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Teachers' Social and Emotional Competency as Predictors of Teaching Competence

Lea Angela G. Ramos[a], Judith S. Gatbonton[b], Angela Ruiza V. Magtalas[c]

Gat Francisco Balagtas High School Balagtas, Bulacan [a]
Bahay Pare National High School / Bahay Pare, Candaba, Pampanga [b]
Carlos F. Gonzales High School/ Maguinao, San Rafael, Bulacan[c]

A B S T R A C T

The purpose of this correlational study is to determine the relationship among social and emotional competency of a teacher and the teaching competence of the faculty teachers of Grade 11 and 12 Senior High School Department. The researchers utilized purposive sampling to get the amount of teacher respondents which is 25 in total. At the same time, the researchers utilized convenience sampling to get the amount of student respondents which totals to 250 participants. Respondents such as students and teachers were used in the study in order to determine if the self-perception of the teachers on their teaching competence is reliable. This was done through cross triangulating the data gathered from the students and teachers. The result of the study indicates that there is a significant relationship among social, emotional and teaching competence. Furthermore, it was found out that the students have a similar perception with their teachers regarding their teaching competence.

Keywords: Correlational Method, Social competency, Emotional Competency, Teaching Competence, Convenience Sampling procedure, Purposive Sampling Procedure

Introduction

The Philippine Government has brought about many changes in the educational system. One such change that the Philippine Government made is the implementation of the K to 12 program which was introduced and signed into the law by the previous president Benigno Aquino III. The K to 12 program offered quality education as well as many benefits when it was introduced. Research in the field of K-12 education has shown that the use of evidence-based curriculum programs can have a positive effect on student learning (Abulencia, 2015). As part of the change, it is not only students who were empowered by this program. The teachers as well were given priority in order to ensure the quality of education.

However, six years since its implementation recurring problems which is still evident in the current Philippine education system remains. Among these are shortages of school equipment and learning materials; absence of concrete scientific evaluation of the program's efficiency and effectiveness after its pilot year; teachers' competence; hasty implementation and poor information dissemination absence of academic conferences and seminar-workshops to fully understand the new curriculum; and lack of resources and mastery of subject (Umil, 2017). Most of these problems stems from the teachers' teaching competence. Likewise, it is not only the Philippines which that is affected by this issue. Most of the countries in the world are in the same predicament considering the substantial amounts of research made regarding this issue.

As the researcher is a teacher, he is primarily concerned about this issue as well since the implications of the issue would most likely affect the students. Furthermore, the researcher had prior experiences wherein the teacher was unable to impart the subject matter well. It is why the researcher has chosen to conduct this study. Although, a number of researches that is similar to this study have been made before, the researcher still decided to conduct the same study albeit only in a different setting. This was done in order to prove if the result yielded would be the same as the previous researches if the setting is changed.

For the setting, the researcher chose Baliuag University as the research locale for this study. The Baliuag University is private institution which offers various programs for both graduate and undergraduate students. Baliuag University also offers facilities such as the gymnasium, library, and Information Technology Building. It is the first school to be granted full autonomy in the entire region III by the Commission on Higher Education (CHED). This emphasizes CHED's trust in the university to continue to provide high quality education to current and incoming students (Baliuag University, n.d.). The primary reason why the researcher chose the university as its locale is the convenience it provides to the researcher. As mentioned before, the researcher is an employee at Baliuag University. Choosing the said university as the research setting would make data gathering convenient for the researcher. The researcher assumes that teachers who have studied and would then work on the same environment might be another factor that affects their social and

emotional competency. Another noteworthy feature is that this gives the researcher access to both veteran and amateur teachers as respondents which might result in ample data to provide conclusion for this study.

Social, as described by Merriam Webster- dictionary (2019) is a relating to or involving activities in which people spend time talking to each other or doing enjoyable things with each other.

As stated by Orpinas (2010), Social Competence is defined as the capability to pick up social interactions effectively. Otherwise, social competence refers to getting along well with others, being able to form and maintain close relationships, and responding in adaptive ways in social settings. These relationships are fundamental for the healthy development of students in schools and are positively associated with students' academic performance, achievements, social functioning, school engagement, and learning motivation (Baker, Grant and Morlock, 2008).

According to the Merriam Webster- dictionary (2019) the word Emotion is a conscious mental reaction (such as anger or fear) subjectively experienced as strong feeling usually directed toward a specific object and typically accompanied by physiological and behavioral changes in the body.

As said by Hoffman (2001), emotion is now being granted a more prominent position in areas such as the study of moral or pro-social behavior. Its importance is also increasingly being recognized in educational development, the emotional competencies of teachers can help students to discover themselves and the students' eagerness to learn can be increased if the teacher knows how to improve the emotional dimension of students' learning (Corcoran and Tormey, 2010). Furthermore, Selvi (2010) claimed that emotional competencies also help teachers become effective teachers while monitoring the students' learning. Moreover, when teachers are socially and emotionally competent, they build a supportive learning environment that, in turn, promotes positive student outcomes such as engagement in learning and high-quality interpersonal relationships (Jennings and

Greenberg, 2009).

On the other hand, the Merriam Webster- dictionary (2019) describes teaching is the act or profession of a person who teaches. Besides, it is also the process of inculcating moral values, abilities, skills by an experienced person to an inexperienced person in order to ensure positive change in behavior useful in developing oneself and society.

Educating is a great profession and teachers have a great role in their students' intellectual, personal, and social development, thereby influencing the whole n.ation's development. As cited by Nair (2015), Sherry (1954) stated that in teaching, the most important thing is intelligence to success. Presented that intelligence; creativity and interest were important in teaching (Jain, 1977 as cited by Nair, 2015).

Teachers carry a huge responsibility in their classroom. They are placed in a position that will shape and mold the future generations and contribute to their student's successes. A teacher must possess a passion for teaching. "A competent teacher must be organized, have patience, cares about students and should have set high expectations." (Eva, 2014).

Moreover, teachers who are socially and emotionally competent develop supportive relationships with students, creating activities that build on the strengths of students, and help students develop the basic social and emotional skills necessary to participate in classrooms." (Jennings and Greenberg, 2009). To supervise a teacher's competency the Department of Education (DepEd) issued an order known as "DepEd Order No. 42, s.

2017". This order states that DepEd would start to implement the "National Adoption and Implementation of the Philippine Professional Standards for Teachers" (PPST). This new implementation recognizes teachers as having vital roles in raising the student's achievement. It is committed to supporting teachers and making sure that they are equipped with the skills to uphold the new standards provided by DepEd.

Considering the statements above, the general objective of this study is to determine the relationship between social and emotional competency of a teacher and their teaching competence. It is also the researcher' goal to attain a deeper understanding upon the issue at hand. If the study is proven to be successful, this would benefit teachers, students, the administrators of the institution, other future researcher, and the researcher herself. If the study will not be able to fully solve the problem at the very least, it could be used to contribute additional information about the topic.

Statement of the Problem

This correlational study intends to determine the relationship between social and emotional competency of a teacher and their teaching competence among the teachers of grade 11 and 12 senior high school of the Carlos F. Gonzales High School's second semester of the school year 2023-2024.

Consequently, this research aims to answer the following questions:

1. How may the teachers be described in terms of their:

   a) emotional competency;

   b) social competency; and

   c) teaching competence?

2. How may the level of a teacher's competence be described based on student's perception?

3. Is there a significant difference in the level of teaching competence based on:

    a)   teacher's perception; and

    b)   student's perception?

4.   Is there a significant relationship between social and emotional?

5.   Is there a significant relationship between social and teaching competence?

6.   Is there a significant relationship between emotional and teaching competence?

7.   Do social and emotional competency predict the teaching competence of teachers?

Hypotheses

The hypotheses that follow will be tested in the study:

H_o**:** There is no significant relationship between social and emotional competency.

H_o**:** There is no significant relationship between social and teaching competence.

H_o**:** There is no significant relationship between emotional and teaching competence.

H_o**:** There is no significant difference in the level of teaching competence based on teacher's perception and student's perception.

Theoretical Framework

The Social Learning Theory, as cited by McLeod (2016), Bandura (1977) stated that, people learn from one another through observation and imitation of attitudes and emotional reactions of individuals. Moreover, this theory explains human behavior in terms of continuous reciprocal interaction between cognitive, behavioral and environmental influences. Bandura (1977) believed that humans think about the relationship between their behavior and its consequences. This in turn, makes them active information processors.

According to Edutopia (2012), Social and Emotional Learning is a movement which started in the late 1960s by James Comer. Over the years, Social and Emotional

Learning (SEL) gradually improved as the benefits it showed proved to be reliable. "social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (Collaborative for Academic, Social, and Emotional Learning, n.d.). It is believed that in order for students to grow, their social and emotional needs must be first met. Considering, that the school is where the students socialize the most it is therefore the place where the student's personalities and skills are fleshed out.

The Social Learning Theory and Social and Emotional Learning are both theories which have similarities with each other. Both theories regard social and emotional interaction and needs to improve a person's decision making, learning process and as well as to function better in a society. They are also both applicable to study since the social and emotional competency of a teacher is part of the variable in the study. It would also help the researcher to further comprehend on how social and emotional competencies play a role in teaching competence.

As cited by Sharma (2005), Kerlinger (1965) described the theories of teaching as primarily focused on presenting a systematic view on teaching methods. It carefully regards other factors and variables as well as their relationships and implications with one another. A theory of teaching may comprise answering three questions: how teachers behave, why do they behave as they perform, and with what effect. The Theories of Teaching can serve as a backbone and reference for the researcher to compare data with. Especially since a teacher's competence is part of the variable in this research. The researcher hope that the insights and data gained from this theory might help them find a relationship between social and emotional competency and teaching competence.
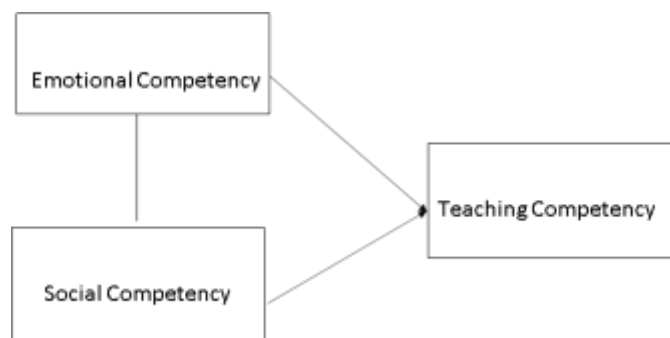
Conceptual Framework

Figure 1: Paradigm of the study.

The first frame displays Social and Emotional competency as independent variables. On the other hand, the second frame shows teaching competence as the dependent variable of the study. The researcher utilized this framework to demonstrate the relationship between the three variables.

Scope and Limitation of the Study

This study focuses on determining the relationship among social, emotional, and teaching competence among teachers. The gathering of data will be conducted through distributing survey questionnaires to the grade 11 and 12 students and faculty members of Carlos F. Gonzales High School school year 2023-2024. This study will not include any non-teaching personnel as its respondents. Thus, the chosen respondents limit the researcher to teachers and students as their only source of information. Furthermore, the study will only be conducted within the premises of the university. This in turn might affect the ability of the researcher to draw a general conclusion.

Definition of Terms

To understand and clarify the terms used in the study, the following terms were operationally defined.

Competence. It is the ability of someone to perform or carry out a defined task in a particular context, at a high level of excellence.

Emotional Competency. It is a set of emotional, personal, and social abilities, qualities and personality characteristics which promote understanding of own emotional states, emotions, and feelings of other people.

Social Competency. It refers to getting along well with others, being able to form and maintain close relationships and responding in adaptive ways in social settings.

Teaching Competence. It is the ability of the schoolteachers in performing their expected jobs. This includes competencies like management, planning lessons and mastery over the subject matter.

METHODOLOGY

The information about the research and sampling procedures that will be utilized by the researcher is provided in this chapter. The research design that will be employed, as well as the data gathering techniques, and data analysis scheme are also discussed in this chapter.

Research Design

To determine whether there is a relationship among social, emotional and teaching competence of teachers, the researcher employed correlational research design. According to Cresswell and Guetterman (2012), correlational research design is used by investigators to describe and measure the degree of relationship between two or more variables or sets of scores. Ary, Jacobs and Sorensen (2006) in their study, revealed that correlational research is a type of non-experimental research in which the researcher uses data from pre-existing variables. Correlational design was used by the researcher in order to assess the relationship between Teacher's Social and Emotional Competency and Teaching competencies.

Data Gathering Techniques

Before conducting the study, the researchers submit a permission letter to the principal of Carlos F. Gonzales High School. After the permission letter was approved, the researcher will start to gather the data by giving a survey questionnaire to the chosen respondents. Before distributing the survey questionnaires, the researcher will greet and ask for the participants' consent. Upon receiving the respondent's consent, the researcher will proceed to orient the participants of the details, as well as the purpose and significance of the study. The researcher will personally administer the instrument to the teachers by hand. The participants are allowed enough time to analyze and answer the survey questionnaires. After they finished answering the survey questionnaires, the researcher will collect it from the participants.

The researcher will repeat the same procedure for the student respondents.

Sampling Procedures

To identify the number of participants for the study, the researcher employed convenience purposive sampling procedure. For the teacher respondents, the researcher utilized purposive sampling. Purposive sampling is under non-probability sampling which requires the researcher' own judgment to identify the participants of the study (Lavrakas, 2008). The researcher took note of those currently employed under senior high school department and as well as having their own class advisory as a category for choosing the respondents. Of the 59 teachers, 25 were chosen as respondents. 12 respondents came from grade 11 while the 13 remaining respondents came from grade 12 faculty.

As for the student participants, the researcher utilized convenience sampling. According to Lavrakas (2008), convenience sampling is also under non-probability sampling wherein representatives from a population are chosen based on the convenience of the researcher or their population is simply too large to include almost every individual. The students were chosen as long as they were part of the class advisory of the chosen teacher respondents. Other than that, there were no other categories in mind choosing the student respondents. Since the data gathered from the students was only used to

crosstriangulate the data gathered from the teachers. For the number of student participants, 10 students per class advisory were chosen as the respondents of the study. This totals 250 student participants altogether.

Data Analysis Scheme

To analyze the data gathered from the survey questionnaires, the Statistic Package for Social Science (SPSS) was used. The data from part 1 of the survey questionnaire will be analyzed in terms of Correlation. The study employed the Likert scale as statistical data treatment to assess the relationship among emotional and social competency and teaching competence.

Below is the range interpretation for Emotional Competency

Point	Scale	Interpretation
4	3.25-4.00	Very High Emotional Competency
3	2.50-3.24	High Social Emotional Competency
2	1.75-2.29	Fair Social Emotional Competency
1	1.0-1.74	Low Emotional Competency

Below is the range interpretation for Social Competency

Point	Scale	Interpretation
4	3.25-4.00	Very High Social Competency
3	2.50-3.24	High Social Competency
2	1.75-2.29	Fair Social Competency
1	1.0-1.74	Low Social Competency

Below is the range interpretation for Teaching Competence

Point	Scale	Interpretation
4	3.25-4.00	Very High Teaching Competence
3	2.50-3.24	High Teaching Competence
2	1.75-2.29	Fair Teaching Competence
1	1.0-1.74	Low Teaching Competence

Below is the interpretation scale for Pearson *R Correlation* coefficient.

Coefficient Value	Interpretation
±1.00	Perfect positive/negative correlation
±0.71- 0.99	Strong positive/negative correlation
±0.51- 0.70	Moderately positive/negative correlation
±0.31- 0.50	Weak positive/negative/correlation
±0.01-0.30	Negligible positive/negative correlation

Moreover, the researcher used the interpretation for the size to measure the relationships of the variables. The researcher utilized the following:

1. Percentage was used to describe the demographic profile of the participants.

2. Mean average and standard deviations were used to describe the variables being studied.

3. Correlation analysis was used to determine the relationship of emotional, social and teaching competence of the respondents.

4. Independent Sample T- test was used to compare the level of teaching competence based on the student and teacher perception.

5. Linear Regression was used in order to predict the relationship of emotional and social competency and teaching competence.

Results and Discussion

Table 1. Mean and Standard Deviation Interpretation for Emotional Competency

	N	M	SD
Emotional Competency	25	3.29	.26

Table 1 presents the average interpretations of teachers' emotional competency (M=3.29 and SD=.26). This reveals that the teachers have a high level of emotional competency.

Table 2. Mean and Standard Deviation Interpretation for Social Competency

	N	M	SD
Social Competency	25	3.33	.48

Table 2 presents the average perception of teachers' social competency. It reveals that the mean average of social competency of teachers is M=3.33 and a standard deviation of SD=.48 which are interpreted as the respondents have very high level of social competency in socializing with their students and co-workmates. As what Jennings and Greenberg (2009) said, teachers who are socially and emotionally competent develop supportive relationships with students; creating activities that build on the strengths of students, and help students develop the basic social and emotional skills necessary to participate in classrooms.

Table 3. Mean and Standard Deviation Interpretation for Teaching Competence

	N	M	SD
Teaching Competence	25	3.19	.22

Table 3 presents the average interpretations of teachers' teaching competence (M=3.19 and SD=.22). This reveals that the teachers have a high level of teaching competence. In addition, defining a teacher's behavior and applying this general behavior to a particular instructional circumstance, and then converting these teacher behaviors into skills with requirements is a desired quantity and level of proficiency (Borich, 2010).

Table 4. Mean and Standard Deviation Interpretation for Students' Perceived Teaching

Competence

	N	M	SD
Students' Perceived Teaching Competence	250	3.09	.41

Table 4 presents the average interpretations of students' perceived teaching competence

(M=3.09 and SD=.41). This describes the level of the students' perceived teaching competence as high teaching competence.

Table 5. Pearson 'r correlation table for Emotional and Social Competency.

Competency	Statistical Treatment	Social
Emotional Competency	r	.45
	p	.03
	N	25

Table 5 displays the relationship between the emotional competency and social competency of a teacher. The data shows that there is a significant relationship between the two variable, wherein r=.45, p=.03 and N=25. Furthermore, this means that there is a weak positive relationship between emotional and social competency. As such, if the emotional competency of a teacher increases, the social competency of the teacher will increase as well. On the other hand, if emotional competency decreases, the social competency will decrease as well. Ellis (2009) stated that, teachers who are emotionally competent are more likely to satisfy the emotional needs of their students and understand their approach towards their needs.

Table 6. Pearson 'r correlation table for Social Competency and Teaching Competence.

	Statistical Treatment	Teaching Competence
Social Competency	r	.41
	p	.04
	N	25

Table 6 shows the relationship between social competency and teaching competence. The findings show that r=.41, p=.04 and N=25. The results of the data imply that there is a weak significant relationship between social and teaching competence. This means that if the social competency of a teacher increases, their teaching competence increases as well and vice versa.

Table 7. Pearson's r correlation table for Emotional Competency and Teaching Competence.

	Statistical Treatment	Teaching Competence
Emotional Competency	r	.59
	p	.00
	N	25

Table 7 shows that there is a significant relationship between teaching and emotional competency. The data implies that there is a moderately positive significant relationship between emotional and teaching competence where r=.59, p=.00 and N=25. Furthermore, this means that whenever the emotional competency increases, the teaching competence will increase as well and vice versa. Cooper (2004) argued that a teacher's empathy greatly contributes to the students' confidence in the school climate and can meet their needs more easily than those who lack empathies.

Table 8. One Sample Test results for Teacher Perceived Teaching Competence and Student Perceived Teaching Competence.

Group				95% CI for Mean Difference			
Students' Perception							
	M	SD	n		*t*	*df*	*p*
Teaching Competence	3.09	.41	250	-.15, -.05	-3.73	249	0.00

A one samples t- test was performed to determine the difference in the level of

Teaching competence as perceived by students (M=3.09 and SD=.41) and teachers.

Results showed that the average teachers' teaching competence as perceived by the students is significantly lower than 3.19 t (249) = -3.73, p<.05. There is a significant difference between the student and teachers' perceived teaching competence.

Table 9. Linear Regression result for Social and Emotional Competency and Teaching Competence.

Predictors	R	R²	Beta	T	P		
Constant	.62	.38		3.12	.005		
Social Competency				.43	2.72	.013
Emotional Competency				.86	.98	.34

A multiple regression was utilized to predict the teachers' teaching competence based on their social and emotional competency. A significant regression equation was found (F (2, 22) = 6.68, p=.013 with an R² of .38 it was shown that social competency is a positive predictor of teaching competence. Furthermore, this means that a unit increase in social competency results to 43% increase in teaching competence. However, emotional competency is not a significant predictor of teaching competence. A better social interaction between the student and teacher, nurtures an environment wherein a student can absorb information well and can be more active in the class (Merrell, 2010).

Summary

This study aims to determine the relationship between social and emotional competency and teaching competence of the grade 11 and 12 teachers of Baliuag University. This was done in order to contribute to the growing concern regarding the competencies of teachers in the Philippines. The researchers believed that although the findings in this research might not totally solve the problem, it would at least contribute to deepen the understanding about the matter.

To conduct this study, the researchers employed a correlational design. The researchers have chosen the grade 11 and 12 teachers of Carlos F. Gonzales High Schoolschool year 2023-2024 as respondents for this study. Students were also chosen as respondents of the study. The participation of the students served as cross reference for the data that were gathered from the teachers. In order to get the number of participants, the researchers utilized convenience purposive sampling for the teachers and convenience sampling procedure for the students. To acquire the data necessary for the study, the researchers adopted existing instruments from past researchers. Upon receiving permission to conduct the survey, the researchers began to hand out the survey questionnaires to the participants. However, before letting them answer the questionnaires, they were first asked for their consents and were informed of the anonymity of their personal information.

After the data were analyzed and interpreted, it was found out that the average interpretations of teachers' emotional competency (M=3.29 and SD=.26) is interpreted as high level of emotional competency. On the other hand, the mean average of social competency of teachers is M=3.33 and a standard deviation of SD=.48 which are interpreted as the respondents have high level of social competency. A table for mean and standard deviation for students' perceived teaching competence was also made, it showed that (M=3.09 and SD=.41) which describes the level of the students' perceived teaching competence as high teaching competence. Last but not the least, the average interpretations of teachers' teaching competence are (M=3.19 and SD=.22). This reveals that the teachers have a high level of teaching competence.

Conclusion

1. The study shows that there is a significant relationship between emotional and social competency as such, the emotions of teachers may affect their social competency or vice versa. As such, the null hypothesis "There is no significant relationship between social competency and emotional competency" was rejected.

2. The correlation for the social competency and teaching competence showed positive relationship. This only means that ability of a teacher to communicate affects the proficiency of their teaching and vice versa. Therefore, the null hypothesis "There is no significant relationship between social competency and teaching competence" was rejected.

3. The results showed that there is a significant relationship between emotional and teaching competence. A teacher's ability to address the emotion of their students and as well as their own emotional well-being affects their teaching competence and vice versa. The null hypothesis "There is no significant relationship between emotional competency and teaching competence" was rejected

4. The one sample T- test for the teachers' perceived teaching competence and students' perceived teaching competence showed that there is a significant difference between their perceptions. This means that the perception of the teachers in their teaching competence is not reliable as the students have different perception on the matter as well. Therefore, the null hypothesis "There is no significant difference in the level of teaching competenc based on teacher's competence and student's competency." was rejected.

5. The linear regression for social, emotional and teaching competence showed that social competency as a positive predictor of teaching competence. In contrast, emotional competency is not a significant predictor of teaching competence.

Recommendation

1.　To the students, recognize their roles as students and their behavior as contributive in their teachers' social, emotional and teaching competence. Moreover, given that the teacher's social, emotional and teaching competence is high; they might be in the positive receiving end if teachers would be able to perform their duties well.

2.　For the administrators**,** the researchers recommend that the administrators should consider providing periodical seminars in order to sharpen and improve the social and emotional competency of the teachers since the mentioned variables have significant relationship on the teaching competence.

To the future researcher**,** since the current researchers employed a non-probability sampling procedure in choosing their respondents, it is recommended that future researchers to use probability sampling. The results in using probability sampling might differ from the current study. It is also recommended to conduct the same study albeit only in a different setting in order to see if the results would stay the same if the location is changed.

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