



Student Teaching Performance and Emotional Intelligence of Bachelor of Secondary Education Students of Southern Iloilo Polytechnic College-WVCST Miagao Campus: Baseline Data for Career Counseling Program

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Abstract: This study aimed to determine the relationship of student teaching performance and emotional intelligence of the graduating BSED students of SIPC-WVCST Miagao Campus AY 2011-2012. This study used the descriptive-correlational method of investigation. The 39BSEd students were chosen as respondents through stratified random sampling using proportional allocation. This study utilized the Emotional Intelligence Evaluation by Nicholas Hall(2002). To determine the student's level of teaching performance and emotional intelligence, Means, and Standard Deviation were used as descriptive Analysis and One-way Analysis of Variance for correlated samples for inferential statistics. The level of significance was set at 0.05 alpha level. This study revealed that as a whole, the level of teaching performance of the respondents is very high and when grouped into field of specialization and teaching aptitude, similarly, the teaching performance was very high. When grouped according to GPA, those students with high to very high GPA had very high teaching performance, compared to those with average GPA whose teaching performance was rated high. The level of their emotional intelligence when taken as a whole and when grouped into field of specialization, teaching aptitude and GPA were on a "need some development". No significant difference existed in the teaching performance when grouped into field of specialization and teaching aptitude. However, significant difference occurred when grouped according to GPA. Students with high to very high GPA had significantly higher teaching performance than those with average GPA. No significant difference in the emotional intelligence when grouped into field of specialization, teaching aptitude and GPA. The teaching performance and emotional intelligence had a slight, negligible correlation and that emotional intelligence contributed only 2.10% of the variation in teaching performance. Statistical result showed that relationship was not significant. It means that students were focused mainly on passing the course.