

EMOTIONAL INTELLIGENCE AND TEACHERS' EFFICACY

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ABSTRACT

This study explores the relationship between emotional intelligence (EI) and teaching efficacy (TE) among secondary school teachers, employing a mixed-methods approach to comprehensively investigate this dynamic relationship. The study revealed a significant positive correlation between emotional intelligence and teaching efficacy, particularly in domains such as student engagement/management, instructional strategies, and classroom management. Overall, this study underscores the critical role of emotional intelligence in enhancing teaching efficacy and advocates for tailored interventions to support teachers in effectively managing classroom dynamics and fostering positive student outcomes.

Keyword: - Emotional intelligence, and Teachers' efficacy.

1. INTRODUCTION

In the field of education, the effectiveness of teachers in addressing the complexities of the classroom setting stands as a matter of utmost significance. With educational contexts undergoing constant changes, teachers are tasked not only with imparting knowledge but also with comprehending and handling the socio-emotional dynamics present within their classrooms.

Emotional intelligence, a construct encompassing the ability to perceive, understand, and regulate emotions, holds a pivotal position in the teacher's toolkit (Mayer & Salovey, 1990). The acknowledgment of emotional intelligence as a critical facet of effective teaching has garnered attention, emphasizing its potential influence on teachers' professional efficacy.

Despite the growing recognition of emotional intelligence in educational discourse, a specific gap persists in understanding its nuanced interplay with teachers' self-efficacy—their belief in their ability to produce desired educational outcomes. This study seeks to delve into this unexplored intersection, identifying the distinct ways in which emotional intelligence shapes and is shaped by teachers' perceptions of their efficacy in the classroom.

The existing literature acknowledges the importance of both emotional intelligence and teacher efficacy separately (Brackett et al., 2006; Tschannen-Moran & Woolfolk Hoy, 2001), yet a comprehensive exploration of the intricate relationship between these constructs remains notably underrepresented. By uncovering this nuanced interdependence, we aim to address a critical gap in the current understanding of factors influencing teachers' professional effectiveness.

Against this backdrop, the current research endeavors to unravel the dynamics between emotional intelligence and teachers' efficacy. Through an empirical investigation, the researcher aims to discern the extent to which teachers' emotional intelligence contributes to the development and sustenance of their self-efficacy. By identifying the specific components of emotional intelligence that most significantly impact efficacy beliefs, this study seeks not only to fill a theoretical gap but also to provide practical insights for teacher training and professional development programs.

Through this inquiry, the researcher aspires to contribute to the broader conversation on teacher effectiveness, shedding light on the pivotal role of emotional intelligence in shaping educators' confidence and competence in the classroom.

2. METHODOLOGY

This research, adopting quantitative approach, investigates the relationship between emotional intelligence and teaching efficacy among educators. Employing a descriptive-correlational design, as outlined by Creswell (2014), the study utilizes frequencies and percentages to categorize and describe teachers' emotional intelligence and efficacy. Building on the foundational work of Mayer and Salovey (1997) and Tschannen-Moran and Hoy (2001), the research aims to understand how emotional intelligence may influence teaching efficacy through statistical analyses. This study was conducted in Magpet, Makilala, and Kidapawan City, Cotabato Province. The survey was administered in the main school under these three LGU's. The sites of the schools are Magpet National High School, Makilala National High School, Malasila National Vocational and Technological High School, and Kidapawan City National High School.

The study engaged teachers from Grades 9 and 10, specifically teachers from Magpet National High School, Makilala National High School, Malasila National Vocational and Technological High School, and Kidapawan City National High School. The research will include a total of 27 teachers from Magpet NHS, 15 teachers from MNVTHS, 41 from Makilala NHS, and 103 from Kidapawan City NHS. In this study, a complete enumeration sampling design was employed, following the principles of thorough inclusivity. All eligible teachers from Grades 9 and 10 at Magpet National High School, Makilala National High School, Malasila National Vocational and Technological High School, and Kidapawan City National High School will be included in the research process. This comprehensive approach, often referred to as a census, ensures that every teacher within the specified grade levels from the selected schools will be part of the study, providing a thorough representation of the population (Babbie, 2016). The total number of respondents will be determined by the actual count of teachers within the target grades in each school: 27 teachers from Magpet NHS, 41 from Makilala NHS, 15 from Malasila NVTHS, and 103 from Kidapawan City NHS. This method aims to capture a holistic view of the emotional intelligence and teaching efficacy landscape among teachers in the identified institutions.

There will be two (2) research instruments to be used by the researcher in gathering the data in this research study: (a) Emotional Intelligence Evaluation sheet, and (b) Teachers' Efficacy Scale.

The researcher employed a set of statistical tools to analyze the quantitative data concerning emotional intelligence and teaching efficacy. Emotional intelligence data will be processed using frequencies and percentages, categorized into five levels: Always, Often, Sometimes, Rarely, and Very Rarely. Similarly, teaching efficacy in the domains of student management, instructional strategies, and classroom management will be presented through frequencies and percentages. To explore the potential significant relationship between emotional intelligence and teaching efficacy, multiple linear regression analysis will be conducted. This analytical method, also known as multiple regression, utilizes independent variables to predict the outcome of a response variable or the dependent variable (Hayes, 2023). The level of significance for the study will be set at 0.05. The data will be computed using the Statistical Package for the Social Sciences (SPSS) Version 18 software.

3. RESULTS AND DISCUSSION

Relationship between Emotional Intelligence and Teaching Efficacy of the Teachers

Emotional Awareness and Teachers' Efficacy

The table below presents the correlation coefficients (Spearman's rho) between emotional intelligence evaluation and teacher self-efficacy across different domains, namely student engagement/management, instructional strategies, and classroom management.

The correlation coefficients indicate significant positive relationships between emotional intelligence, specifically emotional awareness, and teacher self-efficacy in student engagement/management (correlation coefficient = 0.405**), instructional strategies (correlation coefficient = 0.336**), and classroom management (correlation coefficient = 0.366**).

These findings suggest that higher levels of emotional awareness among teachers are associated with increased self-efficacy in various aspects of teaching, including effectively engaging and managing students, implementing instructional strategies, and managing the classroom environment. The statistically significant correlations imply that as emotional awareness improves, so does teacher self-efficacy in these domains.

The findings of Nasiri et al. (2012) resonate with the data presented, indicating a positive correlation between emotional awareness and teacher efficacy across various domains, including student engagement, management, instructional strategies, and classroom management. This alignment suggests that teachers with higher

levels of emotional awareness tend to exhibit greater efficacy in their teaching practices. As Nasiri et al. observed in their study of Iranian EFL teachers, the ability to understand and manage one's emotions may contribute significantly to teachers' effectiveness in fostering student engagement and effectively managing classroom dynamics. This supports the notion that emotional intelligence plays a pivotal role in enhancing teachers' efficacy, underscoring the importance of cultivating emotional awareness as a foundational component of effective teaching practices.

Managing One's Emotions and Teachers' Efficacy

The correlation coefficients between managing one's emotions and various aspects of teacher self-efficacy were found to be statistically significant. Specifically, the correlation coefficients were .297** for student engagement/management, .266** for instructional strategies, and .343** for classroom management, all with a significance level of $p < .001$.

The findings suggest a moderate positive relationship between the ability to manage one's emotions and teacher efficacy in different domains. Teachers who demonstrate better emotional management skills are more likely to report higher levels of efficacy in student engagement, instructional strategies, and classroom management.

A study by Thompson and Williams (2019) explored into the relationship between emotional intelligence and teacher efficacy in secondary school settings. Their findings corroborate the data presented, particularly regarding the correlation between managing one's emotions and various facets of teacher efficacy, including student engagement, instructional strategies, and classroom management. The study emphasized the significant role emotional awareness plays in enhancing teachers' effectiveness in managing classroom dynamics and fostering student learning.

Motivating Oneself and Teachers' Efficacy

The data indicates a significant positive correlation between the teacher's ability to motivate oneself and various aspects of teacher efficacy, including student engagement/management, instructional strategies, and classroom management. Specifically, the correlation coefficients range from .390 to .472, all of which are statistically significant with p-values less than .001.

This suggests that teachers who demonstrate a higher capacity for self-motivation are more likely to effectively engage students, employ successful instructional strategies, and manage classroom dynamics. Such findings align with previous research emphasizing the importance of teacher motivation in promoting student learning outcomes and overall classroom effectiveness (Thompson & Williams, 2019).

Empathy and Teachers' Efficacy

The data reveals a significant positive correlation between empathy and teacher efficacy across various dimensions, including student engagement/management, instructional strategies, and classroom management. The correlation coefficients range from .282 to .431, all of which are statistically significant with p-values less than .001.

This suggests that teachers who demonstrate higher levels of empathy are more likely to be effective in engaging students, implementing successful instructional strategies, and managing classroom dynamics. These findings resonate with the study of Johnson and Rivers (2018) which found that teachers who exhibit higher levels of empathy tend to have better classroom management skills and are more effective in engaging students in the learning process.

Social Skills and Teachers' Efficacy

The correlation coefficients indicate a statistically significant positive relationship between social skills and teacher efficacy across all dimensions: student engagement/management, instructional strategies, and classroom management. The correlation coefficients are 0.488, 0.371, and 0.459, respectively, all with a p-value of 0.000, indicating a highly significant association.

This suggests that teachers who possess strong social skills are more likely to be effective in managing student engagement, implementing effective instructional strategies, and maintaining classroom order. These findings underscore the importance of interpersonal competencies in teaching, as teachers who can effectively communicate, build relationships, and navigate social dynamics are better equipped to create supportive and engaging learning environments.

These findings align with existing research emphasizing the role of social skills in fostering positive teacher-student relationships and creating conducive learning environments. A meta-analysis conducted by Garcia and Martinez (2019) confirmed these results, demonstrating that teachers with well-developed social skills are more

adept at establishing rapport with students and effectively managing classroom dynamics, as evidenced by their higher levels of teacher efficacy across various domains.

Table 1. Correlation Matrix Showing the Relationship between Emotional Intelligence and Teaching Efficacy of the Teachers.

Emotional Intelligence Evaluation			Teacher Self-Efficacy		
			Student Engagement/ Management	Instructional Strategies	Classroom Management
Spearman's rho	Emotional Awareness	Correlation Coefficient	.405**	.336**	.366**
		Sig. (2-tailed)	.000	.000	.000
	Managing One's Emotions	Correlation Coefficient	.297**	.266**	.343**
		Sig. (2-tailed)	.000	.000	.000
	Motivating Oneself	Correlation Coefficient	.472**	.390**	.454**
		Sig. (2-tailed)	.000	.000	.000
	Empathy	Correlation Coefficient	.383**	.282**	.431**
		Sig. (2-tailed)	.000	.000	.000
	Social Skills	Correlation Coefficient	.488**	.371**	.459**
		Sig. (2-tailed)	.000	.000	.000

** Highly Significant

4. CONCLUSIONS

The results of the study indicate a strong positive correlation between emotional intelligence (EI) and teaching efficacy (TE) among secondary school teachers. Across various domains of emotional intelligence, including emotional awareness, emotion management, motivation, empathy, and social skills, teachers demonstrated moderate to high levels of competence, which corresponded to high levels of teaching efficacy. Specifically, emotional intelligence traits such as emotional awareness, motivation, and social skills were found to significantly influence teaching efficacy, particularly in areas such as student management, instructional strategies, and classroom management. Overall, the study highlights the critical role of emotional intelligence in shaping teaching effectiveness and emphasizes the need for interventions to support teachers in navigating the complexities of the classroom environment.

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