

EMOTIONAL QUOTIENT AND INTERPERSONAL COMMUNICATION SKILLS OF SENIOR HIGH SCHOOL TEACHERS DURING THE COVID-19 PANDEMIC



Clarisse Anne G. Lebios

Aldin C. Llaneta

Jose Miguel G. Miana

Abstract

Teachers' emotional quotient and interpersonal communication skills are determinants of their career success and job satisfaction. These became the subject of public interest since and had become important in the field of education; however, there is a dearth in senior high school teachers' emotional quotient and interpersonal communication skills in online distance education during the COVID-19 pandemic. To address the existing gap, the researchers completed this study through quantitative surveys to measure the relationship between the levels of EQ and ICS of 48 senior high school teachers in University of Perpetual Help System Laguna-JONELTA, during the A.Y. 2021-2022. The researchers gathered data using the Emotional Intelligence Scale and Interpersonal Communication Skills Inventory. Based on the findings of the study, the respondents who are aged 20-30, female, bachelor's degree holders, English language teachers, and teaching for at least 1 year to 10 years have an average level of emotional quotient in online distance education during the COVID-19 pandemic. While senior high school teachers possess a high level of interpersonal communication skills in terms of sending clear messages and good in giving and getting feedback, it is alarming that they are not good listeners and have a hard time handling emotional interaction. It was also revealed that teachers' age, gender, educational attainment, specialization/major, and years of teaching are not determinants of emotional quotient and interpersonal communication skills. The respondents' average level of emotional quotient does not depend on their low level of interpersonal communication skills.

Keywords:

Emotional quotient, emotional intelligence, interpersonal communication skills, senior high school teachers, COVID-19 pandemic