

# THE MODERATING EFFECT OF EMOTIONAL INTELLIGENCE ON THE RELATIONSHIP BETWEEN PASSION AND WORK OUTCOME AMONG SECONDARY SCHOOL TEACHER IN DAVAO REGION

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DOI: <https://doi.org/10.5281/zenodo.15322070>

Published Date: 01-May-2025

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**Abstract:** This study dealt with the moderating effect of emotional intelligence on the relationship between passion and work outcome among Secondary School Teachers in Davao Region. Non-experimental quantitative research design utilizing descriptive correlation technique and moderation analysis were employed in the study. Adapted survey questionnaires were given to a sample of 400 secondary school teachers in Davao Region chosen through stratified random sampling. Findings showed high level of passion in terms of passion criteria, harmonious passion, and obsessive passion. The study also revealed that the indicators of work outcome have high levels in terms of job autonomy, job satisfaction and job performance. Further, the result also showed high level of emotional intelligence among secondary school teachers in Davao Region. Results revealed that emotional intelligence significantly moderates the relationship between passion and work outcome of teachers.

**Keywords:** educational management, passion, work outcome, emotional intelligence, teachers, Philippines.

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## 1. INTRODUCTION

The need for educators is clear by the actual fact that over 300,000 veteran teachers left the profession between 2004 and 2008 (Carroll and Foster, 2010). New educators are introduced in response to the void left by veteran teachers, solely to envision initial year attrition rates increase since 1994 (Carroll and Foster, 2010). The employee turnover for teachers is well more than different professions (Ingersoll, 2002). Furthermore, teaching situations are associated with problems at work link to work outcomes have been associated with lower job satisfaction, job stress, efficacy and work performance, thus, work outcomes may suffer. Conflict with work might impact upon work outcomes indirectly through associations with stress, health issues, depression and psychological strain (Bryabrook, Coleman, Houston, Martin, and Green, (2015). Passion was an honest catalyst in work outcome and also the integral a part of the reform.

The value of labor commitment raised queries on why some folks place a larger importance on work and seem a lot of conscientious than others. Passion for work has been shown to influence a number of the foremost vital outcomes in structure studies, like work motivation (Hackman and Oldham, 1980; Roberson, 1990), absence (B.D. Rosso et al. analysis in structure Behavior, 2010), Work behavior (Berg, Wrzesniewski, & Dutton, 2013), engagement (May, Gilson, and Harter, 2004), job satisfaction (Wrzesniewski et al., 1997), authorization (Spreitzer, 1996), stress (Elangovan, Pinder, and McLean, 2010; Locke and Taylor, 1990), structure identification (Pratt, Rockmann, & Kaufmann, 2006), career development (Dik and Duffy, 2009; Dobrow, 2006), individual performance (Hackman and Oldham, 1980; Wrzesniewski, 2012), and private fulfillment (Kahn, 2007).

Recognizing the importance of work outcome as discussed in the preceding paragraph, the researcher conducted an extensive review of literature for possible variables that may affect or moderate the work outcome among secondary school teachers in Davao Region. Several references should link between passion and work outcome (Ho, et al. 2011). Likewise, it was also established that emotional intelligence is associated with work outcome (Day and Carroll, 2004; Law et al., 2004). Passion contributes to role identity interpretation and become a supply of motivation for actions that lead to affirming self-meaning. Further, emotional intelligence affects the style during which structure politics is evaluated and perceived, and indirectly affects the work outcomes, authentic emotion as described by Frazier et al. (2004).

It is in the above context that the researcher decided to conduct the study with the intention of determining which of the above-mentioned variables may have direct effect or may moderate the effect of one variable to the work outcome. Although, there are already existing literature on the association of work outcome and passion and so with emotional intelligence and work outcome, those studies dealt only with bivariate relationships and did not cover the three variables in a single study. This study dealt with the three variables such as emotional intelligence, passion and work outcome with one variable as the moderating construct making this study a contribution to new knowledge.

The primary concern of this research is to determine the moderating effect of emotional intelligence on the significant relationship between work outcome among secondary school teachers in Davao Region. Specifically, this study has the following objectives: (1) to ascertain the level of passion among secondary school teachers in terms of passion criteria, harmonious passion, and obsessive passion, (2) to assess the level of work outcome among secondary school teachers in terms of job autonomy, self-efficacy, job stress, job performance, and job satisfaction, (3) to describe the level of emotional intelligence among secondary school teachers, (4) to determine the significant relationship between passion and work outcome, and emotional intelligence and work outcome; and (5) to find out the significance of the moderating effect of emotional intelligence on the relationship between passion and work outcome among secondary school teachers in Davao region.

The following null hypotheses were tested at 0.05 level of significance stating there is no significant relationship between the level of passion and work outcome among secondary school teachers, no significant relationship between the level of emotional intelligence and work outcome among secondary school teachers and no significant moderating effect of emotional intelligence on the relationship between passion and work outcome among secondary school teachers.

### **Theoretical Framework**

This study was anchored on the proposition by Ho et al., (2011), which states that passion influences work outcome. There is a strong, positive correlation exist between passion and work outcomes (Vallerand and Houliort,2003). Work passion have a strong inclination toward work-related activities that people get pleasure from and within which they invest time and energy (Vallerand and Houliort,2003).

Researchers assert that workers emotional intelligence will predict related outcome, like job satisfaction and job performance (Prati et al., 2003). Emotional intelligence can significantly impact the work outcome (George, 2000; Coleman et al., 2002). Furthermore, correlation analysis revealed that there's positive significant relationship between emotional intelligence and job performance a component of work outcome (Kulkanni et al., 2009; Rahim, 2010; Shahad et al., 2011).

## **2. METHOD**

Presented in this chapter are the methods and procedures used in this study, which includes the research design, research subject, research instrument, data gathering procedure, statistical treatment of the data, and other sources of information and data treatment.

### **Research Design**

This study used the non-experimental quantitative research design employing a descriptive correlational technique. In non-experimental research, researchers collect the data without making changes or introducing treatments. Initially, variables were not manipulated, and the setting was not controlled in this study. Correlational technique endeavors to find relationships between two covariates, or independent behaviors, situations, or events. A correlation can be positive or negative (Kee, et al. 2009). Secondly, a causal-comparative research design was used to establish a link between passion and work outcome.

The present study aimed to determine the relationship between passion and the level of work outcome, hence, the descriptive correlational and causal-comparative methods of research were the most appropriate to utilize.

The researcher is the sole recruiting party in the conduct of the study. A quantitative research approach allows for the measurement of data and enables a comparison of the two variables. Thirdly, a modgraph was provided to visually verify the result of the regression. A questionnaire was the main instrument for gathering data.

### Population and Sample

The research participants of the study were the 400 public secondary school teachers in the ten divisions of Davao Region chosen randomly. The participation of the respondents was voluntary and an Informed Consent Form was given to each participant. The researcher valued the participation of the respondents and placed their welfare in the highest priority. Each participant was given the option not to answer the survey questionnaire when he/she feels any discomfort due to sensitive nature of the topic or he/she has the option to withdraw in case of potential risks and discomforts.

### Research Instrument

The research instrument used in gathering the data was adapted from various authors with some modifications. The questionnaire was composed of 57 items. The instrument used in measuring the passion of teachers was adapted from Bass & Avolio (1995) Which was modified to contextualize to the school setting following the Five-Point Likert's Scale categorized into three indicators namely; passion criteria, harmonious passion and obsessive passion.

The instrument used in measuring the dependent variable was adapted from Bouckennooghe et al. (2009) categorized into five indicators; job autonomy, self-efficacy, job stress, job performance and job satisfaction. For the moderating variable, the survey instrument used was adapted from Miller & Woehr (1997). Both instruments were modified to make the respondents' options parallel with the Five-Point Likert's Scale.

Moreover, this study used Slovin's formula, being described by Tejada and Punzalan (2012), as a tool in determining an appropriate sample size from the given population. As inclusion criteria used in determining the subject of the study, the researcher considered all public secondary school teachers in Davao Region, since the study aims to determine the significance of the moderating effect of emotional intelligence on the relationship between passion and work outcome among secondary school teachers. Teachers from public elementary schools and all levels from private institutions fall under the exclusion criteria and were not included in this study. They were treated as a separate work environment, and another study is needed to examine the context of the learning environment. Further, the inclusion of specimen hazards was deemed not necessary and was not included in the manuscript.

A reliability test was done using Cronbach's Alpha. A reliability coefficient was computed at 0.886 which indicated that the items are highly reliable. It is consistent, able to be trusted, accurate and provides a correct result.

The panel of experts composed of Internal Validators (from the University of Mindanao) and one external validator (outside the University) validated the questionnaire for content accuracy, appropriateness and clarity. Time allotment was taken into consideration in the completion of the questionnaire to determine the time frame for answering the respondents. The experts who validated the content indicated that all the items were applicable and relevant to each component area in the moderating effect of emotional intelligence on the relationship between passion and work outcome.

### Statistical Tools

The following statistical tools were used in the analysis and interpretation of the data:

**Frequency Count and Percentage.** These descriptive statistics were used to describe the distribution of respondents according to the area of the region.

**Mean.** This was used to determine the level of importance of passion and work outcome among secondary school teachers in Davao Region.

**Standard Deviation.** This was used to provide additional information on the variability or the spread of values about the mean.

**Pearson Product-Moment Correlation (Pearson  $r$ ).** This was used to determine if there is a significant relationship between the passion and work outcome among secondary school teachers in Davao Region.

**Hierarchical Logistic Regression and Modgraph.** These statistical tools used to determine the significance of the moderating effect of emotional intelligence on the relationship between passion and work outcome of teachers.

### 3. RESULTS

Presented in this chapter are the data and the results of the study. Tables are arranged in the following subheadings: level of passion, level of work outcome, level of emotional intelligence, correlations between passion and work outcome, correlation between emotional intelligence and work outcome, hierarchical regression to assess the moderating effect of emotional intelligence on passion to work outcome, summary of means on the main effects of passion and work outcome on emotional intelligence, and statistical output necessary to graph the main effects of passion and emotional intelligence and the interaction on work outcome.

The statistical tables indicated that the standard deviation ranged from 0.53 to 0.54. These are less than 1.0 which is the typical standard deviation for 5 - point likert scale according to Wittink and Bayer (1994). This means that the ratings obtained in this study are close to the mean, indicating consistency of responses of the respondents.

#### Level of Passion among Secondary School Teachers

Shown in Table 1 is the level of Passion among Secondary School Teachers with an overall mean of 4.05, described as high. The high level could be attributed to the high rating given by the respondents in all indicators. This means that the respondents' responses to passion in teaching among secondary school teachers were often times felt in majority of the cases in the items of passion criteria, harmonious passion, and obsessive passion.

**Table 1: Level of Passion among Secondary School Teachers**

Indicator	SD	Mean	Descriptive Level
Passion Criteria	0.47	4.52	Very High
Harmonious Passion	0.5	4.35	Very High
Obsessive Passion	0.85	3.27	Moderate
Overall	0.45	4.05	High

The cited overall mean score was the result gathered from the computed mean scores of 4.52 or very high for passion criteria, 4.35 or very high for harmonious passion, and 3.27 or moderate for obsessive passion.

#### Level of Work Outcome among Secondary School Teachers

Shown in Table 2 are the data on the level of Work Outcome among Secondary School Teachers which gathered an overall mean of 3.64 or high level. Results revealed that the mean score is oftentimes observed by the majority of the teachers. The grand mean score of work outcome were computed based on the mean of all the indicators.

Responses of respondents are presented from highest to lowest according to their mean value. These are as follows: 3.95 or high for job satisfaction, 3.89 or high for job autonomy, 3.79 or high for job performance, 3.64 or high for self-efficacy, and 2.94 or moderate for job stress.

**Table 2: Level of Work Outcome among Secondary School Teachers**

Item	SD	Mean	Descriptive Level
Job Autonomy	0.53	3.89	High
Self-Efficacy	0.55	3.64	High
Job Stress	0.84	2.94	Moderate
Job Performance	0.57	3.79	High
Overall	0.42	3.64	High

#### Level of Emotional Intelligence among Secondary School Teachers

Shown in Table 3 are the data on the level of emotional intelligence among

Secondary School Teachers which gathered an overall mean of 3.60 or high level.

Results revealed that the mean score is oftentimes manifested by the majority of the teachers. The grand mean score of emotional intelligence were computed based on the mean of all the items.

The item of being able to recognize what emotion arises manifested the highest mean of 3.90 described as high level. The item of being able to express emotions freely at place of work and asking co-workers how they are feeling and genuinely listening gathered the mean of 3.84 and 3.66 both described as high level.

**Table 3: Level of Emotional Intelligence among Secondary School Teachers**

Item	SD	Mean	Descriptive Level
1. Being able to express emotions freely at place of work.	0.77	3.84	High
2. My Co-workers taking notice when one is upset.	0.85	3.57	High
3. Feeling comfortable talking to the supervisor when having difficulty with a co-worker	0.95	3.32	Moderate
4. Being comfortable telling others about emotions.	0.96	3.46	High
5. Co-workers asking about how one is doing in the morning, and taking time to listen.	0.85	3.47	High
6. Asking co-workers how they are feeling and genuinely listening.	0.80	3.66	High
7. Being able to recognize what emotion arises.	0.7	3.9	High
Overall	0.64	3.6	High

#### Correlation between Passion and Work Outcome among Secondary School

Reflected in Table 4 are the data on the results of correlations between passion and work outcome. Having tested at 0.05 level of significance, the overall r-value of 0.664 had a  $p < 0.05$ . This led to the rejection of the null hypothesis. This implies that work outcome is significantly related to passion for teaching. Further, the rest of the indicators of work outcome are significantly related to passion for teaching but one of the indicators found no significant correlation in the domains of job stress because of  $p < 0.05$  higher than the significance level set in this study. It indicates that teachers who have display job stress have nothing to do with the passion for teaching in general among secondary school teachers.

The data revealed that there is a significant relationship between the passion for teaching and work outcome among secondary school teachers in Davao Region since it yields an overall r-value of 0.664 with  $p < 0.05$ . This implies that work outcome is significantly related to passion for teaching. The result of the correlation of the two variables was found. Furthermore, the rest of the indicators of work outcome are significantly related to passion for teaching but one of the indicators found no significant correlation domains of job stress because of  $p < 0.05$  higher than the significance level set in the study. It indicates that teachers who have display job stress have nothing to do with the passion for teaching in general among secondary school teachers in Davao Region.

Examining closely the correlation values from one indicator to another, it could be seen that the r-value of the indicators of the two variables range from 281 to .460 all significant at  $p < 0.05$ . Although one indicator which is job stress did not correlate with passion criteria and harmonious passion, but overall job stress correlated well with overall passion.

**Table 4: Correlations between Passion and Work Outcome among Secondary School Teachers**

Work Outcome	Passion			
	Passion Criteria	Harmonious	Obsessive	Overall
Job Autonomy	.400	.460	.426	.579
	.000	.000	.000	.000
Self-Efficacy	.330	.404	.510	.587
	.000	.000	.000	.000
Job Stress	-.075	-.096	.452	.224

	.132	.560	.000	.000
Job Performance	.374	.390	.281	.452
	.000	.000	.000	.000
Job Satisfaction	.504	.487	.294	.541
	.000	.000	.000	.000
Overall	.402	.428	.579	.664
	.000	.000	.000	.000

#### Correlation between Emotional Intelligence and Work Outcome among Secondary School Teachers

Presented in Table 5 is the relationship between emotional intelligence and work outcome among public secondary school teachers. The constructs of work outcome being the dependent variable are Job Autonomy, Self-Efficacy, Job Stress, Job Performance and Job Satisfaction. At 0.05 level of significance, the overall r-value of 0.596 with  $p < 0.05$  significance level. This implies that the higher is the emotional intelligence the higher is the level of work outcome. All indicators of work outcome are significantly correlated with emotional intelligence ranging from .324 to .476 with  $p < 0.05$  which contribute to the significant overall correlation leading to the rejection of the null hypothesis.

Analyzing closely the correlation of emotional intelligence with the indicators of work outcome, it showed that emotional intelligence registered the highest r-value when it was correlated with Job Performance ( $r = .476$ ,  $p < 0.05$ ). When correlated with Job Autonomy, it showed the r-value of .446 at  $p < 0.05$ . When correlated with Job Satisfaction, it showed the r-value of .441\* at  $p < 0.05$ . When correlated with Self-Efficacy, it showed the r-value of .387\* at  $p < 0.05$ . The lowest correlation is with Job Stress ( $r = .324$ \*) but still significant at  $p < 0.05$ .

#### Moderating Effect of Emotional Intelligence on the Relationship between Passion and Work Outcome among Secondary School Teacher

To determine the significance of the moderating effect of emotional intelligence on the relationship between passion and work outcome, a hierarchical regression analysis was utilized to fit its purpose. This is reflected in Table 6 as the primary source of data for Tables 7 and 8 which are both essential in the formulation of modgraph.

**Table 5: Correlations between Emotional Intelligence and Work Outcome among Secondary School Teachers**

Work Outcome	Emotional intelligence
Job Autonomy	.446
	.000
Self-Efficacy	.387
	.000
Job Stress	.324
	.000
Job Performance	.476
	.000
Job Satisfaction	.441
	.000
Overall	.596
	.000

The moderating effect was premised on the idea that the higher is the level of emotional intelligence of teachers the higher is the effect of passion on his/her work outcome as compared to those with lower emotional intelligence. Emotional intelligence was the moderating variable, passion was the independent variable and work outcome was the dependent variable. The passion variable was multiplied with the emotional intelligence variable to produce an interaction term. The two main effects and the interaction term (Passion x Emotional Intelligence) were used in a hierarchical regression to predict work outcome engagement.



With passion and emotional intelligence in the step 2 regression, the model was observed to be significant ( $p < .05$ ) and demonstrated a change in R-square of 0.133. The R square change tells how much variance in the DV these predictors explained in each step. The R-square change of 0.133 means an additional variance of 13% to the variance of 44% in the step 1 regression showing that 44% of the variance in work outcome of teachers is due to passion itself. The interaction term explained about 0.5% of new variance above and beyond the two main effects. This was marked less than the change in R-square observed in step 1 and step 2.

Interestingly, the ANOVA was significant ( $p < .05$ ) suggesting that the interaction effect was a contributor to the model variance. Looking at Table 6, a significant main effect for emotional intelligence obtained ( $B = .156$ ,  $p < .05$ ) and it signified that those with higher emotional intelligence have

**Table 6: Hierarchical Regression to Assess the Moderating Effect of Emotional Intelligence on Passion-to-Work Outcome Relationship among Secondary School Teachers**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig	Square Change
	B	Std. Error	Beta			
Step 1						.441
(Constant)	1.113	.143		7.758	.000	
PASSION	.625	.035	.664	17.728	.000	
Step 2						.133
(Constant)	.760	.129		5.875	.000	
PASSION	.478	.034	.508	14.265	.000	
EMOTIONAL INTELLIGENCE	.263	.024	.396	11.109	.000	
Step3						.005
(Constant)	.2.046	.591		3.462	.001	
PASSION	.167	.144	.177	1.163	.246	
EMOTIONAL INTELLIGENCE	-.103	.166	-.156	-.623	.534	
PASSION by EMOTIONAL INTELLIGENCE	.088	.039	.750	2.230	.260	

**Table 7: Summary of Means on the Main Effects of Passion and Work Outcome on Emotional Intelligence among Secondary School Teachers**

Passion	Emotional Intelligence		
	Low	Medium	High
High	3.5509	3.7935	4.0631
Medium	3.4149	3.6323	3.8497
Low	3.2789	3.4711	3.6633

**Table 8: Statistical Output Necessary to Graph the Main Effects of Passion and Emotional Intelligence and the Interaction on Work Outcome among Secondary School Teachers**

Variable	B	Mean	SD
Passion	.167	4.0451	.44931
Emotional Intelligence	-.103	3.6004	.63722
Interaction Term	.088		
Constant	2.046		

higher level of work outcome. But this main effect was qualified by the interaction ( $B = 750, p < .05$ ) which was graphed in Figure 3. To have the modgraph, the unstandardized coefficient of the interaction term in the step 3 regression in Table 6 was utilized and displayed in Table 8, supported with the descriptive statistics of each variable and the computed values of the main effects of independent variable and moderating variable on dependent variable in Table 7. The figure shows that those with high emotional intelligence manifested a steeper slope between passion and work outcome than those with low emotional intelligence, rejecting the null hypothesis. It can be stated, therefore, that emotional intelligence significantly moderates the relationship between passion and work outcome of teachers.

Henceforth, the significant moderating effect of emotional intelligence suggests that passion and work outcome can fuel motivation, well-being and ardent task engagement by providing a balanced and purposeful life.

#### 4. DISCUSSION

Presented in this chapter are the discussion of data which are based from the findings of the study. Conclusions and recommendations on the moderating effect of emotional intelligence and work outcome among secondary school teachers in Davao Region are also deliberated in this chapter.

##### Level of Passion among Secondary School Teachers

It is generally shown that the level of passion in terms of passion criteria was rated by the respondents as very high. This means that teacher's passion is always felt. It also means that in all walks of life passion is one of the most important criteria in the delivery of high and good performance of work outcome both individual and organizational perspective.

Another indicator of the level of passion among secondary school teachers is harmonious passion which the respondents rated a very high response. This means that their job as a teacher permitsthem to live a wide variety of experiences, being appreciative of the job through discovering new things as a teacher and job as a teacher being well integrated in life. According to Rusbult (2009), passion has the power to challenges great changes in teacher's lives and some changes touch personal self-being in a person. It is an vital driver for employee engagement, good concentration, work commitment, flow, like to grow and good decision making (Pati, 2012; Mageau et al., 2009; Philippe et al., 2009; Ho et al., 2011; Roepke and Seligman, 2015, and Philippe et al, 2009).

One more indicator which displays a moderate response is on Obsessive passion. This means that passion is sometimes felt. This can be attributed to the following items: being turned on by the job as a teacher, considering teaching as the only job to do and having deep sense of an obsessive feeling about the job as a teacher. Nonetheless, obsessive passion feels obliged to complete activities and therefore, disengage whenever necessary. It is parallel to the statement of Crevier-Braud (2012) who stated that individual which experiences obsessive passion, does not feel secured or liberated but instead tend to be watchful.

##### Level of Work Outcome among Secondary School Teachers

The other variable considered on this study is the level of work outcome which was rated by the respondents as high. This implies that the level of work outcome is oftentimes observed. This is attributed to the high level of job satisfaction, job autonomy, and job performance. Job satisfaction yielded a high descriptive level. This means that teachers are very satisfied with their job, thinking of staying in the job and generally satisfied of the work they have. This is consistent with the findings of Chiu, et al., (2009) who stated that job satisfaction is the fulfilling emotional condition which springs from gauge of one's job and sense of feat given by daily work activities. This is also aligned with Park and Rainey (2007) who stated that job satisfaction is greatly correlated with their behavior and the quality of their services thus, increasing structure commitment among workers through affectional and normative commitment.

On job autonomy, another construct, the high level indicated the teachers' ability to choose freely the methods to be used to carry out work, to decide how to deal about getting the job done, and being able to select about the way to go about the job (the procedure to utilize). Every individual has the ability and opportunity to grow, develop and fail or succeed, but it depends on the vitality of the context and opportunity that help to develop themselves. Further, job autonomy may also contribute to improve job performance for employees who are well rounded with skills and creativity to accomplish their work (Saragih, 2011; Cekmeceliglu & Gunsul, 2011). It leads up in the next level of worker ability and performance. It provides freedom and discretion, therefore workers become a lot of freelance to hold out their task and will boost employees' self-worth level (Cekmecelioglu et al., (2011).



On the other hand, job performance being an indicator of work outcome yielded a high descriptive level. This can be attributed to the teachers' attitude being very effective in performance tasks, being effective in doing a high level of professionalism and being very effective in contributing to school responsibility. It may also be measured in terms of task performance, that deals with the flexibility to arrange, organize, execute and management, or discourse performance concerning the behavior in social and psychological contexts just like the ability to barter, mentor or coach according to Oh, In-Sue, and Berry (2009).

#### **Level of Emotional Intelligence among Secondary School Teachers**

It is observed that emotional intelligence was rated by the respondents as high which means that emotional intelligence is often manifested. This was attributed to the high level of teachers' capacity to bear in mind of, management and categorical their emotions, and handle social relationships judiciously and with empathy like being able to recognize what emotion arises, being able to express emotions freely at place of work and asking co-workers how they are feeling and genuinely listening to them. This finding conformed to the study of Mayer, Salovey and Caruso (2004) stating that emotional intelligence enhances thinking by reasoning about emotions which includes the ability to accurately understand emotions, to access and generate emotions, to grasp emotions and emotional data, to reflectively regulate such emotional and intellectual develop can be promoted. It was supported by Ganji (2011), who stated that emotional intelligence has the capability to explain better the people's workplace performance and has the function to change tries, management effectiveness, coaching and therefore the performance of organization inside the organization.

Conversely, emotional intelligence is more important over intelligence quotient in the performance of work as mentioned by (Bolden et al., 2011). It was supported by Brackett, Rivers, and Salovey (2010) who mentioned that emotional intelligence manifest in the body, physical health, sociability, scholastic and workplace efficiently.

#### **Correlation Between Passion and Work Outcome among Secondary School Teachers**

The present study reveals a significant relationship between passion and work outcome among secondary school teachers in Davao Region. It served as a foundation for understanding the type of work environment that may fosters the creation of work outcomes. Further study revealed the unique links between passion and work outcomes, such findings are significant not solely as a result of they augment the nomological framework of the work passion construct however as a result of they conjointly pave the means for future analysis. Additionally, these relationships as building blocks to deal with completely different contingencies and boundary of the work passion - outcome relations (Ho et al., 2011). At may considerably support for the harmonious passion - work outcome relationships and fewer support for the neurotic passion-work outcome relationship has been advocated support for the harmonious passion-work outcome relationships and fewer support for the neurotic passion – work outcome relationship has been advocated by Burke, Astakhova, and Hang (2014).

#### **Correlation Between emotional Intelligence and Work Outcome among Secondary School Teachers**

The study shows a significant relationship between emotional intelligence and work outcome. This indicates that emotional intelligence is associated with work outcome as shown on the data. This is in conformance with the research of Prati (2003) which showed significant relationship between emotional intelligence and work outcome. This confirms the study of Andip, Ali, Barkha and Kamna (2012) who stated the impact of emotional intelligence on job satisfaction and progression. They added, if the employee knows their own emotion and they are able to capacitate them, they work more efficiently and productively. In recent study, employee's emotional intelligence can predict related outcome, such as job satisfaction and job performance (Prati et al., 2003).

Furthermore, theorist posits that manager's emotional intelligence can significantly impact the work outcome (George, 2000; Coleman et al., 2002). Correlation analysis also revealed that there's positive vital relationship between emotional intelligence, its elements and worker performance (Kulkanni et al., 2009; Rahim, 2010; and Shahad et al., 2011).

#### **Hierarchical Regression to Assess the Moderating Effect of Emotion: Intelligence on Passion-to-Work Outcome Relationship**

The overall result revealed that passion for teaching influences work outcome, in same manner emotional intelligence influence work outcome since it showed a positive result on the significance level which is lower than the significance level of 0.05. Passion is significantly related to work outcome of teachers which is congruent to the study of Day (2004) claiming

that passion is necessary in the teaching vocation. Passion as a combination of passion criteria, harmonious passion and obsessive passion served as a foundation for understanding the type of work environment that foster the creation of work outcome. It was affirmed by the various authors (Day, 2004; Husley, Kempler and College, 2000) who stipulated that passion for teaching is a complex construct which is aligned with the notion of work outcome.

From the result of the study, it was proven that emotional intelligence moderates the relationship between passion and work outcome. It could be easily seen in the modgraph that the lines are not parallel. According to Jose (2013) lines in the modgraph that are not parallel indicates significant moderation by the moderating variable in the relationship between two variables. This implies that emotional intelligence can enhance the relationship between passion and work outcome.

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