

Emotional Intelligence, Work Values and Academic Achievement

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Abstract — The study is about the Teachers' Emotional Intelligence and Work Values and Pupils' Emotional Intelligence and Academic Achievement of the Holy Spirit School of Tagbilaran Grade School Teachers and Pupils for the school year 2013-2014. It determined the correlation of the aforementioned variables. The researcher made use of two sets of questionnaires, with the part one that dealt with the emotional intelligence; and part II was the Work Values Questionnaire. The result of the study revealed that there is a significant correlation between the teachers' emotional intelligence and work values of Grade School faculty, pupils' emotional intelligence and academic achievement of the selected pupils and teachers. It shows that the teachers who have high emotional intelligence also have high work values and the pupils who have high emotional intelligence also have high academic performance. Furthermore, there is present but slight correlation between teacher's emotional intelligence and work values towards pupils' achievement. It indicates that though slight correlation is present between variables, some teachers who have high emotional intelligence and work values don't necessarily effect to high student achievement. Based on the result, the researcher concluded that the teacher's emotional intelligence and work values are aligned with each other. Hence, teachers have attained high work values because they possess high emotional quotient. The pupil's emotional intelligence and academic achievement are also aligned. Pupils have attained proficient to advanced academic performance because their emotional quotient is high. Moreover, teacher's emotional intelligence and student achievement are slightly related. This shows that the teacher's emotional quotient and work values categorically affect student's academic achievement. The researcher recommended that the administration has to improve or enrich its professional development programs through the provision of workshops that develop its faculty and learners in the aspects of: a) creativity b.) personality c.) communication d.) leadership and e.) conflict management skills.

Keywords — *Emotional Intelligence, Work Values, Academic Achievement*

Introduction

Every human being desires to be successful in life. The success of an individual depends upon his capacities which maybe innate or acquired by experience and training. Many factors that may affect the success or failure of an individual include environment, culture, ability, intelligence, motivating factors, skills, values among others. In the workplace, the level of success in one's job

is influenced by the person's values, skills and emotions. To be successful requires effective awareness, control and management of one's emotions and the emotions of others.

Action is controlled by emotions. This is an essential premise of emotional intelligence. Goleman (1995) defines emotional intelligence as knowing one's feelings and using the knowledge to make good decisions. Emotional Intelligence impacts on work success or organizational success as demonstrated by an excellent review of Emotional Intelligence literature by Dulewicz and Higgs (2000). The work success is described as the improvement in one's work behavior (Tischler et al., 2002).

Emotionally intelligent individuals experience permanent positive moods and feelings that generate satisfaction and well being as compared to those who take these feelings as anger, depression and disappointment (Carmeli, 2003).

Over the years, emotional intelligence is one of the many areas of interest among researchers. Researchers use different variables to correlate emotional intelligence and work-related factors as dependent variables. For example, Moss (2001) found a positive relationship between emotional intelligence and leadership style. Duscket (2002) linked emotional intelligence with increased employees' cooperation, motivation, productivity, and profit.

Another variable linked with emotional intelligence is academic achievement. More recently, researches have emerged to suggest that there is merit to the idea that emotional intelligence is associated with academic achievement (Parker, Hogan, & Majeski, 2004). To cite one is Preeti's (2012) study which presents a positive correlation between emotional intelligence and academic achievement.

With these points, the researcher investigated if there is a relationship between the teachers' emotional intelligence and work values, students' emotional intelligence and academic achievement, and teacher's emotional intelligence and work values towards students' academic achievement among the respondents in Holy Spirit School of Tagbilaran, Tagbilaran City, Bohol for school year 2013-2014.

Methods and Materials

The study employed the descriptive- correlational method of research. It sought to find out the correlation between the teachers' emotional intelligence and work values, students' emotional intelligence and academic achievement, teacher's emotional intelligence and students' academic achievement and teacher's work values and students' academic achievement in Holy Spirit School, Tagbilaran City, for school year 2013-2014.

The participants of the study were the 42 faculty members of the grade school department and 196 selected grade four to six students' in Holy Spirit School, Tagbilaran City for the school year 2013-2014. The student respondents were selected randomly while the teachers in grade

school were all chosen as respondents. The students' level of understanding was considered in choosing the respondents.

The study was conducted in Holy Spirit School of Tagbilaran (HSST), Tagbilaran City, Bohol. It is a [private Catholic](#) educational institution run by the [Missionary Sisters Servants of the Holy Spirit](#), also known as the SSpS Congregation or Holy Spirit Sisters. The school was founded in 1926 by Msgr. Gelacio Ramirez, a diocesan priest. The institution has preparatory, elementary and high school departments.

The researchers made use of two research instruments. The Daniel Goleman Emotional Intelligence Test and Work Values Inventory Test. The Daniel Goleman's Emotional Intelligence Test is a standardized questionnaire used to determine the emotional intelligence of the respondents with five choices as responses. Items are categorized according to the five emotional intelligence domains namely: self-awareness, self-regulation, motivation, empathy, and social skills. The Work Values Inventory Questionnaire was formulated by the researcher to determine the work values of the teachers. Before it was administered, it was referred to the adviser and to a psychometrician for correction and comments. After which, the questionnaire was pilot-tested to 25 grade school teachers of Bohol Wisdom School for comments and suggestions. The questionnaire was prepared in a form of inventory with five choices.

The gathering of data was started after the researcher has sought the permission from the school principal to conduct the study to the grade school faculty and to randomly selected grade four to six students.

Having gained approval to conduct the study, the questionnaires were distributed to the respondents to gather the data on emotional intelligence and work values of teachers. The researcher also sent a letter to the registrar to be furnished copies of the first and second quarter academic ratings of the concerned students. After all data were gathered, the results and the students' grades were presented to the statistician for the analysis and interpretation.

After conducting the study, the data were statistically treated. In interpreting the profile of the respondent's emotional intelligence, work values, and academic achievement, the following formulas were used:

$$\text{Formula: } \bar{x} = \frac{\sum f(x)}{N}$$

Where: \bar{x} = the weighted mean

$\sum f(x)$ = the sum of all scores

N = number of respondents

To determine the correlation of the variables, the Pearson Product Moment Coefficient of Correlation r was used at 0.5 level of significance. A t-test was conducted to determine the significant relationship.

Formula:

$$r = \frac{n \sum xy - \sum x \sum y}{\sqrt{[n \sum x^2 - (\sum x)^2][n \sum y^2 - (\sum y)^2]}}$$

where:

r = Pearson r Correlation Coefficient

\sum = summation

N= number of pairs

X=independent variable

Y= dependent variable

For the interpretation of Pearson r, the following table was used.

Values	Interpretation
±1.00	Perfect Relationship
±0.91-±0.99	Very High relationship
±0.71-±0.90	High relationship
±0.41-±0.70	Marked and substantial
±0.21-±0.40	Present but slight
±0.00-±0.20	Negligible Correlation

To determine if the computed r is significant, the following formula was used:

Formula:

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

The numerical results of the five domains of emotional intelligence were interpreted using Likert Scale.

Score Range	Qualitative Description	Value
4.21-5.0	Always (A)	Very High Relationship
3.41-4.20	Oftentimes (O)	High Relationship
2.60-3.40	Sometimes (S)	Average Relationship
1.80-2.59	Rarely(R)	Low Relationship
1.00-1.79	None at all (N)	No Relationship

Results and Discussion

The respondents' are emotionally high in terms of self-awareness, self-regulation, motivation, empathy, and social skills. Both teachers and pupils rated self-awareness with the highest weighted mean while teachers self-regulation and pupils social skills got the least weighted mean among the five dimensions.

Among all other items under Emotional intelligence, teachers rated handling disruptive emotions, conflicts, and skill in persuading people at the least weighted mean among all other items while the learners rated resolving conflicts at the least weighted mean.

The teacher's profile of teachers work values is high in terms of professional decorum, interpersonal relations, job commitment, creativity and innovation, leadership, and effective communication. The professional decorum skill got the highest weighted mean while effective communication and leadership are at the least among the dimensions.

Furthermore, among all other items tested, item no.8 managing or resolving conflicts got the least weighted mean followed by item no.1 sharing of new concepts and ideas in teaching.

In academic achievement, majority of the respondents from grades four to six belong to proficient level with grades ranging from 85-89 while no one belongs to the beginning level or with failing grades from 64-74.

The findings of the study reveal that there is a significant correlation between teacher's emotional intelligence and work values and the students' emotional intelligence and academic achievement. It indicates that the teacher respondents who have high emotional intelligence also have high work values. For pupils, respondents who have high emotional intelligence also have high academic achievement.

The findings of the study show present but slight correlation of the teacher's emotional intelligence and work values towards pupil's achievement. This indicates that there is only a slight but present relationship between the variables. This also means that though some teacher have high emotional quotient or work values these do not necessarily effect to high pupil's achievement.

Conclusion

The teacher's emotional intelligence and work values are aligned with each other. Hence, teachers have attained high work values because they possess high emotional quotient. The pupil's emotional intelligence and academic achievement are also aligned. Pupils have attained proficient to advanced academic performance because their emotional quotient is high. This further tells that persons who have high emotional quotient have high capability to excel in academics and work.

Teacher's emotional intelligence and student achievement are slightly related. Some teachers who have high emotional quotient and work values effect high student achievement. On

the other hand, some teachers have high emotional quotient and work values their students in effect have low academic achievement. Also, some students have high academic achievement though some of their teachers have low emotional quotient and work values. Generally, this tells us that the teacher's emotional quotient and work values categorically affect students' academic achievement.

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