

Emotional Quotient and Teaching Performance of Selected Faculty in a Higher Education Institution in the Philippines



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ABSTRACT. Teachers are significant in shaping the minds of the youth and contributing to the quality of education. Thus, examining the relationship between Emotional Quotient (EQ), profile, and faculty performance are important. The 175 faculty of a Higher Education Institution (HEI) in the Philippines were randomly selected. Employing Jerabek's (1996) Emotional Intelligence Test, EQ was found, on average, to indicate the faculty's ability to recognize and deal with their own and others' emotions effectively. Analysis of variance, regression, and Pearson Correlation revealed a significant positive correlation between teaching performance and their EQ, confirming that emotional intelligence influences teaching performance. Further, the combined impact of education and academic rank influences EQ, which may be the basis for further study. It is recommended that EQ be considered by HEIs when hiring faculty. Intelligence and emotional quotient are equally important in generating high performance. Therefore, the study may contribute to the significance of faculty's EQ on productivity.

1.0. Introduction

Teachers are significant elements of all the professionals in the world, shaping the youth's personality and contributing to the whole education system (Uniyal & Rawat, 2020). If teachers are in the heat of the teaching-learning process, they play a vital role in realizing institutional development and goals (Usman, 2016; Casinillo & Guarte, 2018).

The teaching and learning process involves not only the education of the students but the teachers as well. It is vital to note that education does not happen with intelligence alone. It is coupled with emotion (Tyng et al., 2017). The individual's ability to understand and manage one's emotions will lead to a well-rounded and successful individual (Paolini, 2020). Therefore, an individual with a high Emotional Quotient (EQ) can control emotion, leading to personal mastery, improved interpersonal relationships, and healthy spiritual life (Meshkat & Nejati, 2017; Serrat, 2017). These studies confirm that intelligence and emotional quotient are equally important in generating high-performance levels and effectiveness in the workplace and elsewhere (Gilar-Corbí et al., 2018; Srivastava, 2013). With the interconnection of emotions, thinking, and learning, there is no way that the mind and emotions can be separated (Tyng et al., 2017).

Empirical pieces of evidence have shown that EQ may be more important than Intelligence Quotient (IQ) (Goleman, 1996). People with high EQ seem to fare better in life, are better adjusted, are resilient (Sencio & Magallanes, 2020), and are more successful in their careers. These findings are justified by the five domains of emotional intelligence, namely: (1) Self-awareness allows a person to exercise self-control, the exercise of the will; (2) Mood management/managing anxiety is the ability to balance good and bad moods; (3) Self-motivation is the ability to marshal one's feelings of enthusiasm and self-confidence; (4) Empathy is the ability to put oneself in somebody's shoes; and (5) Social skills refer to the ability of a person to understand and get along with others and deal effectively with other people, thus meeting fewer difficulties in establishing [working] relationships (Goleman, 1996).

Several literature and studies pointed out the role of emotional intelligence on job performance in the Philippines and other countries, particularly in teachers' work performance. Teachers are



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among the significant elements of quality learning, but their demands require enhanced emotional intelligence for enhanced work performance (Asrar-ul-Haq et al., 2017; Uniyal & Rawat, 2020). Related studies show EQ of faculty in Higher Educational Institutions (HEIs) is linked to the relationship between their profile and other factors which may enhance skills. A study conducted at the University of Mindanao revealed that emotional intelligence is significantly correlated to the job satisfaction of college teachers (Sergio, 2001). At the same time, the study by Lopez (2001) recommends that EQ should be included in the recruitment and promotion of the dean, aside from other qualifications. Moreover, the study of Abiodullah et al. (2020) stressed that government should recruit teachers of high emotional intelligence for it was found to influence classroom engagement. In general, existing studies highlight the influence of EQ on teachers and academic leaders, leading to becoming better implementers of university goals and missions.

Sound policies and processes are implemented in hiring and selecting faculty in Higher Education Institutions. HEIs have Faculty Selection Board that implements the minimum education requirement in faculty hiring. However, other factors emerged as the bases for hiring faculty, such as special talents, skills and qualifications, socio-economic status, and recommendations from school personnel, politicians, and civic or business groups (Valenzuela, 2019). Despite the positive influence of EQ on employee performance, Emotional Quotient has not been integrated as the requirement for hiring faculty. This knowledge gap, coupled with the literature gap on the sources of EQ and its relation with the faculty working relationship, this study would be significant in providing baseline data on how the EQ of faculty is a necessary ingredient towards a higher level of productivity. In effect, it may guide Human Resources Managers of HEIs and maybe a concrete program or activities for the EQ development of faculty in dealing with their faculty members using as parameter level of emotional quotient.

Intelligence and emotional quotient are equally important in generating a high-performance level. Hence, this research aimed to describe the profile variables of the respondents and their emotional quotient and correlate them to the performance of their duties as educators. Specifically, this study describes the following: demographic profile; Emotional Quotient of the faculty; EQ of faculty when grouped according to profile variables and college/campus, teaching performance, the relationship between teaching performance and their profile variables, their emotional quotient, and the relationship between the emotional quotient of the faculty and their profile variables.

2.0. Framework of the Study

This study utilized the lens of Goleman’s Theory of Emotional intelligence (EI). Goleman (1996) defined EI as “the capacity for recognizing our own feelings and those of others, motivating ourselves, and managing emotions well in ourselves and our relationships.” Emotional competencies significantly contribute to work excellence more than pure intellect alone (Cherry, 2021). Thus, it is vital to understand the Emotional Intelligence of the faculty as they affect their teaching performance.

The research paradigm shows the relationship between the profile variables and the emotional intelligence and teaching performance of the faculty respondents and the relationship between the emotional intelligence and teaching performance of the faculty respondents.

The figure shows the lower box containing the profile variables of the

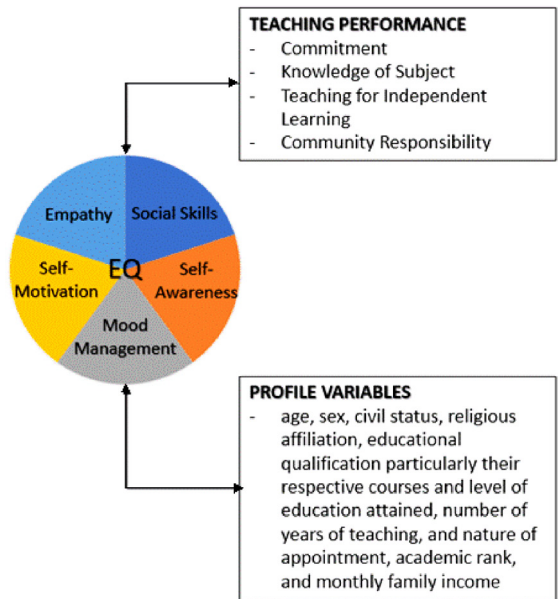


Figure 1. Research Paradigm

NEUST faculty such as age, sex, civil status, religious affiliation, educational qualification, particularly their respective courses and level of education attained, number of years of teaching, nature of the appointment, academic rank and monthly family income; the circle in the middle involves the five different components introduced of EQ of faculty respondents introduced by Goleman (Asrar-ul-Haq et al., 2017): self-awareness, mood management, self-motivation, empathy, and social skills; and the upper box represents the teaching performance of the faculty in terms of commitment, knowledge of the subject teaching for independent learning, and community responsibility. All these data were described, analyzed, and interpreted in the study.

3.0. Methodology

The descriptive method of research is used in this study. The respondents in this study are the faculty members and the heads of the different academic units on all the campuses of NEUST. Purposive sampling was used for the 24 heads of the academic units in the different colleges and campuses of the institutions; all of them were requested to rate their faculty members. Probability sampling was utilized to select the faculty respondents in this study. The least sample size based on a 5% margin of error and 95% confidence level is 173. The researchers considered 56.27% or 175 out of 311 faculty member respondents.

Two sets of questionnaires were used in this study, the emotional intelligence test/questionnaire adapted from Jerabek (1996) intended for the faculty and the performance evaluation instrument for the academic heads adapted from the National Budget Circular No. 461 issued by the Department of Budget and Management (1998). The questionnaire intended for faculty had two parts: the faculty profile and the Emotional Intelligence Test, focusing on the questions relative to the faculty’s emotional quotient in the five domains. The following scale was utilized:

Table 1. Emotional Intelligence Quotient Interpretation

Range of EQ	Verbal Interpretation
145-150	Genius
125-144	Excellent
115-124	Very Good
95-114	Average
85-94	Relatively Low
84 and below	Low

Meanwhile, the questionnaire intended for academic heads evaluated the performance of the faculty members in their respective units. This was the standard performance evaluation instrument utilized by the NEUST in determining the performance of faculty in instruction in its promotion evaluation, which had the following areas: commitment, knowledge of the subject, teaching for independent learning, and community responsibility.

The weighted mean of the performance rating of each faculty given by their respective unit heads was computed and interpreted using the following scale:

Table 2. Performance Rating Interpretation

Range of Performance Rating	Verbal Interpretation
4.21 – 5.00	Outstanding
3.41 – 4.20	Very Satisfactory
2.61 – 3.40	Satisfactory
1.81 – 2.60	Moderately Satisfactory
1.00 – 1.80	Unsatisfactory

The profile of the faculty respondent was described using frequency count and percentage. The One-way Analysis of Variance (ANOVA) was utilized to compare the Emotional Quotients of the faculty respondents when grouped according to the profile variables and by campus/college. The multiple-test confidence interval (Watson et al., 2022) was also employed to further test variables that showed significant differences in the analysis using Analysis of Variance.

The relationship between teaching performance and profile variables and the relationship between emotional intelligence quotient and profile variables, when taken singly and in combination, were determined using stepwise regression. In contrast, the relationship between teaching performance and the emotional quotient of the faculty was determined using linear regression. The Pearson-product moment correlation was also utilized to calculate the correlation coefficients among the variables cited.

Considering the cumbersome manual computation of the statistical tools, the computer canned program was utilized. The weighted mean of the ratings given by the academic heads on the performance of the faculty concerned was also computed and tested to determine if there was a significant relationship between the EQ of the faculty and their teaching performance.

4.0. Results and Discussion

The following are some of the highlights of the findings of the study. It applies descriptive and quantitative methods within the contextual analysis of the theoretical framework.

The respondents showed excellent ability in self-awareness and only average in other variables. The emotional intelligence quotient of the faculty is at the average level indicating their ability to recognize and deal with their own emotions and those of others in a reasonably effective manner. The level of educational attainment and monthly family income have shown significant differences in the EQs of the faculty respondents. Six profile variables of the faculty have shown a significant relationship with their teaching performance, namely: level of educational attainment, major or field of discipline, nature of the appointment, length of teaching experience, academic rank, and monthly family income.

Table 3. Distribution of Respondents by Age Interval

Age Interval	Percent
21-25	6.29
26-30	16.57
31-35	14.29
36-40	10.29
41-45	14.86
46-50	18.29
51-55	12.57
56-60	4.57
61-65	2.29
Total	100.00

This study's findings revealed that most of the respondents are relatively young in their chronological ages. It follows that they are also young in the service; however, most of them got the highest score on self-awareness compared to other domains of emotional quotient suggested by Goleman (1996). The results reveal that the faculty's ability to monitor their feelings leads to their insights and self-understanding. Acquiring a high level of self-awareness is significant in developing a healthy personal identity and is a key requirement of Emotional Intelligence (Caldwell & Anderson, 2021).

Other research focuses on increasing teachers' empathy compared to other domains. Empathy enhances student learning and is "the degree to which a teacher works to deeply understand students' personal and social situations, to feel care and concern in response to students' positive and negative emotions, and to respond compassionately without losing the focus on student learning" (Meyers et al., 2019). The gathered data of this study showed that EQ declined the longer the respondents stayed in the institution. However, other related studies show that the younger the teachers are, the higher their emotional intelligence is.

The majority of the respondents, with a total number of 152 or 86.87%, were under the age range of 26 to 55 years old, while only 4 or 2.19% were in the 61-65 years of age bracket and 11 or

6.29% were in the 21-25 years of age range. This indicates that the bulk of the faculty of NEUST is in middle age. The lowest number of faculty is in the 56-60 and 61-65 age ranges, implying that the faculty preferred early retirement or early separation from the service.

Of all the respondents, 60.57% of female faculty members outnumbered the male, with only 39.43% of the respondents, or the ratio of the numbers of female to male faculty is 3:2. This showed that more females are engaged in teaching even in a technological institution like NEUST, which is supposed to be dominated by men. Moreover, the faculty members are dominated by married professors, which comprises 132 out of 175 or 75.43%, whereas only 34 or 19.43% were single individuals. Equivalently, for every 100 faculty respondents, 75 are married, 20 are single, and 5 are widows/er.

Since most of the respondents were female faculty members, the finding confirms that there is feminization in the teaching profession, and it concerns not only the Philippines but is a global issue (Bongco & Abenes, 2019; Bongco & Ancho, 2020). This calls for inclusiveness in the teaching profession and information drive.

Eighty percent or 140 of the 175 respondents were Roman Catholics which has the greatest number among the religious affiliations of the respondents, followed by Iglesia ni Cristo and Born Again Christian with 8% and 6.86%, respectively. This finding indicated that most of the NEUST faculty members were Roman Catholics, attesting to the fact that Nueva Ecija is a highly Roman Catholic domain despite the inclusiveness and impartiality of the hiring process.

Although the majority of the faculty are married, 24.57% of the total respondents do not have dependent children, whereas 24% of them have an average of two dependent children who are living with them, followed by 20% who have three dependent children. There are 16% who have one dependent, and only 3.43% have five dependent children. This implies that most of the faculty members of NEUST considered family planning evidenced by the small number of children and/or dependents they have. During the interview conducted, they were one to say that adding more dependents to their families would greatly affect their financial condition.

In terms of educational qualifications, 41.71% of the respondents represented the faculty with M.A. units, followed by 24.57% of faculty who had earned their master's degrees. Only 8% were identified as BS graduates, and 8% were Ph.D. graduates. It can be noted that only a small percentage of the respondents were able to complete their postgraduate studies, which, as interviews revealed, was primarily due to family financial constraints and lack of opportunities to pursue postgraduate courses.

Further, since the research locale is a science and technology university, the majority of the faculty's fields of specialization are in education, arts and sciences, mathematics, computers, and technology courses.

Meanwhile, 136 out of 175 respondents, or 77.71% held the permanent status of appointments; 12% were part-time status; 9.14% were temporary, and only 1.14% worked on a contractual basis. The faculty members with permanent status of appointment have the security of tenure for as long as they manifest their competence to perform their teaching functions.

In terms of the number of years in teaching, the majority of the respondents were fairly young in the academe, 25.14% or 44 out of 175 with 1-5 years of teaching experience; whereas only 2.29% or only four respondents have been teaching on the average of 36-40 years and 2.86% are from 31-35 years. This finding is a corollary to the finding on the ages of the respondents. Since the majority of the respondents are also relatively young in their chronological ages, it follows that they are also young in the service.

The distribution of faculty respondents in terms of academic rank reveals that the majority of the respondents, 109 or 62.29%, hold Instructor positions. In comparison, 22.29% occupy the Assistant Professor rank, 8.57% are Associate Professors, and 6.86% are full-fledged Professors. This implies that corollary to the length of teaching experience and ages of the respondents, a greater number of NEUST faculty are young. Hence, they still belong to the lowest rank in the academic hierarchy.

Families of the majority of the respondents receive a monthly income of P11,000 to P20,000. This comprises 50.29% or 88 out of 175 respondents. This is followed by 20.57%, whose earnings range from P21,000 to P30,000, and 10.86% earn from 31,000 to 40,000, while only 4% earn P41,000 and above. These modest amounts, with 10.29% earning only P10,000 and below, illustrate that most faculty members need to work hard to earn additional income to provide for their needs. This was the main reason cited by the faculty during the interview why they could not pursue their postgraduate studies.

The emotional quotient of the faculty

Table 4 shows that among the five domains of emotional intelligence considered in this study, the respondents got their highest score on self-awareness, which implies that they know themselves very well their emotions and could recognize their true feelings easily; they also exhibit better self-confidence, they feel much sure of decisions and choices in their personal lives.

Self-awareness. As Goleman (1996) cited, self-awareness is the keystone of emotional intelligence. Monitoring one’s feelings from moment to moment is crucial to one’s psychological insight and self-understanding. In contrast, an inability to recognize one’s true feelings leaves one at the mercy of themselves. The 132-score on self-awareness of the faculty is interpreted as excellent, as shown on emotional insight implies that they are highly in touch with their own emotions and can recognize and identify their true feelings.

Mood Management. According to Jerabek (2001), as can be seen in Table 14 that the average score of 113 in mood management of the faculty respondents implies that they can express their emotions in most situations, although they may feel less comfortable with some emotions than others. Their reactions to the items in the questionnaire show that they can manage their moods well. Because of this, they are expected to maintain a better relationship with people, with themselves, and better perform their mentoring role to students.

Self-Motivation. The faculty respondents got an average score of 104 on self-motivation, which implies that they generally possess an adequate amount of innate motivation to achieve set goals and objectives. Goleman (1996) said that self-motivation is the key to a paradigm shift for behavior changes amongst individuals. This self-motivation of the faculty respondents thus helps them find ways of transforming their energies into energies without allowing them to accomplish difficult tasks, exercise self-discipline, or express ideas more thoroughly.

Empathy. In regard to empathy, the faculty scored 103, which is in the average range. This finding implies that they are typically able to put themselves in other people’s shoes and empathize, which is an important skill for achieving satisfying and meaningful human interactions. However, according to Jerabek (2001), there is still great room for improvement with this average score in empathy. A person of this nature may sometimes lack empathy and rarely misinterpret other people’s behavior, which might result in reacting to the wrong interpretation of a situation.

Social Skills. The score of 103 in the social skills of the faculty is in the average range, which indicates that they can recognize the emotions of others and understand the underlying motivation behind their actions. An average score indicates that the faculty respondents have much room for improving and/or enhancing their social skills through attending seminars and training.

Table 4. The Emotional Quotient of the Faculty in Terms of Five Domains

Domain	Score	Description
Self-Awareness	132	Excellent
Mood Management	113	Average
Self-Motivation	104	Average
Empathy	103	Average
Social Skills	103	Average

Table 5 shows that no one among the faculty got a score belonging to a genius group. Only two or 1.14% of them whose EQ is interpreted as excellent since their scores ranged from 125-144. According to Jerabek (2001), this latter group has excellent EQ, which means that they can express their feelings clearly and express them at an appropriate time and place. Their optimistic nature helps them adapt well to changed circumstances.

Almost 40% of the faculty respondents scored from 85-94, showing that their EQ is relatively low. Jerabek (2001) cited that those who belonged to this group are not reaching their full potential. They have difficulty handling strong emotions, both in themselves and in others.

Comparison of the EQ of faculty

Profile variables. Table 6 shows that only the level of educational attainment and length of teaching experience have shown significant differences in the EQs of the faculty respondents since the computed F-value of these variables, 4.1730952 and 2.6994626, are respectively greater than

the F-critical of 2.424812 and 2.064795 with their corresponding significant levels of 0.002998 and 0.011243.

The computed average EQs of the respondents categorized as to their level of educational attainment ranging from 96 up to 106.86 is significantly not comparable. The respondents with the highest educational attainment, Ph.D. graduates, got the highest EQ of 106.86, while those with BS degrees and MA units got the lowest scores of 96 and 96.26, respectively. This only implies that as the levels of educational attainment of the faculty differ, their EQs also differ.

Table 5. Total Emotional Quotient of the Faculty

EQ Range	Frequency	Percentage
Genius (145-150)	0	0.00
Excellent (125-144)	2	1.14
Very Good (115-124)	9	5.14
Average (95-114)	90	51.43
Relatively Low (85-94)	54	30.86
Low (84 and below)	20	11.43
Total	175	100.00

Another profile variable that shows a significant difference in the computed average EQ of the respondents when clustered is the length of teaching experience. The length of teaching experience of respondent faculty members ranges from one year to 40 years of service. The respondents in the bracket of 21-25 years of teaching experience got the lowest EQ of 92.30, while those in the 11-15 years group got the highest score of 103.29. These scores range from 92.30 to 103.29 and exhibit a statistically significant difference as implied by the F-computed of 2.6994626, which is greater than the F-critical factor of 2.064795 at the 0.001243 level.

These data indicate that the emotional intelligence of the teaching personnel is more stable when they are in the service for more than 10 years, which validates the study of Nivedita (2018). However, this study also found a decline in their stay in the academe, reaching 36 years and up.

Table 6. Comparison of EQ of Faculty Respondents when Grouped according to their Profile Variables

Profile	F-computed	F-critical	Level of Significance	Interpretation
Age	1.2601	1.995	0.2677	Not Significant
Sex	1.2244	3.8958	0.7268	Not Significant
	(t=0.3499)	(t=1.654)	(t=0.3634)	Not significant
Civil Status	0.6569	3.0485	0.5197	Not Significant
Religion	1.1340	2.2676	0.3443	Not Significant
Dependents	1.9734	1.9946	0.0527	Not Significant
Educational Attainment	4.1731	2.4248	0.0030	Significant
Course/Major	0.9996	1.5252	0.4773	Not Significant
Nature of Appointment	0.3576	2.6574	0.7837	Not Significant
Length of Teaching Experience	2.6995	2.0648	0.0112	Significant
Academic Rank	2.2465	2.6574	0.0847	Not Significant
Monthly Family Income	2.1641	2.2676	0.0604	Not Significant

Since the null hypothesis that there are no significant differences in the EQs of the faculty respondents considering their level of educational attainment and length of teaching experience are rejected, the analysis does not end here.

Table 7 exhibits the levels of educational attainment where the emotional quotient of the faculty had a significant difference. Among the five levels of educational attainment, the EQs of those holders of doctorate degrees exhibited a significant difference from those of other levels of education. This means that the emotional intelligence of the faculty who have finished the highest education degree is much greater than those who have not yet finished their doctoral degree.

It can be seen in Table 8 that when the differences in EQ of the eight groups were tested, only seven differences were found to have a significant difference, while the other groups were comparable.

Table 7. Levels of Educational Attainment with Significant Difference in EQ

Level of Educational Attainment	Difference	Interpretation
Ph.D. & BS	10.857	Significant
Ph.D. & with M.A. Units	10.597	Significant
Ph.D. & M.A.	9.066	Significant
Ph.D. & with Ph.D. Units	7.212	Significant

Table 8. Length of Teaching Experience with Significant Difference in EQ

Year of Teaching Experience	Difference	Interpretation
(31-35) & (21-25)	10.897	Significant
(26-30) & (21-55)	4.389	Significant
(26-30) & (11-15)	6.599	Significant
(21-25) & (16-20)	7.745	Significant
(21-250) & (11-15)	10.989	Significant
(11-15) & (6-10)	6.227	Significant
(11-15) & (1-5)	5.928	Significant

Comparison of the EQ of the faculty when grouped according to college and campus

It can be gleaned in Table 9 that when the respondents were grouped according to their colleges/departments, their EQs significantly vary, as implied by the computed F-value of 2.4819096, which is greater than the critical F-value of 1.888836 at 0.008541 level. This means that the group’s average EQ range of 94 to 105 may be interpreted as relatively low to average and has shown significant differences. The findings do not concur with the study of Uniyal and Rawat (2020), which found that Emotional Intelligence has nothing to do with the type of organization or different levels of organizations or institutions.

Since the null hypothesis of no significant difference in the EQ of faculty from different colleges was rejected, the analysis does not end here. There remains the task of finding which pair of means significantly differ.

Table 9. Comparison of EQ of Faculty according to their College/Department and Campus

Group	F-computed	F-critical	Level of Significance	Interpretation
College	2.4819	1.8888	0.0085	Significant
Campus	2.2547	2.2676	0.0512	Not Significant

Table 10 shows the respective colleges where the EQ of the faculty involved in this study significantly differs. It can be seen that among the 55 pairs that can be made, only 15 pairs of colleges exhibited significant differences. More of these colleges are those comprising a bigger number of faculty with a higher level of educational attainment. The college with many faculty members who have not yet finished their postgraduate studies exhibited the lowest EQ, which is a corollary to the result in the test on the relationship between EQ and educational attainment of the faculty.

Teaching performance of the NEUST faculty

It can be noted in Table 11 that in terms of commitment, almost the same number of faculty were given outstanding (78 or 44.57%) and very satisfactory (79 or 45.14%) ratings by their immediate supervisor. Only 18 or 10.29% satisfactorily performed their duties and teachers, and no one got moderately satisfactory or unsatisfactory performance. This implies that the faculty members are committed to imparting knowledge to their students (Casinillo et al., 2020; Casinillo & Casinillo, 2021).

Table 10. Colleges with Significant Differences in Emotional Quotient

College	Difference	Interpretation
(College A) & (College B)	8.758	Significant
(College A) & (College C)	9.171	Significant
(College A) & (College F)	7.924	Significant
(College A) & (College G)	6.591	Significant
(College A) & (College H)	4.816	Significant
(College A) & (College J)	9.758	Significant
(College A) & (College K)	7.258	Significant
(College B) & (College D)	8.857	Significant
(College C) & (College E)	10.000	Significant
(College C) & (College D)	9.271	Significant
(College C) & (College E)	10.414	Significant
(College C) & (College H)	4.355	Significant
(College D) & (College F)	8.024	Significant
(College D) & (College J)	9.857	Significant
(College E) & (College J)	11.000	Significant

Table 11. Performance of the Faculty Respondents

Performance	Commitment		Knowledge of the Subject		Teaching for Independent Learning		Community Responsibility		Overall Teaching Performance	
	F	%	F	%	F	%	F	%	F	%
Outstanding	78	44.57	80	45.71	72	41.14	71	40.57	80	45.71
Very Satisfactory	79	45.14	75	42.86	80	45.71	72	41.14	80	45.71
Satisfactory	18	10.29	20	11.43	23	13.14	32	18.29	15	8.57
Moderately Satisfactory	0	0	0	0	0	0	0	0	0	0
Unsatisfactory	0	0	0	0	0	0	0	0	0	0
Total	175	100	175	100	175	100	175	100	175	100

Relationship between teaching performance and profile variables of the faculty

The relationship between the teaching performance of the faculty-respondents and their profile variables taken singly or in combination were computed using regression analysis.

Table 12 shows that among the profile variables, only the level of educational attainment has little correlation. In contrast, the rest of the variables have a slight correlation except sex which exhibited no correlation with teaching performance. Aside from educational attainment, other profile variables that showed significant relationship, although slight, are major or field of specialization, nature of the appointment, length of service, academic rank, and monthly family income. The findings confirm the study of Hariadi and Mardiaty (2019) that gender does not affect job performance because innovation leading toward better work performance may not necessarily have anything to do with a person's sex or gender.

When the profile variables were combined, the stepwise regression analysis gave the result that only the level of educational attainment showed a significant relationship with teaching performance, while the other profile variables were excluded automatically by the computer because they did not exhibit a significant

Table 12. Relationship between Teaching Performance and Profile Variables when Taken Singly

Profile	r	r-squared	Degree of Correlation	Level of Significance	Interpretation
Age	0.071	0.0050	Slight	0.174	Not Significant
Sex	0.002	0.0000	None	0.490	Not Significant
Civil Status	0.022	0.0005	Slight	0.3887	Not Significant
Religion	0.065	0.0042	Slight	0.197	Not Significant
Educational Attainment	0.376	0.1414	Little	0.000	Significant
Major	0.136	0.0185	Slight	0.037	Significant
Nature of Appointment	0.151	0.0228	Slight	0.023	Significant
Length of Service	0.130	0.0169	Slight	0.044	Significant
Academic Rank	0.167	0.0279	Slight	0.014	Significant
Monthly Family Income	0.155	0.0240	Slight	0.020	Significant
Number of Dependents	0.096	0.0092	Slight	0.104	Not Significant

effect when combined with other variables. As seen in the table, the level of educational attainment has a coefficient correlation, r , of 0.376. Also, when the percentage of the squared value of the coefficient r was computed, it revealed that 14.10% of the explained variance of teaching performance is attributed to the educational attainment of the faculty. This implies that whether taken singly or combined, the result of the study is consistent; the main factor that significantly affects the teaching performance of the faculty is their level of educational attainment. It supports the findings of Abun (2021) that educational attainment has a significant impact on teachers' self-efficacy, which is a contributing or predicting factor of work performance.

Table 13. Relationship between Teaching Performance and Profile Variables when Taken in Combination

Predictor	R	r-squared	Degree of Correlation	Level of Significance	Interpretation
Level of Educational Attainment	0.376	0.141	Little	0.000	Significant

Relationship between teaching performance and EQ of the faculty respondents

Table 14 shows that the domain of self-awareness had little correlation, with an r -value of 0.210, which means that 4.4% of the variance in teaching performance of the faculty can be accounted for by their self-awareness. There was a positive correlation between teaching performance and their EQ in terms of the five domains, which implies that the higher the scores in the corresponding domains of emotional intelligence, the higher their teaching performance.

The relationship of the overall EQ was determined using linear regression and Pearson product-moment correlation. The computed coefficient correlation, r , is 0.217, which connotes little correlation between EQ and the teaching performance of the faculty. The computed positive coefficient of correlation indicates that the emotional quotient of the faculty is directly proportional to the teaching performance, which means that the higher the EQ of the faculty, the higher their teaching performance. It validates the findings of Asrar-ul-Haq et al. (2017) that emotional intelligence has a statistically significant impact on the teacher's work performance. When teachers develop emotional intelligence, it also enhances behavior and attitude resulting in success and satisfaction.

Table 14. Relationship between Teaching Performance and Emotional Quotient of the Faculty Respondents

Predictor	R	r-squared	Degree of Correlation	Level of Significance	Interpretation
Self-Awareness	0.210	0.044	Little	0.036	Significant
Mood Management	0.152	0.023	Slight	0.040	Significant
Self-Motivation	0.193	0.037	Slight	0.045	Significant
Empathy	0.115	0.013	Slight	0.050	Significant
Social Skills	0.115	0.013	Slight	0.050	Significant
Emotional Intelligent Quotient	0.217	0.047	Little	0.002	Significant

Relationship between EQ and profile variables of the faculty

A regression analysis was conducted to find out which among the profile variables of the faculty respondents had significant effects on their Emotional Quotients. The results of the statistical computations are summarized in Table 15.

In terms of educational qualifications, 41.71% of the respondents represented the faculty with M.A. units, followed by 24.57% of faculty who had earned their master's degrees. Only 8% were identified as BS graduates and Ph.D. graduates. It can be noted that only a small percentage of the respondents were able to complete their postgraduate studies, which, as interviews revealed, was primarily due to family financial constraints and lack of opportunities to pursue postgraduate courses. The findings agree with the study of Çalıŝođlu and Yalvaç (2019) that among the difficulties encountered by teachers who are continuing their graduate education include inadequacy of material and moral incentives to complete their education. Recently, this issue has been addressed by the Philippine Commission on Higher Education (CHED) by granting the Staff and Instructors' Knowledge Advancement Program (SIKAP), which "provides opportunities for Higher Education Institution (HEI) teaching and non-teaching personnel, or former HEI teaching or non-teaching personnel seeking advanced studies in identified universities and colleges in the Philippines" (CHED, 2021).

Table 15 shows that among the ten profile variables considered, only two exhibited little correlation with the Emotional Intelligence Quotients of the faculty, namely: educational attainment ($r=.260$) and monthly family income ($r=0.216$). Other profile variables showed slight correlations except for civil status, which was revealed to not correlate with their emotional quotients. This statistical analysis shows that aside from educational attainment and monthly family income, the remaining variance of the EQ could be credited to other factors which are not included in this study. The results agree with the findings of Arzone et al. (2018) that teachers' demographic profiles do not influence the level of emotional intelligence. It indicates that EI is governed by other factors, which could be based on intrinsic motivation, personnel competence, and social competence.

Table 15. Relationship between Emotional Quotient and Profile Variables when Taken Singly

Profile	r	r-squared	Degree of Correlation	Level of Significance	Interpretation
Age	0.018	0.000324	Slight	0.406	Not Significant
Sex	0.034	0.001156	Slight	0.329	Not Significant
Civil Status	0.003	0.000009	None	0.486	Not Significant
Religion	0.059	0.003481	Slight	0.219	Not Significant
Educational Attainment	0.260	0.0676	Little	0.000	Significant
Major	0.018	0.000324	Slight	0.404	Not Significant
Nature of Appointment	0.034	0.001156	Slight	0.328	Not Significant
Length of Service	0.046	0.002116	Slight	0.273	Not Significant
Academic Rank	0.070	0.0049	Slight	0.179	Not Significant
Monthly Family Income	0.216	0.0467	Little	0.002	Significant
Number of Respondents	0.093	0.008649	Slight	0.110	Not Significant

Table 16 exhibited that when the faculty profile variable was combined and subjected to stepwise regression to determine their relationship with the EQs of the respondents, only four variables showed significant effects, namely: level of educational attainment, academic rank, length of teaching experience, and monthly family income.

The level of educational attainment appeared to be the most influential factor that could lower or increase the EQ of the faculty concerned. When the educational attainment was combined with academic rank, the resulting coefficient r is 0.325 with an r -squared of 0.1050, significant at 0.000. The resulting r value was higher than that of the level of education alone, which means that when the two variables were combined, they could influence the emotional quotient of the faculty. Based on previous research, educational attainment alone may or may not influence EI, but no literature has been related to the combined impact of education and position. Thus, this may be the basis for further study.

Table 16. Relationship between Emotional Quotient and Profile Variables when Taken in Combination

Profile	r	r-squared	Percent r-squared	p-value	Interpretation
Level of Educational Attainment	0.260 ^a	0.0676	6.76	$p < .001$	Significant
Academic Rank	0.325 ^b	0.105	10.50	.000	Significant
Monthly Family Income	0.380 ^c	0.144	14.40	.000	Significant
Length of Teaching Experience	0.406 ^d	0.165	16.50	.000	Significant

a. Predictors: educational

b. Predictors: education, academic rank

c. Predictors: education, academic rank, monthly family income

d. Predictors: education, academic rank, monthly family income, length of service

5.0. Conclusion

The majority belonged to middle age; females outnumbered the males; married; Roman Catholics; had three total family dependents; with permanent teaching status; fairly young in their academic service; were occupying instructor positions. Based on the findings, the emotional intelligence of the faculty is at the average level indicating their ability to recognize and deal with their own emotions and those of others in a reasonably effective manner. Moreover, the satisfactory performance ratings of the faculty indicate that they are competent to deliver quality education. The study validates previous research that emotional intelligence significantly impacts the teacher's work performance. When teachers develop emotional intelligence, it also enhances behavior and attitude resulting in success and satisfaction.

Given the established influence of EQ on the faculty's work performance and certain demographic profiles' influence on teaching performance, it is a vital consideration to include these parameters in faculty hiring and selection. The importance of Emotional Intelligence, if not comparable, is more vital than IQ as it influences not only work performance but job satisfaction and the performance of the students as well.

The study was limited to the case of NEUST faculty only and the relationship of their EQ with teaching performance. Other measures of performance may be investigated as well as non-teaching personnel to establish the influence of EQ on employee performance.

Based on the findings and conclusions of the study, the following offshoots of the study are recommended: A similar study conducted among the non-teaching personnel of Higher Education Institutions, teaching personnel in State Universities and Colleges, and other teaching personnel in Higher Educational Institutions, public and private; The EQ of teaching applicant to be considered when hiring faculty at HELs; and Conduct seminars and training on emotional quotient in order for faculty to fully understand the implications of social acts on emotions and the regulation of emotion in self and others.

6.0. Declaration of Conflicting Interest

The authors declare no conflicts of interest regarding the research, authorship, and publication of this article.

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