self-regulation he defines as controlling or redirecting one's emotions, anticipating consequences before acting on impulse. He defines motivation as leveraging emotional factors to achieve goals, enjoy the learning process, and persist through challenges. Social skills involve managing relationships, inspiring others, and eliciting desired responses from them.

Filipino work values, on the other hand, was from Cuntapay's (1999) work values questionnaire. It consisted of forty-five (45) items with the variables on discipline. It also refers to the way to do what needs to be done. It enables one to focus on goals and to regulate one's emotions, while passion is the strong and intense emotional drive that fuels its pursuit; it is the capacity to accept or tolerate delay, trouble, or suffering without getting angry or upset. This facilitates learning through desire and enthusiasm.

II. METHODOLOGY

This research utilized a descriptive research design because the objectives and goals of the study are inherently descriptive. The aim was to describe, assess, and measure the teacher respondents' emotional intelligence and Filipino work values. The population, circumstance, or phenomenon is intended to be correctly and methodically described through descriptive study, which includes the what, where, when, and how inquiries can be answered. A descriptive research strategy can study one or more variables using various research techniques (McCombes, 2019).

Various statistical tools were used to extract statistically based implications, findings, conclusions, and recommendations. This includes frequency and percentage to measure the first part of the questionnaire and answer the questions regarding the distribution of the respondents according to their demographic profiles. Accordingly, the weighted mean was used to determine the emotional intelligence and Filipino work values of the teacher respondents. The measure of intelligence and degree of preference was measured using a 4-scaled Likert scale.

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Lastly, the test of significant relationships was measured using the Pearson Product Moment Correlation Coefficient at the p-value of 0.05.

III. RESULTS AND DISCUSSION

Problem 1. What is the level of emotional intelligence of the public elementary teachers based on the following?

- 1.1 emotional awareness;
- 1.2 emotional management;
- 1.3 self-motivation; and
- 1.4 social skills?

Table 1 presents teachers' level of emotional intelligence, with an overall Mean of 3.38 with SD = 0.91, which is described as Very much Agree and interpreted as Very High. This entails the capacity to comprehend and handle emotions adeptly. When applied in a professional setting, emotional intelligence offers substantial advantages, contributing to career advancement, fostering positive relationships, and cultivating a conducive work atmosphere.

Table 1: Overall Teachers' Level of Emotional Intelligence

Variables	Mean	SD	Description	Interpretation
Emotional Awareness	3.60	0.94	Very much Agree	Very High
Emotional Management	3.23	0.89	Moderately Agree	High
Self-Motivation	3.42	0.92	Very much Agree	Very High
Social Skills	3.27	0.90	Very much Agree	Very High
Overall	3.38	0.91	Very much Agree	Very High

Note: 3.26 – 4.00 Very High 2.51 – 3.25 High 1.76 – 2.50 Low 1.00 – 1.75 Very Low

Emotional intelligence holds significance as it aids in enhancing interpersonal connections, whether in personal or professional domains. In a professional setting, the advantages of emotional intelligence encompass the ability to grasp nonverbal signals, appropriately adapt conduct, make sound decisions, and emerge as a respected leader.

The variable, *Emotional Awareness*, has the highest Mean of 3.60 with SD = 0.94, which is described as Very much Agree and interpreted as Very High. Teachers possessing heightened emotional awareness are more adept at effectively navigating classroom dynamics. They can sense the mood of the class and adjust their teaching strategies accordingly. Recognizing students' emotional states allows teachers to provide appropriate support, fostering a positive and conducive learning environment. Emotionally aware teachers can handle conflicts more effectively by understanding the underlying emotional triggers and addressing them constructively.

The research conducted by Ninivaggi (2020) explored emotional awareness as the deliberate capacity to detect, discern, recognize, categorize, and comprehend one's personal emotional states and encounters, both autonomously and in conjunction with others. Basic emotions include happiness, sadness, anger, fear, surprise, contempt, disgust, and anticipation/hope. As people mature, emotional awareness develops into emotional literacy, which is an advanced understanding and cognitive mastery of emotions. This maturity is characterized by empathy and the ability to take diverse perspectives, allowing for a flexible range of emotions that support stability and resilience both daily and in challenging situations.

Further, the study of Ninivaggi reveals that emotional processing involves a series of steps that begin with an emotional trigger and end with a mental and behavioral response, progressing through four stages: emotion sensation, emotion perception, emotion comprehension, and emotion performance utilization. This process includes the activities and tasks needed to transform information each time it occurs, resulting in a more resilient outcome. Learned mindfulness is an innovative concept that is central to this emotional intelligence model.

Meanwhile the variable, *Emotional Management*, has the lowest Mean of 3.23 with SD = 0.89, which is described as Moderately Agree and interpreted as High. Teaching can be a highly demanding job with significant workloads, time pressures, and emotional demands. These factors can lead to stress and burnout, making it difficult for teachers to manage their emotions effectively. Teachers often have to display positive emotions even when they are not feeling them (emotional labor). This discrepancy can lead to emotional exhaustion and difficulty in managing their emotions.

In addition, Zhou et al. (2017) posit that emotional management involves mastering and regulating our emotions, effectively dealing with life's contradictions and events, and alleviating mental tension promptly with optimism and humor. The

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essence of emotional management is to resolve contradictions and transform incompatible issues into compatible ones. Resolving contradictions facilitates mood transformation and enhances emotional management capabilities.

Problem 2. What is the level of Filipino work values of the respondents based on the following :

- 2.1 discipline;
- 2.2 passion; and
- 2.3 patience?

Table 2: Overall Teachers' Level of Filipino Work Values

Variables	Mean	SD	Description	Interpretation
Discipline	3.54	0.94	Very Important	Very High
Patience	3.53	0.92	Very Important	Very High
Passionate	3.52	0.92	Very Important	Very High
Overall	3.53	0.93	Very Important	Very High

Note: 3.26 – 4.00 Very High 2.51 – 3.25 High 1.76 – 2.50 Low 1.00 – 1.75 Very Low

Table 2 presents teachers' level of Filipino work values with an overall Mean of 3.53 with SD = 0.93, which is described as Very Important and interpreted as Very High. This means that work values encompass the fundamental principles and convictions that shape your conduct and choices within the professional sphere. Recognizing one's work values facilitates making informed decisions about the professional path, ensuring alignment with personal objectives and aspirations. Workers who possess a profound sense of purpose in harmony with their work values are likely to experience heightened job satisfaction and engagement. It is crucial for an individual to discern their sources of motivation and understand how these factors shape their daily work.

Giray's (2021) study expands on existing research on work values in education by assessing the work values of 155 secondary school teachers in Taguig City and examining potential differences related to demographic variables. The results indicate that various work values, such as discipline, creativity, orderliness, patience, decisiveness, and achievement, are prevalent among secondary school teachers, with no significant differences across demographic factors. In light of these findings, educational institutions should encourage and motivate educators to foster their work values for both personal and career growth, potentially enhancing overall school effectiveness.

On the other hand, the variable *Discipline* has the highest Mean of 3.54 with SD = 0.94, which is described as Very Important and interpreted as Very High. A discipline teacher is someone who embodies self-discipline, organizational skills, and a commitment to maintaining a structured and effective learning environment. A disciplined teacher is consistently punctual. They arrive on time for classes, meetings, and other professional obligations, setting a positive example for students and colleagues. A discipline teacher maintains an organized classroom, lesson plans, and teaching materials. This helps create a conducive learning environment and facilitates smooth classroom management. Discipline teachers adhere to school policies and procedures. They follow established guidelines for grading, attendance, and behavior management, ensuring consistency and fairness in their approach. A disciplined teacher exemplifies professionalism, commitment to excellence, and a structured approach to teaching. These qualities contribute to a positive and effective learning environment, fostering the academic and personal development of their students. The discipline of teachers is a crucial factor in improving their performance and influencing students' behavior.

The study by Setyowati (2021) focusing on teacher discipline and its impact on performance standards of teacher evaluation found that discipline attitudes and behaviors, both in and out of the classroom, are often mirrored by students. The self-discipline of teachers also directly contributes to their performance. Furthermore, work discipline has been found to be a significant factor in teacher performance, with discipline teachers having a positive impact on achieving desired goals.

On the contrary, the variable *Passionate* has the lowest Mean of 3.52 with SD = 0.92, which is described as Very Important and interpreted as Very High. Although having the lowest results of all the indicators, it was still described as Very Important and interpreted as Very High. A passionate teacher is someone who goes beyond the basic requirements of the job and brings enthusiasm, dedication, and a genuine love for teaching into the classroom. A passionate teacher exudes enthusiasm in their teaching. They create a dynamic and engaging classroom environment that sparks curiosity and excitement among students. Passionate teachers have a deep love and knowledge of their subject matter. They convey the relevance and importance of the material, instilling a genuine interest in learning among students. A passionate teacher contributes significantly to the overall educational experience, leaving a lasting impact on students' academic success, personal growth, and love for learning.

Furthermore, Serin (2017) emphasizes the passion and enthusiasm that facilitates learning. Teachers driven by passion strive to enhance the learning potential of their students by creating effective learning environments. This study centers on the

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distinct impact that passionate teachers can have, highlighting how passion influences the effectiveness of both learning and teaching processes.

Problem 3. Is there a significant relationship between emotional intelligence and Filipino work values?

Table 3: Test of Correlation on Teachers' Emotional Intelligence and Filipino Work Values

Variables	r-value	p-value	Description	Interpretation
Emotional Awareness	0.4508	0.0011	Reject Ho	Significant
Emotional Management	0.4417	0.0032	Reject Ho	Significant
Self-Motivation	0.7051	0.0001	Reject Ho	Significant
Social Skills	0.4352	0.0046	Reject Ho	Significant

Note: Significant if computed p-value is less than 0.05

Table 3 reveals the test correlation between teachers' emotional intelligence and Filipino work values. It shows the r-value of the following variables: emotional awareness (0.4508), emotional management (0.4417), self-motivation (0.7051), and social skills (0.4352). All are significant at the 0.05 level of significance. Therefore, it means that there is a significant relationship between teachers' emotional intelligence and Filipino work values. Thus, the null hypothesis is rejected.

In conclusion, the findings from Table 10 indicate a significant correlation between teachers' emotional intelligence and Filipino work values, as evidenced by the substantial r-value for emotional awareness (0.4508), emotional management (0.4417), self-motivation (0.7051), and social skills (0.4352). All these correlations are statistically significant at the 0.05 level, leading to the rejection of the null hypothesis.

This underscores the existence of a noteworthy relationship between emotional intelligence and Filipino work values. The observed significant correlations between teachers' emotional intelligence and Filipino work values, specifically in emotional awareness, emotional management, self-motivation, and social skills, highlight the intricate interplay between these aspects within the teaching profession.

Notably, the positive correlations affirm that teachers with higher emotional awareness, effective emotional management, self-motivation, and strong social skills tend to align more closely with Filipino work values. This suggests that educators possessing these emotional intelligence traits may navigate their work environments in a manner that resonates with the cultural values inherent in the Filipino context.

The statistical significance at the 0.05 level underscores the robustness of these relationships, highlighting the pivotal role that emotional intelligence plays in shaping how teachers embody and resonate with the cultural values ingrained in their professional context. This correlation elucidates the potential impact of emotional intelligence on fostering a more culturally attuned and effective teaching experience, contributing to a nuanced understanding of the interplay between emotional intelligence and Filipino work values in the realm of education.

In particular, self-motivation has the highest r-value of 0.7051, p-value of 0.0001 and interpreted as significant, teaching can be demanding, but self-motivation helps teachers maintain enthusiasm for their work, even during challenging times. It reminds them of the importance of their role in shaping the future and inspires them to bring their best self to the classroom every day. Further, self-motivation empowers teachers to persevere through obstacles and setbacks that arise in the classroom or within the education system. Whether it's adapting to new technologies, addressing student needs, or managing workload pressures, self-motivation fuels resilience and determination to overcome challenges.

Continuous learning and professional development are integral to effective teaching. Self-motivation drive teachers to seek out opportunities for growth, whether through attending workshops, pursuing advanced degrees, or collaborating with colleagues. It enables me to stay abreast of best practices and enhance their skills to better serve their students. Self-motivation help teachers set meaningful goals for themselves and their students, whether it's improving academic outcomes, fostering a positive classroom environment, or promoting social-emotional learning. It keeps them focused and accountable to these objectives, driving them to take proactive steps towards achieving them.

Furthermore, teachers serve as a role model for their students. Demonstrating self-motivation in their work not only sets a positive example for them but also instills in them the value of perseverance, dedication, and lifelong learning. It shows them that success is achievable through hard work and determination. Self-motivation is a driving force that fuels the passion for teaching, empowers them to overcome challenges, fosters professional growth, guides goal-setting efforts, and serves as a model of behavior for students. It is essential for maintaining effectiveness as an educator and making a positive impact in the lives of those they teach.

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On the other hand, the variable social skills got the lowest r-value of 0.4352, p-value of 0.0046 and interpreted as significant. Teacher education programs often focus more on pedagogy and subject matter expertise rather than on interpersonal skills and social interactions. As a result, teachers may not receive adequate training in communication, conflict resolution, or relationship-building.

Kupczyszyn et al. (2021) conducted a recent investigation to delve into social skills during late childhood and assess their role in coping with stress. The study defines social skills as essential abilities enabling individuals to proficiently navigate interpersonal interactions. These skills facilitate the appropriate articulation of emotions, desires, attitudes, opinions, and rights, thereby playing a pivotal role in fostering relationships, adjusting to societal demands, and choosing effective coping mechanisms during stressful situations. In this context, social skills are highly valued for their role in fostering interpersonal relationships and helping individuals adjust to various social and environmental challenges. These skills are essential for managing stress effectively, as they enable children to employ adaptive coping strategies.

Lane et al. (2021) propose that emotional awareness contributes to improved emotional self-regulation, enhances one's capacity to navigate intricate social contexts and foster relationships, and promotes better physical and mental well-being. Effective emotional management helps teachers maintain a calm and positive classroom atmosphere. Teachers who manage their emotions well can build stronger, more trusting relationships with their students. Teachers serve as role models for their students. Emotional management helps teachers respond to challenging behaviors and conflicts in a composed manner. Narita (2023) asserts that the management of emotions endeavors to maintain emotional harmony.

Subsequently, self-motivated teachers are more enthusiastic and passionate about their subject matter and teaching. Teachers with high self-motivation are more likely to seek out professional development opportunities, stay current with educational best practices, and continually improve their teaching skills. Self-motivated teachers are often more willing to experiment with new teaching methods, technologies, and approaches. Krishan et al. (2021) assert that motivation plays a beneficial role in enhancing employees' self-efficacy.

Social skills enable teachers to develop positive relationships with students, colleagues, parents, and administrators. Teachers with strong social skills can manage their classrooms more effectively. Teachers who are adept at social interactions can engage and motivate their students more effectively. Socially skilled teachers can create a positive and inclusive classroom environment where students feel safe, respected, and valued. According to Noelia et al. (2021), social skills hold significant importance in enhancing relationships, adapting to environmental challenges, and choosing effective coping mechanisms for stress.

Hence, by cultivating emotional awareness, emotional management, self-motivation, and social skills, teachers can navigate the complexities of their work more effectively and contribute positively to their field.

IV. CONCLUSIONS

This study came up with the following conclusions based on the findings of the study:

1. Teachers possess a high emotional awareness that enables them to attune to and understand the emotions of those around them. This heightened sensitivity is integral to their role as it allows teachers to empathize with students, colleagues, and parents.
2. Teachers are highly disciplined. This proves that by maintaining a structured and organized approach in various aspects of their professional lives. This also involves the self-discipline of teachers, reflecting their commitment to fulfilling their responsibilities, adhering to schedules and consistently demonstrating a strong work ethics.
3. There is a positive correlation between teachers' emotional intelligence and work values. This suggests that the higher they can deal with themselves, the higher their values towards work are.

V. RECOMMENDATIONS

Based on the findings, the study presented the following recommendations:

1. Enhancing nonverbal communication skills can help teachers express their emotions more transparently, enabling others to better understand their mood. Reflective practices can bridge the gap between internal emotions and external expressions, aiding in the clearer communication of moods.
2. Teachers may develop meaningful connections with students by understanding their individual needs and celebrating achievements, both big and small. They need to foster a positive and resilient mindset, viewing challenges as opportunities for personal and professional growth. Organize regular collaborative planning sessions where teachers can work together on curriculum development, lesson planning, and problem-solving.

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3. Actively practice the art of active listening, paying attention to non-verbal cues, and initiating conversations with new people. Cultivate empathy by understanding others' perspectives, maintaining positive body language, and developing small talk skills to ease into social interactions.

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