

Socio-Emotional Competence and Teaching Performance in Selected Elementary Schools in District III of Ormoc City

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ABSTRACT

This study determined the socio-emotional competence and performance of the selected teachers in the schools of San Isidro Elementary School in Ormoc City. Findings served as bases for a proposed recommendations. This purposive universal sampling determined the socio-emotional competence and teaching performance of the teachers in San Isidro Elementary School, Ormoc City. This generated quantitative data which included the profile of the teachers' socio-emotional intelligence and teaching performance. This is also a documentary analysis because the performance ratings of the teachers were retrieved from the files of the school heads. Level of Socio-Emotional Competence. The level of socio-emotional competence has an overall composite mean of 3.42 and interpreted as very high. Based on the following indicators of socio-emotional in terms of self-awareness has a weighted mean of 3.45 and interpreted as very high; self-management has a weighted mean of 3.38 (very high); social awareness has a weighted mean of 3.46 (very high); relationship management has a weighted mean of 3.40 (very high); and responsible decision making has a weighted mean of 3.43(very high). Level of Teaching Performance of the Teachers. They are all very satisfactory in their level of teaching performance in San Isidro Elementary School, Barangay San Isidro, Ormoc City. Correlation between Profile and Socio-Emotional Competence. The computed r-value is -0.509 with a critical value of r at 38 df (0.05) is 0.312. The computed r-value is lower than the critical value at 0.05 degree of freedom. Thus, the acceptance of the null hypothesis. Therefore, there is no significant correlation between age profile of the respondents and their level of socio-emotional. The computed r-value is -0.593 with a critical value of r at 38 df(0.05)is 0.312. The computed r-value is lower than the critical value at 0.05 degree of freedom. Thus, the acceptance of the null hypothesis. Therefore, there is no significant correlation between teaching experience profile of the respondents and their level of socio-emotional. The computed r-value is -0.599 with a critical value of r at 38 df (0.05) is 0.312. The computed r-value is lower than the critical value at 0.05 degree of freedom. Thus, the acceptance of the null hypothesis. Therefore, there is no significant correlation between number of training hours profile of the respondents and their level of socio-emotional competence. Correlation between Profile and Teaching Performance. The computed r-value is 0.0266 with a critical value of r at 38 df (0.05) is 0.312. The computed r-value is lower than the critical value at 0.05 degree of freedom. Thus, the acceptance of the null hypothesis. Therefore, there is no significant correlation between age profile of the respondents and their teaching performance. The computed r-value is 0.0317 with a critical value of r at 38 df (0.05)is 0.312. The computed r-value is lower than the critical value at 0.05 degree of freedom. Thus, the acceptance of the null hypothesis. Therefore, there is no significant correlation between training hours profile of the respondents and their teaching performance. The computed r-value is 0.0358 with a critical value of r at 38 df (0.05)is 0.312. The computed r-value is lower than the critical value at 0.05 degree of freedom. Thus,the acceptance of the null hypothesis. Therefore, there is no significant correlation between training hours profile of the respondents and their teaching performance. Correlation between Socio-Emotional and Teaching Performance. The computed r-value is 0.0702 with a critical value of r at 38 df (0.05) is 0.312. The computed r-value is lower than the

critical value at 0.05 degree of freedom. Thus, the acceptance of the null hypothesis. Therefore, there is no significant correlation between socio-emotional competence and their level of teaching performance. Analysis of Variance on Socio-Emotional Competence Based on the Five Dimensions. The computed F-value of 0.1592 is higher than the critical value of 2.418 at 0.05 level of significance. Thus, the acceptance of the null hypothesis. Therefore, there is no significant degree of variance on socio-emotional competence based on the five dimensions.

Keywords — Socio-Emotional Competence Teaching Performance Teachers Elementary Schools

I. INTRODUCTION

Educators are increasingly recognizing that teacher success in life requires more than simply passing standardized tests and acquiring academic knowledge. Education must also encompass social and emotional skills that will allow teachers to effectively deal with the challenges that life brings them. Wang, Haertel, and Walberg (1997) examined instructional variables and their effect on teacher learning and found that some of the most influential learning factors were social and emotional factors, such as motivation, the ability to self-regulate, and application of self-control strategies. Other important factors related to social-emotional adjustment were the quality of teacher and teacher interactions and the classroom environment.

The National Center for Education Statistics (2002) found that some of the reasons teachers reported dropping out of school were related to social-emotional factors, including not getting along with teachers or peers, feeling left out, and not feeling safe in school. Schools are increasingly emphasizing mental health promotion given that lifelong mental disorders begin as early as age 14 and affect roughly 7.5 million children. Thus, schools may take on the responsibility of providing mental health services regardless of whether they have sufficient resources to do so. It is common for schools across the United

States to have some mental health services available for children, such as a social skill group or a school counselor. School systems are uniquely poised to promote mental health given that they can target young children when prevention efforts are most successful. Furthermore, schools can reach a large population of children who may be at-risk for developing future mental health disorders. Unfortunately several problems exist with current mental health services in the schools. First, schools tend to be reactive because they frequently do not provide services until children have been identified for special education services or been through juvenile court. Second, schools are limited in their resources to meet the needs of all the teachers that may need mental health services. Third, school services may not be well coordinated, with services existing in isolation, or are episodic in their delivery. Lastly, there is very little information on types of treatments administered in schools and they often vary from general education consultation to interventions carried out by counselors, school psychologists, and social workers. These types of interventions are usually not linked to other outcomes that are meaningful to the school (i.e. academics), resulting in a lack of accountability. To address these limitations many schools are starting to adopt social and emotional learning (SEL) as a means to link prevention efforts with school-based interventions. Changes in teacher attitudes include improvement in teachers' motivation and commitment toward school and stronger feelings of belongingness and safety in the school and community. Ample evidence suggests that social and emotional factors have clear benefits that reduce barriers to accessing education and promote skills that allow teachers to engage in academic and social activities. State and national policy makers are also beginning to recognize the benefits of incorporating SEL programs into the larger framework of schools and are taking action to ensure that schools are teaching social-emotional skills. Teachers' SEC influences important components of SEL program delivery such as teachers' ability to implement behavior management strategies, encourage problem solving and cooperation among teachers, design appropriate instruction, and develop supportive and encouraging relationships

with their teachers. Understanding the relationship between teacher SEC and SEL programming will become important as more states start following Illinois' lead and begin mandating SEL programs in schools.

This study determined the socio-emotional competence and performance of the selected teachers in the schools of San Isidro Elementary School in Ormoc City. Findings served as bases for a proposed recommendation.

Specifically, this study sought to answer the following questions:

1. What is the profile of the teachers in terms of:
 - 1.1 age;
 - 1.2 sex;
 - 1.3 civil status;
 - 1.4 years of teaching experience;
 - 1.5 highest educational attainment; and
 - 1.6 trainings and seminars attended?
2. What is the level of socio-emotional competence of the teachers in terms of:
 - 2.1 self awareness;
 - 2.2. self management;
 - 2.3 social awareness;
 - 2.4 relationship management; and
 - 2.5 responsible decision making?
3. What is the level of teaching performance of the teachers in terms of:
 - 3.1 lesson planning and delivery
 - 3.2 school, home and community involvement;
 - 3.3 learners' achievement;
 - 3.4 professional and personal characteristics; and
 - 3.5 punctuality and attendance?
4. Is there a significant relationship between the teachers':
 - 4.1 profile and socio-emotional competence;
 - 4.2. profile and performance; and
 - 4.3. socio-emotional competence and performance?
5. Is there a significant degree of variances in the socio-emotional competence level of the respondents based on the five dimensions?
7. What recommendations can be proposed based on the findings of the study?

Statement of the Null Hypotheses

Ho.1: There is no significant relationship between the teachers':

- 4.1 profile and socio-emotional competence;
- 4.2. profile and performance; and
- 4.3. socio-emotional competence and performance

Ho2: There is no significant degree of variances in the socio-emotional competence level of the respondents based on the five dimensions.

II. METHODOLOGY

Design. This purposive universal sampling determined the socio-emotional competence and teaching performance of the teachers in San Isidro Elementary School, Ormoc City. This generated quantitative data which included the profile of the teachers' socio-emotional intelligence and teaching performance. This is also a documentary analysis because the performance ratings of the teachers were retrieved from the files of the school heads. This study utilized the purposive sampling technique. All the 40 teachers of San Isidro Elementary School, Ormoc City were the respondents of this study. The main local of the study are all schools in District III. Based from the aforementioned locale, the main respondents that were chosen by the teacher-researcher were the 40 Elementary Teachers to assess the socio-emotional competence of the Teachers and its effects to their teaching performance. The information for the analysis was gathered using two (2) distinct survey instruments: one to gauge Teacher Socio-emotional competence and another to gauge the performance. The assessment of the Teacher's Socio-Emotional Competence by teachers was conducted through the use of the Socio-Emotional Competence Inventory (EQ-i) by Dr. Travis Bradberry and Dr. Jean Greaves which determined socio-emotional competence of the teachers. The proposed enhancement Plan was taken based on the findings of the study.

Sampling. There were 40 total number respondents who are included in the study. The respondents of the were the 40 Elementary Teachers were being identified and the primary means of reach is during the actual conduct of the study as well as during the gathering of data in the school where the study was conducted.. Another way of contacting them are through cell phones.

Research Procedure. Upon the approval of the research design, the researcher asked permission from the district supervisor to conduct the study in San Isidro Elementary School, Ormoc City.

After the approval to conduct the study, the researcher informed the teachers on the purpose of the study and its importance. The tools were administered to the teachers. High confidentiality of the responses was strictly observed.

After accomplishing the instruments, the researcher retrieved the instruments and the data was tabulated and processed.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the principal, approval of the Superintendent of the Division. Orientation of the respondents which were the elementary teachers was done.

Treatment of Data. The following statistical formulas were used in this study:

Frequency and percentage were used to determine the profile of the teachers in terms of age, sex, civil status, years of teaching experience, highest educational attainment, and trainings and seminars attended.

The weighted mean was used to determine the level of socio-emotional competence and teaching performance. The chi-square established the relationship between the profile and socio-emotional competence and profile and teaching performance.

Analysis of variance was used to determine the significant differences among the dimensions of socio-emotional competence of the teachers in San Isidro Elementary School, Ormoc City.

Pearson-r Coefficient of Correlation was used to determine the relationship between the teachers' socio-emotional competence and teaching performance.

III. RESULTS AND DISCUSSION

TABLE 1
**PROFILE OF THE TEACHER- RESPONDENTS
N=40**

Item	F	%	RANK
Age (in years)			
20 - 24	2	5.00	3
25 - 29	8	20.00	2
30 - 34	2	5.00	7
35 - 39	10	25.00	1
40 - 49	5	12.50	4
45 - 49	7	17.50	3
50 - 54	3	7.50	5.5
55 - 59	3	7.50	5.5
Ave. Age (in years)	39.15		
SEX			
Male	16	60.00	2
Female	24	60.00	1
CIVIL STATUS			
Single	14	35.00	2
Married	26	65.00	1
HIGHEST EDUCATIONAL ATTAINMENT			
Bachelor	37	92.50	1
Masters	3	7.50	2
TEACHING EXPERIENCE (NO. OF YEARS)			
0 to 4	9	22.50	1.5
5 to 9	9	22.50	1.5
10 to 14	8	20.00	3
15 to 19	7	17.50	4.5

20 to 24	7	17.50	4.5
Ave. TEACHING EXPERIENCE (in years)	11.45		
Trainings Attended (in hours)			
0-9	0	0.00	14
10-19	3	7.50	5.5
20-29	8	20.00	1
30-39	5	12.50	2
40-49	4	10.00	3.5
50-59	4	10.00	3.5
60-69	2	5.00	8.5
70-79	2	5.00	8.5
80-89	2	5.00	8.5
90-99	3	7.50	5.5
100-109	1	2.50	12.5
110-119	0	0.00	14
120-129	0	0.00	14
130-139	3	7.50	5.5
140-149	2	5.00	8.5
150-169	1	2.50	12.5
Ave. Number of Training Hours	61.60		

In terms of age, there are 10 (25.00%) teachers who are 35 to 39 years old; 8 (20.00%) who are 25 to 29 years old; 7 (17.50%) who are 45 to 49 years old; 5 (12.50%) who are 40 to 44 years old; 3 (7.50%) who are 50 to 54 years old and same with the age of 55 to 59 years old; 2 (5.00%) who are 20 to 24 years old and same with the age of 25 to 29 years old. In terms of sex, there are 24 (60.00%) who are females and 16 (40.00%) who are males. In their civil status, there are 26 (65.00%) who are married and 14 (35.00%) who are single. In terms of their highest educational attainment, there are 37 (92.50%) who are bachelors degree; and 3 (7.50%) who are masters degree. In terms of teaching experience, there are 9 (22.50%) who has 0 to 4 years in teaching and same with has an experience of 5 to 9 years in teaching; 8 (20.00%) who has 10 to 14 years in teaching; 7 (17.50%) who has 15 to 19 years in teaching; and same also with the experience of 20 to 24 years in teaching. And in terms of their number of hours in training attended, there are 8 (20.00%) who has 20 to 29 hours training attended; 5 (12.50%) who has 30 to 39 hours trainings attended; 4 (10.00%) who has 40 to 49 hours of trainings attended; and same with 50 to 59 hours of trainings attended; 3 (7.50%) who has 10 to 29 hours of trainings attended; same with 90 to 99 hours and 130 to 139 hours of trainings attended; 2 (5.00%) who has 60 to 69 hours of training attended; same with has 70 to 79 hours; 80 to 89 hours and 140 to 149 hours of trainings attended; and 1 (2.50%) who has 100-109 hours of trainings attended and same as in 150 to 169 hours of trainings attended.

This means that the teachers are mostly between 35 to 39 years old, females and married. Only very few of them

pursued master degree because 93% are only bachelor degree holders. Many of them are new to the teaching profession because there are 9 who have 4 years or less experience and another 9 with 5 to 9 years or less experience. Majority of the teachers attended trainings for only 20 to 29 hours. Overall, their average number of trainings is 61.60 hours.

TABLE 2
LEVEL OF SOCIO-EMOTIONAL COMPETENCE ON SELF-AWARENESS OF THE TEACHERS

	A	U	S	R	2	WM	DV	Level of Socio-Emotional Competence	RANK
A. Self-Awareness									
(1) I am confident of my abilities.	22	16	2	0	40	3.50	Always		1.5
(2) I admit my shortcomings.	19	19	2	0	40	3.43	Always		4
(3) I understand my emotions as they happen.	21	18	1	0	40	3.50	Always		1.5
(4) I recognize the impact my behavior has upon others.	18	18	4	0	40	3.35	Always		5
(5) I realize when others influence my emotional state.	21	16	3	0	40	3.45	Always	Very High	3
	Composite Mean =					3.45	Always	Very High	

Parameters:

3.26-4.0	Very High
2.51-3.25	High
1.75-2.5	Low
1.0-1.75	Very Low

The level of socio-emotional competence of the teachers in terms of self-awareness has a composite mean of 3.45 and interpreted as very high. Based on the following indicators that they confident of their abilities has a weighted mean of 3.50 and interpreted as very high; they admit their shortcomings has a weighted mean of 3.43 (very high); they understand their emotions as they happen has a weighted mean of 3.50 (very high); they recognize the impact their behavior has upon others has a weighted mean of 3.35 (very high); and they realize when others influence their emotional state has a weighted mean of 3.45 (very high).

The teachers in San Isidro Elementary School, Barangay San Isidro, Ormoc City have very high level of socio-emotional competence. Therefore, they are highly aware of themselves which are related to confidence in themselves, admitting their shortcomings, recognizing impact of their behavior upon others and realizing when others influence their emotional state.

Self-awareness is the capacity for introspection and the ability to recognize oneself as an individual separate from the environment and other individuals. It is not to be confused with consciousness in the sense of qualia. While consciousness is a term given to being aware of one's environment and body and lifestyle, self-awareness is the

recognition of that awareness.

3.26-4.0	Very High
2.51-3.25	High
1.75-2.5	Low
1.0-1.75	Very Low

There are questions regarding what part of the brain allows us to be self-aware and how we are biologically programmed to be self-aware. However self-awareness is not to be confused with self-consciousness. Various emotional states are intensified by self-awareness. However, some people may seek to increase their self-awareness through these

outlets. People are more likely to align their behavior with their standards when made self-aware. People will be negatively affected if they don't live up to their standards. Various environmental cues and situations induce personal awareness of the self, such as mirrors, an audience, or being videotaped or recorded. These cues also increase accuracy of personal memory.

TABLE 3

LEVEL OF SOCIO-EMOTIONAL COMPETENCE ON SELF-MANAGEMENT

B. Self-Management	A	U	S	R	N	WM	DV	Level of Socio-Emotional Competence	RANK
(6) I can be counted on.	26	14	0	0	40	3.65	Always		1
(7) I handle stress well.	17	19	4	0	40	3.33	Always		6
(8) I embrace change early on.	23	17	0	0	40	3.58	Always		2
(9) I tolerate frustration without getting upset.	16	24	0	0	40	3.40	Always		5
(10) I consider many options before making a decision.	21	19	0	0	40	3.53	Always		3
(11) I strive to make the most out of situations, whether good or bad.	21	17	2	0	40	3.48	Always	Very High	4
(12) I play a part in creating the pleasant circumstances I encounter.	9	24	6	1	40	3.03	Usually	High	7.5
(13) I resist the desire to act or speak when it will not help the situation.	9	24	6	1	40	3.03	Usually	High	7.5
	Composite Mean=					3.38	Always	Very High	

Parameters

The level of self-management among the teachers has a composite mean of 3.38 and interpreted as very high. Based on the following indicators that they can counted on has a weighted mean of 3.65 and interpreted as very high; they handle stress well has a weighted mean of 3.33 (very high); they embrace change early on has a weighted mean of 3.58 (very high); they tolerate frustration without getting upset has a weighted mean of 3.40 (very high); they consider many options before making a decision has a weighted mean of 3.53 (very high); they strive to make the most out of situations, whether good or bad has a weighted mean of 3.48 (very high); they play a part in creating the pleasant circumstances they encounter has a weighted mean of 3.03 (high); and they resist desire to act or speak when it will not help the situation has a weighted mean of 3.03 (high).

3.26-4.0	Very High
2.51-3.25	High
1.75-2.5	Low
1.0-1.75	Very Low

The teachers' level of socio-emotional competence on self-management is generally very high but they need to improve on their competence on playing a part in creating a pleasant circumstances they encounter and their resistance in their desire to act or speak when it will not help the situation. These are their lowest manifestation in self management. The teachers, however, are very high in being counted on and embracing change early one. Therefore, the teachers are very adaptable to changes while always involved in many socio-civic activities that developed their self-management competence

TABLE 4

LEVEL OF SOCIO-EMOTIONAL COMPETENCE ON SOCIAL AWARENESS

C.Social Awareness	A	U	S	R	N	WM	DV	Level of Socio-Emotional Competence	RANK
(14) I avoid things I regret when upset.	22	18	0	0	40	3.55	Always		2.5
(15) I avoid people when something is bothering me.	21	15	4	0	40	3.43			4.5
(16) I am open to feedback	23	17	0	0	40	3.58	Always		1
(17) I recognize other people's feelings.	17	23	0	0	40	3.43	Always		4.5
(18) I accurately pick up on the mood in the room.	22	18	0	0	40	3.55	Always		2.5
(19) I hear what the other person is "really" saying.	16	22	2	0	40	3.35	Always		6
(20) I can handle myself confidently in social situations	21	12	6	1	40	3.33	Always		7
	Composite Mean =					3.46	Always	Very High	

Parameters:

The level of social awareness among the teachers has a composite mean of 3.46 and interpreted as very high. Based on the following indicators that they avoid things they regret when upset has a weighted mean of 3.55 and interpreted as very high; they avoid people when something is bothering them has a weighted mean of 3.43 (very high); they open to feedback has a weighted mean of 3.58 (very high); they recognize other people's feelings has a weighted mean of 3.43 (very high); they accurately pick up on the mood in the room has a weighted mean of 3.55 (very high); they hear what the other person is "really" saying has a weighted mean of 3.35 (very high); and they can handle their self-confidently in social situations has a weighted mean of 3.33 (very high).

The teachers' social awareness as indicator of socio-emotional competence is rated very high. Therefore, the teachers are very competent in avoiding things that they regret when they are upset, avoiding people when something is bothering them, being open to feedback, recognizing other peoples' feelings, accurately picking on the mood in the room, hearing what the other people are really saying and handling themselves confidently in social activities.

TABLE 5

LEVEL OF SOCIO-EMOTIONAL COMPETENCE ON RELATIONSHIP MANAGEMENT

D. Relationship Management	A	U	S	R	N	WM	DV	Level of Socio-Emotional Competence	RANK
(21) I can explain myself to others.	23	17	0	0	40	3.58	Always	Very High	1
(22) I directly address people in difficult situations.	21	15	4	0	40	3.43	Always	Very High	4
(23) I get along well with others	9	31	0	0	40	3.23	Usually	High	6.5
(24) I can communicate clearly and effectively.	9	31	0	0	40	3.23	Usually	High	6.5
(25) I show others I care what they are going through.	20	20	0	0	40	3.50	Always	Very High	2
(26) I sensitive to another person's feelings to manage person's feelings to manage interactions effectively.	21	17	2	0	40	3.48	Always	Very High	3
(27) I learn about others in order to get along better with them.	23	10	6	1	40	3.38	Always	Very High	5

	Composite Mean =	3.40	Always	Very High	
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The level of relationship management of the teachers has a composite mean of 3.40 and interpreted as very high. Based on the following indicators that they can explain their self to others has a weighted mean of 3.58 (very high); they directly address people in difficult situations has a weighted mean of 3.43 (very high); they get along well with others has a weighted mean of 3.23 (high); they can communicate clearly and effectively has a weighted mean of 3.23 (high); they show others they care what they are going through has a weighted mean of 3.50 (very high); they are sensitive to another person's feelings to manage interactions effectively has a weighted mean of 3.48 (very high); and they learn about others in order to get along better with them has a weighted mean of 3.38 (very high).

Among the indicators of socio-emotional competence of teachers on relationship management getting along with others and communicating clearly and effectively are two indicators with the lowest weighted mean. Therefore, the teachers need to improve on the interpersonal skill and communication skill to improve their relationship management. Other indicators of this competence are rated very high which is also the overall rating.

TABLE 6

LEVEL OF SOCIO-EMOTIONAL COMPETENCE ON RESPONSIBLE DECISION MAKING

D. Responsible Decision Making	A	U	S	R	N	WM	DV	Level of Socio-Emotional Competence	RANK
(28)I can confidently make decisions based on facts.	17	16	6	1	40	3.23	Usually	High	8
(29)I demand sufficient information before making decisions.	23	17	0	0	40	3.58	Always	Very High	1
(30)I analyze the situation before making decision.	17	19	4	0	40	3.33	Always	Very High	6.5
(31) I communicate with colleagues and people involved in the process of decision making.	22	18	0	0	40	3.55	Always	Very High	2
(32) I ask opinion from people and experts who have knowledge about the case to be decided.	16	24	0	0	40	3.40	Always	Very High	5
(33) I explain the reason why I arrived at a particular decision.	21	19	0	0	40	3.53	Always	Very High	3.5
(34)I consider the feelings of people when making decision.	23	15	2	0	40	3.53	Always	Very High	3.5
(35)I value time and resources when in need of fast decision.	21	12	6	1	40	3.33	Always	Very High	6.5

	Composite Mean =	3.43	Always	Very High	
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the level of responsible decision making of the teachers has a composite mean of 3.43 and interpreted as very high. Based on the following indicators that they can confidently make decisions based on facts has a weighted mean of 3.23 and interpreted as high; they demand sufficient information before making decisions has a weighted mean of 3.58 (very high); they analyze the situation before making decision has a weighted mean of 3.33 (very high); they communicate with colleagues and people involved in the process of decision making has a weighted mean of 3.55 (very high); they ask opinion from people and experts who have knowledge about the case to be decided has a weighted mean of 3.40 (very high); they explain the reason why I arrived at a particular decision has a weighted mean of 3.53 (very high); consider the feelings of people when making decision has a weighted mean of 3.53 (very high); and value time and resources when in need of fast decision has a weighted mean of 3.33 (very high).

Among the indicators of responsible decision-making being confident in making decisions based on facts is the lowest. This means that the teachers are afraid of making decisions in school or were not given the chance to develop their decision making skills. The highest weighted mean is their skill in demanding sufficient information before making decisions. This implies that the lack of information about the case at hand or the process in making decisions in the Department of Education have impeded the teachers' skills in decision-making.

TABLE 7

SUMMARY RESULTS ON SOCIO-EMOTIONAL COMPETENCE

Indicators	WM	DV	Level of Socio-Emotional Competence	Rank
Self-Awareness	3.45	Always	Very High	2
Self-Management	3.38	Sometimes	High	5
Social Awareness	3.46	Always	Very High	1
Relationship Management	3.40	Always		4
Responsible Decision Making	3.43	Always	Very High	3
Overall Composite Mean	3.42	Always	Very High	

Parameters:

3.26-4.0	
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2.51-3.25	High
1.75-2.5	Low
1.0-1.75	Very Low

The level of socio-emotional competence has an overall composite mean of 3.42 and interpreted as very high. Based on the following indicators of socio-emotional in terms of self-awareness has a weighted mean of 3.45 and interpreted as very high; self-management has a weighted mean of 3.38 (very high); social awareness has a weighted mean of 3.46 (very high); relationship management has a weighted mean of 3.40 (very high); and responsible decision making has a weighted mean of 3.43 (very high).

Among the indicators of socio-emotional competence of the teachers, their social awareness is the highest. This is manifested by skill in their openness to feedback and considerate in the feelings of other people. They can effectively handle extreme social situations of too much joy or too much trouble.

Self-management is their weakest which is characterized by their lack of ability in playing a part in creating the pleasant circumstance they encounter and their resistance in their desire to act on the situation.

TABLE 8

LEVEL OF TEACHING PERFORMANCE OF THE TEACHERS

Res p #	LESSON PLANNI NG AND DELIVE RY	LEARNER'S ACHIEVEME NT	SCHOOL, HOME & COMMUNITY INVOLVEMEN T	PERSONAL CHARACTER ISTICS	PUNCTUALI TY AND ATTENDAN CE	TOTA L	VERBAL RATING
1	3.09	0.80	0.46	1.84	1.00	7.19	Very Satisfactory
2	3.04	0.80	0.46	1.76	1.00	7.06	Very Satisfactory
3	3.09	0.80	0.50	1.76	0.90	7.05	Very Satisfactory
4	2.93	0.80	0.46	1.84	1.00	7.03	Very Satisfactory
5	2.93	0.80	0.50	1.76	0.90	6.89	Very Satisfactory
6	3.09	0.40	0.48	1.80	1.00	6.77	Very Satisfactory
7	2.93	0.40	0.50	1.80	1.00	6.63	Very Satisfactory
8	3.43	1.60	0.44	1.68	0.80	7.95	Very Satisfactory
9	3.71	2.00	0.48	1.68	0.90	8.77	Outstanding
10	3.49	1.60	0.42	1.72	1.00	8.23	Very Satisfactory
11	3.71	2.00	0.40	1.60	1.00	8.71	Outstanding

12	3.26	0.80	0.50	1.76	0.90	7.22	Very Satisfactory
13	3.09	0.80	0.46	1.84	1.00	7.19	Very Satisfactory
14	3.04	0.80	0.46	1.76	1.00	7.06	Very Satisfactory
15	3.09	0.80	0.50	1.76	0.90	7.05	Very Satisfactory
16	2.93	0.80	0.46	1.84	1.00	7.03	Very Satisfactory
17	2.93	0.80	0.46	1.84	1.00	7.03	Very Satisfactory
18	2.98	0.80	0.44	1.84	1.00	7.06	Very Satisfactory
19	2.93	0.40	0.50	1.84	1.00	6.67	Very Satisfactory
20	2.98	0.40	0.50	1.84	1.00	6.72	Very Satisfactory
21	3.71	2.00	0.40	1.60	1.00	8.71	Outstanding
22	3.26	0.80	0.50	1.76	0.90	7.22	Very Satisfactory
23	3.09	0.80	0.46	1.84	1.00	7.19	Very Satisfactory
24	3.04	0.80	0.46	1.76	1.00	7.06	Very Satisfactory
25	3.09	0.80	0.50	1.76	0.90	7.05	Very Satisfactory
26	2.93	0.80	0.46	1.84	1.00	7.03	Very Satisfactory
27	2.93	0.80	0.46	1.84	1.00	7.03	Very Satisfactory
28	2.98	0.80	0.44	1.84	1.00	7.06	Very Satisfactory
29	2.93	0.40	0.50	1.84	1.00	6.67	Very Satisfactory
30	2.98	0.40	0.50	1.84	1.00	6.72	Very Satisfactory
31	3.21	0.40	0.50	1.80	1.00	6.91	Very Satisfactory
32	2.93	0.80	0.46	1.88	1.00	7.07	Very Satisfactory
33	2.93	0.46	0.46	1.84	0.90	6.93	Very Satisfactory
34	2.93	0.80	0.50	1.84	1.00	6.67	Very Satisfactory
35	2.98	0.40	0.50	1.76	1.00	7.04	Very Satisfactory
36	2.98	0.40	0.50	1.76	1.00	7.04	Very Satisfactory
37	3.71	0.80	0.50	1.96	0.80	8.57	Very Satisfactory
38	3.38	1.60	0.50	1.76	0.90	8.14	Very Satisfactory

39		1.			0.		
40	3.21	60	0.50	1.76	90	7.97	Very Satisfactory
	2.93	1.60	0.46	1.84	1.00	7.03	Very Satisfactory
	2.98	0.80	0.44	1.84 1.00		7.06	Very Satisfactory
		0.80		Average		7.26	Very Satisfactory

The teachers in San Isidro Elementary School, Barangay San Isidro, Ormoc City are very satisfactory in their teaching performance. This means that the teachers are able to prepare their lessons efficiently while effectively delivers them in their classes. Their effort improving learner's achievement, involvement in school, home and community activities are productive. They are also able to maintain their personal well, being as good examples of neatness, cleanliness, courtesy and self-discipline as evidences of personal characteristics. Punctuality and attendance are important indicators of teacher effectiveness which are very satisfactorily exhibited by the teachers in San Isidro Elementary School, Ormoc City.

TABLE 8
LEVEL OF TEACHING PERFORMANCE OF THE TEACHERS

Resp #	LESSON PLANNING AND DELIVERY	LEARNER'S ACHIEVEMENT	SCHOOL, HOME & COMMUNITY INVOLVEMENT	PERSONAL CHARACTERISTICS	PUNCTUALITY AND ATTENDANCE	TOTAL	VERBAL RATING
1	3.09	0.80	0.46	1.84	1.00	7.19	Very Satisfactory
2	3.04	0.80	0.46	1.76	1.00	7.06	Very Satisfactory
3	3.09	0.80	0.50	1.76	0.90	7.05	Very Satisfactory
4	2.93	0.80	0.46	1.84	1.00	7.03	Very Satisfactory
5	2.93	0.80	0.50	1.76	0.90	6.89	Very Satisfactory
6	3.09	0.40	0.48	1.80	1.00	6.77	Very Satisfactory
7	2.93	0.40	0.50	1.80	1.00	6.63	Very Satisfactory
8	3.43	1.60	0.44	1.68	0.80	7.95	Very Satisfactory
9	3.71	2.00	0.48	1.68	0.90	8.77	Outstanding
10	3.49	1.60	0.42	1.72	1.00	8.23	Very Satisfactory
11	3.71	2.00	0.40	1.60	1.00	8.71	Outstanding

12	3.26	0.80	0.50	1.76	0.90	7.22	Very Satisfactory
13	3.09	0.80	0.46	1.84	1.00	7.19	Very Satisfactory
14	3.04	0.80	0.46	1.76	1.00	7.06	Very Satisfactory
15	3.09	0.80	0.50	1.76	0.90	7.05	Very Satisfactory
16	2.93	0.80	0.46	1.84	1.00	7.03	Very Satisfactory
17	2.93	0.80	0.46	1.84	1.00	7.03	Very Satisfactory
18	2.98	0.80	0.44	1.84	1.00	7.06	Very Satisfactory
19	2.93	0.40	0.50	1.84	1.00	6.67	Very Satisfactory
20	2.98	0.40	0.50	1.84	1.00	6.72	Very Satisfactory
21	3.71	2.00	0.40	1.60	1.00	8.71	Outstanding
22	3.26	0.80	0.50	1.76	0.90	7.22	Very Satisfactory
23	3.09	0.80	0.46	1.84	1.00	7.19	Very Satisfactory
24	3.04	0.80	0.46	1.76	1.00	7.06	Very Satisfactory
25	3.09	0.80	0.50	1.76	0.90	7.05	Very Satisfactory
26	2.93	0.80	0.46	1.84	1.00	7.03	Very Satisfactory
27	2.93	0.80	0.46	1.84	1.00	7.03	Very Satisfactory
28	2.98	0.80	0.44	1.84	1.00	7.06	Very Satisfactory
29	2.93	0.40	0.50	1.84	1.00	6.67	Very Satisfactory
30	2.98	0.40	0.50	1.84	1.00	6.72	Very Satisfactory
31	3.21	0.40	0.50	1.80	1.00	6.91	Very Satisfactory
32	2.93	0.80	0.46	1.88	1.00	7.07	Very Satisfactory
33	2.93	0.80	0.46	1.84	0.90	6.93	Very Satisfactory
34	2.93	0.80	0.50	1.84	1.00	6.67	Very Satisfactory
35	2.98	0.40	0.50	1.76	1.00	7.04	Very Satisfactory
36	2.98	0.40	0.50	1.76	1.00	7.04	Very Satisfactory
37	3.71	0.80	0.50	1.96	0.80	8.57	Very Satisfactory
38	3.38	1.60	0.50	1.76	0.90	8.14	Very Satisfactory

39		1.			0.		
40	3.21	60	0.50	1.76	90	7.97	Very Satisfactory
	2.93	1.60	0.46	1.84	1.00	7.03	Very Satisfactory
	2.98	0.80	0.44	1.84 1.00		7.06	Very Satisfactory
		0.80		Average		7.26	Very Satisfactory

The teachers in San Isidro Elementary School, Barangay San Isidro, Ormoc City are very satisfactory in their teaching performance. This means that the teachers are able to prepare their lessons efficiently while effectively delivers them in their classes. Their effort improving learner's achievement, involvement in school, home and community activities are productive. They are also able to maintain their personal well, being as good examples of neatness, cleanliness, courtesy and self-discipline as evidences of personal characteristics. Punctuality and attendance are important indicators of teacher effectiveness which are very satisfactorily exhibited by the teachers in San Isidro Elementary School, Ormoc City.

TABLE 9

CORRELATION BETWEEN AGE PROFILE AND SOCIO-EMOTIONAL COMPETENCE

RESP			Socio-Emotional Competence		XY
#	X		Y		
Sum =	1566	65136	136.77	478.448	5251.1
Mean =	39.15		3.42		

It is shown in the table 9 that the computed r-value is -0.509 with a critical value of r at 38 df (0.05) is 0.312. The computed r-value is higher than the critical value at 0.05 degree of freedom. Thus, the acceptance of the null hypothesis. Therefore, there is no significant correlation between age profile of the respondents and their level of socio-emotional.

This means that the age profile of the teachers in San Isidro Elementary School, Ormoc City is not a predictor of their levels of socio-emotional competence which is very high in self awareness, social awareness, relationship management and responsible decision-making while high in social awareness. Therefore, regardless of teachers' age, they are generally very competent in their socio-emotional activities and engagements in their school-related tasks

TABLE 10

**CORRELATION BETWEEN TEACHING EXPERIENCE PROFILE
AND SOCIO-EMOTIONAL COMPETENCE**

RESP	Teaching Experience		Socio-Emotional Competence		XY
#	X		Y		
Sum =	458	7072	136.77	478.448	1482.8
Mean =	11.45		3.42		

It is shown in the table 10 that the computed r-value is -0.593 with a critical value of r at 38 df (0.05) is 0.312. The computed r-value is lower than the critical value at 0.05 degree of freedom. Thus, the acceptance of the null hypothesis. Therefore, there is no significant correlation between teaching experience profile of the respondents and their level of socio-emotional.

This means that the teaching experience profile of the teachers in San Isidro Elementary School, Ormoc City is not a predictor of their levels of socio-emotional competence which is very high in self-awareness, social awareness, relationship management and responsible decision-making while high in social awareness. Therefore, regardless of teachers' teaching experience, they are generally very competent in their socio-emotional activities and engagements in their school-related tasks.

TABLE 11

**CORRELATION BETWEEN TRAINING HOURS PROFILE
AND SOCIO-EMOTIONAL COMPETENCE**

RESP	Training Hours		Socio-Emotional Competence		XY
#	X		Y		
Sum=		215132	136.77	478.448	7930
Mean =	61.60		3.42		

It is shown in the table 11 that the computed r-value is -0.599 with a critical value of r at 38 df (0.05) is 0.312. The computed r-value is lower than the critical value at 0.05 degree of freedom. Thus, the acceptance of the null hypothesis. Therefore, there is no significant correlation between number of training hours profile of the respondents and their level of socio-emotional competence.

This means that the training hours profile of the teachers in San Isidro Elementary School, Ormoc City is not a predictor of their levels of socio-emotional competence which is very high in self awareness, social awareness, relationship management and responsible decision-making while high in social awareness. Therefore, regardless of teachers' training hours, they are generally very competent in their socio-emotional activities and engagements in their school-related tasks.

TABLE 12

CORRELATION BETWEEN AGE PROFILE AND TEACHING PERFORMANCE

RESP			Teaching Performance		XY
#			Y		
Sum=	1566	65136	290.44	2123.21	11376.95
Mean=	39.15		7.26		

It is shown in table that the computed r-value is 0.0266 with a critical value of r at 38 df (0.05) is 0.312. The computed r-value is lower than the critical value at 0.05 degree of freedom. Thus, the acceptance of the null hypothesis. Therefore, there is no significant correlation between age profile of the respondents and their teaching performance.

The age profile of the teachers in San Isidro Elementary School, Ormoc City is not a predictor of their teaching performance. This implies that regardless of the teachers' age they can perform very satisfactorily in their teaching as evidenced by their skills in lesson planning and delivery, skill in achieving high learners' performance, involvement in school, home, community activities, pleasant and respectable personality and punctual and regular in their attendance in their classes and school activities

TABLE 13

CORRELATION BETWEEN TEACHING EXPERIENCE PROFILE AND TEACHING PERFORMANCE

RESP	Teaching Experience		Teaching Performance		XY
#	X		Y	Y2	
Sum =	458	7072	290.44	2123.21	3330.67
Mean =	11.45		7.26		

It can be gleaned in table that the computed r-value is 0.0317 with a critical value of r at 38 df (0.05) is 0.312. The computed r-value is lower than the critical value at 0.05 degree of freedom. Thus, the acceptance of the null hypothesis. Therefore, there is no significant correlation between training hours profile of the respondents and their teaching performance. The teaching experience profile of the teachers in San Isidro Elementary School, Ormoc City is not a predictor of their teaching performance. This implies that regardless of the teachers' teaching experience they can perform very satisfactorily in their teaching as evidenced by their skills in lesson planning and delivery, skill in achieving high learners' performance, involvement in school, home, community activities, pleasant and respectable personality and punctual and regular in their attendance in their classes and school activities.

TABLE 14
CORRELATION BETWEEN TRAINING HOURS PROFILE AND TEACHING PERFORMANCE

RESP		Training Hours			Teaching Performance		XY
#		X			Y	Y ²	
Sum	2464	215132	290.44	2123.21	17925.2		
=							
Mean	61.60		7.26				
=							

It can be gleaned in table that the computed r-value is 0.0358 with a critical value of r at 38 df (0.05) is 0.312. The computed r-value is lower than the critical value at 0.05 degree of freedom. Thus, the acceptance of the null hypothesis. Therefore, there is no significant correlation between training hours profile of the respondents and their teaching performance.

The training hours profile of the teachers in San Isidro Elementary School, Ormoc City is not a predictor of their teaching performance. This implies that regardless of the teachers' training hours they can perform very satisfactorily in their teaching as evidenced by their skills in lesson planning and delivery, skill in achieving high learners' performance, involvement in school, home, community activities, pleasant and respectable personality and punctual and regular in their attendance in their classes and school activities.

TABLE 15
CORRELATION BETWEEN SOCIO-EMOTIONAL AND TEACHING PERFORMANCE

RESP	Socio-Emotional Competence		Teaching Performance		XY
	X	X ²	Y	Y ²	
#					
Sum =	136.77	478.45	290.44	2123.21	993.9694
Mean =	3.42		7.26		

It is shown in the table that the computed r-value is 0.0702 with a critical value of r at 38 df (0.05) is 0.312. The computed r-value is lower than the critical value at 0.05 degree of freedom. Thus, the acceptance of the null hypothesis. Therefore, there is no significant correlation between socio-emotional competence and their level of teaching performance.

The socio-emotional competence level of the teachers is not significantly correlated with their teaching performance. This means that the very high level of self awareness, social awareness, relationship management and responsible decision making are not predictors of their performance in lesson planning and delivery, learners' achievement, school, home and community involvement, personal characteristics and punctuality and attendance among the teachers in San Isidro Elementary School, Ormoc City

TABLE 16
ANALYSIS OF VARIANCE ON SOCIO-EMOTIONAL COMPETENCE BASED ON THE FIVE DIMENSIONS

RESP	Self-Awareness		Self-Management		Social Awareness		Relationship Management		Responsible Decision Making	
	X1	X1 ²	X2	X2 ²	X3	X3 ²	X4	X4 ²	X5	X5 ²
#										
N =			40		40		40		40	
Sum	137.80	488.04	135.00	465.78	138.29	488.90	136.00	471.47	137.25	483.22

Source of Variation	Sum of Squares	df	Mean Squares	Computed F value	P-value	Critical F value
Between Groups	0.181683	4	0.045421	0.15915935	0.95865	2.41796254
Within Groups	55.64882	195	0.285379			
Total	55.8305	199				

Result: Insignificant
Ho: Accepted

Based on the table that the computed F-value of 0.1592 is higher than the critical value of 2.418 at 0.05 level of significance. Thus, the acceptance of the null hypothesis. Therefore, there is no significant degree of variance on socio-emotional competence based on the five dimensions.

This means that the teachers in San Isidro Elementary School, Barangay San Isidro, Ormoc City have the same level of socio-emotional competence based on their self awareness, self management, social awareness, relationship management and responsible decision making. Their similarities in these socio-emotional competencies can be attributed to their experience and engagements as public elementary school teachers. These include their engagements and activities with parents, stakeholders and their co-teachers. Their trainings and seminars, according to one of the respondents have significantly shaped their socio-emotional competence especially in their social awareness. The realities on poverty, social challenges and parents non participation in school activities are some of the things they encounter in the community where they are serving.

IV. CONCLUSION

Based on the findings, it is concluded that the socio-emotional competence of the teachers are very high in terms of self-awareness, social awareness, relation management and responsible decision making while high on self-management which means that they need training experience on how to handle stress, change and be immersed in situations that will strengthen their patience, composure and positive behavior in the midst of challenges.

Generally, the teachers have very satisfactory teaching performance in terms of lesson planning and delivery, learner's achievement, school, home and community involvement, personal characteristics and punctuality and attendance. The profile of the teachers on age, sex, civil status, highest educational attainment and teaching experience are not significant predictors of their socio-emotional competence. The same profile were noted to have no correlation with the teachers 'very satisfactory profile. No differences were noted on the socio-emotional competence of the teachers based on self-awareness, self-management, social awareness, relationship management and responsible decision making. Therefore, the teachers have similar levels of socio emotional competence.

V. RECOMMENDATIONS

1. The findings of this study be presented to the teachers in a form of research dissemination in San Isidro Elementary School, Ormoc City.
2. On self-Awareness, it is recommended that a forum or panel discussion be conducted that will tackle the topic on recognizing the impact of teachers' behavior on others.
3. On Self-Management, it is recommended that counseling and seminar on self-management on involvement and expression of self-knowledge in situations that teachers need to speak out.
4. On Social Awareness, a workshop be confidence conducted to improve teachers' self-confidence.
5. On Relationship Management, it is recommended that a seminar-workshop be conducted to improve the social skills and communication skills of the teachers.
6. On Responsible Decision Making, teachers should develop their confidence in making decisions by developing their skills in gathering data and facts as well as their ability to communicate their decisions.
7. On Teaching Performance, trainings, seminars workshops be conducted to sustain the teachers 'very satisfactory performance.
8. The following titles are recommended for future research endeavors:
 - 8.1 Socio-Emotional Competence of Teachers in Relation to Pupils 'Scholastic Achievement;
 - 8.2 Attitude and Socio-Emotional Competence of Public Elementary School Teachers; and
 - 8.3 Motivation and Socio-Emotional Competence of Teachers in Relation to their Performance.

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