

**THE RELATIONSHIP OF EMOTIONAL INTELLIGENCE AND
CLASSROOM MANAGEMENT OF STE SCIENCE TEACHERS IN
PANGASINAN**

Jordan Hiso Llego, RN, LPT, PhD

Al Ghad International College for Applied Medical Sciences, Najran, Saudi Arabia

Kristine Ellorin Tamayo, LPT, PhD

Department of Education, Pangasinan I, Pangasinan, Philippines

Colegio de Dagupan, Dagupan City, Philippines

Lyceum- Northwestern University, Dagupan City, Philippines

ABSTRACT: *This study aimed to determine the emotional intelligence (EI) and classroom management approach of the STE science teachers in Pangasinan and the relation of the two variables. This study used descriptive- correlational, using a questionnaire. Total enumeration was utilized with 63 STE science teachers as respondents. Results revealed that EI of the STE science teachers has $WM= 119.0$ and $SD= 13.39$, further for the distribution of EI 60.3% has an average EI, 34.9% has above average EI and 4.8% has below average EI with $SD= 0.56$. Their classroom management approach, 69.8% employ student-centered approach while 30.2% of them use teacher-centered approach with $SD= 0.46$. Point bi-serial score yielded ($rpb= 0.10$, $p= 0.45$). There is no significant relationship between the two variables. Conclusions include: great majority of STE science teachers are performing fairly and utilizing student-centered approach and their classroom management approach is not affected by their EI and vice versa.*

KEYWORDS: Emotional intelligence, classroom management, science teachers, Pangasinan

INTRODUCTION

Learning is not exclusively dependent on teachers' intellectual quotient (IQ), learners acquire information and use it from various methodologies, and their drive to learn differs and make actions in other ways based on what their teachers equip them in the classroom (Madhar, 2010). Teachers should also bear in mind the three domains of learning: cognition, psychomotor and affective, they should maximize these three domains to deliver quality lessons so that learners will be motivated. One of the factors that ranked first as a major motivating factor for learning is the Emotional Intelligence (EI) of teachers (Madhar, 2010).

According to Salovey and Mayer (1997), EI is the ability to oversee one's own and others' feelings and emotions, to judge among them and apply this information to lead one's thought and conduct. Hockenbury & Hockenbury (2012) explains that emotion is a convoluted psychological state that incorporates three unique components: subjective experience, physiological reaction, and conduct or expressive response. With these explanations, emotions can usher thinking and actions and that emotion can increase coherence.

Teachers who have higher levels of emotions and lower frustration are teachers who teach more focus on what the student is doing and experiencing (Meanwell and Kleiner, 2014). Meanwhile, according to McPherson, Kearney and Plax (2003), teacher anger is not in and of itself a classroom violation; it is the manner in which anger is expressed. If the teacher controls his anger and try to calm down and discuss the problem with the class it is acceptable, but it is improper to use lots of emotional language or throw things, etc. One of the most stressful and challenging profession is the teaching profession (Nelson, Low, and Nelson, 2006)

Seema, 2012, claimed that a major area of function of emotional intelligence is in the educational field. It is of great importance in education as it helps the teachers understand their students in a better way. EI is important because it influence what we do (Madhar, 2010), with all these, teachers EI plays a vital role in classroom management.

According to Tok, T., Tok, S. and Dolapçioğlu, S. (2013), EI has a relationship on teachers classroom management, it has also a weak predictive power. Classroom management can classified into student-centered and teacher-centered. In student-centered classroom management approach, the teacher is more personal with the students, they have fraction with their ideas and their management approach allow them and students to see one another as equal (Tok, et. al., 2013). Student-centered teachers, share leadership and teachers and students conclude shared criterion and begin to gain trust in the classroom (Freiberg and Lamb, 2009). A positive student-teacher relationship seemingly decreases the use for control and become the base for relationship in the classroom (Garrett, T. 2008).

In a Teacher-centered classroom management, the teacher is the exclusive person in the classroom and has all the authority of all on-going things in the classroom; from students' drive for learning to misconducts (Yasar, 2008). In a teacher-centered approach critics postulates that amenability is more significant than initiative and passive learners over active learners (Garrett, T. 2008).

The Department of Education (DepEd) in the Philippines, is advocating in employing cooperative learning. Training-seminars are organized by them of the department so that teachers will cope-up with that strategy. According to TeacherVision (2016), cooperative learning is an instructional strategy in which students are grouped in small and work together on a common task. This promotes positive interconnection, face-to-face synergy, accountability, group behavior and processing. As claimed by Nevid, J. (2011), traditional lecture mode of instruction needs to be redesigned and increased significant on student engagement. Further, cooperative learning is more beneficial to Science, Technology and Engineering (STE) program, for this is aimed to developed students that will tender significance in the fields of science, technology and engineering. In this advocacy of DepEd, students- centered classroom management is more pertinent. According to Ganyaupfu, F. (2013), teacher-centered approach does not apply activity-based learning to sway students to learn how to apply knowledge in real life problems based.

In education, EI and classroom management of teachers would be beneficial to students in improving their achievements; people with high EI can manage people well. Teachers who handle different types of students can then adjust to their needs. Teachers play the biggest role in unlocking the potentials and in promotion of students' achievement.

Abusive behavior then can be linked to low EI and as claimed by Tok, et al., (2013), low EI also links to teacher-centered classroom management; teachers with low EI easily get frustrated when he encounters students that behave the way he wants them to be. He then burst his emotions to children and to some extent may cause physical harm to his students. Students' abuse in the classroom is not new to the world. In every country, there are reports on abusive teachers.

According to Twenlow, S. and Fonagy G. (2005), teachers who reported that they bullied more students has a higher suspension rates. In an article in San Diego Tribune in 2012, Burgain A., noted that a teacher humiliates students publicly and would persuade students to think bad thoughts on students who have misconducts and who to students who are not excelling in their home works and assignments.

Filipino teachers also face complaints, even on social media like facebook. Students who are abused by their teachers are being posted. In an article in a news article by Mayor, A., a teacher of a public elementary school in Southern Cebu maltreated her students violating Republic Act 7610 the law against child abuse. In Agno Pangasinan, as reported in Failon Ngayon last 2011, a teacher whipped her student with bamboo stick making ten students file a complaint on her. In Urdaneta City, Sun Star Pangasinan reported last December 2015 that a 21-year-old teacher of a private university high school is slapped her eight students in her classroom and faced cases of grave threat and child abuse.

Moreover, there are few researches on teacher performance and there is also scarcity of studies and literature that focuses on the EI of teachers. With all these in mind, the researcher wants to determine the level EI, the classroom management approach and the relationship between the STE science teachers EI and their classroom management.

METHODOLOGY

Research Design

This study aimed to determine the emotional intelligence and classroom management approach of the STE science teachers in Pangasinan and the relation of the two variables. This study used the descriptive correlational research design; this study has no controlled variables and will explain the relationship of EI and classroom management and is not attempting to infer causal connections (Polit, D. and Beck, C. 2010). This study utilized total enumeration to represent the whole population.

Respondents

The respondents of this study were the STE science teachers in Pangasinan. These teachers are from public national high schools that are identified by the Curriculum and Learning Management Division of DepEd Regional Office 1. Pangasinan has 2

Published by European Centre for Research Training and Development UK (www.eajournals.org)

divisions namely: Pangasinan I and Pangasinan II and has four city divisions namely: Alaminos, Dagupan, San Carlos and Urdaneta. One of the city divisions did not participate in this study, the researchers put all their effort to reach the Principal but to no avail.

Prior to the conduct of the study, the researchers asked permission from the Regional Office 1, in the office of the Regional Director. Further, the researchers also complied with the requirements of some schools in getting the permission from the schools division office. Actual data collection and retrieval was conducted from February to March 2016. The participation of the respondents in this study was subject to their availability and willingness to answer the questionnaire. With the non-participation of one city schools division, the researchers' final respondents are 63.

Instrumentation

A questionnaire was the main instrument utilized in data gathering, EI scale is based on Schutte Self Report Emotional Intelligence Test (SSEIT), these was used in the study of Tok, et al. (2013). The SSEIT was based on Goleman Emotional Intelligence Theory. The original questionnaire is a 33-item scale addressed the EI level of the respondents. The researchers seek the permission of Dr. Shutte to use their questionnaire.

The questionnaire on classroom management was adapted from the study of Yasar (2008), Classroom Management Survey. The questionnaire of Yasar was a product of his analysis on classroom management from different literature. However, the scaling was modified to suit the need of this study. The researcher tried to reach the author but to no avail. The SSEIT and Classroom Management Survey was used in this study because it is openly accessible and because of money constraints.

The questionnaire has two parts. Part I gage the EI using the SSEIT and the survey was organized as, "strongly disagree (1)," "disagree (2)," "neither disagree nor agree (3)," "agree (4)," "strongly agree (5)" and it assessed the respondents EI level. Part II, is the "Classroom Management Survey". This was modified and organized in the form of "It does not define me at all" and "It defines me very well." This includes 26 items covering two sub-scales concerning person-centered (1, 2, 4, 6, 11, 13, 17, 18 19, 21, 23, 27, 28) and teacher-centered (3, 5, 7, 9, 12, 14, 15, 16, 20, 22, 24, 25, 26) classroom management approaches. The highest score among the two with "Describes me very well" identified the classroom management of the respondents.

The questionnaire had undergone face validity, six experts examined the questionnaire. All of them are attached in tertiary education; one of them is a lecturer in Tabuk University Saudi Arabia, of them is a Principal IV, two of them are Deans. The overall test yielded Cronbach's alpha score of 0.86 which means that the 31 items has relatively high consistency and is applicable to the Philippine setting.

Tools for Data Analysis

SPSS version was used to analyze the data from this study. To answer the level of EI of STE science teachers, WM was utilized, this will examine the relative significance of each quantity on the average (Plichta, S. & Garzon, L., 2009) and table 1 summarizes the EI used in this study. This was also devised by the one of the researchers. Further,

percentage count was used to look at the distribution of the level of EI of the respondents.

Table 1. EI scale

Variable	Scale	Descriptive Equivalence
EI	≤ 95.99	Below Average EI
	96-122.99	Average EI
	≥ 123	Above Average EI

To answer the classroom management approach of STE science teachers, percentage was used to gather enlightenment on the variable of interest about the distribution of classroom management approach (Plichta, S., et al., 2009). To answer the significant relationship between the emotional intelligence and classroom management of STE science teachers, point bi-serial correlation was used; this because EI is a continuous variable and classroom management approach is a dichotomous variable (Laerd Statistics, 2013).

RESULTS

Table 2. STE science teachers level of EI

Variable	N	WM	SD	Descriptive Equivalence
EI	63	119.10	13.39	Average EI

Table 2, revealed the level of EI of STE science teachers. WM= 119.0 and SD= 13.39 which equates to average EI.

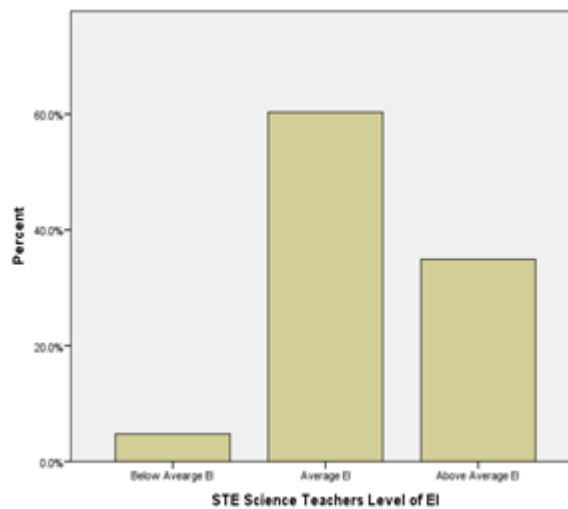


Figure 1. Distribution of EI of the STE science teachers

Further, in figure 1 it can be seen that great majority (60.3%) of STE science teachers has an average EI, some (34.9%) has above average EI, very few (4.8%) has below average EI with SD= 0.56.

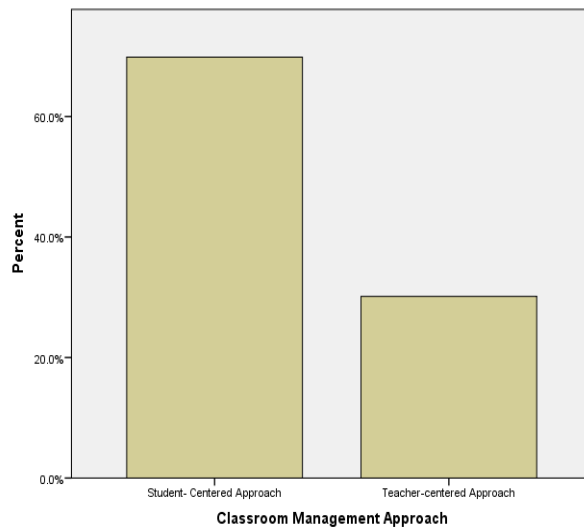


Figure 2. Distribution of classroom management approach of STE science teachers

Figure 2, displays the distribution of classroom management approach of STE science teachers. It can be viewed that great majority (69.8%) of STE science teachers employ student-centered approach while many (30.2%) of them use teacher-centered approach with $SD=0.46$.

Table 3. Relationship between STE science teachers EI and their classroom management approach

Variable	N	r_{bp} -value	p -value	Interpretation
EI	63	0.10	0.45	No significant relationship

Table 3, delineates the relationship between STE science teachers EI and their classroom management. In this test, the researcher coded student-centered approach as 1 and teacher-centered as 2. To interpret this table, it must be made clear that there is a significant relationship if the p -value is less than 0.05. Point bi-serial score yielded ($r_{pb}=0.10$, $p=0.45$).

DISCUSSION

The findings of this study implicates that, STE science teachers has decent way to manage their own and others' emotion and feelings, fair in judging and utilize emotions to guide one's thinking and actions (Salovey, et al. 1997). Although great majority of the STE science teachers has an average EI, it is more desirable to achieve higher level for optimum performance, for EI is biggest predictor of performance in the workplace and the strongest propeller of personal excellence and leadership (Bradberry, T., 2014). In terms of classroom management approach, STE science teachers prefer more student-centered approach to classroom management. In regard to the advocacy of DepEd, more STE science teachers support the advocacy. This this may also translate that STE science teachers are more attached and personal with their students and their classroom is more pleasant for learning because they have a developed EI. According Tok, et al. (2013), teachers with developed EIs is responsive to their students' needs

and achieves these needs and the relationship among teacher and students are heartfelt, compassionate, and amicable.

With regard to the relationship of EI and classroom management of STE science teachers it was found out that there is no significant relationship between the two variables. This implicates that even if EI is increasing, the preference of classroom management does not change. This means that even if a teacher has low EI, there is still a chance that he will prefer student-centered approach meanwhile, it may be the same with a teacher who has an average or high EI, and he may still choose a teacher-centered approach. This finding is contrasting the findings of Tok, et al. (2013), wherein they found out that EI has a medium-level, positive, and significant relationship between teachers' EI levels and their classroom management approaches.

IMPLICATIONS TO RESEARCH AND PRACTICE

The findings of this study is contradicting to the findings of Tok and his colleagues, because of the dearth of literature and studies on this type of study future researches should be conducted to have a solid foundation with this type of topic. In the teaching practice, teachers will be more aware on the importance of EI, especially that they are the most responsible persons in discovering, harnessing and nurturing the potentials of their students.

CONCLUSION

With the finding of this study, the following are concluded: great majority of STE science teachers in Panagsinan are performing fairly and are utilizing student-centered approach and their classroom management approach is not affected by their EI and vice versa.

FUTURE RESEARCH

Based on the results of the study the following the researchers recommends to conduct similar studies and include other programs like Special Program for the Arts, Sports and the regular classes and other subject teachers which was the limitation of this study and include other variables to find out the factors affecting classroom management approach of teachers.

REFERENCES

- Bradberry, T. (2016). Why Your Boss Lacks Emotional Intelligence. *TALENT SMART*. Retrieved from [http://www.talentsmart.com/articles/Why-Your-BossLacks-Emotional-Intelligence-\(EQ\)-1932040793-p-1.html](http://www.talentsmart.com/articles/Why-Your-BossLacks-Emotional-Intelligence-(EQ)-1932040793-p-1.html)
- Burgin, A. (2012). Elementary Teacher Was Abusive, Parents Say Humiliation Of Kids Should Be Reported Beyond Administrators, They Contend. *The San Diego Union Tribune*. Retrieved from <http://www.sandiegouniontribune.com/news/2012/nov/21/teacher-was-abusive-parents-say/>
- Failon, Ted. (2011). Terror teachers. *Failon Ngayon*. Retrieved from

- <http://www.abs-cbnnews.com/current-affairs-programs/08/05/11/failon-ngayon-terror-teachers>
- Ganyaupfu, F. (2013). Teaching Methods and Students' Academic Performance. Retrieved from [www.ijhssi.org/papers/v2\(9\)/Version-2/E0292029035.pdf](http://www.ijhssi.org/papers/v2(9)/Version-2/E0292029035.pdf)
- Garrett, T. (2008). Student-Centered and Teacher-Centered Classroom Management: A Case Study of Three Elementary Teachers. Retrieved March 21, 2016 from <http://files.eric.ed.gov/fulltext/EJ829018.pdf>
- Hockenbury, D. & Hockenbury, S. (2012). *Discovering Psychology Sixth Edition Edition*. Duffield, UK: Worth Publishers.
- Laerd Statistics. (2013). Retrieved from <https://statistics.laerd.com/>
- Madhar, M. (2010). Emotional Intelligence of Teachers and Effective Class Room Management. Retrieved from http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1666122
- Marzano, R., Marzano, J. and Pickering D., (2003). Classroom Management That Works. Retrieved March 21, 2016 from <http://www.ascd.org/publications/books/103027/chapters/The-Critical-Role-of-Classroom-Management.aspx>
- Mayor, A. (2010). Teacher Charged With Child Abuse. *Cebu Daily News*. Retrieved October 9, 2015 from http://www.academia.edu/4514220/The_Psychology_of_Direct_Violence
- Meanwell and Kleiner.(2014). The Emotional Experience of First-time Teaching: Reflections from Graduate Instructors, 1997–2006. Retrieved from <http://www.asanet.org/journals/TS/Jan14TSFeature.pdf>
- Nelson, D. B., Low, G. R., & Nelson, K. (2006). The emotionally intelligent teacher: A transformative. Retrieved from http://www.tamuk.edu/edu/kwei000/Research/Articles/Article_files/Emotionally_Intelligent_Teacher.pdf
- Nevid, J. (2011). Teaching Millennials. *Association for Psychological Science*. Retrieved from <https://www.psychologicalscience.org/observer/teaching-the-millennials#.WNEoi2997IW>
- Plichta, S. and Garzon L. (2009). *Statistics for Nursing and Allied Health*. Lippincott & Wilkins: USA
- Polit, D. and Beck C. (2010). *Essentials of Nursing Research Seventh Edition*. Lippincott Williams & Wilkins: USA
- Salovey and Mayer. (1997). Emotional Intelligence. Retrieved from http://www.unh.edu/emotional_intelligence/EIAssets/EmotionalIntelligenceProper/EI1990%20Emotional%20Intelligence.pdf
- Seema. (2012). Emotional Intelligence in Classroom. Retrieved from <http://universallyconstructed.pbworks.com/w/file/attach/70676575/Emotional%20Intelligence%20in%20Classroom.pdf>
- Sun Star. (2015). Teacher charged for slapping 8 students. Retrieved from <http://www.sunstar.com.ph/pangasinan/localnews/2015/12/03/teacher-charged-slapping-8-students-444919>
- TeacherVison, (2016). Cooperative Learning. Retrieved from <https://www.teachervision.com/professional-development/cooperative-learning?page=3>

Tok, T., Tok, S., Dolapçioğlu, S. (2013). The relationship between emotional intelligence and classroom management approaches of primary school teachers.

Retrieved from <http://www.interestjournals.org/ER>

Twemlow, S. (2005). Teachers Who Bully Students: A Hidden Trauma. Retrieved from

http://www.researchgate.net/publication/6911735_Teachers_Who_Bully_Students_A_Hidden_Trauma

Yasar, S. (2008). Classroom Management Approaches Of Primary School Teachers.

Retrieved from <https://etd.lib.metu.edu.tr/upload/12610051/index.pdf>