

Perceived emotional intelligence of teachers and their pupils' academic performance

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Received: 30 March 2021
Available Online: 15 June 2021

Revised: 10 May 2021
DOI: 10.5861/ijrse.2021.628

Accepted: 30 May 2021

ISSN: 2243-7703
Online ISSN: 2243-7711

OPEN ACCESS



Abstract

This study aimed to determine the emotional intelligence of teachers and the academic performance of pupils in Tampilisan District in which findings will be the basis for a proposed program to improve the teaching performance of teachers. It made use of the descriptive-quantitative survey method of research, employing a modified questionnaire-checklist, involving the 428 respondents comprising the teachers, school heads, and pupils. Data were analyzed using frequency count, ranking, weighted mean, Chi-Square test and Analysis of Variance (ANOVA). Findings revealed that “self-awareness” is the prevalent emotional intelligence of teachers. The level of teacher’s emotional intelligence is “very emotionally intelligent”. Majority of the pupils obtained a “good” academic performance. Chi-Square Test indicates that teacher’s emotional intelligence has no significant influence to the pupil’s academic performance. In terms of the respondents’ perceptions towards the emotional intelligence of teachers, results revealed a significant difference on self-awareness and relationship management but an insignificant difference existed on self-management and social awareness. When this difference was further treated using post-hoc analysis, the significant difference existed between the pupils’ and the teacher’s perceptions. These findings led to the conclusion that teachers are very emotionally intelligent and the pupils performed considerably well in their academic subjects.

Keywords: emotional intelligence; academic performance; self-awareness; self-management; social awareness; relationship management

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1. Introduction

Teaching, as a common knowledge, is a noble profession. There are no other professions without the teaching profession. It is a vocation that requires perseverance since it demands special commitment. In teaching, teachers are expected to possess unique qualities such as emotional intelligence, convincing power and a heart that motivates students to learn from them because these can possibly be one of the many factors that contribute in making their teaching performance better and for the students to achieve learning.

Accordingly, teachers in the basic education faced various tasks every day from the very start of their services until retirement. Their role varies from that of their pupils, their classrooms, respective schools, stakeholders, parents and the community people. All of these contribute much to having a very stressful challenge on their part. As observed, a teacher in the elementary is tasked to culture the mind, values and skills of the pupils, especially nowadays that the K-12 program has been fully implemented. However, resources are not enough and teachers are left behind to always find ways and means to cater everything needed to realize what has been implemented in order to educate the young learners. In addition to this, the 21st century learners are quite different from the learners in the older generations because of the acquisition and influence of technology. These are some of the many factors that require teachers' emotional intelligence to carry on with their teaching profession.

Emotional intelligence is the ability to understand, use, and manage one's own emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges and defuse conflict (HelpGuide, 2020) while Raz and Zysberg (2014) both cited by O'Shea (2019) noted that teaching is a profession with high levels of emotional labor.

Rust (2014) claimed that emotional intelligence provides meaningful answers for a successful working relationship between teachers and learners in the classroom. Findings of the study conducted by Alam and Ahmad (2018) revealed that the relationship between emotional intelligence and student achievement is mediated by school culture; while Valente et al. (2019) also disclosed that teachers who have more capacity to deal with emotion demonstrate a greater management of discipline in the classroom. These findings support the claims of Curci et al. (2014) which emphasized that teachers' emotional intelligence has a positive role in promoting students' achievement by enhancing the effects of students' self-perceptions of ability and self-esteem. That is why, in order to make it possible, they recommend an implementation of intervention programs on the emotional, motivational, and metacognitive correlates of studying and learning behavior.

On the other hand, result of the study conducted by Dolev and Leshem (2016) indicate that emotional intelligence can be develop in teachers and recommended that the EI training programs may be effective in bringing about positive EI shifts and related behaviors which they believed to positively impact upon teachers' practice, their sense of meaningfulness and their relations with students. Likewise, Vesely et al. (2013) also recommended that EI training may increase teacher's efficacy in the classroom and decrease their stress and job dissatisfaction.

1.1 Theoretical framework of the study

This study is anchored on the Emotional Intelligence Theory proposed by Daniel Goleman (1995) and developed by Mayer and Salovey (1997). Goleman says that at best, Intelligence Quotient (IQ) contributes about 20% to the factors that determine life success which leaves 80% to other forces. He believes that these forces may be influenced by emotions. If emotional intelligence contributes 80% to a person's success, how can this be applied in the teaching profession? One of the challenges in determining the value of emotional intelligence to

life success is to specifically determine its influence on the success of a person in the teaching profession. He defined emotional intelligence as the capacity for recognizing one's own feelings and those of others, for motivating oneself, and for managing emotions well in oneself and in one's relationships.

According to the HelpGuide Org. International (2020), Goleman's Emotional Intelligence has four domains. The first domain is self-awareness which means recognition of emotions and how they affect thoughts and behavior. It includes knowing the strength and weaknesses and having self-confidence. The second domain is self-management where one is able to control impulsive feelings and behaviors, manage emotions in healthy ways, take initiative, follow through on commitments and adapt to changing circumstances. The third domain is social awareness where one has empathy, understands the emotions, needs and concerns of other people, picks up on emotional cues, feels comfortable socially, and recognizes the power dynamics in a group or organization. The fourth domain is relationship management where one knows how to develop and maintain good relationships, communicate clearly, inspire and influence others, work well in a team, and manage conflict.

The aforementioned theory of Daniel Goleman provided the basis for the kinds of emotional competencies that influence success on the teaching performance. Effective and good teachers have a positive relationship with their students. Teaching effectively requires command of what is being taught but that knowledge alone does not produce student learning. There is more to it. It requires emotional intelligence.

1.2 Objectives

This study aimed to determine the following objectives:

- The prevalent emotional intelligence of teachers in Tampilisan District as to self-awareness, self-management, social awareness, and relationship management.
- The level of emotional intelligence of teachers as perceived by the teachers themselves, principals/school heads, and pupils in terms of self-awareness, self-management, social awareness, and relationship management.
- The academic performance of pupils in Tampilisan District when grouped according to school.
- The influence of emotional intelligence of teachers on the academic performance of pupils in Tampilisan District.
- Difference on the level of emotional intelligence of teachers as perceived by the three groups of respondents.
- Measures proposed to improve the teaching performance of teachers in Tampilisan District.

2. Research method

This study made use of the descriptive-quantitative survey method of research employing a modified questionnaire-checklist to gather the necessary data on the emotional intelligence of teachers and the academic performance of pupils. It was conducted at the nine (9) randomly selected elementary schools of Tampilisan District, municipality of Tampilisan, province of Zamboanga del Norte, Philippines. The respondents of the study were the nine (9) school heads/principals, 40 teachers and 379 students of Grades IV-VI with a total of 428, in the selected elementary schools of the district under study. The school heads/principals and teachers were considered by total enumeration while 30% only of the total population of the pupil-respondents of Grades IV-VI in each school under study were considered as respondents of the study.

In gathering the needed data to determine the emotional intelligence of teachers and the academic performance of pupils in the district under study, the researcher made use of a modified questionnaire-checklist adapted from the EI questionnaire of Daniel Goleman (1995). Three sets of questionnaires were prepared by the

researcher intended for the three groups of respondents. The instrument used by the pupil-respondents was translated into a vernacular language to be understood by them. The instrument used consists of 10 item statements in every emotional intelligence indicator as to self-awareness, self-management, social awareness and relationship management using the rating scale below:

Rating scale:	Description:	Qualification:
4	SA/VEI Strongly Agree	The teacher is Very Emotionally Intelligent because the statement always applies to him/her
3	A/EI Agree	The teacher is Emotionally Intelligent because the statement often applies to him/her
2	D/LeEI Disagree	The teacher is Less Emotionally Intelligent because the statement seldom applies to him/her
1	SD/LeaEI Strongly Disagree	The teacher is Least Emotionally Intelligent because the statement rarely applies to him/her

In determining the academic performance of pupils, the following continuum which was based on the DepEd K to 12 Grading System was used:

95 – 100	-	Excellent
90 – 94	-	Very Good
85 – 89	-	Good
80 – 84	-	Fair
79 – below	-	Needs Improvement

Data were analyzed using frequency count, ranking, weighted mean, Chi-square and Analysis of Variance (ANOVA).

3. Findings and discussion

3.1 On the prevalent intelligence of teachers

Table 1 reflects the prevalent emotional intelligence of teachers in Tampilisan District. Data show that self-awareness is the prevalent emotional intelligence (EI) of teachers which registered a weighted mean of 3.53. The result implies that the respondents are more aware of themselves and their emotions. This result is in consonance with the findings of the study conducted by Tolloczko (2015) which found a correlation between the level of emotional intelligence and ability to cope in educational situations. She emphasized that understanding one's own and other people's emotions favours achieving high educational competences. This finding implies further that teachers who are more aware of their and other's feelings and emotions are more effective and efficient in their teaching profession, thus making their pupils obtain more learning.

Table 1

Prevalent emotional intelligence of teachers in Tampilisan district

Emotional Intelligence	Mean	Rank
Self-awareness	3.53	1 st
Self-management	3.47	4 th
Social awareness	3.48	3 rd
Relationship management	3.49	2 nd

3.2 On the level of emotional intelligence of teachers

Teacher's self-awareness - Table 2.1 presents the level of emotional intelligence of teachers as perceived by the three groups of respondents in terms of self-awareness. As reflected on the table, almost all item statements were rated "very emotionally intelligent" by the three groups of respondents in terms of self-awareness of the

teachers which registered a weighted means of 3.64, 3.28, 3.43 and 3.45 respectively. This implies that the teachers are aware of their own emotions that they are able to recognize, understand and managed their emotional states and regulate their behavior. In other words, they can control their ill emotions by changing their negative way of thinking when facing a stressful situation into a positive one that helps them stay calm and feel better when upset.

The result is related to the idea of Santos (2008) which states that emotional maturity comes in a person when one accepts, recognizes, assesses and learns how to control emotions; willing to listen and be more considerate to others feelings and emotionally at peace and calm in dealing with the courses of life. The result of the study conducted by Asrar-ul-Haq et al. (2017) revealed that emotional self-awareness, self-confidence, achievement, developing others and conflict management have a positive and significant relationship with the teacher's job performance. On the other hand, Akmal et al. (2013) also revealed that their respondents have high level of emotional intelligence where the two domains of EI investigated such as Self-Emotion Appraisal and Understanding of Emotion are found to be significantly and positively associated with the pre-service teacher's academic achievement.

Table 2.1

EI of teachers as perceived by themselves, principals'/school heads and pupils in terms of self-awareness

Self-awareness	Students		Teachers		Principal		Grand mean	
	M	D	M	D	M	D	M	D
The teacher always knows which emotions he/she is feeling and why.	3.63	VEI	3.33	VEI	3.49	VEI	3.49	VEI
The teacher admits his/her own mistakes and apologize.	3.80	VEI	3.11	EI	3.09	EI	3.33	VEI
The teacher recognizes how his/her feelings affect his/her performance.	3.52	VEI	3.22	EI	3.45	VEI	3.40	VEI
The teacher has a guiding awareness of his/her values and goals.	3.69	VEI	3.44	VEI	3.27	VEI	3.47	VEI
The teacher realizes immediately when he/she lose his/her temper.	3.53	VEI	3.33	VEI	3.12	EI	3.33	VEI
The teacher manages his/her impulsive feelings and distressing emotions well.	3.59	VEI	3.33	VEI	3.31	VEI	3.41	VEI
The teacher realizes that as a person, he/she has strengths and weaknesses.	3.67	VEI	3.33	VEI	3.71	VEI	3.57	VEI
The teacher is reflective and tries to learn from experience.	3.76	VEI	3.33	VEI	3.75	VEI	3.61	VEI
The teacher is decisive and able to make sound decisions despite uncertainties and pressure.	3.52	VEI	3.22	EI	3.82	VEI	3.52	VEI
The teacher is able to show a sense of humor and perspective about him/herself.	3.67	VEI	3.11	EI	3.25	EI	3.34	VEI
Grand mean	3.64	VEI	3.28	VEI	3.43	VEI	3.45	VEI

Teacher's self-management - Table 2.2 displays the level of emotional intelligence of teachers as perceived by the three groups of respondents in terms of self-management. The table shows that all item statements on self-management were rated "very emotionally intelligent" by the three groups of respondents with the grand mean value of 3.59, 3.41 and 3.43 respectively. This means that the teachers are perceived to be self-competent and have enough self-control. This means further that they have the ability to manage their own self and emotions that makes them flexible to engage in every challenging situations or stressful events in the classroom.

This finding is in relation to the theory of Santos (2016) who noted that when a person is emotionally imbalance and disturb and will not be able to accept and control one's emotions, a person may end deciding and doing a wrong thing, however, a person is emotionally stable if he/she can keep his/her temper under control and when he/she accepts and recognizes his/her feelings and assesses them in order to act uprightly. Santos emphasized that emotional stability comes when one is willing to listen, accept, understand others emotions,

calm, and can work under pressure. Relatively, Adinalgnat et al. (2012) concluded that a good emotional intelligence of the teachers is correlated with a positive attitude towards work and with satisfaction with life and with work itself.

Table 2.2

EI of teachers as perceived by themselves, principals'/school heads and pupils in terms of self-management

Self-management	Students		Teachers		Principal		Grand mean	
	M	D	M	D	M	D	M	D
The teacher is good at managing his/her moods and tries not to bring negative emotions to work.	3.61	VEI	3.44	VEI	3.45	VEI	3.50	VEI
The teacher admits his/her mistakes and apologize.	3.37	VEI	3.33	VEI	3.38	VEI	3.36	VEI
The teacher never interrupts other people's conversations.	3.39	VEI	3.33	VEI	3.25	EI	3.32	VEI
The teacher waits until he/she has all the pertinent information before expressing his/her opinion.	3.65	VEI	3.33	VEI	3.47	VEI	3.48	VEI
The teacher takes time for quiet reflection.	3.62	VEI	3.44	VEI	3.46	VEI	3.51	VEI
The teacher holds himself/herself accountable for meeting his/her objectives.	3.67	VEI	3.44	VEI	3.44	VEI	3.52	VEI
The teacher is organized and careful in his/her work.	3.76	VEI	3.56	VEI	3.71	VEI	3.68	VEI
The teacher seeks out fresh ideas from a wide variety of sources.	3.58	VEI	3.22	EI	3.55	VEI	3.45	VEI
The teacher is flexible in how he/she sees events.	3.50	VEI	3.44	VEI	3.28	VEI	3.41	VEI
The teacher has full authority on the subject he/she is teaching.	3.72	VEI	3.56	VEI	3.28	VEI	3.52	VEI
Grand mean	3.59	VEI	3.41	VEI	3.43	VEI	3.47	VEI

Teacher's social awareness - Table 2.3 reflects the level of emotional intelligence of teachers as perceived by themselves, principals'/school heads and students in terms of social awareness. As reflected on the table, almost all item statement were rated "very emotionally intelligent" by the three groups of respondents except item statement no. 2 "The teacher can show empathy and match his/her feelings with those of another person in an interaction", no. 3 "The teacher is always able to see things from the other person's viewpoint", and no. 4 "The teacher is always empathizing with someone else's problem" which were rated by the teachers themselves to be "emotionally intelligent" so with the pupils and principals. This means that these statements are often or frequently applicable to the teachers.

However, with a grand mean of 3.55, 3.37, 3.47 and 3.46 respectively, the emotional intelligence of teachers in terms of social awareness is "very emotionally intelligent" which means, almost all item statements are always or at all times applicable to them. It implies that the three groups of respondents perceived the teachers to be emotionally matured, fit, can manage and control their own feelings and emotions when dealing with odd situations involving the people around them, specifically, their pupils, colleagues and the community people. This can be related to the argument presented by Lopez et al. (2019) which suggests that emotional intelligence has a specific buffering effect affecting intrapersonal and interpersonal processes. Additionally, Roja et al. (2013) also believed that an emotionally mature person is one who is able to keep a lid on feelings. He/she can suffer in silence. When he/she does express emotion, he/she does so with moderation, decently and in good order. Similarly, Baracsi (2016) found that the weakest part of teachers' emotional intelligence is the sense of their emotions and controlling them; however, they are eager to take care of other people and their strong wish for parity fosters social relationships.

Table 2.3*EI of teachers as perceived by themselves, principals'/ school heads and pupils in terms of social awareness*

Self-awareness	Students		Teachers		Principal		Grand mean	
	M	D	M	D	M	D	M	D
The teacher helps out based on understanding other people's needs and feelings.	3.54	VEI	3.44	VEI	3.75	VEI	3.58	VEI
The teacher can show empathy and match his/her feelings with those of another person in an interaction.	3.46	VEI	3.22	EI	3.53	VEI	3.40	VEI
The teacher is always able to see things from the other person's viewpoint.	3.46	VEI	3.22	EI	3.23	EI	3.30	VEI
The teacher is always empathizing with someone else's problem.	3.18	EI	3.11	EI	3.17	EI	3.15	EI
While teaching, the teacher sees examples from daily life situations.	3.61	VEI	3.56	VEI	3.27	VEI	3.48	VEI
The teacher keeps friendly and brotherly relationship with his/her teacher colleagues.	3.76	VEI	3.44	VEI	3.75	VEI	3.65	VEI
The teacher respects the head of institution as his/her senior most members.	3.66	VEI	3.44	VEI	3.58	VEI	3.56	VEI
The teacher always appreciates pupils' opinions and demands.	3.65	VEI	3.44	VEI	3.49	VEI	3.53	VEI
The teacher uses more rewards and lesser punishment in the classroom for achievement of desired aims.	3.54	VEI	3.44	VEI	3.46	VEI	3.48	VEI
The teacher advises the pupils to solve their problems according to their needs.	3.60	VEI	3.33	VEI	3.46	VEI	3.46	VEI
Grand mean	3.55	VEI	3.37	VEI	3.47	VEI	3.46	VEI

Teacher's relationship management - Table 2.4 displays the level of emotional intelligence of teachers as perceived by themselves, principals'/school heads and students in terms of relationship management. Data on the table shows that almost all item statements were rated "very emotionally intelligent" by the respondents except item statement no. 2 "The teacher is approachable to the people who need him/her"; no. 4 "People generally like the teacher even if they don't always agree with him/her"; and no. 5 "The teacher mentors, give timely coaching, and offer assignment that challenge and grow a person's skill" which were rated "emotionally intelligent" by the teacher-respondents. This means that these statements are often or frequently applicable to them. This finding supports the result of the study conducted by Dolev and Leshem (2016) which disclosed that EI can be developed in teachers especially when they will engage themselves in EI training programs that might be effective in bringing about positive EI shifts and related behaviors within them which may positively impact upon their practice, their sense of meaningfulness and their relations with students. Similarly, Maillefer et al. (2018) recommended the emotional intelligence program as a direct and systematic component of professional development for teachers prior to and throughout their teaching career.

However, with a grand mean of 3.56, 3.36, 3.49 and 3.47, the emotional intelligence of teachers as perceived by the three groups of respondents is "very emotionally intelligent". This means that the teachers were perceived to be open-minded and with a sense of belongingness and camaraderie at all times that enable them to promote a harmonious relationship with the people around them. This finding supports the results of the study conducted by Curci et al. (2014) which showed that teachers' EI has a positive role in promoting students' achievement by enhancing the effects of students' self-perceptions of ability and self-esteem. Meanwhile, Rust (2014) also believed that emotional intelligence, as a construct, has the promise to provide meaningful answers about the successful working relationships between teachers and students in a classroom. He assumed that interpersonal relationship management, self-actualization and stress management capacities may someday prove to be one of the significant measures and indicators of teacher potential.

Table 2.4*EI as perceived by themselves, principals'/school heads and pupils in terms of relationship management*

Self-management	Students		Teachers		Principal		Grand mean	
	M	D	M	D	M	D	M	D
People usually feel inspired and encouraged after talking with the teacher.	3.56	VEI	3.56	VEI	3.38	VEI	3.50	VEI
The teacher is approachable to the people who need him/her.	3.39	VEI	3.22	EI	3.62	VEI	3.41	VEI
The teacher do understand and patient to those people who have offended me.	3.44	VEI	3.33	VEI	3.56	VEI	3.44	VEI
People generally like the teacher even if they don't always agree with him/her.	3.41	VEI	3.22	EI	3.42	VEI	3.35	VEI
The teacher mentors, give timely coaching, and offer assignment that challenge and grow a person's skill.	3.60	VEI	3.11	EI	3.28	VEI	3.33	VEI
The teacher acknowledges and reward pupil's strengths, accomplishments, and development.	3.67	VEI	3.56	VEI	3.51	VEI	3.58	VEI
The teacher offers useful feedback and identifies people's needs for development.	3.64	VEI	3.56	VEI	3.56	VEI	3.58	VEI
The teacher focuses his/her full attention when he/she listens to another person.	3.45	VEI	3.33	VEI	3.58	VEI	3.45	VEI
The teacher is usually able to prioritize important activities at work and get on with them.	3.69	VEI	3.33	VEI	3.49	VEI	3.50	VEI
The teacher listens well, seeks mutual understanding, and fully welcomes sharing of information.	3.78	VEI	3.33	VEI	3.51	VEI	3.54	VEI
Grand mean	3.56	VEI	3.36	VEI	3.49	VEI	3.47	VEI

3.3 Academic performance of pupils

Figure 1 displays the academic performance of pupils in the district under study. As reflected on the figure, out of the nine (9) schools in the district under study, pupils in School H got high ratings in their academic performance ranging from 90-94 described as "Very Good" while pupils in the majority of the schools achieved an academic performance with ratings ranging from 85-89 described as "Good".

This simply shows that the majority of the pupils in the district under study performed considerably good in their academic subjects. It implies that majority of the pupils are performing well academically. Lurea et al. (2011) has concluded that a good teaching method and style is reflected in the embodiment of training values and enhance their understanding and motivates students to think critically and believe in themselves. Rico and Sandoval (2020) supports this claim based on their findings which shows that implementation of emotional intelligence into classroom teaching effectively improve the academic achievement of primary school learners; however, they found a greater increase in academic achievement and higher teacher satisfaction in the game-based e-learning group. They concluded that emotional intelligence is the key towards academic competency. Parallel to these findings is the result of the study conducted by Lasarte et al. (2019) which disclosed that there exist a highest association between teacher support and academic performance, family support with emotional repair, and academic performance with emotional repair.

3.4 On the influence of emotional intelligence to the academic performance of pupils

Table 3 presents the Chi-Square test for independence on the influence of emotional intelligence to the academic performance of pupils. In terms of self-awareness, the test revealed an χ^2 -value of 0.717 and p -value of 0.994 which is higher than alpha 0.05 level of significance thus, indicating insignificant result. This means that self-awareness do not significantly influence the academic performance of the pupils. It means further that whether the self-awareness of the teachers is very emotionally intelligent, it has nothing to do with the academic performance of pupils.

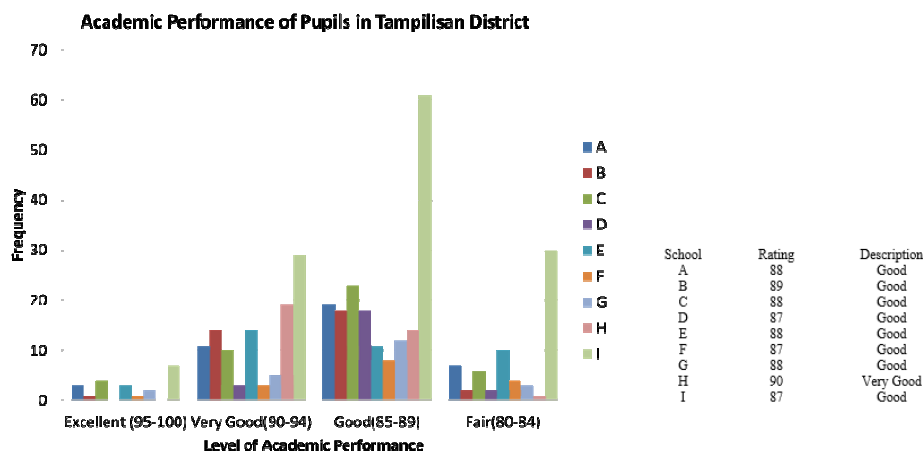


Figure 1. Academic performance of pupils in Tampilsan district

In terms of self-management, the test revealed an χ^2 -value of 2.642 and p -value of 0.852 which is higher than alpha 0.05 level of significance thus indicating insignificant result. This shows that self-management do not significantly influence the academic performance of the pupils. It means that whether the self-management of the teachers is very emotionally intelligent, it has nothing to do with the academic performance of pupils. In terms of social awareness, the test revealed an χ^2 -value of 4.405 and p -value of 0.622 which is higher than alpha 0.05 level of significance thus indicating insignificant result. This means that social awareness do not significantly influence the academic performance of the pupils, meaning, whether the social awareness of the teachers is very emotionally intelligent, it has nothing to do with the academic performance of the pupils. In terms of relationship management, the test revealed an χ^2 -value of 6.125 and p -value of 0.409 which is higher than alpha 0.05 level of significance thus, indicating insignificant result. This means that relationship management do not significantly influence the academic performance of the pupils. It means further that whether the relationship management of the teachers is very emotionally intelligent, it has nothing to do with the academic performance of the pupils.

With these findings, Preeti (2013) declared based on the results of his study that academic achievement without emotional intelligence does not indicate future success and its absence indicates the weak personality and ability to build relations at the working place as well as in schools. The researcher believed that emotional intelligence is highly important for quality education. While the hypothesized finding of Rico and Sandoval (2020) on the emotional intelligence of teachers and the academic achievement of the learners claimed that there is no significant difference observed in the learner's achievement from the control group.

Table 3

Chi-Square test of influence of EI to the academic performance of pupils in Tampilsan district

Level of Emotional Intelligence (EI)	Academic Performance				Total	χ^2 - Value	p -value	Interpretation @ α 0.05 level of significance
	Excellent	Very Good	Good	Fair				
Self-awareness	Very EI	18	91	157	56	0.717	0.994	Not Significant
	EI	3	15	25	8			
	Less EI	0	2	2	1			
Self-managemement	Very EI	15	86	146	48	2.642	0.852	Not Significant
	EI	6	21	37	17			
	Least EI	0	1	1	0			
Social awareness	Very EI	13	82	145	52	4.405	0.622	Not Significant
	EI	8	25	37	12			
	Less EI	0	1	2	1			
Relationship management	Very EI	15	83	150	48	6.125	0.409	Not Significant
	EI	5	24	32	17			
	Less EI	1	1	2	0			

3.5 Difference on the level of emotional intelligence of the teachers

Table 4 presents the Analysis of Variance on the difference in the level of emotional intelligence of the teachers as perceived by the three groups of respondents. It reflects that self-awareness and relationship management has the f-value of 7.016 and 3.785, respectively and has a *p*-value of 0.001 and 0.023 which is lesser than alpha 0.05 level of significance and revealed a “significant” result. Thus, the null hypothesis of no significant difference among the level of emotional intelligence as perceived by the three groups of respondents is rejected. This implies that the responses of the three groups of respondents are diverse in terms of self-awareness and relationship management levels. Further, using the Post-Hoc Analysis Multiple Comparison, result shows there exists a significant difference on the perception on the level of emotional intelligence in terms of self-awareness and relationship management between pupils and teachers’ perceptions having pupils’ perception that their teachers are very emotionally intelligent.

On the other hand, the *p*-value of 0.344 and f-value of 1.069 on self-management and 0.354 and f-value of 1.040 on social awareness which is greater than alpha 0.05 level of significance indicates “insignificant” result. Therefore, the null hypothesis is accepted. It implies that the respondents’ perception towards these levels of emotional intelligence of teachers did not significantly differ among others. These results conformed to the study of Kauts and Saroj (2012) which stressed out that teachers with high emotional intelligence were having less occupational stress and more teachers effectiveness, whereas teachers with low emotional intelligence were having more occupational stress and less teacher effectiveness. Thus, emotional intelligence was found to be helpful in reducing occupational stress of teachers and enhancing their effectiveness in teaching. On the other hand, findings of Anwar and Fitriani (2020) also indicate that emotional intelligence, interpersonal communication, and adversity quotient positively correlate with each other, which leads to teachers' professional development and advantages to teachers' success.

Table 4

ANOVA on the difference among the level of EI of teachers as perceived by the three groups of respondents

Variables		Mean	Description
Self-awareness	Pupils	3.55	Very Emotionally Intelligence
	Teachers	3.34	
	Principal	3.43	
Self-management	Pupils	3.48	Very Emotionally Intelligence
	Teachers	3.39	
	Principal	3.43	
Social Awareness	Pupils	3.49	Very Emotionally Intelligence
	Teachers	3.40	
	Principal	3.47	
Relationship Management	Pupils	3.50	Very Emotionally Intelligence
	Teachers	3.33	
	Principal	3.49	

ANOVA							
Level of EI		SS	Df	MS	F	Sig.	Int.
Self-Awareness	Between Groups	1.729	2	.865	7.016	.001	Significant
	Within Groups	52.136	423	.123			
	Total	53.865	425				
Self-Management	Between Groups	.304	2	.152	1.069	.344	Not Significant
	Within Groups	60.182	423	.142			
	Total	60.486	425				
Social Awareness	Between Groups	.270	2	.135	1.040	.354	Not Significant
	Within Groups	54.994	423	.130			
	Total	55.265	425				
Relationship Management	Between Groups	1.025	2	.513	3.785	.023	Significant
	Within Groups	57.284	423	.135			
	Total	58.309	425				

3.6 Proposed program to improve the teaching performance of teachers

Table 5 displays the proposed program to improve the teaching performance of teachers. The proposed

program includes the Emotional Intelligence live as well as self-paced online training programs and an innovative teaching/learning package to help improve the teaching and learning process which aimed to obtain a technology-wise innovation for teachers through training with the introduction of IVLE or Integrated Virtual Learning Environment. This is an e-learning management system that supports teachers and students' interaction over the web. It enables collaborative teaching and learning over the internet through a rich set of easy-to-use tools (Sun, 2001).

The Emotional Intelligence Online Training Program is also a complete course that dives deeper into strengthening the teachers' capacity of self-awareness, emotional management and emotional connection (IHHP, 2019). These activities can be done through training/seminar workshop involving teachers, School Principal/School Heads in coordination with the concerned agencies such as the Department of Education, Local Government Unit, Department of Social Welfare and Development and other concerned agencies or stakeholders to cater the needs of the teachers for its implementation. It can be done in 3-5 days.

This proposed program is in accordance to Dewi et al. (2016) who assert based on their findings that emotional intelligence has a positive and significant effect on teacher performance, it proves convenience in teaching and it allows teachers to conduct the learning process effectively. With these results, a recommendation for an empirically based Emotional Intelligence program was proposed by Maillefer and Saklofske (2018). They believed that this program is a direct and systematic component of professional development for teachers prior to and throughout their teaching careers.

Table 5

Proposed programs to improve the teaching performance of teachers

Proposed Programs	Objective	Activities/ Strategies	Implementing Body	Time Frame
A. Emotional Intelligence Online Training	Strengthen teachers' capacity of self-awareness, emotional management and emotional connection	Interactive and collaborative live as well as self-paced online training	DepEd, LGU, DSWD and other concerned agencies or stakeholders	3-5 days
B. Innovative Teaching/ Learning Package through IVLE	Obtain technology-wise innovation in teacher training with the introduction of IVLE.	Conduct of seminar about teaching/learning package		3-5 days
	Obtain knowledge/ skills to interact with their pupils through the web such as zoom, google meet, messenger, Facebook, and etc.	Conduct of training/seminar workshop to teachers on the use of technology over the web		3-5 days

4. Conclusion

The prevalent emotional intelligence of teachers in the district under study is self-awareness. They are perceived to be very emotionally intelligent. Their pupils' academic performance is considerably good. The emotional intelligence of teachers did not significantly influence the pupils' academic performance. A significant difference existed on the emotional intelligence level of teachers in terms of self-awareness and relationship management while insignificant on self-management and social awareness.

4.1 Recommendations

In light of the findings and conclusions of the study, the following are hereby recommended:

- Schools must develop and promote seminars/training that aid the teachers in exercising control over their emotions, especially those that deal with self-management, social awareness and relationship

management.

- Teachers' should implement differentiated activities in class to motivate pupils to gain interest in improving their academic performance into a very good, if not excellent.
- Another study can be conducted in other districts to determine if similar conditions exist.

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