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Interpersonal Communication Skills and Work Attitudes Towards Emotional Quotient: Bases for A Proposed N.E.T.C.A Program

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Abstract

This study investigated the interpersonal communication skills, work attitudes, and emotional intelligence (EQ) of 89 English teachers in North Fatima District schools (Fatima National High School, NASA Elementary School, Upper Tumbler Elementary School (UTCES), and Upper Tumbler II Elementary School (UTES II)) for the 2022-2023 school year. It employed a quantitative, descriptive-correlational design to examine relationships between these variables. Slovin's formula was used in determining the number of respondents included in the study. Results indicated that the teachers possessed high interpersonal communication skills, while work attitudes and EQ were moderately high. Notably, written communication skills, sense of community, and stress management scored the lowest among all indicators. Furthermore, significant positive correlations emerged between interpersonal communication skills and EQ, as well as between work attitude and EQ. Based on these findings, the study recommends intervention programs to enhance teachers' written communication, sense of community, and stress management skills. By prioritizing these areas, schools could foster a more emotionally intelligent teaching environment, ultimately benefiting both educators and students.

Keywords: *english, interpersonal communication skills, work attitudes, emotional quotient, intervention program, english teachers, descriptive-correlation, philippines*

Introduction

Forget IQ, EQ (emotional intelligence) is critical to success in relationships, careers, and well-being. Imagine inspiring others, not just teaching skills. Strong EQ allows for navigating complex social situations, building trust, and managing stress. It is the secret sauce for thriving in our interconnected world, where interpersonal skills are vital. Aside from the challenges that teachers face in everyday work, the rigors of student management, and the mountain of paperwork, they are also confronted with being emotionally mature, exhibiting positive work, and displaying high teaching performance. Teachers need strong EQ to create a safe and supportive classroom. By understanding their students' emotions, teachers can effectively manage behavior, build rapport, and, ultimately, ignite a passion for learning. Managing behavior well fosters a classroom environment where students feel valued and empowered to develop holistically (Jordan & Troth, 2021; Valiente et al., 2020).

Additionally, emotional intelligence (EQ) has surged in importance in recent years, surpassing technical skills in some employers' eyes. Employees with high EQ navigate stress better, resolve conflict effectively, and connect with colleagues through empathy. Emotional intelligence fosters a positive work environment and boosts overall success. In our increasingly complex social landscape, EQ is also a critical factor for personal fulfilment. Emotional quotient allows us to understand and manage our emotions, fostering resilience and motivation. It also strengthens relationships by enabling us to communicate effectively, read social cues, and navigate conflict. Whether in the workplace or our personal lives, emotional intelligence equips us to thrive in an emotion-rich world. Research indicates that individuals with high EQ tend to have greater job satisfaction, stronger leadership skills and improved overall well-being (Antonopoulou, 2024; Sanchez-Gomez & Bresó, 2020; Verma et al., 2021).

Meanwhile, interpersonal communication skills are crucial in teachers' emotional quotient, especially connecting with others and engaging in various social and academic interactions. The ability to effectively convey knowledge, ideas, and emotions through verbal or non-verbal means is essential for fostering meaningful relationships and promoting collaboration in educational settings. According to Goleman (2001), a person's emotional intelligence has a significant impact on a person's interpersonal communication. Individuals who are emotionally intelligent can easily recognize emotions, control emotions, motivate themselves, and empathy and social correlation. Success in various personal and professional contexts depends on practical interpersonal communication abilities. Additionally, emotional intelligence is a strong predictor of these communication abilities. These includes the capacity to recognize, comprehend, and regulate one's own emotions as well as those of others (Ansari, 2021; Rachmi et al., 2024; Suprayogi & Andestia, 2023; Tripathy, 2021).

On the other hand, the relationship between an individual's work attitudes and their emotional quotient has been a topic of significant interest in organizational psychology and management. Numerous studies have explored how emotional intelligence, defined as the capacity to recognize, understand, and manage one's emotions and understand the feelings of others, can influence an employee's attitudes, behaviours, and overall work performance. Emotional intelligence which is one aspect on communication on an employee's work centrality or the degree to which an individual is invested in and engaged with their work. A study revealed that emotional intelligence affected job satisfaction. Similarly, findings also indicated that compared to other dimensions, the regulation of emotions

was found to be more effective on employee attitudes (Ahad et al., 2021; Navas & Vijayakumar, 2018; Quines & Nino, 2023).

The Philippines' educational system has undoubtedly lagged behind its Southeast Asian neighbors. For instance, a 2018 UNESCO report on the mid-decade review of Southeast Asian educational systems concluded that. The Philippines' essential education participation and success rates had drastically declined. In 2018 and 2022, the Philippines participated in the PISA (Programme for International Student Assessment), Filipino kids' math, reading, and science proficiency ranks among the lowest. Based on the 2018 evaluation, its performance could have improved more. Teachers' performance was affected by the rapid changes and modifications that have occurred in educational institutions worldwide. In the City Schools Division of General Santos City, some teachers must improve their interpersonal communication skills, work attitudes, and emotional quotient to improve teaching performance and positively affect learning (Acido & Caballes, 2024; Ansari, 2021).

Due to the urgency of studying interpersonal communication skills and work attitudes toward emotional quotient, the researcher investigated the factors contributing to the decline in job satisfaction and teacher communication effectiveness. Examining the correlation between emotional intelligence and work attitudes uncovered potential underlying issues affecting teacher-student interactions, peer collaboration, and the overall school environment. By identifying these gaps, the study will lay the foundation for designing targeted intervention programs to equip teachers with the vital skills to combat challenges, enhance their emotional intelligence, and foster a positive and supportive work culture within educational institutions.

The research endeavour also addresses the pressing gap of teacher dissatisfaction and its impact on student performance and overall school performance outcomes. The study aims to equip educators with the tools needed to effectively engage with students, colleagues, and stakeholders by highlighting the importance of effective communication and emotional intelligence in teaching. Ultimately, the intervention program will seek to bridge the gaps in interpersonal communication skills and work attitudes toward emotional quotient, paving the way for a more fulfilling and practical educational experience for all stakeholders involved. The research aims to provide empirical evidence supporting the correlation between enhanced teacher well-being and improved student outcomes, advocating for a holistic approach to educational improvement. Moreover, this study seeks to contribute to the professional development of sustainable development programs on emotional intelligence.

Research Objectives

The study aimed to determine whether there was a significant relationship between interpersonal relationships and emotional quotients, as well as the work attitudes and emotional quotients among the English teachers of North Fatima District (Fatima et al. School, NASA Elementary School, Upper Tumbler Elementary School (UTCES), Upper Tumbler II Elementary School (UTES II) for the school year 2023-2024. Specifically, the following objectives were formulated:

1. To determine the level of interpersonal communication skills of teachers in terms of:
 - 1.1. listening skills;
 - 1.2. non-verbal skills;
 - 1.3. verbal communication; and
 - 1.4. written communication.
2. To identify the level of work attitudes of teachers in terms of:
 - 2.1 self-efficacy;
 - 2.2 sense of community; and
 - 2.3 sense of professional interest.
3. To determine the level of emotional quotient of teachers in terms of:
 - 3.1 intrapersonal;
 - 3.2 adaptability; and
 - 3.3 stress management.
4. To determine the significant relationship between:
 - 4.1. interpersonal communication skills and emotional quotient, and
 - 4.2. work attitudes and emotional quotient.
5. To craft an intervention program based on the findings of the study.

Methodology

This section presents the research design to be used, the place where it was conducted, the population and its sampling, the survey questionnaire and its data collection, the statistical treatment of the gathered data, and the ethical considerations.

Research Design

This study utilized a Quantitative research approach, specifically, a descriptive-correlational survey. Quantitative research is a systematic collection and analysis approach using numerical data to investigate a specific phenomenon or problem. It aimed to establish

relationships and patterns between variables and was primarily concerned with generalizing findings to a larger population. One study stated that quantitative research is widely used in psychology, education, sociology, and business. Similarly, quantitative research collects and analyzes numerical data using statistical methods to test hypotheses, answer research questions, and make predictions (Creswell & Plano Clark, 2023; Maxwell & Maxwell, 2022).

Furthermore, quantitative research is the most suited design that examines the correlation between interpersonal communication skills and work attitudes of teachers as drivers of emotional quotient to be able to craft an intervention program based on the result. Furthermore, by utilizing a descriptive-correlational design, the study aims to provide valuable insights into how interpersonal communication skills and work attitudes as drivers of emotional quotient affect the Teacher's performance (Jimenez, 2020).

Moreover, descriptive research aims to describe the characteristics of a population or phenomenon (Siedlecki, 2020). Descriptive research often involves collecting data through surveys or questionnaires to understand the current state of something.

While correlational research investigates the relationships between two or more variables without manipulating or changing them, it seeks to identify patterns or associations between variables, not necessarily cause and effect.

In a descriptive-correlational survey, researchers collect data on multiple variables through a survey instrument. The data is then analyzed to characterize the characteristics of the population or phenomenon under research and the degree and direction of any correlations between the variables.

Participants

The study's respondents were 114 teachers from the four schools under North Fatima District. There are 30 English Teachers from Fatima National High School, 37 English Teachers from Upper Tumbler Central Elementary School, 20 English Teachers from Upper Tumbler II Elementary School, and 19 Teachers from NASA Elementary School in the 2022-2023 academic year. They were selected via criterion and purposive sampling methods (Pratap et al., 2029). In this study, the inclusion criteria for respondents consisted of all teachers working in North Fatima District during the school year 2023-2024 totaling 89 respondents. The exclusion criteria pertained to individuals who are not employed as teachers in these schools during the specified period, such as administrative staff, support staff, and temporary or substitute teachers. Withdrawal of the respondents occurs if the participant chooses to discontinue their participation if they were no longer eligible due to changes in their employment status during the data collection process, withdrawn respondents' data would not be included in the final analysis.

Moreover, to efficiently survey a group of teachers, the researchers employed Slovin's Formula. This formula considers the total population and a desired margin of error to determine a statistically relevant sample size. While the initial population was 114, Slovin's Formula got a sample size of 89 teachers, likely offering a good representation of the entire group.

The researcher adopted a research questionnaire which was attested by expert validators. Second, she sought approval from the Ethics and Review Committee and the Graduate School. Upon approval, permission was obtained from the Office of the Schools Division Superintendent, Division of General Santos City. The researcher utilized a validated questionnaire to determine the significant correlation between interpersonal skills and work attitudes to the emotional quotient of teachers. It is an adopted questionnaire from credible authors. The researcher gathered related items to be subjected to face and content validation from different works of literature. The questionnaire was classified into three (3) parts: A. Level of Interpersonal Communication Skills B. Level of Work Attitudes C. Level of Emotional quotient.

The first part of the instrument was about measuring the level of interpersonal communication skills. There were twenty (20) sub-items divided into 4 indicators: listening skills, nonverbal communication skills, verbal communication skills, and written communication skills. While the second part of the instrument, a separate questionnaire, focused on work attitude with 15 items divided into three (3) sub-items: self-efficacy, sense of community, and sense of professional interest. And the third part assessed as the teachers' emotional quotient, with 20 items divided into four (4) indicators namely: intrapersonal (understanding oneself), stress management, and general mood. In total, the instrument employed 55 items to comprehensively assess these key factors influencing teachers' emotional quotient (Jimenez, 2020).

Ethical Considerations

The researcher investigated the level of interpersonal communication skills, work attitudes, and emotional quotient of teachers, the correlation between interpersonal communication skills and emotional quotient, and the significant relationship between work attitudes and emotions. Because the study will include collecting and administering sensitive data, authorities encouraged him to consider ethical considerations when performing the research (Arifin, 2018). The researcher knew the selected volunteers in this great endeavor could initially be hesitant. He ensured the study was conducted according to the moral guidelines suggested by the R.M.M.C. Ethics and Review Committee.

Voluntary Participation. The researcher orientated the participants regarding the study's nature, goal, and guiding principles. This measure encouraged confidence and trust, which helped him collect reliable data. He also fully disclosed the procedures involved and offered the participants options.

Informed Consent. After receiving approval from the ethics committee, the researcher gave the participants written consent forms to complete. He made every effort to ensure that the participants knew the purpose of the study. In this manner, individuals may consciously and intentionally choose whether or not they wish to participate (Goodwin et al., 2020).

Permission from Organization/Location. The R.M.M.C. Graduate School, the five participating school heads, and the superintendent of the school's division permitted this study.

Privacy and confidentiality. The researcher devised strategies to reduce, if not eliminate, any risks to consent, privacy, and confidentiality throughout this research in compliance with the Data Privacy Act of 2012. He withheld any information or materials from the interviews and conversations to protect the participants' privacy. The researcher handled the instruments used before, during, and after the interviews cautiously and securely discreetly stored the study-related data (Goodwin et al., 2020).

Recruitment. The researcher recruited qualified respondents from the five participating schools. He explained the purpose and significance of the study to the qualified respondents so they could obtain their voluntary participation and informed consent.

Risks. The researcher gave the participants time to get comfortable and ask questions to reduce the psychological and social dangers connected with the research and optimize the advantages for the participants, and their well-being was constantly guaranteed. He gave them a firm, caring response if they started to feel uncomfortable during the interview. They might adjourn the meeting later, take a break, or omit the question. After the interview, he gave them a debriefing in which he reiterated the goals of the research, provided any new information that had emerged, and solicited their input.

Benefits. The researcher was adamant about conducting this study with various P.W.D. students to give their voices a platform and make them known to others. Their experiences could inspire others, kindling a desire inside them to pursue more significant goals and become better versions of themselves. With any luck, the right people would find out about this and be able to help the learner's situation. The school administration will inspire the P.W.D. students.

Plagiarism. Plagiarism was not tolerated in the way this study was conducted. The researcher also correctly cited his sources and gave references the credit they deserved. He also supported everyone participating in the study, his reputation, and his moral rectitude.

Fabrication. The research's findings and conclusions are legitimate and trustworthy because no aspect was falsified. The researcher carefully studied the collected data to be sure that no fabrications of the truth had taken place.

Falsification. The researcher ensured there was no deliberate deception. Data interpretation followed codes of conduct, and factual evidence was obtained. To preserve the truth, he refrained from manipulating data improperly.

Conflict of Interest (C.O.I.). Since the respondents' welfare was the priority throughout the procedure, there was no conflict of interest in how this study was conducted. The researcher took this action to ensure that the research was legitimate and that there were no hidden agendas, including money or career advancement. Most significantly, the study subjects participated voluntarily, and he had no control over them.

Deceit. The researcher was transparent and truthful with the participants to ensure no fraud. Because the interviewer had built trust, the participants felt more at ease and were sincere in their responses when the study upheld the values of openness and honesty. The participant's physical and psychological safety was always paramount.

Authorship. The researcher is a Master of Education student majoring in English at R.M.M.C. She has taught English in Junior High School for more than 16 years. Moreover, she has experience being a department head at Lanton High School, where she handled different personalities and working attitudes of teachers and their interpersonal communications. From 2020 until the last school year, 2023-2024, she has served as Grade 10 Curriculum Head with more than 35 teachers under her care. With these, as the researcher and author of this study, he edited this manuscript under the careful guidance of his adviser. Content and technical recommendations were suggested, followed by instructions, considering ethical issues from the R.M.M.C. Ethics Review Committee and Graduate School standards guidelines.

Results

This section presents the data and interpretation of the gathered data in the study about the level of interpersonal communication skills, work attitudes, and emotional quotient and the significant relationship between variables.

3.1. The Level of Interpersonal Communication Skills of Teachers

Table 1 shows the data on teachers' level of personal communication skills in terms of listening, non-verbal, verbal, and written communication. Mean and description were utilized to treat the data gathered.

Data revealed that the level of interpersonal communication skills of teachers obtained an overall mean of 3.4, indicating high interpersonal communication skills. Among the three indicators, teachers scored moderately high in listening, nonverbal, and verbal communication skills, with 3.7, 3.5, and 3.5, respectively. However, written communication obtained the lowest Mean of 3.0, suggesting a need for improvement in this area. The result implied that teachers in the North Fatima District need to enhance their

written communication skills.

Table 1. *The Level of Interpersonal Communication Skills of Teachers*

<i>Indicators</i>	<i>Mean n=144</i>	<i>Interperatation</i>
Listening Skills	3.7	Moderately High
Non-Verbal Skills	3.5	Moderately High
Verbal Communication	3.5	Moderately High
Written Communication	3.0	High
Total	3.4	High

3.2. The Level of Work Attitudes of Teachers

Data revealed that the level of work attitudes of teachers in North Fatima District was moderately high, as shown by an overall mean of 3.5. The result indicates that teachers uphold favorable work ethics (Jimenez, 2020). Furthermore, regarding a sense of efficacy and professional interest, the means obtained were 3.5 and 4.0, respectively, indicating a moderately high level of these indicators under work attitudes. The result suggests that teachers are efficient and professional in their attitudes towards work. However, it is essential to note that these the findings are based on a particular setting and may not represent the entire teaching population.

While the overall work attitudes of the teachers seemed optimistic, one area emerged as needing potential improvement. The sense of community, measured by indicators related to teamwork and collaboration, obtained the lowest mean score among the work attitude factors ($M = 3.0$) [Abun et al., 2022]. Although a mean of 3.1 might suggest a generally positive perception, it indicates room for growth compared to other work attitude aspects. This finding aligns with prior research highlighting the importance of fostering a strong sense of community among educators. Studies have shown that a collaborative school environment with strong teacher-to-teacher relationships can increase job satisfaction, improve student achievements and create a more conducive environment. Addressing this area through initiatives that promote teamwork, shared decision-making, and peer support could benefit teachers and students.

Table 2. *The Level of Work Attitudes of Teachers*

<i>Indicators</i>	<i>Mean n=144</i>	<i>Interperatation</i>
Sejense of Efficacy	3.5	Moderately High
Sense of Community	3.1	High
Sense of Professional Interest	4.0	Moderately High
Total	3.5	Moderately High

3.3. The Level of Emotional Quotient of Teachers

Table 6 presents teachers' emotional quotient levels regarding intrapersonal, adaptability, stress management, and general mood. Mean and description were utilized to treat the data gathered.

Data revealed that the level of emotional quotient was high, as shown in the Mean of 3.82. The result means that the English teachers in North Fatima District have a moderately high level of emotional quotient. Among the indicators surveyed, intrapersonal, adaptability, and general mood obtained a mean of 3.97, 3.95, and 3.89, respectively, which means that teachers have a moderately high level in the given indicators. These imply that the English teachers in North Fatima District have a positive emotional intelligence. It revealed a potentially concerning finding that stress management emerged as the weakest indicator within the Emotional Quotient (E.Q.) assessment, with a mean score of only 3.49 (Jimenez, 2020). The result suggests that, on average, teachers in North Fatima might be experiencing higher stress levels than desired and could benefit from additional support in managing it effectively.

Table 3. *The Level of Emotional Quotient of Teachers*

<i>Indicators</i>	<i>Mean n=144</i>	<i>Interperatation</i>
Intrapersonal	3.97	Moderately High
Adaptability	3.95	Moderately High
Stress Management	3.49	High
General Mood	3.09	Moderately High
Total	3.82	Moderately High

3.4. The Significant Relationship Between Interpersonal Communication Skills and Emotional Quotient

Table 4 presents the level of interpersonal communication skills and the level of emotional quotient of teachers. Pearson's Product Moment Coefficient of Correlation (Pearson r) was utilized to obtain the data findings.

The test of the relationship between variables reveals a significant relationship between the level of interpersonal communication skills and teachers' emotional quotient level. It implies that the level of interpersonal communication skills of teachers is associated with the level of their emotional quotient. It was found that when the level of interpersonal communication skills and the level of emotional quotient of teachers was tested, the data were tested at the Alpha level of .05 with a degree of freedom of 87. The table illustrates the computed Pearson's Product Moment Coefficient of Correlation value, which was 0.79. It was more significant than the tabular value of 0.178. The data led to the rejection of the null hypothesis. The finding implies that the level of interpersonal communication skills

of teachers significantly influenced the level of their emotional quotient (Tripathy, 2021).

Table 4. *The Significant Relationship Between Interpersonal Communication Skills and Emotional Quotient*

Variables	DF	Rxy value N=89		Decision	Analysis
		Computed	Tabular		
Interpersonal Communication Skills vs Emotional Quotient	87	0.79	0.210	Reject null hypothesis	There was a significant relationship

3.5. The Significant Relationship Between Work Attitudes and Emotional Quotient

Table 5 presents the level of interpersonal communication skills and the level of emotional quotient of teachers. Pearson's Product Moment Coefficient of Correlation (Pearson r) was utilized to obtain the data findings.

The test of the relationship between variables reveals a significant relationship between the level of work attitude and the level of emotional quotient of teachers (Ahad et al., 2021; Jimenez, 2020). It implies that the level of work attitude of teachers is associated with the level of their emotional quotient. When the level of work attitude and the level of the emotional quotient of teachers were tested at the Alpha level of .05 with a degree of freedom of 87, the computed Pearson's Product Moment Coefficient of Correlation value was 0.79, which was more significant than the tabular value of 0.210. The result led to the rejection of the null hypothesis, indicating that the level of work attitude of teachers significantly influences the level of their emotional quotient. These findings underscore the importance of emotional intelligence in fostering a positive work attitude among teachers.

Table 5. *The Level of Emotional Quotient of Teachers*

Variables	DF	Rxy value N=89		Decision	Analysis
		Computed	Tabular		
Work Attitude Skills vs Emotional Quotient	87	0.82	0.210	Reject null hypothesis	There was a significant relationship

Discussion

This section represents the conclusions and recommendations based on the data gathered.

The Level of Interpersonal Communication Skills of Teachers

The level of interpersonal communication skills exhibited by teachers was moderately high, showcasing their ability to establish positive rapport with students, work collaboratively with fellow educators, and effectively interact with parents and other key stakeholders. This proficiency indicated that teachers could communicate information in a manner that is not only articulate and comprehensible but also respectful and supportive of the teaching and learning process. By fostering solid relationships through effective communication, teachers can foster a favorable and conducive learning environment that promotes student engagement and academic success. Furthermore, strong interpersonal communication skills are essential for building trust with students, parents, and colleagues.

Additionally, the moderate level of interpersonal communication skills observed among teachers suggested that they possessed a valuable combination of verbal and non-verbal communication techniques, enabling them to convey information seamlessly and engage with individuals from diverse backgrounds. Through communication skills, teachers could foster a positive and inclusive classroom atmosphere where students feel heard, respected, and motivated to excel academically. Furthermore, collaborating with colleagues and engaging with parents underscored the importance of effective communication in establishing a supportive and collaborative network that added to the success of students and the school community.

The literature emphasized that foreign language teachers who purposefully regulate their bodily movements and positioning exhibited a nuanced yet impactful form of authority. During the implementation of pattern drills, it has been observed that the tempo of the class can be increased, while concurrently reducing the amount of teacher talk. The investigation's findings unveiled that non-verbal communication exerts a notable and favorable impact on the English academic performance of students. Another study indicated that verbal and nonverbal communication play a crucial and significant role in the teaching and learning process. As a result, educators must uphold and enhance effective communication strategies to effectively convey educational content to their students. Similarly, Communication is composed of both what is said and how it is said, illustrating the need for incorporating non-verbal communication skills, which writers and researchers frequently disregarded (Holmes et al., 2019; Sutiyatno, 2018).

Meanwhile, self-efficacy is a crucial factor that significantly influences the ability of teachers to achieve their objectives, complete their tasks, and effectively address instructional challenges. Teachers exhibiting low self-efficacy tend to avoid engaging in challenging activities, perceiving creative tasks and complex situations as tricky. They often adopt a negative mindset, interpreting most situations

pessimistically, and consequently experience declining confidence regarding their abilities. Conversely, teachers demonstrating high self-efficacy embrace challenging activities as opportunities for personal growth and mastery. They cultivate a more profound interest in their work, exhibit a strong sense of commitment, and are resilient in the face of setbacks, swiftly recovering from failures.

The Level of Work Attitudes of Teachers

The moderately high level of work attitude displayed by teachers reflects their dedication and commitment to their profession. This positive attitude created a conducive learning environment for students to thrive and excel academically. Teachers with a strong work ethic and passion for teaching are likelier to inspire and motivate their students, leading to better engagement and academic performance.

Furthermore, a high level of work attitude in teachers could positively impact student outcomes, as teachers who were invested in their work are more likely to go above and beyond to support and nurture their students' growth. This level of commitment would not only benefit students but also contributed to the overall success of the educational institution as a whole. Fostering a culture of dedication and professionalism among teachers is crucial to creating a positive and productive learning environment. Positive teacher attitudes can be powerful role models for students, inspiring them to develop a strong work ethic, a love of learning, and a sense of purpose. By cultivating a positive support school climate, educators can build a positive and lasting impact on the lives of their students.

In the study conducted by Bayram et al. (2019), teachers' work attitudes encompassed a broad spectrum of sentiments and perceptions that directly influence their professional behavior and commitment to their roles. These attitudes encapsulate job satisfaction, motivation, dedication, and overall job engagement. Positive work attitudes among teachers often correlate with a strong sense of fulfillment derived from making a meaningful impact on student's lives, fostering a positive learning environment, and embracing professional growth opportunities. Conversely, negative work attitudes may stem from factors like burnout, inadequate support, or challenges within the educational system. Understanding and cultivating positive work attitudes are crucial for the well-being of teachers and the overall effectiveness of the educational experience they provide to students.

Moreover, teachers' work attitude is a comprehensive outlook encompassing their emotional responses and beliefs about their profession (Cherry, 2020). This perspective significantly impacts their teaching methods and interactions within the school environment. Positive work attitudes are characterized by enthusiasm, commitment, and a genuine desire to educate students, fostering a stimulating learning atmosphere. Several factors contribute to forming these attitudes, including the level of satisfaction derived from the job, the overall support provided by the school community, opportunities for professional growth, and the acknowledgment of their contributions.

The Level of Emotional Quotient of Teachers

A teacher's emotional quotient is crucial in creating a positive learning environment for students. When educators possess a moderately high level of emotional intelligence, they can understand better their own emotions and address the emotional needs of their students. This, in turn, not only facilitates effective teaching but also fosters a sense of trust and connection between teachers and students. Students are bound to feel protected, supported, and inspired to learn in an emotionally supportive classroom setting, ultimately enhancing their educational experience.

Moreover, a high emotional quotient in teachers also contributed to building positive relationships within the educational community. Teachers who could empathize with their colleagues, communicate effectively, and manage conflicts constructively create a harmonious and collaborative work environment. This positive atmosphere allowed for better teamwork, idea sharing, and improved Teacher and student outcomes. By prioritizing emotional intelligence in education, schools can establish an environment of empathy, understanding, and mutual respect. among all educational community members. It could increase job satisfaction, reduce burnout, and a stronger sense of belonging among educators.

Those with intrapersonal skills can adapt to their environment. Self-awareness gained through self-reflection is particularly essential for social maturation. Understanding and embracing oneself is the first step in comprehending and accepting others, which is crucial for coping skills development. Intrapersonal skills primarily encompass traits or states that contribute to forming an individual's personality. Self-awareness is a fundamental aspect of intrapersonal awareness that facilitates a deeper understanding of and access to one's emotions.

The Significant Relationship Between Interpersonal Communication Skills and Emotional Quotient

The test of the relationship between variables revealed a significant relationship between the level of interpersonal communication skills and teachers' emotional quotient level. It implied that the level of interpersonal communication skills of teachers is associated with the level of their emotional quotient. It was found that when the level of interpersonal communication skills and emotional quotient of teachers was tested, the data were tested at an Alpha level of .05 and a df of 87. The computed Pearson's Product Moment Coefficient of Correlation value of 0.79 led to the rejection of the null hypothesis, as shown in the table. It was more significant than the tabular value of 0.210. The null hypothesis was therefore rejected. The level of interpersonal communication skills of teachers significantly influenced the level of their emotional quotient.

The Significant Relationship Between Work Attitude and Emotional Quotient

The test of the relationship between variables showed a significant interconnection between the level of work attitude and teachers' emotional quotient level. It implied that the level of work attitude of teachers is associated with the level of their emotional quotient. It was found that when the level of work attitude and the level of the emotional quotient of teachers were tested, the data were tested at the Alpha level of .05 with a p of 87. The table showed that the computed Pearson's Product Moment Coefficient of Correlation value was 0.79. It was more significant than the tabular value of 0.210. This result led to the rejection of the null hypothesis. The level of work attitude of teachers significantly influenced the level of their emotional quotient.

Work attitude and emotional intelligence are very crucial when improving teaching efficacy. The study by Jimenez (2020), which focused on secondary school teachers in the Philippines, revealed a significant relationship between teachers' emotional quotient (E.Q.) and work attitude. The study revealed that teachers with higher emotional quotient scores exhibited positive work habits and displayed high teaching performance.

Conclusion

Based on the results of the study, the following conclusions were formulated:

Teachers' level of interpersonal communication skills was moderately high with regards to listening skills, non-verbal skills, and verbal communication, while high in terms of written communication. Teachers demonstrated exceptional listening skills, crucial for understanding students' needs and fostering an effective learning environment. Additionally, their non-verbal communication skills were strong, enabling them to convey messages and emotions effectively through body language, gestures, and facial expressions. Verbal communication skills were also rated highly, showcasing the teachers' ability to articulate thoughts clearly and engage students in meaningful discussions. However, when it came to written communication, while still above average, the proficiency was assessed as high, indicating room for improvement in written correspondence and documentation.

Additionally, the level of work attitude of teachers was high in terms of a sense of belief in their ability to influence student learning—was rated as high. They also demonstrated a strong professional interest, showing genuine passion for their work. In contrast, their sense of community, which reflects their connection with colleagues and the school environment, was moderately high. The result suggested further attention to help teachers develop a sense of community to improve well-being and job satisfaction significantly.

Moreover, these findings highlighted the positive work attitudes among teachers, emphasizing their commitment to effective teaching practices and their engagement within the educational community. The study underscored the importance of emotional intelligence and job satisfaction in enhancing teaching performance. The teaching environment is a better place to do and be better. Teachers with a strong sense of professional identity tend to view teaching as a long-term passion rather than merely a job, leading to greater career satisfaction and a sense of accomplishment.

In summary, teachers' work attitudes encompassed a blend of efficacy, professional interest, and community engagement, contributing to their overall effectiveness in the classroom. These factors are crucial in shaping the educational landscape and fostering positive student learning experiences.

Furthermore, the level of emotional quotient of teachers was high. Emotional intelligence refers to the ability to perceive, understand, and manage one's emotions and relationships. It involves awareness of emotions in oneself and others and using this awareness to guide thinking and behavior. When it comes to career success, E.Q. plays a significant role. People with high E.Q. tend to navigate emotional situations effectively, personally and professionally.

Moreover, stress management is a critical aspect of E.Q. Developing awareness of one's emotions helps individuals cope more effectively. People can improve their stress management skills by enhancing adaptability and self-efficacy (the belief in one's ability to handle challenges). The study findings emphasize the need for extra attention to stress management to enhance overall well-being and career success.

Additionally, emotional intelligence contributes to success by fostering better interpersonal relationships, adaptability, and effective stress management. If an individual pays careful attention to stress management, he can significantly improve his overall quality of life and professional outcomes. Keep nurturing emotional intelligence—it is a valuable skill.

Furthermore, there was a significant correlation between the interpersonal communication skills of teachers and their emotional quotient. Research indicates that positive teacher interpersonal communication behaviors significantly impact student outcomes. These behaviors include teacher care, clarity, credibility, rapport with students, stroke, immediacy, and confirmation. They predict desirable outcomes such as motivation, learning, engagement, and class attendance. Additionally, studies have explored the relationship between empathy levels and interpersonal communication skills among teachers. While higher empathy correlates with emotional reactions, practical social skills remain essential. Emotional intelligence and effective communication contribute to teachers' well-being and professional success.

Moreover, there was a significant relationship between the work attitude of teachers and their emotional quotient. The findings of the

study of Jimenez (2020), who focused on secondary school teachers in the Philippines, discovered that there is a significant relationship between teachers' emotional quotient (E.Q.) and their work attitude. Teachers with higher emotional quotient scores tended to exhibit positive work habits and demonstrated high teaching performance. This finding shows that teachers should practice better work habits in order to help students build stronger emotional intelligence. Furthermore, the study found strong relationships between instructors' work attitudes (particularly in terms of efficacy) and their teaching performance. The result implies that teachers must develop self-efficacy to improve teaching performance. It is indicated that emotional intelligence and work attitude are essential to enhance teaching effectiveness.

The following recommendations were established based on the results of the study:

The Department of Education has a pivotal role in supporting the professional development of teachers and school staff by designing and implementing training programs to enhance their interpersonal communication skills. These programs should not only focus on technical abilities but also on nurturing positive work attitudes that contribute to the development of emotional intelligence. By providing educators with the tools to communicate and understand emotions effectively, teachers can create a more inclusive and supportive learning environment for students.

In addition to initial training, ongoing workshops and seminars organized by school administrators can further support teachers in honing their written communication skills and fostering positive work attitudes. Continuous professional development in these areas is essential for educators to adapt to evolving classroom dynamics and student needs. By investing in the growth of teachers, schools can empower them to create meaningful connections with students, parents, and colleagues, ultimately enhancing the overall educational experience.

Furthermore, collaboration between school heads and administrators is paramount in creating a positive school culture that prioritizes open communication, teamwork, and emotional well-being. Establishing clear policies and practices that promote a healthy work environment for teachers and students can significantly impact the overall morale and performance within the school community. Schools can cultivate a sense of belonging and empowerment among their staff and students by fostering a culture of respect, understanding, and support.

Moreover, the introduction of validated assessment tools to measure teachers' and school staff's interpersonal communication skills, work attitudes, and emotional quotient can provide valuable insights for improvement. Regular assessments help track progress, identify areas that may require additional support, and ensure that educators are equipped with the necessary skills to meet the diverse needs of their students. Accepting a culture of continuous learning and self-reflection, can help schools to create a more enriching educational environment for all stakeholders involved.

Improving teachers' written communication skills is crucial for creating a positive learning environment. It is highly recommended that role-playing encourages teachers to engage in role-playing exercises. By acting out different communication scenarios, they can practice effective communication techniques. Also, self-audit would help teachers. They should periodically assess their communication style. Reflecting on interactions with students, parents, and colleagues can help identify areas for improvement.

Additionally, building credibility as a teacher enhances communication with students and parents. Encourage teachers to listen to students actively. Effective communication improves student-teacher relationships and contributes to overall student achievement and well-being.

Additionally, incorporating technology can further enhance these efforts. Online resources, virtual simulations, and collaborative platforms can provide teachers with flexible and accessible learning opportunities, fostering a dynamic and ever-evolving approach to professional development.

Furthermore, recognizing and rewarding teachers who demonstrate exceptional communication skills and positive work attitudes can further incentivize and inspire the entire teaching staff. By celebrating these qualities, schools can create a culture that values effective communication and emotional intelligence, benefiting students and the entire school community.

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