Exploring the Link Between the Emotional Experience and Teaching Performance among Math Teachers

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ABSTRACT

The emotional experiences of math teachers play a crucial role in shaping their teaching performance, yet the specific connection between these two factors remains underexplored. To delve into this issue, the researcher conducted a study to explore the link between the emotional experience and teaching performance among math teachers as a basis for tailoring an enhanced model. A descriptive correlational research design was used to achieve the study's objectives. The respondents were 82 mathematics teachers from the sixteen (16) basic education schools in Cagwait District, Division of Surigao del Sur, who were selected through universal sampling. Survey instruments were employed to address the research questions. Frequency count and percentage were used to describe the demographic profile of the respondents, the weighted mean to measure the levels of emotional experience and teaching performance, Pearson product-moment correlation to determine the significant relationships, and one-way ANOVA to assess significant differences. The majority of respondents were aged 26 to 40, female, held a master's degree, were Teacher III, had 1 to 20 years of experience, and received satisfactory class observation scores. Emotional experience scores ranged from 4.56 to 4.58, and teaching performance ranged from 4.50 to 4.60, both described as "strongly agree." A significant relationship was found between emotional experience and teaching performance, with emotional experiences differing based on educational attainment, position, and years of service. However, no significant differences were found in terms of age, sex, and CO rating, though age, educational attainment, position, years of service, and CO rating were significantly related to teaching performance. The findings suggest that tailored support and professional development based on teachers' education, position, and years of service could improve their emotional well-being and teaching performance, fostering a more effective learning environment. Finally, future research should be conducted to verify and substantiate the validity and consistency of the findings, offering a broader understanding of the factors that influence the emotional and professional experiences of mathematics teachers in diverse settings.

INTRODUCTION

In mathematics education, teachers are expected to equip students with the skills to solve real-life problems through the application of mathematical concepts. However, emotional and professional challenges hinder their effectiveness, contributing to emotional exhaustion and ultimately decreasing instructional quality. The pressure to meet educational standards without adequate emotional support further exacerbates these issues, creating a detrimental cycle that negatively impacts teachers' performance. As such, there is a need to foster a better understanding of how emotional experiences influence teaching performance. Despite this, there is a lack of studies exploring these issues, which this current study aims to shed light on.

In the United States, high emotional stress among mathematics teachers leads to reduced teaching quality (Miller & Smith, 2021). Similarly, in Australia, teachers lacking emotional intelligence struggle with classroom management (Zins et al., 2020). In South Africa, lower emotional resilience makes it difficult for teachers to maintain discipline (Khan et al., 2022). Meanwhile, in the Philippines, heavy workloads and

limited resources contribute to emotional exhaustion, hindering effective mathematics instruction (Rico et al., 2023).

Despite growing research on teachers' emotional experiences and their impact on performance, a significant gap remains in studies focusing specifically on math teachers in this locality. While studies by Friedman (2021) and Zins & Bloodworth (2022) address emotional competencies, they generalize findings across subjects, lacking insights into how these dynamics affect math teachers' performance. This study aimed to fill this gap by examining the relationship between emotional experiences and teaching performance among math teachers, offering valuable insights that are currently missing in the literature. Finally, the researcher emphasizes the importance of examining teachers' emotional intelligence and teaching performance through a descriptive-correlational approach. This study aimed to provide insights into how emotional intelligence impacts math teachers' performance and to encourage parents, teachers, and school leaders to support teachers' emotional well-being through a tailored model. This model is crucial for addressing emotional challenges and enhancing teaching effectiveness. Additionally, the study's limitations may inspire future research, further expanding the understanding of emotional experiences in teaching performance.

Day (2020) revealed that emotional experiences, including joy, stress, and burnout, notably influenced teaching practices. He argued that emotional well-being is essential for effective teaching, suggesting that schools should implement support systems to foster positive emotional climates. He further emphasized that by prioritizing teachers' emotional health, schools could create a more a school environment where could thrive and perform well. Adding on, Klassen and Chiu (2019) indicated that positive emotional experiences correlated with higher levels of teaching performance, while negative emotions such as anxiety and frustration led to decreased performance. The authors emphasized the importance of emotional intelligence and self-regulation strategies in helping teachers manage their emotional experiences, which ultimately contributed to a more effective teaching-learning environment.

Furthermore, McLean and Campbell (2021) identified feelings of isolation, stress, and uncertainty that had profound implications for teaching performance. The authors suggested that institutional support, including professional development and emotional health resources, is crucial in helping teachers navigate these challenges. Hence, there is a need for continuous emotional support systems, especially during crises. Trigwell (2020) highlighted the often-unrecognized emotional demands placed on teachers, which could lead to burnout if not addressed. Trigwell called for greater awareness of the emotional aspects of teaching to ensure teachers received the support they needed. He also suggested that professional development programs should incorporate training on emotional resilience and self-care strategies to better equip teachers for the challenges they face in the classroom. By integrating these components into professional development, educators can learn to recognize and manage their emotional responses, leading to a more resilient educational workforce capable of thriving in demanding environments.

THEORETICAL/CONCEPTUAL FRAMEWORK

Enhancing teachers' emotional well-being directly correlates with improved teaching performance, as addressing emotional challenges and providing support systems fosters a more effective learning environment, ultimately leading to better educational outcomes in mathematics. This study mainly anchored on Vroom's Expectancy Theory (1964) which was used in the study of Wani (2022). Likewise, the study anchored on two supporting theories which are the Gross' Process Model of Emotion Regulation (1998) which was used in the study of Kok (2020), and Borman's Personal Construct Theory (1987) which was used in the study of Neimeyer and Bridges (2010).

First, Vroom's Expectancy Theory (1964) posits that an individual's motivation is influenced by three key factors: expectancy, instrumentality, and valence. Expectancy refers to the belief that one's efforts will lead to successful performance; instrumentality is the belief that successful performance will result in certain outcomes or rewards; and valence is the value an individual place on those outcomes. Together, these factors create a framework for understanding how individuals assess their motivations and the potential consequences of their actions. In this study, Vroom's Expectancy Theory was used to examine how

enhanced emotional well-being among math teachers led to higher teaching performance, reflecting high expectancy. When teachers believed their efforts would yield positive outcomes, their motivation to engage in effective teaching practices increased, demonstrating high instrumentality. Furthermore, if the valued outcomes aligned with their efforts (high valence), they were more likely to maintain a positive emotional state, further enhancing their teaching performance.

Second, Gross' Process Model of Emotion Regulation (1998) describes how individuals manage emotions through five key processes: situation selection, situation modification, attentional deployment, cognitive change, and response modulation. Situation selection involves choosing environments that elicit desired emotions, while situation modification entails altering contexts to change emotional impact. Attentional deployment directs focus to influence emotional experiences, cognitive change involves reappraising situations, and response modulation refers to regulating emotional responses. This model highlights that effective emotion regulation can enhance overall well-being and performance. In this study, Gross' Process Model provided a framework for teachers to manage their emotions and improve teaching performance. Teachers engaged in situation selection by choosing supportive environments, while cognitive change allowed them to reframe challenges as growth opportunities, enhancing emotional resilience. By effectively regulating their emotions, teachers were able to maintain a positive emotional state, which was crucial for high teaching performance and student engagement.

Third, Borman's Personal Construct Theory (1987) posits that individuals interpret and make sense of their experiences through personal constructs; mental frameworks that shape their perceptions and reactions. These constructs, based on past experiences, influence how individuals evaluate themselves and their surroundings. By categorizing experiences as positive or negative, individuals develop a unique lens for approaching challenges and opportunities. This theory emphasizes that understanding these personal constructs can help identify how individuals navigate their emotional experiences and decision-making processes. In this study, Borman's Personal Construct Theory was used to explore how teachers' personal constructs influenced their emotional responses and, consequently, their performance. For example, if teachers had a positive construct regarding their ability to engage students, they were likely to approach their teaching with confidence, leading to improved student interactions and outcomes. Conversely, negative constructs resulted in anxiety or decreased motivation, hindering teaching effectiveness. By understanding and reshaping their personal constructs, math teachers were able to enhance their emotional experiences, ultimately improving their teaching performance.

Finally, while Vroom's Expectancy Theory effectively highlights motivational aspects, it may not fully address the emotional complexities teachers face. This is where Gross' Process Model of Emotion Regulation becomes relevant, as it outlines how teachers can manage emotions through situation selection, cognitive change, and response modulation to enhance teaching performance; however, it may not account for external pressures that influence emotional regulation. Meanwhile, Borman's Personal Construct Theory emphasizes the subjective interpretation of experiences but may overlook systemic factors like the school environment and available resources that also affect teachers' emotional well-being. Together, these theories provided a comprehensive framework for exploring the interplay between emotional experiences and teaching performance, highlighting the complexities that impact math teachers in the classroom. On the other hand, the teaching performance of mathematics teachers is closely tied to their emotional experiences. Positive emotions enhance engagement, passion, and a positive learning environment, while negative emotions can hinder effectiveness and decrease instructional quality. Variations in teaching performance often reflect changes in teachers' emotional states, emphasizing the crucial link between the two.

RESEARCH METHODOLOGY

The study employed a descriptive-correlational research design, which is particularly effective for exploring the relationships between variables without manipulating them. This design allowed the researcher to systematically collect and analyze data to identify patterns and associations among emotional experiences and teaching performance among mathematics teachers, which this study aimed to answer. Moreover, the descriptive-correlational technique is employed to investigate the relationships among two or more variables.

This approach is used to identify variables that relate to one another, make predictions about one variable based on another, and examine potential cause-and-effect relationships (Creswell & Creswell, 2020). It involves the collection of diverse numerical data through various methods, which are then statistically analyzed to aggregate, compare, or illustrate the relationships among the data (Field, 2020). In this study, a descriptive-correlational technique was employed to describe the levels of emotional experience and teaching performance, as well as the relationships between these variables. The results and findings served as the basis for developing an enhanced model of emotional experience and teaching performance specifically for mathematics teachers in the study's locale.

This study was conducted among the sixteen (16) basic education schools of Cagwait district, division of Surigao del Sur. These schools are managed by the Department of Education with elementary and junior school curricula. Moreover, these schools ensure the production of intended outputs/outcomes, introduce and sustain continuous improvement process that integrates wider community participation and significantly improve performance and learning outcomes as reflected in their school-based management (SBM) practices. Further, these schools with its school heads and teachers, together with its internal and external stakeholders continue to provide equitable access to quality basic education and strive hard towards the attainment of the DepEd's vision and mission, and the development of core values among its learners.

The researcher preferred to conduct the study on these schools because the researcher wanted to investigate the relationship between teachers' emotional experiences and their teaching performance by employing a descriptive correlational research method in the locale. In this manner, teachers' emotional experiences and their teaching performance will be dealt with research-based data which results could be used to develop an enhanced model of emotional experience and teaching performance specifically tailored for mathematics teachers needed to continually address the changing demands of learners in this constantly changing educational landscape.

The respondents of the study were the 82 mathematics teachers of the sixteen (16) basic education schools composing fourteen (14) elementary, primary or integrated schools and two (2) junior high schools of Cagwait District, Division of Surigao del Sur as reflected in Table 1. Moreover, the data of mathematics teacher-respondents were taken from the latest School Form 7 (School Personnel Assignment List and Basic Profile) duly submitted to the division's records office. Moreover, the teacher-respondents were chosen regardless of the nature of their appointment (e.g. volunteer, substitute or permanent), teaching position (e.g. Teacher I, II, III, Master Teacher I, II, III, IV) and the number of years in service. However, teachers who are handling administrative positions without teaching loads in mathematics were excluded, hence, only those mathematics teachers handling classroom instructions were considered as respondents.

In collecting the data, the following procedures were undertaken: The researcher sought approval from the dean of the graduate school to conduct the study and gather data. Then, a letter of the same content was given personally to the district supervisor or in charge and to the school principal, as well. Copies of the approved letters were appended. Consequently, informed consent forms (ICF) were given to the participants. Moreover, survey questionnaires were distributed to the teacher-respondents during their free time or break time to avoid disruption of classes. As soon as the signed informed consent forms were returned to the researcher, the questionnaires were distributed to both the respondents involved in the reliability test and those participating in the actual survey. Participants were assured that their involvement in the study is highly confidential, and their responses were used solely for the stated purpose of this research. Afterward, the completed questionnaires were collected, and the data were tallied and analyzed using appropriate statistical tools. To analyze the data frequency count and percentage, weighted mean, person product moment correlation and one-way analysis of variance (ANOVA) were utilized.

RESULTS AND DISCUSSIONS

Table 1 presents the demographic profile of the respondents in terms of age, sex, educational attainment, current position, years in service, and classroom observation rating, providing a comprehensive overview of
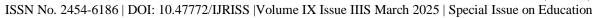
their personal background and professional experience while offering valuable insights into the diverse characteristics that may influence their perspectives and performance.

Table 1. Demographic Profile of the Respondents

Indicators	Frequency	Percent (%)	Rank
Age			
26 - 30	20	24.39	2
31 - 35	14	17.07	3
36 - 40	21	25.61	1
41 - 45	7	8.54	5
46 - 50	4	4.88	7
51 - 55	6	7.32	6
56 – 60	8	9.75	4
61 and above	2	2.44	8
Total	82	100	
Sex			
Male	10	12.2	2
Female	72	87.8	1
Total	82	100	
Educational Attainment			
Bachelor's Degree	23	28.05	2
Master's Degree Unit Earner	54	65.85	1
Master's Degree Holder	4	4.88	3
Doctoral Degree Unit Earner	1	1.22	4
Total	82	100	
Current Position			
Teacher 1	24	29.27	2
Teacher II	19	23.17	3
Teacher III	36	43.9	1
Master Teacher I	3	3.66	4
Total	82	100	
Years in Service			
1 – 5 Years	21	25.61	3
6 – 10 Years	23	28.05	1
11 – 20 Years	22	26.83	2
21 – 25 Years	3	3.66	6
26 – 30 Years	8	9.75	4
31 years and above	5	6.1	5
Total	82	100	
CO Rating			
3.8 – 5.0	28	34.14	2
5.1 – 6.0	38	46.34	1
6.1 – 7.0	16	19.52	3
Total	82	100	

In terms of **age,** 20 or 24.39% are 26 to 30 years old, 14 or 17.07% are 31 to 35 years old, 21 or 25.61% are 36 to 40 years old, 7 or 8.54% are 41 to 45 years old, 4 or 4.88% are 46 to 50 years old, 6 or 7.32% are 51 to

55 years old, 8 or 9.75% are 56 to 60 years old, and 2 or 2.44% are 61 years old and above. This shows that the majority fall within the 26 to 40 age range. A smaller proportion of respondents are in the older age groups, with only a few individuals aged 61 and above. This suggests that the majority of respondents are early to mid-career math teachers, with varying emotional experiences that may influence their performance, as experienced teachers may demonstrate greater resilience and classroom management skills, while younger teachers may bring new perspectives but encounter different emotional challenges. Regarding **sex**, 10 or 12.20% are male and 72 or 87.80% are female. This indicates that the majority of respondents are female, while males represent a smaller proportion. This may suggest a gender imbalance in the sample, with a higher representation of female teachers. This may reflect the higher representation of females in the teaching profession, potentially influencing teaching practices and classroom dynamics.

When it comes to **educational attainment,** 23 or 28.05% hold a bachelor's degree, 54 or 65.85% have earned a master's degree, 4 or 4.88% are master's degree holders, and 1 or 1.22% has earned doctoral degree units. This shows that the majority have completed a master's degree, while a significant proportion hold a bachelor's degree. A smaller percentage have earned doctoral degree units, indicating a relatively high level of educational qualification among the respondents. This implies that the majority of the teachers possess advanced knowledge and expertise, which may enhance the quality of instruction, professional development, and their capacity to adopt advanced teaching methods that contribute to students' academic growth.

Referring to **current position**, 24 or 29.27% are Teachers I, 19 or 23.17% are Teachers II, 36 or 43.90% are Teacher III, and 3 or 3.66% are Master Teacher I. This shows the majority are Teacher III and only a small percentage are Master Teacher I, indicating that most respondents are in the earlier to mid-career stages, with fewer having advanced to higher positions. This implies that the majority of the teachers are likely focused on refining their teaching skills, with fewer having advanced to higher teaching roles.

As for **years of service**, 21 or 25.61% have been teaching for 1 to 5 years, 23 or 28.05% for 6 to 10 years, 22 or 26.83% for 11 to 20 years, 3 or 3.66% for 21 to 25 years, 8 or 9.75% for 26 to 30 years, and 5 or 6.10% for 31 years and above. This shows that most respondents have between 1 to 20 years of teaching experience, with a smaller proportion having taught for over 20 years, indicating a relatively experienced but not overwhelmingly senior group of teachers. This suggests that most teachers are in the mid-career stage, which may indicate a balance of experience and flexibility, potentially influencing their teaching effectiveness and willingness to embrace new methods.
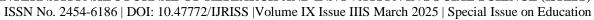
Finally, when it comes to **classroom observation rating**, 28 or 34.14% scored 3.8 to 5.0, 38 or 46.34% scored 5.1 to 6.0, and 16 or 19.52% scored 6.1 to 7.0. This shows that the majority of respondents received scores in the satisfactory range, with a smaller group in the very satisfactory range, indicating that most teachers are performing at a satisfactory to very satisfactory level in their classroom observations. This suggests that while most teachers meet the expected standards, there may be room for improvement to achieve consistently higher performance across the group.

Table 2 presents the level of emotional experience of mathematics teachers in terms of situation selection, situation modification, attentional deployment, cognitive change, and response modulation. The mean values range from 4.58 to 4.56, both described as strongly agree.

Table 2. Level of Emotional Experience of Mathematics Teachers

Indicators	Average Weighted Mean	Verbal Description
Situation Selection	4.56	Strongly Agree
Situation Modification	4.54	Strongly Agree
Attentional Deployment	4.51	Strongly Agree
Cognitive Change	4.51	Strongly Agree
Response Modulation	4.48	Strongly Agree

In terms **situation selection,** it has the highest category mean of 4.56, described as strongly agree, suggesting that teachers actively choose or avoid situations based on their potential to trigger specific emotional

experiences, aiming to encourage positive emotions or avoid negative ones. The item *makes an effort to connect with students who demonstrate enthusiasm and curiosity* has the highest mean of 4.67 described as strongly agree, while *strive to minimize stress and frustration by addressing challenges proactively* has the lowest mean of 4.39 described as strongly agree. The results convey that mathematics teachers are highly proactive in fostering positive emotional connections with their students, as evidenced by their strong agreement with efforts to engage enthusiastic and curious students, but may face challenges in managing stress and frustration, indicating the need for targeted support and strategies to better address emotional regulation in high-pressure situations.

Regarding **situation modification,** the category mean is 4.54 described as strongly agree, suggesting that teachers actively take steps to change or influence situations in the classroom to make them more emotionally favorable. This is often done by addressing factors that may cause stress or negative emotions, thereby promoting a more manageable and supportive learning environment. The item *makes changes to my teaching strategies to support students who are struggling to engage with the material* has the highest mean of 4.64 described as strongly disagree, while the item *revises my lesson plans based on student feedback to create a more engaging and positive learning environment* has the lowest mean of 4.43 described as strongly agree.

As for **attentional deployment**, the category mean is 4.51 described as strongly agree, suggesting that teachers actively direct their attention to specific aspects of a situation, such as focusing on positive elements or distracting themselves from negative stimuli, in order to regulate their emotions. The item *prioritizes positive interactions with students to nurture a supportive classroom environment* has the highest mean of 4.59 described as strongly agree, while the item *consciously redirect my attention away from stressful situations in the classroom to maintain a calm classroom environment* has the lowest mean of 4.43 described as strongly agree.

Referring to **cognitive change,** the category mean is 4.51 described as strongly, suggesting that teachers actively alter their perspective on challenging situations by reframing them, such as viewing difficulties as opportunities for growth, in order to modify the emotional impact and respond more constructively. The item *encourage myself to embrace a growth mindset when overcoming setbacks in my teaching* has highest mean of 4.62, while the item *reframes negative thoughts about challenging classroom situations to identify opportunities for growth* has the lowest mean of 4.42 described as strongly agree.

When it comes to **response modulation,** it has the lowest category mean of 4.48, described as strongly agree, suggesting that teachers actively manage their emotional responses once triggered, using strategies such as suppressing emotional reactions, expressing emotions differently, or employing relaxation techniques to regulate emotional intensity and maintain control in the classroom. The item *use techniques such as deep breathing or mindfulness to regulate my emotions during stressful moments* has the highest mean of 4.53 described as strongly agree, while the item *redirect my emotional responses to prioritize the needs of my students during challenging situations* has the lowest mean of 4.45.

Table 3 presents the level of teaching performance of mathematics teachers in terms of teaching skills, management skills, discipline and regularity, and interpersonal relations. The mean values range from 4.50 to 4.60, each described as strongly agree.

Table 3. Level of Teaching Performance of Mathematics Teachers

Indicators	Weighted Mean	Verbal Description
Teaching Skills	4.6	Strongly Agree
Management Skills	4.5	Strongly Agree
Discipline and Regularity	4.65	Strongly Agree
Interpersonal Relations	4.36	Strongly Agree

In terms of **teaching skills**, it has the highest category mean of 4.60 described as strongly agree suggesting that teachers are very effective in planning and delivering lessons, communicating clearly with students, engaging them in the learning process, assessing their progress accurately, and adapting their teaching methods to accommodate diverse learning needs. The item *am fair in giving marks to students' papers or outputs* has the highest mean of 4.69 described as strongly agree, while, the item *come well-prepared for every class by organizing materials, planning lessons in advance, and anticipating student needs* has the lowest mean of 4.36 described as strongly agree. Regarding **management skills,** it has the lowest category mean of 4.50 described as strongly agree, suggesting that teachers are highly regarded for their abilities in time management, organization, behavior management, and creating a productive learning environment. However, the slightly lower score compared to other categories implies that, although the teacher is successful overall, there may be occasional challenges or areas where further refinement is needed. Nevertheless, the strong agreement still reflects a high level of competence in this area. The item *strives to continuously improve my performance* has the highest mean of 4.62 described as strongly agree, while, ensure *that co-curricular activities do not affect my teaching job* has the lowest mean of 4.40 described as strongly agree. mReferring to **discipline and regularity**, it has also the highest category mean of 4.60 described as strongly agree, suggesting that teachers are successful in enforcing rules and expectations, ensuring appropriate student behavior, and creating a learning environment where students feel safe, respected, and able to focus on their studies. The item *come to school regularly* has the highest mean of 4.73 described as strongly agree, while the item *complete the learning competencies within the scheduled time* has the lowest mean of 4.36 described as strongly agree. When it comes to **interpersonal relations**, the category means of 4.57, described as strongly agree, suggesting that teachers are highly effective in building and maintaining positive, respectful, and effective relationships with others within the educational environment. This suggests that teachers foster strong connections with students and colleagues, promoting collaboration, open communication, and mutual understanding. The items *maintain positive and professional relationships with my colleagues* and *cooperate with my colleagues in carrying out school activities* have the highest mean of 4.62 described as strongly agree, while the item *help my school head in resolving issues and concerns in the school* has the lowest mean of 4.53 described as strongly agree.

Table 4 presents the significant relationship between the level of emotional experience and teaching performance of mathematics teachers. The data highlights how emotional experience is linked to teaching performance by considering the p-value, indicating the significance of this relationship.

Table 4. Significant Relationship Between the Level of Emotional Experience and Teaching Performance of Mathematics Teachers

Source of Variances	p-value	Conclusion	Decision
Relationship between the level of emotional experience and teaching performance of mathematics teachers	0	Significant	Reject H0

As reflected in Table 4, the emotional experience and teaching performance of mathematics teachers show a significant relationship, as indicated by the p-value of 0.000. This means that there is a significant relationship between teachers' emotional experiences and their performance in the classroom. This implies that the range of feelings and emotional states that mathematics teachers encounter in their professional roles may influence their ability to meet or exceed expectations related to the performance of their teaching job. This highlights the importance of supporting teachers' emotional well-being, as it could potentially enhance their overall teaching performance.

Table 5 presents the significant difference between the level of emotional experience of mathematics teachers when grouped according to profile. The table highlights how teachers' profile contributes to varying emotional experiences among mathematics teachers.

Table 5. Significant Difference Between the Level of Emotional Experience of Mathematics Teachers When Grouped According to Profile

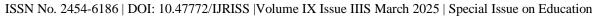| Source of Variances		t -value	p-value	Conclusion
Emotional Experience	Age	1.96	0.121	No. Sig.
	Sex	0.35	0.741	No. Sig.
	Educational Attainment	17.5	0	Significant
	Current Position	11.17	0	Significant
	Years in Service	11.23	0	Significant
	CO Rating	0.42	0.661	No. Sig.

It can be gleaned from Table 5 that the emotional experiences of mathematics teachers significantly differ based on educational attainment, current position, and years of service, as indicated by t-values of 17.50, 11.17, and 11.23, respectively, with p-values of 0.000. This shows that the emotional experiences of mathematics teachers are strongly influenced by their level of education, job position, and years of service, with all differences being statistically significant (p-value = 0.000). This suggests that these factors play a crucial role in shaping the emotional experiences of teachers in this field. The findings imply that addressing the emotional experiences of mathematics teachers based on these profiles could lead to more effective support and improved teaching outcomes.

CONCLUSION

The majority of mathematics teachers are early to mid-career professionals with a strong academic background, moderate teaching experience, and satisfactory performance in class observations, suggesting a stable and competent teaching workforce. The mathematics teachers are effectively managing their emotions, which may positively influence their performance in both teaching and non-teaching tasks, potentially boosting overall productivity and well-being. Mathematics teachers are performing highly across key teaching areas, suggesting that ongoing support in these domains could further enhance their effectiveness, while recognizing and reinforcing these strengths may contribute to a more positive and productive learning environment. Significant relationship was found between emotional experience and teaching performance, indicating that the emotional experience of mathematics teachers can enhance their teaching performance, highlighting the importance of emotional regulation programs and resources to foster a more effective and supportive learning environment. Factors such as educational attainment, current position, and years of service can cause significant variations in the emotional experiences of mathematics teachers, as those with higher education, different positions, and varying years of service may face unique emotional challenges, highlighting the importance of providing targeted support that takes these factors into account to help teachers effectively manage their emotions and enhance their overall well-being. Age, educational attainment, current position, years of service, and class observation (CO) rating are significantly related to the teaching performance of mathematics teachers, indicating that these factors are crucial in shaping their effectiveness, and suggesting that targeted support and professional development based on these factors could further enhance teaching performance and overall teacher success. Addressing both the emotional well-being and teaching effectiveness of mathematics teachers through an enhanced model, which indicates the significant relationship between emotional experiences and teaching performance, is essential for fostering a more effective and supportive teaching environment.

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