



EMOTIONAL INTELLIGENCE (EI) AND STUDENT TEACHING PERFORMANCE OF COED SENIORS

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ABSTRACT

The study was conducted at the Eastern Samar State University Main Campus during the second semester of the school year 2018 to 2019. It aimed to determine the Emotional Intelligence (EI) of the respondents in terms of their perceptions of emotions; utilization of emotions, managing one's emotions, and managing other's emotions. It also intended to describe their student teaching performance in terms of their average grade in Student Teaching in the Elem/Sec Schools subject; and to determine whether there is significant relationship between these variables. . A total of 160 respondents were identified through total enumeration . Likert-type questionnaire was used to gather data as well as secondary data and employed both Descriptive and Inferential statistics for the analysis of the gathered data..

The findings of the study revealed that the respondents' Emotional Intelligence were interpreted as "high" in terms of the four(4) components of Emotional Intelligence (EI) . It also reflected that 95.6% or majority of the senior students were excellent in their teaching performance. Further results reflected that there was no significant relationship between the respondents' Emotional Intelligence(EI) in terms of the four(4) components and their student teaching performance.

The results of the study implied that COED senior students can highly recognize, use, understand, and manage their own emotional states to solve emotion related problems. They have also developed the necessary skills for teaching and can excellently practice the techniques , skills, and positive attitudes in teaching in preparation for the real world of teaching profession as reflected in their student teaching performance. However It can also be inferred from the findings that the respondents' emotional intelligence do not enhance their student teaching performance as there is no significant correlation between these two variables.

KEYWORDS: *emotional intelligence, student teaching performance, managing emotions*

INTRODUCTION

Background of the Study

Emotional Intelligence (EI) involves the process of recognizing, using, understanding, and managing of one's own emotional states to solve emotion related problems. Emotional Intelligence (EI) integrates the important features of interpersonal and intrapersonal relationships, self-confidence, self-control, empathy, social competence, adaptability, moods and stress management skills, which have an effect on teaching performance. A number of studies have even suggested that teachers' personal competencies, and Emotional Intelligence (EI), are specifically important for teacher effectiveness [1] (Dolev, N. et.al, 2016).

Furthermore, research findings of various authors suggest that, individuals who are emotionally intelligent are likely to manifest better performance in their management as compared to those who have low level of emotional intelligence [2] (Law et al., 2004).

Teaching is a profession that requires emotional competence [3] (Hargreaves, 2001). Emotional Intelligence is important in successful teaching and managing of challenges confronted by teachers [4] (Stein & Book, 2006). Emotionally intelligent teachers would exemplify empathy, provide an emotional climate that would lead to a conducive learning environment, and be more effective in achieving predetermined learning goals [5] (Coetzee, M. & Jansen, C. , 2007) ; [6] Ramana, 2013). These emotional competencies should therefore be considered by individuals who aspire to enter the teaching profession to allow them to regulate their emotions while connecting and motivating learners.

College-level education programs include field experiences for prospective educators. Student Teaching Internship, referred to as the final field experience, places student teachers in the actual learning environment full-time for a specified time period. Teaching Internship provides the final pre-service clinical teaching experience . This is where



student teachers are given the opportunity to showcase their learned techniques, skills and positive attitudes in their teaching performance [7](Mannathoko, 2013). Teaching performance can see from the emotional intelligence of teacher in the teaching process. In the learning process, emotional intelligence of teachers is demanded so that learning takes place optimally and improve to the maximum learning.

Moreover, researchers have identified emotional intelligence as a component to success in the workplace. Research findings indicated varying levels of significance of emotional intelligence as a determinant of career success. Truly, emotional intelligence has impacts on performance [8] (Nguyen, K. et al, 2019).

However there has been a neglect of emotion in the field of teaching (Hargreaves, 2001a, p. 1057). Thus, little is known about the impact of emotional intelligence on behaviors related to teaching. Also, there has been a limited research which proves that emotional intelligence is related to positive work related outcomes particularly in the education sector [9] (Asrar-ul-Haq et.al., 2017). This study was therefore forged to provide information on the relationship of emotional intelligence and student teaching performance of COED seniors in ESSU Main Campus of SY 2018-2019 as inputs to curricular revision.

OBJECTIVES

This investigation aims to evaluate the relationship of level of emotional intelligence and student teaching performance of COED Seniors in ESSU Main Campus. Specifically, this study will be anchored on addressing the following objectives:

1. To determine the emotional intelligence of COED seniors in ESSU Main Campus in terms of their :
 - 1.1 Perceptions of emotions
 - 1.2 Managing own emotions
 - 1.3 Utilization of emotions
2. To describe the student teaching performance of COED seniors in ESSU Main Campus in terms of their average grade in Student Teaching in the Elem/Sec Schools subject;
3. To determine if there is a significant relationship between the emotional intelligence and student teaching performance of COED seniors in ESSU Main Campus.

SIGNIFICANCE OF THE STUDY

The results and findings of this study may provide relevant insights regarding emotional intelligence and its relevance to the students' teaching performance of COED seniors in ESSU Main Campus. This study

will look forward to delivering valuable inputs to the following:

Teachers – they will get deeper understanding of the diversity of the learning of their pupils, how the emotional intelligence of the students play a vital role in terms of their learning performance in professional education courses and to take into consideration the emotional quotient of their students in the teaching and learning process as well as in curriculum development.

Students – this group of individuals will be able to gain insight on how their emotional intelligence play a pivotal role in their learning performance in school, and also give them ideas on how to control/manage their emotions and others' emotion to improve their learning performance in the professional courses.

Parents – for them to gain significant insights on how emotional intelligence of their children affect their learning performance in school.

School Administrators- may obtain ideas from this study on how to assist the teachers improve their teaching performance and strategies as well as in curriculum development that would help them deal with the different levels of emotional intelligence of their students.

Future Researchers – the findings of this study may provide them vital references in similar studies and may provide essential inputs in the design and pursuit of related researches.

Scope and Delimitation

This research focused on the emotional intelligence and student teaching performance of COED Seniors in ESSU Main Campus during the School Year 2018-2019. This covered all the COED seniors both from the BEED and BSED programs taking up Student Internship.

METHODOLOGY

Research Design

The research design that the researcher used was descriptive- correlational design. Initially, descriptive approach through survey was employed to gather the pertinent data relevant to the study. A survey is a descriptive type of research design used when the researcher intends to provide a quantitative or numeric description of trends, attitudes, opinions of a population by studying a sample of that population [10] (Cresswell, J.W., 2009). The researcher gathered information through survey the level of emotional intelligence of the respondents and through secondary data their student teaching performance. This study then used the correlational design to examine if there is a significant relationship between the level of emotional intelligence and student teaching performance of COED seniors in ESSU Main Campus.



Locale of the Study

The study was conducted in Eastern Samar State University, College of Education. Senior students taking up student internship course both from the BEED and BSED programs were involved in the study.

Respondents of the Study

The respondents of the study were composed of 160 graduating students of SY 2018-2019 of both the BEED and BSED programs. The respondents must satisfy the following criteria for inclusion: (1) Must be officially enrolled in student teaching course and (2) Must be a graduating student.

Sampling Procedure

Total enumeration was employed in identifying the respondents. This study had a total of 160 respondents composed of 61 BSED and 99 BEED senior students. The study included all COED students deployed for practice teaching for School Year 2018 - 2019.

Research Instrument

The research instrument of the study was adapted from the study of [11] Arockia & Sangeetha (2013) which utilized a validated Emotional Intelligence (EI) Scale developed by [12] Schuttle, Nicola S. (2009). The emotional intelligence (EI) questionnaire asked about the students' self-assessment on how the various competencies of emotional intelligence apply to them. Emotional Intelligence Scale (EI) components include: Perceptions of Emotions,

Managing Own Emotions, Managing Others' Emotions, and Utilization of Emotions. The questionnaire which the respondents are required to complete was composed of 33 items on a 5-point Likert scale with the range as follows: 1 = strongly disagree, 2 = somewhat disagree, 3 = neither agree nor disagree, 4 = somewhat agree and 5 = strongly agree.

A test for validity and reliability was run to check for consistency of measures used in the research instrument.

Data Gathering Procedure

Upon approval by the respondents, the questionnaires were administered by means of an assisted interview. The researcher personally interviewed the respondents.

The data on the student teaching performance of senior students were secondary data th taken from the COED Dean's Office with the approval of the students.

DATA ANALYSIS

The data collected from the study were statistically analyzed following the procedure below:

To determine the emotional intelligence of COED seniors in ESSU Main Campus in terms of their perceptions of emotions, managing own emotions and utilization of emotions, arithmetic mean was used and interpreted using the following measurement of variables:

Code	Range of Values	Interpretation
5	4.3 – 5.0	Very high
4	3.5 – 4.2	High
3	2.7 – 3.4	Average
2	1.8 – 2.6	Low
1	1.0 – 1.7	Very low

To answer objective number 2, grades of the participants in their student-teaching was grouped as Outstanding (1.0), Excellent (1.1-1.5) and Very good (1.6-2.0). The statistical tools used were frequency and percent.

To find out if there is significant relationship between emotional intelligence and student-teaching performance of CoEd Seniors in ESSU-Main Campus, Pearson-r was performed using R-commander. The tests of null hypothesis were rejected when the observed p-value of the test was less than 0.05; otherwise, the null hypothesis was accepted.

The inferential aspect of data analysis made use of person product moment correlation for continuous data and Spearman's rank order correlation for the variables in categorical nature.

RESULTS AND DISCUSSION

The results of the study are discussed below in accordance with the sequence of the objectives stated in this study.

As shown in Table I below, the Emotional Intelligence of COED seniors in terms of their perceptions of emotions resulted in having an aggregate mean of 4.15 which is interpreted as "high". This implies that the respondents perceived themselves as showing high consciousness of emotional expressions. They can very highly discriminate the accuracy of emotions. This only describes that the respondents have high capacities and abilities of recognizing and identifying emotions in others in addition to biological and physiological processes involved. . However , they have low



perception on the non-verbal message of other people.

Table 1. Emotional intelligence of COED seniors in ESSU Main Campus in terms of their Perceptions of Emotions

No.	Statement	Mean	Interpretation
1	I know when to speak about my personal problems to others.	4.5	Very high
2	When I am faced with obstacle, I remember times I faced similar obstacles and overcome them.	4.4	Very high
3	I expect that I do well on most things I try.	4.2	High
4	Other people find it easy to confide me.	4.2	High
5	I find it hard to understand the non-verbal message of the other people.	2.4	Low
6	Some of the major events of my life have led me to re-evaluate what is important and not important.	4.5	Very high
7	When my mood changes, I see new possibilities.	4.2	High
8	Emotions are one of the thing that make my life worth living.	4.4	Very high
9	I am aware of my emotions as I experience them.	4.6	Very high
	AVERAGE	4.15	High

Table 2 below presents the Emotional Intelligence of COED seniors in terms of their utilization of emotions resulted in having an aggregate mean of 4.39 which is interpreted as “very high”. It reflects that the respondents perceive themselves to show

very high adaptive cognition and action motivated by emotion experience. It also describes themselves as very highly spontaneous in planning constructive actions and creative endeavors.

Table 2. Emotional intelligence of COED seniors in ESSU Main Campus in terms of their Utilization of Emotions

No.	Statement	Mean	Interpretation
1	I expected good things to happen.	4.6	Very high
2	I like to share my emotions with others.	4.2	
3	When I experience a positive emotion, I know how to make it last.	4.3	Very high
4	I arrange events others enjoy.	4.3	Very high
5	I seek out activities that make me happy.	4.4	Very high
6	I am aware of the non-verbal messages I send to others.	4.3	Very high
7	I present myself in a way that makes a good impression on others.	4.4	Very high
8	When I am in a positive mood, solving problems is easy for me.	4.6	Very high
	AVERAGE	4.39	Very high

Table 3 below presents the Emotional Intelligence of COED seniors in terms of their management of their own emotions which resulted in having an aggregate mean of 4.56 which is interpreted as “very high”. This reflects that the

respondents perceive themselves as showing very high skills in the ability to realize, readily accept as well as successfully control feelings in oneself and to master their own emotions.



Table 3. Emotional intelligence of COED seniors in ESSU Main Campus in terms of Managing their Own Emotions

No.	Statement	Mean	Interpretation
1	By looking at their facial expressions, I recognize the emotions people are experiencing.	4.5	Very high
2	I know why my emotions change.	4.4	Very high
3	When I am in a positive mood, I am able to come up with new ideas.	4.7	Very high
4	I have control over my emotions.	4.6	Very high
5	I easily recognize my emotions as I experience them.	4.5	Very high
6	I motivate myself by imagining a good outcome to tasks I take on.	4.7	Very high
7	I compliment others when they have done something well.	4.5	Very high
8	I am aware of the non-verbal messages other people send.	4.5	Very high
	AVERAGE	4.56	Very high

The result of the study on the Emotional intelligence of COED seniors in terms of Managing Other Emotions is reflected in Table 4 below . This resulted with an aggregate mean of 3.87. This shows that the respondents perceived themselves as having high

ability to be open to the feelings of others , to manage these emotions and information well in making decisions and handling appropriate actions.

Table 4. Emotional intelligence of COED seniors in ESSU Main Campus in terms of Managing Other’s Emotions

No.	Statement	Mean	Interpretation
1	When another person tells me about an important event in his or her life, I almost feel as though I experienced this event myself.	4.4	Very high
2	When I feel a change in emotions. I tend to come up with new ideas.	4.3	Very high
3	When I am faced with the challenge, I give up because I believe I will fail.	2.7	Average
4	I know what other people are feeling just by looking at them.	4.2	High
5	I help other people feel better when they are down.	4.3	Very high
6	I use good moods to help myself keep trying in the face of obstacles.	4.6	Very high
7	I can tell how people are feeling by listening to the tone of their voice.	4.5	Very high
8	It is difficult for me to understand why people felt the way they do.	1.9	Low
	AVERAGE	3.87	High

Generally, as shown in Table 5 below , the Emotional Intelligence(EI) of COED senior students were interpreted as “high”. All components of Emotional Intelligence obtained an aggregate mode of 3.87 which implies that the respondents have high

skills on the indicators used for each component. They perceived themselves as showing high ability to control their own emotions, to understand , recognize and discriminate other’s emotions.

Table 5. Summary table of Emotional Intelligence of COED Seniors

	Mean	Interpretation
1. Perception of Emotions	4.15	High
2. Utilization of Emotions	4.39	Very high
3. Managing Own Emotions	4.56	Very high
4. Managing Other’s Emotions	3.87	High
GRAND MEAN	4.24	High



Table 6 below presents the teaching performance of COED seniors. It reflects that 95.6% or majority of the senior students were excellent in their teaching performance. Only a meagre 1.2% got a rating of outstanding and another 3.1% have a rating of very good. From the result, it can be

inferred that COED student teachers have developed the necessary skills for teaching and can excellently practice the techniques, skills, and positive attitudes in teaching in preparation for the real world of teaching profession as reflected in their student teaching performance.

Table 6 Student Teaching Performance of COED seniors

Final Grade In Student Teaching	Adjectival Rating	Frequency	Percentage
1.0	Outstanding	2	1.2
1.1 – 1.5	Excellent	153	95.6
1.6 – 2.0	Very Good	5	3.1
<i>Total</i>		<i>160</i>	<i>100%</i>

The result of the study on the relationship between the Emotional Intelligence of COED

seniors in terms of and their student teaching performance is reflected on Table 7 below.

Table 7. Test on significant relationship between Emotional Intelligence(EI) and Student-teaching Performance of COED Seniors in ESSU-Main Campus

Variable 1	Variable 2	p-value	Decision	Interpretation
Perception of Emotions	Student teaching performance	0.821	Accept H ₀	Not significant
Utilization of Emotions		0.752	Accept H ₀	Not significant
Managing Own Emotions		0.899	Accept H ₀	Not significant
Managing Other's Emotions		0.476	Accept H ₀	Not significant

Correlation is significant at the 0.05 level (2-tailed)

In examining the relationship of the Intelligence (EI) parameters and the student-teaching performance of CoEd Seniors in ESSU-Main Campus, Pearson-r was performed using R-commander. The test revealed a negative correlation between Perception of Emotions and the Teaching Performance that was statistically not significant, ($p = .821$). This proves that the capacities and the abilities of student teachers in recognizing and identifying emotions in others do not significantly affect their student teaching performance. This result accepts the null hypothesis that there is no significant relationship between the respondents' employment readiness in terms of perceptions of emotions and their student teaching performance

On the association between Utilization of Emotions and the Teaching Performance, a low correlation between the two variables surfaced, which was also statistically not significant, ($p = .752$). It can be inferred from these findings that the student teachers' ability to manage, use and utilize both their own emotions and that of others' in making decisions and perform different task do not significantly affect their student teaching performance. This result also accepts the null

hypothesis that there is no significant relationship between the respondents' Emotional Intelligence (EI) and their student teaching performance.

The test for association between the Managing Own Emotions and the Teaching Performance revealed a low correlation that was statistically not significant, ($p = .899$). It is therefore proven that the Emotional Intelligence of the respondents in terms of Managing Own Emotions component is not significantly related to their student teaching performance. This result therefore accepts the null hypothesis that there is no significant relationship between the respondents' Emotional Intelligence in terms of Managing Own Emotions and their student teaching performance.

On the test for association between the Managing Other's Emotions and the Teaching Performance, the result revealed a low correlation that was statistically not significant, ($p = .476$). It is therefore proven that the Emotional Intelligence of the respondents in terms of Managing Other's Emotions component is not significantly related to their student teaching performance. This implies that the respondents' ability to be open to the feelings of others, to manage these emotions and information



well in making decisions and handling appropriate actions does not enhance their student teaching performance.

Generally these findings implies that the respondents' ability to control his/her emotions and use them appropriately in given situations cannot influence their student teaching performance and their outlook and preparedness towards the teaching profession . This result does not support the findings of [13] Khajepour(2011) and Skipper and Brandenburg (2013) as cited by Bance and Acopio (2016) and that students' Emotional Intelligence (EI) relate positively to student achievement. This means that this is contrary to their findings that the more the students are emotionally intelligent, the higher their tendency to exude academic prowess. The result of this study is also contrary to the research findings of various authors that suggest that individuals who are emotionally intelligent are likely to manifest better performance in their management as compared to those who have low level of emotional intelligence (Law et al., 2004, Van Rooy and Viswesvaran, 2004). Hence, in the learning process it can be inferred that emotional intelligence of students is not so very instrumental so that learning takes place optimally and improved to the maximum .

CONCLUSION

From the results of the study, it can be concluded that :

1. The emotional intelligence of COED Seniors in terms of perception is “ high” with high capacities and abilities of recognizing and identifying emotions in others in addition to biological and physiological processes involved. However , they have low perception on the non-verbal message of other people.
2. In terms of utilization of emotions, the emotional intelligence of the respondents is “very high” which reflects that the respondents perceive themselves to show very high adaptive cognition and action motivated by emotion experience. It also describes themselves as very highly spontaneous in planning constructive actions and creative endeavors.
3. In terms of managing their own emotions, the emotional intelligence of the respondents is “very high” . This reflects that the respondents perceive themselves as showing very high skills in the ability to realize, readily accept as well as successfully control feelings in oneself and to master their own emotions. In terms of managing others' emotions, the emotional intelligence of the respondents is “high”. This shows that the

respondents perceived themselves as having high ability to be open to the feelings of others , to manage these emotions and information well in making decisions and handling appropriate actions.

4. The student teaching performance of the respondents in terms of their average grade in Student Teaching in the Elem/Sec Schools subject is “excellent”. They have developed the necessary skills for teaching and can excellently practice the techniques , skills, and positive attitudes in teaching in preparation for the real world of teaching profession as reflected in their student teaching performance.
5. It is proven that the Emotional Intelligence of the respondents in terms of Managing Other's Emotions component is not significantly related to their student teaching performance. This implies that the respondents' ability to be open to the feelings of others, to manage these emotions and information well in making decisions and handling appropriate actions does not enhance their student teaching performance.

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