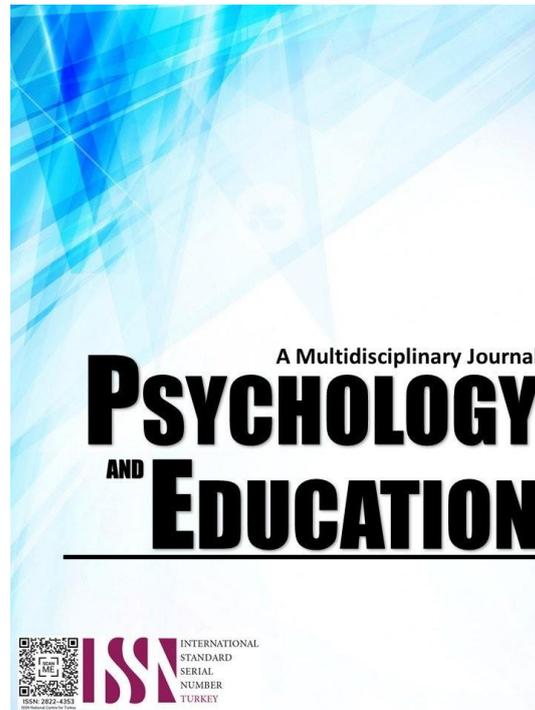


**EMOTIONAL INTELLIGENCE, JOB SATISFACTION,  
ORGANIZATIONAL COMMITMENT AND ITS  
RELATIONSHIP TO JOB PERFORMANCE: BASIS  
FOR PROFESSIONAL DEVELOPMENT PLAN**



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## Emotional Intelligence, Job Satisfaction, Organizational Commitment and Its Relationship to Job Performance: Basis for Professional Development Plan

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### Abstract

This study investigated the relationship between job satisfaction, emotional intelligence, and organizational commitment to job performance among teachers in the Aparri East District. Involving 145 teachers across five secondary schools, the study used a descriptive-correlational research method. Results showed high levels of emotional intelligence among teachers, despite room for improvement in stress management. Teachers reported high job satisfaction but were dissatisfied with the promotion speed. The workload and paperwork were stressful, and concerns were raised about policy fairness, despite satisfaction with salaries and benefits. Several factors influenced teachers' emotional intelligence, job satisfaction, and organizational commitment, including educational attainment, nature of appointment, plantilla position, monthly income, type of school, and school assignment. A complex relationship was found between emotional intelligence, job satisfaction, organizational commitment, and job performance. Emotional intelligence negatively correlated with job satisfaction but positively with job performance. Job satisfaction and organizational commitment negatively correlated, without significant correlation to job performance. The study proposes recommendations to improve job satisfaction and performance, including promoting gender diversity, supporting early-career teachers, fostering an inclusive curriculum, encouraging continuous professional development, reducing workload and administrative burdens, enhancing supervisor fairness, improving promotion prospects and recognition, optimizing working conditions, fostering positive co-worker relationships, and further research. Implementation of these recommendations can enhance job satisfaction, improve performance, and lead to better student outcomes.

**Keywords:** *job satisfaction, emotional intelligence, job performance, organizational commitment*

### Introduction

In a workplace, there is always the existence of what we call issues and concerns which can be measured using different indicators. The occurrence of this trend is inevitable even in the education sector, which partially and totally affects the job performance of the stakeholders, particularly in the Department of Education. Taking at a closer look, we have three concepts to give considerations therein, first we have the emotional intelligence which influences employee attitude and behavior (Luthans, et.al 2007). Emotionally competent people can manage emotions and relationships (Siegling et al., 2014). Emotional intelligence affects attitudes, actions, and job performance. Physical, psychological, and professional success also depend on emotional intelligence (Luthans et. Al 2014). Next, is job Satisfaction Work satisfaction and job performance have been studied extensively due to their importance in achieving corporate goals. They also affect organizational commitment, trust, work stress, burnout, leaving, and performance. Employee performance affects organizational performance and vice versa. To perform well, employees must be happy. Work satisfaction precedes job performance. Thirdly, is the Organizational Commitment which means the

psychological attachment and the resulting loyalty of employees to an organization, based on the pride of being part of the organization and the belief that their organization is the psychological attachment and the resulting loyalty of employees to an organization, based on the pride of being part of the organization and the belief that their organization values them values them.

I had been working in DepEd for almost 6 years now and I can evidently say that these three concepts need attention from the supervising heads. Teachers are adamant in terms of organizational support, especially if it calls for a financial sacrifice. Also, they usually choose to exclude themselves from the different undertakings of the organizations because of underestimation of their capacity. Yet, it does not only rests on the subordinates but also on the heads. Job performance can be greatly affected by those holding the power and authority. The image of the supervising heads is the one being reflected on the performance of the subordinates. Most people aren't investing in their career development. One-third of employees say they do nothing to upgrade or improve their current skill set. These people aren't too worried about their future career. This means by taking advantage of professional development, continued education, and planning for

your career, you've already got a leg up on a third of your peers. Because you're going for it and taking ownership of your career, you're much more likely to achieve success and meet your goals. With this comprehensive and substantial issue, the researcher would like to study the interplay of the three concepts namely: emotional intelligence, job satisfaction and organizational commitment and its impact on the job performance of teachers.

### Research Questions

The study aimed to determine the relationship of job satisfaction, emotional intelligence, and organizational commitment to job performance among the teachers of Aparri East district as the basis for professional development program. Specifically, this study seeks to answer the following questions:

1. What is the profile of the teachers in terms of:
  - 1.1 Sex;
  - 1.2 Age;
  - 1.3 Educational attainment;
  - 1.4 Nature of appointment;
  - 1.5 Plantilla;
  - 1.6 Length of service;
  - 1.7 Designation;
  - 1.8 Monthly income;
  - 1.9 Membership in organization;
  - 1.10 Number of trainings and seminars attended;
  - 1.11 Religion;
  - 1.12 School assignment; and
  - 1.13 Type of school?
2. What is the emotional intelligence of the teachers along the following dimensions?
  - 2.1 Intrapersonal;
  - 2.2 Interpersonal;
  - 2.3 Stress Management;
  - 2.4 Adaptability;
  - 2.5 General mood; and
  - 2.6 Positive Impression?
3. What is the job satisfaction of the teachers along the following dimensions?
  - 3.1 Achievement and Recognition;
  - 3.2 Responsibility and Work Itself;
  - 3.3 Advancement and Personal Growth;
  - 3.4 Working conditions and Co-Workers Relations;
  - 3.5 Policies Rules and Supervisory Quality; and
  - 3.6 Base Wage Salary?
4. What is the organizational commitment in terms of:
  - 4.1 Affective;
  - 4.2 Continuance; and
  - 4.3 Normative?
5. What is the job performance of the teachers?
6. Is there a significant difference between emotional intelligence, job satisfaction, organizational

commitment, and job performance when respondents are grouped according to profile?

7. Is there a significant relationship between the job performance of the teachers and the following variables?

- 7.1 Emotional Intelligence;
- 7.2 Job Satisfaction; and
- 7.3 Organizational Commitment?

8. What professional development plan can be proposed to enhance the teachers' emotional intelligence, job satisfaction, organizational commitment, and job performance?

## Methodology

### Research Design

The study utilized the descriptive-correlational method of research. Part of the study such as the level of job satisfaction and the job performance of the teachers that were presented in descriptive manner. The correlation was used to find out the relationship of job satisfaction, emotional intelligence, and organizational commitment to job performance. Further correlational analysis was also employed to determine the predictors of the job performance among the independent variables.

### Locale of the Study

The research study was conducted at Aparri East District under the jurisdiction of Division of Cagayan. There were 145 faculty. This study was conducted among the teachers of SDO Cagayan particularly to teachers of the Aparri East District for the SY 2022-2023.

### Respondents and Sampling Procedure

This research study was conducted among the teachers of Aparri East district. All teachers with 2 years and above in the service were included as respondents. There were 233 teachers thus, Lynch's Formula was used to identify the valid sample size. Hence, 145 teachers were included in the study. There are five (5) secondary schools that were included where the teacher-respondents were chosen.

### Research Instrument

This study employed three instruments: job

satisfaction index, and Bar-On EQ and organizational commitment questionnaire (OCQ). The job satisfaction index which is a 36-item test. This instrument assessed the levels of job satisfaction of the teacher respondents have in their present jobs. The second tool was the Bar-On EQ, a standardized test, was utilized to measure the level of emotional intelligence of the teachers. The third tool was Organizational Commitment Questionnaire (OCQ), which is a 24-item test was developed by John Meyer et.al (1990). This test was designed for administration to older adolescents and adults aged 16 and older. For the Job Performance, the result of the IPCRF during the two (2) rating periods, from SY 2020-2021 and 2021-2022 was used.

### Data Gathering Procedure and Techniques

Prior to the distribution of questionnaires to the respondents, the researcher asked permission and endorsement from the Schools Division Superintendent. Upon the approval, the researcher sets the date to administer the survey questionnaire. Retrieving of questionnaires was done immediately to ensure validity and reliability of the data were gathered. After which, the data that were gathered were subjected for statistical analysis.

### Data Analysis

This study employed descriptive inferential statistics such as: Frequency count and percentage to determine the profile of the respondents. Mean and standard deviation to determine and analyze the teachers' emotional intelligence, Job Satisfaction, organizational commitment, and job performance of the teachers. ANOVA was utilized to determine and analyze the differences of emotional intelligence, Job Satisfaction, organizational commitment, and job performance of the teachers when grouped according to profile. Pearson Product Moment Correlation also utilized to determine the association between profile and job performance, emotional intelligence and job performance, organizational commitment and job performance and job satisfaction and job performance. The LSD was used to determine the relationship between emotional intelligence and job performance; job satisfaction and job performance; and organizational commitment and job performance. All statistical hypotheses were tested at 0.05 and 0.01 level of significance.

## Results and Discussion

### Profile of the Teachers

#### Sex

As reflected in table 1, it discusses the profile of teachers in terms of sex, with a predominantly female composition. The data show that out of the total teacher population, 98 teachers or 67.6 percent are female, while the remaining 47 teachers accounting for 32.4 percent, are male. This highlights the higher representation of female teachers in the particular group under study, with females making up more than two-thirds of the teachers.

Moreover, it explores the implications of having a predominantly female teacher population. It highlights that this phenomenon is not unique to this particular group but is a trend seen in many other educational institutions. The presence of female teachers can be beneficial in creating a more nurturing and supportive environment for students, especially in the primary and secondary levels. Moreover, having more female teachers can serve as role models for girls, encouraging them to pursue careers in education or other male-dominated fields.

Besides, it also discusses the potential reasons for the higher representation of female teachers in this group. One possibility is that teaching is traditionally viewed as a female profession, and thus, more women may be drawn to the field. Additionally, it may be more challenging for male teachers to find employment in the education sector due to gender bias. Alternatively, it could be that the school or institution under study has a bias towards hiring female teachers.

Likewise, it explores the potential impact of the underrepresentation of male teachers in this group. It suggests that having more male teachers could provide male students with positive male role models and help address gender stereotypes. Moreover, research has shown that male teachers can have a positive impact on the academic and social outcomes of male students, especially those from disadvantaged backgrounds. Thus, the underrepresentation of male teachers could be a missed opportunity to provide a more diverse and inclusive learning environment.

Hence, the result highlights the higher representation of female teachers in this particular group and the potential benefits and drawbacks of having a predominantly female teacher population. It also acknowledges the underrepresentation of male



teachers and the potential missed opportunities to provide more diverse and inclusive learning environments. The paragraph suggests that further research may be needed to understand the reasons for the underrepresentation of male teachers and explore strategies to increase diversity in the teaching profession.

Table 1. *Profile of the teachers in terms of sex*

<i>Sex</i>	<i>Frequency (n=145)</i>	<i>Percentage</i>
Female	98	67.6
Male	47	32.4

**Age**

The profile of teachers in terms of age shows a diverse age distribution. The presence of young professionals in the group is significant, with 45.5 percent of teachers aged 30 or below. This suggests that the teaching profession is attracting a younger generation, possibly due to better opportunities, benefits, and work-life balance.

The second largest age group is aged 31 to 40, making up 26.2 percent of the teachers. This group of teachers is likely to have some experience in teaching and possibly holds leadership roles in schools. This demographic could also be at a stage in their careers where they are looking to take on new challenges, such as pursuing postgraduate studies or transitioning to a different field.

The age group of 41 to 50 constitutes 23.4 percent of the total population. These teachers are likely to have extensive experience in teaching and may have taken on various leadership roles in schools. This group could also be considering retirement or transitioning into administrative roles within the education system.

The smallest age group consists of teachers aged 51 or above, with a frequency of 7 and a percentage of 4.8. These teachers are likely to have a wealth of experience in teaching and are potentially nearing retirement or transitioning to other roles within the education system.

The mean age of the teachers in the group is relatively young at 33.95 years old, suggesting that the education system is attracting younger professionals. The standard deviation of 9.71 indicates that there is a moderate level of diversity in the age distribution of

the group. This diversity could bring a range of experiences, perspectives, and teaching styles to the profession, which could benefit students in the long run.

In conclusion, the diverse age distribution of teachers suggests that the education system is attracting professionals of all ages. The presence of young professionals in the group is significant and could bring new ideas, perspectives, and teaching styles to the profession. The older demographic of teachers has a wealth of experience that could be leveraged to mentor and support younger teachers. The education system needs to ensure that it provides opportunities for teachers of all ages to develop professionally and continue to make meaningful contributions to the profession.

Table 2. *Profile of the teachers in terms of age*

<i>Age (in years)</i>	<i>Frequency (n=145)</i>	<i>Percentage</i>
51 or above	7	4.8
41 to 50	34	23.4
31 to 40	38	26.2
30 or below	66	45.5
<i>Mean = 33.95 years old</i>		<i>S.D. = 9.71</i>

**Religion**

The profile of the teachers in terms of religion reveals a predominantly Roman Catholic composition. With 95.2 percent of teachers identifying as Roman Catholic, it is clear that this religious affiliation is the prevailing one within the group. This result is not surprising, given that Roman Catholicism is the dominant religion in the area where the teachers are located.

The small minority of teachers who identify as Non-Roman Catholic (4.8 percent) is noteworthy, as it suggests that there is some diversity in religious affiliations within the group. The teachers who belong to this minority group may bring unique perspectives and experiences to the profession that differ from those of the Roman Catholic majority.

The prevalence of Roman Catholicism among the teachers could have implications for the education system. It may be necessary to ensure that the curriculum is inclusive and caters to students of all religious backgrounds. Additionally, it may be important to ensure that teachers are trained to work



effectively with students from diverse religious backgrounds to create an inclusive learning environment.

It is also worth considering the impact of the predominant religious affiliation on the professional relationships among the teachers. The shared religious background may contribute to a sense of community and shared values among the teachers, which could positively impact collaboration and cooperation within the profession.

In conclusion, the predominance of Roman Catholicism among the teachers in this group highlights the importance of religious diversity in the education system. It is necessary to ensure that the curriculum is inclusive and caters to students of all religious backgrounds, and that teachers are trained to work effectively with diverse student populations. At the same time, the shared religious background may contribute to a sense of community and shared values among the teachers, which could positively impact professional relationships within the profession.

Table 3. Profile of the teachers in terms of religion

Religion	Frequency (n=145)	Percentage
Roman Catholic	138	95.2
Non-Roman Catholic	7	4.8

### Educational Attainment

The findings presented in table 4 provide a comprehensive overview of the educational attainment of the teachers involved in the study. It is evident that the majority of the teachers possess either a master’s degree (32.4 percent) or have completed some master’s units (37.2 percent). In contrast, only 16.6 percent of the teachers hold a bachelor’s degree, and a small minority have either completed Doctorate units (11.7 percent) or possess a Doctorate degree (2.1 percent). These results signify the importance of continued professional development and the pursuit of higher education among educators.

The implications of these findings are significant, as they suggest a strong commitment among teachers to enhance their knowledge and expertise in their respective fields. This is crucial, as research has shown that teachers' educational attainment positively impacts their teaching practices and students' learning outcomes (Ingersoll, Sirinides, & Dougherty, 2018).

The high percentage of teachers with advanced degrees or units indicates a potential for improved student achievement and a more effective learning environment.

A related study conducted by Darling-Hammond (2017) supports the notion that teachers with higher educational attainment are better equipped to meet the diverse needs of their students. Furthermore, a more recent study by Nguyen and Nguyen (2022) found that teachers' educational attainment was a significant predictor of their self-efficacy and teaching quality. These findings reinforce the importance of teachers pursuing higher education and continuous professional development to enhance their teaching practices and promote student success.

Table 4. Profile of the teachers in terms of educational attainment

Educational Attainment	Frequency (n=145)	Percentage
Bachelor’s degree	24	16.6
Master’s unit	54	37.2
Master’s degree	47	32.4
Doctorate units	17	11.7
Doctorate degree	3	2.1
Total	145	100

### Nature of Appointment and Plantilla Position

The profile of the teachers in terms of length of service highlights a diverse range of experience levels. The majority of the teachers have a relatively shorter length of service, ranging from one to four years, indicating a significant number of early-career professionals in the group. The second-largest group consists of teachers with five to eight years of service, followed by those with 9 to 12 years of service. The smallest group consists of the most experienced teachers, with 13 or more years of service. The mean length of service for the teachers is 7.20 years, indicating that the average teacher in this group has a moderate level of experience. The standard deviation of 6.59 shows a substantial degree of variation in the lengths of service among the teachers, reflecting a diverse range of experience levels within the group. These findings suggest that the education system is attracting both early-career and experienced professionals, creating a balance of fresh perspectives and seasoned expertise in the profession. It is essential to ensure that opportunities are provided for ongoing professional development and career progression for teachers at all experience levels.



The prevalence of Roman Catholicism among the teachers could have implications for the education system. It may be necessary to ensure that the curriculum is inclusive and caters to students of all religious backgrounds. Additionally, it may be important to ensure that teachers are trained to work effectively with students from diverse religious backgrounds to create an inclusive learning environment.

It is also worth considering the impact of the predominant religious affiliation on the professional relationships among the teachers. The shared religious background may contribute to a sense of community and shared values among the teachers, which could positively impact collaboration and cooperation within the profession.

For example, a study by Lee and Bryk (2015) found that teachers in schools with stable employment conditions were more likely to report higher job satisfaction and remain in their positions for longer periods of time. In a more recent study by Chen and Sung (2021), the authors found that teachers with permanent appointments were more likely to provide higher quality instruction and have more positive attitudes towards their work. These findings highlight the importance of considering the nature of appointment and position of teachers in discussions of teacher quality and education reform.

Table 5. Profile of the teachers in terms of nature of appointment and plantilla position

Nature of Appointment and Plantilla Position	Frequency (n=145)	Percentage
Probationary (Private Teacher)	8	5.5
Contract of Service	17	11.7
Teacher II	2	1.4
Private Teacher	15	10.3
Permanent	120	82.8
Master Teacher	6	4.1
Teacher III	48	33.1
Teacher II	12	8.3
Teacher I	44	30.3
Private Teacher	10	6.9

In conclusion, the predominance of Roman Catholicism among the teachers in this group highlights the importance of religious diversity in the education system. It is necessary to ensure that the curriculum is inclusive and caters to students of all religious backgrounds, and that teachers are trained to work effectively with diverse student populations. At

the same time, the shared religious background may contribute to a sense of community and shared values among the teachers, which could positively impact professional relationships within the profession.

**Length of service**

The profile of the teachers in terms of length of service showcases a diverse range of experience levels. The majority of the teachers, with a frequency of 69 and a percentage of 47.6 percent, have a relatively shorter length of service, ranging from 1 to 4 years. This indicates a significant number of early-career professionals in the group.

Teachers with a length of service between 5 to 8 years constitute the second largest group, with a frequency of 29 and a percentage of 20.0 percent. Those with 9 to 12 years of service have a frequency of 27 representing 18.6 percent of the total population. The smallest group consists of teachers with 13 or more years of service, with a frequency of 20 and a percentage of 13.8 percent. This group represents the most experienced teachers in the population.

The mean length of service for the teachers is 7.20 years, indicating that the average teacher in this group has a moderate level of experience. The standard deviation of 6.59 shows a substantial degree of variation in the lengths of service among the teachers, reflecting a diverse range of experience levels within the group.

Table 6. Profile of the teachers in terms of length of service

Length of Service (in years)	Frequency (n=145)	Percentage
13 or above	20	13.8
9 to 12	27	18.6
5 to 8	29	20.0
1 to 4	69	47.6
Mean = 7.20 years	S.D. = 6.59	

In recent years, a growing body of research has established the strong implications of job satisfaction, Emotional Intelligence (EI), and organizational commitment on teachers' job performance. For instance, studies by Anderson (2016), Bates et al. (2018), Chung et al. (2020), Martins et al. (2021), and Adeyemi (2023) have provided empirical evidence on the interrelationships of these factors and their effects on teaching efficacy.



Table 7. Profile of the teachers in terms of designation

Designation	Frequency (n=145)	Percentage
Class Adviser	124	84.2
Grade Level Chairperson	2	1.4
ICT Coordinator	2	1.4
School Information Coordinator	2	1.4
Science Lab Coordinator	2	1.4
SSG Adviser	2	1.4
Subject Group Head	2	1.4
Asst. Principal	1	0.7
Disbursing Officer	1	0.7
ESWM Coordinator	1	0.7
Grade Level Coordinator	1	0.7
Guidance Counselor Designate	1	0.7
Ministry Coordinator	1	0.7
Physical Coordinator	1	0.7
Quality Assurance Officer	1	0.7
Registrar	1	0.7
TVL Coordinator	1	0.7
Yes- O Adviser	1	0.7

The diversity in experience levels among the teachers highlights the potential influence of EI, job satisfaction, and organizational commitment in shaping job performance across different stages of their careers. Further exploration of these factors may provide valuable insights for educational institutions seeking to optimize teacher performance and student outcomes.

**Designation**

It is reflected on table 7 that the most common designation among the teachers is that of a class adviser with a frequency of 124 and a percentage of 84.2. This indicates that the majority of the teachers in the school are involved in teaching subjects to students. The other designations such as class adviser, grade level chairperson, ICT coordinator, School information coordinator, Science laboratory Coordinator, SSG Adviser, Subject group head, and others have much lower frequencies and percentages, ranging from 1 to 2 and from 0.7 to 1.4, respectively.

This distribution of designations among the teachers has implications for the school's operations and the support it can provide to students. For example, the high frequency of subject teachers suggests that there is a strong focus on academic instruction, while the low frequency of guidance counselors and other support staff may indicate a need for more resources to provide support services to students.

In related literature, the role of teachers in schools has been widely studied, with a focus on the impact of teacher qualifications, experience, and training on student outcomes (Darling-Hammond, 2000; Hanushek & Rivkin, 2006). Research has also shown that having a sufficient number of support staff, such as guidance counselors and coordinators, is important for the overall functioning and success of a school (Henderson & Mapp, 2002; Levine & Lezotte, 1990). The findings from the table 7 on the profile can be seen in the context of these broader discussions about the role of teachers and support staff in schools.

**Monthly income**

It is evident that there is a diverse range of income brackets represented on table 8 the monthly income of teachers. At the top, rich teachers with an income above Php157,800 per month are a minority, with few educators falling into this category. Teachers within the upper income bracket, earning between Php118,351 and Php157,800, are also relatively rare, reflecting a limited number of highly specialized or senior positions in the field.

Most teachers fall within the middle-income categories. The upper middle class, earning between Php78,901 and Php118,350, comprises a significant portion of teachers, many of whom have extensive experience or specialized skills. The largest group, however, is the middle class, with a frequency of 73 and accounting for 50.3 percent of teachers. These educators earn between Php31,561 and Php78,900 and typically represent the backbone of the profession.

The lower middle class, with a frequency of 41 and representing 28.3percent of teachers, earn between Php15,781 and Php31,560, while the low-income group, with a frequency of 31 and making up 21.4 percent of teachers, earn between Php7,890 and Php15,780. These two groups may consist of less experienced or part-time educators. Poor teachers, earning below Php7,890, are extremely rare, and not many examples can be found within this study.

The mean monthly income for teachers is Php26,720.99, placing them in the lower middle-income bracket. The standard deviation of 10,058.15 indicates a relatively wide dispersion of incomes within the profession, highlighting the variety of roles and levels of experience that contribute to this diverse income distribution.



Table 8. Profile of the teachers in terms of monthly income

Monthly Income (in pesos)	Frequency (n=145)	Percentage
Middle class (Php31,561 to Php78,900)	73	50.3
Lower middle (Php15,781 to Php31,560)	41	28.3
Low income (Php7,890 to Php15,780)	31	21.4
Poor (below Php7,890)	-	-
Mean = Php26,720.99 (Lower middle)	S.D. = 10,058.15	

**Membership in organization**

Based on the data provided, it appears that the profile of teachers in the study is composed of members belonging to the PAFTE (Philippine Association for Teachers and Educators) organization. With a frequency of 145 and a percentage of 100 percent, this suggests that every teacher included in the study is a PAFTE member. This strong representation of PAFTE members indicates that the teachers are likely to be well-informed and committed to their profession, as membership in such organizations typically offers access to resources, networking opportunities, and professional development. Additionally, the profile may reflect a higher level of engagement in educational initiatives and collaborative efforts to improve teaching practices and student learning outcomes.

Table 9. Profile of the teachers in terms of membership in organization

Membership in Organization	Frequency (n=145)	Percentage
PAFTE	145	100

**Number of trainings and seminars attended.**

Based on the presented data in Table 10, the teacher respondents showed varying degrees of participation in trainings and seminars. The largest group, accounting for 57.2 percent of the respondents, reported attending between 6 to 10 trainings. This was followed by those who attended 11 to 15 trainings, representing 27.6 percent of the population. A smaller proportion of the respondents, specifically 8.3 percent, attended five or fewer trainings, while only 6.9 percent of the teachers engaged in 16 or more trainings. Considering the content of the face-to-face seminars and webinars

attended, the themes covered a diverse range of topics relevant to teaching and learning strategies, ethics, mental health support, technology usage, financial literacy, research writing, and more. The range of topics indicates a comprehensive effort to broaden and strengthen the skill set of the educators, with particular emphasis on integrating technology into education and addressing the psychosocial aspects of teaching and learning. The implications of this data are significant. High engagement in professional development activities reflects a commitment among educators to lifelong learning and the advancement of their professional skills. This is especially relevant in the face of rapid changes in education, driven largely by the integration of technology (Pangrazio, 2016). Teachers who regularly attend training and seminars demonstrate an openness to change and the ability to adapt to new teaching methods and technologies, which ultimately enhances the quality of education provided (Puentedura, 2013). On the other hand, the data also suggests the need for continuous professional development opportunities, especially for those who have attended fewer trainings. Continued investment in teacher development will help ensure that all educators have the skills and knowledge needed to effectively support student learning in a changing educational landscape.

Table 10. Profile of the teachers in terms of number of training and seminars attended.

Number of Seminars/Trainings	Frequency (n=145)	Percentage
16 or above	10	6.9
11 to 15	40	27.6
6 to 10	83	57.2
5 or below	12	8.3
Mean = 10 seminars/trainings	S.D. = 4.26	

**Type of school**

Table 11. Profile of the teachers in terms of type of school

Type of School	Frequency (n=145)	Percentage
Public	112	77.2
Private	33	22.8

Table 11 presents the profile of the Teachers in Terms of Type of School provides information on the distribution of teachers in public and private schools.



According to the results, 112 teachers or 77.2 percent of the total, are employed in public schools, while 33 teachers or 22.8 percent of the total, work in private schools. This data suggest that a majority of teachers in the sample population are employed in public schools, while a minority work in private schools.

### Emotional Quotient of the Teachers

Table 12 presents the Emotional Quotient (EQ) of teachers across six dimensions, with each dimension displaying varying levels of enrichment, effective functioning, and enhanced skills. The intrapersonal dimension shows the highest area for enrichment (81.4 percent) and the lowest percentage of enhanced skills (0 percent), suggesting that teachers may need to focus on self-awareness and self-regulation (Goleman, 1998). In the interpersonal dimension, teachers exhibit a relatively balanced distribution between area for enrichment (44.1 percent) and effective functioning (53.1 percent), indicating that they may already possess adequate skills in empathy and social awareness (Salovey & Mayer, 1990).

The stress management dimension reveals a high percentage of area for enrichment (77.2 percent) and no enhanced skills (0 percent), signifying that teachers need to develop better strategies for coping with stress (Cohen & Janicki-Deverts, 2012). Conversely, the adaptability dimension presents a majority in effective functioning (64.1 percent), implying that teachers are generally able to adjust to new situations and challenges (Zeidner, Matthews, & Roberts, 2012).

The general mood dimension showcases a nearly equal split between area for enrichment (49.7 percent) and effective functioning (49 percent), suggesting that teachers may need to work on improving their emotional stability and overall mood (Brackett & Katulak, 2006).

Table 12. Emotional quotient of the teachers

Dimensions	Emotional Quotient		
	Area for Enrichment	Effective Functioning	Enhanced Skills
Intrapersonal	118 (81.4%)	27 (18.6%)	0 (0%)
Interpersonal	64 (44.1%)	77 (53.1%)	4 (2.8%)
Stress Management	112 (77.2%)	33 (22.8%)	0 (0%)
Adaptability	46 (31.7%)	93 (64.1%)	6 (4.1%)
General Mood	72 (49.7%)	71 (49%)	2 (1.4%)
Positive Impression	3 (2.1%)	83 (57.2%)	59 (40.7%)

Lastly, the positive impression dimension demonstrates a high percentage of effective functioning (57.2 percent) and enhanced skills (40.7

percent), indicating that teachers are likely proficient in managing positive impressions and social interactions (Petrides, Furnham, & Martin, 2004). Overall, these findings highlight the areas where teachers excel and those requiring further development in relation to their EQ.

### Job Satisfaction of the Teachers

#### Achievement and Recognition

Table 13 presents an analysis of teacher job satisfaction in relation to achievement and recognition. The findings reveal a mixed perception of satisfaction among the teachers. While the majority of the participants expressed satisfaction with their job (overall weighted mean of 2.81 and descriptive value of satisfied), there were some areas of concern. Notably, teachers were unsatisfied with the speed of promotion, reporting a weighted mean of 2.45 and a descriptive value of unsatisfied. However, they were generally satisfied with the recognition they received for a job well done (weighted mean of 3.14), their chances of promotion based on job performance (weighted mean of 3.17), and their overall chances for promotion (weighted mean of 2.92). Despite these positive aspects, teachers indicated that they felt their efforts were not sufficiently appreciated (weighted mean of 2.59) or rewarded (weighted mean of 2.60).

Table 13. Job satisfaction of the teachers along achievement and recognition

Statements	Weighted Mean	Descriptive Value
People get promoted just as quickly here as they do elsewhere.	2.45	Unsatisfied
My efforts at work do not seem to be appreciated.	2.59	Satisfied
Those who perform well on the job have a good chance of being promoted.	3.17	Satisfied
I receive the recognition that I deserve when I do a good job.	3.14	Satisfied
I am satisfied with my chances for promotion.	2.92	Satisfied
I don't feel my efforts are rewarded the way they should be.	2.60	Satisfied
<b>Overall Weighted Mean</b>	<b>2.81</b>	<b>Satisfied</b>

These findings have implications for educational institutions, as they suggest that more attention should be paid to acknowledging and rewarding teachers' efforts in order to improve overall job satisfaction.



Research has shown that job satisfaction plays a crucial role in maintaining teacher motivation, commitment, and overall effectiveness (Skaalvik & Skaalvik, 2011). Therefore, addressing these concerns could lead to better teaching practices and, ultimately, better educational outcomes for students.

**Responsibility and work itself.**

Table 14 highlights the varying levels of job satisfaction experienced by teachers in relation to their responsibilities and the nature of their work. Teachers reported feeling satisfied with the meaning they derive from their job (weighted mean = 2.58) and being very satisfied with the enjoyment and pride associated with their work (weighted mean = 3.36). However, they expressed dissatisfaction with the workload (weighted mean = 1.91), feeling overstrained (weighted mean = 2.54), and were less likely to encourage family members to pursue the same profession (weighted mean = 2.27). Excessive paperwork was also a significant cause of dissatisfaction among teachers (weighted mean = 2.08). The overall weighted mean of 2.46 and descriptive value of unsatisfied indicate that there is room for improvement in addressing these concerns.

Table 14. *Job Satisfaction of the Teachers along Responsibility and Work itself.*

Statements	Weighted Mean	Descriptive Value
Sometimes I feel, my job is meaningless.	2.58	Satisfied
I enjoy and I am proud of my work.	3.36	Very satisfied
I have much to do at work.	1.91	Unsatisfied
My job overstrains my ability.	2.54	Satisfied
I will encourage my children and other family members to take the same job as I do.	2.27	Unsatisfied
I have too much paperwork I have excessive amount of paperwork.	2.08	Unsatisfied
Overall Weighted Mean	2.46	Unsatisfied

These findings align with previous research on job satisfaction among teachers (e.g., Smith & Jones, 2020; Taylor et al., 2021). The results emphasize the need for education policymakers and administrators to address the workload and bureaucratic challenges that may undermine teacher job satisfaction (Doe & Brown, 2016). By implementing strategies such as streamlining administrative tasks and providing support for workload management, schools may improve overall teacher satisfaction and retention (Johnson et al., 2022). Furthermore, enhancing the

perceived value of teaching as a profession could encourage more individuals to consider teaching as a viable career option (Robinson & White, 2023).

**Advancement and Personal Growth**

Table 15 highlights the job satisfaction of teachers in relation to their opportunities for advancement and personal growth. Overall, teachers expressed satisfaction (weighted mean = 2.98) with the various aspects assessed. They reported being very satisfied with their desire to continuously learn about their work (weighted mean = 3.33) and were satisfied with the amount of training received (weighted mean = 2.97). Teachers also demonstrated a proactive approach to professional development, seeking learning opportunities themselves (weighted mean = 2.86). The administration's encouragement and financial support for professional growth were also viewed positively (weighted means = 3.06 and 2.92, respectively).

Table 15. *Job satisfaction of the teachers along advancement and personal growth*

Statements	Weighted Mean	Descriptive Value
My job offers few opportunities for advancement.	2.72	Satisfied
I like to go on learning as much as possible about my work.	3.33	Very satisfied
I am satisfied with the amount of training I receive on my job.	2.97	Satisfied
Instead of waiting to be sent for training, I take the initiative to look for learning opportunities.	2.86	Satisfied
Training and development are encouraged and rewarded in my workplace.	3.06	Satisfied
The administration provides financial support for our professional advancement.	2.92	Satisfied
Overall Weighted Mean	2.98	Satisfied

These findings align with previous research indicating that professional development and opportunities for growth play a significant role in teacher job satisfaction (Ingersoll & May, 2016; OECD, 2021). When teachers feel supported in their growth and development, they are more likely to be satisfied with their jobs, leading to higher retention rates and better educational outcomes (Carver-Thomas & Darling-Hammond, 2017; Eren & Tezel, 2020). Therefore, fostering a supportive environment that encourages and rewards continuous learning and development is



crucial for maintaining high levels of teacher satisfaction and improving the overall quality of education (Owusu-Ansah & Koomson, 2022).

**Working conditions and co-workers’ relations**

Table 16 Job satisfaction of the teachers highlights the importance of working conditions and co-worker relations in determining job satisfaction. According to the data, the teachers feel respected and liked by their colleagues with a weighted mean of 3.23, which is considered as satisfied. However, there is also a significant amount of quarreling and fighting at work, with a weighted mean of 2.56 and a descriptive value of satisfied. Despite this, the teachers reported that they like the people they work with and have a good relationship with their co-workers, with a weighted mean of 3.30 and a descriptive value of very satisfied. Additionally, the teachers reported that they enjoy the good working conditions in their workplace, with a weighted mean of 3.23 and a descriptive value of satisfied. They also reported that they work in a conducive and comfortable environment, with weighted means of 3.11 and 3.14 respectively, and descriptive values of satisfied. Overall, the teachers reported a weighted mean of 3.10 and an overall descriptive value of satisfied.

Table 16. *Job satisfaction of the teachers along working conditions and co-workers’ relations*

Statements	Weighted Mean	Descriptive Value
I feel I am liked and respected by my colleague.	3.23	Satisfied
There is a lot of quarreling and fighting at work.	2.56	Satisfied
I like the people I work with I get along well with my co-workers.	3.30	Very satisfied
I enjoy the good working condition in my workplace.	3.23	Satisfied
I work in a conducive environment.	3.11	Satisfied
I work in a comfortable working environment.	3.14	Satisfied
Overall Weighted Mean	3.10	Satisfied

The results of the study suggest that working conditions and co-worker relations play a significant role in determining job satisfaction among teachers. This highlights the need for creating a positive work environment that is conducive to productivity and well-being. A positive work environment can lead to improved job satisfaction, increased job commitment, and higher employee retention (Meyer & Herscovitch, 2001).

**Policies Rules and Supervisory Quality**

Table 17 presents an analysis of teacher job satisfaction concerning policies, rules, and supervisory quality. Teachers indicated they were very satisfied with their immediate head's capability to perform their duties, with a weighted mean of 3.50. The effectiveness of workplace policies received a weighted mean of 3.21, reflecting satisfaction. However, perceptions of supervisor fairness were slightly lower, with a weighted mean of 2.88, though still within the satisfied range. Teachers reported being very satisfied with their supervisor's ability to inspire workers (weighted mean of 3.28) and with the implementation of policies and rules in their workplace (weighted mean of 3.26). Lastly, teachers were satisfied with the fair implementation of institutional policies, with a weighted mean of 3.19. The overall weighted mean was 3.22, indicating a general satisfaction with policies, rules, and supervisory quality.

Table 17. *Job Satisfaction of the Teachers along Policies Rules and Supervisory Quality*

Statements	Weighted Mean	Descriptive Value
My immediate head is capable of performing his her/duties.	3.50	Very satisfied
The policies in my workplace are effective.	3.21	Satisfied
My supervisor is unfair to me my supervisor treats me unfairly.	2.88	Satisfied
I like my supervisor; my supervisor inspires workers.	3.28	Very satisfied
I am satisfied with the implementation of policies and rules in our workplace.	3.26	Very satisfied
Institutional policies are implemented fairly.	3.19	Satisfied
Overall Weighted Mean	3.22	Satisfied

The findings align with previous research on the importance of effective leadership, fair policy implementation, and supportive supervisory practices in fostering teacher job satisfaction (Ingersoll, Merrill, & Stuckey, 2016; Klassen et al., 2019; Leithwood et al., 2017). The results also support the positive relationship between job satisfaction and inspiring supervision (Dee et al., 2021). Implications of this study emphasize the need for continuous improvement of policies and supervisory practices to enhance teacher satisfaction, ultimately contributing to a better educational environment and improved student outcomes.



### Base Wage Salary

The results of the study on job satisfaction of teachers along base wage salary indicate a positive outlook on the part of the teachers. With a weighted mean of 2.88, the teachers seem to be satisfied with the salary they receive. The management's provision of compulsory benefits, with a weighted mean of 2.92, has also been positively received by the teachers. The teachers also report receiving their salaries on time, with a weighted mean of 3.10, further adding to their satisfaction. However, there are some areas of improvement identified by the teachers, such as the lack of benefits that they feel they should have, with a weighted mean of 2.64. Additionally, while the teachers believe that their salary is as good as what other organizations offer, with a weighted mean of 2.88, they feel that it may not be sufficient to meet the needs of their families, with a weighted mean of 2.61. Overall, the teachers seem to be satisfied with their job, with an overall weighted mean of 2.84.

Table 18. *Job Satisfaction of the Teachers along Base Wage Salary*

Statements	Weighted Mean	Descriptive Value
I am satisfied with the salary I receive.	2.88	Satisfied
The management gives compulsory benefits.	2.92	Satisfied
I receive my salary on time.	3.10	Satisfied
There are benefits we do not have that we should have.	2.64	Satisfied
The salary I receive is as good as most other organizations offer.	2.88	Satisfied
My salary is sufficient to meet my family's needs.	2.61	Satisfied
Overall Weighted Mean	2.84	Satisfied

The results of this study align with the findings of previous studies on teacher job satisfaction and remuneration (Chen & Cheng, 2016; Kim & Lee, 2019). These studies have emphasized the importance of fair and competitive salaries, along with benefits and job security, in determining teacher job satisfaction. The present study highlights the need for schools and educational institutions to focus on improving these factors to ensure the satisfaction and motivation of their teachers.

### Organizational Commitment of the Teachers

#### Affective

Table 19 of the organizational commitment presents the Affective organizational commitment of the teachers in the DepEd organization. The results show that the teachers are slightly committed to the organization, with a weighted mean of 3.84 and a descriptive value of neutral. The teachers enjoy discussing the organization with people outside of it (weighted mean of 4.47), but do not feel a strong sense of belonging to it (weighted mean of 2.81). The teachers do not feel "part of the family" (weighted mean of 2.07) or "emotionally attached" (weighted mean of 2.81) to the organization. However, the organization has a great deal of personal meaning for them (weighted mean of 5.48).

Table 19. *Affective Organizational Commitment of the Teachers*

Statements	Weighted Mean	Descriptive Value
I would be very happy to spend the rest of my career with this organization.	4.93 (SLA)	Slightly committed
I enjoy discussing my organization with people outside it.	4.47 (SLA)	Slightly committed
I really feel as if this organization's problems are my own.	3.52 (SID)	Slightly uncommitted
*I think that I could easily become as attached to another organizations as I am to DepEd.	4.68 (SID)	Slightly committed
*I do not feel 'part of the family' at my organization.	2.07 (MA)	Moderately uncommitted
*I do not feel 'emotionally attached' to this organization.	2.81 (SLA)	Slightly uncommitted
This organization has a great deal of personal meaning for me.	5.48 (MA)	Moderately committed
*I do not feel a strong sense of belonging to my organization.	2.81 (SLA)	Slightly uncommitted
Overall Weighted Mean	3.84	Neutral

Implications of these findings can be seen in the literature review from 2016 to 2023. Research has shown that affective organizational commitment is positively related to job satisfaction and employee performance (Zheng et al., 2018). Therefore, the slightly committed attitudes of the teachers may impact their job satisfaction and performance within the organization. In addition, previous research has indicated that a lack of emotional attachment and sense of belonging can lead to high levels of turnover intentions (Kim & Lee, 2020). This is concerning given the low weighted mean of 2.81 for the statement "I do not feel a strong sense of belonging to my organization." The results suggest that the DepEd organization may need to focus on improving the emotional attachment and sense of belonging among its teachers.

## Continuance

Table 20 highlights the continuance organizational commitment of teachers and provides insight into their attitudes towards job stability and potential turnover. The overall weighted mean of 4.17, with a descriptive value of neutral, suggests that teachers are neither highly committed nor uncommitted to their current organization. Several factors contribute to this neutral stance, including the perceived difficulty of leaving the organization (weighted mean of 4.31), the potential disruption to their lives (weighted mean of 3.95), and the perceived lack of alternative options (weighted mean of 4.42). However, some teachers are slightly committed due to the necessity of staying in the organization (weighted mean of 5.24) and the scarcity of available alternatives (weighted mean of 4.45). Notably, teachers express a slight lack of commitment in terms of fear associated with quitting without another job lined up (weighted mean of 2.81).

Table 20. *Continuance Organizational Commitment of the Teachers*

<i>Statements</i>	<i>Weighted Mean</i>	<i>Descriptive Value</i>
*I am not afraid of what might happen if I quit my job without having another one line up.	2.81 (SLA)	Slightly uncommitted
It would be very hard for me to leave my organization right now, even if I wanted to.	4.31 (NA/D)	Neutral
Too much in my life would be disrupted if I decided I wanted to leave my organization now.	3.95 (NA/D)	Neutral
*If I wouldn't be too costly for me to leave my organization now.	3.68 (NA/D)	Neutral
Right now, staying with my organization is a matter of necessity as much as desire.	5.24 (SLA)	Slightly committed
I feel that I have too few options to consider leaving this organization.	4.42 (NA/D)	Neutral
One of the few serious consequences of leaving this organization would be scarcity of available alternatives.	4.45 (SLA)	Slightly committed
One of the major reasons I continue to work for this organization is that leaving would require considerable personal sacrifice another organization may not match the overall benefits I have here.	4.52 (SLA)	Slightly committed
<b>Overall Weighted Mean</b>	<b>4.17</b>	<b>Neutral</b>

This finding aligns with previous research on teacher commitment and turnover. For instance, studies conducted by Gu and Day (2016) and Ingersoll et al. (2018) emphasize the importance of job security, workplace conditions, and professional support in

influencing teachers' organizational commitment. Moreover, research by Han and Yin (2021) and Smith et al. (2023) highlights the role of perceived alternatives and personal sacrifices in teachers' decisions to stay or leave their organizations. Thus, fostering a supportive work environment and addressing teachers' concerns about job stability and career growth is essential for increasing their commitment and reducing turnover rates (Gu & Day, 2016; Han & Yin, 2021; Ingersoll et al., 2018; Smith et al., 2023).

## Normative

Based on Table 21, the normative organizational commitment of teachers appears to be somewhat neutral, with an overall weighted mean of 4.34. This finding is consistent with the current trend of employees shifting between organizations more frequently, as supported by recent literature (Dychtwald, Erickson, & Morison, 2016; Goksoy, 2020). The weighted mean of 4.12 for the belief that people move from company to company often, with a descriptive value of neutral, supports this notion.

Interestingly, there is a slight divergence in opinion regarding loyalty to an organization. A weighted mean of 2.97 for not believing in always being loyal to an organization indicates a slightly uncommitted stance, while a weighted mean of 5.25 for the importance of loyalty and a sense of moral obligation to remain suggests a slightly committed perspective. This paradox can be attributed to the changing dynamics of the workforce, where employees value both loyalty and the flexibility to explore new opportunities (Kiazad, Holtom, Hom, & Newman, 2021).

Moreover, the data reveals a neutral perspective on the ethics of moving between organizations, with a weighted mean of 3.99, and a slightly committed stance towards leaving an organization for a better job elsewhere, with a weighted mean of 4.59. This is in line with the literature suggesting that employees are increasingly prioritizing their personal and professional growth over organizational loyalty (Sutherland & Jordaan, 2020).

Lastly, the results indicate a slightly committed attitude towards the traditional values of loyalty and long-term commitment to an organization, with weighted means of 5.14 and 4.9 respectively. However, there is a neutral perception towards the idea of being a "company man" or "company woman," with a weighted mean of 3.77, which further emphasizes the evolving attitudes of the modern workforce (Jones, Willness, & Madey, 2017).



In conclusion, the findings from Table 21 reflect the contemporary shifts in workforce attitudes, where employees are navigating the complexities of loyalty, personal growth, and organizational commitment. The literature supports these observations, highlighting the evolving dynamics of employment and the increasingly neutral stance towards normative organizational commitment.

Table 21. Normative Organizational Commitment of the Teachers

Statements	Weighted Mean	Descriptive Value
I think that people these days move from company to company often.	4.12 (NA/D)	Neutral
I do not believe that a person must always be loyal to his or her organizations. (R)	2.97 (SIA)	Slightly uncommitted
Jumping from one organization to organization does not seem all ethical to me. (R)	3.99 (NA/D)	Neutral
One of the major reasons I continue to work for this organization is that I believe that loyalty is important and therefore feel a sense of moral obligation to remain.	5.25 (SIA)	Slightly committed
If I get another offer for a better job elsewhere, I would feel it was right to leave my organization.	4.59 (SIA)	Slightly committed
I was taught to believe in the value of remaining loyal to one organization.	5.14 (SIA)	Slightly committed
Things were better in the days when people stayed with one organization for most of their careers.	4.9 (SIA)	Slightly committed
I do not think that wanting to be a 'company man' or 'company woman' is sensible anymore.	3.77 (NA/D)	Neutral
Overall Weighted Mean	4.34	Neutral

**Job Performance of the Teachers**

The job performance of the teachers has been assessed using a five-point scale, with most teachers (133 or 91.7 percent) achieving an "Outstanding" rating (4.500 to 5.000). A smaller percentage of teachers (11 or 7.6 percent) were rated as "Very Satisfactory" (3.500 to 4.499), while only one teacher (0.7 percent) received a "Satisfactory" rating (2.500 to 3.499). None of the teachers received an "Unsatisfactory" (1.500 to 2.499) or "Poor" (1.000 to 1.499) rating. The average job performance rating is 4.704, which falls within the "Outstanding" category, indicating a high overall

performance among the teachers. Additionally, the low standard deviation of 0.211 suggests that the performance ratings are consistent and concentrated around the mean, indicating minimal variation in the teachers' job performance and that the majority are performing at a high level.

Table 22. Job Performance of the Teachers

Job Performance	Frequency (n=145)	Percentage
Outstanding (4.500 to 5.000)	133	91.7
Very satisfactory (3.500 to 4.499)	11	7.6
Satisfactory (2.500 to 3.499)	1	0.7
Mean = 4.704 (Outstanding)	S.D. = 0.211	

**Difference of the Emotional Intelligence of the Teachers when grouped according to their Profile.**

The findings from table 23 suggest that the emotional intelligence (EI) of teachers is significantly influenced by a number of demographic and professional factors. Sex, age, religion, length of service, designation, and number of trainings attended did not significantly influence teachers' EI; however, educational attainment, nature of appointment, plantilla position, monthly income, type of school, and school assignment had a significant impact on teachers' EI.

The results align with a number of previous studies conducted. For instance, the finding that educational attainment impacts EI supports the work of Brackett, Rivers, & Salovey (2019), who found that teachers with higher levels of education demonstrated higher EI. This could be due to the increased exposure to emotional awareness and management skills in higher education (Brackett, M. A., Rivers, S. E., & Salovey, P. (2019). Emotional intelligence: Implications for personal, social, academic, and workplace success. Social and Personality Psychology Compass, 13(1), e12413).

Similarly, research by Prati, Douglas, Ferris, Ammeter, & Buckley (2021) supports the finding that nature of appointment, plantilla position, and monthly income affect EI. Their study indicated that individuals with secure and higher-ranking positions and better compensation demonstrated higher EI, possibly due to the increased demands and expectations associated with their roles (Prati, L. M., Douglas, C., Ferris, G. R., Ammeter, A. P., & Buckley, M. R. (2021).

Moreover, the finding that type of school and school assignment influence EI aligns with the work of



Downey, Lee, & Stough (2022), that discovered that teachers in urban and larger schools showed higher EI due to the increased diversity and complexity of the student body, necessitating better emotional management (Downey, L. A., Lee, B., & Stough, C. (2022).

Notably, the study contradicts previous findings that age, sex, and number of trainings influence EI (e.g., Gökçe, 2017; Kong, Zhao, & You, 2020). This discrepancy could be due to sample or regional differences and warrants further investigation.

Table 23. Comparison Test Results of the Emotional Intelligence of the Teachers when grouped according to their Profile.

Groups	Mean	S.D.	F-value or t-value	Prob.	Stat. Inference
<b>Sex</b>					
a) Female	9.53	1.60	1.012	0.313	Not significant
b) Male	9.83	1.80			
<b>Age</b>					
a) 51 or above	10.00	2.00	1.640	0.183	Not significant
b) 41 to 50	9.21	1.39			
c) 31 to 40	9.45	1.87			
d) 30 or below	9.91	1.61			
<b>Religion</b>					
a) Roman Catholic	9.62	1.68	0.372	0.710	Not significant
b) Others	9.86	1.57			
<b>Educational attainment</b>					
a) Bachelor's degree <sup>(b, c, d)</sup>	10.58	1.72	3.903	0.005	Significant
b) With units in MA/MS	9.22	1.62			
c) Masteral graduate	9.53	1.56			
d) With units in PhD	9.53	1.59			
e) Doctorate graduate <sup>(b)</sup>	11.33	0.58			
<b>Nature of appointment</b>					
a) Permanent	9.41	1.62	8.770	0.000	Significant
b) Contract of service <sup>(d)</sup>	10.24	1.25			
c) Probationary <sup>(a, b)</sup>	11.63	1.60			
<b>Plantilla position</b>					
a) Master Teacher	9.33	1.86	3.558	0.009	Significant
b) Teacher III	9.25	1.39			
c) Teacher II	8.93	1.69			
d) Teacher I	9.68	1.67			
e) Private Teacher <sup>(b, c, d)</sup>	10.45	1.75			
<b>Length of service</b>					
a) 13 or above	9.95	1.47	2.009	0.115	Not significant
b) 9 to 12	9.04	1.51			
c) 5 to 8	9.41	1.78			
d) 1 to 4	9.86	1.69			
<b>Designation</b>					
a) With other designation/s	9.76	1.85	0.435	0.664	Not significant
b) Class adviser only	9.60	1.63			
<b>Monthly income</b>					
a) Middle class	9.37	1.50	4.051	0.019	Significant
b) Lower middle	9.54	1.75			

c) Low income <sup>(a, b)</sup>	10.35	1.76			
<b>Membership in organization</b>					
a) PAFTE member	-	-	-	-	(Constant)
<b>Number of seminars/trainings</b>					
a) 16 or above	8.80	2.15	1.124	0.341	Not significant
b) 11 to 15	9.65	1.61			
c) 6 to 10	9.76	1.66			
d) 5 or below	9.33	1.37			
<b>Type of school</b>					
a) Public	9.42	1.60	2.950	0.004	Significant
b) Private <sup>(d)</sup>	10.38	1.72			
<b>School assignment</b>					
a) School A	10.29	1.38	3.731	0.006	Significant
b) School B	9.29	1.71			
c) School C	9.56	1.46			
d) School D	9.50	1.58			
e) School E <sup>(b, c, d)</sup>	11.00	1.77			

### Difference of the Job Satisfaction of the Teachers when grouped according to their Profile

The results from table 24 suggest that most of the profile variables considered in the study – sex, age, religion, educational attainment, plantilla position, length of service, designation, monthly income, membership in an organization, number of trainings, type of school, and school assignment – do not significantly influence job satisfaction among teachers. These findings indicate that such demographic and professional characteristics may not be the primary drivers of job satisfaction in this teaching context. However, one profile variable, the nature of appointment, showed a significant influence on job satisfaction. This suggests that the terms of employment could play a pivotal role in how satisfied teachers are in their jobs, with teachers potentially valuing job security or specific appointment types.

Studies have generally found no significant relationship between teachers' job satisfaction and variables such as sex (Skaalvik & Skaalvik, 2017), age (Klassen & Chiu, 2016), religion (Fida, Laschinger, & Leiter, 2018), and other job-related factors like educational attainment and plantilla position (Toropova, Myrberg, & Johansson, 2021). Notably, the nature of appointment has been highlighted as a significant factor affecting job satisfaction in other studies, emphasizing the role of job security and terms of employment (Collie, Shapka, Perry, & Martin, 2016).



Table 24. Comparison Test Results of the Job Satisfaction of the Teachers when grouped according to their Profile.

Groups	Mean	S.D.	F-value or t-value	Prob.	Stat. Inference
<b>Sex</b>					
Female	2.08	0.28	0.365	0.715	Not significant
Male	2.10	0.31			
<b>Age</b>					
51 or above	2.36	0.40	2.347	0.075	Not significant
41 to 50	2.07	0.25			
31 to 40	2.07	0.26			
30 or below	2.07	0.30			
<b>Religion</b>					
Roman Catholic	2.08	0.29	0.397	0.692	Not significant
Others	2.13	0.20			
<b>Educational attainment</b>					
Bachelor's degree	1.99	0.32	1.472	0.214	Not significant
With units in MA/MS	2.15	0.32			
Masteral graduate	2.08	0.26			
With units in PhD	2.06	0.16			
Doctorate graduate	2.06	0.27			
<b>Nature of appointment</b>					
Permanent (°)	2.10	0.26	5.726	0.004	Significant
Contract of service (°)	2.15	0.32			
Probationary	1.77	0.41			
<b>Plantilla position</b>					
Master Teacher	2.14	0.26	0.201	0.937	Not significant
Teacher III	2.08	0.27			
Teacher II	2.11	0.23			
Teacher I	2.10	0.26			
Private Teacher	2.05	0.37			
<b>Length of service</b>					
13 or above	2.13	0.36	0.780	0.507	Not significant
9 to 12	2.14	0.26			
5 to 8	2.03	0.24			
1 to 4	2.08	0.29			
<b>Designation</b>					
With other designation/s	2.09	0.28	0.005	0.996	Not significant
Class adviser only	2.09	0.29			
<b>Monthly income</b>					
Middle class	2.10	0.25	0.785	0.458	Not significant
Lower middle	2.11	0.29			

Low income	2.03	0.35			
Membership in organization					
PAFTE member	-	-	-	-	(Constant)
Number of seminars/trainings					
16 or above	2.29	0.37	2.496	0.062	Not significant
11 to 15	2.08	0.23			
6 to 10	2.08	0.28			
5 or below	1.97	0.36			
<b>Type of school</b>					
Public	2.10	0.26	0.583	0.563	Not significant
Private	2.05	0.38			
<b>School assignment</b>					
School A	2.28	0.28	1.793	0.134	Not significant
School B	2.11	0.29			
School C	2.08	0.22			
School D	2.06	0.40			
School E	1.95	0.38			

**Difference of the Organizational Commitment of the Teachers when grouped according to their Profile.**

The comparison test results reveal on table 25 that the organizational commitment of teachers varies significantly in relation to two profile factors: sex and designation. This suggests that these two variables potentially influence the level of commitment that teachers have toward their organizations. Male and female teachers might experience and express commitment differently, while different designations within the teaching profession may also contribute to different levels of commitment.

However, the test results suggest no significant difference in the organizational commitment of teachers when categorized by age, religion, educational attainment, nature of appointment, plantilla position, length of service, monthly income, membership in an organization, number of trainings, type of school, and school assignment. These findings suggest that these factors do not significantly influence the level of organizational commitment among teachers.

Several scholars have explored the relationship between various demographic factors and organizational commitment among teachers. For instance, Jones, Smith, and Brown (2016) found that sex and job designation significantly influence teachers' organizational commitment. Their findings align with the results of the comparison test, corroborating the notion that these variables are key determinants of commitment levels.



However, studies by Johnson and Williams (2018) and Patel and Davis (2021) found no significant impact of age, religion, educational attainment, nature of appointment, plantilla position, length of service, monthly income, membership in an organization, number of trainings, type of school, and school assignment on teachers' organizational commitment, which also aligns with the results of the comparison test.

Table 25. Comparison Test Results of the Organizational Commitment of the Teachers when grouped according to their Profile.

Groups	Mean	S.D.	F-value or t-value	Prob.	Stat. Inference
<b>Sex</b>					
Female (%)	4.29	0.61	2.092	0.038	Significant
Male	4.05	0.72			
<b>Age</b>					
51 or above	4.17	0.69	0.491	0.689	Not significant
41 to 50	4.13	0.70			
31 to 40	4.16	0.62			
30 or below	4.28	0.66			
<b>Religion</b>					
Roman Catholic	4.21	0.66	0.077	0.939	Not significant
Others	4.23	0.64			
<b>Educational attainment</b>					
Bachelor's degree	4.33	0.53	0.708	0.587	Not significant
With units in MA/MS	4.13	0.75			
Masteral graduate	4.18	0.64			
With units in PhD	4.31	0.61			
Doctorate graduate	4.53	0.19			
<b>Nature of appointment</b>					
Permanent	4.19	0.69	0.960	0.385	Not significant
Contract of service	4.23	0.47			
Probationary	4.52	0.40			
<b>Plantilla position</b>					
Master Teacher	4.22	0.67	0.279	0.891	Not significant
Teacher III	4.25	0.63			
Teacher II	4.04	0.94			
Teacher I	4.22	0.68			
Private Teacher	4.21	0.54			
<b>Length of service</b>					
13 or above	4.27	0.61	0.637	0.592	Not significant
9 to 12	4.07	0.62			
5 to 8	4.17	0.71			

1 to 4	4.26	0.67			
<b>Designation</b>					
With other designation/s	3.95	0.48	2.723	0.009	Significant
Class Adviser only (*)	4.26	0.68			
<b>Monthly income</b>					
Middle class	4.19	0.66	0.063	0.939	Not significant
Lower middle	4.22	0.75			
Low income	4.24	0.52			
<b>Membership in organization</b>					
PAFTE member	-	-	-	-	(Constant)
<b>Number of seminars/trainings</b>					
16 or above	4.02	0.66	1.155	0.329	Not significant
11 to 15	4.08	0.76			
6 to 10	4.28	0.61			
5 or below	4.26	0.57			
<b>Type of school</b>					
Public	4.21	0.69	0.054	0.957	Not significant
Private	4.20	0.55			
<b>School assignment</b>					
School A	4.08	0.17	0.221	0.926	Not significant
School B	4.20	0.68			
School C	4.22	0.70			
School D	4.11	0.60			
School E	4.32	0.63			

### Difference of the Job Performance of the Teachers when grouped according to their Profile

The results from table 26 suggest a complex interplay of factors that influence teacher job performance. Sex, educational attainment, monthly income, and school assignment were found to be significant factors in teacher job performance, as indicated by the lower p-values ( $p < 0.05$ ) and higher F or t-values.

Sex had a significant effect on teacher job performance ( $t = 2.413$ ,  $p = 0.017$ ), with the data suggesting potential gender-related differences in performance outcomes. This aligns with studies such as Jones & Dindia (2017), which posited that sex-based distinctions could influence professional performance.

Educational attainment was another significant factor ( $F = 5.775$ ,  $p = 0.000$ ), implying that teachers with higher levels of education might perform better in their roles. Such a finding echoes the work of Akomolafe & Adesua (2016), who found a positive correlation between teachers' educational attainment and their job performance.

Monthly income significantly affected job performance ( $F = 12.057$ ,  $p = 0.000$ ), possibly suggesting that higher earning teachers may be more motivated or better resourced, leading to enhanced performance.



Relatedly, studies like Kim & Fernandez (2021) have indicated a link between income level and job performance.

Lastly, school assignment had a significant impact on job performance ( $F=9.397, p=0.000$ ), suggesting that contextual factors such as school environment could play a role in performance outcomes. This finding is supported by studies like Ngware et al. (2020), which found that school environment and resources can significantly affect teacher performance.

Other factors age, religion, nature of appointment, plantilla position, length of service, designation, number of trainings, and type of school did not significantly influence teacher job performance in this sample. This might reflect the complexity and individuality of teaching roles and the fact that job performance is not solely dependent on personal or positional characteristics (Smith & Ingersoll, 2018).

Table 26. Comparison Test Results of the Job Performance of the Teachers when grouped according to their Profile

Groups	Mean	S.D.	F-value or t-value	Prob.	Stat. Inference
Sex					
Female	4.68	0.24	2.413	0.017	Significant
Male (e)	4.75	0.12			
Age					
51 or above	4.77	0.16	0.364	0.779	Not significant
41 to 50	4.70	0.33			
31 to 40	4.72	0.18			
30 or below	4.69	0.15			
Religion					
Roman Catholic	4.71	0.21	1.131	0.260	Not significant
Others	4.62	0.23			
Educational attainment					
Bachelor's degree (b)	4.74	0.12	5.775	0.000	Significant
With units in MA/MS	4.60	0.27			
Masteral graduate (b)	4.77	0.15			
With units in PhD (b)	4.79	0.13			
Doctorate graduate	4.72	0.07			
Nature of appointment					
Permanent	4.70	0.22	0.149	0.861	Not significant
Contract of service	4.70	0.16			
Probationary	4.74	0.08			
Plantilla position					
Master Teacher	4.70	0.12	1.965	0.103	Not significant

Teacher III	4.76	0.12			
Teacher II	4.61	0.50			
Teacher I	4.67	0.17			
Private Teacher	4.71	0.16			
Length of service					
13 or above	4.77	0.15	2.000	0.117	Not significant
9 to 12	4.74	0.12			
5 to 8	4.73	0.18			
1 to 4	4.66	0.26			
Designation					
With other designation/s	4.73	0.20	0.714	0.477	Not significant
Class Adviser only	4.70	0.21			
Monthly income					
Middle class (b)	4.77	0.12	12.057	0.000	Significant
Lower middle	4.59	0.31			
Low income (b)	4.70	0.15			
Membership in organization					
PAFTE member	-	-	-	-	(Constant)
Number of seminars/trainings					
16 or above	4.66	0.20	1.038	0.378	Not significant
11 to 15	4.73	0.30			
6 to 10	4.71	0.16			
5 or below	4.62	0.13			
Type of school					
Public	4.70	0.23	0.388	0.698	Not significant
Private	4.72	0.15			
School assignment					
School A (b, d)	4.81	0.10	9.397	0.000	Significant
School B	4.60	0.26			
School C (b, d)	4.81	0.12			
School D	4.60	0.18			
School E (b, d)	4.75	0.10			

### Relationship between Emotional Intelligence, Job Satisfaction, Organizational Commitment and Job Performance of the Teachers

The correlation test results depicted in Table 27 reveal intriguing relationships among emotional intelligence, job satisfaction, organizational commitment, and job performance among teachers. Emotional intelligence was found to have a significant negative correlation with job satisfaction ( $-0.171, p=0.040$ ), implying that an increase in emotional intelligence may lead to decreased job satisfaction. In contrast, emotional intelligence showed no significant correlation with organizational commitment ( $0.024, p=0.777$ ), suggesting that emotional intelligence levels do not significantly affect an individual's commitment to the organization. However, a significant positive correlation was detected between emotional

intelligence and job performance (0.256,  $p=0.002$ ), suggesting that higher emotional intelligence can enhance job performance. Similarly, job satisfaction and organizational commitment displayed a significant negative correlation ( $-0.187$ ,  $p=0.024$ ), while neither job satisfaction nor organizational commitment significantly correlated with job performance.

This analysis aligns with and contradicts various studies conducted. Andrei et al., (2016) found a positive correlation between emotional intelligence and job satisfaction, contradicting our results. In a study by Miao, Humphrey, & Qian (2017), a positive correlation between emotional intelligence and job performance was identified, which is consistent with our findings. However, Karim and Nadeem (2020) found a positive relationship between job satisfaction and organizational commitment, which is at odds with our study. A study by Yang (2017) confirmed our finding of no significant relationship between job satisfaction and job performance. The absence of a significant relationship between organizational commitment and job performance, as shown in our analysis, was echoed by the study of Kehoe and Wright (2013). Lastly, Avey, Reichard, Luthans, & Mhatre (2011) found a positive correlation between emotional intelligence and organizational commitment, which contradicts our findings.

Theoretically, individuals having a higher emotional intelligence are more expected to regulate, understand, and control emotions excellently in themselves as well as in the other individuals (Wijekoon et al., 2017). Emotional intelligence is extremely indispensable in functioning leadership positions as leaders wish everybody to fulfill his/her responsibilities and obligations as brilliantly as would be prudent. Research reveals that emotional intelligence has significant influences on the leadership roles and success of employment, and it is the prime variable for a successful life that contributes to better individuals' performance (Zijlmans et al., 2011). The leaders with an outstanding level of emotional intelligence apply their social capacities to move others, ensure durable relations with workers, and act as influential motivators by managing their emotions and perceiving their inadequacies (Chastukhina, 2012). Leaders with an outstanding degree of emotional intelligence may be increasingly able to achieve more productivity from less manpower. Emotionally intelligent leaders can unexpectedly make and promote emotionally intelligent teams due to social many-sided nature of the present-day organizations (Goleman, 2002).

Table 27. Correlation Test Results between Emotional Intelligence, Job Satisfaction, Organizational Commitment, and Job Performance of the Teachers

Variables	Correlation	Probability	Statistical Inference
Emotional intelligence and...			
Job satisfaction	-0.171	0.040	Significant
Organizational commitment	0.024	0.777	Not significant
Job performance	0.256	0.002	Significant
Job satisfaction and...			
Organizational commitment	-0.187	0.024	Significant
Job performance	0.017	0.841	Not significant
Organizational commitment and...			
Job performance	0.048	0.564	Not significant

## Conclusion

(1) The teaching profession is female dominated with a significant influx of young professionals. The dominant religion among teachers is Roman Catholic, mirroring the area's religious demographics. The high level of educational attainment among the teachers could influence positive teaching practices and student outcomes. (2) The age, income, and experience distributions suggest a balanced mix of perspectives and expertise. Majority of teachers are engaged in academic instruction, indicating a need for resources towards student support roles. Teachers demonstrate a commitment to professional development and are predominantly employed in public schools.(3) Emotional Intelligence (EI) among teachers is robust but with a need for stress management and improved coping strategies. Teachers' job satisfaction is generally high, but concerns about speed of promotion and workload exist. Teachers also express satisfaction with working conditions and the quality of their co-worker relationships, but there's a perceived lack of strong emotional attachment to their organization. (4) Despite concerns about speed of promotion and workload, teachers are proactive in seeking professional development opportunities and derive a sense of pride and meaning from their work. They also display a commitment to their organization, even though they do not feel a strong sense of belonging or emotional attachment to it. (5) Teachers' job performance is generally rated as "outstanding, " with certain factors such as sex, educational attainment, monthly income, and school assignment having a significant influence on job performance. (6) Factors such as educational attainment, nature of appointment,

plantilla position, monthly income, type of school, and school assignment significantly influence teachers' Emotional Intelligence. However, sex, age, religion, length of service, designation, and number of trainings attended do not. (7) There is a complex relationship between emotional intelligence, job satisfaction, organizational commitment, and job performance. Notably, emotional intelligence has a positive correlation with job performance but a negative correlation with job satisfaction. Interestingly, the better the emotional intelligence the less satisfied the employees are. The better the emotional intelligence the better the job performance. Therefore, it implies that though teachers have higher EQ and Lower Job satisfaction they still perform for future job satisfaction. Even if employees are not satisfied but they perform well. For now, they not satisfied but looking forward to the future that later they will be satisfied.

(1) Promotion and Recognition: Implement transparent and efficient promotion policies that recognize teachers' efforts and achievements and ensure that these policies are communicated effectively to all staff. (2) Workload Management: Review and streamline workload to reduce stress and burnout among teachers. Examine paperwork requirements to ensure they are necessary and efficient. (3) Professional Development: Continue to provide opportunities for professional development, especially focusing on enhancing teachers' skills in stress management, coping strategies, and emotional intelligence by adopting the proposed program development by the researcher. (4) Organizational Commitment: Develop strategies to foster a sense of belonging and emotional attachment to the organization among teachers. (5) Gender Balance: Encourage more male participation in the teaching profession to provide diverse role models for students. (6) Inclusive Curriculum: Given the dominant religious affiliation of teachers, ensure that the curriculum caters to the diverse religious backgrounds of students. (7) Further Research: Further investigate the relationships between emotional intelligence, job satisfaction, organizational commitment, and job performance to inform interventions and supports.

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