



TEACHERS' EMOTIONAL COMPETENCE AND TEACHING PERFORMANCE

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KeyWords

emotional competence, performance, self-awareness, self-regulation, empathy

ABSTRACT

The study aimed at determining the relationship between the extent of emotional competence of teachers concerning their level of performance. It addressed to assess the extent of emotional competence of teachers in Pagatpat and Tumpagon Elementary Schools; determine their level of teaching performance when categorized as Outstanding, Very Satisfactory, Satisfactory, Unsatisfactory, and Poor and find the significant relationship of the extent of teachers' emotional competence and teaching performance. It employed a descriptive survey method using a modified questionnaire wherein the researcher analyzed, interpreted, and reported the present status of the teachers' emotional competence. The respondents of this study were 61 Public School teachers of Pagatpat and Tumpagon Elementary Schools. It revealed that the extent of teachers' emotional competence was Very High in terms of their Self-awareness, Self-regulation, and Self-motivation and High in terms of Empathy and Social Skills. There is a 64% of teachers who have Outstanding rating and only 4% has Satisfactory rating. The extent of emotional competence showed a Very High Positive Correlation to the level of teaching performance which indicates a Significant Relationship. It is recommended that schools should increase skills training which aid in the development of teachers' mental faculties. Teachers should improve their emotional competence to advance their social abilities that would increase their acceptance among their peers and therefore, improve the working environment and results success in the organization.

INTRODUCTION

Effective and innovative teachers require qualities and capacities to understand and control their own emotions, recognize, and manage those of others and introduce change and innovations to make learning more engaging and meaningful to public school learners. It is equally significant to intelligence. It facilitates emotional connection and transforms intentions into deeds. It lends a hand in reaching individual objectives. Having emotional intelligence results in a contented and tranquil mind. Additionally, it promotes behaviour that is reasoned. A person might put the circumstances around the behavior in the proper perspective by considering this element. The individual can forge the proper connection with such a viewpoint.

This study is bounded on the context of legal and philosophical underpinnings according to Article XIV, section 5, paragraph 4 of the Philippine Constitution which mandates that “that the state shall recognize the role of the teachers, by the very nature of their function, exert tremendous influence for good or bad of their students. They are the second to none in noble service to the country in the rearing of good citizens and the future leaders of the nation to the great extent, the quality of education depends on the ability of the teacher and standard of teaching”.

To help achieve the educational thrust of the Department of Education (DepEd), there is a need for teachers who handle effectively and efficiently the teaching-learning processes and other teaching and non-teaching-related functions, and this requires emotionally competent teachers. Research by Castro and Jimenez (2018) revealed that teachers’ emotional competence or aptitude defines their instructional efficiency and effectiveness. Therefore, it is important to acquire skills and strategies relevant to every learner and learning area. One motivation for gaining the appropriate competency level is the positive effect it brings not only on the performance of a teacher but also on his/her well-being (Wahyudi, 2018).

Teaching especially in public elementary school is deemed to be the toughest exercise of one's profession, it requires innovations in techniques to make the approach individualized and more learner-centered or focused. Every day of the teachers’ lives is a commitment to answer the call of not just teaching but touching the young hearts and minds of the pupils. Teachers touch the soul, and the heart, mold the mind, and build character.

Emotional competence is the functional capacity wherein a human can reach their goals after an emotion-eliciting encounter. Lopez (2017) defined emotion as a building block of self-efficacy and described the use of emotions as a set of skills achieved which then led to the development of emotional competence.

However, Naqvi et al., (2016) argued that emotional intelligence has a strong relationship with performance. Teachers are professionals, and pre-service training and workshops had equipped them with the necessary skills to teach. Yet, with the advancement of Science and Technology, there is a great need for them to acquire competence in the use of modern equipment to enhance their teaching skills. As such, the government’s endeavors for achieving creativity should include increasing flexibility in the national curriculum, developing teachers’ creativity by improving teacher education, and establishing support systems such as online information websites and teaching and learning materials (So, 2017).

Moreover, Chizhik and Chizhik (2018) suggest that teacher education programs must improve in developing teachers' skills of aligning lesson plan features and using assessment data as tools to mediate their thinking about students' learning needs. Principals, head teachers and coordinators, therefore acting as situation managers, must observe teachers in schools to provide them feedback on how they could improve their teaching performances.

Another factor worth considering is the effect of family environment on teachers’ performance, which is another facet of the emotional capabilities in the profession (Lonto, et al., 2018). To further prove the essence of emotional quotient to teacher’s efficacy, Shafiq and Rana (2016) concluded that teachers’ environment at home reflects a reasonable power of predictability toward the organizational commitment of teachers.

The Philippines has implemented its largest educational reform in response to calls for change. The K–12 Basic Education Program is undergoing change. Not just the students had to be prepared by the development but also the teachers in the context of the entire educational system. Teaching is a practical profession whilst students are actively participating, the lesson is taught in a technical and dynamic manner through its contextualized content share responsibility for fostering lifelong learning and are actively involved. As Navas and Vijayakumar (2018) put it, employees with high emotional intelligence and job satisfaction produce the best performances in the workplace.

Thus, it is in this context that the researcher is enthused to conduct a study on the emotional competence and performance of Public-School teachers in Pagatpat and Tumpagon Elementary Schools of the Division of Cagayan de Oro City for the School Year 2020-2021.

Theoretical/Conceptual Framework

This study was anchored on the premise of Goleman’s Emotional Intelligence by Daniel Goleman as cited by Channel (2022). This theory describes the ability to perceive emotions, to access and generate emotions to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions to promote emotional and intellectual growth. Emotional intelligence describes five key components namely, self-awareness, self-regulation, self-motivation, empathy, and social skills.

There are very practical reasons to promote social and emotional learning in schools, from kindergarten through college. According to Goleman, bullying, disciplinary problems, violence, and drug abuse are reduced in schools with high Emotional intelligence (EQ.) With a solid basis in emotional intelligence, academic performance — as well as behavior — improves. There is an obvious connection to Goleman’s third, motivational component: learning stimulates curiosity and promotes feelings of satisfaction, and even joy when students immerse themselves in the process of assimilating new information.

Yu (2019) pointed out that teachers’ emotional competence starts developing long before they ever enter their profession. But the levels will vary widely, depending on each teacher’s willingness to learn and the exposure to the environment. Thus, teachers must be able to recognize of their emotional literacy needs a boost. Teachers should be ready to talk about feelings in the classroom. The message is that no emotion is “wrong,” but certain ways of expressing those emotions or acting on them are indeed inappropriate.

Methodology

The study utilized a descriptive research design. Descriptive research aims to describe a population, situation, or phenomenon accurately and systematically. It can answer what, where when, and how questions, but not why questions. A descriptive research design can use a wide variety of research methods to investigate one or more variables (McCombes, 2019).

In addition, descriptive design as an inquiry used an in-depth analysis of the problem which data collection methods include but are not limited to the survey questionnaire and the like. Similarly, a descriptive research design was utilized to quantify the problem by way of generating numerical data or data that can be transformed into usable statistics. This method measures variables using quantifiable or finite data and the analysis was based on generated information from statistical tools. This method was also used in an inquiry with a larger population. Descriptive data gathering procedures comprise different types of gathering information such as, but not limited to, the use of adapted survey questionnaires.

The study was conducted in Pagatpat and Tumpagon Elementary Schools of the Division of Cagayan de Oro City. Pagatpat Elementary School is in the western part of the city. It is about 10 kilometers away from the city proper with a superficial area of 188, 229 square meters. The school is a complete monograde Public Elementary School with 6 buildings. At present, it has 47 teachers and 1,693 pupils, 896 males and 797 females for School Year 2020-2021. The school was rated “Outstanding” in the 2020-2021 Office Performance Commitment and Review (OPCR) Form. It has produced thousands of graduates and professionals since 1954. The school is already sixty-eight (68) years, continuing to produce excellent learners and committed to its mission and vision under the umbrella of the Department of Education. Pagatpat Elementary School was widely known for its successful implementation of “*Gulayan sa Paaralan Program*”. The school also produces excellent teachers in the field, one of the teachers is a recipient of Outstanding Kindergarten Teacher for Distance Learning Implementation for School Year 2020-2021.

Meanwhile, Tumpagon Elementary School is in the southwestern part of the city, which is on the top of the mountain plateau, 42 kilometers from the city proper of Cagayan de Oro City and it is found at the heart of the Barangay Tumpagon with an area of 2.2 hectares with complete perimeter fence, 14 classrooms, and a school stage. It has 14 teachers and 467 pupils for School Year 2020-2021. The school has served more than fifty (50) years in Barangay Tumpagon, Cagayan de Oro. It has produced thousands of graduates, two (2) of whom are now Secondary School teachers at Tumpagon National High School. The school rated “Outstanding” in the Office Performance Review and Commitment (OPCR) Form for the School Year 2020-2021. The school also won as Second Place in the “*Brigada Eskwela*” 2020-2021 for Southwest I District in Medium School Category. The school was also a recipient of Indigenous Peoples Education Program, serving the community with an ethnic tribe of Higaonon.

The respondents of the study were the Public-School teachers of Pagatpat and Tumpagon Elementary Schools of the Division of Cagayan de Oro City. There was a total of sixty-one (61) teacher-respondents who answered the survey questionnaire. The respondents were purposively chosen for the convenient accessibility of the researcher.

Table A

Respondents of the study

School	Respondents		Total
	Male	Female	
Pagatpat Elementary School	6	41	47
Tumpagon Elementary School	3	11	14
Total	9	52	61

The research instruments utilized in this study were modified questionnaire from Goleman’s five components of emotional competence as cited by Channel (2022) and the teachers’ performance based on their IPCR form rating for the School Year 2020-2021. The research instruments are composed of two major parts. Part 1 is on the extent of emotional competence with twenty-five (25) indicators and Part 2 was teachers’ teaching performance, categorized as Outstanding, Very Satisfactory, Satisfactory, Unsatisfactory, and Poor.

The researcher asked permission from the Dean of the Graduate School to conduct the study. Through the recommendation of the Dean of the Graduate School, the researcher immediately ask permission to the Schools Division Superintendent and School Principal to carry out the study.

Moreover, the same approval was sought from the teachers to answer the survey questionnaire on emotional competencies and teaching performance to be used utilized in the study. After the respondents provided the information, the researcher immediately retrieved the said questionnaire, summarized it, tabulated it, and submitted the same to the Statistician for statistical analysis.

Prior to conducting survey for this study, the questionnaire underwent validity and reliability testing. Using the Cronbach's alpha, the result is 0.96 which was interpreted as Excellent.

The statistical treatment utilized in problem number one (1) was Mean values and Standard Deviation to present the extent of emotional competence of teachers in Pagatpat and Tumpagon Elementary School. In problem number two (2) Frequency and Percentage were used to present the level of teaching performance of teachers. Problem number three (3) utilized Pearson Product Correlation Coefficient to ascertain a Significant Relationship between the extent of emotional competence of Public School teachers and the level of teachers' performance.

Results and Discussions

Problem 1. What is the level of emotional competence of Public School teachers in Pagatpat and Tumpagon Elementary Schools in terms of:

- 1.1 Self-awareness;
- 1.2 Self-regulation;
- 1.3 Self-motivation;
- 1.4 Empathy; and
- 1.5 Social skills?

Table 1

Distribution of Respondents' Self-awareness

Indicators	Mean	SD	Description	Interpretation
Recognize my emotions and their effects.	3.30	0.80	Strongly Agree	Very High Extent
Know my strengths and limits.	3.50	0.60	Strongly Agree	Very High Extent
Am sure of my self-worth and capabilities.	3.30	0.60	Strongly Agree	Very High Extent
Recognize how other people see me.	3.20	0.80	Strongly Agree	Very High Extent
Develop a growth mindset and learn from my mistakes.	3.30	0.80	Strongly Agree	Very High Extent
Overall Mean	3.32	0.72	Strongly Agree	Very High Extent

Note: 3.25-4.00 Strongly Agree-Very High Extent; 2.50-3.24 Agree-High Extent; 1.75-2.49 Disagree- Low Extent; 1.00-1.74 Strongly Disagree- Very Low Extent

Table 1 shows the distribution of respondents' Self-awareness. An overall Mean of 3.32 (SD=0.72) is described as "Strongly Agree" and interpreted as Very High Extent. This means that teachers with more self-awareness, better comprehend not only how they felt and behaved, but also how they influence the students and their co-teachers. This implies that understanding how emotions affect people and how they influence behavior is a necessary part of self-awareness. Thus, the teachers must learn how to control their feelings, particularly under pressure. Essentially, it is a psychological state in which one becomes the focus of [attention](#) (Cherry, 2020).

Moreover, the indicator, "Know my strengths and limits" obtained the highest Mean of 3.5 (SD=0.60) described as "Strongly Agree" and interpreted as Very High Extent. The foregoing result indicates that the teachers are regularly behaving according to their call of the profession. This means that teachers showing this kind of attribute are more likely to perform their tasks better because they know when they are good and when they need the help of others to be efficient in the teaching and learning process. According to Garrett (2018), emotional competence is the ability to oversee one's own and others' feelings and emotions, to judge among them, and apply this information to lead one's thoughts and conduct. Thus, being able to connect with own emotions and feelings before reacting to student misbehavior, finding ways to unwind after a busy day, or identifying internal drivers are all ways of using emotional intelligence.

On one hand, the lowest Mean of 3.2 (SD=0.80) still described as “Strongly Agree” and still interpreted as Highest Extent in the indicator, “Recognize how other people see me”. This means that the teachers on most occasions have not recognized how other people saw them. Hence, teachers are encouraged to understand themselves more because it is easier for them to build positive self-esteem. This implies that this is crucial for individuals who struggle with abilities and activities and who learn and think differently. Their ability to identify their strengths as well as their obstacles is made possible by their Self-awareness. Han and Kim (2016) revealed that it is seen as an essential skill for assisting professionals, especially teachers.

Table 2
Distribution of Respondents’ Self-regulation

Indicators	Mean	SD	Description	Interpretation
Manage disruptive emotions and impulses.	3.12	0.74	Agree	High Extent
Maintain standards of honesty and integrity.	3.42	0.70	Strongly Agree	Very High Extent
Take responsibility for personal performance.	3.44	0.70	Strongly Agree	Very High Extent
Am flexible in handling change.	3.26	0.87	Strongly Agree	Very High Extent
Am comfortable with and open to novel ideas and new information.	3.26	0.82	Strongly Agree	Very High Extent
Overall Mean	3.30	0.76	Strongly Agree	Very High Extent

Note: 3.25-4.00 Strongly Agree-Very High Extent; 2.50-3.24 Agree-High Extent; 1.75-2.49 Disagree- Low Extent; 1.00-1.74 Strongly Disagree- Very Low Extent

Table 2 reveals the Mean distribution of respondents’ Self-regulation. It reveals that an overall Mean of 3.30 (SD=0.76) described as “Strongly Agree” and interpreted as Very High Extent. This means that the teachers are pausing a feeling and an action. Thus, they also took time to think things through, plan, and wait patiently. This implies that teachers who have stronger emotional and behavioral control are better able to handle stress, handle disagreements, and accomplish their goals. They can resist impulsive behaviors that might worsen their situation, and they can cheer themselves up when they’re feeling down. (Bell, 2017)

As shown, the highest Mean distribution in terms of Self-regulation was 3.44 (SD=0.70) described as “Strongly Agree” and interpreted as a Very High Extent in the indicator, “Take responsibility for personal performance”. This means that the teachers are serious and committed to their job. This implies that teachers are performing their best and dignified for it enables them to express themselves responsibly and behave under their firmly held ideals or social conscience. Self-regulation enables teachers to be more resilient, recover from setbacks, and maintain composure under pressure. Relationships, well-being, and general life success can all benefit from self-regulation. This ability controls one’s behaviour, emotions, and thoughts in the pursuit of long-term goals. (Cuncic, 2022)

The indicator, “Manage disruptive emotions and impulses” got the lowest Mean distribution of 3.12 (SD=0.74) described as “Agree” and interpreted as High Extent. This means that teachers are low in managing disruptive emotions and impulses. This implies that teachers are encouraged to exhibit self-control despite incitement for it is a vital skill for everyone who works with other people. Self-control proficiency entails being able to regulate irrational emotions and upsetting feelings while maintaining composure, optimism, and rationality under pressure. Bell (2017) claimed that someone who has good emotional self-regulation can keep their emotions in check. This can resist impulsive behaviors that might worsen the situation and can cheer up when feeling down.

Table 3 displays the Mean distribution of respondents’ Self-motivation. With an overall Mean of 3.28 (SD=0.70) described as “Strongly Agree” and interpreted as Very High Extent. This means that teachers are motivated to perform their duties and responsibilities. Motivated teachers are more likely to perform better than those who are demotivated. According to Akpevweoghene and Jamabo (2022), Self-motivation involves emotional tendencies that facilitate reaching goals. This implies gathering one’s feelings and directing them towards a goal is important despite self-doubt, inertia, and impulsiveness. It requires delaying gratification or stifling impulsiveness. People who have this skill tend to be more highly productive and effective in whatever task they undertake.

Table 3
Distribution of Respondents' Self-motivation

Indicators	Mean	SD	Description	Interpretation
Strive to improve or meet a standard of excellence.	3.30	0.70	Strongly Agree	Very High Extent
Am aligned with the goals of the group or organization.	3.40	0.70	Strongly Agree	Very High Extent
Am ready to act on opportunities.	3.40	0.70	Strongly Agree	Very High Extent
Persistent in pursuing goals despite obstacles and setbacks.	3.20	0.70	Agree	High Extent
Think to manage negative emotional responses to events.	3.10	0.70	Agree	High Extent
Overall Mean	3.28	0.70	Strongly Agree	Very High Extent

Note: 3.25-4.00 Strongly Agree-Very High Extent; 2.50-3.24 Agree-High Extent;
1.75-2.49 Disagree- Low Extent; 1.00-1.74 Strongly Disagree- Very Low Extent

The highest Mean distribution reveals 3.40 (SD=0.70) described as “Strongly Agree” and interpreted as Very High Extent for indicators “Am aligned with the goals of the group or organization” and “Am ready to act on opportunities” described as “Strongly Agree”. It means that the teachers are aligned with the Department of Education’s mission and vision in the teaching and learning process. This implies that the teachers are open to opportunities that come the way that can motivate them to improve their skills and develop their professional image. As emphasized in the work of Kassim (2016), emotionally competent teachers developed emotional stability which is not innate talents but rather learned capabilities that must be worked on and developed to achieve outstanding performance.

In contrast, the lowest Mean distribution shows 3.10 (SD=0.70) described as “Agree” and interpreted as a High Extent for the indicator “Think to manage negative emotional responses to events”. This means that teachers need to think well in managing their negative emotions in responding to events. These feelings cause you to despise both yourself and other people, which lowers your level of self-assurance, self-worth, and overall life pleasure. This implies that managing your negative emotions will lead you to good decision-making. This is also a great help in building good relationships among their colleagues. Cherry (2022) emphasized that motivated individuals set goals, has a high need for achievement, and are always looking for ways to do better.

Table 4
Distribution of Respondents' Empathy

Indicators	Mean	SD	Description	Interpretation
Sense others’ feelings and perspectives and take an active interest in their concerns.	3.20	0.70	Agree	High Extent
Anticipate, recognize, and meet customers’ needs.	3.10	0.60	Agree	High Extent
Sense what others need to develop and bolster their abilities.	3.10	0.80	Agree	High Extent
Cultivate opportunities through diverse people.	3.00	0.80	Agree	High Extent
Read a group’s emotional currents and power relationships.	2.90	0.70	Agree	High Extent
Overall Mean	3.06	0.70	Agree	High Extent

Note: 3.25-4.00 Strongly Agree-Very High Extent; 2.50-3.24 Agree-High Extent;
1.75-2.49 Disagree- Low Extent; 1.00-1.74 Strongly Disagree- Very Low Extent

Table 4 reflects the respondents’ emotional competence in terms of Empathy. It has an overall Mean of 3.06 (SD=0.70) described as “Agree” and interpreted as High Extent. This means that the teachers are intuitive to the emotions of the people around them. They understand and connect with other people even if they may not exactly how it feels for them. This implies that teachers who can empathize will be better leaders, friends, coworkers, and members of their communities. Their grasp of the complexity of the world and the experiences of others will deepen all their connections. This can improve conceptual comprehension, their ability to read others, and their social skills. Empathy is critical for understanding people, which in turn supports typical communication tasks such as developing effective communication tools and promoting attitudinal change. (Bartsch et al., 2016)

Moreover, the indicator, “Sense others’ feelings and perspective and taking an active interest in their concerns” obtained the highest Mean of 3.20 (SD=0.70) described as “Agree” and interpreted as High Extent. The result means that the teachers are sensitive to the emotions of other people. As mentioned by Fuimano, and cited by (Akpevweoghene & Jamabo, 2022) empathy is an understanding of the world from the other's point of view, feelings, experience, and behavior. This implies that the teachers must master emotional intelligence and establish positive relationships among others. Improving emotional competence and promoting values in the conduct of the teaching profession are significant to maintain.

On one hand, the lowest Mean of 2.90 (SD=0.70) described as “Agree” in the indicator “Read a group’s emotional currents and power relationships” and interpreted as High Extent. This means that when teachers can accurately detect emotional undercurrents and identify important decision-makers, their capacity to collaborate with others and achieve goals will be improved. This implies that any setting they find themselves in will benefit from having great political awareness skills, which will enable them to rapidly gauge people's emotional flows while also identifying the main influencers in any given group. When it comes to performance, promotions, and productivity, this one ability can mean the world. Thus, it enables to recognize and understand the emotions, thoughts, and attitudes. Widayati et al., (2022)

Table 5
Distribution of Respondents’ Social Skills

Indicators	Mean	SD	Description	Interpretation
Wield effective tactics for persuasion.	2.90	0.50	Agree	High Extent
Send clear and convincing messages.	3.10	0.70	Agree	High Extent
Inspire and guide groups and people.	3.10	0.60	Agree	High Extent
Initiate or manage change.	3.00	0.70	Agree	High Extent
Negotiate and resolve disagreements.	3.00	0.80	Agree	High Extent
Overall Mean	3.02	0.70	Agree	High Extent

Note: 3.25-4.00 Strongly Agree-Very High Extent; 2.50-3.24 Agree-High Extent;
1.75-2.49 Disagree- Low Extent; 1.00-1.74 Strongly Disagree- Very Low Extent

Table 5 presents the respondents' Mean distribution of Emotional competence in terms of Social Skills. It reveals an overall Mean of 3.02 (SD=0.70) described as “Agree” and interpreted as High Extent. This means that teachers are regularly practicing their social skills in their work and in communicating with different people around them. The foregoing result implies that the teachers are regularly behaving according to the call of their profession based on ethical standards. According to Glover (2017), there is a strong positive relationship between the social skill competencies of emotional intelligence, transformational leadership, and job satisfaction.

Furthermore, the indicator, “Send clear and convincing messages” obtained the highest Mean of 3.10 (SD=0.70) described as “Agree” and interpreted as High Extent. This means that teachers are good at their communication skills and in giving instructions to their learners or coworkers. This implies that providing clear and convincing messages to their co-employees or students will enable them to understand each other and build a good relationship. On the part of Serrat (2017), it was noted that a leader with strong social skills can effectively persuade others to follow the desired direction. It was also posited that since such a leader is also an effective communicator, he/she may be capable of communicating clearly and convincingly to his subordinates concerning the mission and goals of the organization.

On one hand, the lowest Mean distribution of 2.90 (SD=0.50) described as “Agree” and interpreted as High Extent in the indicator, “Wield effective tactics for persuasion”. This means that the persuasion tactics of teachers are the lowest among indicators of social skills. Hence, teachers are encouraged to communicate effectively to pass information to others. This implies that it is important to note that one of the most essential life skills is the capacity to convey information effectively, clearly, and as intended. Being able to communicate effectively can help you navigate life more easily and foster better connections. Serrat (2017) further stated that by building bonds and nurturing relationships, a leader is capable of promoting collaboration and cooperation among the followers.

Table 6 shows the overall distribution of respondents’ emotional competence. An overall Mean of 3.20 (SD=0.30) described as “Agree” and interpreted as High Extent. This means that teachers can control their stress and perform better under duress. Capable of forming and maintaining relationships with others rapidly, as well as comprehending and accepting diversity issues. This implies that teachers are emotionally capable demonstrate concern for their charges, foster an emotional climate in the classroom that improves the learning environment for the pupils, and support their colleagues in becoming more productive to guarantee academic success. Emotionally competent and mature teachers easily relate with other teachers in school, control their emotions, professionally cope and deal with stress, manage conflict, work better with others, innovate, and are adaptive to change, and performance issues. (Bradberry, et al., 2016)

In addition, the indicators, “Self-awareness, Self-regulation, and Self-motivation” obtained the highest Mean of 3.30 (SD=0.30) described as “Strongly Agree” and interpreted as Very High Extent. This means that teachers were constantly behaving according to

the profession. It showed that teachers were able to manage their emotions to perform better their duties and responsibilities. Thus, it helped them improve their efficiency and fulfillment at work. This implies that the teaching and learning process can be directed toward specific goals by teachers' motivation, which increases effort and energy and improves cognitive processing. As emphasized in the work of Kassim (2016), emotionally competent teachers developed emotional stability which is not innate talents but rather learned capabilities that must be worked on and developed to achieve outstanding performance.

Table 6
Overall Distribution of Respondents' Emotional Competence

Variables	Mean	SD	Description	Interpretation
Self-awareness	3.30	0.30	Strongly Agree	Very High Extent
Self-regulation	3.30	0.30	Strongly Agree	Very High Extent
Self-motivation	3.30	0.30	Strongly Agree	Very High Extent
Empathy	3.10	0.30	Agree	High Extent
Social Skills	3.00	0.20	Agree	High Extent
Overall Mean	3.20	0.30	Agree	High Extent

Note: 3.25-4.00 Strongly Agree-Very High Extent; 2.50-3.24 Agree-High Extent; 1.75-2.49 Disagree- Low Extent; 1.00-1.74 Strongly Disagree- Very Low Extent

On one hand, the lowest Mean of 3.00 (SD=0.20) described as “Agree” and interpreted as High Extent in the indicator “Social Skills”. This means that most of the teachers were low in their emotional competence in terms of social skills. Hence, to prevent burnout and improve teacher wellbeing, social skills are essential. This implies that to create a well-structured classroom that fosters creativity or student autonomy, teachers are urged to remain composed, be organized, and cultivate interpersonal trust. On the part of Serrat (2017), it was noted that a leader with strong social skills can effectively persuade others to follow the desired direction.

Problem 2. What is the level of instructional performance of teachers in Pagatpat and Tumpagon Elementary Schools when they are categorized as;

- 2.1 Outstanding;
- 2.2 Very Satisfactory;
- 2.3 Satisfactory;
- 2.4 Unsatisfactory; and
- 2.5 Poor?

Table 7
Summary of Teachers' Performance

Teacher's Performance using IPCRF	Frequency	Percentage
Outstanding	39	64%
Very satisfactory	20	32%
Satisfactory	2	4%
Unsatisfactory	0	0%
Poor	0	0%
Total	61	100%

Table 7 discloses the Frequency and Percentage distribution of the level of instructional performance of teachers. It reveals that 39 or 64% of respondents were rated outstanding in their level of performance. This means that most of the teacher respondents are very good at preparing their lessons and applying varied modalities in the fulfillment of their responsibilities. This implies that teachers' performance represents an extraordinary level of achievement and commitment in terms of quality and time, technical skills and knowledge, ingenuity, creativity, and initiative. Employees at this performance level demonstrated exceptional job mastery in all areas of responsibility. Employee achievement and contributions to the organizations are of marked excellence. Thus, teachers are encouraged to facilitate learning in a way that students could perform and learn better. By adopting such an approach, learning activity has the potential to not only help pupils to achieve learning outcomes but it acquires a functional significance, becoming a tool in the learning process aimed at the development of students as learners (Engeness, 2020).

On the contrary, the lowest frequency of 2 or 4% denotes respondents who were satisfactorily rated on their level of performance. This means that among the teacher respondents, only a few of them got an average rating in terms of performance.

implies that teachers' performance met expectations in terms of quality of work, efficiency and timeliness. The most critical annual goals were met. Thus, it is encouraged to innovate teaching strategies and capacitate the teachers in the use of technology in teaching. Innovative teaching strategies do not always mean introducing the latest and greatest technology into the classroom. Instead, innovative teaching is the process of proactively introducing new teaching strategies and methods into the classroom (Thompson, 2021).

Problem 3. Is there a significant relationship between the level of teachers' performance and the extent of emotional competence of teachers in Pagatpat and Tumpagon Elementary School?

Table 8

Relationship between the Teachers' Emotional Competence and Teaching Performance

The extent of emotional competence of teachers	r value	P-value	Remarks	Decision	Interpretation
Self-Awareness	0.777	0.000	Very High Positive Correlation	Reject Null Hypothesis	Significant Relationship
Self-Regulation	0.811	0.000	Very High Positive Correlation	Reject Null Hypothesis	Significant Relationship
Self-Motivation	0.785	0.000	Very High Positive Correlation	Reject Null Hypothesis	Significant Relationship
Empathy	0.773	0.000	Very High Positive Correlation	Reject Null Hypothesis	Significant Relationship
Social Skills	0.732	0.000	Moderately High Correlation	Reject Null Hypothesis	Significant Relationship

Table 8 displays the result of the test on the relationship between the teachers' emotional competence and teaching performance. It can be gleaned that the respondents' extent of emotional competence signifies a "Very High Positive Correlation" to the level of teaching performance ($r_s = .820$) as indicated by the probability value ($p = 0.000$) means a Significant Relationship. This means that the emotional competence of the teachers is greatly affected by the level of teaching performance. This implies that competent teachers are most likely to perform better than those who are incompetent. Therefore, setting up a program to support teachers in developing their emotional intelligence is pivotal for the institution. Abiodullah (2020) study recommended that government should recruit teachers of high emotional intelligence as a result teachers' classroom engagement can be improved.

Moreover, Mohan, et al (2018) who purports that the need to evaluate emotional competence will help teachers handle co-teachers and school heads, help them learn new skills and facilitate more productive teams and enable better communication throughout the organization. Emotional Intelligence has often been linked to improvements in professional performance (Gilar-Corbi, 2018). This study implied that the null hypothesis was rejected as the teachers' extent of emotional competence and the level of their teaching performance were all found to be significant, thus, they are associated.

Conclusions

1. Teachers showing with Very High Extent in Emotional Competence in terms of Self-awareness, Self-regulation, and Self-motivation are more likely to perform their tasks better because they know when they are good and when they need the help of others to be efficient in the teaching and learning process. Thus, these competencies helped the teachers to be resilient and steadfast in their job and be able to cope with changing environments and the diverse qualities of people that surround them. Furthermore, emotionally competent teachers serve as effective educators to address the increased difficulties in directing students in the direction of greater expectations for learning and personal and professional growth.

2. Most of the Public-School teachers in Pagatpat and Tumpagon Elementary Schools performed well based on their IPCRF rating as most of them were rated Outstanding. This means that the teachers were good at instructing the learners, preparing lessons, and applying varied modalities.

3. Finally, teachers' Emotional Competence is associated to improve their teaching performance. Emotionally competent teachers perform effectively in their work by demonstrating subject understanding, classroom management, instructional strategies, student assessment, and designing more tools and resources for education that are effective and practical. Additionally, Emotional Competence is very important in enhancing teaching performance in schools.

Recommendations

Based on findings and conclusions, this study came out with recommendations to likely enhance the Emotional Competence of the teachers concerning the level of performance.

1. The result of this study yielded that the teachers are weak in their emotional competence in terms of Social Skills. Therefore, teachers are encouraged to improve their social skills by constantly practicing the effective ways and means to communicate with other people by wielding effective tactics in persuading other people, sending clearer and convincing messages, negotiating, resolving disagreements, and inspiring other groups or people. This can also be done by interacting with others, becoming familiar with workplace social indicators, and developing techniques to comprehend your coworkers' opinions and thoughts.

2. On one hand, the result of the Individual Performance and Commitment Review Form showed that two (2) teachers got a rating of Satisfactory. It is a challenge for these teachers to continually develop themselves to be effective teachers. They are encouraged to pursue developing professional growth by attending seminars and workshops that could enhance their teaching performance, apply varied teaching strategies and styles, and accept changes in the environment to cope with the latest and effective ways to manage and perform their duties and responsibilities as a teacher.

3. Finally, understanding oneself and controlling our emotions makes us competent in our jobs, and this will result in a good performance. Teachers should put their whole-heart dedication and commitment to their duties and responsibilities so that they can perform their job well and inspire others. The researcher suggests that the school should increase skills training to aid in the development of teachers' mental faculties. Teachers should improve their Emotional Competence to advance their social abilities that would increase their acceptance among their peers and therefore, improve the working environment and result in success in the organization.

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