ELEVATING TEACHING PERFORMANCE: THE CRITICAL ROLE OF EMOTIONAL INTELLIGENCE AND TEACHER COMMITMENT

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ABSTRACT

The study investigates how teachers' commitment and emotional quotient (EQ) relate to teaching performance within the Philippine Professional Standards for Teachers (PPST) framework. It examines commitment across four dimensions—School Climate, Task, Profession, and Teamwork—and EQ across Self-awareness, Managing Emotions, Intrinsic Motivation, Empathy, and Social Skills. Teaching performance is assessed across the PPST domains: Content Knowledge and Pedagogy; Learning Environment and Diversity of Learners; Curriculum and Planning; and Assessment and Reporting. Framed by PPST and Individual Performance Commitment and Review Form (IPCRF) contexts, the objectives treat commitment and EQ as potential predictors of performance and seek to identify which dimensions most strongly predict outcomes. A descriptive-correlational design was employed, using questionnaires to collect data from teachers, complemented by interviews with a random subset to provide depth. Results show generally high levels of commitment, very good EQ, and very satisfactory teaching performance. Among the predictors, commitment to the profession and Empathy emerged as the strongest correlates of teaching performance, indicating that more professionally devoted and empathetic teachers tend to meet or exceed PPST expectations. This dynamic interplay yields clear evidence that professionally devoted and emotionally competent teachers are more likely to meet or exceed instructional standards in Content Knowledge and Pedagogy, Learning Environment and Diversity of Learners, Curriculum and Planning, and Assessment and Reporting. Cultivating teacher commitment and social–emotional skills should be a priority for policy and practice, guiding professional development and supports to improve instructional quality and student outcomes. Implications for policy and practice emphasize targeted professional development and sustained administrative support to cultivate commitment and social–emotional skills, ultimately improving instructional quality and student outcomes in Philippine classrooms.

Keywords: teacher commitment; emotional quotient; PPST; IPCRF; teaching performance; Philippines

INTRODUCTION

The pursuit of inclusive and equitable quality education, as mandated by Sustainable Development Goal 4, places teachers at the center of transformative learning. Beyond knowledge transmission, teachers function as mentors and facilitators who motivate students to engage actively with their learning. By employing diverse instructional approaches and integrating

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technology, teachers address varied learning styles and foster global citizenship, sustainability, and critical thinking. This background frames the study's aim: to examine how teacher-related factors influence teaching performance within a contemporary educational landscape and to illuminate implications for improving student outcomes in a Philippine context (Global Report on Teachers, 2024; Fiel'ardh et al., 2023). Globally, analyses indicate pressures on teacher quality arising from rapid technological change, shifting demographics, and increasingly diverse classrooms; nationally, many education systems grapple with teacher shortages and the ongoing need for professional development to sustain instructional quality (Oxfam Policy & Practice, 2024). Locally, in the Philippines, regulatory frameworks and standards such as the Philippine Professional Standards for Teachers (PPST) and the IPCRF guide teacher performance and professional growth, situating the study within a policy-relevant context (DepEd PPST; IPCRF). These layers of analysis establish the study's relevance by linking commitment and emotional competencies to teaching effectiveness in today's school. Although prior work has explored teacher commitment and emotional intelligence, there remains a gap in integrative analyses that examine commitment, emotional quotient (EQ), and the four PPST-aligned domains of teaching performance within the Philippine education system. This study differentiates itself by situating both commitment and EQ within the PPST framework, employing IPCRF-based performance indicators, and analyzing how specific dimensions—such as school climate and teamwork, and self-awareness, empathy, and social skills—predict performance across Content Knowledge and Pedagogy, Learning Environment and Diversity of Learners, Curriculum and Planning, and Assessment and Reporting (Herzberg, 1987; Goleman, 2002). The motivation for these inquiries lies in policy emphasis on teacher quality as a lever for student learning, the necessity of aligning professional development with PPST domains, and the potential for evidence-based recommendations to strengthen teaching effectiveness in the Philippine context (DepEd PPST; IPCRF). The study aims to show how dedication and emotional intelligence relate to the PPST-aligned domains that shape teaching performance, pointing to practical directions for targeted professional development. Which dimensions—such as school climate, collaboration, or self-awareness—most strongly influence improvements in Content Knowledge and Pedagogy, Learning Environment and Diversity of Learners, Curriculum and Planning, and Assessment and Reporting? The findings could influence how policymakers, school leaders, and teacher educators prioritize interventions to improve student outcomes in Philippine classrooms.

On the other hand, the study draws on Herzberg's Two-Factor Theory to distinguish factors that sustain job satisfaction and commitment from those that prevent dissatisfaction and create a conducive work environment. However, to truly enhance commitment and performance, attention to motivators is crucial. Recognizing and rewarding teachers for their contributions, providing opportunities for professional development, and fostering a positive and fulfilling work experience are key elements in promoting commitment, emotional quotient, and high teaching performance in the educational context (Main 2023).

Herzberg's Theory is complemented by Goleman's Emotional Quotient (EQ) framework, which emphasizes self-awareness, self-regulation, motivation, empathy, and social skills as core competencies in effective teaching. Integrating these theories provides a coherent lens to examine how motivational and emotional resources interact with professional standards to shape teaching performance. The PPST domains—Content Knowledge and Pedagogy; Learning Environment and Diversity of Learners; Curriculum and Planning; and Assessment and Reporting—serve as the operational anchors for measuring performance within the Philippine educational context (DepEd PPST; IPCRF).

OBJECTIVES OF THE STUDY

This study aims to determine levels of teachers' commitment across the dimensions of School Climate, Task, Profession, and Teamwork;

to assess levels of teachers' emotional quotient across dimensions including Self-awareness, Managing Emotions, Intrinsic Motivation, Empathy, and Social Skills; to evaluate teachers' teaching performance across the four PPST domains—Content Knowledge and Pedagogy; Learning Environment and Diversity of Learners; Curriculum and Planning; and Assessment and Reporting; and to examine whether teachers' commitment and emotional quotient predict teaching performance, identifying which dimensions exhibit the strongest associations. This framing positions commitment and emotional quotient as potential predictors of performance within the Philippine PPST/IPCRF context, allowing for targeted

METHODOLOGY

The study employs a descriptive-correlational design to describe each variable and explore relationships among variables. Creswell (2017) describes the use of descriptive statistics to summarize and describe the characteristics of a population or sample, which is foundational for any study that seeks to understand "what is" before examining relationships. In this work, the design describes how teachers' commitment and emotional quotient predict teaching performance while also investigating the correlations among these constructs, thereby enabling an integrated view of how these factors interact in real educational settings.

The investigation was conducted in the Division of Lanao del Sur II-B, BARMM, focusing on seven public secondary high schools due to logistical constraints. To preserve confidentiality, school identifiers were coded with English letters, and participants comprised secondary teachers from the seven selected schools. The population consisted of 234 teachers, from which a sample of 167 was drawn using systematic random sampling to ensure representativeness and proportional distribution across schools. The sampling approach began at a randomly selected starting point and proceeded at regular intervals until the target sample size was reached. Inclusion criteria required a minimum of one year of teaching

service to ensure adequate exposure to school activities and the capacity to provide informed responses, while exclusions included teachers who participated in pilot testing, those who opted out, and all teachers from the researcher's workplace to minimize bias.

Primary data were collected through self-administered questionnaires distributed during the survey window, and the study also utilized existing IPCR data for School Year 2022–2023, obtained with informed consent. The instrument set included five groups: teachers' characteristics, teaching style, a teachers' commitment questionnaire, teachers' emotional quotient, and teachers' performance rating aligned with the four IPCR domains. Instrument development involved content validation by two experts and a pilot test with 30 teachers from a non-participating school to assess reliability and readability; refinements were made based on feedback to enhance clarity and reduce respondent burden. Data collection followed an ethical protocol that included obtaining permission from the Schools Division Superintendent and school principals, securing informed consent from participants, administering questionnaires in a single session per school for 20–30 minutes, and maintaining confidentiality through coded responses with data securely stored and digital files deleted after analysis to protect privacy.

The data were analyzed using a combination of descriptive, inferential, and predictive methods. Descriptive statistics such as means, standard deviations, frequencies, and percentages described respondent characteristics, commitment, emotional quotient, and teaching performance. For inferential analysis and predictive analyses, multiple linear regression was used to identify variables that best predict teaching performance. Throughout, attention was given to assumptions and diagnostics, including normality, linearity, homoscedasticity, independence of residuals, and multicollinearity where applicable. The text also acknowledges sampling limitations and potential biases, while detailing procedures to enhance transparency and replicability.

RESULTS AND DISCUSSION

1. Level of Teacher's Commitment

Table 1 shows that the majority of the respondents agreed that they have "high" commitment as indicated by the overall mean of 3.73. The standard deviation of 0.16 implies that the respondents' responses are quite close to the mean. This means that they have high commitment.

Table 1
Respondents' Level of Teachers' Overall Commitment

Indicators	Mean
1. Commitment Towards School Climate	3.76
2. Commitment Towards Tasks	3.69
3. Commitment Towards Profession	3.70
4. Commitment Towards Teamwork	3.71
Overall Mean, sd	**3.73, 0.16**

The data indicate that commitment to school climate is the strongest dimension, suggesting that teachers' alignment with school values, norms, and goals underpins broader instructional practices and school-wide reform. When teachers interiorize and model core school values (e.g., respect, integrity, communal responsibility), instructional strategies—such as differentiated instruction, formative assessment, and classroom management—tend to align with those values, creating predictable routines that support students across grades (e.g., consistent expectations for behavior, participation, and collaboration). This alignment can amplify the effectiveness of school-wide reforms because changes are lived in daily practice rather than treated as separate initiatives. In Muslim-majority communities, values drawn from faith traditions (e.g., justice, compassion, honesty) can provide a robust ethical scaffold that teachers use to interpret policy changes and translate them into classroom actions (Yusriadi, 2021; Gonzales & Dioso, 2024). Moreover, in faith-based school settings, teacher commitment to climate often reflects leadership at the principal and department levels that foreground values-driven decision making. As teachers observe leaders and peers consistently applying shared norms, their own commitment to school climate strengthens, which in turn supports higher-quality instruction and systematic reform uptake. In such environments, a climate anchored in shared beliefs can offset tensions that sometimes accompany change (*The Goals of Islamic Education*, 2021; Gonzales & Dioso, 2024)

This finding also aligns with established literature linking organizational commitment to positive educational outcomes (Rodríguez-Fernández et al., 2024; Meyer and Allen, 1997; Ng, 2016). Observed behaviors—regular attendance, punctuality, professional presentation, and readiness to engage learners—reflect a tacit social contract between teachers and schools, reinforcing daily practice and contributing to school improvement (Ng & Feldman, 2011). Policy contexts, including observable indicators in DepEd's hiring guidelines and performance systems, further ground commitment within systemic accountability and professional development structures (DepEd Order No. 2, s. 2015). Transformational leadership and collaborative practices emerged as important influences on commitment and turnover, with supportive leadership and shared decision-making likely strengthening teachers' commitment to both school and teamwork. Task commitment, while slightly lower on average, remains robust through peer-support activities such as mentoring and template sharing, indicating that time, resources, and recognition shape engagement in task-related activities. Hence, it is important to emphasize the role of transformational leadership in shaping school climate and commitment through collaborative structures like mentoring, peer sharing, and shared decision-making. This is consistent to the study conducted by Jiatong et.al (2022), which highlights the transformational leadership's effect on commitment and performance, with engagement as a key mediator. The findings also reflect equity considerations relevant to diverse staff, including culturally responsive clothes and inclusivity initiatives, which contribute to perceptions of climate and commitment. Overall, sustaining high climate

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commitment while addressing moderate task commitment can be achieved through maintaining RPMS alignment, targeted professional development in demonstration teaching and communication, reinforced leadership, and structured peer mentoring, collectively advancing student outcomes and school effectiveness (Mansor et al., 2021; Roesminingsih & Windasari, 2025; Yong & Zhang, 2025).

2. Level of Teacher's Emotional Quotient

The majority of the respondents agreed that they have "very good" emotional quotient, as indicated by the overall mean of 3.74. The standard deviation of 0.11 implies that the respondents' responses are quite close to the mean.

Table 2
Respondents' Level of Teachers' Emotional Quotient

Indicators	Mean
1. Self-awareness	3.75
2. Managing Emotions	3.73
3. Intrinsic Motivation	3.73
4. Empathy	3.72
5. Social Skills	3.76
Overall Mean, sd	**3.74, 0.11**

The teacher's emotional quotient in terms of social skills emerged as the strongest dimension, with a mean of 3.76 described as very good. This indicates that social competencies are the most prominent facet of the emotional quotient among the five dimensions, and this is also aligned with literature that emphasizes social and emotional competencies as foundations for effective teaching and positive classroom climate. In a study by Soffer-Vital and Finkelstein (2024), Multicultural Social and Emotional Learning (MSEL) supports the idea that socio-emotional competencies influence how teachers implement and sustain reforms in culturally diverse settings. Also, Gabrijelčič et al. (2021) emphasized that social and emotional skills/intelligence (SEI) restore the value of teachers as creators of learning and connect education to the larger social world in which SEL plays the most important role. Their study highlights the importance of social and Emotional Intelligence (SEI) in teacher education, examining the current state of research and the most important role of SEI in students' personal, social, and academic achievement, as well as teacher effectiveness and personal growth.

In the Philippine context, social skills encompass communication, empathy, relationship-building, conflict resolution, and collaboration, contributing to a positive learning environment and to teachers' professional growth and community engagement. Classrooms function as distinct social ecosystems where interactions shape learning opportunities; understanding students' social backgrounds remains central to inclusive pedagogy, with research highlighting equitable engagement and culturally responsive relationships as drivers of better outcomes (Gentova et al., 2020; Salcedo & Paglinawan, 2025; Gutierrez & Doronio, 2024)

Effective social skill development results from school–family collaboration, with coordinated practices linked to positive social and academic outcomes, underscoring partnerships beyond the classroom. To sustain the prominence of social skills, schools should embed social-emotional learning (SEL) into daily practice, provide relational professional development, and strengthen school–family partnerships to foster a cohesive social learning environment; ongoing formative assessments and reflective teaching can support students' social development. Mean scores reflect perceived importance and may reflect cultural or contextual factors; triangulation with qualitative methods could enrich understanding of social skill development across diverse classrooms (Bartolome, 2017; Bonajos, 2024).

3. Teacher's Teaching Performance

The current IPCR results indicate a high level of teacher performance, with the majority of respondents rating their practice as Very Satisfactory (mean = 4.37, SD = 0.28), suggesting a relatively homogeneous perception of practice across respondents and implying that existing professional development and appraisal

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processes aligned with the Philippine Professional Standards for Teachers (PPST) are yielding positive outcomes within the K to 12 reform environment (PPST framework cited in DO No. 32 2009; DepEd 2017).

Table 3
Respondents' Teaching Performance

Indicators	Mean
1. Content Knowledge and Pedagogy	4.34
2. Learning Environment and Diversity of Learners	4.31
3. Curriculum and Planning	4.43
4. Assessment and Reporting	4.41
Overall Mean, sd	**4.37**
	0.28

Among the domains, Curriculum and Planning stood out as the strongest area (mean = 4.43, Very Satisfactory), underscoring the central role of well-designed curricula and instructional planning as drivers of student learning, with other domains also rated highly by school heads, indicating broad-based strength in teacher practice (PPST indicators and career-stage progression cited in PPST documentation; DepEd 2017).

The ratings reflect the PPST's structure, which organizes performance indicators across domains and strands to guide professional development, self-assessment, and ongoing growth toward improved student outcomes, reinforcing teachers' responsibility for their own professional advancement within a system undergoing reform (Garcia, 2020). This formative framework encourages reflective practice and targeted improvement, aligning individual growth with systemic goals for quality teaching. In the broader policy context, PPST is positioned within national reforms and global frameworks—such as the K to 12 reform, ASEAN integration, and the evolving profile of 21st-century learners—highlighting the need to sustain and strengthen standards to support continuous professional development and accountability (DepEd 2017). The PPST articulates clear expectations across defined career stages—from Beginning to Distinguished Practice—facilitating ongoing professional growth and ensuring readiness to implement the K to 12 programs effectively, as well as informing criteria for teacher selection and promotion through performance appraisals aligned to established standards. Built on the National Competency-Based Teacher's Standard (NCBTS) lineage, PPST clarifies what constitutes quality teaching across the pre-service to in-service continuum, translating into measurable professional learning and meaningful engagement with students and communities; its foundations rest on learner-centered, lifelong, and inclusive practices, and it functions as a public accountability instrument that supports ongoing reflection and development.

4. Influence of Teacher's Commitment and Emotional Quotient on Performance

The regression analysis indicates that among the predictors considered, Commitment to Profession significantly influences Teaching Performance, with the initial model showing this sole effect and the null hypothesis rejected for that variable; subsequent analysis using only Commitment to Profession confirms a significant impact (F statistic reported; $p = 0.03$) and explains approximately 10.9% of the variance in Teaching Performance ($R^2 = 0.109$), implying that each unit increase in Commitment to Profession is associated with a 0.23 increase in Teaching Performance ($4.196 + 0.23 X_3$) [H1; Hypothesis testing results]. This finding aligns with broader evidence that professional devotion contributes to more effective classroom practice, even though a substantial portion of variance remains attributable to other determinants such as content knowledge, classroom management, and interpersonal relationships. This pattern is consistent with established links between teacher professionalism, commitment, and instructional effectiveness, though substantial variance is typically left to other determinants such as content knowledge, classroom management, and interpersonal relations (Picaza et al., 2023; Lee, 2024).

The results suggest that strengthening commitment could meaningfully enhance instructional effectiveness, while underscoring the

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need to bolster other determinants through ongoing professional learning and supportive work environments. In resource-constrained contexts such as Lanao del Sur, teacher commitment reflects identity, cultural values, and a sense of responsibility to communities, reinforcing intrinsic motivation and resilience that sustain quality education despite challenges; these dynamics echo findings that commitment to the teaching process is vital for performance and learning outcomes. Overall, the analysis supports the view that commitment is a key driver of performance but must be complemented by comprehensive professional development and systemic supports to maximize teaching effectiveness (Belmes et al., 2025; Lukose and Humtsoe, 2024).

Table 4
Multiple Linear Regression Analysis of Teaching Performance Being Explained by the Teachers' Commitment
Dependent Variable: Teachers' Performance

Independent Variables	♦Regression Coefficients	T Value
X_1: Commitment to School Climate	0.024	0.209 ns
X_2: Commitment to Task	-0.014	-0.143 ns
X_3: Commitment to Profession	0.066	0.23 *
X_4: Commitment to Teamwork	-0.060	-0.677 ns
Constant: 4.196		

Initial MLRA	Final MLRA
Adjusted R^2: 0.029	R^2: 0.109
F value: 0.209 *	F value: 0.315*

$\hat{y} = 4.196 + 0.23 X_3$

Legend:
♦Regression coefficients generated at the Initial MLRA
ns=not significant (p > 0.05)
* = significant at 0.05 level ($0 \leq p \leq 0.05$)

The next table presents the emotional quotient subcomponents as predictors of teaching performance. Prior to the conduct of the multiple regression analysis, the assumptions were checked, and there was no violation.

In the initial analysis, only Empathy has a significant influence on teaching performance. Self-awareness, managing emotions, intrinsic motivation, and social skills have no significant influence on teaching performance. Hence, there is a need for a second analysis. The final analysis revealed that Empathy is a good predictor of teaching performance (F=1.26, p =0.04). The coefficient of determination (R^2) is 0.0963, which

means that 9.63% of the total variation of teaching performance is explained by Empathy. The final regression model is $\hat{y}$= 3.929 + 0.107 X_4 with Empathy as the independent variable and Teaching performance as the dependent variable. This implies that for every one unit increase of Empathy, the teaching performance increases by 0.107.

Table 5
Multiple Linear Regression Analysis of Teaching Performance being Explained by the Teachers' Emotional Quotient
Dependent Variable: Teaching Performance

Independent Variables	♦Regression Coefficients	T Value
X_1: Self-Awareness	-0.045	-0.416 ns
X_2: Managing Emotions	0.059	0.589 ns
X_3: Intrinsic Motivation	0.030	0.305 ns
X_4: Empathy	0.114	1.024 *
X_5: Social Skills	-0.076	-0.660 ns
Constant: 3.929		

Initial MLRA	Final MLRA
Adjusted R^2: 0.017	R^2 = 0.0963
F value: 0.441 *	F value=1.26 *

$\hat{y}$= 3.929 + 0.107 X_4

Legend:
♦Regression coefficients generated at the Initial MLRA
ns=not significant (p > 0.05)
* = significant at 0.05 level ($0 \leq p \leq 0.05$)

The regression results indicate that among the emotional quotient subcomponents examined, Empathy significantly predicts Teaching Performance, even after accounting for other variables. The initial analysis suggested Empathy as the sole significant predictor, leading to a second, simplified regression that confirmed Empathy's significance (F(1, N-2) = 1.26, p = 0.04) and a small but meaningful explained variance ($R^2 \approx 0.096$), implying that roughly 9.6% of the variation in Teaching Performance is attributable to Empathy alone. The regression equation ($\hat{y}$ = 3.929 + 0.107X4) indicates that, on average, a one-unit increase in Empathy corresponds to a 0.107 improvement in Teaching Performance. This aligns with prior findings that higher levels of teacher empathy are associated with more effective classroom engagement and

reduced burnout, highlighting the value of affective competencies for teaching effectiveness in diverse contexts (Ampofo et al., 2025). As highlighted by Fernández & Saleh (2023), emotional intelligence, empathy, and social-emotional skills collectively predict classroom climate and student well-being. When these affective competencies are high, teachers tend to foster more supportive environments, which can reduce student and teacher stress and contribute to better instructional performance. In hierarchical models, empathy often emerges as a significant, unique predictor after controlling for demographic and professional factors.
 In the present context, Maranao and BARMM teachers' empathic orientations—rooted in cultural values and community ties—may reinforce inclusive instructional practices and supportive student–teacher relationships, contributing to observed performance outcomes. These results underscore the potential for targeted professional development that enhances empathic skills as part of a broader strategy to bolster teaching effectiveness, while acknowledging that substantial variance in performance remains explained by other determinants such as content knowledge, classroom management, and interpersonal relations (Wang et al., 2025; Ampofo et al., 2025).)

Overall, the findings suggest a meaningful link between empathy and teaching performance, warranting further investigation into how empathy interacts with other instructional competencies and how school contexts can nurture empathic practice alongside core pedagogical skills. Indeed, teachers' commitment and emotional intelligence contribute to the improvement of their performance. Studies examining emotional well-being and organizational commitment suggest that teacher well-being and a positive climate contribute to more effective instructional delivery, indicating that supportive environments enable commitment to translate into better practice. This supports the part of the statement emphasizing supportive work environments (Belmes et al., 2025)

CONCLUSION

Grounded in Frederick Herzberg's Two-Factor Theory and complemented by Daniel Goleman's framework of emotional intelligence, the study affirms that overall school performance emerges from the dynamic, reciprocal interactions between teacher commitment and emotional competence. In particular, a teacher's commitment, underpinned by emotional quotient, substantially influences teaching effectiveness.

Implications for policy and practice are clear: cultivating and sustaining teacher commitment is essential for improving instructional quality and student outcomes. Professional development should prioritize empathy and social–emotional skills, given their observable impact on classroom dynamics and learning. Educational leaders should implement targeted strategies that support teachers' emotional well-being and professional growth, thereby strengthening commitment and enhancing overall performance.

RECOMMENDATIONS

Teachers should continue integrating commitment and emotional quotient into holistic pedagogy to strengthen learner development and foster a nurturing, academically supportive classroom. School administrators should maintain active involvement in planning, executing, and evaluating diverse programs to model continuous improvement and cultivate a dynamic learning community. The BARMM Ministry of Education (BARMM Division II-B, Lanao del Sur) should invest in sustaining teacher commitment and emotional quotient to enhance overall educational quality, student development, and regional progress, utilizing strategies like Student Learning Action Cells (SLAC) to boost communication and collaboration. Future researchers are encouraged to replicate the study with additional variables (e.g., emotional quotient, teacher commitment, performance) and to further validate the teachers' commitment instrument.

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