

Building Effective Values Educators: The Role of Emotional Intelligence and Self-Efficacy

ABSTRACT

Aims: This study aims to investigate the relationship between emotional intelligence and instructional efficacy among Values Education teachers in selected elementary schools. It explores dimensions of emotional intelligence such as anxiety management, decision-making, time management, commitment ethics, and interpersonal relationships, alongside instructional efficacy indicators, including efficiency, productivity, empathy, cooperation, and involvement.

Study Design: This is a descriptive-correlational study that seeks to determine the extent to which emotional intelligence influences instructional efficacy.

Place and Duration of Study: The study was conducted in selected elementary schools in Davao del Sur, Philippines, over the period from 2015 to 2016.

Methodology: Data were collected using adapted and validated questionnaires distributed to all Values Education teachers in the selected elementary schools, ensuring a comprehensive sample size. Descriptive statistics were employed to analyze mean scores and standard deviations, while correlation analysis was used to examine the relationship between emotional intelligence and instructional efficacy.

Results: The study found that teachers demonstrated high levels of emotional intelligence and instructional efficacy, highlighting their proficiency in managing classrooms and fostering positive student interactions. A significant positive correlation ($r = 0.989$, $p 0.001375 < 0.05$) was found between emotional intelligence and instructional efficacy, emphasizing the crucial role emotional intelligence plays in enhancing teaching effectiveness.

Conclusion: The findings underscore the importance of emotional intelligence in improving instructional practices and achieving positive student outcomes in Values Education. This study contributes valuable insights into nurturing emotional intelligence among educators to enhance their teaching effectiveness.

Keywords: emotional intelligence, instructional efficacy, Values Education teachers, Philippines, correlation analysis, educational outcomes

1. INTRODUCTION

The role of emotional intelligence (EI) in educational settings has garnered significant attention in recent years, particularly regarding its impact on teaching effectiveness and student

outcomes. Emotional intelligence, defined as the ability to perceive, understand, manage, and regulate emotions, is increasingly recognized as a critical factor in the professional success of educators (Goleman, 2014). As the educational landscape evolves, understanding the interplay between teachers' emotional intelligence and their instructional efficacy becomes crucial, especially in subjects like Values Education, where emotional and ethical dimensions are deeply intertwined.

Values Education teachers in elementary schools face unique challenges as they are responsible for guiding young students through foundational moral and ethical learning. Effective Values Education requires teachers to navigate complex emotional landscapes, making their emotional intelligence crucial for fostering a positive learning environment and modeling the values they teach (Jennings & Greenberg, 2019). High emotional intelligence in teachers has been linked to better classroom management, stronger teacher-student relationships, and overall improved instructional efficacy (Brackett, Rivers, & Salovey, 2016).

The self-efficacy of teachers, defined as their belief in their ability to influence student engagement and learning outcomes, is another crucial factor in instructional efficacy (Bandura, 2015). Teachers with high self-efficacy are more likely to implement innovative teaching methods, manage classrooms effectively, and persist in the face of challenges. There is growing evidence that emotional intelligence contributes to higher self-efficacy among teachers, leading to improved instructional practices and student outcomes (Sutton & Wheatley, 2016; Vesely, Saklofske, & Nordstokke, 2014).

This study aims to determine the emotional intelligence level and the self-efficacy level of Values Education teachers and to identify whether emotional intelligence impacts the teachers' instructional efficacy. Understanding these dynamics can inform targeted interventions and professional development programs designed to enhance the emotional and instructional competencies of Values Education teachers.

1.1 Significance of the Study

The results of this study will reveal the emotional intelligence and instructional efficacy levels of teachers. These insights will benefit teachers by enabling them to enhance their capacities and achieve greater productivity. The findings will inform the development of policies aimed specifically at improving teachers' well-being. Moreover, this study will provide valuable literature on emotional intelligence and instructional efficacy, which can serve as a reference for similar studies in the future.

1.2 Scope and Limitation

This study focuses on exploring the influence of emotional intelligence on the instructional efficacy of elementary Values Education teachers. The research targets elementary school teachers who are currently teaching Values Education within a specific region or multiple regions, ensuring a diverse range of educational settings is represented. To measure emotional intelligence and self-efficacy levels, the study will employ validated instruments such as the Emotional Intelligence Appraisal and the Teacher Self-Efficacy Scale. Data will be collected through surveys, interviews, and classroom observations over a defined period, potentially spanning one academic year, to observe any changes or developments over time.

However, the study acknowledges several limitations. The sample size and its representativeness may constrain the findings, as a small or non-representative sample might not accurately reflect the broader population of Values Education teachers. The reliance on self-reported measures for emotional intelligence and self-efficacy could introduce bias, with

participants potentially overestimating or underestimating their abilities. Contextual variability, including differences in school environments, administrative support, and student demographics, may also influence the results, making it challenging to generalize findings across different contexts. The study's limited time frame may not capture the long-term effects of emotional intelligence on instructional efficacy, necessitating longitudinal studies for a more comprehensive understanding. Additionally, external factors such as school policies, curricular changes, and socio-economic factors, which are beyond the control of this study, might impact the instructional efficacy of teachers. The subjective nature of measuring instructional efficacy and cultural variations in expressing and interpreting emotions further limit the study's applicability across different cultural settings. Despite these limitations, the study aims to provide a balanced and critical examination of the influence of emotional intelligence on the instructional efficacy of elementary Values Education teachers.

1.3 Review of Related Literature

1.3.1 Emotional Intelligence in Teachers

Emotional intelligence (EI) has garnered significant attention in educational research due to its profound impact on teaching effectiveness and student outcomes. Scholars have emphasized the pivotal role of EI in facilitating positive classroom dynamics, managing conflicts, and fostering supportive relationships with students (Brackett et al., 2013; Day & Leitch, 2016; Mayer et al., 2016). Teachers with high EI are better equipped to regulate their emotions, empathize with students' experiences, and respond effectively to diverse learning needs (Brackett et al., 2013; Day & Leitch, 2016; Mayer et al., 2016). Moreover, studies have highlighted the association between teachers' EI and classroom climate, indicating that emotionally intelligent educators create environments conducive to student engagement and academic success (Brackett et al., 2013; Day & Leitch, 2016; Mayer et al., 2016).

Furthermore, research suggests that EI plays a crucial role in instructional efficacy, influencing teachers' pedagogical practices and student learning outcomes (Brackett et al., 2013; Day & Leitch, 2016; Mayer et al., 2016). Teachers with high EI exhibit greater adaptability, creativity, and resilience in their teaching approaches, leading to enhanced instructional effectiveness and improved student achievement (Brackett et al., 2013; Day & Leitch, 2016; Mayer et al., 2016). Additionally, emotionally intelligent educators are better equipped to manage classroom disruptions, facilitate meaningful learning experiences, and promote positive social-emotional development among students (Brackett et al., 2013; Day & Leitch, 2016; Mayer et al., 2016).

Moreover, recent studies have highlighted the importance of fostering EI skills among educators through targeted professional development programs and support initiatives (Brackett et al., 2013; Day & Leitch, 2016; Mayer et al., 2016). By providing teachers with opportunities to enhance their emotional awareness, self-regulation, and interpersonal skills, educational institutions can empower educators to create nurturing learning environments that promote student well-being and academic success (Brackett et al., 2013; Day & Leitch, 2016; Mayer et al., 2016).

1.3.1.1 Anxiety Management

Anxiety management is a critical component of emotional intelligence (EI) that significantly influences teachers' performance and classroom dynamics. Perera and DiGiacomo (2015) emphasize the importance of anxiety regulation for educators, highlighting its impact on

teaching effectiveness and student outcomes. Teachers with high EI demonstrate greater resilience in managing anxiety, enabling them to maintain a calm and supportive learning environment even in challenging situations (Perera & DiGiacomo, 2015).

Additionally, research by Brackett et al. (2013) underscores the link between teachers' anxiety management and their ability to foster positive relationships with students. Educators who effectively regulate their anxiety levels are better equipped to respond empathetically to students' needs and provide appropriate support, thereby enhancing student engagement and academic achievement (Brackett et al., 2013).

Furthermore, studies by Schonert-Reichl et al. (2015) highlight the association between teachers' anxiety management and classroom climate. Teachers who exhibit lower levels of anxiety create more inclusive and supportive learning environments, characterized by higher levels of student participation and collaboration (Schonert-Reichl et al., 2015).

Moreover, research by Elias et al. (2015) emphasizes the role of anxiety management in promoting teachers' well-being and job satisfaction. Educators who possess effective strategies for coping with anxiety experience lower levels of burnout and greater job fulfillment, contributing to their overall professional resilience and longevity in the teaching profession (Elias et al., 2015).

1.3.1.2 Decision-Making Capability

Decision-making is a critical component of effective teaching, and emotional intelligence (EI) plays a significant role in enhancing this capability. Educators with high EI exhibit greater proficiency in making informed and balanced decisions, considering both logical reasoning and emotional factors (Yin, Lee, Zhang, & Jin, 2017). Research by Yin et al. (2017) highlights the positive impact of emotional intelligence on teachers' decision-making processes, emphasizing their ability to prioritize students' well-being and foster a conducive learning environment.

Moreover, studies by Brackett et al. (2015) underscore the link between teachers' decision-making capability and classroom management. Teachers with higher levels of EI demonstrate greater flexibility and adaptability in their decision-making, enabling them to effectively address diverse student needs and navigate complex classroom dynamics (Brackett et al., 2015).

Additionally, research by Schutte et al. (2016) suggests that emotionally intelligent teachers exhibit better judgment and problem-solving skills, contributing to more effective instructional practices and student engagement. By incorporating emotional considerations into their decision-making processes, educators can foster a supportive and inclusive learning environment that promotes academic success and socio-emotional development (Schutte et al., 2016).

Furthermore, findings from a study by Zeidner, Matthews, and Roberts (2012) indicate that teachers with higher EI are better equipped to manage ambiguity and uncertainty, factors commonly encountered in decision-making contexts. This enhanced ability to navigate challenging situations enables educators to make timely and effective decisions that positively impact student learning outcomes (Zeidner, Matthews, & Roberts, 2012).

1.3.1.3 Time Management

Time management is a critical component of emotional intelligence (EI) that influences individuals' effectiveness and productivity in various domains, including education. Research

indicates that individuals with high EI are adept at managing their time efficiently, prioritizing tasks, and maintaining focus amidst distractions (MacCann, Fogarty, Zeidner, & Roberts, 2011). Effective time management skills among educators are associated with better classroom management, reduced stress levels, and improved overall job satisfaction (Skaalvik & Skaalvik, 2014). Furthermore, teachers' ability to manage their time effectively positively impacts instructional practices and student engagement, enhancing learning outcomes (Zeidner, Matthews, & Roberts, 2012).

1.3.1.4 Interpersonal Relationships

Interpersonal relationships are another crucial aspect of EI that significantly impacts educators' professional effectiveness and job satisfaction. Teachers with high EI demonstrate strong interpersonal skills, such as empathy, communication, and conflict resolution abilities (Ciarrochi, Chan, & Bajgar, 2001). These skills enable them to build positive relationships with students, parents, and colleagues, fostering a supportive and collaborative school environment (Brackett & Rivers, 2014). Effective interpersonal relationships contribute to improved classroom climate, reduced disciplinary issues, and enhanced student motivation and academic achievement (Mestre, Guil, Lopes, Salovey, & Gil-Olarte, 2006).

1.3.2 Self-Efficacy in Teachers

Self-efficacy, the belief in one's ability to accomplish teaching tasks effectively, plays a pivotal role in shaping educators' professional practices and outcomes. Research by Henson, Kogan, and Vacha-Haase (2017) underscores the profound impact of self-efficacy on various facets of teaching. Teachers with heightened self-efficacy exhibit increased job satisfaction, foster greater student engagement and demonstrate enhanced teaching performance. As affirmed by Bandura (2014), individuals with high self-efficacy are more resilient in the face of challenges, exert greater effort to attain goals and persevere in the pursuit of excellence. Consequently, nurturing teachers' self-efficacy emerges as a crucial endeavor in enhancing both educator well-being and student learning outcomes (Henson et al., 2017).

1.3.2.1 Efficiency and Productivity

Efficiency and productivity in teaching are closely intertwined with teachers' self-efficacy beliefs, which significantly influence their instructional practices and effectiveness. Research by Klassen and Tze (2018) supports this notion, demonstrating that teachers with high self-efficacy are more efficient and productive. Their confidence in their teaching abilities empowers them to implement effective instructional strategies and innovate in the classroom, ultimately leading to enhanced student learning outcomes.

1.3.2.2 Empathy and Compassion

Empathy and compassion in educational settings are pivotal for fostering supportive teacher-student relationships and promoting student well-being (Zee & Koomen, 2016). Teachers who demonstrate high levels empathy and compassion, are better equipped to understand and respond to students' emotional needs (Miao, 2020). Furthermore, research suggests that empathetic and compassionate teachers contribute positively to students' social and emotional development, enhancing overall classroom dynamics (Brackett & Katulak, 2017).

1.3.2.3 Assistance and Cooperation

The willingness of teachers to collaborate and assist one another is crucial for creating a cohesive and supportive educational environment (Chesnut & Cullen, 2014). Teachers' self-

efficacy plays a significant role in their propensity to engage in collaborative practices and offer assistance to colleagues (Rueger, Chen, Jenkins, & Chai, 2016). Collaborative efforts among teachers not only benefit their professional development but also contribute to improved student outcomes through shared knowledge and resources (Bakker, Denessen, & Brus-Laeven, 2018).

1.3.2.4 Participation and Involvement

Teachers' levels of self-efficacy influence their active participation in school initiatives and their overall involvement in the school community (Guo, Piasta, Justice, & Kaderavek, 2018). Engaged teachers who feel confident in their abilities are more likely to contribute positively to school activities and initiatives aimed at enhancing educational practices and student outcomes (Burić & Kim, 2017). Their active involvement fosters a sense of community within the school and promotes a collaborative culture among educators (Cherkowski & Walker, 2018).

2. METHODOLOGY

2.1 Research Design

This study employs a descriptive-correlational research design. The descriptive component aims to identify and describe the levels of emotional intelligence and instructional efficacy among Values Education teachers. The correlational component seeks to explore the relationship between these two variables, specifically examining how emotional intelligence impacts instructional efficacy. This method involves data collection, statistical analysis, and interpretation to address the research objectives.

2.2 Research Respondents

The respondents of this study were the Grade 6 Values Education teachers in the selected elementary schools in Davao del Sur during School Year 2016-2017. The study utilized a complete enumeration technique, encompassing all Values Education teachers of the selected school during the conduct of the study. This method ensured that the sample size was adequate for detailed introspection and analysis.

2.3 Research Instrument

The study used two primary research instruments. Emotional Intelligence Inventory Questionnaire anchored on the framework by Dembo and Gibson (2011), was designed to measure the emotional intelligence levels of teachers. It assessed various dimensions of emotional intelligence, including anxiety management, decision-making capability, time management, commitment ethics, and interpersonal relationships. Moreover, a survey questionnaire on levels of instructional efficacy was adapted from Gusky and Passaro (2011), this questionnaire evaluates the self-efficacy levels of teachers. It covers aspects such as efficiency and productivity, loyalty and dedication, empathy and compassion, assistance and cooperation, and participation and involvement. Both questionnaires employed a 5-point Likert scale as follows: 5-Exceptionally High, 4-High, 3-Moderate, 2-Low, and 1-Very Low.

2.4 Data Gathering Procedure

The researcher began by obtaining permission from the Schools Division Superintendent of the selected elementary schools, securing the necessary authorization to conduct the study. Following this, the researcher provided the District Supervisor with an endorsement letter and

a cover letter explaining the study's objectives and significance, effectively soliciting support and cooperation. In coordination with the District Supervisor, the researcher arranged visits to the participating schools, ensuring that the schedule was convenient and minimally disruptive to school activities.

During these visits, the researcher personally administered the survey questionnaires to the respondents. This approach was taken to ensure the reliability and confidentiality of the responses, as it allowed the researcher to address any immediate questions or concerns from the participants. Immediately after the survey administration, all completed questionnaires were collected to prevent any loss or alteration of data. Finally, the gathered data were meticulously collated, analyzed, and interpreted, transforming the raw data into meaningful insights that addressed the research questions. This thorough and systematic process ensured the integrity and reliability of the study's findings.

2.5 Data Analysis Procedure

The data collected in this study were subjected to a series of statistical procedures to ensure comprehensive analysis and accurate interpretation. First, descriptive statistics, including the calculation of mean and standard deviation, were employed to describe the levels of emotional intelligence and instructional efficacy among the respondents. This provided a clear overview of the central tendencies and variability within the data.

Next, correlation analysis using the Pearson r was conducted to determine the significance of the relationship between emotional intelligence and instructional efficacy. This statistical method was chosen to identify and quantify the strength and direction of the association between the two variables.

Finally, all computations were performed using the Statistical Package for the Social Sciences (SPSS) software. Utilizing SPSS ensured the accuracy and reliability of the analysis, facilitating precise statistical calculations and enhancing the overall integrity of the research findings.

3. RESULTS AND DISCUSSION

3.1 Instructional Efficacy Level of Values Education Teachers

The emotional intelligence levels of Values Education teachers in the elementary level were evaluated across five indicators: anxiety management, decision-making, time management, commitment ethics, and interpersonal relationships. The mean scores for each indicator, along with their corresponding descriptions, are presented in Figure 1.

The results indicate that teachers demonstrated high to exceptionally high levels of emotional intelligence across all indicators. Specifically, anxiety management, decision-making, time management, commitment ethics, and interpersonal relationships were rated as high to exceptionally high, with mean scores ranging from 4.0 to 4.59. These findings align with recent literature emphasizing the significance of emotional intelligence in educational settings. According to Brackett et al. (2013), teachers with high emotional intelligence are better equipped to manage classroom dynamics, handle conflicts effectively, and foster positive relationships with students.

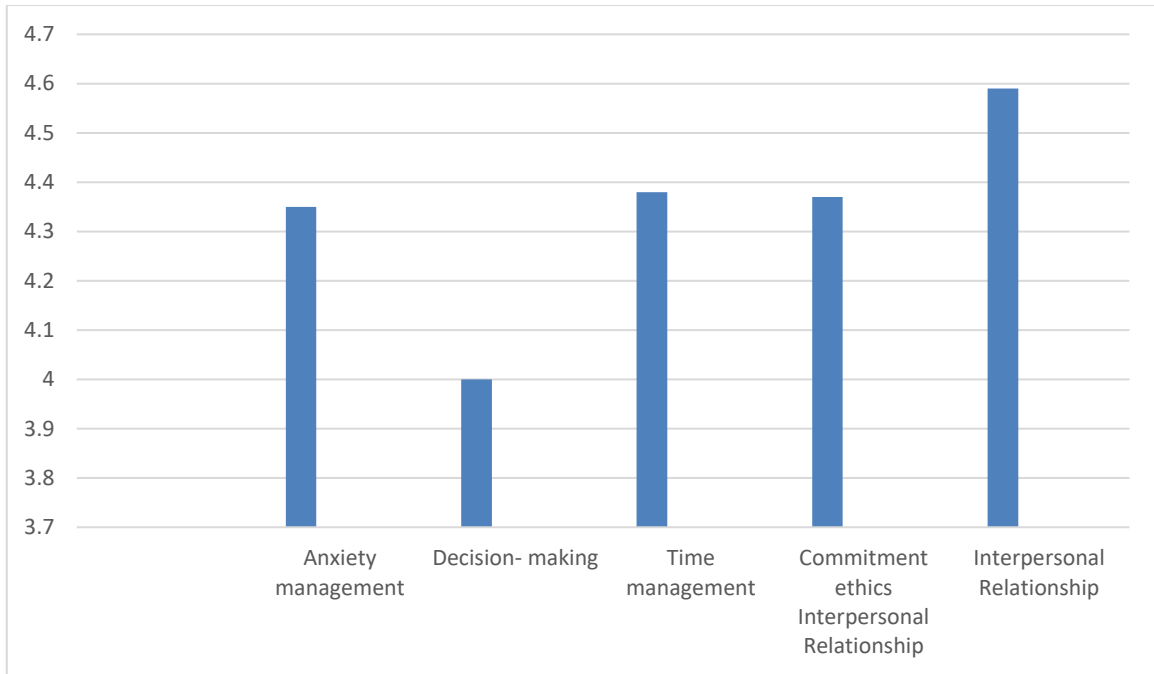


Fig. 1. Emotional Intelligence Level of Values Education Teachers

Furthermore, the exceptionally high score in commitment ethics suggests that Values Education teachers possess a strong dedication to their roles and responsibilities. This commitment is crucial for creating a supportive learning environment and promoting students' moral and ethical development (Day & Leitch, 2016). The results indicate that Values Education teachers exhibit robust emotional intelligence, characterized by effective anxiety management, decision-making, time management, commitment ethics, and interpersonal relationships. These findings underscore the importance of nurturing emotional intelligence skills among educators to enhance teaching effectiveness and foster positive outcomes in education.

3.2 Instructional Efficacy Level of Values Education Teachers

The instructional efficacy levels of Values Education teachers were assessed across five indicators: efficiency and productivity, loyalty and dedication, empathy and compassion, assistance and cooperation, and participation and involvement. The mean scores for each indicator, along with their corresponding descriptions, are presented in Figure 2.

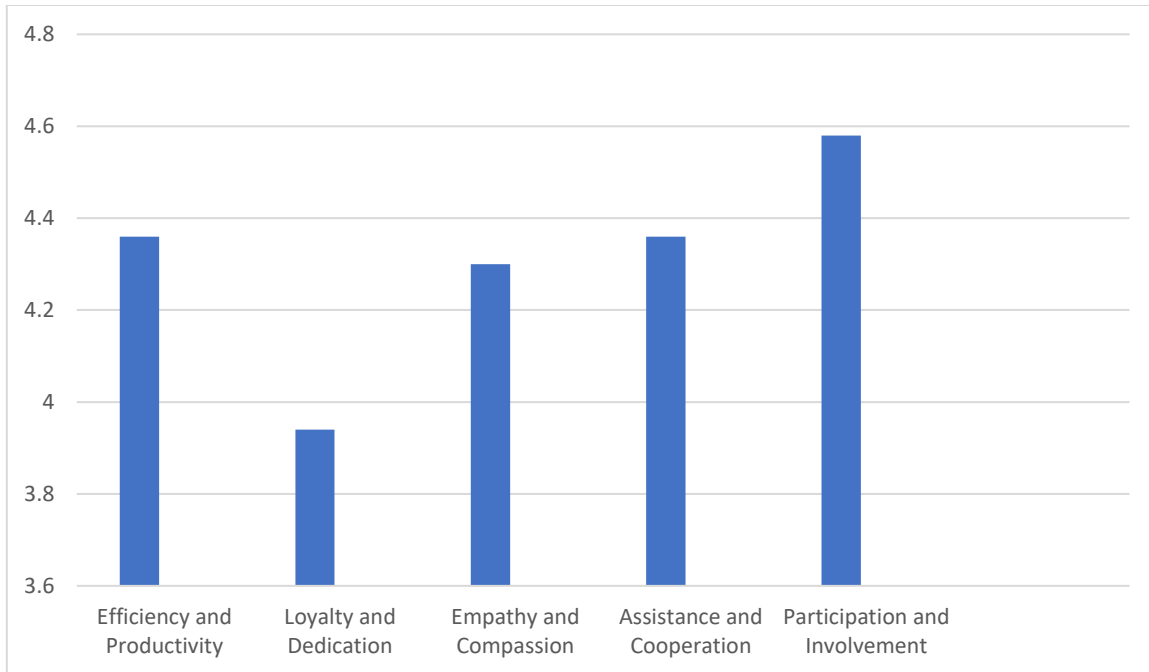


Fig. 2. Instructional Efficacy Level of Values Education Teachers

The results indicate that teachers demonstrated high to exceptionally high levels of instructional efficacy across all indicators. Specifically, efficiency and productivity, loyalty and dedication, empathy and compassion, assistance and cooperation, and participation and involvement were rated as high to exceptionally high, with mean scores ranging from 3.94 to 4.58. These findings are consistent with recent literature emphasizing the importance of teacher efficacy in enhancing student learning outcomes. According to Tschannen-Moran and Hoy (2014), teachers with high levels of instructional efficacy exhibit greater motivation, effort, and perseverance in their teaching practices, leading to improved student achievement.

Furthermore, the exceptionally high score in participation and involvement suggests that Values Education teachers are highly engaged in their professional roles and actively contribute to the learning community. This high level of engagement is essential for creating a dynamic and interactive classroom environment that promotes student engagement and learning (Hargreaves & Fullan, 2014). The results indicate that Values Education teachers possess strong instructional efficacy, characterized by high levels of commitment, empathy, cooperation, and involvement. These findings underscore the importance of fostering teacher efficacy through professional development and support initiatives to enhance teaching effectiveness and promote positive student outcomes.

3.3 Relationship Between Emotional Intelligence and Instructional Efficacy of Values Education Teachers

The relationship between emotional intelligence and instructional efficacy of Values Education teachers was examined using correlation analysis. The coefficient of correlation (r) was calculated to determine the strength and direction of the relationship, along with the associated p -value to assess statistical significance. The results are summarized in the following table:

Table 1. Relationship between the Emotional Intelligence and Instructional Efficacy of Values Education Teachers in Elementary Level.

Variable	Coefficient <i>r</i>	p-value	Decision	Interpretation
Emotional Intelligence	0.989	0.001375	Reject Ho	Very strong positive relationship
Instructional Efficacy				

The Pearson r value of 0.989 demonstrates a very strong positive correlation between emotional intelligence and instructional efficacy among Values Education teachers. This implies that teachers with higher emotional intelligence are likely to exhibit greater instructional efficacy, which is essential for effectively teaching values education. Emotional intelligence encompasses the ability to understand, manage, and utilize emotions effectively, which can enhance teaching practices, classroom management, and student engagement (Corcoran & Tormey, 2013; Vesely, Saklofske, & Leschied, 2013).

The extremely low p -value of 0.001375 indicates that the probability of observing this correlation by random chance is minimal, reinforcing the statistical significance of the relationship. This finding suggests that emotional intelligence is a critical factor contributing to instructional efficacy among Values Education teachers, highlighting its importance in educational contexts.

Numerous studies highlight the significance of emotional intelligence in enhancing teaching effectiveness and instructional efficacy. For instance, research by Brackett, Rivers, and Salovey (2013) indicates that teachers with higher emotional intelligence can better manage classroom challenges and build positive relationships with students. This ability to create a nurturing and emotionally supportive environment contributes to improved instructional outcomes.

Furthermore, Vesely, Saklofske, and Leschied (2013) emphasize that emotionally intelligent teachers can foster a sense of belonging and emotional safety within the classroom, which is essential for effective values education. By modeling empathy, compassion, and ethical behavior, these teachers can inspire students to develop similar qualities, enhancing the overall educational experience.

Dolev and Leshem (2016) also underscore the importance of emotional intelligence in teacher education programs, highlighting its role in promoting reflective teaching practices and improving instructional efficacy. Integrating emotional intelligence training into teacher education can equip educators with the skills needed to navigate the complexities of modern classrooms effectively.

4. CONCLUSION

This research has provided valuable insights into the emotional intelligence and instructional efficacy levels of Values Education teachers. The findings indicate that teachers exhibit high to exceptionally high levels of emotional intelligence across various indicators, demonstrating

their ability to effectively manage classroom dynamics and foster positive relationships with students. Moreover, the strong positive relationship between emotional intelligence and instructional efficacy underscores the importance of nurturing emotional competence among educators to enhance teaching effectiveness and promote positive student outcomes.

Additionally, the instructional efficacy levels of Values Education teachers were found to be consistently high across various indicators, reflecting their strong commitment, empathy, cooperation, and involvement in their professional roles. These findings highlight the importance of fostering teacher efficacy through professional development and support initiatives to enhance teaching effectiveness and promote positive student outcomes.

Furthermore, the analysis revealed a significant relationship between emotional intelligence and instructional efficacy among Values Education teachers, emphasizing the crucial role of emotional intelligence in shaping instructional effectiveness. These findings emphasize the importance of cultivating emotional intelligence skills among educators to promote positive teaching practices and enhance student learning outcomes.

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