

## **The Emotional Intelligence and Instructional Efficacy Character Education Teachers**

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### **ABSTRACT**

In the international arena, the primary concern of academic institutions is to provide a safe and emotionally healthy environment. The emotional intelligence level of Character Education teachers was high. The instructional efficacy level of Grade 6 Character Education teachers was high. There was a significant relationship between the emotional intelligence and instructional efficacy of Character Education teachers. There was a significant relationship between emotional intelligence and self-efficacy. Moreover, emotional intelligence influenced instructional efficacy by 65%. Teachers may be able to maintain their positive traits and improve their weaknesses towards greater productivity.

## **Introduction**

In the international arena, the primary concern of academic institutions is to provide a safe and emotionally healthy environment. Positive teachers' behavior is essential in the development of constructive thinking as well as high achievement. Basically, schools who have pool of teachers who are not just academically competent but emotionally stable and possess wholesome attitudes have a lead over the others (Deming, 2010).

In the school enterprise, a teacher's emotional experience and self-efficacy belief are unique from other teachers. A teacher who has internalized exemplary emotional intelligence and positive instructional efficacy, view difficult problems as challenges that needs to be hurdled and overcome (Woolfolk, Hoy & Davis, 2010).

In the current set-up, teacher's performance is not judged only by one's ability to complete a task given, but also by the ability to handle one self and others. Most of today's conflict in the school arises from petty misunderstandings, inability to make sound judgment, failure to acknowledge individual differences and inadequacy in dealing with varied pressures and demands of assigned tasks.

In the Philippines, Republic Act 10523 stipulates the change in teaching paradigm brought about by the mandate of K to 12 curriculum. The additional managerial responsibilities for teachers which include curriculum planning, crafting varied instructional materials to suit the learners needs, assessing learners based on specific objectives, derived from the current curriculum have resulted into what teachers call point of exhaustion.

Consequently, the monitoring officials in the division and district offices in the Division of Davao del Sur put in several instructional inputs during their rounds of monitoring in the different schools. This includes the preparation of weekly lesson logs, contextualizing stories in Character Education to fit into learners' perspectives and designing rubrics in performance based assessment. This can be tedious; somehow, teachers have to keep up with the requirements, despite problems of resources, equipment and most of all health.

The Grade 6 teachers teaching Character Education being the forefront implementers of good values and wholesome attitude sometimes unintentionally develop a burnt-out feeling. In a time of increased accountability for students' good behavior and personal responsibility, the intermediate teachers' instructional efficacy may have been stretched out

to the limit, depending on the teacher's level of emotional intelligence. This could result into tension and stress which might contribute to high blood pressure or raised sugar levels.

It is in this reason that the researcher was motivated to explore the influence of emotional intelligence on the instructional efficacy of Grade 6 Character Education teachers. This was considered in order to generate data on areas that require immediate action.

### **Statement of the Problem**

This study was guided along this specific question, as follows:

1. What is the emotional intelligence level of Grade 6 Character Education teachers in terms of:
  - 1.1 anxiety management
  - 1.2 decision -making capability
  - 1.3 time management
  - 1.4 commitment ethics
  - 1.5 interpersonal relationship?
2. What is the self-efficacy level of Grade 6 Character Education teachers in terms of:
  - 2.1 efficiency and productivity

- 2.2 loyalty and dedication
  - 2.3 empathy and compassion
  - 2.4 assistance and cooperation
  - 2.5 participation and involvement?
3. Is there a significant relationship between the emotional intelligence and instructional efficacy among Grade 6 Character Education teachers?

### **Significance of the Study**

This study was beneficial to the following:

**DepEd Senior Officials.** Findings of this study are of significance among DepEd Officials, as they may be able to track down problems that beseech teachers in the implementation of diverse DepEd thrusts and programs. They may be able to craft relevant measures to remove or reduce the problems identified; and promote a positive change in the lives of the teachers.

**School Heads.** They will be able to obtain authentic data base results that reveal the general strengths and instructional needs of the Grade 6 teachers and use the data to develop teachers' Individual Plan for

Professional Development. This can be consolidated at the school level as reference for the School Improvement Plan.

**Teachers.** The result of this study will portray the emotional intelligence and instructional efficacy levels of Grade 6 teachers. This will benefit them as they will be able to hone their capacities towards greater productivity. With the result, appropriate policies shall be developed which are directed specifically on teachers' wellbeing.

**Future Researchers.** This study will provide literature on emotional intelligence and instructional efficacy which can be perused by future researchers should they decide to use similar study.

### **Scope and Limitation of the Study**

This study was delimited to identifying the emotional intelligence and instructional efficacy levels of Grade 6 Character Education teachers in all schools in Hagonoy 1 District, Division of Davao del Sur. The study was conducted in December 2015.

### **Definition of Terms**

The following terms were defined based on how they were used in the study:

**Emotional Intelligence.** This refers to a learned ability to identify, understand, experience, and express human emotions in healthy and constructiveways.Determinants of emotional intelligence are as follows: anxiety management; decision making capability; time management; commitment ethics and interpersonal relationship.

**Instructional Efficacy.** This refers to teachers' perceptions regarding their on-the job motivation and performance. The indicators include the following: efficiency and productivity; loyalty and dedication; empathy and compassion; assistance and cooperationparticipation and involvement.

**Grade 6 Teachers.** As used in this study, refers to those teachers who are handling Grade 6 level and in particular, teaching Character Education.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### Emotional Intelligence

Emotional intelligence as the array of skills and characteristics that drive leadership performance (Goleman, 2010). Along this perspective, Goleman outlined five emotional intelligence constructs: self-awareness which is the ability to know one's emotions, strengths, weaknesses, drives, values and goals; self regulation which involves controlling or redirecting one's disruptive emotions and impulses and adapting to changing circumstances; social skill which refers to the managing relationships to move people in the desired direction; empathy which refers to considering other people's feelings especially when making decision; and motivation which refers to being driven to achieve for the sake of achievement.

Petrides (2010) premised that emotional intelligence encompasses behavioral dispositions and self perceived abilities and is measured through self appraisal. This comprises emotional awareness, including the ability to identify one's own emotions and those of others; the ability to harness emotions and apply them to tasks like thinking and problems solving; the ability to regulate one's own emotions and process emotional information and use it to navigate the social environment.



On the other hand, Dembo and Gibson (2008) in their Emotional Intelligence Inventory Questionnaire, identified the determinants of emotional intelligence as follows: anxiety management; decision making capability; time management; commitment ethics and interpersonal relationship. This is going to be adopted, modified and utilized in this study.

### **Decision-Making Capability**

Salovey and Mayer (2010) elucidated that decision-making capability focuses on the individual's ability to discern, differentiate and discriminate varied formation and use it to plot a course along the social environment. Along this view, studies have shown that people with high emotional intelligence have greater mental health, exemplary job performance, and more potent leadership skills. People may have different personalities, different wants and needs, and different ways of showing emotions. However, navigating through this, takes diplomacy and wise judgment, especially if one needs to succeed in the course of life. This is where emotional intelligence becomes important.

Decision-making capability involves the ability to examine, analyze, evaluate and consider issues at hand and derive at a constructive judgment (Zippy, 2010). It also involves one's perception of others: when

one understand how one feels, this allows an individual to manage relationships more effectively. Decision-making capability has become ubiquitous, in the corporate world, in the academe and even in medical schools. Decision-making capability is the capacity to think creatively in order to come up with a worthy alternatives (Burriss, 2010). Decision-making ability has become a by-word recognized in almost all languages: for example, a doctoral student in Adelaide, South Australia; a school teacher in Bangkok, Thailand; a college student in Madrid, Spain; a business consultant in South Africa, a management expert in the Sultanate of Oman; a CEO in Argentina - the concept of Emotional Intelligence resonates all over the planet (Cyberg & Greyven, 2011).

The perspective of decision making capability came from individual's neural circuitry, particularly the executive functions of the prefrontal cortex, which manage working memory – what individuals hold in mind as they learn – and inhibit disruptive emotional impulses (Greenberg, 2011). A series of observation on the value of decision making reported that much of the increased learning among young teenagers in the secondary level of their education can be attributed to improvements in attention and working memory, key functions of the prefrontal cortex (Beldoch, 2012). This strongly suggested that neuro-

plasticity, the shaping of the brain through repeated experience, plays a key role in obtaining plausible decision making ability (Austin, 2012).

The impact of decision-making particularly in the areas of leadership and employee development played a positive influence in their self confidence; communicative competence and diplomacy skills (Zeidner and Matthews, 2012). *The Harvard Business Review* (2014) has hailed decision making ability as a ground-breaking, paradigm-shattering idea, one of the most influential business ideas of the decade. Such claims in the business world too often proved to have underlying substance. Researchers had been at work, ensuring that the application of emotional intelligence is grounded in solid data. The Rutgers University-based Consortium for Research on Emotional Intelligence in Organizations (CREIO) has led the way in catalyzing this scientific work, collaborating with organizations that range from the office of Personnel Management in the corporate world; the Guidance personnel in the different colleges and universities; as well as the human resource officers in the medical schools (Ciarrochi,2012).

### **Anxiety Management**

Bradberry (2012) expressed that anxiety management empowers an employee to sense and understand what is going on around him. This

entails managing oneself by curbing out anxiety and stress, by thinking constructively and establishing optimistic behavior. This is beneficial to the organization and enables employees to explore varied approaches to problem solving. This requires critical thinking and positive motivation to work towards a common goal, which are needed to navigate through diversified route in this age of globalization.

Stottlemire (2000) defined anxiety management as a confluence of developed abilities which are as follows: knowing and valuing self; building and maintaining a variety of strong, productive, and healthy relationships; getting along and working well with others in achieving positive results; and effectively dealing with the pressures and demands of daily life and work. Smith (2011) articulated that anxiety brought about by burnt out feeling at work may be avoided when an individual engages in positive thinking. The development of anxiety management is an intentional, active, and engaging process. Affective learning requires a person-centered process for teacher and student growth and development. When anxiety management is coupled with in depth critical thinking, the focus will be deviated from the problem; instead, attention will be channeled in problem solving. Anxiety management is necessary to avoid stress related sickness. Teachers and students are to build

healthy attitude and behavior that are intricately related to the positive outcomes of achievement, goal achievement, and personal well-being (Worschencire, 2012).

A person's anxiety management such as adaptability in the face of setback and obstacle, motivation to work towards goals, skills in negotiating disagreement and leadership potentials are needed to navigate route of challenges forced by the era of globalization. Employees' performance is not judge only by one's ability to complete a task given but also by the ability to handle one self and others (Udretch&Volzen, 2011).

Teachers are employees of educational organization, embedded in a complex educational system. As such, they are constantly threatened in the competitive and harsh working environment that can bring negative impact on teachers' emotions (Nelson, 2011). These can oftentimes lead to emotional outburst and can be damaging to the teachers' wellbeing. Thus, it is very necessary that anxiety management be embedded and internalized to avoid stress related diseases.

### **Commitment Ethics**

Exemplary teachers are those who display empathy towards others and have the ability to interact socially with their environments and exhibit

high commitment ethics (Skovholt & D’Rozario, 2011). This idea supported ideas of facilitative teachers as viewed by Grasher (2010) who suggested that excellent teachers are those who empathized with their students and sensitive to their needs. Teachers with a degree of commitment ethics are willing to reach out and assist their students, and inevitably become the students’ role model.

The daily accomplishment of highly committed teachers are constantly challenged by various groups of individuals, namely: policy makers, school administrators, parents, and students. These individuals can help produce environment that is conducive for teachers to function effectively in their daily routinely activities (Weisenger, 2010).

Sternberg (2010) cited that teachers become dysfunctional at their workplace due to constant interaction with disruptive students who are not able to follow instruction or display disrespectful behaviors towards their teachers. Conversely, teachers with exemplary commitment ethics produce students who exhibit good attitude are courteous and respectful towards others; these values are handed in from the teacher- their role model. These teachers are not just mere knowledge disseminator but they exemplify responsible adults who wants to be emulated by their students (Goad, 2012).

Rosnah's (2011) study on teachers' emotional intelligence and students' academic achievement mentioned that the teachers' personality profile revealed that teachers who have a high degree of commitment ethics are able to transmit their positive feelings towards their students. This triggered similar positive behaviors among students; they radiate optimism and respectful attitude. It is therefore essential that teachers model desirable behavior for students to emulate.

Consequently, Elkins and Low (2005) expressed that healthy learning environments are triggered through the presence of teachers who exhibit positive commitment ethics critical to the development of constructive thinking as well as goal setting and leadership behaviors. A healthy learning environment is characterized by trust, respect, and engaging dialogue in the classroom. The emotional intelligence skills of assertion, time management, goal achievement, stress management, and positive change are particularly important to academic success. With a focus on emotional intelligence skills, learning becomes an active, engaging, and student-centered process.

### **Interpersonal Relationship**

An individual's interpersonal relationship is dependent on his emotional intelligence (Stenberg, 2011). It affects individual's social

relationship with the immediate environment. People who excel in obtaining camaraderie with others, easily blends with other types of personalities exhibit superior interpersonal relationship. A series of observation on the value of interpersonal relationship reported that much of adults who demonstrate the ability to deal with different kinds of personality and positively interact with varied personal, showed a great degree of emotional intelligence.

Drysdale (2011) elucidated that interpersonal relationship affects behavior of employer-subordinate relationship. Establishing rapport and connectivity with other employees results in solidarity at work. This strongly suggests that emotional intelligence plays a key role in obtaining positive ambiance in the institution (Fritzee, 2012).

The impact of emotional intelligence specifically in the areas of interpersonal relationship plays a positive influence on a person's diplomacy skills (Matilda, 2012). Gringe (2010) expressed that emotional intelligence as a ground-breaking, paradigm-shattering idea, influence a great deal a person's interpersonal relationship. Researchers had been at work, ensuring that the application of emotional intelligence is grounded in solid data. Managers who exhibit satisfactory diplomatic skills among



the varied type of employees can bring about harmony and unity in the workplace.

### **Instructional Efficacy**

Albert Bandura (2008) a social psychologist, conceptualized self-efficacy as a set of beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments. Efficacy beliefs influence one's choices, one's effort, one's persistence when facing adversity, and one's emotions.

Moreover, Bandura expressed that the ability of human beings to influence their environment is strongly linked with belief in their ability to bring about change. Efficacy is dependent on a person's level of motivation and actions which are based more on what they believe than on what is objectively the case. A person with a high degree of efficacy shows optimism in his capacity to achieve an exemplary level of performance.

Tschannen-Moran and Woolfolk Hoy (2011) defined instructional efficacy as teacher's judgment of his or her capabilities to bring about desired outcomes of student engagement and learning, even among those

students who may be difficult or unmotivated. The powerful effects of self-efficacy can be seen in teacher action.

Teacher behavior varies with self-efficacy beliefs. Teachers with high instructional self-efficacy portray the following: spend more time planning and organizing classroom activities (Allinder, 2011); they are more open to new methods and ideas to meet student needs (Stein & Wang, 2010); spend a larger portion of classroom time on academics, providing students with the guidance they need to succeed, and praising students' accomplishments (Gibson & Dembo, 2011); are more likely to develop classrooms with mastery goal structures, focused on learning and improvement (Wolters & Daugherty, 2012); and view difficult students as reachable, and regard classroom problems as surmountable by inventiveness and extra effort (Ashton & Webb, 2011).

On the other hand, teachers with unsatisfactory instructional self-efficacy devote more time to non-academic matters, criticizing students for their failures and giving up on students who do not succeed quickly Berman (2012). Low self-efficacy is related to teachers becoming swamped in classroom problems. Teachers with low self-efficacy are more authoritarian, more likely to report higher levels of anger and stress,

express negative views of student motivation, and more frequently use extrinsic inducements and negative reinforcement (Melby, 2012).

Teacher's instructional efficacy is linked to persistence and effort during instruction (Gibson & Dembo, 2011). Because of the complexities in developing student moral character, this same persistence and effort in teachers is required for effective moral character education (Watson, 2011). In fact, teachers who demonstrate exemplary instructional provides democratic classroom style and promote cooperation and collaboration among students (Watson & Battistich, 2012). In democratic classrooms, students develop skills for discussion, decision making, and conflict resolution.

McLaughlin (2012) asserted that teachers with a high sense of efficacy about their teaching capabilities have an easier time motivating their students and enhancing their cognitive development (Bass and Paul, 2012). These teachers also are able to rebound from setbacks and are more willing to experiment with new ideas or techniques. Self – efficacious teachers share a set of core values, have a common identity and language and a sense of pride and belonging. The authority is derived from knowledge and practice. They exhibit collegial relationships which are not externally regulated.

Purkey and Smith (2011) stated that instructional efficacy is enhanced through teacher empowerment. It is observed in a climate of good interpersonal relationship, building team around purpose and respect. He affirmed that for individual teachers to become productive entails exposing him to the rigidity of the job. It is not the ability to fiercely compete but the ability of the teacher to cooperate willingly that will determine organizational success.

Conversely, Pajares (2011) premised that instructional efficacy is the spirit that keeps mentors on the right tract. It may be slow process that could test a mentor's patience to the limit. An effective teacher believes that he can make a difference in learners' lives, and teaches in ways that demonstrate this belief. What teachers' believe about their capability is a strong predictor of teacher effectiveness. Teachers who possess a strong sense of efficacy are more likely to challenge themselves with difficult tasks and be intrinsically motivated (Margoli & Mac Cabe, 2011). These teachers put forth a high degree of effort in order to meet their commitments, and attribute failure to things which are in their control, rather than blaming external factors. Efficacious teachers also recover quickly from setbacks, and ultimately are likely to achieve their personal goals.

Trentham (2011) enthused that teachers with low efficacy, beliefs can never be successful and thus are less likely to make an extended effort and may consider challenging tasks as threats that are to be avoided. Those teachers that depict high levels of efficacy portray confidence in their capabilities and approach difficult tasks as challenges to be mastered rather than threats to be avoided. Teachers whose academic profiles are very impressive hold strong self-efficacy beliefs and tend to be more satisfied with their job.

Gusky and Passaro (2008) enumerated the determinants on levels of Teacher's Self- Efficacy Scale which are as follows: efficiency and productivity; loyalty and dedication; empathy and compassion; assistance and cooperation, participation and involvement.



## **Hypothesis**

The null hypothesis tested in this study at 0.05 alpha level of significance was the foregoing:

Ho<sub>1</sub>: There is no significant relationship between the emotional intelligence and instructional efficacy among Grade 6 Character Education teachers.

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## **CHAPTER III**

### **METHODOLOGY**

#### **Research Locale**

This study was conducted in Hagonoy 1 District, Hagonoy, Davao del Sur. There were twelve (12) complete elementary public schools in Hagonoy 1 District which were included in the study namely: Hagonoy Central Elementary School, Hagonoy Elementary School, Lapulabao Elementary School, Leoncio S. Pelino Elementary School, San Guillermo Elementary School, Sacub Elementary School, Lanuro Elementary School, Kibuaya Elementary School, Maliit Digos Elementary School, Ciriaco B. Gayud Elementary School, La Union Elementary School and Quezon Elementary School.

#### **Respondents of the Study**

The respondents of this study were the Grade 6 Character Education teachers in the 12 schools in Hagonoy 1 District. This study utilized complete enumeration, thus all the 21 Grade 6 Character Education teachers were taken in as respondents. Their total number was adequate for this introspection.



### Sampling Design and Technique

This study utilized the universal sampling method using the complete enumeration technique. All Grade 6 teachers handling Character Education subject during School-Year 2015-2016 were taken in as respondents.

**Table 1. Distribution of Respondents in Hagonoy 1 District. SY 2015 - 2016.**

Schools	Total Number of Teachers
1. Ciriaco B. Gayud ES	2
2. Hagonoy CES	5
3. Hagonoy ES	2
4. Kibuaya ES	2
5. La Union ES	1
6. Lanuro ES	1
7. Lapulabao ES	2
8. Leoncio S. Pelino ES	1
9. Malabang ES	1
10. Maliit Digos ES	1
11. Sacub ES	2
12. San Guillermo ES	1
TOTAL	21

### Research Design

Descriptive-correlational method was used in this study. This involved subjecting the variables to appropriate statistical treatment in order to find out the relationship between the two variables on study. It

entailed data gathering, organizing, describing, comparing and presenting relevant information (Good, 2005).

### **Research Instrument**

This study adopted the Emotional Intelligence Inventory Questionnaire anchored from Dembo and Gibson (2011). On the other hand the Survey questionnaire on Levels of Instructional Efficacy was adapted from Gusky and Passaro (2011). The 5 point Likert scale was used in the survey questionnaire with the following levels:

Range of Rating	Description	Interpretation
4.51 – 5.0	Exceptionally high	means extensively practiced
3.51 – 4.50	High	means often practiced
2.51 – 3.50	Moderate	means sometimes practiced
1.51 – 2.50	Low	means rarely practiced
1.0 – 1.50	Very Low	means never practiced

### **Data Gathered**

The data gathered was taken from the survey results on levels of

emotional intelligence and self-efficacy levels of Grade 6 Character Education Teachers.

The information derived from the survey was consolidated, analyzed, tabulated and interpreted.

### **Data Gathering Procedure**

The researcher employed the following steps in conducting the study:

1. Obtained permission from the Schools Division Superintendent to conduct the study in Hagonoy 1 District in the Division of Davao del Sur.
2. Furnished the District Supervisor of Hagonoy 1 District a copy of the endorsement of the Schools Division Superintendent and a cover letter on the subject of the study in order to solicit their support and cooperation.
3. Arranged with the District Supervisor the schedule of the researcher's visit to the participating schools.
4. To assume reliability of responses the researcher personally conducted the survey questionnaire in the different schools. The respondents were assured of confidentiality of their responses.

5. All the accomplished questionnaires were immediately retrieved right after the test administration.
6. The result of the survey were collated and subjected to statistical treatment.

### **Statistical Procedure**

In the treatment of data the following statistical procedure were employed:

1. The mean and the standard deviation were utilized to answer sub problems 1 and 2.
2. The Pearson  $r$  was used to identify significant relationships in sub problem 3.
3. The computations were analyzed with the aid of the Statistical Packages for Social Science (SPSS) software.

## CHAPTER IV

### RESULTS AND DISCUSSIONS

#### Instructional Efficacy Level of Grade 6 Character Education Teachers

Table 2 specifies the data on the emotional intelligence level of Grade 6 Character Education teachers. As noted, the numerical data disclosed the following: a mean of 4.26 in anxiety management, with a descriptive rating of high; 4.32 in decision-making, with a descriptive rating of high; 4.35 in time management, with a descriptive rating of high; 4.58 in commitment ethics, with a descriptive rating of exceptionally high; and 4.59 in interpersonal relationship, with a descriptive rating of exceptionally high.

**Table 2. Emotional Intelligence Level of Grade 6 Character Education Teachers. SY 2015-2016.**

<b>Indicator</b>	<b>Mean</b>	<b>Description</b>
Anxiety management	4.26	High
Decision- making	4.32	High
Time management	4.35	High
Commitment ethics	4.58	Exceptionally high
Interpersonal Relationship	4.59	Exceptionally high
<b>Overall</b>	<b>4.42</b>	<b>High</b>

The overall mean rating indicated a numerical data of 4.42, which denoted that the emotional intelligence level of Grade 6 Character Education in Hagonoy 1 District was high.

As based on the data, the Grade 6 Character education teachers obtained an exceptionally high mean rating in commitment ethics and interpersonal relationship. According to Skovholt and D'Rozario (2011), effective teachers are those who exhibit exceptionally high commitment ethics, demonstrated on their ability to show empathy towards others and readily provide support and assistance when needed. As viewed by Grasher (2010), the best teachers are those who empathized with their students and are sensitive to their needs. Teachers with a superior degree of commitment ethics are willing to reach out and assist their students, and inevitably become the students' role model.

On the other hand, Matilda (2012) emphasized that interpersonal relationship plays a positive influence on a person's diplomacy skills. Gringe (2010) concurred that diplomacy influences a great deal on a person's interpersonal relationship. This is the ability to interact harmoniously with others, to be able to find similarities in opinions and being constructive in dealing with feedback so as to avoid arguments and conflicts.

Stenberg (2011) elucidated that an individual's interpersonal relationship is dependent on his emotional intelligence. It affects individual's social relationship with the immediate environment. People who excel in obtaining camaraderie with others, easily blends with other types of personalities exhibit superior interpersonal relationship. A series of observation on the value of interpersonal relationship reported that much of adults who demonstrate the ability to deal with different kinds of personality and positively interact with varied persona, showed a great degree of emotional intelligence.

The character education teachers in Hagonoy 1 district showed exemplary interpersonal relationship, demonstrated in the way they establish rapport and connectivity with other employees which resulted in solidarity at work.

### **Instructional Efficacy Level of Grade 6 Character Education Teachers**

Table 3 reflects the data on the instructional efficacy level of Grade 6 Character Education teachers. Data revealed a mean rating of 4.57 in loyalty and dedication and 4.53 in participation and involvement. Both indicators obtained a descriptive rating of exceptionally high. However, a mean rating of 4.33 in efficiency and productivity; 4.38 in empathy and

compassion; 4.42 in assistance and cooperation were obtained. All these indicators denoted a descriptive rating of high. The overall mean rating was 4.45 which implied that the instructional efficacy level of Grade 6 Character Education teachers in Hagonoy I district was high.

**Table 3. Instructional Efficacy Level of Grade 6 Character Education Teachers. SY 2015-2016.**

<b>Indicators</b>	<b>Mean</b>	<b>Description</b>
Efficiency and Productivity	4.33	High
Loyalty and Dedication	4.57	Exceptionally High
Empathy and Compassion	4.38	High
Assistance and Cooperation	4.42	High
Participation and Involvement	4.53	Exceptionally High
<b>Overall</b>	<b>4.45</b>	<b>High</b>

As noted, indicators on loyalty and dedication and assistance and cooperation obtained exceptionally high ratings, which means that the instructional efficacy of teachers is at an exemplary level. As conceptualized by Bandura (2008), instructional efficacy influence ones choices, ones effort, ones persistence and ones emotions. Moreover, Bandura expressed that the ability of educators to influence their environment is strongly linked with belief in their ability to bring about change. Efficacy is dependent on a person's level of motivation and actions which are based more on what they believe than on what is



objectively the case. A person with a high degree of efficacy shows optimism in his capacity to achieve an exemplary level of performance.

As emphasized by Allinder (2011), teacher behavior varies with self-efficacy beliefs. Teachers with high instructional self-efficacy spend more time planning and organizing classroom activities; are more likely to develop mastery goal structures, and is focused on learning and improvement and regard classroom problems as surmountable by inventiveness and extra effort.

### **Relationship Between Emotional Intelligence and Instructional Efficacy of Grade 6 Character Education Teachers**

Table 4 highlights the data on the relationship between emotional intelligence and instructional efficacy. Result showed the p-value of 0.000 which was lesser than .05 level of significance which was the basis for rejecting the null hypothesis. Thus, there was a significant relationship between the two variables. Correlation coefficient was 0.804 with  $r^2$  of 0.6464 which means that emotional intelligence level of teachers influenced their instructional efficacy by 64.64%. The remaining 35.36% was influenced by other factors beyond the investigation of this study.

**Table 3. Relationship between the Emotional Intelligence and Instructional Efficacy of Grade 6 Character Education Teachers. SY 2015-2016.**

<b>Variable</b>	<b>Coefficient <i>r</i></b>	<b>p-value</b>	<b>Decision</b>	<b>Interpretation</b>
<b>Emotional Intelligence</b>	0.804	0.000	Reject Ho	Strong linear relationship
<b>Instructional Efficacy</b>				

The above finding is in congruence with the perspective of Woolfolk, Hoy and Davis (2010), that a teacher who has internalized exemplary emotional intelligence also demonstrate positive instructional efficacy. They view difficult problems as challenges that needs to be hurdled and overcome. In the educational enterprise, teacher’s performance is not judged by one’s ability to complete a task given, but by the ability to handle one self and others.

As premised by Goleman, (2010), emotional intelligence is the array of skills and characteristics that drive leadership performance. In consonance with Bandura’s (2008) concept, instructional-efficacy is a set of beliefs in one’s capabilities to organize and execute the courses of action required to produce given attainments. Both variables are significantly

related as these motivates an individual to perform assigned task to the best of one's ability.

Purkey and Smith (2011) stated that emotional intelligence and instructional efficacy is enhanced through good interpersonal relationship, building team around purpose and respect. It is not the ability to fiercely compete but the ability of the teachers to cooperate willingly that will determine organizational success. Pajares (2011) premised that emotional intelligence and instructional efficacy keeps mentors on the right tract. Effective teachers can make a difference in learners' lives, and teaches in ways that demonstrate this belief. What teachers' believe about their capability is a strong predictor of teacher effectiveness.

On a personal note, the researcher concludes that the link between emotional intelligence and instructional efficacy is the way a teacher views things, handles oneself and demonstrate this, towards the attainment of personal and professional goals.

## **CHAPTER V**

### **SUMMARY, CONCLUSIONS, AND RECOMMENDATION**

#### **Summary**

This was a descriptive-correlation study which focused mainly on the relationship between the level of emotional intelligence and instructional efficacy of Grade 6 Character Education teachers in Hagonoy 1 District. This was conducted last December 2015.

In subproblem 1, the numerical data on the level of emotional intelligence disclosed the following: a mean of 4.26 in anxiety management, with a descriptive rating of high; 4.32 in decision making, with a descriptive rating of high; 4.35 in time management, with a descriptive rating of high; 4.58 in commitment ethics, with a descriptive rating of exceptionally high; and 4.59 in interpersonal relationship, with a descriptive rating of exceptionally high.

The overall mean rating indicated a numerical data of 4.42, which denoted that the emotional intelligence level of Grade 6 Character Education in Hagonoy 1 District was high.

Data in subproblem 2 showed the instructional efficacy level of Grade 6 Character Education teachers. It revealed a mean rating of 4.57

in loyalty and dedication and 4.53 in participation and involvement; both obtained a descriptive rating of exceptionally high. However, a mean rating of 4.33 in efficiency and productivity; 4.38 in empathy and compassion; and 4.42 in assistance and cooperation were obtained. All these indicators denoted a descriptive rating of high.

The overall mean rating was 4.45 which implied that the instructional efficacy level of Grade 6 Character Education teachers in Hagonoy I district was high.

The data in subproblem 3 denoted the correlation coefficient of 0.804 and p-value of 0.000 which was lesser than .05 level of significance, thus null hypothesis was rejected. There was a significant relationship between emotional intelligence and self-efficacy. Moreover, emotional intelligence influenced instructional efficacy by 65%.

### **Conclusion**

The following conclusions were derived after the observations were noted:

1. The emotional intelligence level of Grade 6 Character Education teachers was high.

2. The instructional efficacy level of Grade 6 Character Education teachers was high.
3. There was a significant relationship between the emotional intelligence and instructional efficacy of Grade 6 Character Education teachers.

### **Recommendation**

As based on the findings, the following were recommended:

1. DepEd Officials may track down problems that beseech teachers in the implementation of diverse DepEd thrusts and programs. They may be able to craft relevant measures to remove or reduce the problems identified; and promote a positive change in the lives of the teachers.
2. The school heads may obtain authentic data based on results that reveal the general strengths and instructional needs of the Grade 6 teachers and use the data to develop teachers' Individual Plan for Professional Development. This can be consolidated at the school level as reference for the School Improvement Plan. With the result, appropriate policies shall be developed which are directed specifically on teachers' well-being.

3. Teachers may be able to maintain their positive traits and improve their weaknesses towards greater productivity.
4. Future researchers may utilize the literature on emotional intelligence and instructional efficacy provided, to guide them in their research undertaking.

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