

An Emotional Intelligence-Based Learning Management Program for Public Senior High School Teachers

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Abstract — This study determined the level of Emotional Intelligence and the Extent of Learning Management of public senior high school teachers, School Year 2019-2020 as basis for the proposed enhancement program. This research utilized descriptive-correlational design employing complete enumeration of 40 public senior high school teachers in Cebu City. The data on emotional intelligence and learning management were collected using standardized questionnaires. Data were analyzed using the frequency and percentage, weighted mean, Chi-square test of independence, and Pearson product moment correlation coefficient. The findings revealed that the majority of the senior high school teachers are young adults with age ranging from 30 to 39 years old, female, married, enrolled in graduate studies and have earned units in Masters. They have moderately high emotional intelligence and have an excellent learning management. There is no significant relationship detected when the level of emotional intelligence of the respondents is paired with their profile like age, sex, civil status, and the educational attainment. The same results were obtained when the extent of learning management is paired to either the age, sex, civil status and educational attainment attended by the respondents. However, the test of correlation between the level of emotional intelligence of the respondents and their extent of learning management revealed a correlation result. It clearly showed that there was a strong positive relationship of emotional intelligence with learning management. Emotional intelligence was strongly influenced to variable of learning management. Based on the findings and conclusions of this study, implementation of intervention of seminars, workshops, and enhancement programs for emotional intelligence by each school to further improve the emotions or behaviors of teachers as there is a positive relationship towards learning management and should be continued to address various strengths and weaknesses. Encourage all teachers to go after seminar-workshops regarding EI and continue post graduate studies, with the policy making there is a need for a workable and functional development plan by administration providing full material and human support in the implementation of the program.

Keywords — *Emotional Intelligence, Learning Management, Teachers, Enhancement Program, Descriptive-Correlational*

I. Introduction

Emotional management in teachers is extremely important. It helps them deal with any difficult situations in and outside the classroom. According to Dr. Schonert-Reichl of the University of British Columbia present at the Mind-Life dialogue held last year at Dharmshala

said that educating the heart of the student is truly needed for the overall development of the student. Thus, to create this kind of environment in schools, teachers need to first focus on their emotional intelligence. Teaching profession is highly emotional and social job with multi-dimension complexes which requires a range of skills including content knowledge, pedagogical, class management, communications, and instruction skills. The teachers are the important factor in the learning and teaching process. 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. It is highly believed that their ability to organize the classrooms and manage their emotions towards the students are very important in achieving positive results.

According to Goleman (2007), the human being's belief, emotions and thoughts are the integral part. Because of this belief, the concept of emotional intelligence and Intelligence tests (IQ) were developed. According to the University of New Hampshire [psychology](#) department, emotional intelligence is the ability to understand, recognize and to use emotions to improve person's thought. People with high EI can manage emotions, use their emotions to facilitate thinking, understand emotional meanings and accurately perceive others' emotions.

The teacher is the focus in the educational process which supports the students to become a better person in a society. A teacher makes a difference. A good teacher inspires the students to learn but a great teacher influences them to appreciate, value and embrace the whole education process for life. Teacher tries to handle his own feelings and more likely switch this to others, having a cope up strategies (Lazarus, 2000) which specializes the change of emotion or problem solution. The teacher must take control of the important skills and personality that students perceive to impact their desire to learn, since, it is a teacher's responsibility to combine each student to build up passion and excitement to learn and master.

The literature of De Janasz (2006) states that the important criteria for professional success in any field are the "people skills" that are derived from understanding our emotions and responses to working with others. But the priorities of the teachers have changed, not only just like going to classroom and giving the lecture, but also believed that their ability to handle their feelings towards students is very important in obtaining positive results in educational processes. The indispensable role of teachers, who are aware of their own emotions, who succeed in controlling negative emotions and instincts, who are able to establish an efficient communication with their students, and who are able to use these pieces of information in their ideas and acts, in a successful educational system has been underlined (Tuyan, Beceren, 2004).

Teachers with high EI create classrooms that are physically and psychologically safe. If children are frightened about their physical safety, their learning will be dramatically impeded (Powell and Powell, 2010). Teachers want to achieve the best way possible in life. If we see the today's classroom the teachers are not able to control their emotions. They get irritated on the small issue. The reason behind this is the workload on teaches. Teachers are aware of the role

played by emotions in their daily effort. Emotions and skills for coping with them affect learning processes, mental and physical health, the quality of social relationships and academic and work performance (Brackett & Caruso, 2007). Teaching is considered to be one of the most stressful occupations, especially because it involves daily work based on social interactions where the teacher must make great effort to regulate not only his or her own emotions, but also those of students, parents, colleagues, etc. (Brotheridge & Grandey, 2002).

To Aristotle as cited by Fitzgerald (2005) said anyone can become angry-that is straightforward. Teacher is not just to plan and teach their lesson to their students, but also must take other responsibilities in the classroom and school in general. Not only this, but they are also influenced by their own personal problems. So, all of these influences the emotions of the teachers. The teachers can do justice with their profession when he is able to accept and comprehend his feelings and the feelings of others (Samir & Ravi, 2012).

The purpose of this study was to determine the relationship between the level of emotional intelligence and the extent of learning management of public senior high school teachers, School Year 2019-2020 as basis for the proposed enhancement program Specifically, the study attempted to answer the following questions:

1. What is the profile of public senior high school teachers in terms of:
 - 1.1 age;
 - 1.2 sex;
 - 1.3 civil status; and
 - 1.4 educational attainment?
2. What is the level of emotional intelligence of senior high school teachers in terms of:
 - 2.1 self-awareness;
 - 2.2 self-management;
 - 2.3 social awareness; and
 - 2.4 relationship management?
3. What is the extent of learning management of senior high school teachers in terms of:
 - 3.1 discipline;
 - 3.2 teaching and learning; and
 - 3.3 personal?
4. Is there an interrelationship among the profile, emotional intelligence, and extent of learning management?
5. Based on the findings of the study, what enhancement program can be developed?

II. Methodology

Design

This study employed a descriptive-correlational research design. The descriptive method was used in describing the respondent's socio-demographic characteristics to include age, sex, civil status, and educational attainment. The socio-demographic data of the senior high school teachers as the chosen respondents in this study was explained as classified in the data presentation analysis. The descriptive-correlational research design was employed by the researcher in this study in determining the relationship between the level of emotional intelligence and the extent of learning management of public senior high school teachers.

Respondents

This study has involved all 40 public senior high school teachers with a regular/permanent position in the Department of Education, so the substitute or temporary SHS teachers and non-teaching personnel were not included from the day the study has been created until the time of distribution of the instruments. There were 22 SHS teachers from Grade 11 and 18 SHS teachers from Grade 12. The respondents of this study are a complete enumeration.

Instruments

Getting the important information of the study was done through a survey questionnaire. The questionnaire elicited the following pertinent information, teachers' profile as to age, sex, civil status, and educational attainment.

The level of emotional intelligence was based on book of Daniel Goleman's Emotional Intelligence (1995): Why it can matter more than IQ; The questionnaire was adjusted by Suzanne Farmer et al. (c.2013) UT Southwestern's Office of Development and Training. It is a standardized questionnaire with 30 items.

The responses for the level of emotional intelligence were interpreted as: 5 – High; 4 - Moderately High; 3 – Moderate; 2 – Moderately Low; and 1 – Low. Below are the ranges for weighted mean with their respective equivalence. The acquired information was expressed in the following mathematical values:

For Emotional Intelligence:		For Learning Management:	
4.20 – 5.00	High	3.26 – 4.00	Usually (Excellent)
3.40 – 4.19	Moderately High	2.51 – 3.25	Often (Very Good)
2.60 – 3.39	Moderate	1.76 – 2.50	Sometimes (Good)
1.80 – 2.59	Moderately Low	1.00 – 1.75	Rarely (Poor)
1.00 – 1.79	Low		

To get the extent of learning management, the questionnaire had a Likert-type modality going from "Rarely" to "Usually," were distributed within three main dimensions: discipline, teaching and learning, and personal. For this study three statistical techniques were used to validate this questionnaire, items were assessed by experts in the field through the application of two members checking techniques, namely, Delphi and Fleiss' Kappa that hinted at an order of changes in a bit of the items. Finally, a small pilot testing was administered among high school teachers produced an excellent Cronbach's Alpha that results to a highly reliable questionnaire.

Data Gathering Procedures

The researcher wrote a letter of request addressed to the Schools Division Superintendent (SDS), Cebu City Division, requesting for endorsement for approval to conduct the study and another letter addressed to the School Principal of public high school, with the endorsement of the approval of the SDS, Cebu City Division.

The questionnaires were reproduced and personally administered by the researcher to the respondents, accompanied by a separate letter explaining to them the purpose of the study, how it will be conducted, the kind of data which they will be providing and how these data will be treated. In case the respondents failed to answer the items in the questionnaire, she will respect the decision of the respondents. Moreover, the interview of the senior high school teachers was randomly selected, and it was done personally by the researcher as ancillary tool to the questionnaires and the interview was conducted for about 15-30 minutes during their free time in the SHS faculty office.

III. Results and Discussion

RESULT

I. Profile of the Senior High School Teachers

Teachers play a major part in shaping knowledge, values, and skills of the students and the center of the education process. Furnish the students so that they will grow up and fulfill all their dreams, passion, and goals. To live a life in accordance with the guidelines of a role model and the preservation of oneself identity, and profile must be taken care of at any cost.

The age of the senior high school teachers, sixteen (16) were within the age range of 30 to 39 years old (40.0%). Twenty-five percent (25.0%) of the respondents have aged 40 to 49 years old. Respondents with age from 23 to 29 years old add up to 20.0% and only six or 15.0% has age 50 to 59 years old. The findings reveal that most of the respondents have age within 30-39 years old.

Table 1 presents the profile of the senior high school teachers in terms of age, sex, civil status, and the educational attainment. The results are expressed in frequency with its corresponding percent equivalents.

Table 1
Profile of the Senior High School Teachers

Variables	Category	Frequency (f)	Percentage (%)
Age	50 – 59 years old	6	15.0
	40 – 49 years old	10	25.0
	30 – 39 years old	16	40.0
	23 – 29 years old	8	20.0
Sex	Male	18	45.0
	Female	22	55.0
Civil Status	Single	17	42.5
	Married	23	57.5
Educational Attainment	Bachelor’s Degree	2	5.0
	BS with Master units	19	47.5
	Master’s Degree	11	27.5
	MA with Doctoral units	5	12.5
	Doctoral Degree	3	7.5
		n=40	100%

On the part of the sex of the respondents, twenty-two (22) or (55.0%) were female and eighteen (18) or (45%) were male. There were ten percent female than those who were male respondents. This implies that most of the public senior high school teachers were female. This reveal that there are more female than male teachers show higher purpose to enter the teaching profession (Dee T, 2014).

On the contrary, forty respondents were twenty-three (23) or (57.5%) were married. Seventeen (17) or (43.5%) of the respondents were single. There were 14.0% married respondents than those who are single. These findings are in accordance to the reports of Philippine Statistics Authority which has mentioned that for the school year 2016-2017, the biggest proportion of teachers were married.

As to educational attainment of the respondents, nineteen (19) or (47.5%) of the respondents have units in Master studies, eleven (11) or (27.5%) were master’s degree and five (5) or (12.5%) have doctoral units. Only three (3) or (7.5%) is a full-fledged doctoral degree holder. These signify that the majority of the public senior high school teachers have MA units in Education for their personal and professional growth to gain more knowledge in their teaching profession.

II. Level of Emotional Intelligence of the Senior High School Teachers

Self-Awareness

Table 2 revealed that among the seven indicators that measure the level of emotional intelligence of senior high school teachers, the total weighted mean is interpreted as “high” which reveals that the respondents have high emotional intelligence on self-awareness. The highest is on emotional intelligence indicator 1 which states that “I realize that as a person, I have strengths and weaknesses” with a corresponding mean score of 4.90 interpreted as “high”. People with high emotional intelligence have the capacity to impart their own emotional case and can easily understand, forecast and manage themselves in an instructional situation, which specifically arises or possibly have potential ineffective emotional reactions. As a result, this competence to reflect emotions minimizes possibility for emotional stress at various emotionally demanding loads in the workplace (Stemberger, 2013).

Table 2
Level of Emotional Intelligence of Senior High School Teachers on Self-Awareness

Indicators	Mean	Interpretation
I realize that as a person, I have strengths and weaknesses.	4.90	High
I know I am not perfect, but I value who I am.	4.83	High
I know my values and goals.	4.78	High
I can usually identify the emotion I am feeling when an event occurs	4.20	Moderately High
I wait until I have all the pertinent information before expressing my opinion.	4.15	Moderately High
I pay attention to the physical signs of an emotional response.	4.03	Moderately High
I often “reframe” my initial interpretation of an emotion.	3.93	Moderately High
Weighted Mean Score	4.40	High

Legend: 4.20 – 5.00=High; 3.40 – 4.19=Moderately High; 2.60 – 3.39=Moderate; 1.80 – 2.59=Moderately Low; 1.00 – 1.79=Low

Self-Management

Table 3

Level of Emotional Intelligence of Senior High School Teachers on Self- Management

Indicators	Mean	Interpretation
I admit my mistakes and apologize.	4.68	High
I take time for quiet reflection.	4.50	High
I sense when my energy is low and take a break to recharge.	4.48	High
I let go of sadness, anger, or fears from the past and I can move on.	4.30	High
I am good at managing my moods and try not to bring negative emotions to work.	4.25	High
I regulate how much I “open up” with people, both allowing an emotion and curtailing it when necessary.	4.20	Moderately High
I can stop long enough to consider my emotions.	4.08	Moderately High
I neither bury my anger nor let it explode.	3.98	Moderately High
Weighted Mean Score	4.31	High

Legend: 4.20 – 5:00=High; 3.40 – 4.19=Moderately High; 2.60 – 3.39=Moderate; 1.80 – 2.59=Moderately Low; 1.00 – 1.79=Low

Based on the data provided on Table 3, indication where teachers admitting their mistakes and apologize, taking time for quiet reflection, when the energy is low, they take a break for recharge, letting go of sadness, anger, or fears from the past and move on, and finally they are good in managing their moods and trying not to bring negative emotions at work, these were rated by the respondents as high. Being a teacher, one is expected to have a high level of self-regulation to allow you to maximize your productivity, improve your workplace performance and efficiently achieve professional goals. Though, three of these indicators may show that these are needed to be improved like for indicator eight. It was stated that the teacher is neither bury their anger nor let it explode and it also stated that “I can stop long enough to deal with my emotions”. Overall indicators were rated high with a weighted mean score of 4.31.

Social Awareness

The data presented at table 4 revealed that the overall rating has the interpretation as Moderately high. Among the eight indicators, one of them was identified as high. The one was on the statement “I am interested in helping people grow and develop”, with the mean score of 4.53. It means that the best teachers are capable of maximizing the [learning potential of each student](#) in their class. A teacher with the proper skills influences and encourages the entire student community. Teachers are instrument who can help students unleash their real probable potential and ignite their powerful thoughts. The respondents’ weighted mean score to the emotional intelligence on social awareness is 3.99 also interpreted as “moderately high”. This would mean

that the teachers slightly take the perspective of and empathize with others and match their feelings with those of other person, and is really about acknowledging the feelings of others, being considerate and thoughtful of their emotions, and making decisions that take those emotions into consideration.

Table 4

Level of Emotional Intelligence of Senior High School Teachers on Social Awareness

Indicators	Mean	Interpretation
I am interested in helping people grow and develop.	4.53	High
I can show empathy and match my feelings with those of another person in an interaction.	4.20	Moderately High
I focus my full attention when I listen to another person.	4.18	Moderately High
I can deal calmly and sensitively with other when they are in an emotional state.	4.13	Moderately High
People usually feel inspired and encouraged after talking with me.	3.88	Moderately High
I can easily meet and initiate conversation with new people.	3.83	Moderately High
I am interested in discovering the emotional makeup of others.	3.65	Moderately High
I generally have an accurate idea of how another person perceives me during a particular interaction.	3.53	Moderately High
Weighted Mean Score	3.99	Moderately High

Legend: 4.20 – 5.00=High; 3.40 – 4.19=Moderately High; 2.60 – 3.39=Moderate; 1.80 – 2.59=Moderately Low; 1.00 – 1.79=Low

Relationship Management

Table 5 revealed that among seven indicators, only one indicator a mean of 4.40, was indicated high which marks that people can find common ground and work out problems together. This means that the teacher should create a classroom environment in which students are problem solvers. This assists and struggles to students’ strategies so that they will not only see the importance in working harder but also in working smarter which by trying different and current strategies and revising this process. Though, the weighted mean score of emotional intelligence on relationship management is 3.87 interpreted as moderately high. This mean that teachers are still of these to be improved because these have a low rating. For the indicator with least was on “People generally like me, even if they don’t always agree with me”, this has a rating of 3.50 with the interpretation as moderately high.

Table 5
Level of Emotional Intelligence of Senior High School Teachers on Relationship Management

Indicators	Mean	Interpretation
I believe that people can find common ground and work out problems together.	4.40	High
I have a number of people I can turn to and ask for help when I need it.	4.18	Moderately High
I create an environment where people can say what is on their mind.	3.85	Moderately High
I can engage with a person in a way that helps me “size up” that person’s mood based on non-verbal signals.	3.80	Moderately High
I am comfortable expressing my viewpoints without being pushy.	3.78	Moderately High
I can effectively persuade others to adopt my point of view without coercing them.	3.60	Moderately High
People generally like me, even if they do not always agree with me.	3.50	Moderately High
Weighted Mean Score	3.87	Moderately High

Legend: 4.20 – 5:00=High; 3.40 – 4.19=Moderately High; 2.60 – 3.39=Moderate; 1.80 – 2.59=Moderately Low; 1.00 – 1.79=Low

III. Summary of the Level of Emotional Intelligence of Senior High School Teachers

Table 6 presents the summary of emotional intelligence of senior high school teachers. When ranked, the data disclosed the following sequence from top to bottom, self-awareness (Mean-4.40) and self-management (Mean-4.31) both have the same rating high by the respondents. As Mayer (2009) stated that highly EI individuals are able to manage the emotions of themselves and others.

Table 6
Summary of the Level of Emotional Intelligence of Senior High School Teachers

Indicators of Emotional Intelligence (EI)	Weighted Mean	Interpretation	Rank
Self-Awareness	4.40	High	1
Self-Management	4.31	High	2
Social Awareness	3.99	Moderately High	3
Relationship Management	3.87	Moderately High	4
Grand Total	4.14	Moderately High	

Legend: 4.20 – 5:00=High; 3.40 – 4.19=Moderately High; 2.60 – 3.39=Moderate; 1.80 – 2.59=Moderately Low; 1.00 – 1.79=Low

Social awareness (Mean score 3.99) and relationship management (Mean score 3.87) with the same overall grand total of 4.14 rated as moderately high. This shows that senior high school teachers almost always have high emotional intelligence. Gordon (2001) suggests that teachers with high self-efficacy feel more confident managing students' misbehavior. These teachers seem to hold a more humanistic perspective about managing the behavior and seem to attribute lesser negative impact towards the students' disruptive behaviors. Usually, teachers with high self-efficacy are also more productive in either classroom instruction or classroom management (Dârjan, 2012).

IV. Extent of Learning Management of the Senior High School Teachers Discipline

Table 7 revealed that senior high school teachers rated the degree of learning management on discipline as excellent with the grand total of 3.36. This shows gadgets) and share with students the reasons behind the disciplinary actions.

Table 7
Extent of Learning Management of the Senior High School Teachers on Discipline

Indicators	Mean	Interpretation
I make students aware of consequences for misbehavior (e.g. always late, absent).	3.70	Usually
I inform students about the policies in the classroom (e.g. use of cellphone or gadgets).	3.70	Usually
I share with students the reasons behind the disciplinary actions I use.	3.60	Usually
I provide positive reinforcement to students for appropriate behavior.	3.55	Usually
I involve students in establishing rules and procedures in the class.	3.53	Usually
I inform parents about inappropriate behavior of their children/child.	3.25	Often
I call parents for continuous aggressive or disruptive behavior of their children.	3.13	Often
I use the class time to reflect on appropriate behavior with students as a group.	3.10	Often
I collaborate with parents about the behavior plan.	3.10	Often
I send Teacher-Parent communication regarding positive and negative aspects of their children's behavior.	2.93	Often
Weighted Mean Score	3.36	Excellent

Legend: 3.26 – 4.00=Usually (Excellent); 2.51 – 3.25=Often (Very Good); 1.76 – 2.50 =Sometimes (Good); 1.00 – 1.75=Rarely (Poor)

V. Teaching and Learning

The data presented at table 8 revealed that teachers have the overall interpretation of Excellent (3.42). Among the fifteen indicators, two of them were identified as often. The first one was on the statement “I start the lesson by giving students an opportunity to set their own learning goals”. This was with the weighted mean of 2.95 which means often. This would mean further that there are times it is difficult for the teachers to realize that all students are different, and they learn differently. They need to keep in mind the teachers’ plan for the learning and teaching activities.

The second one was on creating extra activities for students to work when they already have completed their task. This has a weighted mean of 3.15 still often. Considering this result, it is believed that there are some of the teachers who did not plan a program to organize their students. The rest of the indicators were interpreted as usually which means that the teachers always encourage students to participate and interact during class discussion. Al-Hamdan (2007) affirmed that effective classroom management means to minimize tension, listen to students’ ideas, moderate students’ behavior, encourage them to do better in the classroom, and pay attention to their requirements. Teachers form a positive learning environment in which the students are actively part or engaged in the education process and classroom management.

Table 8
Extent of Learning Management of the Senior High School Teachers on Teaching and Learning

Indicators	Mean	Interpretation
I encourage students to participate and interact during class discussion.	3.85	Usually
I motivate the students to catch their attention.	3.68	Usually
I organize the class activities in order to fulfill the objectives of the lesson.	3.65	Usually
I give students concise instructions to get things done properly.	3.63	Usually
I demonstrate the task of what students are expected to do.	3.50	Usually
I establish routines for group work when needed.	3.45	Usually
I monitor students’ progress during and after the class.	3.45	Usually
I make sure the learning objectives are clearly stated for students to understand them.	3.43	Usually
I use body language to make instructions clear and understandable.	3.35	Usually
I use different techniques to make sure instructions are understood.	3.33	Usually
I take into account students’ previous knowledge to plan the activities based on their level.	3.30	Usually
I take into account different learning styles when preparing the lesson	3.30	Usually
I finish the class with an assessment activity about the lesson	3.28	Usually

I create extra activities for students to work when they have completed their task.	3.15	Often
I start the lesson by giving students an opportunity to set their own learning goals.	2.95	Often
Weighted Mean Score	3.42	Excellent

Legend: 3.26 – 4:00=Usually (Excellent); 2.51 – 3.25=Often (Very Good); 1.76 – 2.50 =Sometimes (Good); 1.00 – 1.75=Rarely (Poor)

VI. Personal

Table 9 presents the data on personal dimension. Among the fourteen indicators, all were rated as Excellent, it would mean that the teachers promote positive outlook in life. It is the teacher’s job to create and maintain a conducive learning environment. Teachers will strive to be a supportive and caring environment for the students in the classroom, while at the same time being positive and organized to learning. In student-centered classroom management approach, the teacher should be more personal with their students and have fraction with their ideas and management approach to allow them to see as equal (Tok et al., 2013).

Table 9

Extent of Learning Management of the Senior High School Teachers on Personal

Indicators	Mean	Interpretation
I promote positive outlook in life.	3.83	Usually
I encourage students’ sense of responsibility in my classroom practice.	3.75	Usually
I praise the students’ accomplishment and achievements.	3.73	Usually
I make sure that students feel I am approachable.	3.70	Usually
I encourage students to be respectful and grateful to one another.	3.70	Usually
I use eye contact to make students feel they are important and care of.	3.68	Usually
I help students to develop their ability to make decisions by themselves.	3.65	Usually
I interact with students as individuals.	3.60	Usually
I learn about different types of students’ personal and social needs.	3.60	Usually
I encourage creativity and self-expression in students.	3.53	Usually
I communicate with students and gather information.	3.53	Usually
I learn students’ names to recognize them as individuals.	3.50	Usually
I incorporate students’ personal interests into teaching.	3.40	Usually
I begin the lesson with activities to reinforce a sense of collaboration among students.	3.35	Usually
Weighted Mean Score	3.61	Excellent

Legend: 3.26 – 4:00=Usually (Excellent); 2.51 – 3.25=Often (Very Good); 1.76 – 2.50 =Sometimes (Good); 1.00 – 1.75=Rarely (Poor)

VII. Summary of the Extent of Learning Management of Senior High School Teachers

Table 10 presents the summary of the extent of learning management of senior high school. When ranked, the data disclosed the following sequence from top to bottom, personal (Mean=3.61), discipline (Mean=3.36) and teaching and learning (Mean=3.32). It was found out that all the indicators for learning management of senior high school were rated excellent by the respondents. This shows that teacher's performance always carries a promising management practice.

Table 10

Summary of the Extent of Learning Management of Senior High School Teachers

Indicators of Learning Management	Mean	Interpretation	Rank
Personal	3.61	Excellent	1
Discipline	3.36	Excellent	2
Teaching and Learning	3.32	Excellent	3
Grand Total	3.43	Excellent	

Legend: 3.26-4:00-Usually (Excellent); 2.51-3.25-Often (Very Good); 1.76-2.50-Sometimes (Good); 1.00-1.75-Rarely (Poor).

VIII. Relationship between the Profile and Learning Management Competencies of the Senior High School Teachers

Profile and Learning Management in Terms of Discipline. The results reveal that the teachers' profile such as age, sex, civil status, and educational attainment do not have significant relationship with their learning management in terms of discipline. This implies that the discipline of the senior high school teachers is not significantly related to their profile.

Profile and Learning Management in Terms of Teaching and Learning. The results reveal that the teachers' profile such as age, sex, civil status, and educational attainment do not have significant relationship with their learning management dimension in terms of teaching and learning. This implies that the teaching and learning competency of the teachers does not have bearing to their personal profile.

Table 11

Relationship between the Profile and their Extent of Learning Management Competencies of the Senior High School Teachers

Profile	Learning Management	X ² - value	p- value	Decision	Interpretation
Age	Discipline	2.109 ^a	.909	Fail to Reject Ho	Not Significant
Sex		1.807 ^a	.405	Fail to Reject Ho	Not Significant
Civil Status		.887 ^a	.642	Fail to Reject Ho	Not Significant
Educational Attainment		10.041 ^a	.262	Fail to Reject Ho	Not Significant
Age	Teaching and Learning	2.965 ^a	.813	Fail to Reject Ho	Not Significant
Sex		1.085 ^a	.581	Fail to Reject Ho	Not Significant
Civil Status		.780 ^a	.677	Fail to Reject Ho	Not Significant
Educational Attainment		6.520 ^a	.589	Fail to Reject Ho	Not Significant
Age	Personal	6.754 ^a	.344	Fail to Reject Ho	Not Significant
Sex		1.390 ^a	.499	Fail to Reject Ho	Not Significant
Civil Status		.788 ^a	.674	Fail to Reject Ho	Not Significant
Educational Attainment		3.164 ^a	.924	Fail to Reject Ho	Not Significant
Age	Overall LM	1.807 ^a	.937	Fail to Reject Ho	Not Significant
Sex		.911 ^a	.634	Fail to Reject Ho	Not Significant
Civil Status		2.181 ^a	.336	Fail to Reject Ho	Not Significant
Educational Attainment		4.663 ^a	.793	Fail to Reject Ho	Not Significant

Note. Significant if $p < \alpha(0.05)$

Profile and Learning Management in Terms of Personal. The results reveal that the teachers' profile such as age, sex, civil status, and educational attainment do not have significant relationship with their learning management in terms of personal. This implies that the personal dimension of the teachers does not have bearing to their profile.

Profile and Overall Learning Management. The results reveal that the teachers' profile such as age, sex, civil status, and educational attainment do not have significant relationship with their learning management competencies. This implies that the learning management competencies of the teachers are not affected by their personal profile. The generated p-value is higher than the 0.05 level of significance and the result indicates that there is no significant bearing of teachers' profile and their learning management in terms discipline, teaching and learning and personal competencies.

IX. Relationship between the Profile and Emotional Intelligence of the Senior High School Teachers

Profile and Emotional Intelligence in Terms of Self-Awareness. The results reveal that the teachers' profile such as age, sex, civil status, and educational attainment do not have significant relationship with their emotional intelligence in terms of self-awareness. The relationship between profile and self-awareness has a p-value greater than the alpha level of significance set at 0.05. The decision is to accept the null hypothesis. This means that the profile of the senior high school teachers has not influenced their emotional intelligence in terms of self-management.

Table 12
Relationship between the Profile and their Level of Emotional Intelligence of the Senior High School Teachers

Profile	Emotional Intelligence	X ² - value	p- value	Decision	Interpretation
Age	Self- Awareness	2.450 ^a	.484	Fail to Reject Ho	Not Significant
Sex		.901 ^a	.343	Fail to Reject Ho	Not Significant
Civil Status		.054 ^a	.816	Fail to Reject Ho	Not Significant
Educational Attainment		2.614 ^a	.624	Fail to Reject Ho	Not Significant
Age	Self- Management	3.171 ^a	.787	Fail to Reject Ho	Not Significant
Sex		2.031 ^a	.362	Fail to Reject Ho	Not Significant
Civil Status		.415 ^a	.813	Fail to Reject Ho	Not Significant
Educational Attainment		8.518 ^a	.385	Fail to Reject Ho	Not Significant
Age	Social Awareness	3.991 ^a	.678	Fail to Reject Ho	Not Significant
Sex		.284 ^a	.868	Fail to Reject Ho	Not Significant
Civil Status		.255 ^a	.880	Fail to Reject Ho	Not Significant
Educational Attainment		11.725 ^a	.164	Fail to Reject Ho	Not Significant
Age	Relationship Management	4.371 ^a	.627	Fail to Reject Ho	Not Significant
Sex		1.696 ^a	.428	Fail to Reject Ho	Not Significant
Civil Status		.291 ^a	.864	Fail to Reject Ho	Not Significant
Educational Attainment		11.297 ^a	.185	Fail to Reject Ho	Not Significant
Age	Overall EQ	3.077 ^a	.799	Fail to Reject Ho	Not Significant
Sex		.259 ^a	.878	Fail to Reject Ho	Not Significant
Civil Status		1.594 ^a	.451	Fail to Reject Ho	Not Significant
Educational Attainment		3.091 ^a	.928	Fail to Reject Ho	Not Significant

Note. Significant if $p < \alpha$ (0.05)

Profile and Emotional Intelligence in Terms of Self-Management. The results reveal that the teachers' profile such as age, sex, civil status, and educational attainment do not have significant relationship with their emotional intelligence in terms of self-management. This implies that the self-management competencies of the teachers are not significantly related to their profile. The p-value is greater than the alpha level of significance set at 0.05. The decision is to accept the null hypothesis. This means that the profile of the senior high school teachers has not influenced their emotional intelligence in terms of self-management.

Profile and Emotional Intelligence in Terms of Social Awareness. The results reveal that the teachers' profile such as age, sex, civil status, and educational attainment do not have significant relationship with their emotional intelligence in terms of social awareness. This implies that the social awareness of the teachers is not significantly related to their profile. On the relationship between profile and social awareness has the p-value higher than the 0.05 level of significance, so the decision is to accept the null hypothesis. The result signifies that the profile of the senior high school teachers has not influenced to their social awareness.

Profile and Emotional Intelligence in Terms of Relationship Management. The results reveal that the teachers' profile such as age, sex, civil status, and educational attainment do not have significant relationship with their emotional intelligence in terms of relationship management. This implies that the relationship management of the teachers are not significantly related to their profile. The correlation between profile and relationship management has higher p-value than 0.05 level of significance, the decision is therefore accepted. This means that profile of the senior high school teachers has not influenced their emotional intelligence in terms of relationship management.

Profile and Overall Emotional Intelligence. The results reveal that the teachers' profile such as age, sex, civil status, and educational attainment do not have significant relationship with their emotional intelligence. This implies that the emotional intelligence of the teachers is not significantly related to their profile.

X. Relationship between the Level Emotional Intelligence and the Extent of Learning Management of the Senior High School Teachers

Self-Awareness (EI) and Learning Management Competencies. The results reveal that level of emotional intelligence in terms of self-awareness of the teachers has a significant relationship with their competencies on the discipline, teaching and learning, personal and the overall learning management. The relationship between self-awareness and learning management competencies has r-value of .611 and a p-value of .000. Since p-value is less than the 0.05 level of significance, it means that the self-awareness of senior high school teachers has slightly affected the learning management in terms of discipline, teaching and learning and personal competencies.

Self-Management (EI) and Learning Management Competencies. The results reveal that level of emotional intelligence in terms of self-management of the teachers has a significant relationship with their competencies on the discipline, teaching and learning, personal and the overall learning management. Between self-management and learning management competencies, the computed r-value is .575 and the p-value is .000. Since the p-value is less than 0.05 level of significance, the decision is therefore rejected. This means that the self- management of the senior high school has influenced slightly the learning management in terms of discipline, teaching and learning and personal competencies.

Social Awareness (EI) and Learning Management Competencies. The results reveal that level of emotional intelligence in terms of social awareness of the teachers has a significant relationship with their competencies on the discipline, teaching and learning, personal and the overall learning management. The relationship between social awareness and learning management competencies has r-value of .525 and a p-value .001. Since p-value is less than the 0.05 level of significance, it means that the social awareness of senior high school teachers has a very little influenced on the learning management in terms of discipline, teaching and learning and personal competencies.

Relationship Management (EI) and Learning Management Competencies. The results reveal that level of emotional intelligence in terms of relationship management of the teachers has a significant relationship with their competencies on the discipline, teaching and learning, personal and the overall learning management. The relationship management against learning management competencies has the r-value of .593 and the p-value is .000, it signifies that the relationship management of the senior high school teachers has slightly influenced the learning management competencies.

Table 13
Relationship between the Level of Emotional Intelligence and the Extent of Learning Management of the Senior High School Teachers

EI	LM	r- value	p-value	Decision	Interpretation
Self- Awareness	Discipline	.557**	.000	Reject Ho	Significant
	Teaching and Learning	.472**	.002	Reject Ho	Significant
	Personal	.567**	.000	Reject Ho	Significant
	Overall LM	.611**	.000	Reject Ho	Significant
Self- Management	Discipline	.573**	.000	Reject Ho	Significant
	Teaching and Learning	.390*	.013	Reject Ho	Significant
	Personal	.541**	.000	Reject Ho	Significant
	Overall LM	.575**	.000	Reject Ho	Significant
Social Awareness	Discipline	.364*	.021	Reject Ho	Significant
	Teaching and Learning	.489**	.001	Reject Ho	Significant
	Personal	.526**	.000	Reject Ho	Significant
	Overall LM	.525**	.001	Reject Ho	Significant
Relationship Management	Discipline	.436**	.005	Reject Ho	Significant
	Teaching and Learning	.551**	.000	Reject Ho	Significant
	Personal	.568**	.000	Reject Ho	Significant
	Overall LM	.593**	.000	Reject Ho	Significant
Overall EI	Discipline	.574**	.000	Reject Ho	Significant
	Teaching and Learning	.581**	.000	Reject Ho	Significant
	Personal	.668**	.000	Reject Ho	Significant
	Overall LM	.696**	.000	Reject Ho	Significant

Note. Significant if $p < \alpha(0.05)$

Emotional Intelligence and Learning Management Competencies. The results reveal that level of emotional intelligence of the teachers has a significant relationship with their competencies on the discipline, teaching and learning, personal and the overall learning management.

IV. Conclusion

Based on the findings, majority of the senior high school teachers have age ranging from 30 to 39 years old, female, married, enrolled in graduate studies, and have earned units in Masters. In overall, the respondents have a moderately high emotional intelligence. It is found out that the respondents have an excellent degree of learning management.

There is no significant relationship between the level of emotional intelligence of the respondents when paired with their profile like age, sex, civil status, and the educational attainment has no significance. The same results are obtained when the extent of learning management is paired to either the age, sex, civil status, and educational attainment attended by the respondents. However, the test of correlation between the level of emotional intelligence of the respondents and their extent of learning management revealed a correlation result. It clearly showed that there was a strong positive relationship of emotional intelligence with learning management. Emotional intelligence was strongly influenced to variable of learning management. Thus, the theory of Goleman and Scrivener are true and affirm the findings of this study.

Based on the findings and conclusions of this study, the following recommendations are presented.

1. Implementation of intervention of seminars, workshops, and enhancement programs for emotional intelligence by each school to further improve the emotions or behaviors of teachers as there is a positive relationship towards learning management and should be continued to address various strengths and weaknesses.
2. Encourage all teachers to go after seminar-workshops regarding EI and continue post graduate studies, with the policy making there is a need for a workable and functional development plan by administration providing full material and human support in the implementation of the program.
3. As the current research shows significant relationship between emotional intelligence and learning management, therefore it is recommended that further causal comparative researches should be conducted in order to explore cause and effect relationship of emotional intelligence with learning management and to confirm these results.
4. Researches done in the areas of emotional intelligence and learning management should introduce and bring more new and constructive ideas and concepts in this field like EI competencies.
5. Further studies must be conducted on these topics: Social Intelligence and Decision-Making Competencies, The effect of Management styles in the Classroom Setting, Teaching Strategies and Academic Performance, to re-evaluate whether the teachers' competencies have been improved or further find out the effectiveness of the proposed enhancement program.

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