

THE ACADEMIC PERFORMANCE AND EMOTIONAL COMPETENCE OF GRADUATING EDUCATION STUDENTS, SY 2016-2017

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ABSTRACT

The study dealt on identifying the relationship between the academic performance and the emotional competence of graduating Education students from two programs, Bachelor in Secondary Education, major in English (BSEDEN) and Bachelor in Elementary Education (BEED). All of the enrolled students in the subject Practice Teaching were made respondents and the computed mean of responses from the questionnaire adopted from the Emotional Competence framework of Goleman was the basis of the level of their individual emotional competence. The Academic Performance referred to the Students GWA for seven semesters in the programs.

The results reveal that the BSEDEN have good academic performance while the BEED was satisfactory. Both groups were found to very competent in all areas of Emotional Competency. However, with the Pearson correlation formula, it was found out that the academic performance has a weak relationship with the emotional competence of the respondents.

KEYWORDS: *Academic Performance, Emotional Competence, Collaboration, Flexibility, and Adaptability*

INTRODUCTION

The Practice Teachers are the next generation Professional Teachers.

Clearly, along with this line, it is imperative that the Practice Teachers are to be prepared extensively for the effective and efficient performance of their roles as Professional Teachers.

What are the attributes of the 21st Century Professional Teachers? Various literature either from printed or digital media explicitly explain the attributes of the 21st Century Teachers. One is from Baylongo et al. (2012) who referred to teachers to be collaborators and communicators. The same characteristics are also found in the Department of Education several published articles, explaining the skills such as collaboration, flexibility, and adaptability. On the other hand, as cited by Gamit (2014) in an article, she stated among other attributes, that teachers need to be multi-literate, multi-skilled, multi-specialists.

The potentials of Practice Teachers are to be honed so that they may develop these attributes in order for them to meet the demands of today's education system.

Articulo et al. (2003) clearly stipulated in her book that one competence that will make a difference in the workplace is emotional competence. Further examination of the above-cited attributes of the 21st Century Teacher, one can be deduced that the common element is the emotional competence of the teacher.

Why emotional competence? The life of teachers is mostly devoted to interactions with learners who bring with them their own identities, their own emotions which may influence their classroom behaviors. The teacher as facilitator of learning needs to skillfully manage learners' behaviors so that productive interaction can be attained. Emotional Competence as cited by Zsolnai, from the works of Denham et. al (2003, 2004) refers to three basic components, the expression of emotions; the understanding of emotions; and the experience of emotions. The Student Teachers' expression of their own emotion is as important as their ability to understand their students' emotions that is if they wanted to achieve fruitful academic interaction with them. On the other hand, another notable Filipino author on Professional Education courses, Bilbao et al. (2006) referring to the need for emotional competence, they cited the findings of Navarro et al. (1994) who presented 12 beliefs about the roles of teachers which include among others: 1.) teachers play an active role in disciplining children; and 2.) child's interest in studies depends upon his/her teacher. These findings simply strengthen the key role of emotional competence in the day-to-day activities of the teacher.

The researchers had in mind the significance of emotional competence in the life of teachers had conceptualized the work specifically correlating it with the respondents' academic performance so that if interventions are necessary, they can be designed and adapted to address the existence of a possible problem.

BACKGROUND

The University Branch was established in Mariveles in 1976 with a mission of providing quality education in the countryside. Currently, it offers two Engineering Courses, Accountancy, Business Administration, Information Technology, and these two Education Programs, Bachelor in Elementary Education (BEED) and Bachelor in Secondary Education, major in English (BSEDEN).

This study is focused on the two Education Program's graduating students (51 from the BSEDEN and 39 from the BEED) who are in their final stage of the pre-service training, Practice Teaching. In this period, the students are required to immerse in actual classes as Student Teachers, with the guidance of a Mentor or a Cooperating Teacher from the host school either in the elementary or secondary level, Before the end of their final semester, they will be assessed in terms of content knowledge, and their skills in lesson planning, instructional material preparation, presenting lessons and classroom management.

The lesson planning is not crucial since the Student Teachers are provided with Teacher's Guides and other references by their Cooperating Teachers. However, the actual classroom interaction is a more challenging experience as students from previous years, themselves, reported during regular mentoring sessions with their subject instructors. For them, the task is more challenging since it requires more patience that is directly linked with controlling their own emotions to manage discipline-related problems. If they failed to do so, they may burst into tears or may even utter harsh words that may affect their relationship with students. This particular aspect is related to their emotional competence.

As mentioned earlier, the emotional maturity of the individual is an important component in the performance of his/her multi-tasks as a teacher and this state can be attributed to many factors. Steiner and Perry (1997) as cited by

Articulo & Florendo (2003), pointed out that emotionally literate persons are able to handle difficult emotional situations leading them to avoid fighting, lashing out and hurting other people

Emotional Competence in this study is of Goleman's (1998) Emotional Competence Framework encompassing Personal Competence which is about self-awareness, self-regulation, self- motivation and Social Competence referring to social awareness, and social skills

On the other hand, the academic performance as referred to here is based on the computed General Weighted Average (GWA) of respondents for seven semesters.

The researchers have thought of equating it with the academic performance to prove that if a student is performing good in his academics, he is also emotionally competent or otherwise.

Hence, the study was pursued.

OBJECTIVES OF THE STUDY

The study was undertaken primarily to identify the relationship of the academic performance of the respondents to their emotional competence.

Specifically, the following objectives were advanced:

- determine the profile of the BEED and BSEDEN Practice Teachers;
- identify respondents' Academic Performance in terms of General Weighted Average (GWA) and their level of Emotional Competence; and
- ascertain the relationship between the GWA and emotional competence of respondent

Methods

The study utilized the Descriptive Research, involving all the graduating Education Students enrolled in Practice Teaching during the second semester of the Academic Year, 2016-2017 as respondents. Their identities were concealed through codes and their consent to use their grades as bases of their Academic Performance was secured. The Emotional Competence Framework by Daniel Goleman (1998) was used to describe respondents along this area. The relationship between the Academic Performance and Emotional Competence was ascertained using the Pearson Product-Moment Correlation formula but Descriptive Statistics such as Frequency, Percentage, Mean and Weighted Mean were also utilized. The profile was included in the questionnaire only for the purpose of presenting a simple background about the respondents.

RESULTS AND DISCUSSIONS

The following are the research findings.

The Respondents grouped according to sex.

Table 1 shows that in either program, females still dominate the Education Degree. More than $\frac{3}{4}$ of Practice Teachers on both courses are female.

Table 1: Distribution of Respondents According to Sex

Sex	BSEDEN		BEED	
	Frequency	Per Cent	Frequency	Per Cent
Male	13	25.49	6	15.38
Female	38	74.51	33	84.62
Total	51	100.00	39	100.00

The findings on the female dominance in the teacher-training courses remain unchanged over time. In fact in 2011, as cited by Santos (2013) when the Commission on Higher Education (CHED) Secretary then, Hon. Patricia B. Licuanan addressed the 55th Session of the Commission on the Status of Women, United Nations, she reported that women dominate the fields of Teacher Education, Humanities, and Social Sciences.

Table 2: The Respondents According to Age

Age	BSEDEN		BEED	
	Frequency	Percent	Frequency	Percent
19 years old	21	41.18	17	43.59
20	23	45.10	14	35.90
21	6	11.76	4	10.26
More than 21	1	1.96	4	10.26
Total	51	100	39	100.00

As far as the age of the respondents is concerned, it can be deduced that they are within the expected age range of 19 to 21 years old. A graduating student for a four-year course in the Philippine setting is expected to be between 19 to 21 years old in his 4th year. The table above shows almost all are in this age bracket. The Department of Education had set the entry age for Grade 1 to be 6 years old, (DepEd Order No.1, s. 2015, DepEd Order No.5 s. 2016) with the former curricular program of six years in elementary level, four years in the secondary and another four years in the college level, a graduating student will be 20 or 21 years during the end of the school year.

Table 3 elucidates the birth order of the respondents have by their birth order.

Table 3: The Respondents According to Birth Order

Birth Order	BSEDEN		BEED	
	Frequency	Per cent	Frequency	Per cent
1 st	16	44.44	11	35.48
2 nd	8	22.22	11	35.48
3 rd	6	16.67	3	9.68
4 th	3	8.33	5	16.13
5 th	1	2.78	1	3.23
6 th	0	0	0	0
7 th	2	5.56	0	0
Total	36	100.00	31	100.00

From the BSEDEN group, almost half are the firstborn which implies that they may have younger brothers or sisters. On the other hand, 2/3 of the BEED respondents are either first born or second born, with only a few from both courses to be 3rd, 4th or 5th born and still from the Secondary Education, there were two who is the 7th born of their parents. The figures imply that among Filipino families, they still bear two or more children. This is amplified in the Philippine Statistics Authority Report December 2016, stating that the average Filipino family size is 4.4 in 2015 which is a decrease compared to the 2000 report of 5.0 implying a family may have 2 to 3 children.

Table 4 below presents the monthly family income of respondents. As observed, the bulk of respondents clustered in income brackets ranging from more than PHP5,000 to PHP15,000 which only indicates that most of these students belong to economically challenged families

Table 4: The Respondents According to Monthly Family Income

Monthly Income	BSEDEN		BEED	
Below P5,000	6	11.76	3	7.69
More than P5,000 – P8,000	10	19.61	12	30.77
More than P8,000 -P12,000	15	29.41	9	23.08
More than P12,000-P15,000	14	27.45	15	38.46
More than P15,000	6	11.76	0	0
Total	51	100.00	39	100.00

In the Philippine Statistics Authority report released March 18, 2016 in its official website, it was clearly stated that a family of five needed at least PhP 6,365 on the average every month to meet their family’s basic food needs and at least PhP 9,140 on the average every month to meet both basic food and non-food needs. Data from the table above indicated that there are among the respondents who are living within the threshold of maintaining only the family’s food needs.

The Academic Performance and Emotional Competence of the Respondents

Table 5 presents the mean of the Academic Performance expressed in terms of the respondents’ General Weighted Average (GWA) for seven semesters.

Table 5: Academic Performance and Emotional Competence of Respondents

Variables	BSEDEN	Verbal Description	BEED Mean	Verbal Description
Mean, GWA	2.1035	Good	2.474	Satisfactory
Mean, Emotional Competence	2.8787	Very Competent	2.9988	Very Competent

Likewise, the same table shows the Mean of the Practice Teachers’ Emotional Competence

The University Student Handbook (p.29) provided for the interpretation of the Academic Performance in terms of the General Weighted Average. It appeared that the students from the Bachelor in Secondary Education have better academic performance, their mean grade is 2.1035, while that of the Bachelor in Elementary Graduates have mean GWA of 2.474 with a verbal description of Satisfactory.

On the other hand, using the 5-point scale questionnaire, it appeared that both groups have computed mean along with the areas of Emotional Competence verbally described to be very competent.

Correlation between Academic Performance and Emotional Competence

The verbal interpretations of the Pearson Correlation Coefficient computed data below shows weak relationships between the two concepts.

Table 6: Correlation between Academic Performance and Emotional Competence of Respondents

Programs	R	R(Coefficient of Determination)	Interpretation	p Value	Interpretation
BSEDEN	0.0611	0.0037	Weak relationship	0.670165	Not significant at <0.05
BEED	0.2818	0.0794	Weak Relationship	0.082211	Not significant at <0.05

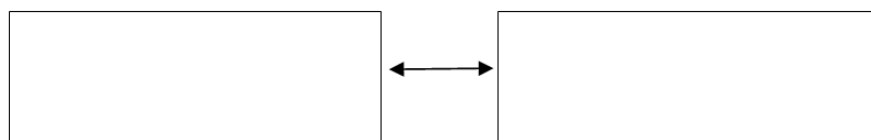


Figure 1: Research Framework of Study

As mentioned in the Abstract, this paper does not focus on how the emotional competence affects a certain personal attribute of the respondents. It is the other way, it looked into an indicator of emotional competence, in this particular case, it is the academic performance of the learners which referred to their GWA. As indicated by the r -value of 0.0611 for BSEDEN and r is equal to 0.2818 for the BEED, there exist, though theoretically, a relationship between the construct of the study, but it is of a weak one since the values are near to 0. Though negligible, the hypothesis cannot be accepted at once. Further studies are required to validate the findings. Nevertheless, the figures above still convey a message that the policy on better entry grade requirement for students seeking admission in the Education Department should still be adopted. It may not be the sole determinant of future academic performance, several studies proved that Grades in high school could determine academic performance in college, one was retrieved from <http://educationnorthwest> with the title, “Study Finds High School Grades More Predictive of College Students Academic Performance. It found that high school grade point average (GPA) was more predictive of students’ success in college English and math courses than SAT, ACT, or ACCUPLACER scores. The same study also made it clear, which student groups at the University of Alaska have the highest developmental education placement rates and may benefit from college readiness resources and programs at the high school or college level. In this current study, the same findings can also be applied, if appropriate interventions are adopted, it may result in a much better academic performance among students which may even lead to better emotional competence.

Another study is titled: “High School Grades and University Performance: A Case Study” by Philippe Cyrenne and Alan Chan (2010) who found out that the high school grade is an important factor in determining performance as first -year students in college.

The paper is not about high school grade but the college grades of students, the concept was included in as much as one of the aims of the study is to be able to identify the relevance of policies which are related to grade requirements found to be significant to academic performance.

A deeper look into the individual grades of the respondents will show that almost all of them have grades ranging from 2.00 to 2.50 which are within the range of good to satisfactory academic performance but then their emotional competence are within the boundaries of 2.51 to 3.50, the verbal interpretation is that they are very competent along with the different dimensions of the phenomenon. The arbitrary ratio being; 3.51 to 4.50 interpreted to be highly competent, while 4.51-5.00 is indicative of excellent competence. Data shows that though the majority of the Practice Teachers are not outstanding in terms of their academic performance, they are still competent to handle their own emotions and to manage students’ expression of feelings.

Emotional Competence matters.

An excellent information paper by Dr. Cary Cherniss originally presented at the Annual Meeting of the Society for Industrial and Organizational Psychology, in New Orleans, April 2000 proved its significance.

He featured 19 referenced business and organizational case studies demonstrating how Emotional Intelligence contributes to corporate profit performance. This paper clearly demonstrates the importance of assessing emotional intelligence in organizations.

On the other hand, looking into the Education sector, according to David Allen Rust who cited Linda Darling Hammond's (1997) statements, that the classroom teacher is the most influential variable influencing student achievement outside of the child's home environment. Many studies have attempted to identify the specific attributes of teachers who are more effective than others. During the last decade further stated by the same researcher, research has shown that teachers, who work to develop relationships, while delivering relevant and rigorous instruction, demonstrate greater student achievement.

Another interesting study was that of Chew et. al (2013) which dealt with the emotional intelligence and academic performance of respondents during their first and final year in medical school. The findings indicated that emotional intelligence was a predictor of academic performance, which was due, according to the researchers on students' ability to understand emotional causes. The knowledge that enabled them (those with higher Emotional Intelligence) to have more adaptive lifestyles, be more attuned to the signals of others and themselves and better understand the causes of their and others' emotions.

Because of the cited significance of EC, the researchers would still want to present whether a difference in a relationship would emerge if the elements are correlated individually with the GWA, Table 6.1 was included.

Table 7: Correlation between Academic Performance and Goleman's Elements of Emotional Competence

Elements of Emotional Competence and Academic Performance	BSEDEN			BEED		
	R	R2	VI	R	R2	VI
Emotional Awareness & Academic Performance	-0.1363	0.0186	Weak relationship	-0.0932	0.0087	Weak Relationship
Self-Regulation & Academic Performance	-0.1206	0.0145	Weak relationship	-0.1377	0.019	Weak relationship
Motivation & Academic Performance	-0.2411	0.0581	Weak relationship	-0.3206	0.1028	Weak relationship
Empathy & Academic Performance	-0.1805	0.0326	Weak relationship	-0.0794	0.0063	Weak relationship
Social Skills & Academic Performance	-0.212	0.0449	Weak relationship	-0.2262	0.0512	Weak relationship
Mean	-0.1781	0.0317	Weak relationship	-0.1714	0.0376	Weak relationship

Though no significant relationship was established in this query, still the outcome provided an avenue for further researches.

CONCLUSIONS

More than ¾ of Practice Teachers on both courses are female, a majority are 19-21 years old, almost half are first born. Most of them have the monthly family income ranging from Php5,000 to Php15,000, though a few have less than Php5,000 or more than Php15,000, implying that most of the students are from low-income families.

The mean of the Academic Performance in terms of the General Weighted Average (GWA) for seven semesters are described to be good and satisfactory for BSEDEN and BEED respectively but in terms of the mean of their Emotional Competence both have a very competent description.

The coefficient of determination for both courses are 0.0037 and 0.0794, the values are near zero (0), implying a weak relationship between the academic performance and the emotional competence. The computed p-value of 0.670165 and 0.082211 at less than 0.05 significance level strengthened the no significant relationship findings.

Therefore, in this particular analysis, it was found out that the academic performance of students has a very little significance to the students' level of emotional competence.

An intervention will be on improving the academic performance of Education students in as much as the emotional competence was found to be in a higher level.

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