



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.

1. INTRODUCTION

Teacher Education Institutions play a vital role in the good training, instruction and emotional development of prospective teachers.

Student teachers at Southern Iloilo Polytechnic College-Western Visayas College of Science and

Technology Miagao Campus are often confronted with unruly students and situations that can force them to lose their composure and respond subjectively with provoking and offending statement beyond control with the absence of the



critic teacher. Or, they may be confronted with compelling family problems or abuse presented by their students, and misconceptions of being treated unprofessionally by their students which cause them to question man's humanity. There were instances that uncontrolled emotions led them to unwanted pregnancy, destructive criticism, verbal harassment, suspension and loss of interest to pursue the student teaching course.

With these, the teaching performance of student teachers, not to mention their academic achievement, is affected by their emotional intelligence on how they would manage themselves and others as well as to respond appropriately to their unwholesome environment. Likewise, emotions, if properly used, are essential tools for successful and fulfilling life. But if emotions are out of control, they can result in disaster and can readily affect person's relations with other people, his self-identity and his ability to complete a task. Lack of emotional intelligence skills have been found to lower team effectiveness and create dysfunctional team interactions and most effective performers lost the best teaching skills (McDowelle and Bell, 1997).

In addition to this, Goleman (1998) asserts that people now are being judged by a new yardstick of how well they handle themselves and each other. Psychologists consider this new yardstick as an instrument to measure the level of intelligence in feeling, understanding, controlling and expressing human emotion in the most positive ways.

This study was conducted to investigate the relationship of student teaching performance and emotional intelligence of the graduating Bachelor of Secondary Education students. It sought to show how career counseling program helps develop emotional intelligence among the student teachers' teaching performance.

Likewise, this study serves as a qualify research that aims to delve into the personality and behavior of these students here in the locality.

Hence, the researcher endeavored this study.

2. METHODOLOGY

This study employed the descriptive-correlational design. Descriptive research according to Gay (1992), involves collecting data in order to test hypothesis to answer question concerning the

current status of the subject under study; while correlational research involves collecting data in order to determine whether and to what degree, a relationship exists between two or more quantifiable variables. This research describes the teaching performance and Emotional Intelligence of graduating Bachelor of Secondary Education students.

Participants of the Study

The participants of this study were 39 graduating BSEd students of SIPC-WVCST Miagao Campus AY 2011-2012 chosen by stratified random sampling using proportional allocation from the total population.

Table 1. Distribution of the Respondents by Selected Variables

Categories	N	%
Field of Specialization		
Social Studies	5	12.82
Biological Science	2	5.13
Mathematics	10	25.64
English	13	33.33
Filipino	9	23.08
Total	39	100
Teaching Aptitude		
Very High		
High	1	2.56
Average	13	33.33
Total	25	64.10
Grade Point Average (GPA) in College	39	100
Very High		
High	1	2.56
Average	35	89.74
Total	3	7.69
	39	100

Data Analysis

For the statistical treatment of the descriptive data, mean and standard deviation were used. The ANOVA for independent samples and the Pearson's



Product Moment Correlation Coefficient (r) set at 0.05 alpha level were employed for inferential statistics.

Mean. The mean was used to determine the general description of student teaching performance and emotional intelligence of graduating Bachelor of Secondary Education students.

Standard Deviation. To determine the homogeneity or heterogeneity of the respondents in terms of different variables in the study, standard deviation was employed.

ANOVA. (Analysis of Variance). The ANOVA for independent samples was used to determine the difference of categories beyond two levels, the One-Way Analysis of Variance set at 0.05 alpha was employed.

Pearson Product-Moment Correlation (r) – This was used to determine the relationship between the student teaching performance and emotional intelligence.

Computations and analysis were computer-processed using MS Excel and the Statistical Package for Social Sciences (SPSS) software.

3. RESULTS AND DISCUSSION

Level of Student Teaching Performance of Participants When Taken as a Whole and When Grouped into Categories.

The student teaching performance of graduating Bachelor of Secondary Education students when taken as a whole was “very high” with a mean score of 90.10. This means that the student teachers performed, accomplished or achieved their goals under such circumstances or conditions that would not be improved by reason or perfectness. The outcomes and behavioral changes took place in their teaching performance. “This would also relate to the standard policy formulated and being practiced in the college in conformity with the CHED Memo in Teacher Education Program which helped established committed students of their teaching performance effectively in the different pedagogies and methods of teaching.

When grouped as to the field of specialization and teaching aptitude, the student teaching performance was described as “very high”.

Table 2. Level of Student Teaching Performance of Participants When Taken as a Whole and When Grouped into Categories.

Category	Mean	Description	Sd
A. Entire Group	90.10	Very High	1.35
B. Field of Specialization			
Biological			
Science	90.00	Very High	1.41
English	89.77	Very High	1.54
Filipino	89.56	Very High	1.13
Mathematics	90.70	Very High	1.34
Social Studies	90.80	Very High	0.84
C. Teaching Aptitude			
Very high	92.00	Very High	0
High	90.15	Very High	0.69
Average	90.00	Very High	1.58
D. General Point			
Average			
Very High	93.00	Very High	0
High	90.25	Very High	1.08
Average	88.83	High	1.72

It implies that students have undergone thorough assessment especially in decision-making upon choosing the course in college. While others might choose the teacher education course as being influenced by those persons in their personal and professional life eventually, most of them make career decisions solely by and themselves. Likewise, aptitude was one of the requirements in qualifying for the Teacher Education Program that manifests the ability to manage different teaching-learning situations. As observed for several years, the SIPC guidance personnel had noted that based on the students’ cumulative record in the guidance center those students who had high teaching



aptitude could perform better on the different tasks and responsibilities of good teachers.

On the other hand, in the grade point average category, students with average GPA had only “high” student teaching performance, whereas to those with very high and high GPA, had “very high” student teaching performance. This corroborates or concurs with the result in this study which shows that students with average GPA had lower ratings in various aspects of student teaching evaluation with high to very high GPA.

Level of Emotional Intelligence of Participants When Taken as a Whole and When Grouped into Categories.

The level of emotional intelligence of graduating Bachelor of Secondary Education students, taken as a whole is described as one that is “need some development” as reflected by the mean score of 27.692. It appears that student teachers at SIPC-WVCST are on the stage of developing their emotional intelligence. They seem to be sensitive and unpredictable in dealing with their emotions and the emotions of others.

When the participants were grouped as to the field of specialization, teaching aptitude and GPA, the obtained means ranged from 25.90 to 30.60. This reveal that the level of emotional intelligence of the BSEd graduating students “need some development”. It appears that less attention was given to the emotional aspect of the students’ development in the college and during the counseling sessions which centered on the students’ academic and technological skills.

Table 3. Level of Emotional Intelligence of Participants When Taken as a Whole and When Grouped into Categories.

Category	Mean	Description	Sd
A. Entire Group	27.69	Need Some Devt.	2.25
B. Field of Specialization			
Biological			
Science	25.90	Need Some Devt.	0.99
English	27.96	Need Some Devt.	2.30
Filipino	28.33	Need Some Devt.	1.03
Mathematics	27.24	Need Some Devt.	3.12

Social Studies	30.60	Need Some Devt.	2.13
Teaching Aptitude Test			
Very High	25.60	Need Some Devt.	0
High	27.47	Need Some Devt.	2.39
Average	27.88	Need Some Devt.	2.21
General Point			
Average			
Very High	27.00	Need Some Devt.	0
High	27.97	Need Some Devt.	1.98
Average	26.30	Need Some Devt.	3.33

Emotionally healthy behavior is reflected in characteristic ways of thinking, identifying, managing and expressing feelings, and choosing effective behaviors. Becoming an emotionally intelligent teacher is a journey and process, not an arrival state or end result. The level of emotional intelligence exhibited by graduating Bachelor of Secondary Education students taking up Student Teaching course is between the “definite strength” and “needs substantial development” level. It shows that these novice teachers are on the process of strengthening their emotional intelligence.

Difference in the Student Teaching Performance of Participants When Grouped into Categories
The Analysis of Variance (ANOVA) was used in the comparison of the different categories in each variable.

The ANOVA test result revealed no significant difference in the student teaching performance of the participants when grouped into field of specialization as shown by the f-value of 1.05 and teaching aptitude of 1.65 with the probability value of 0.41 and 0.17 respectively. There is a significant difference in the student teaching performance of the participants when grouped by their grade point average as shown by the f-value of 3.56 and probability value of 0.01.

Table 4. Difference in the Student Teaching Performance of Participants When Grouped into Categories

Category	Source of	Sum of	Df	Mean square	F-value	P-value	Interpretation
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	Variance	Squares						
Field of Specialization	Bet. Groups	8.35						
	Within Groups	42.41	6	1.39	1.05	0.41	Not Significant	emotional intelligence when grouped as to the field of specialization, teaching aptitude and GPA is accepted.
	Total	50.77	32	1.33				The Relationship Between Student Teaching Performance and Emotional Intelligence of Graduating Bachelor of Secondary Education Students
TAT	Bet. Groups	32.23	6		1.65	0.17	Not Significant	The result in Table 5 reveals a negligible correlation as shown by the r value of 0.146. The coefficient of determination as indicated by the r ² value of 0.021, further reveals that the emotional intelligence explains only 2.10% of the variance in teaching performance of graduating BSEd students. The remaining 97.90% can be attributed to other factors not covered in this study. The probability value of .376 shows that the relationship is not significant. Hence, the hypothesis stating that there is no significant relationship between teaching performance and emotional intelligence was accepted.
	Within Groups	103.98	32	5.37				
	Total	136.21	38	3.25				
GPA	Bet. Groups	36.34	6	6.06	3.56*	0.01	Significant	
	Within Groups	54.43	32	1.70				
	Total	90.77	38					

Thus, the null hypothesis concerning the differences in teaching performance grouped into field of specialization and teaching aptitude was not rejected. On the other hand, the null hypothesis concerning the differences in teaching performance grouped into GPA was rejected. There is a significant difference in the teaching performance of the graduating secondary education students when grouped according to their grade point average (GPA). Students with high to very high GPA had very high teaching performance, while those students with average GPA had high teaching performance.

The result of the study finds support in the study of Das (1995) that teachers with high intelligence were more effective in teaching than low intelligent teachers. Hall and West (2011) had established in their study that GPA with Praxis scores can predict 16% of the variance in student teaching performance.

Difference in the Emotional Intelligence of Participants When Grouped into Categories

The ANOVA results showed no significant difference in the emotional intelligence of graduating Bachelor of Secondary Education students when grouped into categories. This means that their level of emotional intelligence is the same regardless of their field of specialization, teaching aptitude and GPA. The probability of 0.42, 0.15 and 0.48, respectively are greater than 0.05 alpha level ($p > 0.05$). Therefore, the null hypothesis that there is no significant difference in the level of

Table 5 The Relationship Between Student Teaching Performance and Emotional Intelligence of Graduating Bachelor of Secondary Education Students

Variables	R	r ²	P-value
Teaching Performance	0.146	0.021	.376
*Emotional Intelligence			

4. Conclusions

In view of the aforementioned findings, the following conclusions were drawn:

1. The teaching performance of graduating BSEd students is very high, regardless of their field of specialization. It means that student teachers comprehensively understand and developed knowledge, abilities and skills in teaching.
2. Student teaching performance of graduating BSEd students is independent of their field of specialization and teaching aptitude but dependent on their GPA.



3. Graduating BSEd students of SIPC “need some development” in their emotional intelligence particularly in recognizing their personality, self-awareness and in handling emotions of others. Such inadequacies could manifest when they are engaged in actual teaching where there emotional instability is primarily required.

4. The emotional intelligence of graduating BSEd students is independent of their area of specialization, teaching aptitude and GPA. It appears that students were on the process of their emotional development.

5. Teaching performance and emotional intelligence of graduating BSEd students of SIPC have no relationship. It means that students were focused mainly on passing the course.

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