



# Exploring The Relationship Between Teacher Interns' Self-Efficacy and Emotional Intelligence

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**Abstract.** This study examines how teacher interns' self-efficacy and emotional intelligence interact, and how this affects their effectiveness as educators. As these interns play a key role in shaping the future of education, it is important to understand what contributes to their success in the classroom. The study surveyed 381 teacher interns using a descriptive correlation design and also conducted unstructured interviews to get a more comprehensive understanding of their self-efficacy beliefs and emotional intelligence competencies. The results showed that the teacher interns had high levels of self-efficacy, particularly in their belief in personal ability and the idea that ability grows with effort. This indicates that they are enthusiastic about overcoming any challenges they may face during their internship. Furthermore, the instructor understudies illustrated tall levels of passionate insights in terms of self-awareness, overseeing feelings, persuading oneself, compassion, and social aptitudes, which appears they are prepared to seek after on-site instructing internships. The information moreover uncovered that the instructor interns' self-efficacy is unequivocally related with their passionate insights. At long last, the ponder found a powerless relationship between self-efficacy and sex.

**Keywords:** Self-efficacy, emotional intelligence, Teacher interns, teaching internship, descriptive correlation design

## 1 Introduction

The Philippines is one of the ten member states of the ASEAN, along with Brunei, Cambodia, Indonesia, Laos, Malaysia, Myanmar, Singapore, Thailand, and Vietnam. The ASEAN Qualifications Reference Framework (AQRF) serves as a common reference for comparing educational qualifications across all participating ASEAN member states [1]. In 2019, the AQRF Committee sent a letter to former DepEd Secretary Leonor Magtolis Briones, endorsing the Philippine report as aligned with the AQRF Referencing Criteria. This report outlines the Philippine education and training system, procedures for qualification inclusion, and the connection between qualification levels in the PQF and the AQRF. Therefore, the Philippine Education System is in compliance with global standards.

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In response to concerns about the quality of education in the Philippines, the Department of Education issued the "National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST)" in 2017. The PPST establishes teacher standards and guidelines to ensure high-quality education [2]. The DepEd recognizes that professional development and lifelong learning are essential for teachers to meet these standards and provide quality education. By improving the quality of teachers, the Philippines aims to promote sustainable nation-building.

The Commission on Higher Education (CHED) in the Philippines has issued a memorandum order regarding the teacher training program. The order, entitled "Revised Guidelines for Internship Program in the Philippines," aims to promote policies, systems, procedures, and programs that address globalization, changing policies, and liberalization of trade in higher education [3]. As per Article I, Section 3 of the CHED Memorandum Order No. 104, series of 2017, the commission requires student internships and establishes strong academic linkages between higher education institutions (HEIs) and recognized organizations to provide students with competitive skills and attitudes for employment. The commission's objective is to provide students with practical knowledge, skills, and desirable attitudes through complementing their formal teacher training. The students will gain hands-on experience in a recognized Host Training Establishment, as stated in Article I, section 1, CMO # 104, 2. 2017.

In a Teacher Education Program, the final course before becoming a teacher is called Teaching Internship. This course is designed to be the culminating learning experience for future teachers, helping them become reflective practitioners and emerging leaders who conduct themselves ethically and professionally [4]. After completing all academic requirements and field study courses, preservice teachers in teacher education programs must undergo a teaching internship. This internship is a one-semester full-time experiential learning course that immerses teacher interns in an actual classroom scenario, allowing them to contextualize the learning they have acquired from their Professional Education and Specialization Courses. It is a crucial part of the Teacher Education Curriculum.

On March 12, 2020, the World Health Organization (WHO) declared the Coronavirus disease 2019 (COVID-19) a global pandemic [5]. This declaration had a significant impact on various aspects of people's lives worldwide, including business, industry, and education sectors. To continue delivering education to private and public schools, new teaching and learning methods had to be adopted. However, these newer modalities of learning affected the transfer of knowledge among students and resulted in a decline in academic performance and negative effects on their mental health.

Since the declaration of the global pandemic, NEUST in general, and the College of Education in particular, have been exploring ways to address the possible effects of delivering instruction by adopting blended, flexible, and modular modalities of learning. The college primarily caters to students from poor families, not only in Cabanatuan City but also in the province and some parts of the region.

A survey conducted by the university revealed that most students cannot financially sustain online learning, while others face problems with poor internet connectivity. As a result, online learning is combined with modular distance learning. The college provides assistance to students for academic, personal, financial, and mental health

concerns to minimize possible gaps in knowledge, skills, and competencies required among students that may be brought about by the adoption of newer modalities.

A study conducted by Dargo and Dimas (2021) revealed a 2.25% decrease in the GWA of learners after the implementation of Modular Distance Learning. However, a review of various articles explaining the effect of the modular learning approach published from 2016-2021 by Betlen (2021) concluded that there was a significant increase in the academic performance of students in Mathematics, Science, and English who used the modular learning approach. Therefore, the College of Education of NEUST, Sumacab Campus, consistently follows the mandates of educational agencies and constantly innovates to manage whatever negative effects the current situation may bring. This ensures that students are acquiring knowledge and essential competencies (knowledge, skills, values, and attitudes) as prescribed in their respective programs, especially in preparing them for the last step of their Teacher Education journey - the teaching internship.

At this stage, students are about to embark on a teaching internship experience in different cooperating schools. This internship will immerse them in real-life school and classroom scenarios, and they are expected to be mentally, physically, and emotionally prepared. They are expected to demonstrate the content knowledge and pedagogical skills they have acquired. To successfully complete the 500 hours teaching internship requirement, they must demonstrate basic competencies such as lesson planning, facilitating the instructional process, and classroom management. In addition, teacher interns must be holistically prepared for the next milestone in their pre-service journey into the teaching profession.

Fundamentally, the study aimed to explore the relationship between self-efficacy and emotional intelligence of Teacher Interns of the College of Education during the Second Semester of the Academic Year 2022-2023.

## 1.1 Statement of the Problem

The study sought to determine the self-efficacy and emotional intelligence of Teacher Interns during the 2<sup>nd</sup> semester of the Academic Year 2022 – 2023. Specifically, it focused on the following research questions:

1. How may the profile of the teacher interns be described:
  - 1.1 Age;
  - 1.2 Sex;
  - 1.3 Marital status;
  - 1.4 Program; and
  - 1.5 Major/specialization?
2. How may the self-efficacy of the teacher interns be described?
3. How may the emotional intelligence of teacher interns be described in terms of:
  - 3.1 Self-awareness;
  - 3.2 Managing emotions;
  - 3.3 Motivating oneself;
  - 3.4 Empathy; and
  - 3.5 Social skills?

4. Is there a significant relationship between teacher interns' self-efficacy and emotional intelligence when grouped according to their profile?
5. What enhancement may be proposed in the revision of the COED Internship Manual based on the result of the study?

## 1.2 Hypothesis

There is no significant relationship between teacher interns' self-efficacy and emotional intelligence when grouped according to their profile.

## 1.3 Conceptual/Theoretical Framework

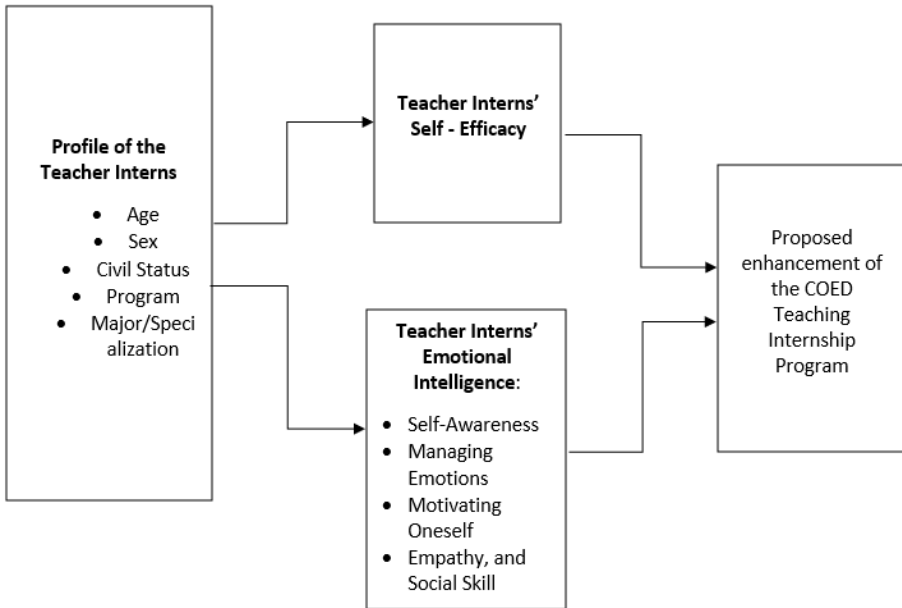
Self-efficacy theory is part of social cognitive theory, which was proposed by Albert Bandura in 1977 [8]. Self-efficacy theory explains how people's beliefs about their own abilities influence their behavior performance, and well-being [9]. According to Bandura, self-efficacy is influenced by four sources: mastery experience, vicarious experiences, verbal persuasion, and physiological emotional states. Self-efficacy theory suggests that individuals develop positive performance expectations for simple tasks and negative performance expectations for complex tasks [10]. Additionally, it's important to note that self-efficacy is different from self-esteem, which is an overall evaluation of oneself. Self-efficacy on the other hand, is a belief about one's capacity to perform a particular task [11]. In this study, investigating the self-efficacy of teacher interns is significant as it indicates their ability to perform their corresponding responsibility to be successful in their teaching internship course.

Aristotle once said that it's easy for anyone to get angry, but it's not easy to be angry with the right person, to the right degree, at the right time, for the right purpose, and in the right way. In his philosophical inquiry into virtue, character, and the good life, *The Nicomachean Ethics*, Aristotle pointed out that managing one's emotional life with intelligence is a challenging task. He believed that emotions are not the problem, but the appropriateness of emotions is. Therefore, a person needs a positive level of emotional intelligence to complete a seemingly difficult responsibility. Because of the complex nature of a teacher's role and their accountability in their students' learning, demonstrating emotional intelligence is crucial for teachers.

In 1995, Daniel Goleman introduced 'emotional intelligence' to a broader audience through his book of the same name [12]. Goleman defines emotional intelligence as a set of abilities or competencies that impact the performance of leaders. While traditional qualities such as intelligence, toughness, determination, and vision are essential for success, they are not enough. Truly effective leaders also possess a high degree of emotional intelligence. As teachers are considered educational leaders, their emotional intelligence plays a pivotal role in successfully managing their responsibilities. Similarly, teacher interns, who are the future educational leaders, also need to establish their emotional intelligence.

The study focused on investigating the self-efficacy and emotional intelligence levels of teacher interns. The results will be used to improve the COED-Teaching Internship Program, which is a final academic requirement for completing the course.

Figure 1 shows the paradigm of the study



**Fig. 1.** Research Paradigm

To evaluate the emotional intelligence and self-efficacy of teacher interns in the College of Education during the second semester of the 2022-2023 academic year, the following steps are taken:

1. The profile of the teacher interns is determined.
2. The self-efficacy and emotional intelligence of the teacher interns are described, focusing on Self-Awareness, Managing Emotions, Motivating Oneself, Empathy, and social skills. These factors determined the capacity of Teacher Interns to successfully perform and complete their Teaching Internship Activities.
3. The self-efficacy and emotional intelligence of Teacher Interns are compared.
4. Based on the results of the study, an improvement in the COED Teaching Internship manual is proposed.

The study provided valuable insights into the emotional intelligence and self-efficacy of teacher interns, and contributed to the enhancement of the teaching internship program.

## 2 Methodology

The research study used the descriptive method in general and the comparative design specifically. To measure the emotional intelligence of teacher interns, a survey instrument called the Emotional Intelligence Questionnaire by Daniel Goleman was utilized

[12]. The questionnaire consisted of five components: Self-awareness, self-regulation, internal motivation, empathy, and social skills. The five components of emotional intelligence were based on the work of Mayer, Salovey, and Caruso [13]. To measure the teacher interns' self-efficacy, the researcher used the Self-Efficacy Assessment Suite Technical Report Annex A: Self-Efficacy Questionnaire items by Gaumer and Noonan (2021) [11]. The questionnaire was given to 381 teacher interns who were enrolled in the Teaching Internship Program during the second semester of the Academic Year 2022-2023.

The study utilized frequency and percentage analysis to examine the respondents' profiles. Weighted mean was used to determine the levels of self-efficacy and emotional intelligence among the teacher interns. Additionally, Pearson product-moment correlation was used to explore the relationship between emotional intelligence, self-efficacy, and the respondents' profile.

In the conduct of the study, survey instrument was sent to teacher interns through their group messenger and official class group chats via Google Forms. The researcher obtained approval from the dean and support from the COED experiential learning team and teaching internship supervisor responsible for handling teaching internship classes in the second semester of the academic year 2022-2023.

### 3 Results and Discussion

**Table 1.** Age Distribution of the Respondents

<b>Age</b>	<b>Frequency</b>	<b>Percent</b>
18-21	184	48.3
22-25	193	50.7
26-29	2	.5
30 and above	2	.5
<b>Total</b>	<b>381</b>	<b>100.0</b>

Table 1 shows the demographic profile of teacher interns concerning their age. As shown in the table, it was revealed that 193 or 50.70% of the 381 respondents ages 22 – 25 years old. Also, 184 respondents or 48.30% of the total respondents ages 18 – 21 years old. They are a subgroup of the Millennial generation (which includes people born from 1980 to 2000).

Based from the survey results, it can be inferred that the majority of the respondent came from the age range 22 – 25 and 18-21 years old respectively. Based on these results we can infer that the majority of the respondents are regular fourth-year students while others are irregular students, transferees, and returnees who have taken four years or more to complete their degree. Additionally, they have finally reached the last semester of schooling to complete their Teacher Education degree. We can also infer from the result that they are already in the maturity stage, where they already know what they want to do (being able to make personal decision making) and what they want to focus on with their life (identity formation).

**Table 2.** Distribution of Respondents according to Sex

<b>Sex</b>	<b>Frequency</b>	<b>Percent</b>
Female	301	79.0
Male	80	21.0
<b>Total</b>	<b>381</b>	<b>100.0</b>

Table 2 shows the demographic profile of the respondents considering their sex. The table shows that 301 of the respondents or 79% of the total respondents were female. Also, it was revealed that 80 or 21% of the respondents were male.

The study revealed that a majority of the respondents were female students currently enrolled in various programs offered by the College of Education. It was observed that the Teacher Education programs are still predominantly female-dominated. However, the study also found that more and more males are showing interest in pursuing a teaching career. In the Philippines, the percentage of Primary Education teachers was reported at 87.42% in 2020, according to the World Bank collection of development indicators. A study by Bongco and Ancho titled "HisStory in a Feminized Teaching Profession in the Philippines" suggests that teaching is considered "women's work," especially in elementary schools [14]. The study also highlighted concerns about the lack of male teachers and calls for more men to join the profession. The study revealed that a majority of the respondents were female students currently enrolled in various programs offered by the College of Education. It was observed that the Teacher Education programs are still predominantly female-dominated. However, the study also found that more and more males are showing interest in pursuing a teaching career. In the Philippines, the percentage of Primary Education teachers was reported at 87.42% in 2020, according to the World Bank collection of development indicators [15].

**Table 3.** Distribution of Respondents according to Program

<b>Program</b>	<b>Frequency</b>	<b>Percent</b>
BEEd	145	38.1
BPED	74	19.4
BSEd	145	38.1
BSIE	5	1.3
BTLED	12	3.1
<b>Total</b>	<b>381</b>	<b>100.0</b>

Table 3 shows the distribution of the teacher interns according to the program they are enrolled in during the time of the survey. As shown in this table, Bachelor of Elementary Education and Bachelor of Secondary Education Programs both obtained 145 or 38.10% of the total respondents. Meanwhile, 74 or 19.40% of the total respondents are enrolled in the program Bachelor of Physical Education. BEEd program, at the time of the survey, consisted of seven (7) sections of Teacher Interns, the biggest number of sections admitted since the offering of the program in 2005. The Bachelor of Secondary Education program has seven (7) major/specialization offerings, consisting of English, Filipino, Mathematics, Science, Social Studies, and Physics. While BTLED and BPED

are the college's new program offerings which is why these two programs opened only one section each.

Based on the table presented, it was revealed that the majority of the respondents were currently enrolled in Bachelor of Elementary Education and Bachelor of Secondary Education programs. Considering this result, Bachelor of Secondary and Bachelor of Elementary are the Programs offerings that are preferred by students.

**Table 4.** Distribution of Respondents according to Specialization

<b>Specialization</b>	<b>Frequency</b>	<b>Percent</b>
English	100	26.2
General Education	145	38.1
Home Economics	12	3.1
Industrial Arts	5	1.3
Math	36	9.4
Physical Education	74	19.4
Science	9	2.4
<b>Total</b>	<b>381</b>	<b>100.0</b>

The data presented in Table 4 illustrates the distribution of teacher interns based on their area of specialization. The majority of respondents, accounting for 38.1%, are General Education majors from the Bachelor of Elementary Education Program. It's worth noting that currently, the Bachelor of Elementary Education Program only offers General Education as a major. Additionally, 26.2% of respondents are enrolled in the English program, 19.4% in Physical Education, 9.4% in Mathematics, and only 2.4% in Science. These results suggest that most students enrolled in the College of Education specialize in General Education, English, and Physical Education.

**Table 5.** Distribution of Respondents according to Marital Status

<b>Marital Status</b>	<b>Frequency</b>	<b>Percent</b>
Married	2	0.5
Single	379	99.5
<b>Total</b>	<b>381</b>	<b>100.0</b>

According to Table 5, almost all of the respondents (99.5%) were single, while only a tiny fraction (0.5%) were married. This suggests that the respondents were focused on finishing their education and establishing themselves in the teaching profession before settling down with a partner. The final year of the Education course is challenging and requires students to concentrate fully on their studies in order to meet all the academic requirements and graduate with a degree. After graduation, they will need to pass the Licensure Examination. Given these demands, starting a family or getting married during this time would be difficult.



**Table 6.** Self-Efficacy in terms of Belief in Personal Ability

	Statement	WM	Verbal Interpretation
1.	I can learn what is being taught in my classes.	3.45	Always
2.	I can figure out anything if I try hard enough.	3.39	Always
3.	If I practice every day, I could develop just about my skill.	3.64	Always
4.	Once I've decided to accomplish something that's important to me, I keep trying to accomplish it, even if it is harder than I thought.	3.65	Always
5.	I am confident that I will achieve the goals that I set for myself.	3.55	Always
6.	When I am struggling to accomplish something difficult, I focus on my progress instead of feeling discouraged.	3.40	Always
7.	I will succeed in whatever career path I choose.	3.49	Always
8.	I will succeed in whatever college major I choose.	3.38	Always
<b>Overall Mean</b>		<b>3.49</b>	<b>Always</b>

Self-efficacy refers to an individual's belief in their ability to meet expectations, accomplish goals, and tackle moderately challenging tasks. This belief in oneself leads to self-regulation and self-responsibility, which are both indicators of emotional intelligence.

Table 6 shows the self-efficacy of the respondents in terms of belief in personal ability, with an overall mean of 3.49, verbally interpreted as always. This implies that the respondents have a strong belief in their personal ability and that they are able to perform what is expected of them in the accomplishment of their responsibilities as teacher interns.

Indicator number 4, "Once I've decided to accomplish something that's important to me, I keep trying to accomplish it, even if it is harder than I thought," got the highest weighted mean of 3.65. Item number 3, "If I practice every day, I could develop just about my skill," and number 5, "I am confident that I will achieve the goals that I set for myself," also received high weighted means of 3.64 and 3.55, respectively.

This result reflects the resiliency among Filipinos, whatever difficulties and hardships they may encounter in life, they believe that they can quickly recover from it. A study conducted by Iaochite and Costa Filho analyzed the self-efficacy belief of teachers in teaching physical education. The study focused on how this belief was constructed from situations experienced during school-based teacher training. The findings of the study showed that student teachers displayed moderate to high self-efficacy belief, which was primarily supported by their teaching experiences and verbal persuasions. [16].

**Table 7.** Self – Efficacy in terms of Belief that Ability grows with Effort

Statement	WM	Verbal Interpretation
1. I believe hard work pays off.	3.45	Always
2. My ability grows with effort.	3.39	Always
3. I believe that the brain can be developed like a muscle.	3.64	Always
4. I think that no matter who you are, you can significantly change your level of talent.	3.65	Always
5. I can change my basic level of ability considerably.	3.55	Always
<b>Overall Mean</b>	<b>3.67</b>	<b>Always</b>

Table 7 presents the results of the study on Self-Efficacy in terms of the belief that ability grows with effort. The respondents answered always in all indicators, with an overall mean of 3.67. This means that the respondents are optimistic that they can develop and acquire the competencies necessary for their program of studies as long as they put in the effort.

It is important to note that these Teacher Interns underwent two years of flexible/modular teaching, which may result in more or less lapses in the competencies that they are expected to acquire because of the abrupt change in the mode/delivery of teaching due to the pandemic. Teaching requires high cognitive, behavioral, and emotional demands, and teacher interns need to develop and strengthen their personal belief that they can handle these challenges.

The respondents' answers to the items "I believe hard work pays off," "My ability grows with effort," "I believe that the brain can be developed like a muscle," "I think that no matter who you are, you can significantly change your level of talent," and "I can change my basic level of ability considerably" imply that they can overcome complex and difficult situations they may encounter as they complete their internship journey and become a future teacher someday.

Self-efficacy plays a significant role in a teacher's ability to facilitate student learning, engage students in the learning process, and manage the classroom environment. Individuals who possess high self-efficacy have the confidence, competence, and knowledge of appropriate strategies necessary to perform these tasks well. This, in turn, leads to higher levels of student engagement, motivation and investment in the learning process. The beliefs of preservice teachers regarding their self-efficacy have a significant impact on their future orientation towards the profession and their commitment to continuing in a Teacher Education Program and entering the field.

As per Smith's (2020) research, a growth mindset is the belief that intelligence and ability can be developed through learning and effort. People who possess a growth mindset consider setbacks as an essential part of the learning process and respond to failures by putting in more effort [17]. This mindset has a positive impact on motivation and academic performance in students. Limited evidence from neuroscience suggests that the brains of individuals with a growth mindset show more activity than those with a fixed mindset, specifically in areas linked with learning and error correction.

### 3.1 Emotional Intelligence of Teacher Interns in terms of:

#### Self-Awareness

**Table 8.** Emotional Intelligence of Teacher Interns Based on Self-awareness

Statement	WM	Verbal Interpretation
1. I am aware of my mood swings quickly.	3.18	Often
2. I am aware of my happy moments.	3.66	Always
3. I can usually tell when I'm being pushed.	3.51	Always
4. I am aware of when I am acting in a "emotional" manner.	3.49	Always
5. Generally speaking, I can explain why I'm feeling tense.	3.08	Often
6. I am always aware of when I am being ridiculous.	3.13	Often
7. I consider mindfulness of my sentiments to be really essential at all times.	3.61	Always
8. In the unlikely event that someone has agitated or upset me, I can tell.	3.27	Always
9. I have the ability to quickly let anger "go" so that it no longer affects me.	3.02	Often
10. I am aware of what gives me joy.	3.56	Always
<b>Overall Mean</b>	<b>3.35</b>	<b>Always</b>

The study found that the respondents had a high level of emotional intelligence in terms of self-awareness, with an overall mean score of 3.35, which is interpreted as 'always'. According to Goleman, self-awareness means the ability to recognize one's own emotions and understand their impact. The indicators "I know when I am happy" (3.66), "Awareness of my own emotions is very important to me at all times" (3.61), "I know what makes me happy" (3.56), "I usually recognize when I am stressed" (3.51), "when I am being emotional, I am aware of this" (3.49), and "I can tell if someone has upset or annoyed me" (3.27), all received a verbal interpretation of 'always'. This suggests that the respondents were consistently aware of their own emotions, particularly what makes them happy and annoyed.

The study also found that respondents were often aware when they "immediately lose their temper" (3.18), when they are "being unreasonable" (3.13), "when anxious, they can account for the reason" (3.08), and they can "let the anger go quickly so that it will no longer affect them" (3.02). This implies that teacher interns have the ability to recognize their own emotions and are also aware of the potential impact of those emotions. Being aware of themselves enables them to maintain control over their emotions even in difficult situations.

Researchers agree that Emotional Intelligence involves the greater awareness of emotions and the ability to regulate and manage them in a productive and adaptive way [18] [19]. Previous studies suggest that individuals who are high in Emotional Intelligence are well-adjusted and capable of perceiving and analyzing situations and

contexts, using emotions to guide thought and action, and reflecting on their emotions to facilitate intellectual growth [20] [21] [22] [23].

## Managing emotions

**Table 9.** Emotional Intelligence Based on Managing Emotions

Statement	WM	Verbal Interpretation
1. I can quickly 'reframe' dreadful situations.	2.91	Often
2. I don't show off my emotions.	2.85	Often
3. It's rare for others to determine my temperament.	2.96	Often
4. I don't often lose my cool around others.	2.80	Often
5. I don't bother difficult people.	2.71	Often
6. I can consciously change my temperament or mental model.	3.00	Often
7. After I finish my task, I don't let stressful situations or people affect me.	3.13	Often
8. I rarely get stressed out about my job or life in general.	2.99	Often
9. If necessary, I am able to suppress my feelings.	3.14	Often
10. People frequently don't understand how I feel about certain things.	3.14	Often
<b>Overall Mean</b>	2.96	Often

The table displays the emotional intelligence of the respondents based on their ability to manage emotions. The overall mean score obtained is 2.96, which is interpreted as "often." The two items "I can suppress my emotions when I need to" and "others often do not know how I am feeling about things" received the highest weighted mean score of 3.14, indicating that the respondents are capable of managing their emotions well. Other items, such as "I rarely worry about work or life in general" (2.99), "I can consciously alter my frame of mind or mood" (3.00), and "others can rarely tell what kind of mood I am in" (2.96), received slightly lower scores. These results suggest that the respondents possess good emotional management skills, which is an important quality for handling stressful situations.

However, it is important to note that even though teacher interns are emotionally skilled, they are not immune to emotional setbacks. Until they are fully in control of their emotions, they can still be affected by them. According to Goleman's (1998) emotional intelligence model, self-management is one of four key constructs, which refers to controlling one's emotions and impulses and adapting them according to different situations [21]. The good emotional management skills demonstrated by teacher interns in this study suggest that they can handle the emotional demands of a teaching job, this is hard and difficult at times.

Emotionally intelligent teachers can maintain a positive state of mind and avoid dysfunctional emotions, especially when dealing with difficult situations such as heavy

workloads and unruly students. By using emotions in adaptive ways, they can alleviate feelings of frustration [24] [25].

### Motivating oneself

**Table 10.** Emotional Intelligence Based on Motivating Oneself

Statement	WM	Verbal Interpretation
1. I can continuously spur myself to do troublesome assignments.	3.40	Always
2. At work, I am usually able to prioritise and complete necessary activities.	3.45	Always
3. I consistently fulfil deadlines.	3.39	Always
4. I don't waste time.	2.98	Often
5. I don't equivocate.	2.97	Often
6. I acknowledge that you should handle the difficult tasks first.	3.16	Often
7. I may subscribe to the theory of delayed pleasure.	2.97	Often
8. 'Action this day' is accepted.	3.29	Always
9. I can convince myself over and over again that I feel good.	3.35	Always
10. My success has been largely attributed to inspiration.	3.62	Always
<b>Overall Mean</b>	<b>3.26</b>	<b>Always</b>

Table 10 displays the emotional intelligence levels of the students regarding self-motivation, with a mean score of 3.26, which indicates that they are consistently self-motivated. Motivation is the driving force that inspires students to achieve their goals. It is the spark that ignites action. Motivation levels influence a student's choice of action, and the intensity and persistence of their efforts. High motivation levels lead to high levels of effort and energy. Motivation is a determining factor in whether a student will approach a task with enthusiasm or lackluster attitude [26].

Based on the results, the respondents have a positive level of emotional intelligence reflected in their ability to self-motivate. They believe that motivation is key to their success (3.62), Set priorities for and finish critical tasks at work. (3.45), motivate themselves to do difficult tasks (3.40), and meet deadlines (3.39). Numerous studies have shown that teachers who possess high self-efficacy are more motivated to persist even in the face of setbacks and are willing to make an effort to overcome obstacles (Ross, 1994; [8], [28], [29]). In contrast, individuals with low self-efficacy tend to invest less and give up more easily. Ross (1994) found that teachers' self-efficacy is positively linked to their behavior [30]. Teachers who have high self-efficacy are more likely to learn and use innovative teaching techniques and procedures, and give struggling pupils extra support. Additionally, studies indicate that those with high levels of self-efficacy are better equipped to handle work-family issues when they do occur. (Ross, 1994; [8], [31]). Given the above, it is expected that self-efficacy is related to teachers' work attitudes, including career commitment, organizational commitment, and work-family conflicts.

## Empathy

**Table 11.** Emotional Intelligence Based on Empathy

Statement	WM	Verbal Interpretation
1. I can always see things from the perspective of the other person.	3.22	Often
2. I have a great ability to understand other people's problems.	3.11	Often
3. I am able to discern whether someone is unhappy with me.	3.32	Always
4. I am able to detect interpersonal conflict within a group.	3.25	Often
5. I typically understand the reasons behind people's harsh behaviour towards me.	3.14	Often
6. Some people are merely "different," not "difficult."	3.43	Always
7. If I'm being unreasonable, I can understand.	3.21	Often
8. I am aware that occasionally people may find offence in what I do.	3.34	Always
9. I am occasionally able to perceive things from their perspectives.	3.27	Always
10. I can always tell why two things differ.	3.18	Often
<b>Overall Mean</b>	<b>3.25</b>	<b>Often</b>

Based on empathy, the pupils' emotional intelligence is displayed in the table. The act of empathising involves being cognizant of, sensitive to, and able to experience other people's feelings, ideas, and experiences in a virtual manner. [32] It is the capacity of a person to feel what another person is feeling, or being able to put himself/or herself in another's situation. As can be seen from the result the overall mean is 3.25 verbally interpreted as often. The following indicators have been rated with a verbal interpretation of always: "Other individuals are not 'difficult', just 'different'" (3.43), "I can understand why my actions sometimes offend others" (3.34), "I can tell if someone is not happy with me" (3.32), "I can sometimes see things from others' points of view" (3.27).

The findings indicate that the following items have been verbally interpreted as occurring "often": I am always able to understand things from the perspective of the other person (3.22), I can recognize when I am being unreasonable (3.21), the reasons behind disagreements are always evident to me (3.18), and I am very good at empathizing with someone else's problem (3.11). It means that the respondents have a good deal of empathy. Being able to understand and accept himself/herself and what others are feeling, make them realize and accept that all of us may be sharing the same sentiments, experiencing difficulties and challenges, and that people should always learn to adjust in

every situation that they may be in even if it will cause them to experience stress. Having empathy makes a person good at managing stress. And in turn, if a person is good at managing stress, he/she has a positive level of emotional intelligence.

### Social skills

**Table 12.** Emotional Intelligence Based on Social Skills

	<b>Statement</b>	<b>WM</b>	<b>Verbal Interpretation</b>
1.	I am an excellent listener.	3.30	Always
2.	I never interrupt other people's conversation.	3.28	Always
3.	I am good at adapting and mixing with a variety of people.	3.26	Often
4.	People are the most interesting thing in life for me.	3.20	Often
5.	I love to meet new people and get to know what makes them 'tick'.	3.22	Often
6.	I need a variety of work/colleagues to make my job interesting.	3.15	Often
7.	I like to ask questions to find out what it is important to people.	3.32	Always
8.	I see working with difficult people as simply a challenge to win them over.	3.08	Often
9.	I am good at reconciling differences with other people.	3.12	Often
10.	I usually establish strong bonds with the people I work with	3.37	Always
	<b>Overall Mean</b>	<b>3.23</b>	<b>Often</b>

Table 12 displays the results of teacher interns' emotional intelligence with regards to their social skills. According to Herryty (2023), social skills are crucial in building personal and professional relationships, which are used daily to communicate with others through various means such as verbal, non-verbal, written, and visual [33]. Furthermore, social awareness, as explained by Goleman (2008) and cited by Minton (2012), is the ability to sense, understand, and react to others' emotions while comprehending group and social dynamics [34] [35]. To be successful as teacher interns, they must possess both social skills and social awareness. The table's Emotional Intelligence results based on Social Skills reveal that teacher interns often exhibit social skills in their interactions and communication with different people in their environment, with an overall mean score of 3.23. Specifically, the items, "I generally build solid relationships with those I work with" (3.37); "I like to ask questions to find out what is important to people" (3.32); "I am an excellent listener" (3.30); and "I never interrupt other people's

conversation" (3.28) all received a verbal interpretation of "always". Humans are social beings, and therefore, they must demonstrate social skills and social awareness to interact and communicate effectively in society. As Kurt Lewin, the father of social psychology, once said, "A person who has learned to see how much his own fate depends upon the fate of his entire group will be eager to take over a fair share of responsibility for its welfare" [36].

### 3.2 Results of Correlation Analysis

The results of the correlation study carried out on the variables under investigation are shown in Table 13. The table demonstrates that the respondents' self-efficacy and emotional intelligence are highly correlated. At a 99% confidence level, this link is substantial, indicating that people with high emotional intelligence also typically have high self-efficacy. This outcome is consistent with a study by Cong W, Li P (2022) called *The Relationship Between Communication Apprehension, Self-Efficacy, and Emotional Intelligence in EFL Learners*. Emotional intelligence and self-efficacy have been shown to positive and significantly correlated, according to the literature. [37]. Interpersonal connections, self-awareness, problem-solving abilities, self-adequacy, self-confidence, self-actualization, and stress tolerance have all been demonstrated in studies to function as mediator variables in the association between EFL learners' self-efficacy and emotional intelligence. Subsequently, in the study conducted by Chang and Tsai (2022) on *The Effect of University Students' Emotional Intelligence, Learning Motivation, and Self-Efficacy on their Academic Achievement*, they found that the student's emotional intelligence had a positive effect on their learning motivation and self-efficacy [38]. Moreover, mediation analysis showed that the relationship between emotional intelligence and academic achievement was sequentially mediated by learning motivation and self-efficacy.

A 2009 study by Rathi and Rastogi on 120 workers in various Indian organizations found that occupational self-efficacy and emotional intelligence (EI) were positively and significantly correlated ( $p < 0.01$ ). Nonetheless, a weak but favorable correlation between EI and organizational commitment was found. [39]. Additionally, a low positive association was found between occupational self-efficacy and organizational commitment. This research suggests that EI and occupational self-efficacy have a significant relationship with various organizationally desirable outcomes. Hence, understanding the levels of EI and occupational self-efficacy is beneficial in making the appropriate actions, including holding training sessions, to improve certain proficiencies among staff members.

Also, the data shows that at 95% level of confidence, it was revealed that the self-efficacy of the teacher interns has a very weak correlation to their sex. It can be deduced based on this result that female respondents tend to have greater self-efficacy compared to males. A study conducted by Ellis D. Evans and Margaret Tribble in 1986 found that female and preservice elementary teachers have a stronger sense of teacher efficacy and commitment to teaching than their secondary and male counterparts [41]. This disparity among secondary and male preservice teachers should be further examined during the



teacher preparation period. However, a study conducted by Salavera, Usan & Jarie in 2017 found that gender did not affect self-efficacy, social skills, and emotional intelligence. These variables showed similar correlation indices in both females and males [41].

The findings of Maccoby's (1917) study, which found no discernible differences between boys' and girls' total intellectual capacity, are consistent with this conclusion.[42]. However, girls outperform boys in the classroom due to their higher effort, more enthusiasm, and improved work habits. Furthermore, gender studies conducted in the 1970s tended to highlight the distinctions between men and women. However, a meta-analysis of 85 published and unpublished research from 1989 to 2020 was carried out by Livinti, et.al (2021) that examines the connections between 14 other pertinent characteristics and self-efficacy, the authors discovered that there is no significant correlation between research self-efficacy and participant age or gender [43].

Organisations must choose educators with strong emotional intelligence and self-efficacy as this could potentially enhance their ability to retain their precious personnel.[44].

**Table 13.** Results of Correlation Analysis

		Self-Ef- ficacy	Emotional Intelli- gence	Age	Sex	Speciali- zation	Civil Status
Self-Efficacy	Pearson Correla- tion	1	.663**	.039	.002	.085	.063
	Sig. (2- tailed)		.000	.443	.977	.098	.217
	N	381	381	381	381	381	381
Emotional Intelligence	Pearson Correla- tion	.663**	1	.032	.103*	.043	.010
	Sig. (2- tailed)	.000		.534	.044	.407	.852
	N	381	381	381	381	381	381
Age	Pearson Correla- tion	.039	.032	1	-.096	-.054	.161**
	Sig. (2- tailed)	.443	.534		.061	.297	.002
	N	381	381	381	381	381	381
Sex	Pearson Correla- tion	.002	.103*	-.096	1	.257**	-.037
	Sig. (2- tailed)	.977	.044	.061		.000	.466
	N	381	381	381	381	381	381

		Self-Ef- ficacy	Emotional Intelli- gence	Age	Sex	Speciali- zation	Civil Status
Specializa- tion	Pearson Correla- tion	.085	.043	-.054	.257**	1	.108*
	Sig. (2- tailed)	.098	.407	.297	.000		.035
	N	381	381	381	381	381	381
Civil Status	Pearson Correla- tion	.063	.010	.161**	-.037	.108*	1
	Sig. (2- tailed)	.217	.852	.002	.466	.035	
	N	381	381	381	381	381	381

## 4 Conclusions

1. Teacher interns are in their final year and semester of education, determined to start their teaching careers.
2. As teacher interns, they have an unwavering belief in their ability to manage their responsibilities in their cooperating schools. They also recognize the importance of the competencies they acquire (knowledge, values, skills, and attitudes) to the success of their internship.
3. The teacher interns believe they can successfully accomplish their tasks despite personal and academic weaknesses.
4. Teacher interns with high emotional intelligence tend to exhibit greater self-efficacy. Additionally, female teacher interns display higher self-efficacy than males.

## 5 Recommendations

1. Further study on self-efficacy and emotional intelligence should include teacher interns from other NEUST campuses that offer Teacher Education Programs.
2. To sustain the self-efficacy of teacher interns, training workshops should be continued and enhanced during pre-teaching internship deployment. The workshops should cover lesson planning and teaching preparation, IMs development, and research capability building. Post-deployment training workshops must also be conducted to assist teacher interns in their future professional career.
3. It is crucial that the Teaching Internship Program prioritizes mental health concerns. This should include training in managing emotions, self-motivation, developing empathy, and improving social skills, among other topics. Additionally, a psychological examination should be required for all interns and integrated into the Teaching Internship Program.

## 6 Authors' Contributions

The author, Dr. Mary Jane L. Tomas, was the one who designed and implemented the research, analyzed the results, and wrote the manuscript.

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