

EMOTION AND CLASSROOM MANAGEMENT COMPETENCE: THE CASE OF STUDENT-TEACHERS IN THE DISTRICT OF MARIVELES, BATAAN

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ABSTRACT

The readiness of learners for a learning activity is crucial in the attainment of expected learning outcomes. The teacher being the facilitator of learning has to see to it that appropriate learning behaviour is established prior to the presentation of a lesson in the classroom setting. It is her/his competency in the classroom management that will make the students to focus on the learning tasks.

This study dealt not on the Professional Teachers' classroom management competency but rather on the student-teachers, their mentees' competencies along with this area. It also looked into the relationship of the Student Teachers' emotional competence in their ability to manage a class. Two groups of respondents provided the answers to the research problems, the Critic Teachers of the 34 Bachelor in Secondary Education, major in English (BSEDEN) and of the 23 Bachelor in Elementary Education (BEED); and the Student Teachers themselves. The Emotional Competence questionnaire was taken from Goldman's model, while the instrument for the classroom management competency was validated and the researcher framed the questionnaire.

The computed mean of 2.7582 and 2.7139 for each group of Student-Teachers indicated that they are highly competent along with the areas of Emotional Competence. The mentors described their classroom management competency to be at "high competency level". The t-test computed values of 2.58566 and 7.41565 and the p values of 0.006372 and 0.00001 indicated a significant relationship between the emotional and classroom management competence of respondents. The sustainability of programmes that enhance Education Students' emotional competence is highly recommended.

KEYWORDS: *Emotional, Competence, Classroom, Management*

Article History

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INTRODUCTION

Have you ever imagined a disorganized classroom with students busy chatting with one another and their young teacher tearfully trying hard to control their noise?

This is a common scenario if the teacher had not mastered controlling her/his own emotions and failed to perfect her classroom management skills because she/he has to deal with the students' discipline.

Emotional intelligence as pointed out by Goleman in Articulo and Florendo (2003), determines the potential for

learning practical skills. On the other hand, Emotional Competence (EC), they wrote, "is a learned capacity based on emotional intelligence that results in the outstanding performance at work." Further EC shows how much of that potential is translated into day-to-day activities and on-the-job capabilities, they wrote. An example they cited is the case of those in the hospitality business, that when they are good in providing customer service, it implies that they possess emotional competence particularly along with the areas of self-regulation, or handling impulses as well.

Corollary, in the study of Meyer et. al. (2007), they pointed out that "Emotional Intelligence involves the ability to carry out accurate reasoning about emotions and the ability to use emotions and the emotional knowledge to enhance thoughts. " The young teacher mentioned earlier seems to have failed to enhance her thoughts, enabling her to control her emotion. In contrary, there are teachers, who, while controlling their impulses to raise their voices, instead, with their facial expressions or hand gestures alone, are able to direct undivided attention of students to the learning tasks, can be considered to have regulated their own compulsions to instil discipline as part of classroom management the harsh way.

What then is the class room management?

Classroom Management according to Pila, et al. (2013) is the teacher' ability to create and maintain orderly classrooms.

On the other hand, the Glossary of Education Reforms for Journalists, Parents and Community Members refers to Classroom Management as a wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive on the task and academically productive during the class. On the other hand, Karatochwillet.al.referred to it as the process by which teachers and schools create and maintain appropriate behaviour that increases students' engagement in the productive classroom activities. Emmer & Stough (2001) defined it as an action of teachers that promotes orderliness, engagement of the students and make them cooperate.

Furthermore, Benette (2017) said that the Classroom Management goes hand in hand with students' discipline. In their book, the Key Elements of the Class room Management, McLeod et.al explained that good classroom management begins with the planning of time available. According to them, discipline problems occur "when students become disengaged."

Nie and Lau(2009) have cited the findings of various researchers, who are: Brophy (2006); Carter, Cushing, Sabers, Stein & Berlin (1988); Doyle (1990); Emmer & Stough (2001); Good & Grouws (1977); Jones (1996); Soar & Soar, (1979); Toriff and Sessions (2005);Wang, Haertel & Walbert (1993); that, "the classroom management is a critical component of effective teaching."

Brophy (2006) specifically stated that "the importance of classroom management should not be overlooked."Its significance to the effective facilitation of learning and the caution of Brophy, had prompted the researchers to pursue this study.

As to the connection between social, emotional, learning and the classroom management, Bennett (2017) wrote that the topic is well documented. One, he cited is the study of Jones, Bailey and Jacob, who confirmed how specific social-emotional learning programs help teachers understand children's development, so they are able to match their strategies with what the students need, so to speak. Along with this context, the researchers have in mind that if the teacher training educational institutions is able to provide their enrollees with ample opportunities to develop their social and emotional well being, there would be no reason why their graduates will not be able to adopt techniques that will enable

them to handle diverse learners effectively.

Galler (2015), in her similar study had pointed out how outstanding teachers use their emotional intelligence to create positive classroom climates. Among the notable findings in her qualitative inquiry was that... “outstanding teachers engaged in fewer negative classroom management strategies and that they used student-focused techniques rather than self-revelation to establish a relationship with the students.”

Hence the study was conducted, to prove whether what has been previously found in the cited researches is also true among the would-be-teachers, specifically, in Marvels, Bataan, Philippines, that emotional competence has a direct relationship with their classroom management competence, that when proven, necessary enhancement programs has to be adopted.

Therefore, the ultimate objective of this paper is to present the relationship between the level of emotional competence of the Student-teachers and their ability to manage their classes effectively.

Why the Student-Teachers not the Professional teachers?

Background

The University Branch was established in the then Export Procession Zone in the Municipality of Mariveles in 1976, primarily for the purpose of providing the needed Human Resources both by the manufacturing firms and the Service-oriented businesses in this part of the country. To fulfil this mission, Business courses like Accountancy, Business Administration and the Education programs are offered, eventually to adapt to the changing needs, Information Technology, Industrial Engineering and Electronics and Communication Engineering were also offered, though for some time, Mechanical and Civil Engineering were also offered.

To uphold curriculum responsiveness and relevance, revisions were, from time to time adopted as mandated by the Commission on Higher Education. An example of this updating is with the Education Curriculum both for the Elementary Education and Secondary Education, a six-unit Observation and Participation course which is to be completed by Education Students during their First semester in their 4th year level, was replaced by six (6) Field Study Courses, each, a one unit course, has a definitive focus starting from the school environment to becoming a teacher, taken from their 2nd year to the 4th year. The ultimate pre-service training occurs in a six-unit Practice Teaching course to be completed by a Teacher-candidate during her/his last term in the university (Lapuz, et al. 2009).

The Practice or Student Teaching course is the apex of the teacher-education programme, the culminating phase where the teacher-candidate themselves try and test their teaching competencies in the actual classroom setting. They have to stand in front of the class and perform the different tasks of the professional teachers, but of course, they are under the guidance of Cooperating Teachers and the College Supervisor.

To the effect of the Field Study Courses and the Practice Teaching programme, a Memorandum of Agreement is signed between the University Officials and the Department of Education represented by the Schools Division Superintendent.

Currently, there are 22 Elementary Schools (15 Public and seven (7) Private schools) and 13 Secondary Schools (seven (7) Public and six (6) schools) in the School District where the Student teachers are deployed.

Why a study on them? As mentioned earlier, the Student Teachers or Practice Teachers have to act as actual

subject teachers; therefore, they have to be made ready to deliver lessons in at least three sections so they may complete the minimum number of actual teaching hours of 240 as cited in the *Experiential Learning Course Handbook* by Lapuz, et al. (2009). The Law of Individual Differences would remind us that no two people are alike, heterogeneous or homogeneous the sectioning may be in the different schools where the student teachers were assigned the more they must be well-prepared in handling highly diversified students. The ability to handle various learners' characteristics is a dimension of classroom management. True enough from many conferences with the student teachers one theme that always emerged from different batches is the problem with classroom management. It is necessary that their pre-service training is holistic to realize their assigned mission, that is, to teach. Several other literatures like the National Competency-Based Teacher Standard (NCBTS) stipulates clearly that teaching involves the reflective acquisition and application of complex and problematic technical knowledge of facilitating student learning in actual context.

Hence, this study was conceptualized to determine whether this one possible factor, the emotional competence of respondents affect their classroom management competencies. Along this line, Sinek, as quoted by Fausto (2017), stated that when people are emotionally invested, they want to contribute. This emotional investment can only be made possible if the teachers are emotionally competent to handle different classroom situations.

To evaluate the classroom management competence, the individual Cooperating Teachers of each of the Student Teachers were made to answer a survey questionnaire. The emotional competence of the student teachers was derived from the questionnaire patterned from the Goldman's Emotional Competence Model, which they themselves answer.

Objectives of the Study

The study was undertaken specifically to

- Identify the profile of the two groups of respondents in terms of:
- Critic Teacher's school level and category;
- Practice Teacher's school level, sex, age and General Weighted Average;
- Determine the emotional competence and classroom management competence of student teachers; and
- Ascertain the relationship between the emotional competence and the classroom management competencies of Student Teachers

Theoretical Framework

This Study is anchored on the Attribution theory of Weimer and Heider. Bernard Weiner created the Attribution Theory of motivation as a framework to explain why people do what they do. He stated that people seek causal factors that allow them to maintain a positive self-image, and it is these attributions that determine an individual's motivation to repeat behaviours, thus, the perception of causality or the judgement of why a particular incident occur.

Griffin, explained Heider's Attribution theory by stating that it basically looks at how people make sense of their world, on what cause and effect inferences they make about the behaviours of others and of themselves. He further wrote that Heider's theory through a statement that there is a strong need in individuals to understand transient events by attributing them to the actor's disposition or to stable characteristics of the environment.

This study is an attempt to present the causal relationship between two competencies, emotional and classroom management competencies.

METHODS

The study utilized the Descriptive and Quantitative approach in presenting gathered data. The respondents are of two groups, first group were the enrolled Education Students in Practice Teaching during the Second Semester of School Year 2016-2017 who were either from the Bachelor in the Secondary Education, major in English (BSEDEN) or Bachelor in Elementary Education (BEED), and the second group were their Cooperating Teachers. Quota Sampling was used that when both groups were already in the above sixty per cent retrieval, (66.67 per cent from BSEDEN, and 61.53 per cent for BEED), tallying of data was performed. Though consent was secured from the respondents, to further protect their interest codes were assigned to each of them. The Emotional Competence Framework of Daniel Goleman (1998) was used to describe respondents along with the dimensions of this area. The Classroom Management Questionnaire was self-structured based on the exhaustive literature reviews, but the validity and reliability was properly established.

Descriptive Statistics such as frequency counts, Percentage, Mean and Weighted Mean were utilized but to identify statistically the type of relationship that exist between the two named competencies, the Pearson-Product Moment Correlation was utilized and the degree of the significance of the relationship was established with the use of the t-test formula.

The profile variables were included only for the purpose of presenting a simple background about the respondents.

RESULTS AND DISCUSSIONS

Profile of Respondents

Table 1: School Level of Cooperating Teachers

Respondents	BSEDEN		BEED	
	Frequency	Percent	Frequency	Percent
Cooperating Teacher	34	100 %	24	100%
Student Teachers	34		24	

There were 34 Secondary School Teachers who were the actual Cooperating Teachers who evaluated the emotional competence of the BSEDEN Practice Teachers, and as shown above, 24 Elementary School Teachers did the same to the Practice Teachers in the elementary level. The equal number between the Practice Teacher per Education Program and the Cooperating Teacher indicated 100 per cent appropriateness in the selection of respondents. It is these Cooperating Teachers who have direct supervision of the Practice Teachers while they were handling classes to teach a specific subject matter.

Table 2: School Category of Cooperating Teachers

Schools for:	School Category				Total	Percent
	Private School		Public School			
	Frequency	Percent	Frequency	Percent		
BSEDEN	13	38.23	21	61.77	34	100.00
BEED	0	0	24	100.00	24	100.00
Total	13	22.41	45	77.59	58	100.00

The Cooperating Teachers came from the Private and Public Schools in the District of Mariveles. However, 100

percent of the Cooperating Teachers from the elementary level, all are teaching in the Public schools implying that this sector is able to accommodate all the pre-service BEED students of the Branch. This can be attributed from the existence of more Public Elementary Schools compared to Public Secondary Schools. Based on actual observation, there are 15 government funded elementary schools while only seven Secondary Schools are of this category, no wonder 38 per cent of the BSEDEN Cooperating Schools were from the private schools. Though these seven (7) Public High Schools can accommodate the BSEDEN group for their Field Study Courses and Practice Teaching, the College Supervisor had opted to assign some in the private school so that best practices of both schools can be observed and adopted.

Profile of Student Teachers

Table 3: Cooperating Schools of Student Teachers

program	Cooperating Schools			
	Secondary Schools		Elementary Schools	
	Frequency	Percent	Frequency	Percent
Bachelor in Secondary Education	34	100.00	0	0
Bachelor in Elementary Education	0	0	24	100.00
Total	34	100.00	24	100.00

All of the Bachelor in the Secondary Education, major in English were assigned in different Secondary Schools, to practice teach their major subject English. Likewise, the Bachelor in Elementary Education Students were also assigned in corresponding elementary schools. Based on the observation, their grade level assignment varies, there are some who are assigned in the Primary level, from Grade 1 to 4 and others in the intermediate level, Grade 5 to 6. The Practice Teaching Coordinator or the School Head is the one assigns them to selected Cooperating Teachers or mentors. As to subjects being taught, it is the subjects being taught by the Cooperating Teachers which are also taught by the Student or Practice Teachers.

Table 4: Distribution of Practice Teachers According to Sex

Student Teachers	Male	Percent	Female	Percent	Total	Percent
Bachelor in Secondary Education, major in English (BSEDEN)	4	11.76	30	88.24	34	58.62
Bachelor in Elementary Education (BEED)	2	8.33	22	91.67	24	41.38
Total	6	10.34	52	89.66	58	100.00

The statistics for female teachers does not change over the years, there are still more girls who enter the teacher training institutions. This is confirmed when one visits Philippine schools, the roster will show more female teachers than their female counterpart.

Table 5: Mean Age of Practice Teachers

Age	Bachelor in Secondary Education, Major in English		Bachelor in Elementary Education	
19 year old	16	47.05	12	50.00
20	15	44.12	10	41.67
21	3	8.82	1	4.17
More than 21	0	0.00	1	4.17
Mean	19.62 years old		19.75 years old	

The mean age for both the courses is over 19 years old, implying that all the Practice Teachers except for one from the BEED, were within the age range when they entered Grade 1 as mandated by the Philippine Department of Education.

Table 6: Mean of Grades

Course	Mean of General Weighted Average (GWA)	Descriptive Rating
BSEDEN	2.10534	Good
BEED	1.88674	Good
General Weighted Mean	2.01488	Good

The University Student Handbook (p. 19), describes the academic performance of students according to the numerical rating they obtained. A percentile rating of 94 to 100 which has a transmutation equivalent to 1.00 grades, with an excellent descriptive rating while 94 to 96 for a grade of 1.25 also has an equivalent of an Excellent Academic Performance. On the other hand, 88 to 93 has a descriptive rating of Very Good with a corresponding 1.50 transmuted grade, but 88-90 has the equivalent rating of 1.75 for a similar description of Very Good academic performance. On the other hand, 85 to 87 for a grade of 2.00 and 82-84 for an equivalent grade of 2.25 have also a description of Good performance in Academics and so on. The rating obtained by the two groups of respondents are within the Good Academic performance.

Table 7: Practice Teachers' Emotional Competence

Course	Mean of Emotional Competence	Verbal Interpretation
BSEDEN	2.7582	Highly Competent
BEED	2.7139	Highly Competent
Mean	2.736	Highly competent

It appeared that the BSEDEN and BEED Student Teachers have highly competency level as far as Emotional Competence is concerned.

Data above implies that the respondents were able to master the skills presented in the Goleman's Model which include Personal and social Competence. The former has dimensions of Self-Awareness referring to their ability to manage their personal state, preferences, resources and intuition. Self-regulation is another component which is about their ability to control internal states, such as impulses. The third component is about the motivation of an individual which is focused on their emotional tendencies towards which they are directed to the attainment of their goals. The latter is about the person's capability to handle relationships

Table 8: Student Teachers' Classroom Management Competency

Course	Mean of Classroom Management Competency	Verbal Interpretation
BSEDEN	2.4800	Highly Competent
BEED	2.5211	Highly Competent
General Mean	2.5005	Highly competent

Based on the evaluation of the Cooperating Teachers, it appeared that the Student Teachers from the two programs are Highly Competent along with the Classroom management.

This implies that the Student teachers have already mastered the skills in handling classroom situations like

enhancing orderliness in routine activities such as coming and going out of the room, submitting and distributing outputs or learning materials or the proper arrangement of the different facilities inside the room, and in other areas such as instilling discipline and engaging students in the learning process.

Table 9: Relationship between Student Teachers Emotional and Classroom Management Competence

Course	TValue	PValue	Interpretation
BSEDEN	2.58566	0.006372	Significant relationship
BEED	7.41565	0.00001	Significant relationship

The computed p value for both programs are 0.006372 and 0.00001 respectively, denoting a significant relationship between the two variables at <0.05 level of significance. This implies that the higher the emotional competency level, the better is the ability of the individual to handle classroom management related situations.

A similar finding was noted in the published dissertation of Galler (2015), that the teacher who possessed outstanding Emotional Intelligence are those who excel in the classroom management. They monitor emotions in the classroom; they expressed greater empathy as a response to students' complaints. Likewise, they were more passionate, engaged in more self-regulation techniques in frustrating classroom situations, employed fewer negative classroom management strategies and they were more student-focused on forging relationship with students.

Similarly, in the study of Dr. Tok, et. al (2013) they revealed that Emotional Intelligence (EI) is a positive predictor of teacher-centred classroom management. Likewise, they showed that EI significantly predicts student-centred classroom management.

Joudar et al. (2011) on the other hand, have also proven in their study that there exist a significant relationship between teachers' emotional intelligence and the five strategies of classroom discipline (discussion, aggression, recognition or reward, involvement and hinting) but there was no significant relationship between one strategy of classroom discipline, punishment.

Truly, the teacher's emotional and social competencies are important components to make a class receptive of the teaching and learning process. As Jennings and Greenberg (2009), elaborated in their study, these two lines of competencies set the tone of the classroom. Failure to manage the social and emotional challenge on the other hand, (Marzano, Marzano, & Pickering, 2003) leads to children showing lower levels of on-task behaviour and performance.

CONCLUSIONS

- More than half the teacher-respondents of the Bachelor in Secondary Education Student Teachers are from Public Schools while for the Bachelor in Elementary Education, all cooperating teachers are from the Public schools.
- Almost all of the Student Teachers are female; mean age is 19.75 years old. Academic Performance of both the courses is considered good.
- Emotional Competence of both groups is at a high competence level. Similarly, the Classroom Management competency for both courses is also on the high competence level.
- Generally, there is a significant relationship between the Emotional Competence and the Classroom Management Competence of the Student teachers.

RECOMMENDATIONS

- Assigning Education Students for their Field Study Courses and Practice/Student Teaching in Public and Private schools may be maintained so that best practices from the two sectors can be observed and adopted in actual classroom settings.
- Motivating male students to enter the teaching profession must be made a regular program of Career Guidance Counsellors so that male influence can be strengthened particularly in the Basic Education level.
- School activities relating to the enhancement of Emotional Intelligence among students for all courses must be sustained to ensure their readiness to workplace challenges.
- Replication of the study is recommended to test validity of findings.
- A triangulation model, Cooperating Teachers, Practice Teachers and Basic Education Students as respondents on the effect of the emotional competence and classroom management and on-task behaviour and performance can be made a future research agenda

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