

SELF-EFFICACY AND EMOTIONAL INTELLIGENCE OF TEACHERS AND ACADEMIC ACHIEVEMENT OF STUDENTS

Lielani S. Apao, Elizabeth D. Dioso

¹ Teacher I, Department of Education, Monkayo National High School, Philippines

² College of Teacher Education Program Head, Commission on Higher Education, Assumption College of Nabunturan, Philippines

ABSTRACT

Emotional intelligence and self-efficacy are considered two of the most fundamental teachers' characteristics to create positive effects on students. This study made use of a survey questionnaire to find out the self-efficacy and emotional intelligence of teachers and the academic achievement of Grade 7 and 8 students in English, Math and Science subjects. The respondents were 100 students who were officially enrolled in school year 2022 – 2023 in Monkayo National High School.

It was found out that teachers who tended to be stronger in acknowledging, expressing, and controlling their emotions said they were more successful teachers. Teachers understood the value of emotional intelligence in the classroom and how it brings significantly to the teaching-learning process, resulting in students' performance. Its recommendation is that school leaders should continue to improve their working environment for the teachers so that the teachers would become more effective in their teaching career.

Keyword: *Emotional Intelligence, Self-Efficacy, Self-awareness, Self-management, Motivation*

1. The Problem and Its Background

Emotional intelligence is defined as the ability to understand and manage your own emotions, as well as recognize and influence the emotions of those around you. It encompasses the human skills of empathy, self-awareness, motivation and self-control. Self-efficacy is the belief in one's own capabilities to successfully accomplish tasks and achieve goals. It is the confidence individuals have in their ability to perform specific actions and overcome challenges. Self-efficacy is influenced by past experiences, observations of others, and one's own interpretation of their abilities. Both emotional intelligence and self-efficacy are important factors in personal growth, interpersonal relationships, and overall well-being. Developing and enhancing these skills can contribute to greater emotional well-being, effective communication, and success in various areas of life. The relationship of emotional intelligence (EI) with academic performance is controversial. Emotional intelligence (EI) as a predictor of life satisfaction and mental health, is the ability to assess, regulate, and utilize emotions and has been found to be associated with academic self-efficacy and a variety of better outcomes, including academic performance. EI has been found to be associated with a variety of outcomes, including academic performance (Adeyemo, 2007)[1].

In the study conducted in New Jersey, USA, investigated the influence of two determinants of teacher well-being, teacher emotional intelligence, and teacher self-efficacy beliefs on the quality relationship between the teachers and students which supports high-quality relationships in today's schools. This quantitative study established a positive

and statistically significant relationship between teacher emotional intelligence and perceptions of relationship quality with the students. The study results also established a positive and statistically significant relationship between teacher self-efficacy beliefs and relationship quality with the students (Guidry, 2022)[2].

This result is a clear indication that the emotional intelligence helps teachers face certain stressful situations in which their actions can impact the students' learning and well-being since the relationship is positive. Also, it helps them deal with the new challenges that come with problematic groups of students, crowded classrooms, or a lack of motivation. In a modern society, values education and dealing with students' problems in a more understanding way are important inasmuch as teachers have greater influence on students' willingness to learn.

In the school where the researcher is presently teaching, she observes that teachers are facing many challenges like bulk of paper works in which the teacher cannot teach effectively and other functions such as coordinators and special assignments that affects their teaching career. In light of this phenomenon, emotional intelligence influences an individual on who he is and what he does. Hence, the emotional intelligence of teachers should always be considered as it affects the way they teach students and likewise, students would be more motivated to learn by specific teachers' behaviors, personalities and skills that they could identify, recognize, and act upon. In other words, the emotional intelligence of a teacher has greater impact on the students to be successful and desiring learners. Recognizing the importance of emotional intelligence of the teachers to be able to perform better, the researcher embarks on this study to analyze and assess the teachers' emotional intelligence and self-efficacy.

2. Review of Related Literature

This section reviews the relevant literature and studies that help shape the theoretical basis of the study. It further presents the contemporary understandings and identifies issues to be investigated throughout the discussion, while also discovering the limitations of the existing literature in Emotional Intelligence and Self-Efficacy.

2.1 Emotional Intelligence

Learning is not only exclusively determined by the intellectual quotient (IQ) of teachers where learners learn from different methodologies, but their motivation varies and acts differently based on what their teachers provide in the classroom. One of the factors that ranks first as a major motivating factor for learning is the Emotional Intelligence (EI) of teachers (Madhar, 2010, as cited in Llego, 2017).[3]

The term Emotional Intelligence was first coined by psychologists Mayer and Salovey. It refers to one's capacity to perceive process and regulate emotional information accurately and effectively, both within oneself and in others where it guides one's thinking and actions and influences those of others. Emotional intelligence can lead to a fulfilled and happy life by providing a framework through which to apply standards of intelligence to emotional responses and understand that these responses may be logically consistent or inconsistent with particular beliefs about emotions (Houston, 2020).[4]

According to Adegboyega, Idowu, and Fagbemi (2016) [5], emotional intelligence is the basic construct out of which all motivations arise. People with high emotional intelligence have the characteristic of motivating themselves. Hence, their study investigated the relationship between emotional intelligence and attitude towards examination of undergraduates at the University of Ilorin. The study showed that there is low level of emotional intelligence among the respondents and majority of the respondents have negative attitude toward examination. The result also revealed that there was a significant relationship between emotional intelligence and attitude towards examination. Given such findings, it revealed that students in general should be made to cultivate the habit of developing high emotional intelligence as it would help them to develop effective leadership skills such as improved communication among peers and other people, less school and workplace conflict, better problem-solving skills and increased likelihood of promotions to greater heights.

According to Wu (2018) [6], emotional intelligence reflects individuals' ability to understand and regulate their emotions, and to empathize and respond appropriately to others' emotions. In other words, it is the ability to deal with other people successfully. By understanding one's own feelings, one can understand and evaluate others. Given this definition, emotions can guide thinking and actions and can enhance rationality.

When a person has enough experience and knowledge to accomplish a particular mission consciously and professionally, one can be considered an efficacious specialist regarding the given task. However, the same individual might not know anything about another sphere or industry (Maddux 2013) [7]. Thus, he or she is not able to provide high-quality work in diverse occupations. Therefore, the self-efficacy of an employee is also determined by one's contribution to a certain craft or another industry that requires an intensive education.

2.2 Self-Awareness as Emotional Intelligence

Emotional intelligence pertains to the capacity to identify, comprehend, and manage both one's own emotions and the emotions of others (Mayer, 2020). It involves being mindful of how emotions impact thoughts and actions, and utilizing this awareness to navigate social interactions proficiently. In a study conducted by Salovey (2020)[8], it was found that self-awareness serves as a fundamental aspect of emotional intelligence. Self-awareness involves accurately perceiving and comprehending one's own emotions, strengths, weaknesses, and values. This awareness enables individuals to make informed decisions and effectively regulate their emotions in various circumstances.

2.3 Self-Management as Emotional Intelligence

Self-management as an aspect of emotional intelligence typically continues to expand on the foundational work of pioneers in the field such as Daniel Goleman, Peter Salovey, and John D. Mayer. As stated by Goleman (2019)[9], self-management is an essential element of emotional intelligence, encompassing the capacity to regulate one's emotions and impulses, effectively handle emotional reactions to various situations, and maintain a positive mindset even in the face of challenges. While Goleman's model is widely recognized, numerous other authors and researchers have also made valuable contributions to the comprehension of self-management within the context of emotional intelligence.

2.4 Motivation as Emotional Intelligence

Motivation as a component of emotional intelligence is often highlighted as a crucial factor that drives people toward achieving goals, maintaining effort, and overcoming obstacles. Motivation within the context of emotional intelligence can be intrinsic, stemming from an internal desire to succeed for personal satisfaction, or extrinsic, influenced by external rewards and recognition. In the realm of emotional intelligence, motivation is largely discussed in relation to how emotionally intelligent individuals leverage their emotions to facilitate various activities and goals.

According to Salovey (2020), who emphasizes the strategic use of emotions to attain desired results, motivation is a significant component of the broader concept of emotional intelligence. Goleman (2019) further popularized this idea by suggesting that emotional intelligence encompasses the ability to self-motivate, persevere in challenging situations, manage impulses, and defer immediate gratification - all of which are crucial for personal success. Additionally, emotional intelligence involves the capacity to motivate others, which plays a vital role in leadership and social interactions.

2.5 Teacher Self-Efficacy

Teacher self-efficacy is of significant importance in educational research, as it pertains to a teacher's belief in their own ability to effectively teach and influence student learning. In the literature related to teacher self-efficacy, numerous studies have investigated the impact of this belief system on various educational outcomes, including instructional strategies, student achievement, and teacher well-being.

Bandura's theory of self-efficacy is a significant contribution to the literature suggesting that individuals with higher levels of self-efficacy are more inclined to set challenging goals, persists in the face of obstacles, and recovers quickly from setbacks. This theory has been applied in educational contexts to examine how teachers' beliefs in their instructional abilities impact their teaching practices and student achievement. A study conducted by Harun Şahin explored the connection between pre-service teachers' perceptions of self-efficacy, emotional intelligence, and self-esteem, revealing that teachers' self-efficacy is linked to their sense of competence in their profession (Şahin, 2017)[10].

2.6 Teacher Self-Efficacy as Mastery Experiences

Mastery experiences are considered the most influential source of self-efficacy. In the context of teacher self-efficacy, mastery experiences refer to a teacher's direct experiences of success or effectiveness in teaching, which can significantly bolster their confidence in their abilities. The teacher self-efficacy often underscores the

importance of mastery experiences as they provide concrete evidence of a teacher's capabilities. Through successful teaching experiences, educators receive positive feedback, which, in turn, enhances their self-efficacy. A pattern of positive mastery experiences can lead teachers to develop a robust sense of efficacy, which equips them to take on more challenging tasks and persist longer in the face of difficulties.

McMaster, (2020)[11] emphasizes the significance of mastery experiences in building self-efficacy among teachers. It suggests that when teachers engage in practices that lead to successful learning outcomes, their belief in their teaching abilities grows stronger. In addition, teacher preparation and professional development programs are often designed to provide teachers with opportunities for mastery experiences. The impact of mastery experiences on teacher self-efficacy, such as the level of challenge involved in the teaching task, the perceived similarity of the mastery experience to future tasks, and the level of support and feedback provided during the experience.

2.7 Teacher Self-Efficacy as Verbal Persuasion

Verbal persuasion, in the context of teacher self-efficacy, includes the encouragement and positive feedback teachers receive from colleagues, administrators, students, and parents, which can influence their beliefs in their teaching capabilities. Teacher self-efficacy, verbal persuasion is acknowledged as a source that, while less influential than mastery experiences, can still have a noteworthy impact on a teacher's beliefs about their abilities, particularly when coming from credible and trusted sources (Xerses, 2021)[12].

According to Black (2020)[13] mentioned that teachers receive affirmative feedback and words of encouragement about their teaching performance, they are more likely to believe they can successfully influence student learning and face instructional challenges more confidently. Verbal persuasion can help counteract self-doubt and bolster self-assurance, especially when teachers encounter setbacks or challenging teaching situations. Professional development and mentorship programs often incorporate elements of verbal persuasion by providing positive appraisals, constructive criticism, and reassurance to help teachers improve their practice and develop a stronger sense of self-efficacy.

2.8 Teacher Self-Efficacy as Physiological and Emotional State

Physiological and emotional states are acknowledged in the literature on teacher self-efficacy as influencing how teachers perceive and interpret their teaching abilities. According to Albert Bandura's social cognitive theory, these states are one of the four sources of self-efficacy, along with mastery experiences, vicarious experiences, and verbal persuasion. The theory posits that individuals interpret their physiological and emotional arousal as indicators of competence or stress. Teachers who feel anxious or stressed might interpret these feelings as signs of incompetence, which can negatively affect their self-efficacy. Conversely, those who experience positive emotions and physiological states such as calmness or enthusiasm may interpret these as indicators of their capability to manage teaching challenges effectively.

Black (2020) suggested that emotional states like joy, enthusiasm, and confidence can enhance a teacher's self-efficacy. For instance, if a teacher feels confident and composed before delivering a lesson, this positive emotional state can enhance their sense of self-efficacy, leading to a higher expectation of success and better performance. Physiological states are equally important; symptoms of stress or fatigue can be interpreted negatively, potentially lowering a teacher's self-efficacy. However, when teachers employ effective stress-reduction techniques and maintain a healthy work-life balance, they are more likely to experience physiological states that contribute to a stronger belief in their teaching abilities. Professional development programs can play a role in helping teachers to recognize and manage their emotional and physiological states to maintain or improve their self-efficacy.

2.9 Self-Efficacy

Bobanovic (2019)[14] also investigated the perceived self-efficacy and emotional intelligence among novice and experienced foreign language teachers and the correlations among Self-efficacy subscales and Trait Emotional Intelligence (EI). The study revealed that experienced teachers exhibited significantly higher scores for the self-control and sociability factors as well as for the efficacy in classroom management factor than novice foreign language teachers. The results show a positive association between EI and self-efficacy.

3. RESULTS

Table 8 displays the respondents' academic standing in Science, Math, and English. The above table shows that Science had the highest mean scores of 92.8 in Grade 7 and 91.6 in Grade 8 among all subject areas. An evaluation of a student's progress toward educational objectives includes their academic achievement. This is how each student's performance in the classroom is evaluated. The indicator of whether or not children perform well in school is their academic performance. These grades would determine whether or not they had gained any knowledge from the lessons. This is another technique to assess if the teachers' methods in the classroom have helped the pupils advance.

Subject Area	Grade 7 (Mean)	Class Proficiency	Grade 8 (Mean)	Class Proficiency
English	11.93	(79.53)	11.46	(76.4)
Mathematics	12.4	(82.6)	12.15	(81.0)
Science	13.93	(92.8)	13.75	(91.6)

Table 8 Students' Level of Academic Performance

3.1 Significant Relationship between the emotional intelligence of teachers and the academic performance of the students.

For students in grades 7 and 8 at Monkayo National High School, Table 9 shows the association between teachers' emotional intelligence and their students' academic performance in Science, Mathematics, and English. The null hypothesis is accepted as a result of the p-value of 0.841, which is more than 0.05 which signifies that there is no significant relationship between emotional intelligence of the teachers and the academic performance of the students. Therefore the null hypothesis is accepted.

Variables	P-value	Interpretation
Emotional Intelligence	0.841	Not Significant
Academic Performance		

Legend: p-value @ 0.05 level of significant

Table 9 Relationship between Emotional Intelligence of Teachers and the Academic Performance of the Students.

3.2 Significant relationship between self-efficacy of teachers and the academic performance of the students.

Table 10 displays the results that there is a substantial correlation between students' academic success and self-efficacy. The results show that the teachers' self-efficacy has no link to their academic achievement, with a p-value of 0.293 and a value higher than 0.05 level of significant. Therefore, it is believed that there is no correlation between teachers' self-efficacy and students' academic success. Thus, the academic performance of the students is unaffected by the teachers' sense of their own efficacy.

Variables	P-value	Interpretation
Self-Efficacy	0.293	Not Significant
Academic Performance		

Legend: p-value @ 0.05 level of significant

Table 10 Relationship between Self-Efficacy of Teachers and the Academic Performance of the Students

4. CONCLUSIONS

Based on the results of the study, the researcher was able to draw some conclusions: The self-efficacy and emotional intelligence of the teachers are not contributing factor to the students' academic performance. This basically indicates that self-efficacy and emotional intelligence of teachers cannot motivate the learners. Teachers with high self-efficacy did not affect in the development of the learners' skills and capabilities. Teachers who have high efficacy have confidence that they cannot effectively deal with challenges and difficulties. They are certainly aware that their students look up to them, hence, they function well as much as they could.

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BIOGRAPHIES (Not Essential)

<p>Author Photo-1</p> 	<p>Description about the author1 (in 5-6 lines)</p> <p>Lielani S. Apao, 39, mother of 3, residing at Purok 1, Poblacion, Monkayo, Davao De Oro. She is currently working as Teacher I in Monkayo National High School, Monkayo, Davao De Oro. She teaches Araling Panlipunan 7 and also a Grade 7 Level Head.</p>
<p>Author Photo-2</p> 	<p>Description about the author2 (in 5-6 lines)</p> <p>Elizabeth D. Dioso, 65, residing at Poblacion, Nabunturan, Davao De Oro. She is currently teaching at Assumption College of Nabunturan as Education Program Head.</p>