

Filipino Teachers' Compartmentalization Ability, Emotional Intelligence, and Teaching Performance

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Abstract: Teachers, as individuals outside the classroom, deal with their problems, yet are still expected to display desirable dispositions during students' interaction. Thus, the strategy for regulating thoughts and emotions is vital for effective teaching. This study aims to measure the Filipino teachers' problem compartmentalization ability, their level of emotional intelligence, and teaching performance, mainly when they experienced personal issues. It also seeks to determine the relationship among variables. Validated researcher-made and adopted instruments were administered to 160 randomly selected elementary and secondary public school teachers from Cebu Province, Philippines, with a response rate of 87.5%. The tools were subjected to validity and reliability tests. The gathered data were analyzed with descriptive and inferential statistics using SPSS. Findings revealed that Filipino teachers have a high ability to compartmentalize their problems and a high level of perceiving, understanding, managing, and using their emotions. They also display positive disposition when they are in the classroom showing their good performance despite personal issues. Statistically, Filipino teachers' emotional intelligence and their problem compartmentalization ability were positively and significantly correlated to their teaching performance. Hence, these approaches may be included by the school leaders in teachers' training for the improvement of their well-being.

Keywords: Compartmentalization, Classroom behaviour, Emotional intelligence, Personal Problems, Teachers' characteristics

1. Introduction

Teachers play a significant role in the institution as they communicate knowledge in a specific subject, help students grow to the fullest, develop a proper attitude, and unfold their personality. This notion of teachers is deemed universal and consistent all over the world. Moreover, in the Philippine context, the Code of Ethics for Professional Teachers and the Philippine Professional Standards for Teachers specifically mandate Filipino educators to be equipped with technical and professional competence and possess dignity and reputation with high moral values. In other words, high standards are set for Filipino teachers. There is an

unspoken pressure for them to continually put their best foot forward and maintain a dignified image in society.

Apart from their teaching tasks, they are also expected to fulfill multiple roles, such as being a communicator, facilitator, counselor, disciplinarian, mentor, surrogate parent, and others (Pablo, 1992). These expectations and responsibilities pose challenges to the professional lives of Filipino teachers. Multiple studies conducted on teachers from different schools in the Philippines reported the stress experienced by teachers due to their profession (de Cadiz & Sonon, 2012; Betonio, 2015; Loquias & Sana, 2013; Colación-Quirós & Gemora, 2016).

Besides, teachers, like all people, also face personal challenges from time to time (Mattaliano, 1979; Pajak & Blase, 1989), which is true not only for Filipino teachers but teachers in general. They are surrounded by problems like finances, family, and health (Symonds, 1941; Johari & Jamil, 2014), which may trigger negative emotions in the classroom, resulting in poor teaching performance. Moreover, the quality of teachers' personal lives appears to influence teachers' affective states directly and that those emotional states, in turn, affect the behavior of teachers in school (Pajak & Blase, 1989). As such, an effective teacher can have all the needed skills yet, failing as a teacher when private issues interfere because teaching is not just a mechanical and routine method (Symonds, 1941).

Pressuring from both personal and professional undertakings of teachers only proves that teaching is a stressful task (Brown, 2011; Tsang, 2011). In the case of the Filipino teachers, the mandate to consistently be physically, mentally, emotionally, and morally fit (Article II Section 3, Code of Ethics for Professional Teachers) by finding the balance between personal and professional has become a challenge. Thus, how teachers deal with their responsibilities and maintain their role as a teacher when they have emotional issues require the ability to regulate their emotions (Cubukcu, 2013; Miller, 2015) and to isolate one's problems to express the appropriate feelings (Rozuel, 2009) so as not to affect their teaching performance.

Problem compartmentalization may be one of the approaches to the prevention of such emotional disturbance. It is a subconscious psychological defense mechanism to prevent mental discomfort and anxiety within a person experiencing various sets of conflicting issues within themselves. Educators are expected to have an ability to place their emotional, physical, and mental aspects within sets of compartments inside their heads and deals with their afflictions in the right time and place, gaining perspective on how their problems should be dealt with later on (Rozuel, 2009). After all, teachers are confronted with an emotional scene in the classroom (Zaretsky & Katz, 2019) because they are dealing with students having diverse personalities and behavior.

People display a particular emotion appropriate for a specific occupation (Zaretsky & Katz, 2018). It means that each profession has its emotional patterns and effects on both workers and clients. For instance, in the school setting where rules for social conduct exist, emotions must be regulated appropriately to maintain good rapport with colleagues and learners. Emotions, as established, place a significant impact on an individual's life, requiring one to have a higher emotional intelligence (EI) to pursue a productive life. The 21st century was especially denoted as an era of stress for every individual (Gorsy, Goyat, & Anand, 2015), more so on teachers' lives. Teaching is not merely a transfer of knowledge from what the teacher learns; it is more involving non-intellectual elements. Teaching is noted as an emotional practice characterizing emotions as an integral element in an educator's life (Sutton & Wheatley, 2003; Keller, Chang, Becker, Goetz, & Frenzel, 2014). As such, EI is significant in the teaching profession.

Individuals may have different expressions of emotions as they have different upbringings, social interactions, and culture (De Leersnyder, Boiger, & Mesquita, 2015; Mesquita, De Leersnyder, & Boiger, 2015). Also, emotion and emotional responses can do good but still can do more harm (Gross, 2002). Thus, when the teacher is confronted with

private issues, it is inevitable sometimes that these problems are not kept under control and will result in poor teaching performance. Problem compartmentalization and emotional intelligence as approaches to regulating emotions are necessary to overcoming and preventing negative disposition at work. Such a scenario may be different in the case of Filipino teachers, given their natural trait of being hopeful, efficient, resilient, and optimistic despite adversities (Ganotice, Yeung, Beguina, et al. 2016). As such, there is a need to reveal Filipino teachers' abilities in such areas. The Philippine Constitution emphasizes the importance of providing quality education (Article XIV, 1987 Philippine Constitution), and the quality of education is mainly dependent on the quality of the teachers (Jamian, Ibadallah, & Fook, 2019).

Problem compartmentalization and emotional intelligence in the field of teaching are not given much of credit in recent literature. However, the importance of such has a positive gain for both teachers and students. Moreover, Fried (2011) emphasized that teacher emotion is now considered a significant area of studies because of elevated attrition levels for teachers, and their emotional well-being has become critical. Thus, this present study explores the Filipino teachers' ability to compartmentalize problems and their level of emotional intelligence when they have personal issues at hand. It also seeks to establish relationships of such variables to their teaching performance to formulate suggestions and intervention for teachers to manage their personal problems successfully. It can also serve as the basis for the school administrators to improve not just teachers' professional aspects but including their personal issues, which may eventually improve their well-being and transform them into effective teachers. Hence, the following questions are addressed in this study:

1. What personal problems the teachers usually encountered?
2. What is the ability of teachers to compartmentalize personal problems?
3. What is the teachers' level of emotional intelligence?
4. How teachers' problem compartmentalization ability and their emotional intelligence do influence their Teaching performance?

2. Review of Related Literature

2.1 Teachers' personal problems and their profession

Personal problems are viewed as concerns experienced by an individual, which are difficult to handle (Johari & Jamil, 2014). Mattaliano, (1979); Symonds, (1941); Johari & Jamil, (2014) have identified problems of family relationship, financial and health issues as frequently experienced by teachers. Mattaliano (1979) enumerated teachers' serious personal issues as loss, internal distress, transitional state, love-life, emotions of inferiority, and health issues. He further stressed that exhausted, nervous and tense, aggressive, worrying, sensitive, in need of love, approval, and affection; concern for appearance, voice, clothing, stature; conscientious, jealous, guilty, and a range of private constraints were among the less severe issues faced by teachers. All of these issues portray variation underlying anxiety, dissatisfaction with oneself, and guilt for the inability to live up to one's expectations and norms.

Similarly, Pajak & Blase (1989) identified 13 personal life factors of teachers viewed to have positive and negative effects on their professional performance. These factors are arranged from the order of most frequently experienced; these are: being a parent, personal interests, extended family & friends, single status, visibility, poor health, spiritual beliefs, finances, and social status.

Accordingly, an effective teacher is described as being prepared professionally and mastery of the subject matter and skills in the delivery of teaching (Symonds, 1941). Nevertheless, an effective teacher should also possess good personal traits (Lupascu, Pânișoară, & Pânișoară, 2014) and must be happy, satisfied, and secure (Symonds, 1941). However, if a

teacher is experiencing personal problems or worries, anxious, restless, or sad cannot have self-control, calmness, or self-possession, which is necessary for good teaching. Hence, personal problems can significantly affect teachers' reflection practice negatively (Johari & Jamil, 2014). Thus, it is essential to determine the strategies to handle these problems so as not to affect teaching performance adversely.

2.2 Compartmentalization in the teaching profession

Problem compartmentalization is one's facility to keep personal feelings at bay and away from issues at work (Ditzfeld & Showers, 2014). The purpose of compartmentalization is to organize one's belief in positive and negative thoughts which can either serve the individual's self-goals, including self-esteem and emotional stability (Showers & Zeigler-Hill, 2007) Thomas et al. (2013) depicted a compartmentalized self-structure as having both positive and negative attributes separated into categories. For example, a teacher being a compartmentalized individual has two self-aspects, their "teacher" and "authentic" self. The "teacher" self is described with positive attributes like authoritative, caring, and confident, while the "authentic" self is associated with negative values, including timid, quiet, and insecure (Ditzfeld & Showers, 2014). As such, we can apprehend that the "teacher" self in our example is of positive compartmentalization while the "authentic" person is of negative compartmentalization (Thomas, Ditzfeld, & Showers, 2013).

With this categorization, compartmentalized individuals think of themselves on either of the two optional values they possess, depending on the appropriateness of each self-aspect per situation. In this case, it can be stated that compartmentalization is advantageous as long as the positive self-beliefs dominate over the negative self-beliefs (Thomas, Ditzfeld, & Showers, 2013). Thus, in the example given, it can be stated that the positive compartmentalization is beneficial for the individual when they are on their "teacher" self since they experience positive values during the embodiment of the character reporting on high self-esteem and positive mood (Thomas, Ditzfeld, & Showers, 2013). However, when the teacher finishes their job for the day, they revert to their "authentic" self, which possesses their negative self-beliefs. It can be threatening for a compartmentalized individual when their negative self-beliefs overdrive their thoughts since such context provides a cycle of negative thinking. Therefore, the compartmentalization model, as (Thomas, Ditzfeld, & Showers, 2013) presented in their study, offers a good explanation as to why people may either feel good or bad about themselves.

However, other literature opposes the positive coping attributes of compartmentalization but rather dub it as a threat to an individual's moral standards. Such a claim is presented in the study conducted by Terestchenko (2008), where they described the compartmentalized person as someone not connected to himself, which leads to threatening their moral judgment and behavior. Such a claim is supported by another study conducted by Pajak & Blasé (1984), where they interviewed public-school teachers that spent their after-hours at a bar after school. Such a study highlighted the moral cost of compartmentalization to teachers. They had reported that teachers as professionals had always kept a teaching standard when inside the classroom, thus showing authoritative attributes and used the bar set as to their non-professional self. Still, Pajak & Blasé (1984) perceived compartmentalization as a solution to relieve stress in the workplace, especially when there is conflict in one's professional-self and personal-self.

2.3 Teachers' emotional Intelligence

By definition, Emotional Intelligence (EI) is the set of abilities which aids an individual in recognizing and regulate one's emotions, to discriminate between them as well as use it as a

guide for one's thinking and actions to promote emotional and intellectual growth (Goleman, 1998; Chhabra & Chhabra, 2013). Moreover, EI is also used to indicate one's personal and professional success, as well as something to resist the stressors present in the workplace (Chhabra & Chhabra, 2013). Teachers differ in their responses to different teaching stressors because each one has different personal experiences that may influence in facing emotional challenges. Such stressors can vary from minor psychological signs and slight anxiety to burnout as a more serious adverse affective experience.

It has been acknowledged that in teachers' personal and professional life, they experience a diversity of separate sentiments (Keller, Chang, Becker, et al. 2014). Similarly, the burning out of professors would result in the intensification of adverse feelings. The previous study has recognized pupil misconduct as the cause of teachers' mental fatigue from disruptive incidents in the school (Chang & Davis, 2009). As such, emotional intelligence (EI) is vital since it affects classroom management and influences teaching performance (Sanchez, 2016). EI can also be used for adjusting feelings in oneself and others (Asrar-ul-Haq, Anwar, & Hassan, 2017) and a strategy to control one's emotions to have better teaching efficiency (Pugazhenthii & Srinivasan, 2018; Monteagudo, Inglés, Granados, et al. 2019) resulting to teachers' greater control of discipline in the school (Valente, Monteiro, & Lourenço, 2019). Hence, Teachers' emotional competence is essential for their well-being, and the success and quality in the teaching-learning processes, and to also act as a model in their students' emotional development (Monteagudo, Inglés, Granados, et al. 2019).

3. Methodology

This study employed the quantitative type of research, specifically a descriptive survey design. The descriptive method portrays the characteristics of a person or group and discovers the relationships between or among selected variables and to answer questions based on the ongoing events of the present (Dulock, 1993). Such descriptions fit the purpose of this study. It intends to describe the Filipino teachers' ability to compartmentalize problems, emotional intelligence, teaching performance, and the relationships among these variables.

3.1 Participants

This study is composed of elementary and secondary teachers from 6 identified schools of Cebu Province, Philippines, with a total of 272 teachers. The sample size of 160 respondents was obtained with a 95% confidence level and 5% precision. The participants were selected using a simple random sampling technique by Martinez-Mesa, Gonzales-Chica, Duquia, Bonamigo, & Bastos (2016). Before the administration of the instruments, participants were informed of their voluntary participation. They were assured that their responses would be treated confidentially and would be used only for research purposes. After distributing the questionnaire, only 87.5% or 140 teachers returned the survey with complete responses and served as the actual respondents. Among the participants, 58.57% were elementary teachers, while 41.43% were secondary. The male respondents were 20% and 80% female; 45.72% were less than 30 years old, 48.57% under 30-49 years old, and 5.71% belonged to above 50 years old. Regarding marital status, 45% were single, and 55% were married.

3.2 Instrument

This study used four sets of questionnaires; two sets were researcher-based surveys developed to measure teachers' problem compartmentalization ability and to measure the teachers' classroom behavior relative to their teaching performance. Another set was adapted

from Corporate Health Resources entitled “What kind of issues, problems, and concerns?” to determine teachers' personal problems. The fourth set of questionnaires was adopted from Tharbe (2015) anchored on the framework of Mayer and Salovey to measure teachers' degree of emotional intelligence. The researcher-based questionnaires developed for this study were guided via various related literature on problem compartmentalization and teachers' performance to ensure that each included query present in the census is sufficient to measure such constructs. Upon the development of the researcher-based survey material, they were then validated by two psychologists and educators in terms of the content. After validation, both survey materials comprise ten items each measured by a 4-point scale, with four rated as strongly agreed and one as strongly disagree.

Before conducting the actual survey, all instruments were piloted to teachers who were non-respondents of the study for establishing reliability. The survey materials were distributed to 100 public secondary and elementary school teachers who enrolled in the graduate school at one of the universities in Cebu Province, Phil. Only 83 of them returned the questionnaire. The retrieved questionnaires were subjected to reliability using Cronbach's alpha. The obtained Cronbach's alpha was 0.73 and 0.85 for the Problem Compartmentalization and teaching performance, respectively. The four constructs of emotional intelligence: emotional perceptions and expression, emotional facilitation of learning, emotional understanding, and emotional management, the obtained Cronbach's alpha values of 0.91, 0.71, 0.89 and 0.88 respectively which all fell in the acceptable to a very acceptable range, implying a high- very high internal consistency. After the questionnaires have been reviewed further, they were administered to 140 actual respondents.

3.3 Data Analysis

The collected data were analyzed using descriptive statistics to determine the mean and SD of teachers' problem compartmentalization ability, emotional intelligence, and teaching performance. The frequency was used to account for teachers' personal problems. Also, relationships among variables were described using Pearson r .

4. Results

4.1 Personal problems encountered by teachers

The participants were asked about their common personal life issues. They were given a checklist with a list of items separated into three categories: life management problems, issues of emotion and mental health, and problems related to teaching. Further, they perceived the degree of seriousness as being very serious, serious, and less serious in each recognized issue. Results revealed that the majority of the teachers had identified financial concerns ($f=109$) fear and anxiety about medical circumstances ($f=85$), social and relationship issues ($f=78$), and loss of loved ones ($f=71$) were the most prevalent problems they experienced in the category of life management. Concerning the area of emotional problems and mental health issues, the majority of the teachers frequently experienced problems of parenting skills ($f=87$), dedication management issues ($f=72$), and depression ($f=68$). Such issues were perceived as less serious by the respondents. Regarding teaching-related problems, the majority of the teachers have identified problems of bulky paper works ($f=140$), work pressures ($f=131$), stress ($f=112$), and students' behavior ($f=102$), and were perceived as serious problems except for stress. Such results were parallel to the outcomes obtained by Symonds, (1941); Mattaliano, (1979); Johari & Jamil, (2014). The problems perceived by teachers as less serious are probably those that they do not usually deal with, but the problems were manageable and did not affect much

of their profession. On the other hand, those concerns that are perceived as serious by them are problems that they frequently experienced, which may contribute to their negative thoughts and feelings. Such a scenario shows that when at work, teachers are facing their students' problems and carrying their private issues. Thus, with these personal issues, it cannot be avoided that teachers may experience adverse thoughts and emotions which influence their efficiency in teaching.

Moreover, the perception of the participant regarding the weight of their problems may be attributed to their cultural traits and characteristics of being a Filipino. Such characteristics include high respect towards the elderly and obligation to care for their elders in old age, close family ties, adaptability, hard work, getting along with others, and living with extended family. These are the key factors making the Filipinos unique and capable (Saito, Imamura, & Miyagi, 2010) and help Filipino teachers remain strong and can still afford to focus on their tasks, despite life's challenges. Pajak & Blase (1989) said that being a part of an extended family or friends' network, for instance, is related to the interactions between educators and others; and a stable and caring home atmosphere and a good relationship in the extended family and friends are significant for the emotional well-being of teachers.

4.2 Teachers' problem compartmentalization ability

Problem compartmentalization measures the ability of teachers to tune out their personal problems before attending classes. As shown in Table 1, the respondents' answers on the items showed their capability to compartmentalize the problem, obtain a mean range (3.39 - 2.89), and an SD (0.76-0.64), perceived as strongly agreed to Agree. Results show that the respondents strongly agreed on two items, "I only seek solutions to my problems after the class" with $M=3.39$; $SD=0.64$ and "I have full control of myself and can manage what to think and what to feel in certain situation" with $M= 3.31$, $SD = 0.59$. These are good manifestations of being a teacher as it shows that they pay attention to their tasks and not being bothered by their problems. Also, they disagreed on the item "I am distracted at work and not fully immersed in my task," having $M=2.05$, $SD=0.80$.

Table 1. Results of the Filipino teachers' ability to compartmentalize problem

Statements	Mean	SD
1. I keep thinking of my personal problems in the classroom.	2.31	0.71
2. I keep thinking about the solutions of my problems during my class.	2.76	0.79
3. I set aside my personal problems when I am in the classroom.	3.23	0.66
4. I seek solutions to my problem only after my class.	3.39	0.64
5. I don't entertain thoughts that are not related to my classroom task.	2.29	0.64
6. I practice having several compartments where I can keep different situations in my life (e.g. compartment for personal experience, a compartment for school related tasks, etc.).	2.88	0.73
7. I open my compartment for school-related tasks and close all my other compartments when I am in the classroom.	3.14	0.56
8. I am aware and in control of the separation of my thoughts and emotions.	2.96	0.65
9. I am distracted at work and not fully immersed in my task.	2.05	0.80
10. I have full control of myself, and I can manage what to think or what to feel in certain situations.	3.31	0.59

Similarly, such a result implies the ability of teachers to set aside their problems when at work. Generally, the results indicate that they have a high level of skill to compartmentalize their issues. It suggests that they seem to keep their focus on their role as a teacher and do not allow their thoughts to be occupied by their problems and not be able to deliver their work well that will hamper their students' learning experiences.

Their high ability to compartmentalize problems may be attributed to their full awareness of their classroom tasks, given that these tasks may be affected by their emotions brought by their problems (Liu, 2012; Yin & Lee, 2012). In fact, according to Ye & Chen (2015), a teacher possesses four attributes: (1) positive attention for students both inside and outside the classroom (2) patient conversations with the students' parents (3) getting along well with colleagues and (4) respect to leaders. With these qualities coating a teacher, it is not unusual that they have a high ability to compartmentalize problems considering that they have an in-depth understanding of the profession they are partaking in. Hence, they try to leave or forget their personal issues once they get in the classroom and attend to them after the class. Furthermore, the compartmentalization approach keeps its focus on its role as a teacher.

4.3 Emotional intelligence of teachers

The obtained results for the emotional intelligence (Table 2) of the respondents in all subcategories obtained a mean range of 2.77 - 3.26 and SD 0.46- 0.58 such results were described as "High" to "Very High." Specifically, teachers' ability to perceive emotion got a score, M=2.96, SD=0.58, understanding emotion with M=2.77, SD= 0.56, and managing their emotions garnered, M=3.07 & SD= 0.46. All results in the said three constructs were perceived in a high range. In the area of using their emotion, the obtained average mean was 3.26 with an SD of 0.32 which is equivalent to very high. Such results would indicate that Filipino teachers have a high level of emotional intelligence in general and excelling, specifically in the act of "using emotion" despite experiencing personal problems.

The high emotional intelligence of teachers described in this present study is comparable to the results obtained by Birola, Atamtürka, Silmana, & Üensoy, 2009 who analyzed the emotional intelligence of secondary teachers in Turkey and with that of Edannur (2010) who assessed the emotional intelligence of teacher educators in India. Birola et al., 2009 further emphasized that a teacher's level of emotional intelligence at school can be useful in building effective teacher-student communication, coping with stress and conflict, creating a positive school environment, and earning academic success.

Table 2. Filipino teacher's level of emotional intelligence when experiencing personal issues

Emotional Intelligence Constructs	Mean	SD
Emotional Perception and Expression (Perceiving Emotion)	2.96	0.58
Emotional Facilitation of Thinking (Using Emotion)	3.26	0.52
Emotional Understanding (Understanding emotion)	2.77	0.56
Emotional Management (Managing emotion)	3.07	0.46

The respondents' high emotional intelligence could indicate that they have full control of their emotions even when they experience personal problems. As such, they serve as a good model for their students to be emotionally intelligent individuals. As pointed out by Edannur (2010), for students to gain emotional competence, teachers should be trained first to manage their own emotions and those of others. Hence, teachers' emotional intelligence is essential in realizing both students' and teachers' success.

4.4 Teachers' performance when they experienced personal problems

Teacher performance is a way in which a teacher behaves in the process of teaching. The results obtained (Table 3), showed the average mean of 2.64, which indicates garnering a score of "Agree" in the enlisted pool of questions specified in the questionnaire. All of the positive items in the survey material, which describes a teacher's classroom behavior when interfered with personal problems, obtained positive responses by teachers (Table 3, Questions 1-6), as they answered "Agree" and "Strongly Agree" with a mean range of 3.21 – 3.44 on those items.

Table 3. Filipino teachers' scores in their classroom behavior relative to their teaching performance

Statements	Mean	SD
1. I can still manage my class despite my problems.	3.44	0.51
2. I am still well prepared to attend my classes.	3.21	0.53
3. I can still maintain a good relationship with my students.	3.39	0.52
4. I can still focus on the lessons to teach.	3.36	0.51
5. I can still use teacher-made materials and worksheets for my students to use.	3.27	0.55
6. I can still attend the needs of my students in the classroom.	3.36	0.52
7. I give unplanned activities or tests when I am experiencing personal problems.	2.22	0.81
8. I quickly get irritated when the learners failed to do the performance I expected from them.	2.31	0.74
9. I come to school late due to my problems.	1.56	0.63
10. I don't attend classes when I am experiencing problems.	1.48	0.67

On the other hand, they disagreed on the negative queries, particularly items 7,9 &10. Such items point to the negative dispositions of teachers, such as giving unplanned activities (M=2.22, SD = 0.81), being late in the class (M=1.56, SD=0.63), and not attending classes (M=1.48, SD=0.67) when they have personal problems at hand. However, in the item, "I quickly got irritated when the learners failed to do the performance I expected from them," obtained a mean score of 2.31 and SD = 0.74. Such an item was generally perceived as agreed by the respondents. It may imply that when experiencing a private issue, it may trigger the teachers to quickly get irritated when what they expect from students is not met. Teachers in this aspect have to improve since their students' success depends not only on their professional abilities but also on their personal qualities.

Generally, results indicate that Filipino teachers display positive classroom behavior despite personal problems at hand. Hence, mostly Filipino teachers' can still manage their role in the classroom, which demonstrates their excellent teaching performance, even being bombarded with problems.

4.5 Correlation among variables

As reflected in Table 4, Filipino teachers' ability to compartmentalize problems is positively and moderately correlated to their emotional intelligence and teaching performance. In contrast, emotional intelligence has a positive but low correlation with their teaching performance.

Table 4. Correlation among variables

	Teachers' performance	Emotional intelligence
Teachers' performance	-	
Emotional intelligence	0.239**	
Ability to compartmentalize problem	0.403**	0.470**

**P<0.01

All relationships are significantly correlated at $P < 0.01$. The results indicated that Filipino teachers' emotional intelligence and problem compartmentalization ability have the same trend: if one is high, the other construct is high. Moreover, if they have high levels of emotional intelligence and problem compartmentalization ability, they may have good teaching performance.

5. Discussion

Teachers have identified their personal problems through a survey. It revealed that among those problems, financial was the top concern. Such a result is consistent with the previous studies. Ferrer (2018) described that inadequate financial capacity of the Filipino teachers is due to insufficient money management skills, low incidence of financial planning, and inadequate knowledge of basic financial concepts.

In the area of emotional and mental health issues, parenting skill was mostly experienced. Pajak & Blase (1989) reported that for teachers, parenthood could be both an advantage and a disadvantage to their profession. It is beneficial in their teaching career because they felt more caring, compassionate, committed, insightful, skilled, calm, and sympathetic to their learners and parents. However, a disadvantage, because when they have issues with their children, generally, their role as a parent usually prevails, and the demands of their kids have precedence over their learners, resulting in limited time and energy to do their teaching tasks.

For teaching-related problems, all teachers have identified that bulky paper works as a serious problem. David, Albert & Vizmanos (2019) exposed that the Philippine Magna Carta for Public School Teachers mandates each teacher to provide a total of six hours of actual classroom interaction per day. However, they also have other functions like administrative, implementation of multiple public programs, and extra appointments. Such functions may lead to exhaustion besides from their personal problems. As such, teachers may trigger uncontrolled emotions when they are in the classroom. Hence, it is of utmost importance that emotions should be appropriately regulated, especially in a school setting where the rule for social conduct exists (Fried, 2011).

Regarding the teachers' compartmentalization ability, it shows that they have been practicing such approaches when they are at work. The splitting of the teacher's personality or separating from their authentic self is due to their effort to separate their professional actions from their personal lives (Pajak & Blasé, 1989; Rozuel, 2009). It entails that teachers disconnect their personal lives when they are in the classroom setting to enable them to display desirable behaviors and values necessary for the success of the students' learning outcomes. Moreover, Békés, Ferstenberg, & Perry (2019) explained that putting behind one's negative emotions when dealing with a particular situation is not equal to downregulating it. This means that compartmentalization is not the same as suppression since even if we isolate and store such negative feelings in the back of our minds, such feeling is still real, the sentiment still exists, but one chooses to not deal with it at the moment. In other words, compartmentalizing problems is simply putting these problems aside. It is like not being affected by it consciously, but it is marked in one's unconsciousness and has to be dealt in the proper time. Generally,

compartmentalization enables one to survive and adapt. It also challenges the likelihood to mark a personal responsibility and provide temporary relief as well (Rozuel, 2009; Thomas, Ditzfeld, & Showers, 2013).

Another issue being addressed is the teachers' level of emotional intelligence when interfered with personal problems. Results revealed that Filipino teachers have a very high level in using emotions and high in managing, perceiving, and understanding their emotions. Such results suggest that despite their personal issues, they still have high regard for recognizing their own emotions and identifying how others feel as well (Yuki, Maddux, & Masuda, 2007). Also, it means that teachers give much attention to multiple internal and external cues and provide useful analyses of both verbal and non-verbal communication in oneself and to others (Brackett & Katulak, 2006) and understanding emotions as a way to define themselves for themselves as well as others (Šed'ová, Šalamounová, Švaříček, et al., 2017)

The emotional experiences and expressions shown by teachers inside the classroom are triggered by their personal concerns and elicited by the student's learning and accomplishments (Hosotani & Imai-Matsumara, 2011; Prosen, Vitulic, & Skraban, 2014). Thus, it is of significant importance that the teachers have a great understanding towards their own emotions as well as their students' emotion to be able to utilize these emotions in a constructive way which would encourage the student's development and learning (Prosen, Vitulic, & Skraban, 2014). The high results for emotional usage depicted in teachers are in association with their day to day interaction with students. It only pertains that teachers can display emotions in the workplace appropriately, especially when the suffering of a personal issue is considered a skill which can be linked to a teacher's overall emotion regulation competence (Gross, 2002; Hagenauer, Hascher, & Volet, 2015).

Further, Hagenauer, Hascher, & Volet (2015) emphasized that one of the strongest predictors of teacher emotions is the interpersonal relationship with their students. They revealed that the teacher-student link is a great predictor for both a teacher's positive and negative emotional usage. It shows that when teachers are at work, they seem to forget their personal issues and that their displayed emotions in the classroom are the accumulation of the classroom situation.

Further, teachers are always expected to carry the ability to manage and control the intensity and type of emotions they are showing when interacting with their students. But Oplatka (2007) discoursed that emotion management of educators is regarded to be a discretionary, voluntary, rather than a mandatory component. He also pointed out that the views in emotion management of the educators in their position matched with the word emotion work, which relates to circumstances in which teachers choose to handle their emotions individually. As a result, educators exercise emotion regulation because they think it helps them more efficiently manage, discipline, and establish a good rapport with their students (Sutton, Mudrey-Camino, & Knight, 2009). Also, the degree of emotional intelligence of teachers is considered essential to resist the daily pressures present in a teaching environment and hone the teachers for more effective performance in class (Alam & Ahmad, 2018, Edannur, 2010).

The result denotes that teachers show positive disposition reflecting their good teaching performance in the classroom despite their personal problems at hand. Contributing to this performance is due to their high level of compartmentalization ability and emotional intelligence. Such outcome is justifiable since teachers as professionals are known and expected to show positive types of emotions in the workplace most of the time (Fried, 2011) especially that there are several classroom scenarios which might force the teacher to feel and show undesirable emotions such as anger, frustration, disgust or sadness in front of the students (Cubukcu, 2013). Indeed, the need to seek out mechanisms to regulate the display of negative emotions is a teacher's must (Fried, 2011). Thus, the desirable disposition shown by teachers in their workplace, as presented in this study, results in better teaching performance. Their high

ability of compartmentalization and their emotional competence could contribute to their success in acting the appropriate behavior in the class (Gross & John, 2003).

Relating to the correlation among Filipino teachers' ability to compartmentalize, emotional intelligence, such variables are positively and significantly correlated to their teaching performance. The results indicated that if teachers have a high level of emotional intelligence, they might as well have a high level of problem compartmentalization and vice versa. Moreover, if they have high levels of emotional intelligence and problem compartmentalization ability, they may have excellent teaching performance. Besides, such teachers are more in control of their emotions as they are aware of its impact and strive to build a caring relationship within their classroom (Shewark et al., 2018). The results obtained in this study agree to previous literature regarding the direct correlation between teaching performance and emotional intelligence (Asrar-ul-Haq, Anwar, & Hassan, 2017; Austin, Dore, & O'Donovan, 2008; Nagalingam, Kadir, & Hoesni, 2019). However, it contradicts Mosca's (2019) finding that emotional intelligence was not statistically correlated to teachers' job-related performance.

6. Conclusion

As revealed in the paper, Filipino teachers have a high ability to compartmentalize their problems. They are also emotionally intelligent to the point that they have excellent ability to perceive, use, understand, and manage emotions inside the classroom, even when dealing with personal problems. As such, they manage to have a positive disposition in the classroom and deliver their task well. Further, Filipino teachers' problem compartmentalization ability and their emotional competence have positively and significantly influenced their classroom behavior, which will result in excellent teaching performance.

The result of this study is useful for school supervisors as it is their job to look into teachers' welfare. The school leaders should assess teachers' ability to deal with their personal problems as this would lead to poor teaching performance. Knowing teachers' condition would guide the school leaders on how to assist them in regulating their personal issues and provide appropriate training for the improvement of teachers' well-being. It is therefore hoped that the school leaders will introduce these approaches to teachers to help them manage their personal issues and eventually become successful in their professional lives; thus, the risk of poor students' learning outcomes is prevented.

The insights of this paper can also be applied to teachers in other countries. Since the teachers' primary goal is to develop the student to his utmost potential, teachers, across culture and nation, must have a high problem compartmentalization ability and emotional intelligence.

7. References

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