



International Journal of Multidisciplinary Research and Growth Evaluation



International Journal of Multidisciplinary Research and Growth Evaluation

ISSN: 2582-7138

Received: 25-07-2021; Accepted: 14-08-2021

www.allmultidisciplinaryjournal.com

Volume 2; Issue 5; September-October 2021; Page No. 33-42

Emotional intelligence and performance of the elementary school teachers in Lavezares I district division of northern Samar

Lito A Oria¹, Pedro S Vargas² Michael S Guibao³

Lavezares Central Elementary School-SDO Northern Samar

Corresponding Author: Lito A Oria

Abstract

This study aimed at determining the emotional intelligence and performance of the elementary school teachers in Lavezares I District, Division of Northern Samar, SY 2018-2019. Descriptive-Correlational Design was utilized to determine the level of emotional intelligence and performance of the elementary school teachers. The study employed arithmetic mean, frequency counts, and percentages to present the profile of the respondents, their level of emotional intelligence, and their performance at school. Likewise, Multiple Regression (MR) analysis was utilized to find out the existing relationships among variables. Findings revealed that the emotional intelligence of public elementary school teachers is interpreted as "high emotional intelligence". In particular, on self-awareness, all public elementary school teachers perceived themselves to have "very high emotional intelligence". On social awareness, self-management, and relationship management, generally, the respondents are found to have "high emotional intelligence". Likewise, it was revealed that the majority of public elementary school teachers obtained an IPCRF rating of 3.50-4.49 which is regarded as "very satisfactory". On the other hand, a significant relationship was found between

profile of the respondents in terms of age and civil status and their level of emotional intelligence in terms of self-awareness. Whereas, on the relationship between the profile of the respondents and their level of emotional intelligence in terms of social-awareness, it was found no significant relationship. However, a significant relationship was found between profile of the respondents in terms of age and monthly family income of the respondents and their level of emotional intelligence in terms of self-management. Likewise, a significant relationship was found between the profile of the respondents in terms of age and their level of emotional intelligence in terms of relationship-management. Findings revealed a significant relationship between profile of the respondents and their level of performance in teaching their pupils. In particular, it is the age and position that the profile had affected the level of performance of the teachers. Finally, a significant relationship was found between level of emotional intelligence of elementary school teachers and their level of performance. Specifically, it is on social awareness that the emotional intelligence of the teachers had affected their performance as teachers.

Keywords: Emotional Intelligence, Performance, Basic Education

Introduction

Education is vital in producing a superior manpower of the country, which the country's essential tool in making its economy more stable and sustaining. The educational world is the main school - the alternative institutions for educational services. Inside the school are the teachers who play significant roles in the life and education of the learners. They are the persons in responsible on skills development of the learners. Likewise, in preparing them physically, and developing them mentally. On the other hand, the teacher performances in school have an important role for achieving the goals of school, which could be affected by many factors, both of internal and external. Teachers are professional educators with the primary duty is educating, teaching, guiding, directing, training, assessing, and evaluating the students on childhood early education, formal education, basic education, and secondary education (Law, No. 14, 2005). However, fact is undeniable that Philippine educational system is still far behind from those of western countries. The quality of education Filipino pupils receive could somehow be judged as only enough to develop skills necessary for the local job market. But compared to most Asian or western counterparts, Filipino learners lag behind when it comes to real world applications of the knowledge learned in schools. Generally, Filipino learners' abilities do not match with that of other pupils in other countries, especially Western countries. Latest international educational evaluations show that there is a need to improve Filipino learners' performance. In all of the tests of the

Trends in International Mathematics and Science Study (TIMSS) conducted by the International Association for the Evaluation of Educational Achievement (IEA), Filipino students' performances fall behind most student's outcome from other countries in both mathematics and science subjects.

Analysis of these dismal results showed that Filipino students were poorly equipped when it comes to comprehension or analysis of the problems. One of the reasons for this poor performance is the lack of necessary training in using higher order thinking in problem solving. Filipino students are not used to this kind of thinking as most teachers are not skilled enough or do not possess the necessary skills to develop critical thinking ability among the students. Analysis of the evaluation results also implied that generally, Filipino teachers are not effective enough. Whereas, successful teaching does not only require the subject knowledge, but it is also needing the effective skills. According to Goleman (1995), successful teaching is the combination of thinking and feeling, in which those skills are the emotional intelligence (Goleman, 1995). The emotional intelligence is better known as a useful tool for improving the quality of life and the people performance within work. Teachers, as professionals who work within human development area, being responsible for the becoming of many generations of children, need to demonstrate real emotional qualities which could enable them for a better performing. There are many conceptualization within the literature, the emotional intelligence viewed as intelligence (it describes an emotional general aptitude so it can be conceived as an equivalent intelligence quotient) (the model of Mayer & Salovey); the emotional intelligence viewed as a trait (Petrides, K.V & Furnham, A, 2001) (it offers a better understanding for the way the person filters and directs the emotional aptitudes); the emotional intelligence as a sum of learned competences (it allows the examination of the adjustment way of the person and it can be seen as a performance) (the Bar-On model).

It is emphasized that the trait emotional intelligence differs from the emotional intelligence ability and the differences are based on the measurement way (Pérez, J. C., Petrides, K. V., & Furnham, 2005) (the former construct comprises behavioral dispositions linked to the emotions and self-perceived abilities which are measured through self-report and the last is defined through the cognitive abilities related to the emotions which are measured through maximum-performance tests). According to Bafadal (2003), there are eight things to be desired by the teacher accordingly performance can be improved naturally. Those are feeling safe and good manners, the work conditions are wish, participation, fairness and honesty, poisoned, recognition, and appreciation for donate, join with a policy that school made, the opportunity to develop self-respecting. Lower quality of education can't be separated from the role of the teacher as a main manager of the educational process in addition the other factors, such as the quality and characteristics input, the environment and infrastructure (Blazely, 1997). While, according to Martinis and Maisah (2010) factors that make performance include intrinsic factors (personal/individual) or human resources and extrinsic is the leadership, system, team, and situational. Teacher competence needs carrying out of the teaching duties in schools. According Barlow (1985) stated that the teacher competence is the ability of teacher responsibility to show his

or her duties appropriately. Wade and Moor (1992) stated that teachers need pedagogical knowledge and training to develop themselves as a teacher proficient confident of their own abilities and faith in the potensial students. To make high quality learners, teacher must be the master of four competences. All of competences must be capable to improve the teachers' teaching performance.

Teachers are the backbone of the educational institutions, without teachers, these institutes are considered the body without soul. According to National Education Report, the trained teachers are essential for the education system. The teachers who got training can be expected have the highly knowledge of emotional intelligence. Definitely the teachers having good emotional intelligence can teach the students in effective manner. But it is needed to measure these phenomena, at what level the emotional intelligence can plays its role in learning process. Emotional intelligence is the ability for recognizing our own feelings and the feelings to each other's the ability to manage the emotion better in ourselves and relationship to the others (Hamzah, 2005). It can be said that the teachers have good emotional intelligence is the teacher who have the ability to manage the emotions and feelings, as well as more active in cooperation for achieving educational goals. Robert Rosenthal in his research indicates that people who can able to analyse feelings and non- verbal code are better to adjust themselves emotionally, more popular, easier to interact, and more sensitive (Goleman, 2006). In the learning process, emotional intelligence of teachers is needed, by Mulyasa (2006) so that why learning take place optimally and improve to the maximum learning. There are several ways to develop emotional intelligence in learning that provides a conducive environment, makes a democratic learning situation, empathy, and perceived by the students, helps the students find a solution in any problems that may they get, engages the students optimally in learning, physically, socially, and emotionally, responds to all of student's positive behaviors, and avoids the negative response, gives the example for obeying the rules and discipline learning.

According to Goleman (2006), emotional intelligence is the ability to regulate emotional life with intelligence (to manage our emotional life with intelligence); to maintain the emotional with harmony and disclosure (the appropriateness of emotion and expression) through the self-awareness skills, self-control, self-motivation, emphaty, and social skills. Emotional intelligence is the ability to recognize feelings, reach and bulid feelings to help the idea, feelings and understanding are meaning and dept feeling control that fosters emotional and intellectual (Stein & Book, 2002). Emotional intelligence can be said to cover five main areas: self-awareness, emotional control, self-motivation, empathy and relationship skills. It is, of course, important for good communication with others – and is therefore a gateway to better learning, friendships, academic success and employment. Skills such as these developed in our formative years at school often provide the foundation for future habits later on in life. There are different antecedents of good quality of education in which the teaching methodology, emotional awareness of the teachers, self-confidence, conflict management, discipline management, class management, lesson planning etc. So, it is clear that for a good quality of education, it is also necessary the teachers have all the knowledge, about their subject and teaching methodology, and specific skills like as emotional intelligence. The

researcher deemed it necessary to verify the emotional intelligence status of the teachers, for it really plays a big factor on their teaching performance in terms of teaching-learning process, students' outcomes, and community involvement, hence this study.

Background of the Study

This study is primarily anchored on the Emotional Intelligence Theory of Goleman (1998). This theory has identified five domains, or dimensions, of emotional intelligence that comprised twenty-five competencies. Three dimensions—Self-Awareness, Self-Regulation, and Motivation—described personal competencies, that is, knowing and managing emotions in oneself. Two dimensions—Empathy and Social Skills—described social competencies, that is, knowing and managing emotions in others. The current model reflects recent statistical analyses by my colleague Richard Boyatzis that supported collapsing the twenty-five competencies into twenty, and the five domains into the four seen here: Self-Awareness, Self-Management, Social Awareness, and Relationship Management (Boyatzis, Goleman, & Rhee, 2000). Boyatzis, Goleman, and Rhee administered the Emotional Competence Inventory, a questionnaire designed to assess the twenty EI competencies just described, to nearly six hundred corporate managers and professionals and engineering, management, and social work graduate students. Respondents were asked to indicate the degree to which statements about EI-related behaviors—for instance, the ability to remain calm under pressure—were characteristic of themselves. Their ratings of themselves were then compared to ratings of them made those who worked with them. Three key clusters into which the twenty EI competencies were grouped emerged: Self-Awareness, Self-Management, and Social Awareness (which subsumes Empathy), along with Relationship Management, which, in the statistical analysis, subsumed the Social Awareness cluster. While the analysis verifies that the competencies nest within each EI domain, it also suggests that the distinction between the Consortium for Research on Emotional Intelligence in Organizations EI and Performance, Social Awareness cluster and the Relationship Management cluster may be more theoretical than empirical. In this process the competence called Innovation was collapsed into Initiative; Optimism was integrated with Achievement Drive; Leveraging Diversity and Understanding Others combined to become Empathy; Organizational Commitment was collapsed into Leadership; and the separate competencies Collaboration and Team Capabilities became one, called Teamwork and Collaboration.

This study is likewise hinged on Frederick Herzberg's Theory of Job Satisfaction. According to him, there are two dimensions of job satisfaction: motivation and hygiene. Hygiene issues according to him cannot motivate employees but can minimize dissatisfaction if handled properly. They refer to company policies, supervision, salary, interpersonal relation and working conditions. They are issues related to employees' environment. In the case of the K to 12 teachers in this study the working environment pertains to the school site, specifically the classrooms and the camaraderie among them including the principal and other school officials. Motivators create satisfaction by fulfilling individual needs for meaning and personal growth such as achievement, work itself, recognition, responsibility and advancement. In the case of K to 12 teacher respondents, they would aspire for

best teacher awards, promotion from classroom to head teacher, principal supervisor or superintendent or being a master teacher.

Objective of the Study

Emotional Intelligence affects overall performance on the job. For instance, other studies have linked emotional intelligence with job satisfaction. Studies have shown that employees with higher scores on measures of EQ also tend to be rated higher on measures of interpersonal functioning, leadership abilities, and stress management. This study aimed to determine the level of emotional intelligence and performance of teachers in public elementary schools of Lavezares I District, Division of Northern Samar SY 2018-2019. Hence this research assessed level of emotional intelligence of the elementary school teachers in terms of self-awareness, social awareness, self-management and relationship management.

Methodology

A Descriptive-Correlational Research Design through describing the present status or conditions regarding the research variables of the study. Correlational were used to determine the existing relationship between and among variables. Specifically, the profile of the respondents was correlated to their emotional intelligence. Likewise, teachers' emotional intelligence status was correlated to their teaching performance. These all were able to determine the significant relationships among variable which was implied either positive or negative correlations. According to Vizcara, "correlational research" is sometimes known as associational between two variables. Furthermore, the correlational research design is another form of descriptive research because it only measures the existing relationship of variables. From the aforementioned reasons, the researcher considered this design as appropriate in this study. This study was conducted in Lavezares I District, Division of Northern Samar. The municipality of Lavezares is officially one of the 4th class municipalities in Northern Samar Province, Philippines. It is bounded on the west by the municipality of Allen, on the north-west by San Bernardino Strait, on the south and south-west by the municipality of Victoria, on the east by the municipality of Rosario and on the north by the municipality of Biri.

Mostly of the statement in the questionnaires composed of the different statements that the respondents need to respond in order that their emotional intelligence status will be gauged through their own responses to each statement. The instrument used in this study was already passed through a process of validity and reliability measures, since it was already used to conduct study on emotional intelligence of the school heads by Miscreola (2012) in the local setting. Hence, further validation is considered no longer necessary.

Results and Discussions

Table 1 presents the distribution of respondents according to age and gender. Findings revealed that 38 respondents or 32.20 percent are have ages 31-38; 26 respondents or 22.40 percent have ages between 39-46 years old; 22 or 19 percent have ages 22-20 years old; 17 or 14.70 percent have ages between 47-54 years old; and, 13 or 11.20 percent have ages 55-62 years old. This shows that majority of the public elementary school teachers in have ages between 31-38 years old. Gender on the other hand shows that, that 100

respondents or 86.20 are females; while 16 or 13.80 percent are males. This means to say that most of the public elementary schools is dominated by females.

Table 1: Age and Gender

Demographic Information	N	Percentage
Age		
22-30	22	19
31-38	38	32.80
39-46	26	22.40
47-54	17	14.70
55-62	13	11.20
Total	116	100.00
Sex		
Female	100	86.20
Male	16	13.80
Total	116	100.00

Table 2: Gender

Civil Status	f	%
Single	25	21.60
Married	91	78.40
Total	116	100.0

Depicted in table 2 the civil status profile of the respondents. It revealed that most, 91 respondents or 78.40 percent are married. The findings suggest that the majority of the public elementary school teachers are married.

Table 3: Highest Educational Attainment

Highest Educational Attainment	f	%
Bachelor Degree	55	47.4
Bachelor with MA units	23	19.8
MA	36	31.0
MA with Ph.D/Ed.d Units	1	.9
Ph.D/Ed.D.	1	.9
Total	116	100

Table 3 shows the highest educational attainment of the respondents. Data showed most, 55 respondents or 47.40 percent are bachelor's degree holders; 36 respondents or 31.20 percent are MA holders; 23 or 19.80 percent are bachelor's degree holders with MA units; only 1 or .9 percent is MA with PhD/Ed.D. and PhD/EdD, respectively. The findings suggest that the educational attainment of elementary school teachers is bachelor's degree holder.

Table 4: Designation

Current Position	f	%
Teacher I	54	46.6
Teacher II	3	2.6
Teacher III	42	36.2
Master Teacher I	2	1.7
Master Teacher II	15	12.9
Total	116	100

Table 4 show the data in terms of designation or current

Table 8: Level of Emotional Intelligence of Public Elementary School Teachers

Level of Emotional Intelligence		Mean	Interpretation
Self-awareness			
1.	I feel that I have number of good qualities	4.34	VHEI
2.	On the whole, I am pleased with my life	4.34	VHEI

position, 54 or 46.60 percent are Teacher I; 42 or 36.2 are Teacher III; 15 or 12.90 percent are Master Teacher II; 3 or 2.60 percent are Teacher II; and, only 2 or 1.7 percent are Master Teacher I. The data suggests that majority of the public elementary school teachers are Teacher I.

Table 5: Length of Service

Length of Service	f	%
1-7	50	43.10
8-14	29	25.0
15-21	21	18.10
22-28	12	10.30
29-35	4	3.40
Total	116	100

The data revealed that majority, 50 respondents or 43 percent served for 1-7 years; 29 or 25 percent served from 8-14 years; 21 respondents or 18.10 percent served for 15-2 years; 12 respondents or 10.30 percent served for 22-28 years; and, 4 or 3.40 percent served for 29-35 years. The data suggests that majority of the public elementary school teachers served for 1-7 years.

Table 6: Frequency Distribution of Respondents According to Monthly Family Income

Family income	F	%
Php 25,000 or below	14	12.20
Php 25,001 – 35,000	56	48.70
Php 36,001 – 45,000	32	27.80
Php 46,001 – 55,000	4	3.50
Php 55,001 – 65,000	6	5.20
Php 65,000 – 75,000	1	.90
Php 75,001 or more	2	1.70
Total	116	100

The data revealed that most, 56 respondents or 47.70 percent earn an income Php25,001-35,000 earn an income per month; 32 or 27.80 percent earn Php36,001-45,000 per month; 14 or 12.20 percent earn Php25,001 or below per month; 6 or 5.20 percent earn Php55,001-65,000; 4 or 3.50 percent earn Php46,001-55,000.00; and, 2 or 1.70 percent earn an income of P75,001or more; and, 1 or 1.70 percent earn an income of Php65,001 to 75,000. The data would like to tell that most of teachers earn an income of Php25,001-35,000.00 and below per month.

Table 7: Relevant Trainings attended

Relevant Trainings	f	%
0-2	66	56.90
3-4	46	39.70
5-6	3	2.60
7-8	1	.90

The data revealed that majority, 66 or 56.90 attended 0-2 trainings; 46 or 39.70 attended 3-4 trainings; 3 or 2.60 attended 5-6 trainings; and, 1 or .90 percent attended 7-8 trainings. The data would like to tell that majority of public elementary school teachers attended 0-2 relevant trainings.

3. I generally believed that things will work fine in my life.	4.36	VHEI
4. I expect that I will do well on most things when I try	4.22	VHEI
5. When I am faced with challenge, I don't easily give up because I believe I will not fail	4.20	VHEI
Weighted mean	4.29	VHEI
Social-awareness		
1. I don't find any difficulty to see things from another person's viewpoint	4.09	HEI
2. I am normally able to get into someone's shoes and experience their emotions	4.14	HEI
3. I my group of friends, I am generally aware of how each person feel about the people in our school circle	4.26	VHEI
4. I find time to listen to other person's problems	4.20	VHEI
5. My co-workers easily confide on me	4.07	HEI
Weighted mean	4.15	HEI
Self-management		
1. I don't find any difficulty to regulate my emotions	3.96	HEI
2. I don't change my mind frequently	3.94	HEI
3. I am usually able to find ways to control my emotions when I want to	4.05	HEI
4. On the whole, I am able to deal with stress	4.12	HEI
5. I pray/meditate to shake off bad mood	4.22	VHEI
Weighted mean	4.05	HEI
Relationship Management		
1. I can deal effectively with people	4.02	HEI
2. I usually able to influence the way other people feel.	4.03	HEI
3. I would describe myself as a good negotiator	3.99	HEI
4. My fellow workers want me to share in their celebrations	4.03	HEI
5. I find it easy to approach a fellow worker and ask how s/he is doing	4.16	HEI
Weighted mean	4.04	HEI
TOTAL WEIGHTED MEAN	4.04	HEI

Findings revealed that generally, the elementary school teachers have high emotional intelligence, with a total weighted mean of 4.04, interpreted as "high emotional intelligence". In Particular, the total weighted mean of 4.13 is interpreted as "high emotional intelligence". Specifically, on self-awareness, all public elementary school teachers perceived themselves to have "very high emotional intelligence" on statements such as "I feel that I have number of good qualities" (4.34); "on the whole, I am pleased with my life" (4.34); "I generally believed that things will work fine in my life" (4.36); "I expect that I will do well on most things when I try" (4.22); and, "When I am faced with challenge, I don't easily give up because I believe I will not fail" (4.20). On social awareness, generally, the total weighted mean of 4.15 is interpreted as "high emotional intelligence". Specifically, the respondents expressed very high emotional intelligence" on statements such as "I my group of friends, I am generally aware of how each person feel about the people in our school circle" (4.26) and "I find time to listen to other person's problems" (4.20); but, they expressed "high emotional intelligence "on statements such as "I am normally able to get into someone's shoes and experience their emotions" (4.14); "I don't find any difficulty to see things from another person's viewpoint" (4.09); and, "my co-workers easily confide on me" (4.07). On self-management, generally, the total weighted mean of 4.05 is interpreted as "high emotional intelligence". Specifically, the respondents expressed "very high emotional intelligence" on statement that "I pray/meditate to shake off bad mood" (4.22). However, they perceived themselves to have "high emotional intelligence" on statements such as "on the whole, I am able to deal with stress" (4.12); "I am usually able to find ways to control my emotions when I want to" (4.05); "I don't find any difficulty to regulate my emotions" (3.96); and, "I don't change my mind frequently" (3.94). On relationship management, generally, the total weighted mean of 4.04 is interpreted as "high emotional intelligence". Specifically, they perceived to have "high emotional

intelligence" on statements such as "I can deal effectively with people" (4.02); "I usually able to influence the way other people feel" (4.03); "I would describe myself as a good negotiator" (3.99); "my fellow workers want me to share in their celebrations" (4.03); and, "I find it easy to approach a fellow worker and ask how s/he is doing" (4.16).

Table 9: Level of Performance of the Respondents in terms of IPCRF

Relevant trainings	F	%
3.50-4.49 (Very satisfactory)	86	75.9
4.50-5.00 (Outstanding)	28	24.10
TOTAL	116	100

The data revealed that majority, 86 respondents or 75.90 percent had 3.50-4.49 IPCRF rating interpreted as "satisfactory"; only 28 respondents or 24.10 percent had 4.50-5.00 IPCRF interpreted as "outstanding". The data suggests that majority of public elementary school teachers obtained an IPCRF rating of 3.50-4.49 which is regarded as "very satisfactory".

Table 10: Analysis of Variance to Test the Relationship between Profile and level of emotional intelligence

	Sum of Squares	Df	Mean Square	F	Significance Value
Regression	2.866	8	.358	2.212	.032
Residual	17.162	106	.162		
Total	26.906	114			

Analysis of Variance was utilized to test the relationship between profile and level of emotional intelligence of public elementary school teachers. The analysis revealed that with an F-value of 2.212 and significance value of 0.032, the null hypothesis is rejected, which means that the profile and their level of emotional intelligence is significantly related with each other. The data suggests that the profile of the respondents affect their level of emotional intelligence in terms of self-awareness.

Table 11: Test of Relationship between Profile and level of Emotional Intelligence

Independent Variables	B	Significance value	Interpretation
Age	.372	.035	Significant
Gender	.016	.870	Not Significant
Civil status	-.200	.044	Significant
Highest Educational attainment	.147	.172	Not significant
Position	-.160	.287	Not Significant
Length of service	.079	.679	Not significant
Monthly family income	-.066	.587	Not Significant
Number of relevant trainings attended	-.090	.385	Not Significant

Among the predictors used as independent variables of this study, age ($\beta=.035$, $\alpha=.016$) and civil status civil status ($\beta=-.200$, $\alpha=.044$) signified relationship with their level of emotional intelligence. Gender ($\beta=.016$, $\alpha=.870$); highest educational attainment ($\beta=.147$, $\alpha=.172$); position ($\beta=-.160$, $\alpha=.287$); length of service ($\beta=.079$, $\alpha=.679$), monthly family income ($\beta=-.066$, $\alpha=.587$); and, number of relevant trainings attended ($\beta=-.090$, $\alpha=.385$) did not affect the level of

emotional intelligence of public elementary school teachers. This means that age and civil status as predictors affect the emotional intelligence of the respondents. Thus, as teachers age, their emotional intelligence develops. And, as married teachers, they feel they have good qualities. They are pleased in their lives and believed that things are easy if they try and won't ever give up.

Table 12: Analysis of Variance to Test the Relationship between Profile and level of emotional intelligence in terms of social-awareness

	Sum of Squares	Df	Mean Square	F	Significance Value
Regression	2.951	8	.369	1.992	.054
Residual	19.638	106	.185		
Total	26.906	114			

Analysis of Variance was utilized to test the relationship between profile and level of emotional intelligence of public elementary school teachers. The analysis revealed that with an F-value of 1.992 and significance value of 0.054, the null hypothesis is accepted, which means that the profile and their

level of emotional intelligence in terms of social awareness is not significantly related with each other. The data suggests that the profile of the respondents does not affect their level of emotional intelligence in terms of social-awareness.

Table 13: Test of Relationship between Profile and Level of Emotional Intelligence in terms of self-awareness

Independent Variables	B	Significance value	Interpretation
Age	.064	.714	Not Significant
Gender	-.130	.186	Not Significant
Civil status	.041	.681	Not Significant
Highest Educational attainment	.062	.569	Not significant
Position	-.053	.726	Not Significant
Length of service	.139	.466	Not significant
Monthly family income	.201	.101	Not Significant
Number of relevant trainings attended	.008	.940	Not Significant

Among the predictors used as independent variables of this study, age ($\beta=.064$, $\alpha=.714$); civil status ($\beta=.041$, $\alpha=.681$); gender ($\beta=-.130$, $\alpha=.186$); highest educational attainment ($\beta=.062$, $\alpha=.569$); position ($\beta=-.053$, $\alpha=.726$); length of service ($\beta=.139$, $\alpha=.466$), monthly family income ($\beta=.201$,

$\alpha=.101$); and, number of relevant trainings attended ($\beta=.008$, $\alpha=.940$) did not affect the level of emotional intelligence of public elementary school teachers in terms of social awareness. This means that profile predictors did not affect the emotional intelligence of the respondents.

Table 14: Analysis of Variance to Test the Relationship between Profile and level of Emotional Intelligence of the Respondents in terms of Self-Management

	Sum of Squares	Df	Mean Square	F	Significance Value
Regression	3.302	8	.413	2.773	.008
Residual	15.781	106	.149		
Total	19.084	114			

Analysis of Variance was utilized to test the relationship between profile and level of emotional intelligence of public elementary school teachers. The analysis revealed that with an F-value of 2.773 and significance value of 0.008, the null hypothesis is rejected, which means that the profile and their

level of emotional intelligence in terms of self-management is significantly related with each other. The data suggests that the profile of the respondents affect their level of emotional intelligence in terms of self-management.

Table 15: Test of Relationship between Profile and Level of Emotional Intelligence Samar in terms of self-management

Independent Variables	B	Significance value	Interpretation
Age	.339	.050	Significant
Gender	-.063	.507	Not Significant
Civil status	.131	.177	Not Significant
Highest Educational attainment	.127	.232	Not significant
Position	-.279	.060	Not Significant
Length of service	.000	.999	Not significant
Monthly family income	.250	.037	Significant
Number of relevant trainings attended	-.146	.154	Not Significant

Among the predictors used as independent variables of this study, age ($\beta=.339$, $\alpha=.050$) and monthly income ($\beta=.259$, $\alpha=.037$) are significantly related with emotional intelligence. Whereas, gender ($\beta=-.063$, $\alpha=.507$); civil status ($\beta=.131$, $\alpha=.177$); highest educational attainment ($\beta=.127$, $\alpha=.232$); position ($\beta=-.279$, $\alpha=.060$); length of service ($\beta=.000$,

$\alpha=.999$); and, number of relevant trainings attended ($\beta=-.146$, $\alpha=.154$) did not affect the level of emotional intelligence of public elementary school teachers in Lavezares I District in terms of self-management. This means that profile predictors such as age and monthly family income affect the emotional intelligence of the respondents in terms of self-management.

Table 16: Analysis of Variance to Test the Relationship between Profile and level of emotional intelligence in terms of relationship-management.

	Sum of Squares	Df	Mean Square	F	Significance Value
Regression	4.376	8	.547	2.363	.022
Residual	24.531	106	.231		
Total	28.906	114			

Analysis of Variance was utilized to test the relationship between profile and level of emotional intelligence of public elementary school teachers. The analysis revealed that with an F-value of 2.363 and significance value of 0.022, the null hypothesis is rejected, which means that the profile and their

level of emotional intelligence in terms of self-management is significantly related with each other. The data suggests that the profile of the respondents affect their level of emotional intelligence in terms of relationship management.

Table 17: Test of Relationship between Profile and Level of Emotional Intelligence of the Respondents in terms of Relationship-Management

Independent Variables	B	Significance value	Interpretation
Age	.438	.013	Significant
Gender	.050	.602	Not Significant
Civil status	-.096	.330	Not Significant
Highest Educational attainment	.113	.291	Not significant
Position	.047	.753	Not Significant
Length of service	-.168	.373	Not significant
Monthly family income	.014	.904	Not Significant
Number of relevant trainings attended	-.050	.626	Not Significant

Among the predictors used as independent variables of this study, age ($\beta=.438$, $\alpha=.013$) is significantly related with emotional intelligence. Whereas, gender ($\beta=.050$, $\alpha=.602$); civil status ($\beta=-.096$, $\alpha=.330$); highest educational attainment ($\beta=.113$, $\alpha=.291$); position ($\beta=.047$, $\alpha=.753$); length of service ($\beta=-.168$, $\alpha=.373$); monthly family income ($\beta=.014$,

$\alpha=.904$); and, number of relevant trainings attended ($\beta=-.050$, $\alpha=.626$) did not affect the level of emotional intelligence of public elementary school teachers in terms of relationship management. This means that profile predictors such as age affect the emotional intelligence of the respondents in terms of relationship management.

Table 18: Analysis of Variance to Test the Relationship between Profile and Level of Performance of the Respondents in terms of IPCRF Rating

	Sum of Squares	Df	Mean Square	f	Significance Value
Regression	.684	8	.085	4.178	.000
Residual	2.168	106	.020		
Total	2.852	114			

Analysis of Variance was utilized to test the relationship between profile and level of performance of public elementary school teachers as to their IPCRF rating for the school year 2018-2019. The analysis revealed that with an F-value of 4.178 and significance value of 0.000, the null hypothesis is rejected, which means that the profile and their level of performance is significantly related with each other.

The data suggests that the profile of the respondents affect their level of performance. Table 19 reflects the predictors used as independent variables of this study, age ($\beta=-.0541$, $\alpha=.001$) and position ($\beta=.593$, $\alpha=.000$) signified relationship with their level of performance. Gender ($\beta=-.080$, $\alpha=.361$), civil status ($\beta=.040$, $\alpha=.664$); highest educational attainment ($\beta=-.004$, $\alpha=.965$);

length of service ($\beta=.163$, $\alpha=.364$), monthly family income ($\beta=.029$, $\alpha=.797$); and, number of relevant trainings attended ($\beta=-.014$, $\alpha=.889$) did not affect the level of performance of

public elementary school teachers in Lavezares I District. This means that age and position as predictors affect the level of performance of the respondents.

Table 19: Test of Relationship between Profile and Level of Performance of the Respondents

Independent Variables	B	Significance value	Interpretation
Age	-.541	.001	Significant
Gender	-.080	.361	Not Significant
Civil status	.040	.664	Not significant
Highest Educational attainment	-.004	.965	Not significant
Position	.593	.000	Significant
Length of service	.163	.364	Not significant
Monthly family income	.029	.797	Not Significant
Number of relevant trainings attended	-.014	.889	Not Significant

Table 20: Analysis of Variance to Test the Relationship between Level of Emotional Intelligence and Level of Performance of the Respondents in terms of IPCRF Rating

	Sum of Squares	Df	Mean Square	f	Significance Value
Regression	.278	4	.069	2.997	.022
Residual	2.574	111	.023		
Total	2.852	115			

Analysis of Variance was utilized to test the relationship between level of emotional intelligence and level of performance of public elementary school teachers as to their IPCRF rating for the school year 2018-2019. The analysis revealed that with an F-value of 2.997 and significance value

of 0.022, the null hypothesis is rejected, which means that the level of emotional intelligence and their level of performance is significantly related with each other. The data suggests that the level of emotional intelligence of the respondents affect their level of performance.

Table 21: Test of Relationship between Level of Emotional Intelligence and level of performance of the Respondents in terms of IPCRF Rating

Independent Variables	B	Significance value	Interpretation
Self-awareness	-.057	.583	Not Significant
Social awareness	.361	.003	Significant
Self-management	.015	.890	Not significant
Relationship management	-.053	.651	Not significant

Among the predictors used as independent variables of this study, social awareness ($\beta=.361$, $\alpha=.003$) signified relationship with their level of performance. Self-awareness ($\beta=-.057$, $\alpha=.583$), self-management ($\beta=.015$, $\alpha=.890$); and, relationship management ($\beta=-.053$, $\alpha=.651$) did not affect the level of performance of public elementary school teachers. This means that social awareness as predictors in level of emotional intelligence affect the level of performance of the respondents.

Conclusions

Findings shows that teachers possess “high emotional intelligence” especially on aspects like social awareness, self-management and relationship management. However, they perceived themselves to have “high level of emotional intelligence” on self-management which means that the teachers are aware and totally know their selves. They knew that when they are faced with challenges, they could easily cope that up with ease. As to the test of relationship between profile and the level of emotional intelligence of the teachers it revealed that the profiles such as age, gender, civil status, educational attainment, position, length of service, monthly family income and number of relevant trainings did not influence with their emotional intelligence on self-awareness. This means that self-awareness has no bearing on the teacher’s profile. As to the test of relationship between profile and the level of emotional intelligence of the teachers in terms of self-awareness, it revealed that the age and civil

status affected the level of emotional intelligence of teachers. This implies that as teacher’s age, his or her self-awareness also matures which is manifested by their being contented in life and they do not easily give up when faced with challenges. Likewise, teacher’s civil status affect affects emotional intelligence which means that single and married teachers become more aware of themselves. On the other hand, as to the test of relationship between profile and the level of emotional intelligence of the teachers in terms of social awareness, it revealed that all the variable profile had no significant relationship with their level of emotional intelligence. This means that this profile cannot influence teacher’s social awareness as an indicator of emotional intelligence. As to the test of relationship between profile and the level of emotional intelligence of the teachers in terms of self-management, it revealed that the age and monthly income affected the level of emotional intelligence of teachers. This implies that as teacher’s age, his or her self-management also develops. Likewise, teacher’s emotional intelligence is affected by their monthly income which implies that teachers who are financially capable are more likely to manage themselves well. Moreover, in terms of relationship between profile and the level of emotional intelligence of the teachers in terms of relationship management, it revealed that age affected the level of emotional intelligence of teachers. This implies that as teacher’s age, his or her relationship management with other people also increases.

As to the test of relationship between profile and the level of performance of the teachers it revealed that age and position affected the level of performance of teachers in terms of their IPCRF rating for the SY 2018-2019. This implies that as teacher's age, his or her performance increase; and teachers in the lower position is more likely to obtain higher level of performance as IPCRF is one of the bases for their promotion. Finally, the test of relationship between performance and the level of emotional intelligence of the teachers in Lavezares I District revealed to have significant relationship with each other. This implies that a highly emotional intelligent teacher will have satisfactory level of performance.

References

1. Akinsola Mojeed K, *et al.* Correlates of Academic Procrastination and Mathematics Achievement of University Under Graduate Students, 2007.
2. Allinder RM. The relationship between efficacy and the instructional practices of special education teachers and consultants. *Teacher Education and Special Education*. 1994; 17:86-95.
3. Allinder RM. The relationship between efficacy and the instructional practices of special education teachers and consultants. *Teacher Education and Special Education*. 1994; 17:86-95.
4. Altındağa E. The Relationship between Emotional Intelligence of Managers, Innovative Corporate Culture and Employee Performance. 4th International Conference on Leadership, Technology, Innovation and Business Management. *Procedia - Social and Behavioral Sciences*. Published by Elsevier Ltd. 2015; 210:270-282.
5. Armor D, Conry-Oseguera P, Cox M, King N, McDonnell L, Pascal A, *et al.* Analysis of the school preferred reading program in selected Los Angeles minority schools. Santa Monica, CA: Rand Corporation, 1976.
6. Armor D, Conry-Oseguera P, Cox M, King N, McDonnell L, Pascal A, *et al.* Analysis of the school preferred reading program in selected Los Angeles minority schools. Santa Monica, CA: Rand Corporation, 1976.
7. Ashton PT, Webb RB. Making a difference: Teachers' sense of efficacy and student achievement. New York, NY: Longman, 1986.
8. Ashton PT, Webb RB. Making a difference: Teachers' sense of efficacy and student achievement. New York, NY: Longman, 1986.
9. Ashton PT. Webb Making a Difference: Teachers Sense of efficacy and Students Achievement. New York: Longman, 1986.
10. Bandura (Ed.), Self-efficacy in changing societies. New York: Cambridge University Press. Killion, J. Islands of hope in a sea of dreams: A research report on the eight schools that received the National Award for Model Professional Development, 1999, 177-210
11. Bandura A. Social foundations of thought and action: A social cognitive theory. Englewood Cliffs, NJ: Prentice-Hall, 1986.
12. Bandura A. Social cognitive theory. *Organizational Behavior and Human Decision Processes*. Bandura, A. (1997). Self-efficacy the exercise of control. 1991; 50:248-287.
13. Bandura A. Social cognitive theory. *Organizational Behavior and Human Decision Processes*. 1991; 50:248-287.
14. Bandura A. Self-efficacy the exercise of control. Englewood Cliffs, NJ: Prentice-Hall, 1997.
15. Bobbett J. School culture, teacher efficacy, and decision making in demonstrably effective and ineffective schools. Unpublished Doctoral dissertation, Louisiana State University. Cannella, 2001.
16. Bandura A. Self-Efficacy: The Exercise of Control. New York: W.H. Freeman and Company, 1997.
17. Brattleboro VT. Experiment Press. Graham S, Weiner, B. Theories and principles of motivation. In D. C. Berliner & R. C. Calfee (Eds.), *Handbook of educational psychology*. New York: Simon & Schuster. 1996, 63-84.
18. Brunning RH, Schraw GJ, Norby MM, Ronning RR. *Cognitive psychology and instruction*. Upper Saddle River, NJ: Merrill Prentice Hall, 2004.
19. Cannella GS, Reif JC. Preparing teachers for cultural diversity: Constructivist orientations. *Action in Teacher Education*. 1994; 26(3):37-45.
20. Clark CM, Peterson PL. Teachers' thought process. In M.C. Wittrock (Ed.). *Handbook of research on teaching*. New York: Macmillan, 1986, 255-296.
21. Coladarci T. Teachers' sense of efficacy and commitment to teaching. *Journal of Experimental Education*. 1992; 60(4):323-37.
22. Darling-Hammond L. Teacher quality and student achievement: A review of the state policy evidence. *Education Policy Analysis Archives*. 2000; 8(1):2-8.
23. Eden D, Kinnar J. Modeling Galatea: Boosting self-efficacy to increase volunteering. *Journal of Applied Psychology*. 1991; 76(6):773-780.
24. Eden D, Kinnar J. Modeling Galatea: Boosting self-efficacy to increase volunteering, 1991.
25. Englewood Cliffs NJ. Educational Technology. Jerusalem M, Mittag W. Self-efficacy in stressful life transitions. In Englewood Cliffs, NJ: Prentice Hall, 1995.
26. Englewood Cliffs NJ. Prentice-Hall, Bobbett J. School culture, teacher efficacy, and decision making in demonstrably effective and ineffective schools. Unpublished Doctoral dissertation, Louisiana State University, 2001.
27. Fall, 2003 21 Gist ME, Schwoerer C, Rosen G. Effects of alternative training methods on self-efficacy and performance in computer software training. *Journal of Applied Psychology*. 1989; 74(6):884-891.
28. Feistritzer CE. Professional development opportunities for teachers. Washington, DC: Senate Committee on Health, Education, Labor and Pensions, 1999.
29. Fullan MJ. The new meaning of educational change. New York: Teachers College Press, 1991.
30. Fullan MJ. The new meaning of educational change. New York: Teachers College Press, 1991.
31. GS, Reif JC. Preparing teachers for cultural diversity: Constructivist orientations. *Action in Teacher Education*, 26(3), 37-45. Coladarci, T. (1992) Teachers' sense of efficacy and commitment to teaching. *Journal of Experimental Education*. 1994; 60(4):323-37.
32. Garet MS, Birman BF, Porter AC, Desimone L, Herman R, Yoon KS. Designing effective professional development: Lessons from the Eisenhower program. Jessup, MD: U.S. Department of Education, 1999.
33. Garet MS, Birman BF, Porter AC, Desimone L, Herman R, Yoon KS. Designing effective professional

- development: Lessons from the Eisenhower program. Jessup, MD: U.S. Department of Education, 1999.
34. Gist ME. The effects of self-efficacy on training task performance. *Academy of Management Best Paper Proceedings*, 1986, 250-254.
 35. Gist ME. The effects of self-efficacy on training task performance. *Academy of Management Best Paper Proceedings*, 1986, 250-254.
 36. Gist ME, Bavetta AG, Stevens CK. Transfer training method: Its influence on skill generalization, skill repetition, and performance level. *Personnel Psychology. Self-Efficacy Beliefs and Teacher Effectiveness*. 1990, 43:501-523.
 37. Gist ME, Bavetta AG, Stevens CK. Transfer training method: Its influence on skill generalization, skill repetition, and performance level. *Personnel Psychology*. 1990; 43:501-523.
 38. Gouchenour T. The albatross. In D Batchelder & E. Warner (Eds.), *Beyond experience: The experiential approach to cross-cultural education*, 1977, 131-136.
 39. Graham S, Weiner B Theories. Principles of Motivation. In D.C. Berliner & R>C. Calfee (Eds). *Handbook of Educational Psychology*. (New York: Simon & Schuster Macmillan), 1996.
 40. Guskey TR. Teacher efficacy, self-concept, and attitudes toward the implementation of instructional innovation. *Teaching and Teacher Education*. 1988; 4(1):63-69.
 41. Hani J, Czerniak C, Lumpe A. Teacher beliefs and intentions regarding the implementation of science education reform strands. *Journal of Research in Science Teaching*. 1996; 33(9):971-993
 42. Jacobs JW, Dempsey JV. Simulation and gaming: Fidelity, feedback and motivation. In J. V. Dempsey and G. C. Sales (Eds.), *Interactive instruction and feedback*, 1993, 197-229.
 43. *Journal of Applied Psychology*. Feistritzer, CE. Professional development opportunities for teachers. Washington, DC: Senate Committee on Health, Education, Labor and Pensions. 1999; 76(6):773-780.
 44. King PM, Kitchener KS. The reflective judgment model: Twentyyears of research on epistemic cognition. In B. K. Hofer & P. R. Pintrich (Eds.), *Personal epistemology: The psychology of beliefs about knowledge and knowing*. Mahwah, NJ: Erlbaum, 2002, 37-61
 45. Martocchio JJ, Judge TA. Relationship between conscientiousness and learning in employee training: Mediating influences of selfdeception and self-efficacy. *Journal of Applied Psychology*. 1997; 82:764-773.
 46. Miles M. Foreword. In T. R. Guskey and M. Huberman (Eds.), *Professional development in education: New paradigms and practices*. New York: Teachers College Press, 1995, 7-9.
 47. Mohamad M, *et al*. Emotional Intelligence and Job Performance: A Study Among. Educational systems around the world have rapidly experiencing changes and reforms, impacting to teachers' job performance. 2016; 35:674-682. Available online at www.sciencedirect.com.
 48. Murphy DM, Kauffman JM, Strang HR. Using microcomputer simulation to teach classroom management skills to pre-service teachers. *Behavioral Disorders*. 2016; 13:20-34.
 49. National Commision on Teaching & America's Future (NCTAF). *what matters most: Teaching for America's future*. New York: Author. National Staff Development Council. 1994-1996.
 50. Pajares F. Self-efficacy beliefs in academic settings. *Review of Educational Research*. 1996; 66(4):543-578.
 51. Pintrich PR, Schunk DH. *Motivation in education: Theory, research and applications*, 1995.
 52. Podell DM, Soodak LC. Teacher efficacy and bias in special education referrals. *Journal of Educational Research*. 1993; 86(4):247-253.
 53. Ross JA. Teacher efficacy and the affect of coaching on student achievement. *Canadian Journal of Education*. 1992; 17(1):51-56.
 54. Ross JA. Strategies for enhancing teachers' beliefs in their effectiveness: research on a school improvement hypothesis. *Teachers College Record* 1995; 97(2):227-251.
 55. Ross JA, Hogaboam-Gray A, Hannay L. Effects of teacher efficacy on computer skills and computer cognitions of Canadian students in K-3. Paper presented at the annual meeting of the American Educational Research Association, 2001.
 56. Seattle Saks AM. Longitudinal field investigation of the moderating and mediating effects of self-efficacy on the relationship between training and newcomer adjustment. *Journal of Applied Psychology*. 1995; 80:221-22.
 57. Shahhosseini M, *et al*. The Role of Emotional Intelligence on Job Performance. *International Journal of Business and Social Science*. Centre for Promoting Ideas, USA, 2015, 3-21. www.ijbssnet.com.
 58. Tejero E. *Thesis and Dissertation Writing: A Modular Approach*, (Manila: National Bookstore, 2004), 2004, 36.
 59. Wahyuddin W, *et al*. The Relationship between of Teacher Competence, Emotional. Intelligence and Teacher Performance Madrasah Tsanawiyah at District of Serang Banten. *Higher Education Studies*; Published by Canadian Center of Science and Education. 2016; 6:1. ISSN 1925-4741 E-ISSN 1925-475X.
 60. Washington DC. US Department of Education. Lindsley DH, Brass DJ, Thomas JB. Efficacy performance spirals: A multilevel perspective. *Academy of Management Review*. 1995; 20(3):645-678.
 61. Zimmerman BJ. Self-Efficacy and Educational Development. In. A. Bandura (Ed), *Self-efficacy in Changing Societies*. New York: Cambridge University Press, 1995.