| **RESEARCH ARTICLE**

Impact of Emotional Intelligence on College Instructors' Work Management

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| **ABSTRACT**

This research aimed to explore the relationship between Emotional Intelligence (EI) and Work Management (WM) among Filipino College Instructors at the University of Cebu – Main Campus during the academic year. Employing a descriptive-correlational quantitative design, the study sampled 113 out of 157 College Instructors using Stratified Random Sampling. Standardized questionnaires were administered to gather data on emotional intelligence and work management. The analysis, encompassing Frequency, Percentage, Mean, Standard Deviation, Wilcoxon signed-rank test, and Chi-Square, indicated a significant positive relationship between emotional intelligence and work management. The results suggest that higher emotional intelligence correlates with more effective work management for college instructors. Interestingly, no significant relationships were found between demographic profiles and emotional intelligence or work management. The study's insights and recommendations focus on enhancing practices that foster emotional intelligence and work management among college instructors.

| **KEYWORDS**

| **ARTICLE INFORMATION**

1. Introduction

For several years now, work management has been gaining popularity. Work management describes and manages workflows and workloads (individuals and teams) within 'work.' Work management streamlines crucial business processes, which will improve the results and performance of the employees. Work management can involve managing workflows at an individual level to manage tasks related to a project or work (Dore, 2020). Work management was defined as controlling time, resources, teams, and tasks using management tools and strategies. Work management's primary objective is to increase productivity in company operations or project outcomes (Malsam, 2021).

On the other hand, emotional Intelligence is an important psychological factor that profoundly affects employees' abilities and performance. Previous research on emotional Intelligence has identified that emotional intelligence results in specific work-related outcomes. In this era of competitiveness and uncertainty, the role of teachers is vital in shaping the attitudes and behaviors of their students (Cote & Miners, 2006).

Filipino teachers are devoted to teaching like their counterparts in other nations. They are gifted with exceptional values, skills, abilities, and knowledge. In addition, they have a significant level of recognizing, comprehending, managing, and utilizing their emotions, adapting, and a solid ability to compartmentalize their difficulties. Filipino teachers have always played an essential role

during a child's developmental stage. It is their passion to teach and guide children towards their success. In line with this, this study is of great importance since it helps teachers uplift their emotional Intelligence and enhance and manage their performance at work.

In Europe, a comprehensive study was undertaken with the primary objective of enhancing employees' Emotional Intelligence in the workplace. This research initiative aspired to shed light on the factors contributing to the disparity between outstanding performers and those who do not excel. By focusing on emotional Intelligence, the study aimed to uncover valuable insights that could transform workplace dynamics and cultivate a better understanding of the mechanisms behind exceptional employee performance. Emotional Intelligence calls for recognizing and understanding the issues in the organization; based on the results, an organization can choose a strategy and actions to improve the performance of their employees. According to a study from California, professionals can use their emotional Intelligence to deal with the various personalities and challenging circumstances at work. Regardless of who or what is in their path, people who take emotions into account make better judgments, communicate more effectively, and solve problems faster.

Furthermore, although there is a published national study specifically in Bulacan, Philippines, and from Moalboal, Cebu, there is still a gap since their respondents are primary and secondary school teachers. Also, most emotional intelligence surveys were conducted among students and managers in private firms. Respectively, a survey of university staff, especially in academics, is rare. In addition, limited research proves that emotional Intelligence is related to positive work-related outcomes, particularly in the education sector. With this in mind, the researchers think that it is necessary to conduct in a local setting to explore the area of emotional Intelligence of the College Instructors in order to identify their capabilities and to examine whether this area affects their work management will reflect their performance as they are the primary resource of the university in producing better and highly qualified graduates.

2. Theoretical Background

The main theory of this study is the Emotional Intelligence Theory by Salovey and Mayer (1990), which is further supported by the Heuristic Framework of Individual Work Performance by Linda Koopmans (2011) and the Emotional Intelligence Framework by Daniel Goleman (1998).

Indeed, according to the seminal work "Emotional Intelligence" authored by Dr Peter Salovey and Dr John D. Mayer in 1990, Emotional Intelligence is characterized as "the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and use this information to guide one's thinking and actions." This foundational definition has been instrumental in shaping the understanding and exploration of emotional Intelligence in various fields, including psychology, education, and workplace dynamics. Emotional Intelligence (EI) did not garner substantial attention until 1990, a pivotal year when Peter Salovey and John Mayer published the initial research paper on this concept in a scientific psychological journal (Bechtoldt, 2008). This seminal work played a crucial role in bringing emotional Intelligence to the forefront of psychological and scientific discourse, ultimately catalyzing a deeper exploration of this critical facet of human cognition and behavior. Wayne Leon Payne used the term "Emotional Intelligence" (EI) for the first time in an unpublished doctoral dissertation he wrote in 1986 titled "A Study of Emotion: Developing Emotional Intelligence." Salovey and Mayer thought about how to quantify the variations in emotional areas. They concluded that some persons fared better than others at recognizing their feelings and the feelings of others and resolving emotional problems (Bechtoldt, 2008).

Salovey and Mayer's definition of emotional Intelligence aptly characterizes it as a "subset of social intelligence that involves the ability to monitor one's and others' emotions, to discriminate among them, and to use this information to guide one's thinking and actions." This concise and comprehensive description captures the essence of emotional Intelligence, highlighting its crucial role in understanding and managing emotions for more effective interpersonal interactions and decision-making. In 1997, emotional intelligence (EI) received a refined definition, encompassing several vital components. It was defined as the capacity to perceive, evaluate, and express emotions accurately. Access and generate feelings that enhance cognitive processes; understand emotions and emotional knowledge; and regulate emotions to promote emotional and intellectual development (Bechtoldt, 2008). This expanded definition provides a more detailed and nuanced understanding of the multifaceted nature of EI, underlining its significance in various aspects of human functioning.

In its broadest meaning, emotional Intelligence can be regarded as both having a tacit understanding of how emotions function and being able to apply that understanding to one's own life. As per Salovey et al. in 2007, Emotional Intelligence can be defined as the ability to recognize, comprehend, and articulate emotions while also encompassing the capacity to regulate one's and those of others. This concise description encapsulates the essential components of emotional Intelligence, emphasizing its role in perceiving, managing, and leveraging emotions for improved interpersonal relationships and decision-making.

The capacity to identify emotions in oneself and others by observing facial expressions, tone of voice, and body language is referred to as the perception of emotion, as noted by Brackett et al. in 2013. The capability to discern and interpret emotional cues from various sources plays a pivotal role in emotional Intelligence, ultimately enabling individuals to engage in effective social interactions and deepen their emotional understanding. This skill allows for more empathetic and responsive interpersonal connections, fostering enhanced communication and harmonious relationships. People who are adept in perceiving emotion are also able to express it appropriately and communicate their emotional requirements. For instance, you might come to terms with the fact that you cannot go to the performance after being turned away at the ticket counter. However, a few of your classmates were able to purchase tickets, and they are currently chatting about their plans at the lunch table. You sigh and pick at your food when they inquire about your excitement for the opening act. If your peers are adept at reading facial expressions and body language, they can deduce that you may hide your dissatisfaction, annoyance, or disinterest in the subject. As a result, they might inquire as to what may be wrong or refrain from discussing the concert in your company.

The first supporting theory used in this study is Daniel Goleman's Emotional Intelligence Framework (1998). According to Goleman (2005), emotional Intelligence comprises four primary constructs, i.e., self-awareness, self-management, social awareness, and relationship management.

Over the past two decades, Emotional Intelligence has attracted much media interest and is a hot issue in psychology (Matthews et al., 2002). Goleman's (2005) research suggests that teachers become more effective when they are aware of the influence of emotional intelligence on learning and behavior. Grewal & Salovey (2005) note that "emotional intelligence is the ability to monitor one's own and others feelings, to discriminate among them. And to use this information to guide one's thinking and actions". The research in this area clarifies that a relationship exists between decision-making and feeling. As a result, we make decisions based not only on assessing its outcome but also on the emotional quality associated with the decision or judgment (Grewal & Salovey, 2005).

One of the most critical traits of emotional Intelligence is self-awareness, or the capacity to perceive and comprehend your feelings. Being conscious of the impact of your actions, moods, and emotions on others goes beyond simply being conscious of your feelings (Drigas & Papoutsi, 2018). You must be able to keep track of your own emotions, recognize various emotional reactions, and then correctly name each feeling if you want to develop self-awareness. Self-aware people understand the connections between their feelings and behaviors. These people also recognize their strengths and weaknesses, are open to new concepts and experiences, and learn from their interactions. According to Goleman, self-aware persons have a good sense of humor, self-assurance in their skills, and knowledge of how others see them. Goleman et al. (2002) further define it as having the capacity to comprehend your emotions and how they affect those around you. Expressed self-awareness means having a fundamental grasp of our feelings and their reasons.

Emotional intelligence calls for you to control and manage your emotions and be aware of your own emotions and how they affect others (Drigas & Papoutsi, 2018). Self-management is all about expressing your emotions appropriately. Self-management experts typically have a flexible personality and do well with change. Additionally, they excel in handling disputes and calming tense or challenging circumstances. Strong self-management abilities are often accompanied by high conscientiousness (Hampson et al., 2016). They take accountability for their behaviors and are sensitive about how they influence others. The capacity to control one's actions, thoughts, and feelings in a variety of ways in order to achieve desired outcomes is known as self-management or self-regulation. A sense of well-being, self-efficacy or confidence, and a sense of community are all influenced by optimal self-regulation. The objective is for a self-regulating person to use their emotional reactions as clues for action and successfully navigating interpersonal relationships. For this to be possible, it is crucial first to understand self-awareness.

Another crucial component of emotional Intelligence is interpersonal competence (Trigueros et al., 2020). Socially adept people can better form lasting friendships and have a deeper comprehension of both the self and others. Building ties and relationships with employees helps managers in professional contexts. Being able to establish a great connection with managers and coworkers benefits employees. Active listening, verbal and nonverbal communication abilities, leadership, and persuasiveness are all crucial social skills. The capacity to effectively detect other people's emotions and appropriately "read" events is known as social awareness. To use your potential for empathy, it is crucial to be aware of what other people are thinking and experiencing in order to put yourself in their shoes. Empathy, as described by Eslinger in 2007, encompasses both cognitive and emotional processes that foster connections between individuals across a range of relationships. It enables the sharing of experiences and a deeper comprehension of others, ultimately strengthening the bonds between people. This definition underscores the multifaceted nature of empathy, highlighting its role in enhancing human interactions and facilitating a better understanding of one another. Social awareness is all about noticing the person in the room who is frustrated by the task at hand and responding in a way that can prevent further negative emotions.

The ability to take one's own emotions, the emotions of others, and the context to manage social interactions successfully. This quadrant pulls together the other three dimensions and creates the final product – relationship management. Emotional Intelligence requires empathy, or the capacity to comprehend how others feel (Drigas & Papoutsi, 2018). However, it entails more than simply being able to identify other people's emotional states. It also entails how you react to other individuals in light of this knowledge. How do you react when you notice someone is depressed or hopeless? You may give them special consideration and care, or you could try to purchase their spirits. Being sympathetic also lets you comprehend the power dynamics that frequently affect interpersonal interactions, particularly at work. This is crucial for directing how you engage with the various people you see every day. People skilled in this can tell who is in control in various partnerships. Additionally, they comprehend how these factors affect attitudes and actions. They can accurately assess various scenarios when such power dynamics are at play.

It is becoming increasingly clear that teacher self-efficacy and empathy play an important role in teacher efficiency and effectiveness (Crain, 2005). Although we know that empathy and teacher self-efficacy play significant roles in the effectiveness of teachers and the learning of their students, we know very little about how a teacher's emotional Intelligence contributes to the development of the empathy they must demonstrate in their teaching, classroom management, and interactions with their students generally, and high teacher self-efficacy appraisals.

The other supporting theory in this study is Linda Koopmans' heuristic framework of individual work performance (2011). According to (Koopmans et al., 2011), dimensions frequently used to describe individual work performance were task performance, contextual performance, and counterproductive work behavior. The study has established a heuristic conceptual framework for individual work performance, drawing upon existing literature. In this context, the research employs the four D dimensions of work performance, as identified in previous studies, as the foundational basis for its analysis and evaluation.

Nearly all the frameworks cited prioritize task performance as a vital dimension of individual work performance. Task performance is sometimes referred to by alternative labels, such as job-specific task proficiency (Griffin et al., 2007), technical proficiency, or in-role performance. These terms encompass the same concept, emphasizing the core duties and responsibilities of a given job or role. According to (Maxham et al., 2008), it includes, for example, work quantity, work quality, and job knowledge. The first three dimensions, productivity, quality, and job knowledge, could be considered task performance. Later, individual work performance frameworks were developed, all of which included one dimension to describe task performance.

Viswesvaran (2002) pointed out that in most frameworks, task performance is a common and fundamental element, except in the framework developed by Renn and Fedor (2001), where task performance is divided into work quantity and quality. It is worth noting that the definition of core job tasks can vary from one job to another. In contrast to generic frameworks, job-specific frameworks employ several specific dimensions to delineate task performance, reflecting the job-specific nuances and requirements of various roles. They have divided task performance for managers into action orientation (e.g., getting things done, decisiveness), task structuring (e.g., leadership, planning), probing synthesis, and judgment (problem resolution). Furthermore, (Tett et al., 2000) divided task performance for managers into traditional functions (e.g., decision-making, planning) and occupational acumen and concerns (e.g., job knowledge, concern for quantity and quality).

In recent years, awareness of unproductive workplace behavior—behavior that compromises the health of the organization—has grown.

Rotundo and Sackett (2002) highlighted that counterproductive work behavior encompasses actions like absenteeism, tardiness, engaging in off-task activities, theft, and substance abuse. Interestingly, nearly half of the generic individual work performance frameworks integrate one or more dimensions related to counterproductive work behavior, underlining the significance of addressing and understanding such detrimental actions within the context of work performance.

Murphy employed two distinct dimensions to characterize behaviors that can harm an organization. The first dimension focused on destructive/hazardous behaviors, which encompass actions that pose a clear risk of causing productivity losses, damage, or other setbacks to the organization. The second dimension, downtime behaviors, pertains to work-avoidance behaviors that can negatively impact the organization's operations and productivity. This approach provides a comprehensive perspective on harmful behaviors within the workplace. In their reviews, Rotundo and Sackett (2002) concluded that counterproductive work behavior should be recognized as a third overarching dimension of individual work performance, alongside the existing dimensions of task performance and organizational citizenship behavior. This recognition underscores the importance of addressing behaviors detrimental to the organization as a distinct aspect of overall work performance. Furthermore, the study identified specific individual work performance frameworks that exclusively concentrate on counterproductive work behavior, emphasizing the significance of understanding and addressing such behaviors within the workplace.

Work management is how the employee perceives work performance. Concerning EI, employees also manage their emotions in the workplace. Within the workplace, it involves understanding, expressing, and managing good relationships and solving problems under pressure. EI plays a vital role since it significantly affects how employees interact with one another in the workplace, how they handle stress, and how they perform their work. Work management helps to boost the performance of employees, resulting in better work outcomes (Valamis, 2022).

The increased interest in the relationships between a person's level of Intelligence and their performance at work has sparked curiosity in elements other than Intelligence that affect a person's output. Numerous studies have made emotional Intelligence (EI) the center of their research to evaluate the relationship between EI and an individual's contribution to an organization (Lam & Kirby, 2002).

The ability to handle such jobs, however, can be demonstrated to a greater extent by a worker with ordinary technical skills. One of the potential explanations for this is that an employee's degree of performance reflects their level of emotional Intelligence. The likelihood of connecting with coworkers virtually and achieving better performance increases with increased emotional competence. (Carmeli & Josman, 2006).

According to Brackett et al. (2013), the second aspect of EI is the use of emotion to improve cognitive processes and adapt to varied contexts. Experts in this field know that certain emotional states are preferable to others for achieving specific goals. People who have mastered and used this skill actively create emotions that support particular tasks or aims. For instance, a teacher knowledgeable in this area might realize that for her pupils to flourish in creative tasks like brainstorming or group art projects, they must feel good emotions like joy or excitement. Knowing that kids will enter the classroom joyful and upbeat after playing outside, she can plan appropriately by scheduling these activities for after the break.

Ignat & Clipa (2012) believe that if teachers put efforts into developing their professional and emotional competencies, then such challenges can be met easily. In this regard, emotional intelligence (EI) is a significant tool that helps teachers adjust their emotions and meet the societal challenges that disturb the balance of their emotions.

EI also comprises the capacity to recognize various emotional states and their unique origins and progressions. The loss of a person or thing, like your concert tickets, can leave you feeling sad or disappointed. By most people's standards, standing in the rain is just a minor discomfort. However, spending hours in the rain in a crowded place may make you want to be more relaxed and satisfied. When someone skips the line and takes the tickets you believe they should have, you can feel unfairly treated, which could turn your irritation into wrath and resentment. People who are proficient in this field are aware of this emotional progression and also possess a solid understanding of how various emotions might interact to produce one another. For instance, you can harbor resentment toward those who cut in front of you in line. However, rage is not the only factor in this feeling of contempt. Instead, it is a feeling of revulsion and indignation at how these people, as opposed to you, have broken the rules. The ability to distinguish between opposing emotions is crucial for understanding emotion and may result in more effective emotion regulation (Feldman et al., 2001).

Understanding which short- and long-term tactics are most effective for emotion control, as well as how to stay open to a broad spectrum of feelings, are all components of effective emotion management (Gross, 2000). The failure to achieve an objective (concert tickets) that you carefully and fairly pursued warrants anger. Allowing yourself to feel this way is beneficial. However, to curb aggressive or undesired conduct, this feeling will undoubtedly need to be controlled. You can control your rage and stop the situation from worsening by devising methods, such as taking a deep breath and holding off on alerting the group in front of you until you feel calm. By employing this tactic, you can even be able to understand other people's viewpoints; for example, you might discover that they had already purchased their tickets and were only there to support their friends.

Although task performance has traditionally been the main focus of research, scientists now think that individual work performance encompasses more than achieving set work objectives.

Viswesvaran (2002) noted that contextual performance dimensions have been incorporated into generic and job-specific frameworks. These dimensions are integral to understanding an individual's contribution to the broader work environment and organizational culture, going beyond the core job tasks and addressing behaviors that enhance teamwork, cooperation, and overall workplace effectiveness.

Contextual performance is defined as individual behaviors that foster a positive organizational, social, and psychological environment in which the core technical functions operate. In the context of generic frameworks, seven of them utilized a single, overarching dimension to describe contextual performance, capturing the broad nature of behaviors that enhance the overall work

environment. Additionally, four generic frameworks employed multiple dimensions to provide a more nuanced depiction of contextual performance, recognizing the multifaceted ways in which individuals contribute to the organization's social and psychological dynamics.

Also, six of Viswesvaran's dimensions (Viswesvaran's, 2002) (communication competence, effort, leadership, administrative competence, interpersonal competence, and compliance with/acceptance of authority) could be considered contextual performance. Job-specific frameworks often use multiple, more specific dimensions to describe contextual performance. Less frequently named dimensions are planning, solving problems, administration, and showing responsibility.

Teachers' roles become more crucial as they help students' psychological development as well. Teachers can recognize their emotional states as well as the emotional states of their students, leading to a deeper comprehension of why they and their students frequently behave in a certain way. On the other hand, a lack of awareness of one's own or others' emotional states can result in incorrect readings of behavior and the use of unsuitable management techniques. In schools, colleges, and universities, Emotional Intelligence plays a crucial role in fostering good performance among teachers (Jennings & Greenberg, 2009).

They must take into account their teaching capacity in addition to their intellectual, professional, and academic qualifications in order to become effective teachers. The performance of students may be a manifestation of the effects of the teachers' emotional competence level (Brackett & Katulak, 2006). The student's performance might be hindered by a teacher's incapacity to construct a classroom atmosphere that encourages quick and fast learning. In contrast, the teacher's performance is explained by the standard of interaction that has been formed with the pupils. The researchers have recommended including training for instructors that explicitly focus on developing their degree of emotional competence in light of this background (Hawkey, 2006).

Nowadays, employers also attach more value to employees' EQ than IQ (Chingell, 2018), as emotionally intelligent people have a more remarkable ability to self-regulate and have higher levels of motivation, which, in turn, leads to better performance and also enables them to concentrate on achieving long-term goals. However, the contrary view is that too much attention to others' negative emotions may harm our performance, popularly known as the 'curse of emotions' (Pekaar et al., 2017). Nevertheless, it is known that selling is a complicated task, and salespeople have to make cautious decisions while interacting with customers. In this context, emotional skills improve the abilities of sales executives required to manage their emotions and, subsequently, aid them in dealing with customers more efficaciously. Emotional Intelligence will help the salesperson understand the customers better and improve their selling behavior.

With both males and females generally having equivalent abilities to develop their emotional Intelligence (Dimitriades, 2007), men and women as a group tend to have a shared gender-specific profile of strong and weak points. Specifically, women are more aware of their emotions, show more empathy, and are more adept interpersonally (Dimitriades, 2007). In contrast, men are more self-confident and optimistic and can handle stress more effectively. Employees who have been with their employing organizations for a long time are more likely to develop a rich understanding of customers' varying expectations and needs.

Gender comprises an intricate measure of interconnected cultural ideas that consciously or unconsciously affect how a person pictures him/herself as a woman or man, what he/she commonly anticipates in women and men, and what kinds of transformations he/she attempts to create in this gendered behavior. Some believe that this idea of gender influences peoples' postulations, anticipations, and behaviors. The literature review showed diverse assumptions supporting gender differences in EI. The first few studies using prevalent EI tests reported women as more socially skillful than men. Some other researchers reiterated that the emotional experience of women was more complex and clearly expressed than the experience of men (Barrett et al. 2000). Supporting these assumptions, other researchers added that the higher levels of emotional Intelligence in women might be associated with the connections between the mother and her child wherein which the female children are likely to obtain more emotional expression from their mothers than male children (Lopes et al., 2004).

Nearly all human resources (HR) managers (95%) and employees (99%) polled by staffing company OfficeTeam agreed that workers must have a high emotional quotient (EQ) because it enables them to control their own emotions and comprehend and respond to the emotions of others. According to the research, professionals can use their emotional Intelligence to deal with the various personalities and challenging circumstances at work. Employees who are emotionally aware make wiser judgments, communicate more diplomatically, and solve problems more quickly, no matter who or what is in their path.

Numerous studies on individual work performance have been conducted. However, different approaches to studying individual work performance are circulating in today's literature. The field of occupational health has concentrated on preventing productivity loss due to a particular sickness or health impairment, as opposed to the field of management, which has focused on how to make an employee as productive as feasible (Beaton et al., 2009) Work and organizational psychologists, on the other hand, have an

interest in the influence of determinants, such as work engagement, satisfaction, and personality, on individual work performance (Halbeslebe et al., 2008).

In addition to exhibiting negative behavior outside of the classroom, stressed-out teachers also exhibit negative behavior inside the classroom. As a result, they became a worse teacher, which eventually affected the pupils' performance. Since working as a teacher in the educational sector involves a high level of professional stress, its effects on student behavior in the classroom are equally clear. Instructors who are exposed to high levels of work-related stress have been found to carry a greater risk of developing negative attitudes about their jobs and their related responsibilities (Klassen, 2010).

It is observed that EI has a positive impact on work performance. Research by Lopes et al. (2004) confirmed EI as an influential personality trait for working affectivity, enhancing job satisfaction, and attaining organizational commitment. With improved commitment, the turnover intention gets reduced significantly. Also, high EI results in team building by emotionally efficient leaders, thus refining work culture to enhance work performance successfully.

Additionally, it can be assumed that workers with greater EI levels will perform better than those with lower levels. Employees with high levels of EI perform well and are happier in their careers. In addition, they create a robust social network for their spouse (Miao et al., 2017). EI contributes significantly to enhancing an enterprise's competitive advantage. Additionally, this study confirms earlier research by highlighting the link between EI and job burnout (Schoeps et al., 2019) and demonstrating that job performance improves with higher EI levels while job burnout increases with lower EI levels. It suggests that employees' EI levels negatively predict job burnout. The findings may represent a turning point for managers of businesses or organizations looking to lessen staff burnout. They can employ a variety of feelings to come up with the finest solutions for daily issues and counteract job discontent (Năstasă & Fărcaş, 2015). The findings demonstrate that measures to raise EI levels among workers will significantly reduce or even reverse job burnout. Adopting the mediation role and psychological capital can offer a theoretical foundation for businesses or organizations to enhance employee job performance and lessen job burnout. This is a more significant finding in the results. In fact, according to Madrid et al. (2018), the experience of success at work will raise employees' psychological capital levels. Therefore, to advance management and performance, businesses or organizations should focus on developing employees' psychological capital and their job performance.

The results of the studies of Lopes et al. (2004) highlighted that emotional intelligence significantly and positively impacted the job performance of sales executives. Analog to this, emotional intelligence has been positioned sixth in the World Economic Forum's list of the ten leading competencies that employees require to ensure success in the future workplace (Chingell, 2018).

Emotional intelligence improves innovational creativity in people and, in conclusion, improves doctors' job performance (Ganji, 2011). On the other hand, several studies disclosed that doctors' emotional Intelligence is moderate and high, which was in line with the outcomes of these studies (Vahidi et al., 2016). Roughly dissimilarities may be because of educational and cultural doctors' work settings in many societies and measurement by dissimilar tools. In this regard, more previous analyses supported the connection between the two variables, such as emotional Intelligence and sound job performance (Alonazi, 2020). Furthermore, exceptionally emotionally intelligent doctors are more on time and highly inventive on the job, and they put much hard work into expanding their jobs and have enhanced work performance as linked to their matching part.

Investigating the impact of Emotional Intelligence on employee job satisfaction has been limited by several factors. Many researchers have tried to relate emotional Intelligence and employee job satisfaction and relationships among emotional Intelligence, job satisfaction, and other demographic factors like age, job tenure, and others (Wolfe et al., 2013). They found a link between a person who displays high levels of emotional Intelligence (EI) and their career job tenure in the hospitality industry but not a specific hotel and others. This means that those employees with high EI levels will have the most security in their jobs in this industry, and those who do not may not fare as well (Wolfe et al., 2013). This is because frontline employees interact with guests the most, and they must be sensitive and proactive to their needs (Dai et al., 2019).

As we age, our emotions serve as signals that guide our responses to the world, inform our moods, and underpin our feelings, all while constantly adapting to meet the changing demands of life. The skills we use to deal with emotional experiences are aspects of Intelligence, such as the ability to recognize emotion in oneself and others, as well as the ability to regulate our emotions in service of our thoughts or actions. Despite the central role that emotions play in our lives, they have been treated as an understudy in science; we have a long history of denying their significance in the human condition. It is predicted that EI will increase with age because it is an adaptive function that develops along with cognitive and social skills. Similarly, Kafetsios (2004) reported that older participants scored higher on Facilitation, Understanding, and Management of emotions. Gardner et al. (2011) found that older adults have significantly higher mean scores on Understanding and Managing Emotions. There are, however, some studies that found negative or non-significant relationships between age and EI (Day et al., 2004)

The related studies cited clarify that there is a relationship between emotional intelligence and work management as well as employee performance. However, there is a limited study that discusses the relationship of emotional Intelligence to work management in the field of education, particularly with college instructors as respondents. Regarding Profile, however, some studies found negative or non-significant relationships between age and EI. However, some studies have concluded that there is a relationship between the mentioned variables. Thus, the researchers aim to contribute additional information to the existing literature by conducting this study.

3. Objective of the Study
This descriptive-correlational study aimed to identify the impact of Emotional Intelligence on work management among College Instructors of the University of Cebu – Main Campus for the school year 2022-2023. Specifically, it looked into the demographic Profile of college instructor, their level of emotional intelligence, their level of work management, and the relationships between their Profile, Emotional Intelligence, and work management.

4. Methodology
This section is all about the method that is used in the study, the research design that was applied, the environment where the study was conducted, the respondents of the study, the instrument that was used to gather data, the gathering procedures or the steps in gathering data, the data collection and analysis, the ethical consideration which is highly observed in conducting research, and the trustworthiness of the study.

4.1 Research Design
This study utilized a descriptive-correlational design. Calderon (2006) defined descriptive research as a purposive process of gathering, analyzing, classifying, and tabulating data about prevailing conditions, practices, processes, trends, and cause-effect relationships and then making adequate and accurate interpretations about such data with or without or sometimes minimal aid of statistical methods. Also, this method ascertains prevailing conditions of facts in a group under study that gives either qualitative or quantitative, or both, descriptions of the general characteristics of the group as results. A correlational research design explores relationships between variables without the researcher exerting control or manipulating them. The correlation indicates the strength and potentially the direction of the relationship between two or more variables. This direction can be either positive or negative, depending on whether the variables move in the same or opposite directions. Correlational research is particularly advantageous for swiftly collecting data from natural settings, enabling the generalization of findings to real-life situations with a degree of external validity (Bhandari, 2022).

Descriptive correlational studies describe the variables and the relationships that occur naturally between and among them (Sousa et al.,2007). According to Creswell (2012), a descriptive correlational study is a study in which the researcher is primarily interested in describing relationships among variables without seeking to establish a causal connection. Concerning the study, this design helps determine the relationship between the two variables, namely Emotional Intelligence and Work Management among College Instructors of the University of Cebu – Main Campus.

4.2 Research Environment
This study was conducted at the University of Cebu, specifically the University of Cebu-Main Campus, located at Sanciangko Street, Cebu City, Philippines—the University of Cebu president named Atty. Augusto W. Go. The school was founded in 1964 and was known before as the College of Commerce (CCC). As of 2022, the University of Cebu now has six (6) Campuses, namely: Lapu-Lapu & Mandaue (UCLM), Banilad (UC-B), Maritime Education and Training Center (UC-METC), Main-Campus (UCM), Pardo & Talisay Campus (UCPT), and Senior High School Building (UC-Pri). University of Cebu Main Campus alone has almost Twenty-five thousand (25,000) Enrollees while still upholding its vision, "Democratize quality education. Be the visionary and industry leader. Give hope and transform lives," and together with its mission, "Affordable and quality education responsive to the demands of local and international communities ."University of Cebu - Main Campus also produces different board top notchers from its Eight (8) different colleges, namely, College of Arts and Sciences (CAS), College of Business and Accountancy (CBA), College of Criminal Justice (CCJ), College of Engineering (COE), College of Hospitality and Management (CHM), College of Computer Studies and Information Technology (CCS-IT), College of Customs Administration (CCA), and College of Teachers Education (CTE).

4.3 Research Respondents
The respondents of this study were the College Instructors of the University of Cebu-Main Campus, specifically College Instructors from the academic year 2022-2023 (A.Y. 2022-2023). Full-time Instructors from different Colleges were randomly chosen via draw by lot regardless of age, sex, and tenure. Random Sample, specifically Stratified Random Sampling, was used in this study as a sampling strategy. Every individual, group, or cluster of participants was picked using random sampling. It is a type of probability sampling. It can be done through a lottery or technological instruments such as a scientific calculator or other technologies. Strata are pre-established. The random selection of respondents is based on a stratum (Alo, 2020). The total population of full-time

College Instructors in the University of Cebu-Main Campus as of November 2022 was one hundred and fifty-seven (157). The researchers calculated the sample size for this study using Slovin's Formula and determined the total sample size, which was one hundred and thirteen (113). In this study, the different colleges are the strata. Researchers started by dividing the whole population of college instructors into groups. This group was the eight (8) colleges in UC-Main. The sample numbers of respondents in all colleges were: College of Arts and Sciences (23), College of Business and Accountancy (17), College of Criminal Justice (10), College of Engineering (35), College of Hospitality and Management (6), College of Computer Studies and Information Technology (11), College of Customs Administration (2), and College of Teachers Education (9). The researchers drew a lot in selecting the respondents.

4.4 Research Instruments
This study used two sets of questionnaires, one to measure emotional Intelligence and the other to measure work management.

This research study used a standardized questionnaire from the Wong and Law Emotional Intelligence Scale by Chi-Sum Wong and Kenneth S. Law in 2002 to find the level of Emotional Intelligence of the respondents. This short questionnaire contained a 16-item Emotional Intelligence Scale with four statements in each of 4 factors, namely: Self-emotion appraisal (SEA), Others' emotion appraisal (OEA), Use of emotion (UOE), and Regulation of emotion (ROE). This questionnaire used a 7-point Likert scale type where respondents rated each statement from "Strongly Agree," "Disagree," "Slightly Disagree," "Neither," "Agree nor Disagree," "Slightly Agree," "Agree," and "Strongly Agree." Reliability estimates (coefficient alphas) for the four dimensions of SEA, UOE, ROE, and OEA were .86, .85, .79, and .82, respectively, for the supervisor responses. These reliability estimates were .86, .85, .79, and .82, respectively, for the subordinate responses. Internal consistency reliability for the four factors (each with four items) ranged from .83 to .90. Overall, apart from acceptable reliability and validity, the WLEIS converged well with some past EI measures, such as Trait Meta-Mood and the EQ.

In finding the level of Work Management of the respondents, the researchers used a standardized questionnaire from the Individual Work Performance Questionnaire by Linda Koopmans in 2015. The Individual Work Performance Questionnaire (IWPQ) measured "employee behaviors or actions relevant to the organization's goals. " The IWPQ consisted of 18 items, divided into three scales: task performance, contextual performance, and counterproductive work behavior. All items had a recall period of 3 months and a 5-point rating scale ("seldom" to "always" for the task and contextual performance, "never" to "often" for counterproductive work behavior). A mean score for each IWPQ scale can be calculated by adding the item scores and dividing their sum by the number of items in the scale. Hence, the IWPQ yielded three scale scores that ranged between 0 and 4, with higher scores reflecting higher task and contextual performance and higher counterproductive work behavior. The internal consistency of the IWPQ was good (Koopmans, 2014). During the development of the IWPQ, the Person Separation Index (PSI) produced by the Rasch analyses was used as the primary reliability statistic. This index was comparable to Cronbach's alpha. Also, the study showed promising results concerning the measurement properties of the American-English IWPQ (e.g., Cronbach's alphas of 0.79, 0.83, and 0.89, respectively, and good content validity).

4.5 Research Procedures
This section presents the data collection, data analysis, ethical considerations, and trustworthiness of the study.

4.5.1 Data Gathering
The researchers followed the process of gathering all the necessary data needed for the study. The researchers asked permission from the school administrator of the University of Cebu – Main Campus to conduct the study through Google Forms online and physical/face-to-face by transmittal and approval letters. As for the population and sample, the researchers sent a request letter to the Campus HR Director for the data or a list of the respondents needed, which are the college instructors.

After all the letters were approved and signed and the data for the respondents were obtained, the researchers started to disseminate the questionnaires in a two-way process. First, the researchers sent an email to each of the respondents. The content of the email includes the title of the study, a brief explanation of the importance of the study, the informed consent form, the personal data sheet, and the two sets of questionnaires. The confidentiality issues and how data will be kept were also included in the composed message. Standardized questionnaires contained questions about the topic used in the research study. The standardized questionnaire was composed of two parts: the first part was about emotional Intelligence, and the second part was about work management. Both parts were merged into one Google form link for the convenience of the respondents. After receiving the link for the standardized questionnaire, the researchers entertained questions from the respondents when they needed help analyzing the questions in the Google form. Second, the researchers disseminated the survey questionnaires to the College Instructors personally. The researchers also gave the respondents information that the participation is voluntary. Lastly, after the researchers gathered all the necessary data from the respective respondents, the data were then calculated, analyzed, and correlated in a way that would be in line with the study.

4.5.2 Treatment of the Data

The survey forms were collected, reviewed, and analyzed after the respondents had finished answering them. The data obtained from the survey forms were collated and evaluated for errors or corrections before being utilized to identify the precise information needed for the research. The following formulas/methods were used to compute and analyze all of the obtained data:

Frequency and Percentage were used in determining the Profile (Age, Sex, and Tenure). Mean and Standard Deviation were used to measure and determine the level of Emotional Intelligence and Work Management. Wilcoxon signed-rank test and Chi-Square were used to find the relationship between Profile and Emotional Intelligence, Profile and work management, and emotional intelligence and work management.

5. Results and Discussion

This chapter presents, analyzes, and interprets the respondents' Demographic Profile, the results of the descriptive statistics for the emotional Intelligence and work management levels, and the results of tabulated data through the use of the trial version of Statistical Package for Social Sciences (SPSS). The discussions are presented based on the sequence of the problem statements.

5.1 Profile of University of Cebu- Main Campus College Instructors

Table 1
Frequency and Proportion: Age of the Respondents

Age	Frequency	Percent
18-29 Years old	44	38.9
30-39 Years old	30	26.5
40-49 Years old	25	22.1
50-59 Years old	13	11.5
60 years old and above	1	.9
Total	**113**	**100.0**

As shown in Table 1, respondents from the University of Cebu- Main Campus show that more respondents belonging to the bracket of 18-29 years old, which garnered a frequency of 44 and held 38.9 percent of its total sample size. Then, after that are the respondents who are 30-39, which garnered a frequency of 30 having a total percentage of 26.5 percent, followed by the respondents whose age bracket is 40-49 years old with a frequency of 25 and had 22.1 percent from the total sample size, followed by the age bracket of 50-59 years old which has a frequency of 13 and 11.5 percent. Sixty years old and above only has a frequency of 1 and is .9 percent of the total sample size.

In addition, this shows that college instructors aged 18-29 years old engaged and participated more on the survey questionnaire than the other age brackets. Nevertheless, 60 years old and above, with the lowest percentage, still played a significant role in the current study. In general, this shows that there are more early adults than middle and late adults who are college instructors at the University of Cebu - Main Campus.

Table 1 shows data that is almost similar to that from Mingwei et al. in 2018, stating that most teachers were in their early-to-middle adulthood. This is in contrast to the recent study by Qaiser et al. in 2020, which had a high proportion of participants (62.19%) who were found to be aged 45 years and above. The participants of his study were secondary school teachers in Pakistan.

Table 2
Frequency and Proportion: Sex of the Respondents

Sex	Frequency	Percent
Female	67	59.3
Male	46	40.7
Total	**113**	**100.0**

Table 2 shows more Female College Instructors at the University of Cebu – Main Campus. These female respondents have a total frequency of 67 and 59.3 percent of the total sample size. On the other hand, male respondents have a total of 46 frequency and a percentage of 40.7.

Based on the data above, the number of female respondents is higher than the number of male respondents, meaning the females are more engaged and that they participated well in this study. This also shows more female college instructors in the University of Cebu – Main Campus for 2022-2023.

The result obtained from this study is similar to published research on Emotional Intelligence entitled "Age and Emotional Intelligence" by Fariselli et al. in 2008. Their study's sample comprises 405 American people between 22 and 70 years old, and the sample includes more female than male respondents, also from the recent study of Jimenez in 2020 entitled "Emotional quotient, work attitude and teaching performance of secondary school teachers" which garnered 678 female respondents out of 768 sample size.

Table 3
Frequency and Proportion: Tenure of the Respondents

Tenure	Frequency	Percent
3-5 years	24	21.2
1-2 years	20	17.7
6-10 years	18	15.9
11-15 years	17	15.0
Less than one year	12	10.6
16-20 years	12	10.6
Over 20 years	10	8.8
Total	**113**	**100.0**

Table 3 presents the data from the survey, which is the tenure or years of service of the respondents as an employee in the University of Cebu – Main Campus and how huge they played a role in the survey's success. Those college instructors who are on the job for the time length of 3-5 years have the highest frequency of 24 and hold 21.2 percent on the result of the survey, while those who work for 1-2 years have 20 frequency and 17.7 percent from the total sample size. Followed by instructors who had been working for 6-10 years also had a frequency of 18 and 15.9 percent, and came close are the instructors who worked for 11-15 years, garnered some 17 frequency and 15.0 percent from its total sample size. The tenure brackets of less than one year and 16-20 years have the same frequency of 12 and a percentage of 10.6, while the tenure brackets of over 20 years have the lowest frequency of 10 and a percentage of 8.8.

This shows that those who worked for 3-5 years at the University of Cebu – Main Campus have interacted more in this study. In contrast, those who have worked for over 20 years have interacted the least in this study. Nonetheless, all respondents were given the equal opportunity to be part of this study and played a significant role in providing data.

Results obtained in Table 3 are similar to the results of Jimenez's study in 2020, which also gathered respondents in the tenure bracket of 1-7 years. Out of 768 respondents, 336 are in their 1-7 years in the teaching profession. This is in contrast to the study of Mingwei et al. in 2018, where the tenure of their respondents got a mean average of 16.93 years.

5.2 Level of College Instructors' Emotional Intelligence

Table 4
Level of Emotional Intelligence of College Instructors

Statements	Mean	SD	Verbal Description
1. I have a good sense of why I have certain feelings most of the time.	5.8482	1.10861	Agree
2. I have a good understanding of my own emotions.	5.9469	1.17899	Agree
3. I understand what I feel.	5.9364	1.23613	Agree
4. I always know whether or not I am happy.	5.9912	1.19145	Agree
5. I always know my friends' emotions from their behavior.	5.3982	1.36630	Agree
6. I am a reasonable observer of others' emotions.	5.7965	1.35066	Agree

7. I am sensitive to the feelings and emotion ns of others.	5.8584	1.21646	Agree
8. I have a good understanding of the emotions of people around me.	5.7080	1.25841	Agree
9. I always set goals for myself and then try my best to achieve them.	5.9558	1.19066	Agree
10. I always tell myself I am a competent person.	5.5752	1.20123	Agree
11. I am a self-motivated person.	5.8850	1.15536	Agree
12. I would always encourage myself to try my best.	6.0000	1.09545	Agree
13. I am able to control my temper and handle difficulties rationally.	5.7434	1.23041	Agree
14. I am quite capable of controlling my own emotions.	5.8319	1.17186	Agree
15. I can always calm down quickly when I am very angry.	5.6106	1.27779	Agree
16. I have reasonable control of my own emotions.	5.7876	1.22074	Agree
Average	**6.0885**	**1.03990**	**Agree**

As shown in Table 4, items 1-4 indicated that the respondents can understand their emotions and are capable of expressing these emotions naturally (Self-Emotion Appraisal). These items scored a Mean range of (5.8482-5.9912). Items 5-8 revealed the Mean range of (5.3982-5.8584) showing that the respondents can perceive and understand the emotions of those people around them (Others' Emotion Appraisal). Items 9-12 show a mean range of (5.5752-6.0000), indicating that respondents know how to use their emotions to facilitate performance (Use of Emotion). In items 13-16, they revealed a Mean ranging from (5.6106) to (5.8319), meaning regulation of emotion in the self is being practiced by a majority of the respondents (Regulation of Emotion). All of the items revealed a Verbal Description of "Agree ."Results show that the lowest Mean is statement number 5, "I always know my friends' emotions from their behavior," with a Mean of (5.3982) and a Standard Deviation of (1.36630). On the other hand, statement number 12, "I would always encourage myself to try my best," got the highest Mean of (6.0000) with a Standard Deviation of (1.09545).

Table 4 indicated that College Instructors' Emotional Intelligence is (6.0885) for the Average Mean and (1.03990) for the Average Standard Deviation with a Verbal Description of "Agree ." Based on the given result, the high level of emotional Intelligence of the respondents, who are College Instructors, suggests that they are in complete control of their emotions even when dealing with personal issues. The high emotional Intelligence of the instructors described in this study is comparable to the results obtained by Birol et al. (2009), who analyzed the emotional Intelligence of secondary teachers in Turkey, and that of Edannur (2010), who assessed the emotional Intelligence of teacher educators in India. Birol et al. (2009) further emphasized that a teacher's level of emotional intelligence at school can help build effective teacher-student communication, cope with stress and conflict, create a positive school environment, and achieve academic success. Edannur (2010) noted that in order for children to develop emotional competence, instructors must first receive training on how to control their own emotions as well as those of others. In order to achieve success for both students and instructors, Emotional Intelligence in teachers is crucial.

Results show similarities to Daniel Goleman's study in 2005, which suggests that teachers become more effective when they are aware of the influence of emotional intelligence on learning and behavior. The results from Table 4 clearly show the emotional Intelligence of the College Instructors at the University of Cebu – Main Campus and how they use this Intelligence in their personal and work life. Furthermore, it can also be associated with the study of Crain in 2005, stating that it is becoming increasingly clear that teacher self-efficacy and empathy play an important role in teacher efficiency and effectiveness. Although we know that empathy and teacher self-efficacy play significant roles in the effectiveness of teachers and the learning of their students, we know very little about how a teacher's emotional Intelligence contributes to the development of the empathy they must demonstrate in their teaching, classroom management, and interactions with their students generally, and high teacher self-efficacy appraisals.

Table 5
Level of Work Management of College Instructors

Statements	Mean	SD	Verbal Description
1. I was able to plan my work so that I finished it on time.	3.9292	1.05827	Often
2. I kept in mind the work result I needed to achieve.	4.0357	1.00385	Often
3. I was able to set priorities.	4.0179	1.01326	Often
4. I was able to carry out my work efficiently.	3.9469	.92428	Often
5. I managed my time well.	3.8584	1.09273	Often
6. On my own initiative, I started new tasks when my old tasks were completed.	3.6372	1.11853	Often
7. I took on challenging tasks when they were available.	3.4425	1.14905	Often
8. I worked on keeping my job-related knowledge up to date.	3.6637	1.03173	Often
9. I worked on keeping my work skills up to date.	3.7434	1.03319	Often
10. I came up with creative solutions for new problems.	3.7257	.98423	Often
11. I took on extra responsibilities.	3.5929	1.06601	Often
12. I continually sought new challenges in my work.	3.4911	1.09046	Often
13. I actively participated in meetings and consultations.	3.8482	1.17948	Often
14. I complained about minor work-related issues at work.	2.4336	.98085	Sometimes
15. I made problems at work bigger than they were.	1.8584	1.05108	Sometimes
16. I focused on the negative aspects of a situation at work instead of the positive aspects.	1.8142	1.07362	Sometimes
17. I talked to colleagues about the negative aspects of my work.	2.2035	1.13515	Sometimes
18. I talked to people outside of the organization about the negative aspects of my work.	2.1947	1.23099	Sometimes
Average	**3.4071**	**.75163**	**Often**

Work Management is how a teacher behaves in teaching or the work in general. In items 1-5, the respondents show involvement in accomplishing assigned tasks within the organization (Task Performance), with a mean ranging from (3.8584) to (4.0357). Items 6-13 showed that the behaviors of the respondents could contribute to the overall well-being of the organization (Contextual Performance), denoting a mean range of (3.4425-3.8482). Items 14-18 show that the respondents' voluntary behaviors did not harm the organization or people working in the organizations (Counterproductive Work Behavior) since it revealed a mean range of (1.8142-2.4336). Verbal Description in statements one until 13 revealed an "Often" indicator. However, the "Sometimes" indicator was obtained in statements 14-18. Results show that the statement that has the lowest Mean score of (1.8142) is statement number 16, which is "I focused on the negative aspects of a situation at work instead of the positive aspects," with a Standard Deviation of (1.07362). On the other hand, the highest Mean score of (4.0357) and a Standard Deviation of (1.00385) can be seen in statement number 2: "I kept in mind the work result I needed to achieve."

The results obtained in Table 5 showed an Average Mean of (3.4071) and an Average Standard of (.75163), which garnered an Average Verbal Description of "Often." Based on the result, it can be interpreted that college instructors have a high level of

management of their work. The high level of work management from the data can be interpreted as instructors having the proficiency to perform the core substantive or technical tasks central to their job. As discussed in the first paragraph, the highest Mean score is from the "I kept in mind the work result I needed to achieve" statement, which means that the College Instructors have the motivation to do their task since they are anticipating the result from finishing them on time. However, according to Stewart & Nandkeolyar (2007), it can change because of changes in performance requirements; changes in the individual because of training, goal setting, motivational interventions, affective states, aging, and others; or changes in situational conditions, such as constraints or opportunities created by coworkers or production practices.

Table 6
Significant Relationship Between Demographics Profile and Emotional Intelligence

Variables	df	Computed Value	P-value	Decision	Interpretation	Strength
Age & Emotional Intelligence	24	13.440	.958	Failed to reject Ho	Not Significant	n/a
Sex & Emotional Intelligence	6	2.189	.902	Failed to reject Ho	Not significant	n/a
Tenure & Emotional Intelligence	36	31.966	.661	Failed to reject Ho	Not Significant	n/a

Table 6 shows that the college instructors' demographic profile does not correlate to emotional intelligence. The chi-square test of independence revealed that with a p-value of .958 and more significant than the alpha level of 0.05, Age and Emotional Intelligence do not show a correlation at all, accepting the Null Hypothesis and being Not Significant. Sex and Emotional Intelligence also do not correlate with a p-value of .902, more significant than the alpha level of 0.05, so the decision failed to reject the null hypothesis and indicates no significance. Tenure and Emotional Intelligence have a p-value of .661, more significant than the alpha level of 0.05, thus accepting the Null Hypothesis and can be interpreted as Not Significant.

The data does not show a significant relationship between the variables age, sex, and tenure to the Emotional Intelligence of the College Instructors. As previously stated, this could also mean that a college instructor's demographic Profile does not cause Emotional Intelligence to become high or low. The data is comparable to the study of Llego et al. (2019), which showed that the teaching staff's age and years of experience have no relationship with their EI.

Table 7
Significant Relationship Between Demographics Profile and Work Management

Variables	df	Computed Value	P-value	Decision	Interpretation	Strength
Age and Work Management	16	15.947	.457	Failed to reject Ho	Not Significant	n/a
Sex and Work Management	4	2.704	.608	Failed to reject Ho	Not Significant	n/a
Tenure and Work Management	24	30.358	.173	Failed to reject Ho	Not Significant	n/a

The table shows that the College Instructors Profile does not Relate to Work Management. The chi-square test revealed that the p-value of .457 of age and work management is greater than the significance level of 0. 05, and thus, failure to reject the Null hypothesis is Not Significant. The p-value of .608 for sex and work management is greater than the alpha level of 0.05, shows an interpretation of not significant, and failed to reject the null hypothesis. Tenure and Work management has a p-value of .173 and is greater *than* the alpha level of 0.05; thus, rejecting the null hypothesis was not achieved, and thus, it is not significant.

As the table above shows, the Demographic Profile of College Instructors at the University of Cebu Main Campus does not correlate with their Work Management. Therefore, no matter what age, sex, and tenure an instructor has, it does not mean that it could affect their level of Work Management. In addition, the level of work management of the college instructors is not based on their age, sex, and years of service. This is similar to the study of Ahmed (2017), which found that demographic variables do not affect the work values of the employees.

Table 8
Significant Relationship Between Emotional Intelligence and Work Management

Variables	r-value	p-value	Decision	Interpretation
Emotional Intelligence and Work Management	-9.260	.000	Reject Ho	Significant

As reflected in Table 8, the College Instructors' Emotional Intelligence is positively correlated to Work Management. Wilcoxon Signed Rank Test revealed a significant relationship between Emotional Intelligence and Work Management, evident with an r-value of -9.260 and a p-value of .000, which is less than the alpha level of 0.05. The decision is Rejecting the Null Hypothesis; thus, the interpretation is Significant.

The data generally shows a significant relationship between the two variables, which are the Emotional Intelligence and Work Performance of the College Instructors at the University of Cebu – Main Campus. As observed in the data above, emotional Intelligence is high, as well as the work management of the respondents. It demonstrates that the higher the emotional Intelligence of the college instructors, the higher will be their work management and vice versa. This could also mean that if the college instructors' emotional intelligence is low, their work management will also be poor. Moreover, if they have high levels of emotional Intelligence and work management, they may have good teaching performance. The relationship observed in the current study mirrors the findings of Jimenez (2020), who researched the interplay between emotional quotient, work attitude, and teaching performance among secondary school teachers. According to Jimenez's published study, there was a significant correlation between the emotional quotient of teachers and their teaching performance. This indicates that, apart from the daily challenges teachers encounter, including student management and paperwork, they are also confronted with the responsibility of demonstrating emotional maturity, maintaining positive work habits, and delivering high-quality teaching performance. These factors collectively contribute to their effectiveness as educators. Table 6 also shows a similar result from a published study by Muhammad et al. (2017), stating that the result indicated that emotional intelligence has a significant impact on teachers' job performance.

6. Conclusion

This descriptive-correlational study aimed to identify the impact of Emotional Intelligence on work management among College Instructors of the University of Cebu – Main Campus for the school year 2022-2023. Specifically, it investigated the Profile of college instructors, their level of emotional Intelligence and work management, and the relationships between their Profile, Emotional Intelligence, and work management.

The findings from this study provide valuable insights into the demographics and emotional Intelligence of College Instructors at the University of Cebu - Main Campus. It reveals that most of these instructors fall within the 18-29 age range, indicating a prevalence of early adults in this role and a higher representation of females. Many of these instructors have been with the university for 3-5 years and display a commendable level of emotional Intelligence. However, the study indicates that age, sex, and tenure do not significantly correlate with emotional Intelligence or work management. On the contrary, it does establish a noteworthy connection between emotional Intelligence and effective work management among these college instructors.

The findings presented in this study are constrained to the Emotional Intelligence of college instructors and do not encompass individuals at different educational levels, which could yield distinct results if included. Furthermore, the results regarding work management may exhibit variations when considering different schools or educational levels. The study's scope is limited to the specific context of college instructors, and expanding the research to include a broader range of educational levels or institutions may offer a more comprehensive understanding of emotional Intelligence and work management in the education sector.

A crucial psychological factor, emotional intelligence, has a significant impact on an employee's work performance and is linked with negative and positive outcomes towards their work management. According to the findings, college instructors from the University of Cebu- Main Campus have a high level of emotional intelligence and suggested that they may have complete control of their emotions when they are dealing with their issues. The respondents also have a high level of work management, which resulted in them proficiently performing well at their jobs. The findings demonstrate that the higher the emotional Intelligence of the college instructors, the higher will be their work management and vice versa. Furthermore, the demographic Profile has no significant relationship between emotional intelligence and work performance; thus, these variables will not affect each other. With these findings, the researchers have made an intervention plan to help them improve their emotional Intelligence towards work management.

The study's recommendations, derived from the summary and findings, encompass three key areas. First, further qualitative research should be conducted to delve into the nuances of work management among college instructors. This deeper exploration

can unveil valuable insights to improve their effectiveness in their roles. Second, there is a need to investigate the impact of emotional Intelligence on college instructors' job performance. Understanding how emotional Intelligence influences efficiency at work can inform strategies for enhancing their professional capabilities. Lastly, the study recommends an investigation into the factors that contribute to the deterioration of emotional Intelligence among college instructors. Identifying these factors is essential for developing interventions and support mechanisms to maintain or enhance their emotional intelligence levels.

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