

Emotional Quotient of Faculty and Performance of the College of Education of Selected Private Universities

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Abstract: The study aimed to determine the significant relationship between the level of teachers' emotional quotient and performance of the college of education in the licensure examination for teachers of selected private universities in the National Capital Region. Using the descriptive research method, it was found that of the one hundred ten (110) faculty members, rated the level of emotional quotient in terms self-awareness as "good" as indicated by the grand weighted mean of 4.07. Similarly, they rated the level of emotional quotient in terms of self-management, social awareness and relationship management as "good" as indicated by their weighted means of 4.09, 4.13 and 4.13, respectively. Nine (9) out of the ten (10) institutions got a mean score higher than the national average passing rate of 30.64%. It proves that there was a moderate positive significant relationship between teachers' emotional quotient as to relationship management and the performance of the college of education in the licensure examination. And thus, show evidence that relationship management is an aspect of emotional quotient that is positively related to the performance of the college of education in selected private universities in the National Capital Region.

1. Introduction

Achieving quality teacher education is a concern of all colleges and universities in the Philippines. In fact, most of these higher educational institutions do their greatest effort to enhance teacher education they offer through accreditation from the different agencies whose purposes are partnerships, collaboration, and continuous improvement and thus guarantee quality of all services [1].

Emotional quotient, on the other hand, is the capacity for recognizing one's own feelings, and those of others, for motivating oneself and for managing emotions well in himself/herself and his/her relationships [2]. It includes the factors which measure aspects of self-awareness, self-management, social-awareness and relationship management. These factors are indeed very essential among individuals, since it actually predicts their performance in their place of work.

In this light, educational institutions should also look into the characteristics of their teachers, particularly their emotional quotients since they are the ones who educate the students to become competitive and ready and thus, amplify the possibility of the institutions of getting higher passing rate in the board examinations [3].

Along this conviction, the researcher believes that emotional quotient may have an effect on the institutional performance such accreditation level and passing rate in board examinations [4]. Finally, this research believes that every institution envisions to achieve higher achievements by producing teachers who are equipped of all the needed skills which are globally comparable.

University performance is most of the time measured through the result of the board examinations. For instance, in the college of education, is the Licensure Examination for Teachers (LET). In the May 19, 2016 the Professional Regulation Commission and the Board for Professional Teachers announced that 12,128 elementary professional teachers out of 42,739 examinees and 18,810 secondary professional teachers out of 53,090 examinees successfully passed the LET [5]. It shows only about 32% passing rate. This indicates that only less than one-third of the test takers surpasses the examinations which is far from attaining at least 75%.

In a study of Marquez, Martin and Brackett (2006), they found relationship between emotional quotient and academic achievement. This may strengthen the claim of the researcher of the connection existing between the emotional quotient and performance of the college of education in licensure examinations. Thus, there is a need for a comprehensive study about the level of emotional quotient and its link to the institutional performance of the selected private colleges and universities in the National Capital Region [6].

2. Research Method

2.1. Research design

The researcher utilized the descriptive comparative and descriptive correlational research design. Descriptive comparative research design is a process of gathering, analyzing, classifying and tabulating data about prevailing conditions, practices, beliefs, processes, trends and then making adequate and accurate interpretation. Similarly in this study the researcher compared the teachers' emotional quotient among the selected private universities [7]. And descriptive correlational research design gives an indication of how one variable may predict another like in this study which determined the relationship between the teachers' emotional quotient and the performance of the college of education in the Licensure Examination for Teachers for the last three years [8].

2.2. Research locale

The study was conducted in the selected private universities in the National Capital Region. A total of ten (10) private universities were considered as respondents. The private universities were chosen on the basis of the program offerings of Bachelor's Degree in Elementary Education and Secondary Education.

2.3. Population and sampling

There is a total of 17 private universities in the National Capital Region which has college of education. Using random sampling technique, the researcher arrived at ten (10) target universities.

The respondents of the study were the one hundred ten (110) faculty members either instructors, assistant professors or professors, teaching under the programs of Bachelor of Secondary Education and Bachelor of Elementary Education, with at least three years residency in the university. Twelve (12) faculty were taken from University A, eighteen (18) from University B, thirteen (13) from University C, eight (8) University D, six (6) from University E, six (6) from University F, eleven (11) from University G, eight (8) from University H, five (5) from University I and twenty three (23) from University J.

In the study, the researcher used convenience and census sampling. Convenience sampling technique is a nonprobability sampling technique that relies on data collection from the population members who are conveniently available to participate in the study. And census sampling, on the other hand, is the process of taking the total population of the locale and retrieving adequate number of respondents as samples of the study [9].

2.4. Research ethics

To be able to maintain the moral principles of the study, the researcher observes the following:

The written approval from the selected private universities was sought;

Informed consent was given to the respondents indicating that they understand the nature and purpose of the study;

The subjects was chosen fairly from the population by the researcher;

Any results obtained observed strict confidentiality of the respondents of the study; and

The research paper was subjected to ethical review by the Ethics Review Board of the Research Department and Innovation Canter of the university [10].

2.5. Research instrument

The researcher used the Emotional Quotient Questionnaire as the instrument [11]. The

instrument is composed of two (2) parts. Part 1 is about the demographic profile of the respondents while part 2 focuses on the four factors of emotional quotients which may affect the performance of the college of education of the selected private universities [12].

Part 1. Demographic Profile of the Respondents. This part of the questionnaire asked about the profile of the faculty such as their age, university affiliation, gender, highest educational attainment and years of experience; furthermore it sought to determine the profile of the program of the college of education like level of accreditation, turnover rate and years of establishment.

Part 2. Emotional Quotient Questionnaire. The Emotional Quotient Questionnaire is based from the Daniel Goleman's Emotional Quotient Model. The instrument is a forty (40)-item test, focusing on the four factors; namely self-management, self-awareness, relationship management and social awareness; each of which contains ten (10) items.

To test the validity of the instrument, the researcher presented it to experts in the field of education. And to pilot test the instrument, the researcher used a private university. A coefficient of 0.92 was obtained, thus the instrument had a very high reliability [13].

To determine the level of teachers' emotional quotients among the selected private universities, the following ranges and qualitative descriptions were utilized:

Ranges	Qualitative Descriptions
4.21 – 5.00	Very Good (VG)
3.41 – 4.20	Good (G)
2.61 – 3.40	Acceptable (A)
1.81 – 2.60	Inconsistent (I)
1.00 – 1.80	Not Very Good (NVG)

2.6. Data collection process

The researcher asked permission from the Administrators/Deans of the selected private universities to allow him to conduct the study in their respective institutions.

Upon approval, he distributed and collected the questionnaires from the target respondents. Moreover, he asked the administrators/deans of the respondent universities pertaining to the accreditation levels of the programs Bachelor of Elementary Education and Secondary Education as well as the passing rates in the Licensure Examination for teachers for the last three years and the turnover rates of their respective universities [14].

Finally, the data gathered were recorded, tallied, analyzed, and interpreted.

2.7. Data analysis

The researcher used the following statistical tools: percentage, weighted mean, mean, independent t-test, one way analysis of variance and Pearson Product Moment Correlation Coefficient [15].

3. Results

Table 1 Comparison of level of emotional quotient of the faculty when their profile is considered

Profile	Emotional Quotient							
	Self-Awareness		Self-Management		Social Awareness		Relationship Management	
	P-Value	Remark	P-Value	Remark	P-Value	Remark	P-Value	Remark
Age	0.155	NS	0.058	NS	0.052	NS	0.002	S
Gender	0.723	NS	0.446	NS	0.946	NS	0.651	NS
Highest Educational Attainment	0.156	NS	0.309	NS	0.054	NS	0.002	S
Years of Experience	0.918	NS	0.575	NS	0.137	NS	0.001	S

Legend: Significant at $P < 0.05$, S-Significant, NS-Not Significant

Table 1 presents the difference in the level of emotional quotient of the faculty when their profile is considered [16]. In terms of self-awareness, since the computed P-values for age ($P=0.155$),

gender ($P=0.723$), highest educational attainment ($P=0.156$) and years of experience ($P=0.918$) were greater than 0.05 level of significance, the null hypothesis was accepted [17], Therefore, there was no significant difference in the level of emotional quotient of the faculty as to self-awareness when age, gender, highest educational attainment and years of experience were considered.

In terms of self-management, since the computed P-values for age ($P=0.058$), gender ($P=0.446$), highest educational attainment ($P=0.309$) and years of experience ($P=0.575$) were greater than 0.05 level of significance, the null hypothesis was accepted. Therefore, there was no significant difference in the level of emotional quotient of the faculty as to self-management when age, gender, highest educational attainment and years of experience were considered.

In relation to social awareness, since the computed P-values for age ($P=0.052$) [18], gender ($P=0.946$), highest educational attainment ($P=0.054$) and years of experience ($P=0.137$) were greater than 0.05 level of significance, the null hypothesis was accepted. Therefore, there was no significant difference in the level of emotional quotient of the faculty as to social awareness when age, gender, highest educational attainment and years of experience were considered.

Finally, as to relationship management, the computed P-value for gender ($P=0.651$) was greater than 0.05 level of significance thus, the null hypothesis was accepted. Contrariwise, the computed P-values for age ($P=0.002$), highest educational attainment ($P=0.002$) and years of experience ($P=0.001$) were less than 0.05 level of significance; thus, the null hypothesis was rejected. Therefore, while there was no significant difference in the level of emotional quotient of the faculty as to relationship management when gender was considered, there was a significant difference when age, highest education attainment and years of were considered [19].

In general, the results imply that there is the same level of emotional quotient of the faculty when their age, gender, highest educational attainment and years of experience are considered, except in relationship management [20].

Table 2 Comparison of performance of the college of education of the respondent universities in the licensure examination when the profile of their program is considered

Program Profile	Licensure Examination							
	2013		2014		2015		Average	
	P-Value	Remark	P-Value	Remark	P-Value	Remark	P-Value	Remark
Level of Accreditation	0.000	S	0.000	S	0.000	S	0.000	S
Turnover Rate	0.000	S	0.000	S	0.000	S	0.000	S
Years of Establishment	0.000	S	0.000	S	0.000	S	0.000	S

Legend: Significant at $P<0.05$, S-Significant, NS-Not Significant

Table 2 presents the comparison of performance of the college of education of the university respondents in the licensure examination in terms of their profile of the program.

In year 2013, since the computed P-values for level of accreditation ($P=0.000$), turnover rate ($P=0.000$) and years of establishment ($P=0.000$) were less than 0.05 level of significance, the null hypothesis was rejected. Therefore, there is a significant difference in the performance of the college of education of the universities in the licensure examination when the profile of their program for the year 2013 was considered [21].

Similarly, in year 2014, since the computed P-values for level of accreditation ($P=0.000$), turnover rate ($P=0.000$) and years of establishment ($P=0.000$) were less than 0.05 level of significance, the null hypothesis was rejected. Therefore, there is a significant difference in the performance of the college of education of the universities in the licensure examination when the profile of their program for the year 2014 was considered [22].

Likewise, in year 2015, since the computed P-values for level of accreditation ($P=0.000$), turnover rate ($P=0.000$) and years of establishment ($P=0.000$) were less than 0.05 level of significance, the null hypothesis was rejected. Therefore, there is a significant difference in the performance of the college of education of the universities in the licensure examination when the profile of their program for the year 2015 was considered.

Finally, since the computed P-values for level of accreditation ($P=0.000$), turnover rate ($P=0.000$) and years of establishment ($P=0.000$) were less than 0.05 level of significance, the null hypothesis

was rejected. Therefore, there is a significant difference in the performance of the college of education of the universities in the licensure examination when their profile of the program for the years 2013 to 2015 was considered [23].

With this result it can be claimed that the performance of each universities as to the passing rate in the licensure examination varies across all program profile – Level of accreditation, turnover rate and years of establishment.

Table 3 Correlation of the teachers' emotional quotient and performance of the college of education in the licensure examination

Emotional Quotient	Licensure Examination			Remark
	Pearson r	Qualitative Description	P-Value	
Self-Awareness	0.054	Negligible Relationship	0.575	NS
Self-Management	0.036	Negligible Relationship	0.711	NS
Social Awareness	0.117	Negligible Relationship	0.224	NS
Relationship Management	0.438	Moderate Positive Relationship	0.012	S
Average	0.138	Negligible Relationship	0.150	NS

Legend: ± 1.00 Perfect Relationship, $\pm 0.91 - \pm 0.99$ Very High Relationship, $\pm 0.71 - \pm 0.90$ High Relationship, $\pm 0.41 - \pm 0.70$ Moderate Relationship, $\pm 0.21 - \pm 0.40$ Low Relationship, $\pm 0.01 - \pm 0.20$ Negligible Relationship, 0 No Relationship

Significant at $P < 0.05$, S-Significant, NS-Not Significant

Table 3 presents the correlation of the teachers' emotional quotient and performance of the college of education in the licensure examination [24].

The computed person r of 0.054 with a qualitative description of negligible relationship was proven to be statistically not significant, since the computed P-value of 0.575 was greater than 0.05 level of significance. Therefore, there is no significant relationship between the level of teachers' emotional quotient as to self-awareness and performance of the college of education in the licensure examination [25].

The computed person r of 0.036 with a qualitative description of negligible relationship was proven to be statistically not significant, since the computed P-value of 0.711 was greater than 0.05 level of significance. Therefore, there is no significant relationship between the level of teachers' emotional quotient as to social management and performance of the college of education in the licensure examination.

Likewise, the computed person r of 0.117 with a qualitative description of negligible relationship was proven to be statistically not significant, since the computed P-value of 0.224 was greater than 0.05 level of significance. Therefore, there is no significant relationship between the level of teachers' emotional quotient as to social awareness and performance of the college of education in the licensure examination.

Meanwhile, the computed person r of 0.438 with a qualitative description of moderate positive relationship was proven to be statistically significant, since the computed P-value of 0.012 was less than 0.05 level of significance. Therefore, there is a significant relationship between the level of teachers' emotional quotient as to relationship management and performance of the college of education in the licensure examination [26].

The results imply that relationship management and the passing rate in the licensure examination for teachers are directly associated. It means that if teachers inspire individuals; support the abilities of others through feedback and guidance, have integrity, are proficient in leading people in a new direction, skillful in resolving disagreements, are a team player and promote cooperation, this may increase the probability of obtaining higher passing rate.

4. Discussion

It can be deduced from the data that faculty in the college of education have similarity in their ability to recognize, understand and manage emotions; recognize and understand their own moods; control or redirect disruptive impulses; and have passion to work and proficient in managing relationships across all profiles except in university affiliation. This is may be due to the different programs, policies and beliefs that are being practiced in every university. The result of the study agrees to that of Balci-Celik and Deniz (2008) since they found no gender difference in the emotional quotient of the respondents when grouped according to gender, neither there was any difference when their age was considered.

The research proves that there is a probability that the different levels of accreditation, turnover rate of faculty and experience of a university may have an effect towards the college performance. Goleman (2000) claimed that emotionally intelligent leadership is key to creating a working climate that nurtures employees and encourages them to give their best. That enthusiasm, in turn, pays off in improved performance.

Individuals with a high level of emotional quotient are able to direct positive emotions to uphold the energy needed for high performance over long periods of time and to redirect negative emotions into productive behaviors. Thus, reasoned that individuals with high emotional quotient would perform better academically (Rode et al., 2007). The set of competencies of relationship management includes essential social skills which involves sensing other people needs and boosting their abilities thus making them outstanding leaders. Competence in developing others is a skill of excellent managers; this ability is very important especially for those who are front liners (Guillen, 2011).

5. Conclusion

There are some variations in the respondents' level of emotional quotient across all 4 factors - self-management, self-awareness, relationship management and social awareness, when their profile is considered. In addition, most of these differences are from university affiliation

A variation in the performance of the college of education of the different private universities when their profile is considered is very evident. The profile of the program which includes level of accreditation, turnover rate and year of establishment has a direct impact on the performance of the college of education of selected private universities in the licensure examination for teachers.

Relationship management is an aspect of emotional quotient that is positively related to the performance of the college of education in selected private universities in the National Capital Region.

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