

# Emotional Competence, Level of Stress, and Teaching Performance

**Rian P. Maisog**

PhD, San Agustin Institute of Technology

## **ABSTRACT**

MAISOG, RIAN PESCADERO, San Agustin Institute of Technology, Valencia City, Bukidnon. Emotional Competence, Level of Stress, and Teaching Performance. This study evaluated the relationship between the emotional competence, level of stress, and teaching performance of the San Agustin Institute of Technology faculty. Specifically, this study aimed to: 1.) assess the level of emotional competence of San Agustin Institute of Technology teachers; 2.) identify the level of stress of San Agustin Institute of Technology teachers; 3.) ascertain the level of teaching performance of San Agustin Institute of Technology teachers; 4.) correlate the teaching performance, emotional competence, and level of stress; and 5.) identify the variables that best predict the level of teaching performance of San Agustin Institute of Technology teachers.

A questionnaire for Emotional Intelligence and Competence was used, an adopted international research-based questionnaire was also used to measure the level of stress, and a questionnaire provided by the San Agustin Institute of Technology Personnel Manual to evaluate the teaching performance of the teachers. Descriptive statistics was used for the summary and analysis of the data including frequencies, percentage, means, and standard deviations. In addition, Weighted Mean was used to answer the first, second, and third objectives of the study, Pearson r coefficient correlation was used to correlate the variables, and Stepwise Regression Analysis was used to find out predictors of the study.

The faculty of San Agustin Institute of Technology are emotionally highly competent, the respondents encountered moderate level of stress on their day-to-day teaching professions, and the teachers have high teaching performance. Emotional competence variables on self-regulation, self-motivation, empathy, social skills, and level of stress was found out to have significant relationship with the teaching performance.

Study further revealed that self-awareness, self-regulation, self-motivation, empathy, social skills, and level of stress are the variables that best predict teaching performance.

## **INTRODUCTION**

### **Background of the Study**

Teaching is a personal gift, it is a vocation rather than a profession, and teachers must be valued highly for after all they play an important role in every human being. Teacher leaders assume a wide range of roles to support school and student success. Whether these roles are assigned formally or shared informally, they build the entire school's capacity to improve. Because teachers can lead in a variety of ways, many teachers can serve as leaders among their peers (Harrison, et.al 2007). Teachers exhibit leadership in multiple, sometimes overlapping, ways. Some leadership roles are formal with designated responsibilities. Other more informal roles emerge as teachers interact with their peers. The variety of

roles ensures that teachers can find ways to lead that fit their talents and interests. Regardless of the roles they assume, teacher leaders shape the culture of their schools, improve student learning, and influence practice among their peers.

Emotionally competent individuals are more willing to share thoughts, communicate with people and take risks in order to accomplish a task. This can be paramount for faculty to feel that their individual work and teaching is an important piece of the big puzzle, that their thoughts are relevant and that their expertise is needed. When teaching becomes this personally fulfilling among faculty, success is more likely to follow among students career (Goleman et al., 2002). Faculty having a mature emotional competence led to transformation of organization as a whole through changing students participation and felt connection to the organization's vision, mission and goals (Vivek & Sulphay, 2014).

Moreover, Occupational stress is one of the biggest challenges that workers are facing regarding health and safety. Nearly one out of four workers appears to be significantly affected, and studies show that 50% to 60% of lost work days are associated with job stress (Kourmoussi, et.al, 2015). In a continuously changing society of work, which keeps requiring more and more of its employees, the number of people suffering from stress-related working conditions shows an increasing trend. Understandably, occupational stress forms a huge burden, not only on people's health and well-being, but on the economy of each country as well. Therefore, the reduction of work-related stress and of the psychosocial risks to which it is linked is dictated not only by the moral responsibility toward employees, but also by the need to ensure orderliness in the workplace and reduce the cost of lost working days and hours.

The researcher as a teacher observes and experiences different factors and levels of stress. In this respect, it is hoped that through this research, level of stress will be investigated within San Agustin Institute of Technology. Above all, teacher's emotional competence must be evaluated to find out how emotionally competent the teachers are in handling their tasks in San Agustin Institute of Technology secondary, and tertiary level.

### **Statement of the Problem**

This study aimed to evaluate the relationship between the emotional competencies, level of stress, and teaching performance of the San Agustin Institute of Technology teachers. Specifically, this study sought to answer the following problems:

1. What is the emotional competence level of San Agustin Institute of Technology teachers in terms of:
  - a. personal competence;
  - b. social competence;
2. What is the level of stress of San Agustin Institute of Technology teachers?
3. What is the level of teaching performance of San Agustin Institute of Technology teachers in terms of :
  - a. teacher personality;
  - b. teaching skills;
  - c. teaching effectiveness;
  - d. classroom management and use of instructional time?
4. Is there a significant relationship among teaching performance, emotional competence, and level of stress?

5. Which of the variables best predict the level of teaching performance of San Agustin Institute of Technology teachers?

### **Objectives of the Study**

In general this study aimed to evaluate the relationship between the emotional competencies, levels of stress, and teaching performance of the San Agustin Institute of Technology teachers. Specifically, this study sought to:

1. assess the level of emotional competence of San Agustin Institute of Technology teachers in terms of:
  - a. personal competence;
  - b. social competence;
2. identify the level of stress of San Agustin Institute of Technology teachers;
3. ascertain the level of teaching performance of San Agustin Institute of Technology teachers in terms of :
  - a. teacher personality;
  - b. teaching skills;
  - c. teaching effectiveness;
  - d. classroom management and use of instructional time;
4. correlate the teaching performance, emotional competence, and level of stress;
5. identify the variables that best predict the level of teaching performance of San Agustin Institute of Technology teachers.

### **Significance of the Study**

This study would be a valuable contribution to an educational institution. Specifically, it will be more beneficial to San Agustin Institute of Technology school administrators, deans and chairpersons, faculty and staff, students and clients served, community and future researchers.

School Administrators will have a strong basis on decision making particularly on appointments of key personnel and hiring of additional personnel directed towards an effective educational institution.

Deans and Chairpersons will become more effective for insightful strategy development as a basis for performance tracking processes and embraces excellence as an educational institution.

Faculty will be guided on the importance of understanding their emotions towards a positive work performance translated into benefits for the students' development and the school in general.

Students and clients served would be more welcome in an institution where employees have positive outlooks in the workplace and therefore they are expected to be more entertained by the personnel even with the challenges faced in the institution.

Community would also have a competent human resources from the graduates of the San Agustin Institute of Technology who were nurtured with high emotional quotient personnel.

Future Researchers can replicate the study for future research but with consideration of other variables that are not identified in the study.

### **Scope and Delimitation of the Study**

This study was delimited on evaluating the relationship between the emotional competences, levels of stress, and teaching performance of the San Agustin Institute of Technology faculty for academic year 2015-2016.

Emotional competence was only delimited to the Work of Emotional Intelligence by Daniel Goleman (1998) with 25 items that measures the five domains divided into two categories, namely: personal and social competence. The first category is the personal competence that measures on self-awareness, self-regulation and self-motivation and lastly, the social competence which measures empathy and social skills.

Levels of stress was delimited based on the study of Lam Yei Mei, Loretta (2006) with 36 items that measures the level of stress encountered by the teachers.

Teaching performance was only delimited to the high school and college faculty of San Agustin Institute of Technology in terms of personality, teaching skills, teaching effectiveness, classroom management and use of instructional time as stated in the personnel manual and presently used by the Guidance office for measurement of such performance.

### **Definition of Terms**

For the purpose of this study, a set of definition of terms were presented for clarity and understanding either theoretically or operationally that is used in this study.

Emotional competence refers to translating employee potential into task-mastering capabilities.

Emotional Intelligence refers to the abilities such as being able to motivate one self and persist in the face of frustration; control impulse and delay gratification, regulate one's moods and keep distress from swamping the ability to think; to empathize, and to hope.

Empathy refers also as social awareness. It emphasizes the capacity to truly empathize with others and the ability to see the global picture in scenarios.

Personal competence refers to self-awareness, self-regulation and self-motivation.

Self-awareness is the honest understanding of oneself concerning strengths and challenges. This intuitive awareness is enhanced with thoughtful and deliberate reflection.

Self-regulation involves one's ability to handle intense emotions in pressurized situations, display flexibility, be honest, and choose to remain positive in trying conditions.

Social Competence refers to social awareness and social skills.

Social Skills also considers as relationship management. It deals with one's potential to guide and inspire a group to meet objectives and visions. This domain of emotional competence involves the encouragement and modeling of teamwork and the ability to handle conflict effectively.

Stress is any external incitement that causes wear and tear on one's psychological or physical well-being.

Teaching performance pertains to the amount of individual effort spent on a job. It measures teaching performance based on personality, teaching skills, teaching effectiveness, classroom management and use of instructional time.

### **THEORITICAL FRAMEWORK**

This chapter deals specifically on the related studies that support the conceptual framework for this study, the research paradigm, and the hypothesis of the study.

## **Review of Related Literature and Studies**

### **Emotional Competence of Personnel**

Emotions need to be properly studied since they have a multiplying impact on other organization functions and employees outcomes, as stated by Goleman (1998) believes that emotions, properly managed, can drive trust, loyalty and commitment. This in turn drives many of the greatest productivity gains, innovations, and accomplishments individuals, teams and organizations. In fact, research has shown that managers with high emotional intelligence can get results from employees that are beyond expectations (Chaturvedi, 2012).

Emotional intelligence competency-based employee selection can be accomplished in a manner that minimizes legal risk and adds substantial value to the organization. Emotionally intelligent individuals have the ability to handle changes smoothly, handle multiple work demands, readily shift priorities, adapt their responses and tactics to fit the fluid circumstances and successfully respond to a vast variety of emotional stimuli being elicited from inner self and the immediate environment (Blank, 2008; Sharma, 2011).

Goleman (1989) argued that emotional intelligence underlies emotional competence and that emotional competence is a required antecedent to performance. Emotional intelligence enhances employee potential for learning, and emotional competence translates that potential into task-mastering capabilities. Emotional intelligence traits only suggest that an employee has the capability for learning task competencies, not that the competencies have actually been learned.

Emotional intelligence (EI) has recently emerged in both academic and popular literature. Accordingly, to Goleman (1995), EI consists of “abilities such as being able to motivate one self and persist in the face of frustration; control impulse and delay gratification, regulate one’s moods and keep distress from swamping the ability to think; to empathize, and to cope”. Goleman (1998) defines an ‘emotional competence’ as a learned capability based on emotional intelligence that results in outstanding performance at work. In the study conducted by Kafetsios and Zampetakis (2008), and Kafetsios and Loumakou (2007) demonstrated that emotional intelligence was an important predictor of work affectivity and job satisfaction and discovered that the EQ competencies of general mood and interpersonal had significance to job satisfaction (Coco, 2013).

Emotional competence (EC) is rational and progressive. It is rational in the sense that organizational performance can be improved when workers' emotional competence will be heightened (Kerry et al. 2002). Saarni (1999) has defined EC as the demonstration of self-efficacy in emotion-eliciting social transactions, and presents a model of EC that explores the factors and skills contributing to the development of a mature emotional response that supports an individual's social goals. There are eight skills (Saarni, 1999) that constitute EC: (1) awareness of one's emotional state; (2) ability to discern others' emotions; (3) ability to describe emotions; (4) capacity to empathize with other's emotional experiences; (5) ability to realize the difference between inner emotional states and outward expression; (6) capacity for adaptive coping with aversive emotions; (7) awareness of the role of emotions in the structure of relationships; and (8) the capacity for emotional self-efficacy. EC is the effective skill in managing one's emotions, which is considered critical to negotiate interpersonal exchanges. It explained how individuals learn to flexibly apply a set of emotion management skills to their social environment, for instance in families, friendships or schools, such that the person is conceived as maintaining his/ her own individuality but at the same time capable of handling different emotionally challenging situations in accordance with the norms of particular social environment. As



Spencer et al. (1997) stated, there are six emotional competencies: influencing capacity, team leadership, organizational awareness, self-confidence, achievement drive, and leadership.

George (2000) suggests that emotional competence plays an important role in personnel effectiveness and proposes that the ability to understand and manage moods and emotions in oneself and in others theoretically contributes to the effectiveness of an organization. When emotional competence is present, there is increased personnel cooperation, increased motivation, increased productivity, and increased profits and therefore facilitate the development of personnel potential in the organization (Amos, Ristow and Ristow, 2004; Chaturvedi, 2012).

Integrating the work of Goleman (1995, 1998) and Boyatzis (1982), Boyatzis et al. (1999) have made a distinction between emotional intelligence and emotional competencies and stressed that emotional intelligence is observed when a person demonstrates the competencies that constitute self-awareness, self-management, social awareness and social skills at appropriate times and ways in sufficient frequency to be effective in the situation. EI is the capacity to have positive outlook, empathy and transparency, and ability to inspire and develop others'. Emotions have been found to play a significant role in employees' mental well-being, physical and psychological health, optimism, mood, self-esteem, life satisfaction, performance and productivity, stress and coping, and preventing burnout (Sharma, 2007).

Emotional Intelligence scores are found to be significantly associated with measures of Performance (Sala, 2000). The subject's self-awareness and social awareness cluster ratings have been significantly associated with organizational retention rates. Jayan (2006) study demonstrated a significant relationship between emotional competencies and work performance.

Being emotionally and socially intelligent means to effectively manage the personal, social and environmental change by realistically and diligently coping with the immediate situation, solving problems and making decisions as the need arise (Kumar & Iyer, 2012).

On the interpersonal level, being emotionally and socially intelligent encompasses the ability to be aware of others' emotions, feelings and needs, and to establish and maintain cooperative, constructive and mutually satisfying relationships. Ultimately, being emotionally and socially intelligent means to effectively manage personal, social and environmental change by realistically and flexibly coping with the immediate situation, solving problems and making decisions (Clarke, 2006; Vij et al., 2010).

In organizational contexts, EC is reflected in understanding the emotional culture and climate associated with one's work role and the organization; accurately appraising one's own emotions and being able and willing to regulate them and their expression, as necessary, for personal and organizational goals; and accurately appraising the emotions of superiors, co-workers, clients, and others and being able and willing to respond appropriately for others', personal, and organizational goals by dispelling negative emotions and fostering positive ones (Bonnano, 2001; Vivek & Sulphrey, 2014).

Mayer et al. (2008) mentioned, among lower level emotional competence include ability to recognize emotions whereas the higher level skills include ability to control emotions. Personnel high on self-awareness proficiency strongly feel that their expressed emotions are part of their sincere and deeper self and are part of what they see as their truthful way of dealing with (Vij et al, 2010). Wakeman (2006) suggests that a person that is capable of properly regulating his/her own emotions has the possibility of developing personal competence through self-discipline.

EC is the demonstration of self-efficacy in emotion-eliciting social transactions. It is the effective skill in managing one's emotions, which is considered critical to negotiate interpersonal

exchanges. Individuals' learn to flexibly apply a set of emotion management skills to their social environment for instance in families, friendships or schools, such that the person is conceived as maintaining their own individuality but at the same time capable of handling different emotionally challenging situations in accordance with the norms of particular social environment (Goleman, 1999).

Emotional competence tends to impact both mental and physical well-being. It also transforms social interactions and impact work competence. It highlighted several benefits for organizations and the employees ranging from lesser work related strains, behavioral problems, attitudes, ability to lead, team spirit, job satisfaction, and greater sense of ownership, commitment and loyalty with the organization. In fact, recognizing social and is helpful in predicting job performance (Cherniss, 2010; (Kotsou et al, 2011).

### **Personal Competence**

Personal competence includes self-awareness, self-regulation and self-motivation. Self-awareness is defined as "knowing what we are feeling in the moment, and using those preferences to guide our decision making; having a realistic assessment of our own abilities and a well-grounded sense of self-confidence" (Goleman, 1998). It pertains to assessing one's feelings and understanding one's own emotions. An individual being able to discern his or her own emotions and is, therefore, labeled Understanding Own Emotions (Chee and Choong, 2013; Wong and Law, 2002).

Self-regulation is defined as "handling our emotions so that they facilitate rather than interfere with the task at hand; being conscientious and delaying gratification to pursue goals; recovering well from emotional distress" An example of a competency in this category is achievement orientation (Goleman, 1998). It is the ability to control one's temper and emotions, to be able to calm down and control one's emotions as well as handle difficulties rationally (Chee and Choong, 2013; Wong and Law, 2002).

Self-motivation is defined as "sensing what people are feeling, being able to take their perspective, and cultivating rapport and attunement with a broad diversity of people (Goleman, 1998). It pertains to the degree to which individuals perceive themselves as competent, self-motivated with tendencies to encourage themselves to set goals and have the capacity to try their best to achieve goals (Chee and Choong, 2013; Wong and Law, 2002).

Self-motivation is a "can do" attitude, a belief in ourselves. Overcoming self-doubt and taking reasonable risk. Being assertive and not aggressive. Being goal directed. Admitting mistakes and moving on (Singh, 2013).

The competencies of emotional awareness, accurate self-assessment, and self-confidence may be perceived as providing a road map toward making necessary adjustments on the job, managing uncontrolled emotion, motivating oneself, and assessing others' feelings, thereby developing the social skills to lead and motivate. Feelings are capable of assessing whether actions are in keeping with personal values. Choices made with values and feelings in congruence "feel right" and propel the individual to direct all of his or her energy toward pursuing them (Goleman, 1989; Abraham, 2004).

Emotionally mature personnel acts as per the organizational requirements/targets but stretches his emotions only according to his own personal norms during the work interactions. Everyone has his/her standard of honesty and integrity. Effective personnel maintain their ethical limits while engaging in work interactions. They are competent to perform as per the expectations of their bosses and

demands of their clients within the code of ethics set for themselves. They are better equipped to cope with stressful situations demanding emotional flexibility (Vij et al, 2010).

### **Social Competence**

Social competence is defined as "sensing what people are feeling, being able to take their perspective, and cultivating rapport and attunement with a broad diversity of people (Goleman, 1998).

Social competence includes empathy and social skills. Empathy is the ability to put yourself in other's shoes, i.e., viewing the situation from others' point of view (Goleman, 1998). A person that can correctly identify his/her own emotions has the possibility of developing a social competence in empathy or conflict management (Vaida and Opre, 2014). Empathic faculty are better listeners and tend to be better performers. They have the ability for sympathetic involvement with others' emotional experiences (Vij, et al., 2010). It is also the ability to observe, understand and be sensitive to the feelings and emotions of others. It is labeled emotional appraisal of others (Wong and Law, 2002; Chee and Choong, 2013).

Empathy is sometimes labeled as moral emotion (Moll et al. 2008) although it is actually the capacity to feel specific moral emotions, like sympathy or compassion (Haidt, 2003). Sympathy/compassion is the sincere wish that other living beings shall be free from suffering accompanied by a deep concern for the suffering individual (Batson 2010). Thus, it fosters both altruistic motivation and behavior toward the person in need (Batson 2010). Empirically, empathy is linked to an increase in helping and prosocial behavior and to a decrease of aggression and antisocial behavior (de Waal, 2008).

Empathy is an essential moral maturation capacity driving moral cognition and moral conation processes. Emotional competence on empathy encompasses positive emotional states such as valuing others, love, and compassion (Batson et al., 2007). Thereby, it creates a feeling of connectedness with others (Pavlovich and Krahnke, 2012) while maintaining self-other differentiation (Bzdok et al., 2012). Thus, lead to self-transcendence where it emphasizes the behavior that aims at increasing the welfare of other people without direct gain.

Social skills is defined as "handling emotions in relationships well and accurately reading social situations and networks; interacting smoothly; using these skills to persuade and lead, negotiate and settle disputes, for cooperation and teamwork" (Goleman, 1998).

Social competence is the possession and use of the ability to integrate thinking, feeling and behavior to achieve social tasks and outcomes. It includes the ability to be mindful of the time, space, context, and occasion and act appropriately. A socially competent person is sociable, interacts effectively and adjusts well in a variety of situations (Topping et al, 2000; Arghode, 2013).

Faculty with Emotional Competence proficiency that is having empathy with students and clients served are excellent in sensing others feelings and perspectives and takes an active interest in their concerns.

Emotionally intelligent employees with sufficiently strong social skills are able to build relationships and resolve conflicts (Young et al., 2000). Goleman (2006) acknowledged the importance that social intelligence can have in society. Social intelligence is not just the understanding of relationships, it also focuses on the understanding of how to interact socially. Those with higher social intelligence can navigate through conversations deliberately as they converse. Instinctively to evaluate the effectiveness of a conversation, one using social intelligence weighs the amount of positive or



negative interactions that took place. Social cues during conversations can be so impactful, research has even shown that though the message in a conversation may be negative, if the body language is positive, then the information is received in a better manner.

#### Level of Stress

Stress is not something strange to our daily life nowadays. Everybody may feel stress when they are facing bad situation. Generally, word of stress has been used in social science research since a well-known medical expert, Selye pioneered the research for psychological stress in 1950's. Cox & Brockley (1984) stated that stress is a perception phenomenon which exists from a comparison between the command given and ability of a person to execute he task successfully. Unbalanced situation in this mechanism will lead into stress experience and ultimately into stress reaction. Teacher stress is defined as an uncomfortable feeling, negative emotion such as anger, anxiety, pressure and disappointment sourced from their work aspects as a teacher (Kyriacou & Sutcliffe, 1978). For this matter, stressed teacher is someone with their uncontrollable emotion towards changes in education culture which requires a teacher to give their knowledge, and at the same time, they have to educate students to be a good community member. Teachers have to work more, doing clerical jobs, preparing for teaching aid materials, and attending courses or educational workshops. These require teachers to adapt themselves with new teaching techniques. Normally, high level of stress will lead into work unsatisfactory, work absentee, and works abandon. Stress adapting reactions of a teacher includes psychological reactions (anxiety and sadness), physiological (headache, high blood pressure) and attitude related (alcohol and smoking addiction, lifestyle and insomnia). Bad working environment will lead into stress factor and causing work unsatisfactory. Ultimately, a teacher will have desire to leave their profession (Kyriacou & Sutcliffe, 1978b). High stress level of a teacher causes disappointment, aggressive behavior, anxiety, avoidance of work, absentee, and poor works performance (Kaiser & Polczynski, 1982).

In the study of Azizi Yahaya (2012) it was found out that stress level among the secondary school teachers caused by workloads, interpersonal relationship, student disciplinary problem and school rules aspects lie at medium level. It is proven by the high percentage on medium category of respondents in every aspect that have been included in the research. The most dominant factors of stress among respondents are student disciplinary problem aspect. It shows that student disciplinary problem is the main factor in causing stress among the teachers. From the research, results show that overall level of stress among respondents lie at medium level. Researcher feels that level of stress among secondary school teachers is still in normal condition. However, we should not take for granted on this matter, in order to avoid continuous increasing of stress level among the teachers. If this is happened, ultimately our educational institutions will be harmed. Teachers should be positive in facing their challenges. This will help them in reducing their stress, which could affect their profession. Besides that, everybody in our society must give their support to help teachers by not making ourselves as sources of stress. Our youth success is much relies on the quality of their teachers. Teachers also have to presume their stress as a challenge towards achieving the best quality of education.

In addition, Stress is a psychological and physiological reaction to situation that affects individual total well-being. Selye (1978) defined stress as any external events or internal drive which threatened to upset the organism equilibrium. While, Kyriacou & Sutcliffe (1978) defined teacher stress as a response to negative effect such as anger or depression by a teacher, usually accompanied by potentially pathogenic, physiological and biochemical changes resulting from the aspects of the teacher's job and mediated by the perception that the demands made upon the teacher constituted a

threat to his or her self-esteem or well-being and by coping mechanisms activated to reduce the perceived threat. Nowadays, many challenges faced by individual in life can produce stress. Stress has become a common issue that almost everyone has to cope with especially those who engage in intellectual activities such as teaching profession.

Teaching as a profession is a demanding job that requires highly intellectual activities however, there are various intellectual symptoms of stress that can affect people in the profession, these includes memory problem, confusion, poor judgment, lack of concentration, while the emotional symptoms can be anger, irritation, moody, and depression, all of these can have negative adverse effects on the teachers' functionality (Morgan & Kitching,2007). According to Hock & Roger (1996), the degree of stress which teachers experience is positively related to the degree which he/she perceives as a lack of control over a potentially threatening situation. Kyriacou & Chien (2004) found that 26 percent of the teachers reported that being a teacher was very or extremely stressful. According to Kyriacou, Kunc, Stephens, & Hultgreen (2003), higher levels of dissatisfaction with work and occupational stress have been associated with teacher performance, absenteeism and leaving the job. Kyriacou (2001) listed the main sources of stress faced by teachers as teaching pupils who lacked motivation, maintenance of discipline, time pressures and workload, coping with changes, being evaluated by others, dealing with colleagues, self-esteem and status, administration and management, role conflict and ambiguity and poor working conditions and these could also affect teachers' productivity as earlier research work had shown. The study conducted by Ololube (2005) assessed the relationship between the level of teachers' job satisfaction, motivation and their teaching performance in Rivers State, Nigeria. The results of the survey revealed that teachers' dissatisfaction was associated with educational policies, administration, pay and fringe benefits, material rewards and advancement. Also, Lee (2006) found that the job satisfaction of Primary school teachers in Cambodia was closely associated with salary level and welfare conditions.

Moreover, Stress in teaching profession restrains the quality of the teachers and the same creates a misery in the minds of the teachers due to heavy workload, unsecured state of job, low pay emoluments, lack of career development, lack of communication, harassments in the school or college by peer teachers/workers/students/others, family and financial problems. Teachers stress erodes the peacefulness in the mind and life of teachers. It has negative effect on their work performance. Teacher stress may be defined as the experience by a teacher of unpleasant, negative emotions, such as anger, anxiety, tension, frustration or depression, resulting from some aspect of their work as a teacher (Kyriacou 2001).

The factors causes stress may pressurize the victims in may dimensions. Outcome may be positive or negative in nature. Positive outcome stimulates the affected person to work more and negative outcome will reduce the physical and mental health of the stress affected persons.

#### Teaching Performance

Performance is the amount of individual effort spent on a job (Robbins, 2005). Recent research on emerging business particularly in an educational institution indicates that the ability to effectively manage the human side of the teacher plays a critical role in the success and performance of the institution (Graham et al., 2002). Hence according to the study conducted by Abraham (2004) that organizational performance is critical in its competitiveness and depends largely on the performance of its employees.

Emotional intelligence in Education probably depend at least as much on the way teachers publically respond to their own shifting moods and stresses, the way they deal with the learners in the classroom. Teachers are the most important piece of education system. They have to use social and emotional abilities as the result of their duty and social statute (Joshith, 2012).

Teaching is considered to be one of the most stressful occupations, especially because it involves daily work based on social interactions where the teacher must make great effort to regulate not only his or her own emotions, but also those of students, parents, colleagues etc. (Brotheridge & Grandey, 2002).

Conventionally, a teacher brings two things to the classroom that are of value to the learners, one is expertise in the subject and the other is knowledge of teaching - learning methods. Emotional Intelligence is the unrecognized third component what a teacher possess and also delivers to her learners indirectly. From the last two decades educational professionals understood the importance of feelings in the overall development of their pupils and in their own daily tasks. Teachers are aware of the role played by emotions in their daily effort. Emotions and skills for coping with them affect learning processes, mental and physical health, the quality of social relationships and academic and work performance (Brackett & Caruso, 2007).

### **Relationship between Emotional Competence and Teaching Performance**

When evaluating candidates for an open position, an employer has a strategic business decision to make: hire the individual whose skills, work experience, and education most closely match what the employer believes it takes to do the job, or hire the superior performer. Unfortunately, too many employers are confident they can identify and select the former, but they are less confident that they can recognize and hire the latter. Traditionally, employers have looked to teaching experience, technical skills, cognitive skills, and education as predictors of successful teaching performance. In recent years, researchers have found that emotional intelligence competencies are predictors of superior teaching performance (Sharma, 2007; Higgs, 2004).

Goleman (2001) acknowledges a Pearson correlation coefficient of .45 as a figure found in some studies as that which is indicative of the relationship of EQ to success in many fields. Schmidt and Hunter (1998) conducted a meta-analysis of research studies assessing the emotional competencies of teachers evaluation methods to predict future teaching performance and learning and found the correlation of emotional competencies influencing to teaching performance. Schmidt, Hunter, and other researchers (1998) have also found that integrity and conscientiousness, combined with emotional competencies, length of teaching experience, and the acquisition of teaching skills, influence teaching performance. The absence of these qualities predicts behaviors that are counterproductive on the work, such as theft, disciplinary problems and absenteeism. As predictors of teaching productivity, the meta-analysis shows a significant multiple correlation for integrity and emotional intelligence competency tests (Ones, Viswesvaran & Schmidt, 1993; Schmidt & Hunter, 1998).

Moreover, an ample body of research worldwide demonstrates that EI is critical to success at work. It has been shown to be two times more important for job performance than pure intellectual intelligence and has demonstrated that 73 percent of emotional competencies are necessary for job success. More and more companies are finding that encouraging EI skills is a vital component to any organization's management philosophy (Goleman, 1998; Goleman, 2004; Spencer, 2001; Cavallo and Brienza, 2001; Lam and Kirby, 2002; Slaski and Cartwright, 2002; Fineman, 2004; Higgs, 2004; Chapman and Hayslip, 2005; Ciarrochi and Scott, 2006; Segundo and Taylor, 2012).

A study conducted by Goleman in Johnson & Johnson Company revealed a significant relationship between employees work performance and their emotional competence (Cavallo, 2001). Furthermore, Lopes et al. (2006) and Gahan (2012) examined EI, performance, and positive workplace outcomes in 44 analysts who worked for a Fortune 400 insurance company. Their findings indicated higher EI resulted in individuals receiving greater pay increases. In addition, EI led to better evaluations and ultimately higher-ranking positions within the company. The findings revealed EI affected performance, company position, pay increases, and worker attitude.

Meanwhile, Abraham (2004) findings of her study theorizes that emotional competencies (including self-control, resilience, social skills, conscientiousness, reliability, integrity, and motivation) interact with organizational climate and job demands or job autonomy to influence performance. Self-control and emotional flexibility are considered to delay the onset of a decline in performance from excessive job demands. Social skills, conscientiousness, reliability, and integrity assist to promote trust, which in turn may build cohesiveness among the members of work groups. Motivation may fuel job involvement in environments that promise psychological safety and psychological meaningfulness. A combination of superior social skills and conscientiousness may enhance the self-sacrifice of benevolent employees to heightened levels dependability and consideration. Finally, emotional honesty, self-confidence, and emotional flexibility can promote superior work performance.

Emotionally competent individuals are more willing to share thoughts, communicate with people, and take risks in order to accomplish a task. This can be paramount for employees to feel that their individual work is an important piece of the big puzzle, that their thoughts are relevant, and that their expertise is needed. When work becomes this personally fulfilling, success is more likely to follow (Goleman et al., 2002). Personnel having a mature emotional competence lead to transformation of organization as a whole through changing people's participation and felt connection to the organization's mission and goals (Vivek & Sulphrey, 2014).

Research conducted by Godday, Kenneth and Tor (2014) has shown that individuals with greater emotional intelligence are better able to appraise, manage and regulate the emotions of others. Such abilities allow these individuals to judge if their emotions are linked to opportunities, and thus use these emotions in the process of decision making that enhances higher performance.

Finally, emotional competencies theorized to be related to work performance. Firms could find that emotional flexibility permits such workers to tolerate both increased job stress and under reward, thereby reducing job dissatisfaction in favor of true bonding between individuals who unite to create dynamic work output. As socially skilled group members foster the growth of harmonious social networks, true collaboration could result, which in turn may be translated into superior performance (Abraham, 2004).

However, there is a current lack of recognition of the importance of emotional intelligence for teachers as reflected in teacher training courses at all levels. It is time to recognize the central role that emotions play in learning and to ensure that emotional intelligence is a part of every teacher's professional development. Emotional intelligence helps the prospective teachers to be professionally competent to manage tomorrow's turbulent classrooms. Nurturing emotional intelligence creates not only higher achievement in individuals, but also increased on-task behaviours and reduction in discipline problems, without EQ, IQ remains a potential (Joshith, 2012).

This study will promote an insightful idea for curricular restructuring in all most all levels of teacher education. It will promote a deeper understanding of emotional and workplace competencies

concerned with teachers and in teacher education field. The study will also give an idea of the intervention programs that need to be carried out in the schools for earlier promotion of emotional intelligence among school students. It will also provide an empirical basis for suggesting that educational administrators could use the investigated personal factors like emotional intelligence to predict the teaching competency which will provide prospective teachers with tools to achieve long term success, increase awareness of interdependence, personal responsibility for choices and consequential thinking, create learning environment that arouse and sustain student curiosity and intrinsic motivation to build a context where high achievement is valuable and enjoyable.

### **Conceptual Framework**

This study was anchored on the theory of Daniel Goleman on Working with Emotional Intelligence (1998) stated that higher levels of emotional abilities and competencies will be expected to positively influence teaching performance.

The first box which is the independent variable contains the five domains of emotional competencies which were divided into two categories: first, the personal competencies that will focus on self-awareness, self-regulation and self-motivation and second, and the social competencies that will focus on social-awareness and social skills.

These competency models are a behavioral approach to Emotional Intelligence that combines affective and cognitive abilities. It is important to note that EI competencies are fundamentally different from competencies like technical skills, which rely solely on cognitive abilities based in the neocortex (Goleman et al., 2002).

The second box which is the dependent variable contains the teaching performance. The teaching performance research has examined the role of emotions that affect the relationship between individual and organizational performance. One modality to examine the effects of emotions on performance is through an individual's emotional intelligence (EI). Individual emotional intelligence competencies have been shown to be significantly related to individual teaching performance (Boyatzis, 1982).

“Emotional Intelligence” (EI) is a newly proposed form of intelligence that consists of personal and social skills, abilities and competencies that lead to superior performance. It is demonstrated by a person's “ability to perceive, appraise, and express emotion accurately; the ability to access and generate feelings when they facilitate cognition; the ability to understand affect-laden information and make use of emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth and well-being” (Salovey, Bedell, Detweiler, & Mayer, 2000).

Emotional Competence Framework was introduced by Goleman in 1998. The framework with regards to emotional competence with five domains describe as follows: Personal competence comprised of self-awareness, self-regulation and self-motivation. Self-awareness is the honest understanding of oneself concerning strengths and challenges. This intuitive awareness is enhanced with thoughtful and deliberate reflection. Self-regulation involves one's ability to handle intense emotions in pressurized situations, display flexibility, be honest, and choose to remain positive in trying conditions. Social competence comprised empathy and social skills. Empathy or social awareness emphasizes the capacity to truly empathize with others and the ability to see the global picture in scenarios. Social Skills or relationship management deals with one's potential to guide and inspire a group to meet objectives and



visions. This domain of emotional competence involves the encouragement and modeling of teamwork and the ability to handle conflict effectively (Goleman, et al., 2002).

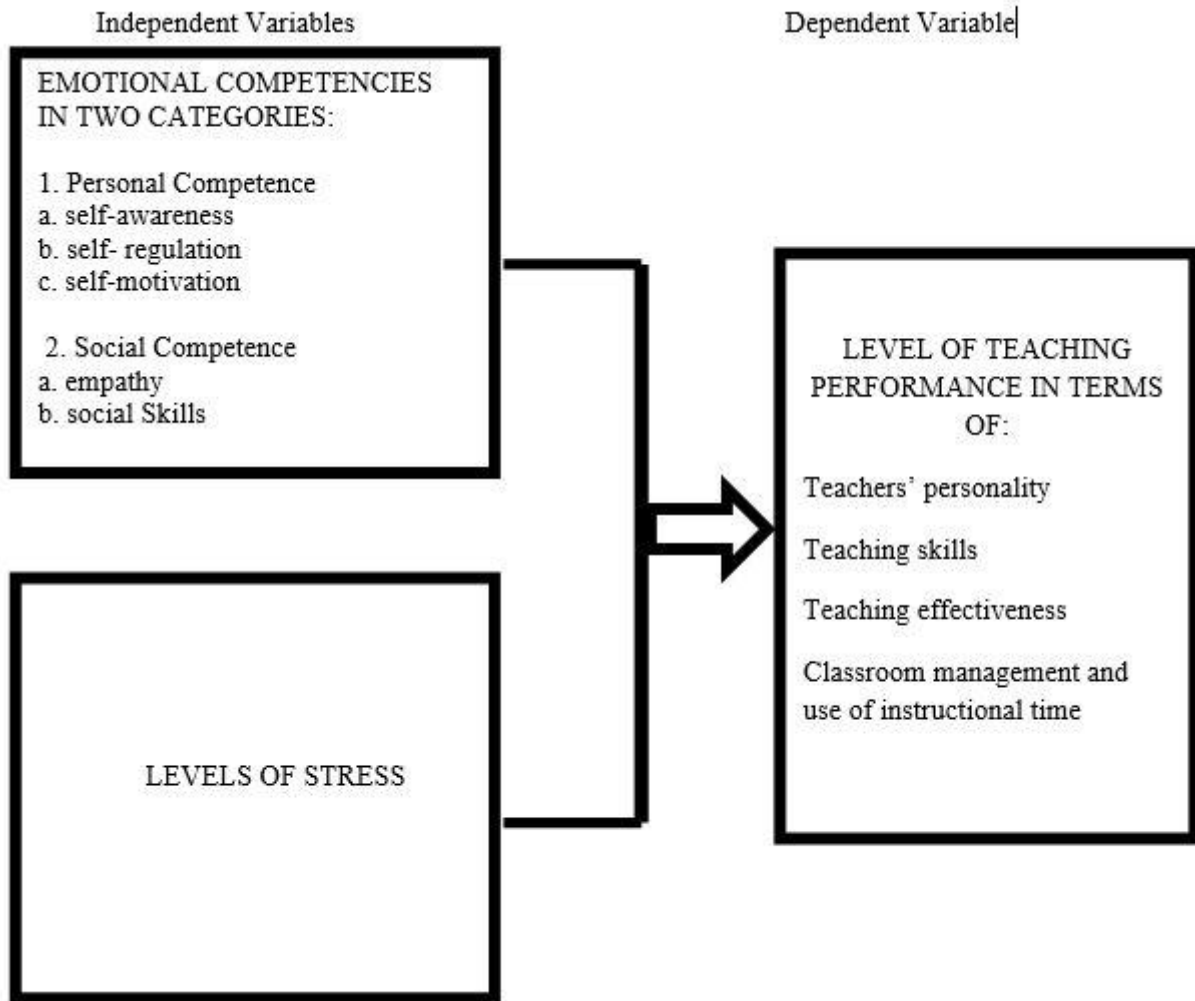
Each of the competencies is a foundation for the next. So they are all intertwined. For example, self-awareness as one of the personal competencies is crucial to manage one's own emotions and subsequently, understanding those of others (Promis, 2008). In addition, personal competencies according to Sternberg (1997) considered adaptability and competence criteria. Adaptability refers to abilities that determine a person's potential to adapt to his or her environment. The demonstration of these abilities is evidence of a person's competent or intelligent behavior. It represents a set of attitudes, skills, and values that enable practitioners to work effectively and contribute positively to their organizations, clients and profession. It also have to consist of abilities that enable individuals to learn and benefit from experience, to solve problems, to reason, and to successfully meet challenges and achieve goals. Described in another way, it includes the ability of people to adapt to novel circumstances, to cope successfully with life situations and ability to succeed in coping with environmental demands and pressures (Emmerling and Boytazis, 2012)

Social Competencies is linked with goal-directed and adaptive behaviors. As a result, social competencies lead to building strong networks within work groups as well as with supervisors. Theoretically, emotional intelligence will have "a positive effect on the organizational outcomes of work-group cohesion, congruence between self and supervisor appraisals of performance, employee performance, organizational commitment, and organizational citizenship" (Emmerling and Boytazis, 2012).

In addition, the study was also anchored on the Interactional Theory R.A. Karasek (1979) where interactional models explain work stress in terms of the individual's interaction with the work environment. The job demand-control (JDC, or DC) model put forward by Karasek argues that work stress arises primarily from the structural or organizational aspects of the work environment rather than from personal attributes or demographics. According to this model, 'strain results from the joint effects of the demands of the work situation (stressors) and environmental moderators of stress, particularly the range of decision making freedom (control) available to the worker facing those demands. Effects will result: as levels of psychological work demands increase and workplace autonomy or control decreases levels of psychological strain increase; and as demands and control increase congruently, increases in job satisfaction, motivation, learning, efficacy, mastery, challenge, and performance will be observed.

Karasek argues that high demand jobs produce a state of normal arousal (i.e. increased heart rate, increased adrenalin, increased breathing rate), enabling the body to respond to the demand. However if there is an environmental constraint, such as low control, the arousal cannot be channeled into an effective coping response (e.g. participation in social activities and informal rituals). Unresolved strain may in turn accumulate and as it builds up can result in anxiety, depression, psychosomatic complaints and cardiovascular disease. According to the model, workers in high strain jobs (e.g. machine paced, assemblers, and service-based cooks and waiters) experience the highest levels of stress. High status workers, such as executives and professionals, have frequent opportunities to control or regulate high levels of demands (i.e. active jobs). Most studies of the DCS framework have examined the job strain hypothesis, though 'patterns of active coping behavior could affect the progression of disease development.

**Research Paradigm**



Below was the null hypothesis of the study and tested at 0.05 level of significance:

H<sub>01</sub>: There is no significant relationship between the teaching performance of San Agustin Institute of Technology teachers and:

- a. emotional competences
- b. levels of stress

H<sub>02</sub>: there is no variable that best predicts the teaching performance of San Agustin Institute of Technology teachers.

**METHODOLOGY**

This chapter presents the research locale, subject, sampling procedure, and data gathering procedure, research instrument and statistical treatment of the study.

**Research Locale**

This study was conducted at San Agustin Institute of Technology, Valencia City, Bukidnon commonly known as SAIT. The school is located in Valencia City, Bukidnon, Philippines and offers pre-school education up to college education. SAIT has been providing Catholic education in Valencia City. It was established in 1960 out of funds solicited from abroad by Fr. Manlio, S.J., the Catholic

priest assigned in Valencia, Bukidnon. It started as a general high school with 101 students attending classes in the parish convent.

In 1964, Misereor provided assistance to SAIT in terms of equipment and instructional devices and technical services from the German technicians who assisted the founder-director in developing a Specialized Vocational Course for girls and a Trade Technical Course for boys – a Special Automotive Mechanic course. Under the present administration, SAIT is made to effect improvements for the development of the students with 86 employees.

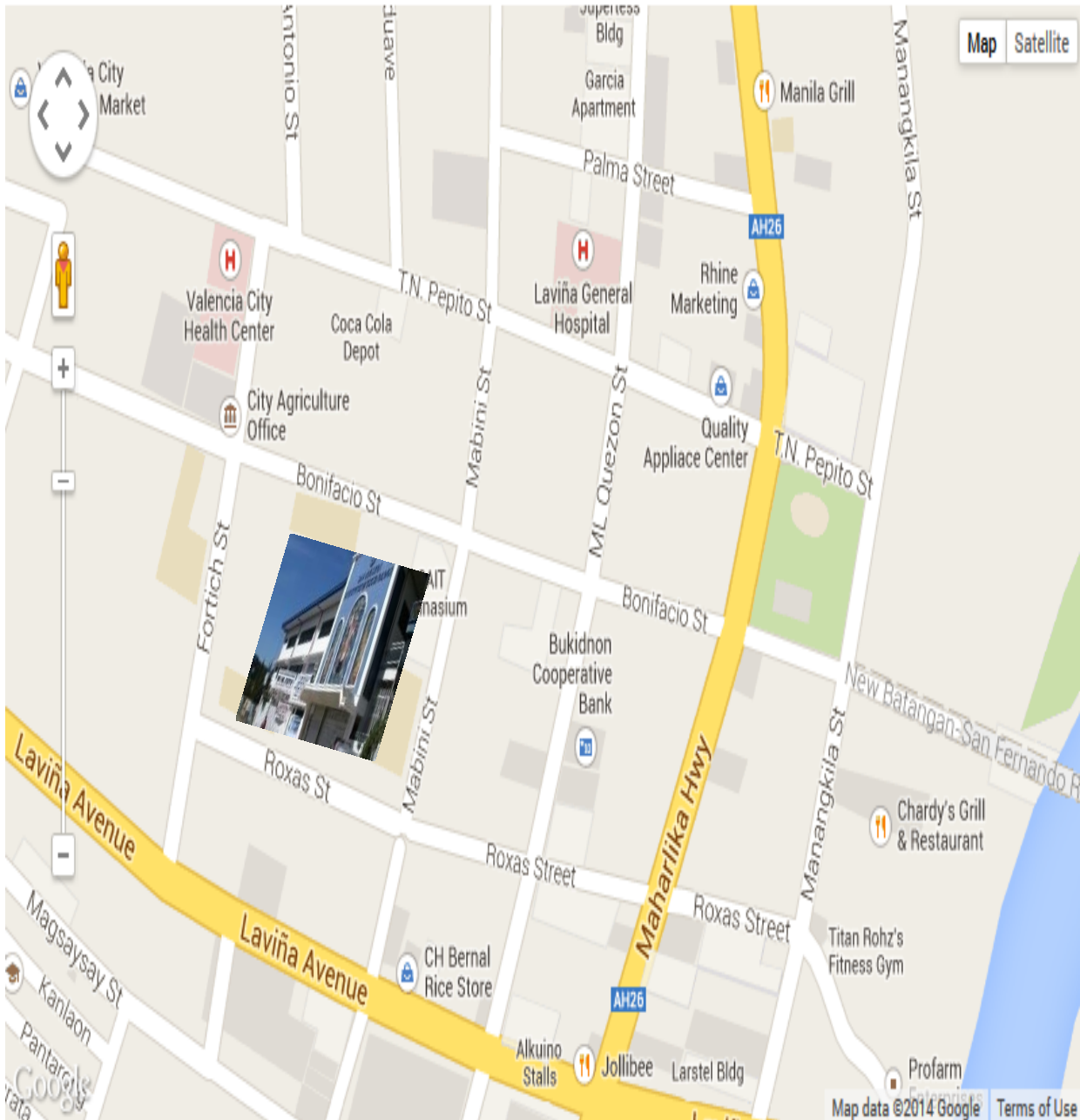


Figure 2. Map of Valencia City, Bukidnon and the School of the Respondents

### **Respondents of the Study**

The respondents of the study were the high school teachers, college faculty and academic staff of San Agustin Institute of Technology.

Researcher considered full enumeration of participants due to its number of population to have a more relevant findings from the study as reflected in Table 1.

**Table 1. Distribution of Respondents per Department**

Indicators	Actual Number		Number of Participants
	Male	Female	
Faculty:			
High School	14	11	25
College	9	17	26
Total	21	28	51

**Data Gathering Procedure**

The researcher asked permission from the School Directress of San Agustin Institute of Technology. After the approval, the researcher again asked permission to the Dean of College, and High School Principal to be allowed to conduct research in their respective departments, then, the researcher explained the purpose of research to the respondents and immediately administer the designed questionnaire. Moreover, the data for teachers’ performance was asked by the researcher to the guidance office with the consent and approval of the School Directress and the approval of the guidance counselor.

**Research Instrument**

The researcher made use of the questionnaire of Emotional Intelligence and Competence from Daniel Goleman’s book on Working with Emotional Intelligence (1999).

In addition, an international research-based questionnaire was adopted from the study of Loretta Lam Yee Mei (2006) to measure the level of stress encountered by the teachers of San Agustin Institute of Technology.

On the other hand, the teaching performance questionnaire made use of the questionnaire provided by the San Agustin Institute of Technology Personnel Manual. Which was provided by the guidance office of the institution in support to this research study. The said questionnaire is the same instrument used in measuring the performance of the teachers annually. The teaching performance instruments are divided into four sub-scales, namely: teacher personality, teaching skills, teaching effectiveness, classroom management and use of instructional time.

**Scoring Procedure**

The study made use of the following scoring procedure:

For emotional competence:

Qualitative

Scale	Range	Description	Qualifying Statement
5	4.21 – 5.00	Always	Very Highly Competent
4	3.41 – 4.20	Most of the Time	Highly Competent

3	2.61 – 3.40	Sometimes	Competent
2	1.81 – 2.60	Seldom	Less Competent
1	1.00 – 1.80	None at all	Incompetent

For level of stress:

### Qualitative

Scale	Range	Description	Qualifying Statement
5	4.21 – 5.00	Strongly Agree	Highly Stressful
4	3.41 – 4.20	Agree	Stressful
3	2.61 – 3.40	Neutral	Moderately Stressful
2	1.81 – 2.60	Disagree	Mild Stressful
1	1.00 – 1.80	Strongly Disagree	Not Stressful

In this study, the teaching performance of the participants was taken during the first semester of school year 2015 – 2016. Basis for the academic performance made use of the rating scale 1 – 5 with corresponding qualitative description as follows:

Scale	Range	Description	Qualifying Statement
5	4.21 – 5.00	Excellent	Have very high teaching performance
4	3.41 – 4.20	Very Good	Have high teaching performance
3	2.61 – 3.40	Good	Have moderate teaching performance
2	1.81 – 2.60	Fair	Have low teaching performance
1	1.00 – 1.80	Needs improvement	Have very low teaching performance

### **Statistical Treatment of the Data**

The statistical tools that were used in this study were the following:

Descriptive statistics was used for the summary and analysis of the data including frequencies, percentage, means, and standard deviations. In addition, Weighted Mean was used to answer the first, second, and third objectives of the study which is to assess the level of teacher’s emotional competence,



identify the level of stress, and performance, identify the attitudes of the respondents, and ascertain the level of teaching performance.

Pearson r coefficient correlation was used to correlate among the teaching performance, level of stress, and emotional competence of the teachers.

In addition, Stepwise Regression Analysis was used to evaluate which of the variables best predict teaching performance.

**PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA**

This chapter discusses the analysis and interpretation of data collected to establish the emotional competences, level of stress, and teaching performance of high school and college faculty of San Agustin Institute of Technology as influence to work performance. The findings of the study are presented logically according to the outlined problems stated in Chapter 1.

**Emotional Competence of San Agustin Institute of Technology Faculty in terms Of Personal Competence on Self-Awareness**

Table 2 presents the personal competence of the San Agustin Institute of Technology Faculty in terms of personal competence on self-awareness and display an overall mean of 4.19.

**Table 2. Emotional Competence of San Agustin Institute of Technology Faculty in terms Of Personal Competence on Self-Awareness**

SELF-AWARENESS	MEAN	SD	DESCRIPTION
1. I recognize my emotions and their effects.	4.08	0.65	Most of the time
2. I know my strengths and my weaknesses.	4.21	0.63	Always
3. I have a strong sense of self-worth.	4.30	0.75	Always
Over All Mean	4.19	0.68	Most of the time

Legend:

- 1.00 – 1.80 none at all
- 1.81 – 2.60 Seldom
- 2.61 – 3.40 Sometimes
- 3.41 – 4.20 Most of the time
- 4.21 – 5.00 Always

Findings of the study reveals that faculty of San Agustin Institute of Technology are most of the time aware of their personal emotions. In fact, said faculties have a strong sense of self-worth with a mean of 4.30 and describe as always. This means that present faculty both in the high school and college department of San Agustin Institute of Technology are highly competent and dignified that they work in the school as a faculty and knows that as faculty, they have multiple roles to the students as well as to the school administration.

It was also further found that both faculty from the high school and college department of San Agustin Institute of Technology were given the autonomy to work as a teacher and given them appropriate guide by the administrators. Said autonomy provides the faculty a strong sense of self-worth and makes the faculty the avenue to work best for their performance.

Findings of the study were supported from the study conducted by Dansereau, Yammarino & Markham (1995) that a superior first provides support to enhance or recognize the subordinate's sense of

self-worth. In exchange, a subordinate then provides a performance that satisfies his or her superior's preferences. If the superior desires to continue receiving satisfying performances from the subordinate, the superior must continue to provide support for self-worth to the subordinate. The cycle of reinforcement then continues and therefore providing more the faculty self-confidence as a teacher and the feeling of being worthy as a teacher.

Moreover, as faculty having the strong sense of self-worth, they are able to recognize their strengths and weaknesses with a mean of 4.21 and describe as always. This directs that the said faculty are highly competent and are very much aware always of their strength and weaknesses. In fact, it can be found in their teachers load, that faculty taught according to their field of specialization and knows how to delegate task and always respect the pro-to-call system of the organization. As a guidance counselor for seven years in the institution, the faculty are at all times hesitant to receive either co-curricular or extra-curricular work load which is not in their field of specialization, thus there is only minimal gap in terms of relationship found in the organization.

As Goleman (1989); Abraham (2004) and Vij et al. (2010) emphasizes in their study that feelings are capable of assessing whether actions are in keeping with personal values. Choices made with values and feelings in congruence "feel right" and propel the individual to direct all of his or her energy toward pursuing them. Faculty high on self-awareness proficiency strongly feels that their expressed emotions are part of their sincere and deeper self and are part of what they see as their truthful way of dealing with.

Wakeman (2006) and Vij et al. (2010) suggests that a person that is capable of properly regulating his/her own emotions has the possibility of developing personal competence through self-discipline. Emotionally mature faculty acts as per the organizational requirements/targets but stretches his emotions only according to his own personal norms during the work interactions. Everyone has his/her standard of honesty and integrity. Effective faculty maintains their ethical limits while engaging in work interactions. They are competent to perform as per the expectations of their bosses and demands of their clients within the code of ethics set for themselves. They are better equipped to cope with stressful situations demanding emotional flexibility.

Personal competence on self-regulation among the high school and college faculty of San Agustin Institute of Technology, Valencia City, Bukidnon is shown in Table 3 with an overall mean of 4.24 and describe as always. This demonstrates that the said faculty are very highly competent and always capable of controlling their emotions. They are the kind of faculty who always do self-evaluation and self-monitoring which is inherent in the faculty roles (Keith, 1990).

Emotional Competence of San Agustin Institute of Technology Faculty in terms Of Personal Competence on Self-Regulation

It was further found that faculty always take responsibility for their personal performance (4.57), flexible to accept change (4.30), maintain standards for honesty and integrity (4.28) and comfortable with novel ideas, approaches and new information (4.25).

**Table 3. Emotional Competence of San Agustin Institute of Technology Faculty in terms of Personal Competence on Self-Regulation.**

SELF-REGULATION	MEAN	SD	DESCRIPTION
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1. I keep disruptive and impulsive emotions in check.	3.79	0.93	Most of the time
2. I maintain standards for honesty and integrity.	4.28	0.63	Always
3. I take responsibility for my personal performance.	4.57	0.64	Always
4. I am flexible to accept change.	4.30	0.64	Always
5. I am comfortable with novel ideas, approaches and new information.	4.25	0.73	Always
Over All Mean	4.24	0.71	Always

Legend:

1.00 – 1.80 none at all	2.61 – 3.40 Sometimes
1.81 – 2.60 Seldom	3.41 – 4.20 Most of the time
	4.21 – 5.00 Always

This proves that the high school and college faculty of San Agustin Institute of Technology can find ways to control their emotions and even channel their emotions in useful ways that brings out their passion and commitment to the organization.

As Goleman (2000) characterized self-regulation as “frees us from being prisoners of our feelings” and “people with self-regulation can find ways to control them and even channel them in useful ways”. Passion and commitment have been identified as two predictors for a person’s motivation to be successful in organizations (Hamid, 2001). Goleman further reiterate that "a passion to work for reasons that go beyond money or status" and "a propensity to pursue goals with energy and persistence" that makes motivation encourages faculty to seek challenging opportunities, to be willing to learn, take pride in a job achievement, and show a high enthusiasm to do things better (Liang, 2007).

**Emotional Competence of San Agustin Institute of Technology Faculty in terms Of Personal Competence on Self-Motivation**

Table 4 exhibits the emotional competence of San Agustin Institute of Technology Faculty in terms of personal competence on self-motivation with an overall mean of 4.16 and describe as most of the time.

Findings of the study reveals that most of the time, the high school and college faculty of San Agustin Institute of Technology are highly competent and are driven and unlikely to give up in the face of adversity. This indicates that despite of difficulty in their personal life as well as the day-to-day challenges face in the work situation, said faculty are able to control their emotions from their personal to work situations and are still determined and motivated as a teacher and are willing to share their knowledge and expertise for the benefits of the students and to the school in general.

**Table 4. Emotional Competence of San Agustin Institute of Technology Faculty in terms of Personal Competence on Self-Motivation.**

SELF-MOTIVATION	MEAN	SD	DESCRIPTION
1. I strive to improve for excellence.	3.89	0.91	Most of the time
2. I commit myself to the goals of the group.	4.23	0.67	Always

3. I take initiative to act on opportunities.	4.40	0.66	Always
4. I persist in pursuing goals despite obstacles and setbacks.	4.13	0.73	Most of the time
Over All Mean	4.16	0.74	Most of the time

Legend:

- 1.00 – 1.80 none at all
- 1.81 – 2.60 Seldom
- 2.61 – 3.40 Sometimes
- 3.41 – 4.20 Most of the time
- 4.21 – 5.00 Always

They are the faculty that have emotional self-control, adaptability, high achievement, and have positive outlook.

In fact, both high school and college faculty always take initiative to act on opportunities with a mean of 4.40 and commit themselves to the goals of the group with a mean of 4.23. This directs that said faculty are willing to take roles or tasks that is feasible to their schedule and lifestyle and that is constructively regard to the vision and mission statement of the school in general while delaying gratification.

This point out that said faculty can live a simple way of life and are not pressured with material things. Instead, they are the kind of faculty that have high regard of being upright, has the perseverance and patience to work for the benefit of the students and to the school in general.

Lee (2003) and Abraham (1999) researches have shown that there are links between emotional competence and job satisfaction. Faculty who have higher emotional competence level have stronger connections with co-faculty and department heads since these are the kind of faculty who likely adapt to changes in the work environment and lead to a more psychologically meaningful job tasks resulted when those tasks included positive interactions with co-faculty.

In addition, emotional awareness helps teachers attend to their own emotions, while simultaneously attending to the cognitive and emotional needs of their students (Hargreaves, 2005). Teachers significantly influence the holistic emotional climate in the classrooms (Miller and Pedro, 2006). As academic leaders, teachers lead students in the classroom using cognition and affect. With cognition, they identify and present clear learning objectives, and they structure curriculum in a logical and relative manner. With affect, they interject positive emotions that hold and direct students' attention to the curriculum and continuously monitor classroom emotions.

Kort, Reilly, and Picard (2001) further claimed in their study that when teachers develop and exercise abilities to understand emotions in the classroom and the role of emotions in learning, they begin to create emotionally supported classrooms. Teachers who accurately identify their emotions and the emotions of students can better assist students in learning.

Emotional Competence of San Agustin Institute of Technology Faculty in terms Of Social Competence on Empathy

Table 5 shows the emotional competence of San Agustin Institute of Technology Faculty in terms of social competence on empathy with an overall mean of 3.99 and describe as most of the time.

This gives direction that both high school and college faculty are highly competent and are consistent of being capable of taking someone else’s perspective that is having a positive emotional states such as valuing others, love, and compassion.

The study further reveals that faculty recognize and meet needs of people they serve with a mean of 4.28 and describe as always, and closely followed with the statement that “I sense development needs of others and bolster their abilities” with a mean of 4.15 and describe as most of the time.

This leads that at all times both high school and college faculty of San Agustin Institute of Technology has the ability to observe, understand and sensitive to the feelings and emotions of others. They are empathic faculty and they are better listeners and tend to be better performers. They have the ability for sympathetic involvement with others' emotional experiences (Vij, et al., 2010). As a matter of fact, said faculty are most of the time cultivate opportunities through different kinds of people (3.94), can sense other’s feelings and are concerned for others (3.81) and can read a group’s emotional currents and power relationships (3.75).

Table 5. Emotional Competence of San Agustin Institute of Technology Faculty in terms of Social Competence on Empathy.

EMPATHY	MEAN	SD	DESCRIPTION
1. I can sense other’s feelings and I am concerned for them.	3.81	0.90	Most of the time
2. I sense development needs of others and bolster their abilities.	4.15	0.72	Most of the time
3. I recognize and meet needs of people I serve.	4.28	0.60	Always
4. I cultivate opportunities through different kinds of people.	3.94	0.77	Most of the time
5. I can read a group’s emotional currents and power relationships.	3.75	0.62	Most of the time
Over All Mean	3.99	0.72	Most of the time

Legend:

- 1.00 – 1.80 none at all
- 1.81 – 2.60 Seldom
- 2.61 – 3.40 Sometimes
- 3.41 – 4.20 Most of the time
- 4.21 – 5.00 Always

This specify that both high school and college faculty of San Agustin Institute of Technology could better understand students experiences, perspectives, intentions and do even understand students body language. They are better at perceiving and evaluating student’s attitude, testing student’s knowledge and skills and feedback. Said faculty, can even stimulate and are experienced teaching skills who are good at understanding and communicating about others’ perspectives and experiences, and consequently could be more open to being evaluated and receiving feedback also (Hojat, 2007).



It is observed in the school community that whenever there are faculty who are in need, the school administration, faculty and staff do share their treasures to the said faculty and are also willing to share time and talent that would help uplift the faculty from personal challenges.

In addition, the students of the San Agustin Institute of Technology are given full attention by the faculty. Once the students are absent, the students are required to see the disciplinarian for the high school department and coordinator for student affairs and services for the college department to seek admission slip before they can come in the classroom of the subject teachers, and once the students found for continuous tardiness and absences, the adviser or the chairperson will call the parents attention of the students. In fact, it is practice in the school, that there is an active participation of parents during the parents meeting even in the college department.

Lastly, students are closely monitored on their subjects performance so that parents attention will immediately be called upon for conference to prevent from drop out or otherwise failure in the subjects.

Emotional Competence of San Agustin Institute of Technology Faculty in terms Of Social Competence on Social Skills

Table 6 presents the emotional competence of San Agustin Institute of Technology faculty in terms of social competence on social skills with an overall mean of 4.17 and describe as most of the time. These specify that both high school and college faculty of the said institution are highly competent on conversation skills, cooperative behavior, and the acceptance of authority. They are the kind of faculty that has the ability to achieve personal goals in social interaction while simultaneously maintaining positive relationships with others over time and across settings (Rubin et al., 1995).

**Table 6. Emotional Competence of San Agustin Institute of Technology Faculty in terms of Social Competence on Social Skills.**

SOCIAL SKILLS	MEAN	SD	DESCRIPTION
1. I can persuade people easily.	3.87	0.90	Most of the time
2. I listen openly.	4.47	0.61	Always
3. I can resolve conflicts.	4.04	0.78	Most of the time
4. I can inspire and guide individuals and groups.	4.13	0.71	Most of the time
5. I initiate or manage change.	4.13	0.79	Most of the time
6. I easily make friends with people.	4.15	0.86	Most of the time
7. I cooperate with others for the attainment of a group goal.	4.28	0.72	Always
8. I make others work as a team.	4.28	0.84	Always
Over All Mean	4.17	0.78	Most of the time

Legend:

- 1.00 – 1.80 none at all
- 1.81 – 2.60 Seldom
- 2.61 – 3.40 Sometimes
- 3.41 – 4.20 Most of the time

4.21 – 5.00 Always

As it can be gleaned in table 5 that the faculty always listen openly (4.47), cooperate with others for the attainment of a group goal (4.28), and make others work as a team (4.28). This confirms the study of Wolf (2005) that the said faculty has the individual ability to read a group's emotional currents and power relationships (Wolff 2005) and therefore, knows when to adjust situations that each faculty will be able to work effectively and efficiently for the attainment of group goal and thereby realize the vision and mission statement of the school in general.

Summary Table on the Emotional Competence of San Agustin Institute of Technology Faculty

Table 7 presents the summary table on the emotional competence of San Agustin Institute of Technology faculty. Overall findings reveal that the personal competence of both high school and college faculty has an overall mean of 4.20 and describe as most of the time.

**Table 7. Summary Table on the Emotional Competence of San Agustin Institute of Technology Faculty**

Emotional Competence	MEAN	SD	DESCRIPTION
<b>Personal Competence</b>			
Self-Awareness	4.19	0.68	Most of the Time
Self-Regulation	4.24	0.71	Always
Self-Motivation	4.16	0.74	Most of the Time
Overall Mean	4.20	0.71	Most of the Time
<b>Social Competence</b>			
Empathy	3.99	0.72	Most of the Time
Social Skills	4.17	0.78	Most of the Time
Overall Mean	4.08	0.75	Most of the Time
Overall Mean	4.15	0.73	Most of the time

Legend:

- 1.00 – 1.80 none at all
- 1.81 – 2.60 Seldom
- 2.61 – 3.40 Sometimes
- 3.41 – 4.20 Most of the time
- 4.21 – 5.00 Always

This outcomes shows that said faculty are highly competent and upkeep with their personal emotions. They are clear about their own and other people’s feelings, capable of controlling their emotions, are capable of communicating their feelings to others, and capable of influencing other people’s feelings. In addition, both high school and college faculty are high in social competence with an overall mean of 4.08 and describe as most of the time. This point forward that said faculty are capable

of taking someone else’s perspective, cheerful and satisfied with their lives, confident and likely to look on the bright side of life, capable of withstanding pressure and regulating stress, accomplished networkers with excellent social skills, and finally, flexible and willing to adapt to new conditions.

As a result, faculty having high in social competencies lead to building strong networks within work groups as well as with supervisors. Theoretically, emotional intelligence will have “a positive effect on the organizational outcomes of work-group cohesion, congruence between self and supervisor appraisals of performance, employee performance, organizational commitment, and organizational citizenship” (Emmerling and Boytazis, 2012).

Teacher’s Level of Stress of San Agustin Institute of Technology Faculty

Table 8 summarized the level of stress encountered by the teachers of San Agustin Institute of Technology. Based on the result, if arranged from highest to the lowest rank based on the mean computation, items 25, 6, 5, 24, and 28 are on the top five which has a mean ranging from 3.41- 4.20 and has a quantitative description of stressful. The first five statements had something to do with the work overload of a teacher. Which means that teachers tends to become stressful when given so much work overloads, this dimension of work overload seems to be the major issue concerning both the secondary and tertiary school teachers.

In addition, items 9, 7, 2, 22, 10, 23, 3, 1, 13, 26, 4, 21, 11, 12, 14, 15, 29, 19 and 8 got a mean ranging from 2.61-3.40 and has a qualitative description of moderately stressful, this items has something to do with work overload, professional status, and the changes that teachers are facing. Moreover, items 27, 20, 18, 17, and 16, got a mean ranging from 1.81-2.60 and a qualitative description of mild stressful, on the contrary, teachers found these items to be less stressful in relation to their concern over their selves and also in regards of their personal achievement. In general, the respondents encountered moderate level of stress on their day-to-day teaching professions as reflected on the result of the study.

**Table 8. Teacher’s Level of Stress of San Agustin Institute of Technology Faculty**

Level of Stress	Mean	Description
1. I easily over-commit myself.	3.18	Moderately Stressful
2. I have little time to relax or enjoy the time of day.	3.32	Moderately Stressful
3. There is not enough time to get things done.	3.20	Moderately Stressful
4. There is little time to prepare for my lessons or responsibilities.	3.02	Moderately Stressful
5. There is too much work to do.	3.56	Stressful
6. The pace of the school day is too fast.	3.68	Stressful
7. My personal priorities are being shortchanged due to time demands.	3.32	Moderately Stressful
8. I am not progressing in my job as rapidly as I would like.	2.60	Mild Stressful
9. I need more status and respect on my job.	3.38	Moderately Stressful
10. I lack recognition for the extra work and/or good teaching I do.	3.26	Moderately Stressful

11. I am easily angered by others' undesirable attitudes and behavior.	2.98	Moderately Stressful
12. I feel trapped by circumstances, demands, and obligations.	2.95	Moderately Stressful

Table 8. Continued.

Level of Stress	Mean	Description
13. I often delay doing things that I feel I ought to do now.	3.15	Moderately Stressful
14. I experience insecurity and anxiety about my future.	2.90	Moderately Stressful
15. I find responsibility difficult to handle.	2.78	Moderately Stressful
16. I find my life unfulfilling and meaningless.	2.15	Mild Stressful
17. I often feel inadequate, inferior, unworthy, and guilty.	2.32	Mild Stressful
18. I am extremely impatient and easily frustrated.	2.46	Mild Stressful
19. I find it difficult to make decisions and stick with them.	2.63	Moderately Stressful
20. I am harsh and demanding with myself.	2.51	Mild Stressful
21. I blame myself for mistakes, defeats, and failures.	2.98	Moderately Stressful
22. I experience anxiety about undertaking new jobs.	3.27	Moderately Stressful
23. I worry a great deal about my work and my loved ones.	3.23	Moderately Stressful
24. I feel emotionally exhausted from my work.	3.44	Stressful
25. I feel physically exhausted at the end of the workday.	3.74	Stressful
26. I feel extremely tired when I get up in the morning and have to face another day on the job.	3.12	Moderately Stressful
27. I feel frustrated in teaching.	2.56	Moderately Stressful
28. I feel I am working too hard on my job.	3.41	Stressful
29. I worry that teaching is hardening me emotionally.	2.71	Moderately Stressful
Overall Mean	3.03	Moderately Stressful

Legend: 1.00 – 1.80 Not Stressful  
 1.81 – 2.60 Mild Stressful  
 2.61 – 3.40 Moderately Stressful  
 3.41 – 4.20 Stressful  
 4.21-5.00 Highly Stressful

The level of stress encountered by the teachers of San Agustin Institute of Technology has an overall mean of 3.03 and has a qualitative description of moderately stressful. The result above is supported by the study of Azizi Yahaya (2012) which stated that stress level among the secondary

school teachers caused by workloads, interpersonal relationship, student disciplinary problem and school rules aspects lie at medium level. It is proven by the high percentage on medium category of respondents in every aspect that have been included in the research. The most dominant factors of stress among respondents are student disciplinary problem aspect. It shows that student disciplinary problem is the main factor in causing stress among the teachers. From the research, results show that overall level of stress among respondents lie at medium level. Researcher feels that level of stress among secondary school teachers is still in normal condition. According to Hock & Roger (1996), the degree of stress which teachers experience is positively related to the degree which he/she perceives as a lack of control over a potentially threatening situation. Kyriacou & Chien (2004) found that 26 percent of the teachers reported that being a teacher was very or extremely stressful. According to Kyriacou, Kunc, Stephens, & Hultgreen (2003), higher levels of dissatisfaction with work and occupational stress have been associated with teacher performance, absenteeism and leaving the job. Kyriacou (2001) listed the main sources of stress faced by teachers as teaching pupils who lacked motivation, maintenance of discipline, time pressures and workload, coping with changes, being evaluated by others, dealing with colleagues, self-esteem and status, administration and management, role conflict and ambiguity and poor working conditions and these could also affect teachers' productivity as earlier research work had shown. The study conducted by Ololube (2005) assessed the relationship between the level of teachers' job satisfaction, motivation and their teaching performance in Rivers State, Nigeria. The results of the survey revealed that teachers' dissatisfaction was associated with educational policies, administration, pay and fringe benefits, material rewards and advancement. Also, Lee (2006) found that the job satisfaction of Primary school teachers was closely associated with salary level and welfare conditions.

Moreover, Stress in teaching profession restrains the quality of the teachers and the same creates a misery in the minds of the teachers due to heavy workload, unsecured state of job, low pay emoluments, lack of career development, lack of communication, harassments in the school or college by peer teachers/workers/students/others, family and financial problems (Kyriacou 2001).

Level of Teaching Performance of San Agustin Institute of Technology Faculty in Terms of Personality

Table 9 displays the teaching performance level of San Agustin Institute of Technology faculty in terms of personality with an overall mean of 4.18 and describe as very good. This indicates that teacher's personality among the high school and college faculty of the said institution are upright and found to have an effect on how well the teacher analyzed student needs, how much time the teacher spent on instruction and management, how much time the students spent on engaged learning (Phillips, Carlisle, and Larson, 1985).

In detail, said faculty shows self-confidence and good composure (4.33), treats students with respect and fairness (4.23), and has the efficient use of time (4.23) and describe as excellent, respectively. The findings signified from the study conducted by Chu (2003) that teachers necessary to be effective must posit the most important characteristics such as knowledge of subject matter, a caring, and compassionate personality, enthusiasm, organization, a sense of humor, and a love of students.

Table 9. Level of Teaching Performance of San Agustin Institute of Technology Faculty in Terms of Personality

TEACHER PERSONALITY	MEAN	SD	DESCRIPTION
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1. Shows self-confidence and good composure	4.33	0.76	Excellent
2. Uses refined and professional language	4.17	0.79	Very Good
3. Is respectable	4.13	0.82	Very Good
4. Shows competence in the use of the medium of instruction	4.10	0.80	Very Good
5. Treats students with respect and fairness	4.23	0.86	Excellent
6. Has the ability to explain clearly and effectively	4.10	0.88	Very Good
7. Efficient use of time	4.23	0.94	Excellent
8. Mastery of the subject	4.17	0.91	Very Good
9. Promptness and regularity in reporting and dismissing the class	4.17	0.65	Very Good
10. Has close rapport with the students.	4.20	0.81	Very Good
<b>Over All Mean</b>	<b>4.18</b>	<b>0.82</b>	<b>Very Good</b>

**Legend:**

- 1.00 – 1.80 Poor
- 1.81 – 2.60 Fair
- 2.61 – 3.40 Good
- 3.41 – 4.20 Very Good
- 4.21 – 5.00 Excellent

In addition, said faculty has close rapport with the students, uses refined and professional language, has mastery of the subject, and, promptness and regularity in reporting and dismissing the class with a mean of 4.20 and 4.17, respectively, describe as very good. This expresses that faculty has the personality and competence to teach who are considered as effective classroom teachers, tend to be well-organized managers in control of the class as a whole, anticipate rather than merely respond to disruptive factors in classroom life, are academically task-oriented and use a high level of direct instructional verbalization in order to elicit a high level of active student response (Yates and Yates, 1990).

### **Level of Teaching Performance of San Agustin Institute of Technology Faculty in Terms of Teaching Skills**

Teaching performance level of San Agustin Institute of Technology Faculty in terms of teaching skills is shown in Table 10 with an overall mean of 3.99 and describe as very good. This point out that both high school and college faculty of the said institution have high teaching performance and teaching skills starting from 'how to begin a lesson' to 'closing stage skills' (Vijaya Kumari, & Naik, 2016).

Study further shows that said faculty encourage their students to explain their ideas or ask questions about the topic (4.17), is very competent and knowledgeable of his/her subject matter (4.07), employs different teaching techniques and strategies always (4.03), makes lessons interesting and relevant (4.03), provide different viewpoints for contrasts and comparison (4.03), and students attention

is secured and maintained (4.00), and describe as “very good”, respectively. This specifies that said faculty teaching skills falls on the four teaching skills categories which are presentation and providing skills, questioning skills, attending skills and teaching styles/attitudes skills (Meleca et al., 1981).

Table 10. Level of Teaching Performance of San Agustin Institute of Technology Faculty in Terms of Teaching Skills

TEACHING SKILLS	MEAN	SD	DESCRIPTION
1. Is very competent and knowledgeable of his/her subject matter	4.07	0.91	Very Good
2. Employs different teaching techniques and strategies always	4.03	0.96	Very Good
3. Ask questions that can provoke critical thinking	3.83	0.91	Very Good
4. Gives tests and other evaluation measures fairly and challenging	3.90	0.92	Very Good
5. Makes lessons interesting and relevant	4.03	0.89	Very Good
6. Topics are linked appropriately to one another and to the entire course	3.87	0.94	Very Good
7. Enriched with appropriate examples and illustrations	3.93	0.83	Very Good
8. Different viewpoints are given for contrasts and comparison	4.03	0.72	Very Good
9. Students attention is secured and maintained	4.00	0.74	Very Good
10. Students are encouraged to explain their ideas or ask questions about the topic	4.17	0.70	Very Good
Over All Mean	3.99	0.85	Very Good

Legend:

- 1.00 – 1.80 Poor
- 1.81 – 2.60 Fair
- 2.61 – 3.40 Good
- 3.41 – 4.20 Very Good
- 4.21 – 5.00 Excellent

This means that both high school and college faculty has taken the real meaning of teaching and ultimately choose instructional strategy that is compatible with the objectives of instruction, the level of students to be taught, the nature of the school as a catholic institution, and the nature of faculty’s own experience and expertise with the appropriate instructional plan.

Level of Teaching Performance of San Agustin Institute of Technology Faculty in Terms Teaching Effectiveness

Table 11 displays the teaching performance level of San Agustin Institute of Technology faculty in terms of teaching effectiveness with an overall mean of 4.07 and describe as very good. This point

out that both high school and college faculty of San Agustin Institute of Technology embraces the important drivers of teaching effectiveness which are: having a student focus; commitment to teaching (as a profession); high levels of preparation/organization; the ability to link subject matter to the practice environment; and, instructor skills and attributes (Wygala, Watty, & Stout, 2014).

Furthermore, it can be gleaned in the table that said faculty comes to class well-prepared with a mean of 4.30 and describe as excellent. Findings closely followed with the following items: made use of method of instruction and rate of coverage are adjusted to students learning abilities (4.20), answers questions convincingly (4.17), provide opportunities for meaningful interaction and collaboration for the students (4.10), gives assignment that reinforces or enriches the lessons (4.07), provides variety of activities and learning resources including the utilization of technology (4.03), is able to discover and remedy difficulties and errors that arise in the class (4.03), and manage the class and controlled efficiently (4.03) and describe as very good, respectively.

Table 11. Level of Teaching Performance of San Agustin Institute of Technology Faculty in Terms Teaching Effectiveness

TEACHING EFFECTIVENESS	MEAN	SD	DESCRIPTION
1. Is able to discover and remedy difficulties and errors that arise in the class	4.03	0.67	Very Good
2. Answers questions convincingly	4.17	0.75	Very Good
3. Explains, illustrates, discusses, etc the lesson and assignment clearly	3.83	0.79	Very Good
4. Returns corrected and graded quizzes, projects, assignments, etc	3.97	0.81	Very Good
5. Gives assignment that reinforces or enriches the lessons	4.07	0.78	Very Good
6. Comes to class well-prepared	4.30	0.65	Excellent
7. Variety of activities and learning resources including technology are utilized	4.03	0.72	Very Good
8. Provide opportunities for meaningful interaction and collaboration for the students	4.10	0.71	Very Good
9. Method of instruction and rate of coverage are adjusted to students learning abilities	4.20	0.76	Very Good
10. Class is managed and controlled efficiently	4.03	0.72	Very Good
Over All Mean	4.07	0.74	Very Good

Legend:

- 1.00 – 1.80 Poor
- 1.81 – 2.60 Fair
- 2.61 – 3.40 Good
- 3.41 – 4.20 Very Good
- 4.21 – 5.00 Excellent

This direct that both high school and college faculty of San Agustin Institute of Technology are very effective in their teaching. Their teaching effectiveness is measured based on the dimensions of Centra (1981): the (1) ability to communicate well, (2) positive attitudes toward students, (3) extensive knowledge of the subject matter, (4) good organizational skills, (5) enthusiasm about the subject, (6) fairness in exams and grading, (7) flexibility, and (8) encouragement of students to think for themselves. Therefore, said faculty teaching effectiveness put emphasis on adequacy of instructor preparation, instructor ability to explain, knowledge of the subject matter, availability, and breadth of course coverage.

Level of Teaching Performance of San Agustin Institute of Technology Faculty in Terms of Classroom Management and Use of Instructional Time

Table 12 exhibits the teaching performance level of San Agustin Institute of Technology Faculty in terms of classroom management and the use of instructional time with an overall mean of 4.20 and describe as very good.

Burden (2003) study shows that effective classroom management includes the following strategies: using consistent and proactive discipline; establishing routines for daily tasks and needs; making smooth transitions from activity to activity; using space and proximity as a method of preventing trouble areas in the classroom; handling routines in the classroom promptly, efficiently, and consistently; and preparing lesson plans in advance.

The study of Burden (2003) put an emphasis on the findings of this study that both high school and college faculty of San Agustin Institute of Technology have classroom management and use of instructional time excellently on the following items: sets the physical order and regular positive discipline in the classroom (4.30), reporting system enhance learning (4.30), and impact of the instruction in the acquisition of skills of the learners (4.23).

Table 12 exhibits the teaching performance level of San Agustin Institute of Technology Faculty in terms of classroom management and the use of instructional time with an overall mean of 4.20 and describe as very good.

Table 12. Level of Teaching Performance of San Agustin Institute of Technology Faculty in Terms of Classroom Management and Use of Instructional Time

CLASSROOM MANAGEMENT AND USE OF INSTRUCTIONAL TIME	MEAN	SD	DESCRIPTION
Creates an atmosphere of ease and security in the classroom	4.07	0.74	Very Good
Comes to class on time	4.17	0.75	Very Good
Ends the class on time	4.10	0.80	Very Good
Holds class during instructional time	4.13	0.78	Very Good
Sets the physical order and regular positive discipline in the classroom	4.30	0.70	Excellent
Impact of the instruction in the acquisition of Skills of the learners	4.23	0.77	Excellent

There is evidence of professional updating	4.07	0.74	Very Good
Resourceful in relating subjects and explanations not confirmed in the book	4.27	0.64	Excellent
Reporting system enhance learning	4.30	0.65	Excellent
Students are asked to share their learning difficulties	4.20	0.76	Very Good
<b>Over All Mean</b>	<b>4.20</b>	<b>0.73</b>	<b>Very Good</b>

Legend:

- 1.00 – 1.80 Poor
- 1.81 – 2.60 Fair
- 2.61 – 3.40 Good
- 3.41 – 4.20 Very Good
- 4.21 – 5.00 Excellent

Burden (2003) study shows that effective classroom management includes the following strategies: using consistent and proactive discipline; establishing routines for daily tasks and needs; making smooth transitions from activity to activity; using space and proximity as a method of preventing trouble areas in the classroom; handling routines in the classroom promptly, efficiently, and consistently; and preparing lesson plans in advance.

The study of Burden (2003) put an emphasis on the findings of this study that both high school and college faculty of San Agustin Institute of Technology have classroom management and use of instructional time excellently on the following items: sets the physical order and regular positive discipline in the classroom (4.30), reporting system enhance learning (4.30), and impact of the instruction in the acquisition of skills of the learners (4.23).

The findings of this study suggest a consistency on the study of Burden (2003) and shows that the said faculty have effective classroom management as well as the use of instructional time. They are the kind of faculty that teaches for the betterment of the students and not for salary.

### Summary Table on the Teaching Performance of San Agustin Institute of Technology Faculty

Table 13 exhibits the summary table on the teaching performance of San Agustin Institute of Technology Faculty with an overall mean of 4.11 and describe as very good. Findings puts forward that both high school and college faculty have high teaching performance.

In fact, said faculty are almost excellent in their classroom management and use of instructional time which is the very important indicator in teaching performance with an overall mean of 4.20 and describe as very good, and closely followed by the teaching personality indicator with an overall mean of 4.18 and describe also as very good.

Table 13. Summary Table on the Teaching Performance of San Agustin Institute of Technology Faculty

Teaching Performance Indicators	MEAN	DESCRIPTION
Teaching Personality	4.18	Very Good
Teaching Skills	3.99	Very Good



Teaching Effectiveness	4.07	Very Good
Classroom Management and Use of Instructional Time	4.20	Very Good
Overall Mean	4.11	Very Good

Legend:

- 1.00 – 1.80 Poor
- 1.81 – 2.60 Fair
- 2.61 – 3.40 Good
- 3.41 – 4.20 Very Good
- 4.21 – 5.00 Excellent

Overall, Curtin and Garcia (2011) stresses that teaching performance considered specifically on employability asset and adequate performance at work. It commonly considers five subscales like task orientation (e.g. learns quickly, initiates activity), social skills (ability to relate to co-workers), work motivation (ability to accept routine assignments and respond to change), work conformance (conforms to rules and regulations), and personal presentation (ability to respond appropriately to authority figures).

Correlation Analysis between Emotional Competence and Teaching Performance of San Agustin Institute of Technology Faculty

The correlation analysis on the relationship between emotional competence, level of stress and teaching performance of San Agustin Institute of Technology Faculty is summarized in Table 14.

As presented, the emotional competence variables on self-regulation, self-motivation, empathy, and social skills revealed to have a high positive correlation with the teaching performance of San Agustin Institute of Technology faculty as indicated by a correlation coefficient of 0.633, 0.681, 0.622, and 0.735 with a p-value of 0.000, respectively, which is significant at both 0.05 and 0.01 level. The level of stress, on the other hand, revealed to have a negative high correlation with the teaching performance indicating that the level of stress can cause low teaching performance.

Table 14. Correlation Analysis between Emotional Competence and Teaching Performance of San Agustin Institute of Technology Faculty

Independent Variables: Emotional Competence	Dependent Variable: Teaching Performance			
	Correlation Coefficient (r)	p-value	Degree	Interpretation
Self-Awareness	0.585	0.000	Moderate	Significant
Self-Regulation	0.633	0.000	High	Significant
Self-Motivation	0.681	0.000	High	Significant

Empathy	0.622	0.000	High	Significant
Social Skills	0.735	0.000	High	Significant
Level of Stress	-0.751	0.000	High	Significant

\*\*Correlation is significant at 0.01 level (2-tailed)

\*Correlation is significant at 0.05 level (2-tailed)

This finding is best supported from the study of Hargreaves (1998) that the heart of teaching resides in emotions. Hargreaves made four points about emotions and teaching: (1) teaching is an emotional practice; (2) teaching and learning involve emotional understanding; (3) teaching is a form of emotional labor; and (4) teachers' emotions are inseparable from their purpose of teaching. Hargreaves contends that teachers' emotions influence their teaching style and students' successes or failures. When teachers understand their emotions, they can relate those emotions to the present situation of students. Hargreaves concludes with a claim that building emotional understanding is essential to influencing students' emotions, motivation, attention, and academic learning.

Meanwhile, emotional competence on self-awareness shows a positive moderate relationship on the teaching performance of San Agustin Institute of Technology Faculty. This findings shows a parallel findings to the study conducted by Kort, Reilly, and Picard (2001) claimed that teachers who accurately identify their emotions and the emotions of students can better assist students in learning. Thus, null hypothesis which states “There is no relationship between the emotional competence and teaching performance of San Agustin Institute of Technology Faculty” is rejected.

Miller and Pedro (2006) put forward that teaching is an emotional practice that shapes student-teacher interactions and relationships. Research into the emotional dimension of teaching suggests that teachers increase students' learning potential when teachers demonstrate caring, positive behavior; encourage effort; express concern for their students' well-being; value students' participation; and show respect.

Further, high level of stress will lead into work unsatisfactory, work absentee, and works abandon. Stress adapting reactions of a teacher includes psychological reactions (anxiety and sadness), physiological (headache, high blood pressure) and attitude related (alcohol and smoking addiction, lifestyle and insomnia). Bad working environment will lead into stress factor and causing work unsatisfactory. Ultimately, a teacher will have desire to leave their profession (Kyriacou & Sutcliffe, 1978b). High stress level of a teacher causes disappointment, aggressive behavior, anxiety, avoidance of work, absentee, and poor works performance (Kaiser & Polczynski, 1982).

Stepwise Regression Analysis on the Level of Competence, Level of Stress, And Teaching Performance of the Teachers

Table 15 shows the stepwise regression analysis of self-awareness, self-regulation, self-motivation, empathy, social skills, and level of stress against the dependent variable teaching performance. The table includes beta coefficients, individual t-value of the variables at the level of significance at 0.05.

Self-awareness, self-regulation, self-motivation, empathy, social skills revealed to have significant influence with the teaching performance with the individual t-value of their beta coefficients (3.146, 3.483, 3.51, 3.428, and 3.719) and their corresponding p-value are less than the level of significance (0.05). Notice that the beta coefficient of these variables are positive, this indicates that there is a 0.774 increase in teaching performance per unit increase of self-awareness, there is 0.944 increase in teaching performance per unit increase of self-regulation, there is 0.965 increase in teaching performance per unit increase of self-motivation, there is 0.860 increase in teaching performance per unit increase of empathy, and an increase of 1.067 in teaching performance if there is a unit increase of social skills. Moreover, the variable level of stress has a beta coefficient of -1.323, but has a p-value of 0.00 lower than the 0.05 level of significant, and therefore, the level of stress have significant influence on the teaching performance of San Agustin Institute of Technology. However, since the sign is negative, it would mean that there is a -1.323 decrease in teaching performance per unit increase in the level of stress.

Table 15. Stepwise Regression Analysis on the Level of Competence, Level of Stress, And Teaching Performance of the Teachers

Independent Variables in the Model	Dependent Variable: Teaching Performance				
	Beta Coefficient	Std. Error	t-value	p-value	Interpretation
Constant	1.015	0.229	4.432	0.000	--
Self-Awareness	0.774	0.246	3.146	0.000	Significant
Self-Regulation	0.944	0.271	3.483	0.000	Significant
Self-Motivation	0.965	0.275	3.51	0.000	Significant
Empathy	0.860	0.251	3.428	0.000	Significant
Social Skills	1.067	0.287	3.719	0.000	Significant
Level of Stress	-1.323	0.345	-3.836	0.000	Significant
R = 0.759		Adj. R <sup>2</sup> = 0.571		S = 0.340	

Hence, the regression model that can significantly predict the teaching performance of San Agustin Institute of Technology is:

$$Y = 1.01 + 0.77x_1 + 0.944x_2 + 0.965x_3 + 0.860x_4 + 1.067x_5 + -1.323x_6$$

- Where:
- 0.774 is constant
  - X<sub>1</sub>= Self-Awareness
  - X<sub>2</sub>= Self-Regulation
  - X<sub>3</sub>= Self-Motivation
  - X<sub>4</sub>= Empathy
  - X<sub>5</sub>= Social Skills
  - X<sub>6</sub>= Level of Stress

The table also shows the individual standard error of estimates of the beta coefficient of the independent variables. As to the accuracy of prediction of the teaching performance, it shows that the standard error of estimate is  $S = 0.340$ . This is the square root of the average squared error of prediction and used as a measure of accuracy of prediction. The smaller the value of standard error, the more the accurate the prediction is. The  $R^2$  of the regression model is 0.571 which means that 57% of the variation of the teaching performance is explained by its linear relationship with self-awareness, self-regulation, self-motivation, empathy, social skills, and level of stress.

The result is supported by the study of Goleman, (1989) and Abraham, (2004) which stated that the competencies of emotional awareness, accurate self-assessment, and self-confidence may be perceived as providing a road map toward making necessary adjustments on the job, managing uncontrolled emotion, motivating oneself, and assessing others' feelings, thereby developing the social skills to lead and motivate. Feelings are capable of assessing whether actions are in keeping with personal values. Choices made with values and feelings in congruence "feel right" and propel the individual to direct all of his or her energy toward pursuing them. Further, A person that can correctly identify his/her own emotions has the possibility of developing a social competence in empathy or conflict management (Vaida and Opre, 2014). Empathic faculty are better listeners and tend to be better performers. They have the ability for sympathetic involvement with others' emotional experiences (Vij, et al., 2010). It is also the ability to observe, understand and be sensitive to the feelings and emotions of others. It is labeled emotional appraisal of others (Wong and Law, 2002; Chee and Choong, 2013).

Contrasting to the positive result of this study, high stress level of a teacher causes disappointment, aggressive behavior, anxiety, avoidance of work, absentee, and poor works performance (Kaiser & Polczynski, 1982). In addition, Stress is a psychological and physiological reaction to situation that affects individual total well-being. Selye (1978) defined stress as any external events or internal drive which threatened to upset the organism equilibrium. While, Kyriacou & Sutcliffe (1978) defined teacher stress as a response to negative effect such as anger or depression by a teacher, usually accompanied by potentially pathogenic, physiological and biochemical changes resulting from the aspects of the teacher's job and mediated by the perception that the demands made upon the teacher constituted a threat to his or her self-esteem or well-being and by coping mechanisms activated to reduce the perceived threat. Moreover, Stress in teaching profession restrains the quality of the teachers and the same creates a misery in the minds of the teachers due to heavy workload, unsecured state of job, low pay emoluments, lack of career development, lack of communication, harassments in the school or college by peer teachers/workers/students/others, family and financial problems (Kyriacou 2001).

## **SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS**

This chapter contains the summary of findings, the conclusions extracted from the given findings and the recommendations based from the conclusions.

### **Summary**

In general, this study evaluated the relationship between the emotional competence, level of stress, and teaching performance of the San Agustin Institute of Technology faculty. Specifically, this study aimed to: 1.) assess the level of emotional competence of San Agustin Institute of Technology teachers; 2.) identify the level of stress of San Agustin Institute of Technology teachers; 3.) ascertain the level of teaching performance of San Agustin Institute of Technology teachers; 4.) correlate the

teaching performance, emotional competence, and level of stress; and 5.) identify the variables that best predict the level of teaching performance of San Agustin Institute of Technology teachers.

This study was conducted at San Agustin Institute of Technology, Valencia City, Bukidnon commonly known as SAIT. The school is located in Valencia City, Bukidnon, Philippines and offers pre-school education up to college education. The respondents of the study are the 25 high school and 26 college teacher-respondents.

The researcher made use of the questionnaire of Emotional Intelligence and Competence, an adopted international research-based questionnaire was used to measure the level of stress, and a questionnaire provided by the San Agustin Institute of Technology Personnel Manual to evaluate the teaching performance of the teachers.

Descriptive statistics was used for the summary and analysis of the data including frequencies, percentage, means, and standard deviations. In addition, Weighted Mean was used to answer the first, second, and third objectives of the study, Pearson r coefficient correlation was used to correlate the variables, and Stepwise Regression Analysis was used to find out predictors of the study.

Findings of the study revealed that faculty of San Agustin Institute of Technology were emotionally highly competent as revealed in the overall mean of 4.15.

In addition, the respondents encountered moderate level of stress on their day-to-day teaching professions as reflected on the result of the study. The level of stress encountered by the teachers of San Agustin Institute of Technology has an overall mean of 3.03 and has a qualitative description of moderately stressful.

Teachers have high teaching performance, as revealed in the result with an overall teaching performance mean of 4.11 or very good.

Further, the emotional competence variables on self-regulation, self-motivation, empathy, and social skills revealed to have a high positive correlation with the teaching performance. The level of stress, on the other hand, revealed to have a negative correlation with the teaching performance indicating that the level of stress can cause low teaching performance.

Nevertheless, the stepwise regression analysis findings had attributed to the fact that 57% of the variation of the teaching performance is explained by its linear relationship with self-awareness, self-regulation, self-motivation, empathy, social skills, and level of stress. Hence, the regression model that can best predict the teaching performance is  $Y = 1.01 + 0.77x_1 + 0.944x_2 + 0.965x_3 + 0.860x_4 + 1.067x_5 - 1.323x_6$ . Study further revealed that self-awareness, self-regulation, self-motivation, empathy, social skills, and level of stress are the variables that can best predict the teaching performance.

## **Conclusions**

Based on the findings, the following conclusions were drawn:

The respondents of the study are the teachers from high school and college department of San Agustin Institute of Technology. The research is participated by 51 teachers.

High school and college faculty were highly competent and they are clear about their own and other people's feelings, capable of controlling their emotions, capable of communicating their feelings to others, and capable of influencing other's feelings.

High school and college faculty have high teaching performance that has personal presentation, are task oriented, has social skills, motivated to work, and has conformance to work.



Emotional competence and teaching performance of both high school and college faculty are significant.

The respondents encountered moderate level of stress on their day-to-day teaching professions as reflected on the result of the study.

Teachers in San Agustin Institute of Technology have high teaching performance.

Further, the emotional competence variables on self-regulation, self-motivation, empathy, and social skills revealed to have a high positive correlation with the teaching performance. The level of stress, on the other hand, revealed to have a negative correlation with the teaching performance

Self-awareness, self-regulation, self-motivation, empathy, social skills, and level of stress are the variables that can best predict the teaching performance, since the findings had attributed to the fact that the variation of the teaching performance is explained by its linear relationship with self-awareness, self-regulation, self-motivation, empathy, social skills, and level of stress. Hence, as the self-awareness, self-regulation, self-motivation, empathy, and social skills of the teacher's increases, the teaching performance will also increase, however, as the level of stress increases, the teaching performance will also decrease.

### **Recommendations**

Based on the findings and conclusions, the following recommendations were made:

The school administration of San Agustin Institute of Technology might initiate an emotional competency related activities in order to continuously motivate faculty to work, and remains to be committed in the school despite of the competent salary in public schools. Emotional competency intervention related activities will aid the newly hired faculty on their self-awareness, self-regulation, self-motivation, empathy and social skills. Thus, lead to high effective teaching performance.

Teaching personality of the faculty may continuously be dignified because self-confidence and good composure is the first competence to teach effectively in the classroom.

Teachers may continuously attend staff development training sessions on classroom management where they can identify more potential classroom management strategies.

Administrators might see to it that teachers are not over loaded by task and responsibilities especially in terms of work that is not related to their teaching jobs. The schedules of the teachers in high school and college may not be too hectic in order to give them time to relax.

Administrators may continue to recognize the effort of the teachers in forms of both intrinsic and extrinsic rewards or in terms of giving appreciation or monetary rewards if necessary to uplift and encourage teachers.

All teachers might be given an adequate support and training by the school administration to become successful in the classroom. Thus it will lead to provide adequate learning to the students.

Time management might be influenced among new faculty so they can always be upfront towards their students which teach also students time management. Teaching skills among faculty may remain effective and efficient so that it will continuously provide academic excellence among students.

Further study on similar topic might be considered to find out other variables that best predict teaching performance.

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**APPENDICES**

**Questionnaire**

“Emotional Competence, Level of Stress, and Teachers’ Performance”

**All your information provided will only be used for research purpose and will also be kept strictly confidential.**

**I. Teacher’s Profile**

Direction: Please write and supply the needed information.

Name: \_\_\_\_\_

Age: \_\_\_\_\_ Gender: \_\_\_\_\_ Civil Status: \_\_\_\_\_

Years of teaching experience:

( ) 1-5 years      ( ) 6-10 years      ( ) 11-15 years      ( ) 15 years & above

**II. Emotional Competence**

The following are the different types of emotional competences, please rate according to the level of your competence using the scale below. Encircle the corresponding number of your choice.

**5- Always    4- Most of the Time    3- Sometimes    2- Seldom    1- None at all**

**A. Personal Competence**

<b>1. Personal Competence on Self-Awareness</b>	<b>H.I(5)</b>	<b>I(4)</b>	<b>M.I(3)</b>	<b>R.I(2)</b>	<b>N.I(1)</b>
a. I recognize my emotions and their effects.	5	4	3	2	1
b. I know my strengths and my weaknesses.	5	4	3	2	1
c. I have a strong sense of self-worth.	5	4	3	2	1
<b>2. Personal Competence on Self-</b>	<b>H.I(5)</b>	<b>I(4)</b>	<b>M.I(3)</b>	<b>R.I(2)</b>	<b>N.I(1)</b>

<b>Regulation</b>					
a. I keep disruptive and impulsive emotions in check.	5	4	3	2	1
b. I maintain standards for honesty and integrity.	5	4	3	2	1
c. I take responsibility for my personal performance.	5	4	3	2	1
d. I am flexible to accept change.	5	4	3	2	1
e. I am comfortable with novel ideas, approaches and new information.	5	4	3	2	1
<b>3. Personal Competence on self-motivation.</b>	<b>H.I(5)</b>	<b>I(4)</b>	<b>M.I(3)</b>	<b>R.I(2)</b>	<b>N.I(1)</b>
a. I strive to improve for excellence.	5	4	3	2	1
b. I commit myself to the goals of the group.	5	4	3	2	1
c. I take initiative to act on opportunities.	5	4	3	2	1
d. I persist in pursuing goals despite obstacles and setbacks.	5	4	3	2	1

**5- Always 4- Most of the Time 3- Sometimes 2- Seldom 1- None at all**

**B. Social Competence**

<b>1.Social Competence on Empathy</b>	<b>H.I(5)</b>	<b>I(4)</b>	<b>M.I(3)</b>	<b>R.I(2)</b>	<b>N.I(1)</b>
a.I can sense other’s feelings and I am concerned for them.	5	4	3	2	1
b. I sense development needs of others and bolster their abilities.	5	4	3	2	1
c. I recognize and meet needs of people I serve.	5	4	3	2	1
d. I cultivate opportunities through different d. kinds of people.	5	4	3	2	1
e. I can read a group’s emotional currents and power relationships.	5	4	3	2	1
<b>2.Social Competence on Social Skills</b>	<b>H.I(5)</b>	<b>I(4)</b>	<b>M.I(3)</b>	<b>R.I(2)</b>	<b>N.I(1)</b>
a. I can persuade people easily.	5	4	3	2	1
b. I listen openly.					

	5	4	3	2	1
c. I can resolve conflicts.	5	4	3	2	1
d. I can inspire and guide individuals and e. groups.	5	4	3	2	1
f. I initiate or manage change.	5	4	3	2	1
g. I easily make friends with people.	5	4	3	2	1
h. I cooperate with others for the attainment of a group goal.	5	4	3	2	1
i. I make others work as a team	5	4	3	2	1

### III. Level of Stress

#### Evaluate Your Current Stress Level

Please read each of the following statement carefully. These statements reflect the different situations you face in the daily school life. Please indicate to what extent you agree or disagree with each statement. There is no correct answer to these items. Kindly choose the view which reflects your true feeling most by circling the appropriate number on the 5-point scale. The rating scale is shown at the top of each page.

	1	2	3	4	5
Not Stressful	Mild Stressful	Moderately Stressful	Stressful	Highly Stressful	
1. I easily over-commit myself.					1 2 3 4 5
2. I have little time to relax or enjoy the time of day.					1 2 3 4 5
3. There is not enough time to get things done.					1 2 3 4 5
4. There is little time to prepare for my lessons or responsibilities.					1 2 3 4 5
5. There is too much work to do.					1 2 3 4 5
6. The pace of the school day is too fast.					1 2 3 4 5
7. My personal priorities are being shortchanged due to time demands.					1 2 3 4 5
8. I am not progressing in my job as rapidly as I would like.					1 2 3 4 5
9. I need more status and respect on my job.					1 2 3 4 5
10. I lack recognition for the extra work and/or good teaching I do.					1 2 3 4 5
11. I am easily angered by others' undesirable attitudes and behavior.					1 2 3 4 5
12. I feel trapped by circumstances, demands, and obligations.					1 2 3 4 5
13. I often delay doing things that I feel I ought to do now.					1 2 3 4 5
14. I experience insecurity and anxiety about my future.					1 2 3 4 5
15. I find responsibility difficult to handle.					1 2 3 4 5
16. I find my life unfulfilling and meaningless.					1 2 3 4 5
17. I often feel inadequate, inferior, unworthy, and guilty.					1 2 3 4 5
18. I am extremely impatient and easily frustrated.					1 2 3 4 5
19. I find it difficult to make decisions and stick with them.					1 2 3 4 5

20. I am harsh and demanding with myself.	1	2	3	4	5		
21. I blame myself for mistakes, defeats, and failures.			1	2	3	4	5
22. I experience anxiety about undertaking new jobs.			1	2	3	4	5
23. I worry a great deal about my work and my loved ones.	1	2	3	4	5		
24. I feel emotionally exhausted from my work.	1	2	3	4	5		
	1	2	3	4	5		
<b>Not Stressful</b>	<b>Mild Stressful</b>	<b>Moderately Stressful</b>	<b>Stressful</b>	<b>Highly Stressful</b>			
25. I feel physically exhausted at the end of the workday.	1	2	3	4	5		
26. I feel extremely tired when I get up in the morning and have to face another day on the job.			1	2	3	4	5
27. I feel frustrated in teaching.	1	2	3	4	5		
28. I feel I am working too hard on my job.	1	2	3	4	5		
29. I feel I treat my students as if they were impersonal objects.			1	2	3	4	5
30. I worry that teaching is hardening me emotionally.			1	2	3	4	5
31. I do not really care what happens to my students.			1	2	3	4	5
32. I can easily understand how my students feel about things.			1	2	3	4	5
33. I deal very effectively with student problems.	1	2	3	4	5		
34. I feel I am positively influencing my students' lives.	1	2	3	4	5		
35. I feel very energetic.	1	2	3	4	5		
36. I have accomplished many worthwhile things in teaching.			1	2	3	4	5

**This is the end of the survey, thank you very much for your participation.**

**EVALUATION INSTRUMENT USED BY THE STUDENTS FOR THE FACULTY**

**Purpose:** This evaluation instrument will assess the teacher’s strength and weaknesses in the teaching-learning process from the point of view of the students.

**Note to students:** To make this evaluation reliable, please be honest and objective in your answer.

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Course & Year: \_\_\_\_\_

Subject: \_\_\_\_\_ Day/Time: \_\_\_\_\_

Rating Scale description:

5- Excellent                  4-Very Good                  3-Good                  2-Fair                  1-Poor

**Direction:** Please check the statement which **best** described your teacher.



<b>I: TEACHER PERSONALITY</b>	<b>E</b>	<b>VG</b>	<b>G</b>	<b>F</b>
<b>P</b>				
1. Shows self-confidence and good composure 1	5	4	3	2
2. Uses refined and professional language 1	5	4	3	2
3. Is respectable 1	5	4	3	2
4. Shows competence in the use of the medium of instruction 1	5	4	3	2
5. Treats students with respect and fairness 1	5	4	3	2
6. Has the ability to explain clearly and effectively 1	5	4	3	2
7. Efficient use of time 1	5	4	3	2
8. Mastery of the subject 1	5	4	3	2
9. Promptness and regularity in reporting and dismissing the class 1	5	4	3	2
10. Has close rapport with the students. 1	5	4	3	2
<b>II: TEACHING SKILLS</b>	<b>E</b>	<b>VG</b>	<b>G</b>	<b>F</b>
<b>P</b>				
1. Is very competent and knowledgeable of his/her subject matter 1	5	4	3	2
2. Employs different teaching techniques and strategies always 1	5	4	3	2
3. Ask questions that can provoke critical thinking 1	5	4	3	2
4. Gives tests and other evaluation measures fairly and challenging 1	5	4	3	2
5. Makes lessons interesting and relevant 1	5	4	3	2
6. Topics are linked appropriately to one another and to the entire course 1	5	4	3	2
7. Enriched with appropriate examples and illustrations 1	5	4	3	2
8. Different viewpoints are given for contrasts and comparison 1	5	4	3	2

9. Students attention is secured and maintained 1	5	4	3	2
10. Students are encouraged to explain their ideas or ask questions about the topic 1	5	4	3	2

**B. TEACHING EFFECTIVENESS**  
**P**

**E VG G F**

1. Is able to discover and remedy difficulties and errors that arise in the class 1	5	4	3	2
2. Answers questions convincingly 1	5	4	3	2
3. Explains, illustrates, discusses, etc the lesson and assignment clearly 1	5	4	3	2
4. Returns corrected and graded quizzes, projects, assignments, etc 1	5	4	3	2
5. Gives assignment that reinforces or enriches the lessons 1	5	4	3	2
6. Comes to class well-prepared 1	5	4	3	2
7. Variety of activities and learning resources including technology are utilized 1	5	4	3	2
8. Provide opportunities for meaningful interaction and collaboration for the students 1	5	4	3	2
9. Method of instruction and rate of coverage are adjusted to students learning abilities 1	5	4	3	2
10. Class is managed and controlled efficiently 1	5	4	3	2

**C. CLASSROOM MANAGEMENT AND USE OF INSTRUCTIONAL TIME**

1. Creates an atmosphere of ease and security in the classroom 1	5	4	3	2
2. Comes to class on time 1	5	4	3	2
3. Ends the class on time 1	5	4	3	2

4. Holds class during instructional time 1	5	4	3	2
5. Sets the physical order and regular positive discipline in the classroom 1	5	4	3	2
6. Impact of the instruction in the acquisition of Skills of the learners 1	5	4	3	2
7. There is evidence of professional updating 1	5	4	3	2
8. Resourceful in relating subjects and explanations not confirmed in the book 1	5	4	3	2
9. Reporting system enhance learning 1	5	4	3	2
10. Students are asked to share their learning difficulties 1	5	4	3	2