

**CULTURAL AND LINGUISTIC COMPETENCY OF TEACHERS AND  
EMOTIONAL QUOTIENT OF BAGOBO-TAGABAWA STUDENTS**

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In Partial Fulfillment  
of the Requirements for the degree  
Master of Arts in Education  
Major in Educational Management

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March 2019

## APPROVAL SHEET

This thesis entitled “**CULTURAL AND LINGUISTIC COMPETENCY OF TEACHERS AND EMOTIONAL QUOTIENT OF BAGOBO-TAGABAWA STUDENTS**” prepared and submitted by **Emily V. Igcalinos** in partial fulfillment of the requirements for the degree **Master of Arts in Education, major in Educational Management**, has been examined and is hereby recommended for oral examination, approval and acceptance.

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## ABSTRACT

This study aimed to determine which domain on cultural and linguistic competency of teachers best influences the emotional quotient of Bagobo-Tagabawa students. This study utilized the non-experimental quantitative research design using descriptive-correlational technique with 138 Grade Five and Six Students of Digos City Division, Philippines. The study was conducted on the first semester of school year 2015-2016. Research instruments on cultural and linguistic competency of teachers and emotional quotient were used as sources of data. The study showed the following results: very high level of cultural and linguistic competency of teachers; very high level of emotional quotient of Bagobo-Tagabawa students; cultural and linguistic competency of teachers and emotional quotient of Bagobo-Tagabawa students are significantly correlated. There was no domain in cultural and linguistic competency of teachers that significantly influenced emotional quotient of the students.

Keywords: *educational management, cultural and linguistic competency of teachers, emotional quotient, Philippines*

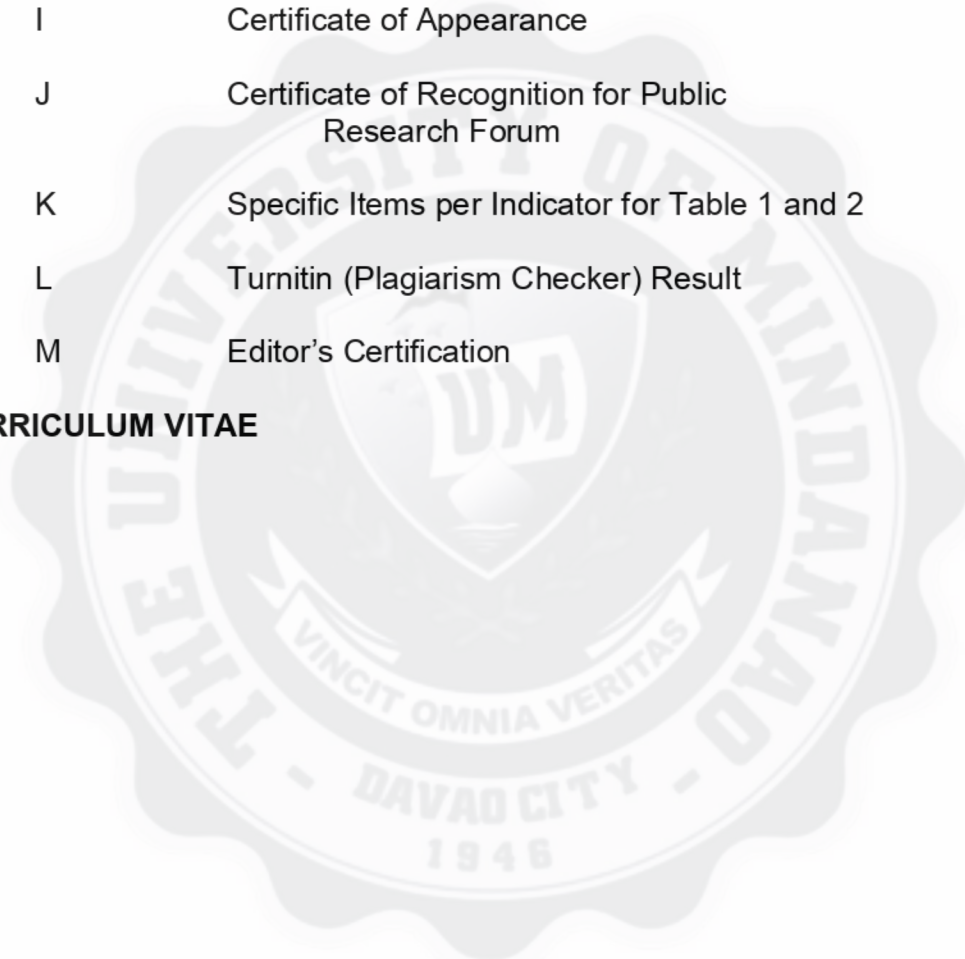
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## DEDICATION

This book is emphatically dedicated to all individuals who served as my inspiration for the success of this academic endeavor. To my husband , whose kind understanding and love supported me all the way; to my precious children , for their constant affection that are so inspiring; to my colleagues, for their encouragement to aim higher pursuits; to my sisters and parents, for their payers; and to my relatives and friends, for their moral support; and above all, to the ALMIGHTY FATHER, for His grace and abundant blessings that has sustained me in everything.

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A large, faint watermark of the University of Mindanao seal is centered on the page. The seal is circular with a scalloped edge. It features a central shield with a book and a lamp, with the letters 'UM' below it. The outer ring of the seal contains the text 'THE UNIVERSITY OF MINDANAO' at the top, 'DAVAO CITY' at the bottom, and '1946' at the very bottom. A banner across the middle of the seal reads 'VINCIT OMNIA VERITAS'.

# Chapter 1

## INTRODUCTION

### Rationale

Today's children in spite of being smarter as seen on their higher intelligence quotient levels, are not so smart about feelings, may it be of their own and others. They are showing disturbing manifestations of increased anger proneness, loneliness, aggression and impulsive behavior in them. More so, students with poor emotional quotient do not take responsibilities for their own feelings; but blame others instead, cannot tell why they feel the way, and worst, attack, blame, command, criticize, interrupt, invalidate, lecture, advise and judge others (Gilman, Furlong, & Huebner, 2009).

Emotional Intelligence plays a vital role in students' success. To establish a culture of caring and support among the students in the classroom, it is essential that students must have a high sense of emotional intelligence. More so, a high emotional intelligence of students will allow them to adjust easily to varying circumstance in the classroom. A good sense of emotional intelligence also leads students to perfectly collaborate with classmates in delivering performance tasks (Wolfe & McIsaac, 2011).

The cultural and linguistic competency of teachers help students develop emotional quotient. Teachers with a wide knowledge of students' culture essentially create a classroom atmosphere that is favorable to students to acquire emotional quotient. This is mainly because these teachers use the cultural background of the students and integrate them in the lesson through a

linguistic competence that communicates fairness and kind words making students feel that they matter and they feel valued at all times (Barlow & McMillan, 2010).

The importance of teachers to develop a learning environment that is relevant to and reflective of their students' social, cultural, and linguistic experiences to student's emotional quotient cannot be overemphasized. It is in the above context that the researcher conducted a study on the two variables. This is the study on the relationship between cultural and linguistic competency of teachers who are not members of the indigenous tribes and the emotional quotient of Bagobo-Tagabawa students. The researcher has hardly come across a study on the relationship between the two variables in the local setting. The realization of this study, therefore, is a contribution to new knowledge and the existing literature on each of the topics covered in this study.

### **Research Objective**

This study aims to determine which domains of cultural and linguistic competence of teachers best influences the emotional quotient of Bagobo-Tagabawa students.

Specifically, it sought to attain the following objectives:

1. To assess the level of cultural and linguistic competency of teachers in terms of:
  - 1.1. physical environment, materials, and resources;
  - 1.2. communication styles, and
  - 1.3. values and attitudes

2. To ascertain the level of emotional quotient of Bagobo-Tagabawa students in terms of:

- 2.1 self-awareness;
- 2.2 self-management;
- 2.3 social awareness, and
- 2.4 social skills

3. To determine the significant relationship between cultural and linguistic competency of teachers and the emotional quotient of Bagobo-Tagabawa students.

4. To find out which domains of cultural and linguistic competence of teachers best influences the emotional quotient of Bagobo-Tagabawa students.

### **Hypothesis**

The following null hypotheses were treated at 0.05 level of significance.

1. There is no significant relationship between the cultural and linguistic competency of teachers and the emotional quotient of Bagobo-Tagabawa students.

2. There is no domains of cultural and linguistic competence of teachers best influences the emotional quotient of Bagobo-Tagabawa students.

### **Review of Related Literature**

Provided in this section are the discussions on the principles, concepts, ideas and viewpoints of various authors. The first variable, *cultural and linguistic competency of Teachers* which focused on the following indicators: *physical*

*environment, materials, and resources, communication styles, and values and attitudes.* An adopted questionnaire developed by Goode (2009) was used in gathering data for the first variable in this study.

The second variable, *emotional quotient of Bagobo-Tagabawa students*, had the following indicators: *self-awareness, self-management, social awareness, and social skills* was answered by the questionnaire which was adopted test developed by Marwaha (2015).

### **Cultural and Linguistic Competency of Teachers**

For teaching to become meaningful and successful, teachers must manifest a good sense of cultural and linguistic competence of the students' culture. Whenever possible, every teacher in the cultural community classroom must acknowledge the significance of the students' culture as an important element in designing learning activities. The teacher's knowledge of students' cultural background will guide them in conceptualizing relevant and authentic learning experiences that students can relate with. Moreover, effective teaching practices can be achieved when teachers contextualize the lessons and recognize the importance of inclusion of students' cultural background in the lessons (Gay, 2010; Groulx & Silva, 2010; Jabbar & Hardaker, 2012).

Over the years, many educational scholars agreed that the teacher's cultural and linguistic competence greatly help in bringing meaningful classroom situations. Once the teachers understand the cultural background of the students, teaching process becomes a link to learning the competency and the development of students' culture. This is because teachers can easily give

examples in the lessons which depict the life situations of students. Hence, teachers can also integrate students' culture in the lessons (Eaves, 2009; Gu, Schweisfurth & Day, 2009; Jackson, 2011).

In addition, in any learning experience, teachers should always consider that the students' culture is central to learning. This means that teachers should understand the culture of the students to integrate cultural beliefs into lessons. The more teachers develop familiarity with students' cultural background the better the learning process can be. This implies that teachers have to fully understand the cultural background of the students in order to create a meaningful classroom learning experiences (Gay, 2010; Sheets, 2009; Young, 2010).

Meanwhile, the teacher's linguistic competency is as important as understanding students' cultural background. This is because teaching necessarily entails giving instruction and to efficiently carry out teaching effectiveness, teachers must manifest a good sense of linguistic competence. A teacher who does not have proficient linguistic skill might not be able to provide better instruction to students (Jones, 2010; Halic, Greenberg, & Paulus, 2009; Sheets, 2009).

Further, the teachers' linguistic competence determines how well students are able to master the lessons. When teachers are able to explain the lessons, students basically understand them. Hence, teachers must consider developing linguistic competency to provide better instruction for the students. Similarly, students will appreciate when their teachers are good at explaining the concepts



during class discussions (Kwon, 2009; Montgomery, 2010; Ramburuth, & Tani, 2009).

There is a necessity that teachers must develop both cultural and linguistic competency in handling students with diverse cultural backgrounds. When teachers manifest these skills, learning would definitely become easier and convenient. Teachers can easily integrate lessons making it more meaningful and relevant to the students. The inclusion of culture as central to learning and the linguistic competency of teachers result to mastery of lessons (Leask, 2009; Rose-Redwood, 2010; Turner, 2009).

The first indicator of cultural and linguistic competency of teachers is *physical environment, materials, and resources*. This refers to the teachers' practices in terms of setting a classroom environment reflective of the students' culture and the utilization of learning resources and materials that celebrate students' culture and traditions. In a cultural community classroom, learning will become more meaningful when teachers find time to display posters that depict the culture of the students. In this aspect, students will take pride of their culture. They will also develop connection to their roots which will make them cherish their identity (Ahn, 2009; Banks, 2010; Young, 2010).

Similarly, when students are utilizing learning materials that reflect their culture, they can connect to the lessons easily. When the practical situations are used in the lesson delivery of teachers, the students will not only appreciate the learning experiences but they can also identify themselves in the varied situations that reflect their daily living. This will help students digest the lesson

concepts and they can perfectly apply their learning in real-life situations easily (Coelho, 2009; Grant & Sleeter, 2010; Groulx & Silva, 2010).

However, in the instance that teachers will have difficulty finding localized posters and learning materials and resources to be used in the classroom, they may create their own learning materials. There is a great talent in the class of cultural community students and teachers can just guide them to come up with learning resources. In this practice, teachers not only develop the skills of the students but also help streamline students' culture in the classroom. It also reminds students of their cultural heritage which is essential in valuing their culture (Castro, 2010; Kress, 2012; Sleeter & Grant, 2009).

Meanwhile, aside from displaying posters that depict cultural background of the students, teachers need to utilize local stories in the lesson. A particular culture takes pride in their numerous folklore and myths which were handed to them from their ancestors. These oral narratives are a good source of knowledge and values cherished by the cultural community. When teachers are utilizing these local stories, the students will not only appreciate their own literature but they will also value these (Brown-Jeffy & Cooper, 2011; Gay, 2010; Sleeter & Grant, 2009).

In the same manner, students will be able to understand their culture better if the teachers are using local stories that depict the life experiences of the students. This can mean authentic teaching and it will definitely help students develop mastery of competency when these local stories are utilized as part of the lesson. In the same manner, the students will also develop the idea of writing

their own story in the local context when teachers will encourage students to write their own and use them in the classroom (Barnhardt & Kawagley, 2010; Ford, 2010; Guardado, 2010; Kemmis, 2012).

For lessons to be effective, students will appreciate it when teachers use materials available in the locality. This practice will help students become more familiar with what they have in their community. It will also make them appreciate their lessons since they can easily connect. On the other hand, when teachers use materials which students have not seen or are not familiar with, the students will have difficulty to relate with their discussion which might lead to poor mastery (Guardado, 2010; Lewthwaite & Mason, 2012; Young, 2010).

Another essential practice which teachers in the cultural community must observe is the provision of an Indigenous People's corner in the classroom. The Indigenous People corner must highlight the values, including the materials of the cultural community. Students will take pride most whenever their classroom acknowledges their culture and their traditions. This will help students cherish their beliefs and their culture which is important in developing their self-esteem (American School Counselor Association, 2012; Baker et al., 2009; Dahir, 2009; Lule, 2012).

Aside from physical environment, materials, and resources another essential component of cultural and linguistic competency of teachers is *communication style*. This is one factor that teachers need to acquire, since it affects learning in the classroom. As another indicator of cultural and linguistic competency of teachers, communication styles that fit to the community cultural

students is another aspect that teachers should master. In a culturally diverse classroom, teachers are encouraged to engage in positive interactions with students. One best way for this practice is to establish an introduction system or meet-and-greet process that enables students to gain information about the cultural backgrounds of others, and the diversity of experience in the classroom. For example, a teacher may consider a name activity that encourages students to talk (Astor, Guerra, & Van Acker, 2010; Clark & Breman, 2009; Ford, 2010).

To master relevant communication styles, many educators suggested that teachers must learn to develop this skill. They are also advised to communicate to students and show commitment to understanding their cultural differences and understanding own assumptions, values and beliefs associated with diversity. This sends a message to students that culture is valued and respected in the classroom. Teachers may also make an effort to learn something unique about each student. While this is challenging in large tutorials, exercises such as the name activity mentioned earlier can help in this regard (Collins, Arthur, & Wong-Wylie, 2010; Lewthwaite, Owen, Doiron, McMillan & Renaud, 2014; Portman, 2009).

In mastering a communication style responsive to the learning community, teachers have to reach out to their students' parents and engage them in school-based activities. Further, teachers may also communicate to parents the progress and the development of their children in school so that they can keep track of the growth of their students. Similarly, teachers may also opt to encourage parents to volunteer in school activities, regardless of their ability to

understand and speak English. When parents are engaged in school activities, they can be active in performing the shared responsibility of educating the students (Luke, 2010; Robinson, 2010; Schulz, 2010).

Likewise, most parents will take pride when they are given the chance to participate in the school activities. Teachers must communicate this need to parents, regardless that some parents may have difficulty in communicating with teachers utilizing English language. There might be apprehension on the part of parents to engage themselves in school as there might be communication barriers that will arise (Eaves, 2009; Rose-Redwood, 2010; Montgomery, 2010; Zhang, Pelletier & Doyle, 2010).

Undeniably, there are some parents who refuse to keep themselves visible in school or be active in parent-teacher activities due to fear of communicating with teachers and other parents. This is the best moment that teachers have to extend help to parents who may require communication assistance to ensure their full participation in school activities. In this practice, parents will feel most welcome in school and they will begin to interact with other parents and also with teachers. Understanding some parents' need for assistance in communicating their thoughts in school activity will allow and facilitate parents' full participation in school (Schellenberg & Grothaus, 2009; Singh, Urbano, Haston, & McMahan, 2010).

Meanwhile, to foster a better and open communication practice with students and parents, teachers are encouraged to use the key words of the learning community to effectively communicate with them. When teachers

attempt to communicate using the language of the community, this helps address the communication gap. The students and parents will feel like their teachers are eager to learn their language at home, and this will help develop rapport which builds camaraderie and partnerships (Eaves, 2009; Thapa, Cohen, Guffey, & Higgins-D'Allesandro, 2013; Schulz & Rubel, 2011).

Another important indicator of cultural and linguistic competency aside from physical environment, materials, and resources and communication styles is *values and attitudes*. Teachers in cultural community class have an important role to play aside from teaching students with competency. They must also integrate cultural values and attitudes to students to effectively teach them and help preserve cultural beliefs and values. This means that teachers, whenever possible, must learn which values need to be integrated in the lessons and which are those considered discriminatory in nature (Beare, Marshall, Torgerson, Tracz, & Chiero, 2012; New York State Department of Education, 2013; Sano, 2009).

In the same manner, in order to be efficient in teaching values and attitudes to students, it is imperative that teachers safeguard the feelings of the cultural community students from biases and prejudices of other students. This can be possible when teachers discourage students from using racial slurs by helping them understand that certain words can hurt others. There are cases when some students make fun of others by name calling which is attributed to their being members of their cultural background; and in most cases, it appears offensive and derogatory. From time to time, teachers have to be keen in making

school a safe space to all students (Chu, 2011; Lim, Maxwell, Able-Boone, & Zimmer, 2009; National Center for Education Statistics, 2011).

Meanwhile, the positive values and commendable attitudes of students who belong to a cultural community can be a rich source of developing holistically all the students in the class regardless of the cultural affiliations. This set of values and attitudes enrich the class to become more aware of cultural diversity and eventually embrace differences. It also brings better understanding and appreciation of other's culture; hence, making the class interesting with the presence of varied beliefs and attitudes (Gay, 2010; Mahuika, Berryman, & Bishop, 2011; Welch-Ross & Lesgold, 2012).

To develop and cultivate values and attitudes, teachers need to establish a culturally relevant pedagogy that builds on the understanding of how learning may differ across cultures, and to maximize learning opportunities. In this regard, teachers must gain knowledge of the cultures represented in their classrooms, then translate this knowledge into instructional practice (Clott, 2010; Souto-Manning & Mitchell, 2010; Wang, Spalding, Odell, Klecks, & Lin, 2010).

There is always diversity in the classroom and it is important for teachers and students to embrace it and make positive use of it. Similarly, students should value diversity and teachers need to model this attitude to their students. When people value diversity, they recognize and respect differences. This makes cultural diversity a chance and opportunity to flourish in a cultural community classroom (Bigatti et al., 2012; Eaves, 2009; Macfarlane, Blampied, & Macfarlane, 2011).

## **Emotional Quotient of Students**

Success in school is not entirely dependent on the students' mental ability to excel in problem-solving skills, or in writing an essay that reflects impeccable grammar. More so, it is not reliant on the students' ability to perform breathtaking kinesthetic movements or come up with an awe-inspiring artwork. Generally, for students to succeed in school and in life, they need a considerable amount of emotional quotient to cope with the challenges and handle failures while dealing with the pressures in school (Baker, 2009; Nelis, Quoidbach, Mikolajczak, & Hansenne, 2009; Cochran, Nordling, & Cochran, 2010).

By having a desirable emotional quotient, students will manifest an ability to control their emotions. Similarly, emotional quotient allows students to exhibit wise judgments and navigate social situations that require intelligent calculated risks and emerge victorious in different endeavors. Moreover, a student who has good emotional quotient shows ability to handle pressures to overcome academic battles. Students can just imagine how favorable it is to have a good sense of emotional quotient (Aasma-Tuz-Zahra, 2010; Barlow & McMillan, 2010; Flook, Smalley et al., 2010; Glaser, 2011).

Meanwhile, emotional quotient does not only help students keep the balance between school and academic pressures, it also helps students to perfectly blend to the changes in the school environment. It makes students reflect on academic and social pressures and design personal mitigating practices to overcome demands in school that maybe caused by social or



academic factors. Being able to acquire emotional quotient leads to academic success (Brassard, Rivelis, & Diaz, 2009; Etain et al 2010; Foret et al., 2012).

Additionally, students who can regulate their own emotions are sensitive to the cues of others, and are able to empathize, or feel something from the other person's point of view. This allows them to work through emotionally charged issues in a constructive way, so they have better interpersonal relationships and their lives work better (Brown-Jeffy & Cooper, 2011; Foret et al., 2012).

Meanwhile, the school is one best avenue for students to develop their emotional quotient. However, some teachers fail to recognize the importance of integrating the student's cultural background in the instruction, which is supposed to be helpful for students to develop their emotional quotient. To maximize learning opportunities and to boost esteem, teachers should gain knowledge of the cultures represented in their classrooms and adapt lessons so that they reflect ways of communicating and learning familiar to the students. More so, teachers must always indigenize classroom instruction to fit it to the learning needs of the students (Cochran, N., Nordling, & Cochran, J., 2010; Nasir & Masrur 2010; Sheets, 2009).

Moreover, children develop their emotional quotient and learn about themselves and the world around them within the context of culture. Students from minority cultures may feel pressured to disavow themselves of their cultural beliefs and norms to assimilate into the majority culture. This, however can interfere with their emotional and cognitive development and result in school failure (Betoret, 2009; Lewthwaite et al., 2014; Jones, 2010).

One indicator of emotional quotient in this study is *self-awareness*. This pertains to a student's thorough understanding of his own strengths and weaknesses. It is also about personal understanding of own behavior and emotions. Accordingly, when students manifest a high sense of self-awareness, they can navigate their social life with much ease and confidence. They can project the image according to how they feel without the fear of rejection and they can be themselves in the absence of misinterpretation of peers (Bryant, 2009; Fresco, Moore, Walk, & Craighead, 2009; McKenzie, 2009; Patterson & Pipe, 2009).

Thus, having exuded with a strong self-awareness, students will be more confident in the class. With enough sense of self-awareness, they will have the much needed confidence to share knowledge during class discussions. They can act confidently in the presence of the crowd while sharing relevant information or debating with other classmates without the fear of being outsmarted. For most teachers, they believe that self-awareness among the students is an attribute they have to nurture to increase their engagement in classes. Similarly, self-awareness helps students understand their strengths and their weaknesses, which is essential in developing their personality (Burns, Jackson, & Harding, 2010; Slep, Heyman, & Snarr, 2011; Trickett, Kim, & Prindle, 2011).

Meanwhile, having self-awareness is also manifested when students can differentiate between their strengths and weaknesses as well the threshold of their capacity. It is knowing their limitations or being closed to the limit of their capabilities. When students are able to identify their limitations, they can think of

better solutions to their problems and they can also design strategies that will help them deal with their circumstance. This will make students project their decision-making skills (Fayombo, 2010; Nasir & Masrur, 2010; Wekerle, 2011).

Similarly, self-awareness helps students become fully aware on how their attitudes, limitations, and strengths can help them improve or adversely affect their relationship with peers and teachers in school. Many teachers suggest that students need to be aware of the effect of their attitudes in dealing with others in school to make necessary adjustments to give way for better relationship. On the other hand, when students are not aware of the effects of their limitations and strengths, they might be having difficulty in their academic experiences (Aultman, Williams-Johnson, & Schutz, 2009; Betoret, 2009; Peters 2009; Wolfe & Mclsaac, 2011).

Another indicator of emotional quotient, aside from self-awareness as important component of this study, is *self-management*. It is of essential value that students develop this attribute as it helps them put into right perspective their emotions, skills, strengths, and even their limitations. The efficient management of oneself can lead to achieving success towards school and any other school activities among the students. When the skill is mastered, students will take advantage of many opportunities that will enhance their skills for own development. Hence, teachers encourage students to develop self-awareness skills to respond intelligently to situations (Castillo, Fernández-Berrocal, & Brackett, 2013; Cooper, 2010; Elias, 2009).

A manifestation of efficient self-management among the students is when

they stay calm in situations that test their comfort. In the students' life, they may be dealing with various circumstance and experiences that maintaining their calm becomes a great challenge. This situation can be between peers or with their teachers. In an instance that students' self-management skill is put to test, being able to understand the situation can help students think of appropriate reaction (Eren, 2009; Jennings and Greenberg, 2009; Klassen, Tze, Betts, & Gordon, 2011).

Meanwhile, self-management is also manifested when students' actions match their words. This means that students live what they preach. They are examples of the good values they professed in class and they become models of integrity. Student leaders in school and in the class are encouraged to reflect on the congruency of their actions to their words as they are models of leadership and many students look up them as good images of values. The more students reflect good behavior, the more others are likely to do good and imitate the good behaviors they see in others (Alavinia & Kurosh, 2012; Hen, 2010; Ming Lam, Kolomitro, & Alamparambil, 2011; Roorda, Koomen, Spilt & Oort, 2011).

Another way which students can show a good sense of self-management is through finding solutions to problems they encounter instead of complaining about them. In most circumstance, many students will resort to blaming others when confronted with problems. They point to specific persons for not contributing to the solution of the problem. A student with a desirable self-management skill is quick to find ways to bring solutions (Hen & Goroshit, 2013; Stojiljković, Djigić, & Zlatković, 2012).

Aside from self-awareness and self-management as indicators of their emotional quotient, *social awareness* is also an important element which students must develop. This skill will guide students to understand the emotions of classmates or others. It makes students become sensitive in determining others' emotions. When a student demonstrates a sound social awareness, it is easier for him to adapt and to deal with classmates, even those who are difficult to collaborate with (Alavinia, 2011; Cross, 2009; Gibbs & Powell, 2012).

In addition, like any other skill essential for success in school, social awareness is another important attribute any student must learn. This will help him understand situations, emotions, and reactions of other people around him. This will help students facilitate how to deal with circumstance and will be a key strength in dealing with classmates and teachers. Any student who manifests desirable social skills will win friendship and can navigate situations easily and smoothly, regardless of difficulty (Alavinia & Ahmadzadeh, 2012; Ghanizadeh & Moafian, 2010; Labbaf, Ansari, & Masoudi, 2011).

To possess a social awareness means a student knows the exact feelings of classmates, whether or not they feel down, upset, or happy. Knowing the emotions of classmates is a good strength because a student may know how to deal with classmates like whether or not he will crack jokes or pacify emotions. Certainly, understanding the emotion of other classmates will help students show appropriate behavior towards others (Moafian & Ghanizadeh, 2009; Thoonen, Slegers, Peetsma, & Oort, 2011; Yang, 2009).

Similarly, to have a good social awareness means students can easily address the needs and the concern of others. Students will be more caring and there seems to be a sense of urgency to help others after knowing their needs. In this instance, a student can simply offer help or assist others how they can improve the situations of classmates who need assistance. With this, students can develop and grow friendship while helping others (Bonvicini et al., 2009; Elias, 2009; Jennings & Greenberg, 2009; Nelis et al., 2009).

Another important attribute of emotional quotient that students must cultivate is *social skills*. This skill helps students navigate social interaction with peers, classmates, and teachers in school. Having social skills at a young age, students can facilitate friendly interaction and can best lead other students in the completion of collaborative work or any group activities that require collective strength (Ergur, 2009; McEnrue, Groves, & Shen, 2010).

In addition, social skills help students develop leadership potentials as they will find it easy to deal with their classmates' different. This skill can help students arrive at a consensus, regardless of the varying opinions there are in a group. Seemingly, this skill will also help students to influence others in coming up with decisions or decisions that require consensus. A desirable social skill is essential for every student who has a passion for leadership (Bonvicini et al., 2009; De Wit et al., 2011; Neumann et al., 2009).

Meanwhile, a student who has overwhelming social skills can easily present ideas in a way that engages others and inspires them to achieve more. For intellectual discussions to flourish, an interactive engagement is beneficial,

especially to those who need to have a grasp of ideas or topics. With a right amount of social skills, a student who facilitates the discussion can easily influence others to actively engage in discussions and contribute to the exchange of ideas and achieve collective understanding (Bezzina, 2010; Shoffner, 2009; Wolfgang, 2009).

Accordingly, social skills need to be developed at a young age in order for students to acquire other skills like collaboration and social facilitation. When developed early, this skill will eventually help students navigate social and learning context especially when they interact with classmates, peers and teachers. From this interaction, students also develop interpersonal skills and other learning-related skills essential for the academic success of the students (Ahmed, Minnaert, van der Werf, & Kuyper, 2010; Byrne, 2010; Skaalvik & Skaalvik, 2013).

Many teachers agree that students need to develop social skills at a young age. This is because there are many learning competencies that will require them to collaborate with others to master the learning objectives. As the learning landscape has transformed, there are many essential skills that students need to acquire, and social skill is among them for students to perform competently in situations that require their interpersonal skills. Social skills also help students interact positively with classmates and this also helps them develop social adjustment as they continue to learn other essential skills in school (Danielsen, Wiium, Wilhelmsen, & Wold, 2010; Jang, Reeve, & Deci, 2010; Sakiz, 2012).

Meanwhile, when students are not able to acquire social skills, they will experience difficulty in dealing with peers and classmates in school. They will also experience difficulty in handling peer rejection and behavior problems among others. There are many teachers who point out that some school-related problems of students are due to poor social skills and this brings adverse effects to the academic and social life of students in school (Katz, Kaplan, & Gueta, 2010; Martin & Dowson, 2009; Shoffner, 2009).

Having understood the significance of social skills in the development of the academic aspect of the students, teachers encourage parents to help their children develop this skill while they are in school. Teachers recommend to parents that proper guidance to students and right encouragement to make their children interact with classmates will be helpful in developing this important skill and eventually develop any other skills important for the personality development of students (Peters 2009; Wentzel, Battle, Russell, & Looney, 2010; Yildirim, 2012).

These literatures which focused on all indicators of the variables are provided as a support to the claim that there have been existing studies conducted about the cultural and linguistic competency of teachers and the emotional quotient of the students. Further, these also are utilized as a backup statement for the results of this study. Similarly, the literature cited helped in the contextualization of the questionnaires in this research.



## **Correlation between Measures**

Educators believe that teachers in the cultural community classrooms must demonstrate cultural and linguistic competence in order to help students develop the right amount of emotional quotient. Teachers must be able to integrate cultural beliefs and traditions of students and highlight them in lessons. By doing so, students will eventually develop their confidence as their cultural backgrounds are given importance in the class (Armstrong, 2009; Hajhashemi, Ghombavani, & Amirkhiz, 2011; Gray, 2009; Walter & Hen, 2009).

Meanwhile, teachers have seen the importance of the development of their cultural and linguistic competence in the context of their students' culture. They believe that these skills will make them successfully integrate the culture of their students in the class. This practice has been linked to the development of emotional quotient of their students since students do not feel that their school separates their culture while they learn to master competencies that are important in their progress. Teachers have seen that when the culture of the students are streamlined in the class, students feel that they own their learning which essentially help them develop their emotional quotient since the school cultivates and values their culture. Students also become more engaged in the class activities since their culture is cherished in the classroom (Cherry, Fletcher, O'Sullivan, & Dornan, 2014; Hasan, 2010; Saricaoğlu & Arikan, 2014).

The cultural and linguistic competence of teachers is important in developing the emotional quotient of the students. This claim is stressed by Gaitan (2012), that teachers should develop cultural and linguistic competence

for the students to develop emotional quotient. When they manifest a high sense of cultural and linguistic competence, they create a learning environment reflective of student's social, cultural, and linguistic experiences making them develop their emotional quotient. By doing so, teachers can help effectively connect their culturally-and community-based knowledge to the classroom learning experiences, thus strengthen the student's emotional quotient.

There is a profound relationship between cultural and linguistic competency of teachers and emotional quotient of students and student's development of their emotional quotient. In a classroom dominated by a cultural community, teachers should pay attention to their instructional practices by being culture sensitive and integrating cultural beliefs in the instruction. In so doing, students feel their culture is given utmost importance which makes them feel valued, and this is essential in developing their emotional quotient. Teaching in a multicultural classroom requires teachers to observe culturally responsive pedagogical strategies that recognize the importance of student's cultural references in all aspect of learning (Scherff & Spector, 2009).

There are many educators and researchers who identified the relevance of the cultural and linguistic competency of teachers in the development of emotional quotient of students in the cultural learning community classrooms. Researchers have pointed out the role of teachers' cultural and linguistic competency in developing meaningful learning activities greatly is of paramount importance considering that these skills can help them integrate cultural beliefs and traditions in class activities that essentially develop students acquire

emotional quotient which is important for their academic progress (Baggerly, Ray, & Bratton, 2010; Niehaus, Rudasill, & Rakes, 2012; Patrick, Kaplan, & Ryan, 2011)

The related literature that is presented in this study bears an important role in the development of this research. The literature presented is used as the foundation of the contextualized questionnaires which is the main data gathering tool of this research. Moreover, the literature presented supported the finding of this research making this research academic.

### **Theoretical Framework**

This study on cultural and linguistic competency of teachers and emotional quotient of students is seen through the lens of the pronouncement of Gay (2010), that the cultural and linguistic competency of teachers and emotional quotient of students are interrelated to one another. This means that teachers must have a deep understanding of the culture of the students they are teaching in order to maximize learning opportunities and help students develop their emotional aspect. Gay added that teachers should gain knowledge of the cultures represented in their classrooms and must adapt lessons so that they reflect ways of communicating and learning that are familiar to the students as children learn about themselves and the world around them within the context of culture. Hence, it is important that teachers should consider this premise in designing the kind of instruction they are going to have in their classes.

The pronouncements of the authors hold a reality in the life of the Bagobo-Tagabawa students being the subjects of this study. Teachers have an important

role in developing student's emotional quotient and this can be achieved when teachers have a well-founded knowledge on the student's cultural background. This knowledge on student's cultural background when integrated in the classroom instruction allows the students to develop a good sense of emotional quotient which form part as essential life skill. It is deemed essential that teachers in the cultural community classroom consider this reality.

### **Conceptual Framework**

Shown in Figure 1 is the conceptual paradigm of the study. The independent variable of this study is cultural and linguistic competency of teachers, which focused on the following indicators: physical environment, materials, and resources, communication styles, and values and attitudes. The questionnaire for independent variable is an adopted questionnaire developed by Goode (2009) with the following indicators: *Physical environment, materials, and resources, communication styles, and values and attitudes. Physical environment, materials, and resources* refer to the utilization of teachers of the local learning materials and setting up the classroom environment which reflects the culture of the students; *communication styles* refer to the integration of the dialects of the students in the classes; and *values and attitudes* refers to the avoidance of imposing values that may conflict or be inconsistent with those of cultures or ethnic teachers in groups. The dependent variable of this study is emotional quotient of Bagobo-Tagabawa students with the following indicators: self- awareness, self-management, social awareness, and social skills.

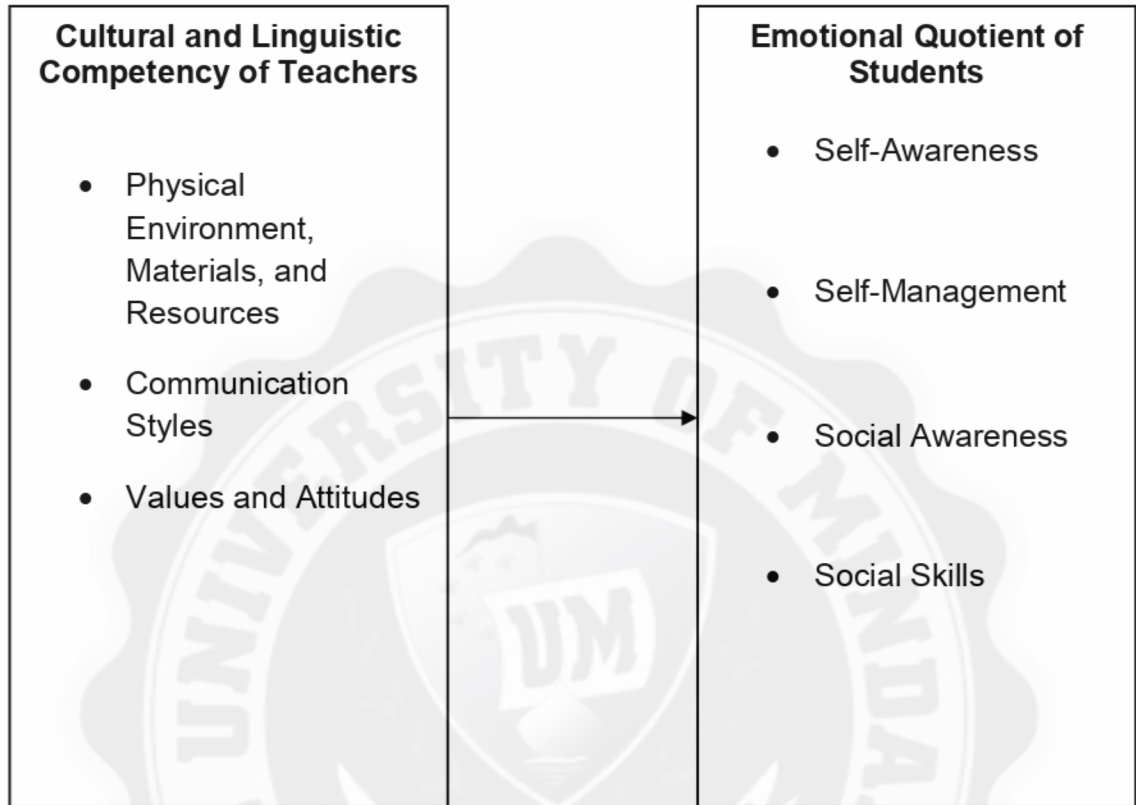
**Independent Variable****Dependent Variable**

Figure 1. Conceptual Framework Showing the Variables of the Study

The questionnaire is an adopted test developed by Management Performance Solutions. *Self-awareness* refers to the student's understanding of his own self including his talents and limitations; *self-management* refers to taking personal accountability of his own actions and emotions; *social awareness* refers to the student's consciousness to other people's feelings by being sensitive to their needs, and *social skills* refers to the social facilitation skills of the students.

### **Significance of the Study**

The study on cultural and linguistic competency of teachers and emotional quotient of students is of value since it will help the teachers around the globe to see the remarkable impact of teacher's cultural and linguistic competency to develop the emotional quotient of the students. Likewise, this will open possibilities among school and learning centers where students belong in a cultural community to revisit teacher's practices and ascertain that they are all geared toward the advancement of the best interest of learners. Similarly, this study will help the community and the schools where this research is conducted to understand and appreciate that the teachers' cultural and linguistic practices are important to hone the emotional quotient of the learners making them aware on what practices they will continue to do in school. Further, this study is beneficial to teachers in order to align their cultural and linguistic practices in the classroom to develop the emotional quotient of the students.

### **Definition of Terms**

To promote understanding and commonality, the following terms are

defined operationally in the study.

***Cultural and Linguistic Competence.*** This term refers to the ability of the teachers in integrating student's culture in the classroom physical environment, materials, and resources, communication styles, and values and attitudes. In this study, it refers to the physical environment, materials, and resources, communication styles and values and attitudes practices by the teacher-respondents of the study.

***Emotional Quotient.*** This term refers to student's self-awareness, self-management, social awareness, and social skills. In this study, self-awareness refers to the student's understanding of his own self including his talents and limitations; self-management refers to taking personal accountability of his own actions and emotions; social awareness refers to the student's consciousness to other people's feelings by being sensitive to their needs, and social skills refers to the social facilitation skills of the students whenever they are with other students. Operationally, the term refers to students' self-awareness, self-management, social awareness, and social skills practices as they associate themselves with their classmates.

## **Chapter 2**

### **METHOD**

Presented in this chapter are the research design, research subjects, research instruments, data collection and statistical tools.

#### **Research Design**

This study utilized the non-experimental quantitative research design utilizing descriptive-correlational techniques. This study utilized non-experimental research because the independent variable of the study is not manipulated and there is no random assignment to groups. This research designs evaluate the nature and degree of association between two naturally occurring variables (Johnson, 2012). The data of this study described the cultural and linguistic competency of teachers and emotional quotient of Bagobo-Tagabawa students. Likewise, it is also correlational because the study determines whether the two variables have significant relationship. Hence, this research design fits the nature of this research study.

#### **Research Locale**

The geographic location of this study is shown in Figure 2. This study was conducted in Mt. Apo district. This district is composed of eight elementary schools and 1 integrated Senior High School. This study was conducted in 129774 Elementary School and 129777 Elementary School.





Figure 2. Map of the Philippines highlighting Digos City

## **Population and Sample**

The population and sample in this study were all the 138 grades five and six students of 129774 Elementary School and 129777 Elementary School. Utilizing universal sampling technique in determining the population sample, there were one hundred twenty-five respondents identified as part of the population of this research. The inclusion criteria of this study required that a student must belong to Bagobo-Tagabawa cultural community. They must also be in grade five and grade six levels. Additionally, a signed Informed Consent from both student and their parents must be presented before the student can be part of this study.

Those students who, even if they belong to the cultural community, but failed to present the Informed Consent were not permitted to participate in the study. More so, if the students did not belong in either grade five or grade six levels, they were excluded from the participation of the study. The respondents were chosen because the researcher wanted to find out the cultural and linguistic competency of and emotional quotient of Bagobo-Tagabawa students. Further, the respondents were able to understand the content of the survey questionnaire and they had the capacity to interpret based on their experiences in the school setting. The study was conducted during the first semester of school year 2015-2016.

## **Research Instrument**

The research instrument used by the researcher in gathering data has two parts. Part I of the questionnaire dealt with the cultural and linguistic competency of teachers which focused on the following indicators: physical environment, materials,

and resources, communication styles, and values and attitudes. This is an adopted questionnaire developed by Goode (2009). The questionnaire underwent several revisions and was validated by the experts. It also underwent pilot testing and had a Cronbach alpha of 0.76.

The following was the scale used in rating the cultural and linguistic competency of teachers:

<b>Range of Means</b>	<b>Descriptive Level</b>	<b>Interpretation</b>
4.20 – 5.00	Very High	This indicates that the provision relating to cultural and linguistic competency of teachers as embodied in the item were always observed.
3.40 – 4.19	High	This indicates that the provision relating to cultural and linguistic competency of teachers as embodied in the item were oftentimes observed.
2.40 – 3.39	Moderate	This indicates that the provision relating to cultural and linguistic competency of teachers as embodied in the item were sometimes observed.
1.80 – 2.39	Low	This indicates that the provision relating to cultural and linguistic competency of teachers as embodied in the item were seldom observed.
1.00 – 1.79	Very Low	This indicates that the provision relating to the cultural and linguistic competency of teachers as embodied in the item were never observed.

On the other hand, the questionnaire for student's emotional quotient was taken from Marwaha (2015) and had the following indicators: self-awareness, self-management, social awareness, and social skills. The questionnaire was also validated and piloted with a Cronbach alpha of 0.77.

The following was the scale used in rating the emotional quotient of the students:

<b>Range of Means</b>	<b>Descriptive Level</b>	<b>Interpretation</b>
4.20 – 5.00	Very High	This indicates that the provisions relating to the emotional quotient of students as embodied in the item were always observed.
3.40 – 4.19	High	This indicates that the provisions relating to the emotional quotient of students as embodied in the item were oftentimes observed.
2.40 – 3.39	Moderate	This indicates that the provisions relating to the emotional quotient of students as embodied in the item were sometimes observed.
1.80 – 2.39	Low	This indicates that the provisions relating to the emotional quotient of students as embodied in the item were seldom observed.
1.00 – 1.79	Very Low	This indicates that the provisions relating to the emotional quotient of students as embodied in the item were never observed.

### **Data Collection**

The conduct of research such as this entails numerous hardships. One of the most challenging experiences was in gathering the needed data. Considering that this research was conducted only in 2 schools, the process of seeking permission to conduct the study to retrieval of the questionnaires was the hardest. The researcher had difficulty seeking approval for the conduct of this research since the respondents belonged to the cultural community in which the division office gave extra precautionary measures on researches conducted to this group of learners.

The researcher had to meet the division research coordinator and explain that this study will not include the culture of the respondents. After a few meetings and negotiations, the office gave a nod to conduct the study provided that the utmost implementation of ethical standard was taken into the considerations. Additionally, the school heads of the two schools were also apprehensive to allow the conduct of the research even it had been approved by the office because of the previous experiences which the division office encountered.

The meetings with the school heads were done and the objectives of the study were laid down. Next, meeting with the respondents was another challenge as the researcher had to see them only during after classes to ensure that the students were not disturbed during regular class hours. The researcher had to endure the travel for almost an hour just to get to the school and conduct data gathering through administration of the questionnaires, during the students' vacant hours.

The researcher explained the content of the questionnaires to students to ensure that the items were well understood. The good thing is the retrieval did not give hassle to the researcher since the students were guided from reading the instruction down to retrieval. Another difficulty in data gathering was preparing the data for the statistician since entering the responses of the students took time.

### **Statistical Tools**

The following statistical tools were used in the analysis of data.

**Mean.** This was used to determine the level of cultural and linguistic competency of teachers and emotional quotient of Bagobo-Tagabawa students.

**Pearson-r.** This was used to determine the significance of the relationship between cultural and linguistic competency of teachers and emotional quotient of Bagobo-Tagabawa students.

**Regression.** This was used find out which domains of cultural and linguistic competence of teachers significantly influenced the emotional quotient of the students.



## Chapter 3

### RESULTS

In this chapter, the researcher presents the data of the findings. Discussions of the topics are arranged as follows: cultural and linguistic competency of teachers and emotional quotient of Bagobo-Tagabawa students.

The standard deviation in the two descriptive tables, Table 1 and Table 2, ranged from 0.180 to 0.215 which were less than 1.0 as the typical standard deviation for a 5-point Likert Scale, this meant that the ratings in the accomplished questionnaires were close to the mean, indicating consistency of responses among the respondents (Wittink & Bayer, 1994).

#### **Cultural and Linguistic Competency of Teachers**

Presented in Table 1 is the level of cultural and linguistic competency of teachers with the overall mean of 4.56 with a descriptive level of *very high*, indicating that all enumerated indicators were always observed. The overall mean was the results obtained from the mean of the indicators for the specific items from the questionnaire intended for this particular indicator which is appended in this study. Among the enumerated indicators, *communication styles* has a mean of 4.58 with a descriptive level of *very high*; *Physical environment, materials, and resources* has a mean score of 4.57 or *very high*; *Values and attitude* has a mean score of 4.55 or *very high*.

Table 1  
*Level of Cultural and Linguistic Competency of Teachers*

Indicator	SD	Mean	Descriptive Level
Communication Styles	0.204	4.58	Very High
Physical Environment, Materials, and Resources	0.199	4.57	Very High
Values and Attitude	0.306	4.55	Very High
<b>Overall</b>	<b>0.180</b>	<b>4.56</b>	<b>Very High</b>

### **Emotional Quotient of Bagobo-Tagabawa Students**

Shown in Table 2 is the level of emotional quotient of students with an overall mean of 4.62 with a descriptive level of *very high*, indicating that all enumerated indicators were oftentimes observed. The overall mean was the result obtained from the mean of the indicators for the specific items from the questionnaire intended for this particular indicator which was appended in this study. Among the enumerated indicators, the *self-awareness* ranked the highest, with a mean score of 4.73 or *very high*; *social skills* obtained a mean score of 4.64 or *very high*; *Self-management* had a mean score of 4.53 or *very high*; *social awareness* had a mean score of 4.60 or *very high*.



Table 2  
*Level of Emotional Quotient of Bagobo-Tagabawa Students*

<b>Indicators</b>	<b>SD</b>	<b>Mean</b>	<b>Descriptive Level</b>
Self-Awareness	0.186	4.73	Very High
Social Skills	0.226	4.64	Very High
Social Awareness	0.268	4.60	Very High
Self-Management	0.219	4.53	Very High
<b>Overall</b>	<b>0.215</b>	<b>4.62</b>	<b>Very High</b>

**Significance on the Relationship between Cultural and Linguistic Competency of Teachers and Emotional Quotient of Bagobo-Tagabawa Students**

Illustrated in Table 3 were the results of the test of relationship between the variables involved in the study. The overall correlation had a computed  $r$ -value of 0.166 with a probability value of 0.381, which was greater than the 0.05 level. It was evident that the  $p$ -value of this correlation was higher than the  $p$ -value. Thus, the null hypothesis that stated there is no significant relationship between the cultural and linguistic competency of teachers and the emotional quotient of Bagobo-Tagabawa students was accepted. This meant that there was no significant relationship between the cultural and linguistic competence of teachers and the emotional quotient of the students.

**Table 3**  
*Significance on the Relationship between Cultural and Linguistic Competency of Teachers and Emotional Quotient of Students*

Cultural and Linguistic Competency of Teachers	Emotional Quotient of Students				Overall
	Self-Awareness	Self-Management	Social Awareness	Social Skills	
Physical Environment, Materials, and Resources	0.298 (0.110)	-0.294 (0.114)	-0.000 (1.000)	-0.000 (1.000)	-0.023 (0.906)
Communication Styles	0.332 (0.073)	-0.249 (0.185)	0.078 (0.683)	-0.076 (0.690)	0.019 (0.919)
Values and Attitudes	0.196 (0.299)	-0.079 (0.680)	0.337 (0.069)	0.177 (0.350)	0.295 (0.114)
<b>Overall</b>	<b>0.346</b> <b>(0.061)</b>	<b>-0.247</b> <b>(0.188)</b>	<b>0.219</b> <b>(0.244)</b>	<b>0.072</b> <b>(0.704)</b>	<b>0.166</b> <b>(0.381)</b>

\*Significant at 0.05 significance level.

**Significance on the Influence of Cultural and Linguistic Competency of Teachers on Emotional Quotient of Bagobo-Tagabawa Students**

The results did not show significant relationship between the two variables, hence regression was no longer pursued in this study.

## **Chapter 4**

### **DISCUSSION**

Presented in this study are the discussion on cultural and linguistic competency of teachers and emotional quotient of Bagobo-Tagabawa students.

#### **Cultural and Linguistic Competency of Teachers**

The very high level of cultural and linguistic competency among teachers in Binaton Elementary School and Matti Elementary School is due to the very high rating given by respondents on communication styles, physical environment, materials and resources, including values and attitude. The teachers in these schools attempted to understand the dialect of the students which is helpful to enhance the delivery of services or exams, displayed pictures, posters, and other materials that reflect students' cultures and ethnic backgrounds, read a variety of stories exposing life experiences of students' culture, and avoided imposing values that may conflict with the students. These practices are expected to increase the cultural and linguistic competency level among teachers since it is congruent to the views of Cherry, Fletcher, O'Sullivan, & Dornan, 2014; Hasan, 2010; Saricaoğlu & Arikan, 2014, who pronounced that teachers have seen the importance of the development of their cultural and linguistic competence in the context of their students' culture. They believe that these skills will make them successfully integrate the culture of their students in the class. This practice has been linked to the development of emotional quotient of their students.

## **Emotional Quotient of Bagobo-Tagabawa Students**

The very high level of emotional quotient of Bagobo-Tagabawa students in Binaton Elementary School and Matti Elementary School is due to the very high rating given by respondents on self-awareness, social skill, social awareness, and also self-management. The students in these schools were being open about the emotional impact of events, admitted that one's behavior may have been unreasonable, provided feedback which others act on, supported others in learning and in development, sensing when others are down or upset and tackled obstacles and problems rather than simply complaining about them. These practices are important for students to develop their emotional quotient as it aligns to the views of Baker, 2009; Nelis, Quidbach, Mikolajczak, & Hansenne, 2009; Cochran, Nordling, & Cochran, 2010, who pronounced that success in school is not entirely dependent on the students' mental ability to excel in problem-solving skills or in writing an essay that reflects impeccable grammar. More so, it is not reliant on the students' ability to perform breathtaking kinesthetic movements or come up with an awe-inspiring artwork. Generally, for students to succeed in school and in life, they need a considerable amount of emotional quotient to cope with the challenges and handle failures while in school dealing with pressures.

## **Significance on the Influence of Cultural and Linguistic Competency of Teachers on Emotional Quotient of Bagobo-Tagabawa Students**

There is no relationship between cultural and linguistic competency of teachers and emotional quotient of students. The finding of this study rejects the

pronouncement of Gaitan (2012) which stated that teachers should develop cultural and linguistic competence in order for the students to develop emotional quotient. When teachers manifest a high see of cultural and linguistic competence, they create a learning environment that is reflective to student's social, cultural, and linguistic experiences making the students develop their emotional quotient. By doing so, teachers can help effectively connect their culturally-and community based knowledge to the classroom learning experiences thus strengthen student's emotional quotient.

The result of the study also negates the pronouncement of Scherff and Spector (2010) which stated that there is a profound relationship between cultural and linguistic competency of teachers and emotional quotient of students and student's development of their emotional quotient. In a classroom dominated by cultural community, teachers should pay attention to their instructional practices by being culture sensitive and integrate cultural beliefs in the instruction. In so doing, students feel their culture is given utmost importance which makes them valued and this is essential in developing their emotional quotient. Teaching in a multicultural classroom requires teachers to observe culturally responsive pedagogical strategies that recognize the importance of student's cultural references in all aspect of learning.

The finding of the study does not support the statement of Gay (2010) which stated that the cultural and linguistic competency of teachers and emotional quotient of students are interrelated to one another. This means that teachers must have a deep understanding of the culture of the students.

## **Conclusion**

This study revealed a very high level of cultural and linguistic competency of teachers and a very high level of emotional quotient of Bagobo-Tagabawa students. Generally, the findings of the study showed that cultural and linguistic competency of teachers is not related to emotional quotient of Bagobo-Tagabawa students.

This study negates the pronouncement of Gay (2010) which stated that the cultural and linguistic competency of teachers and emotional quotient of students are interrelated to one another. This means that teachers must have a deep understanding of the culture of the students they are teaching in order to maximize learning opportunities and help students develop their emotional aspect.

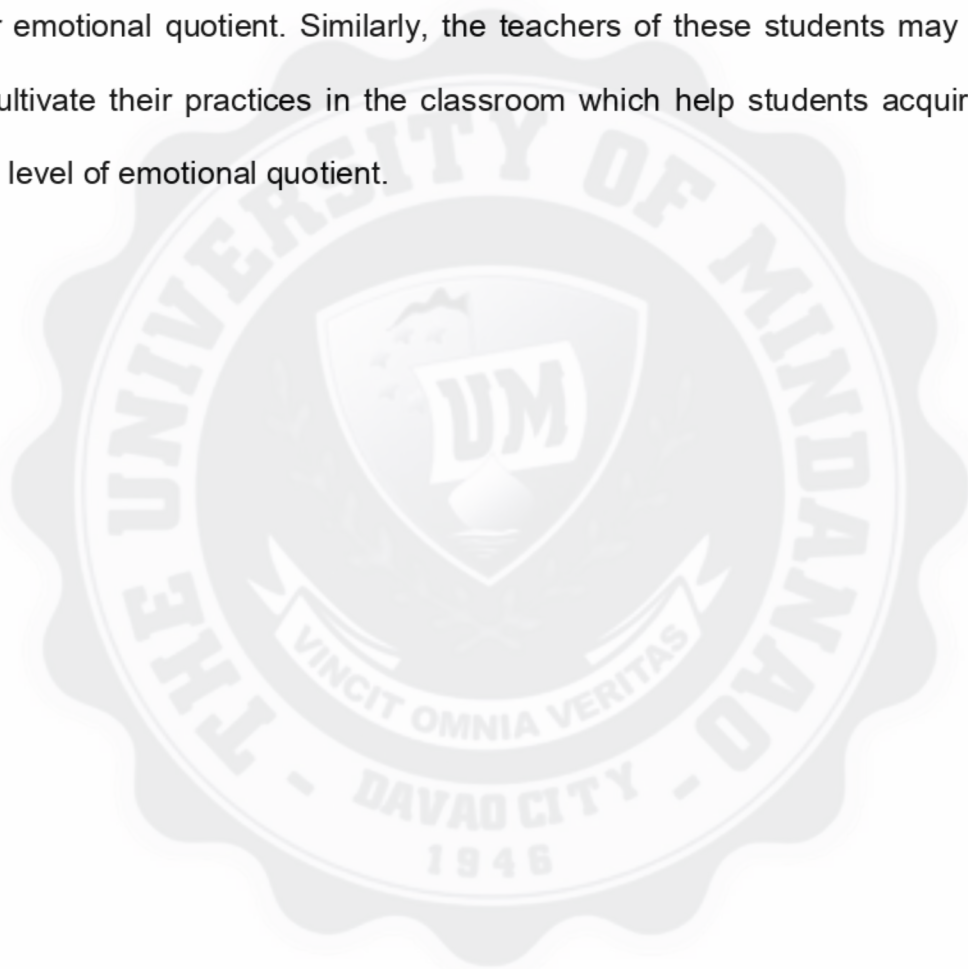
## **Recommendations**

The study found no significant relationship between cultural and linguistic competency of teachers and emotional quotient of Bagobo-Tagabawa students. The researcher therefore recommends that teachers may look into the other possible factors that affect students' emotional quotient and develop competence on this aspect in order to help student develop emotional quotient.

Meanwhile, the study found a very high level of Cultural and Linguistic Competency of Teachers and this can be attributed to the trainings on indigenization and contextualization of lessons the teachers have taken. This makes the researchers recommend that the trainings that help teachers better

understand IP students may be given constantly so that teacher will acquire essential practices in handling IP classes.

The findings of the research show that there is a very high level of emotional quotient of Bagobo-Tagabawa students. The researcher recommends that the student may continually expose to their practices in terms of developing their emotional quotient. Similarly, the teachers of these students may continue to cultivate their practices in the classroom which help students acquire a very high level of emotional quotient.



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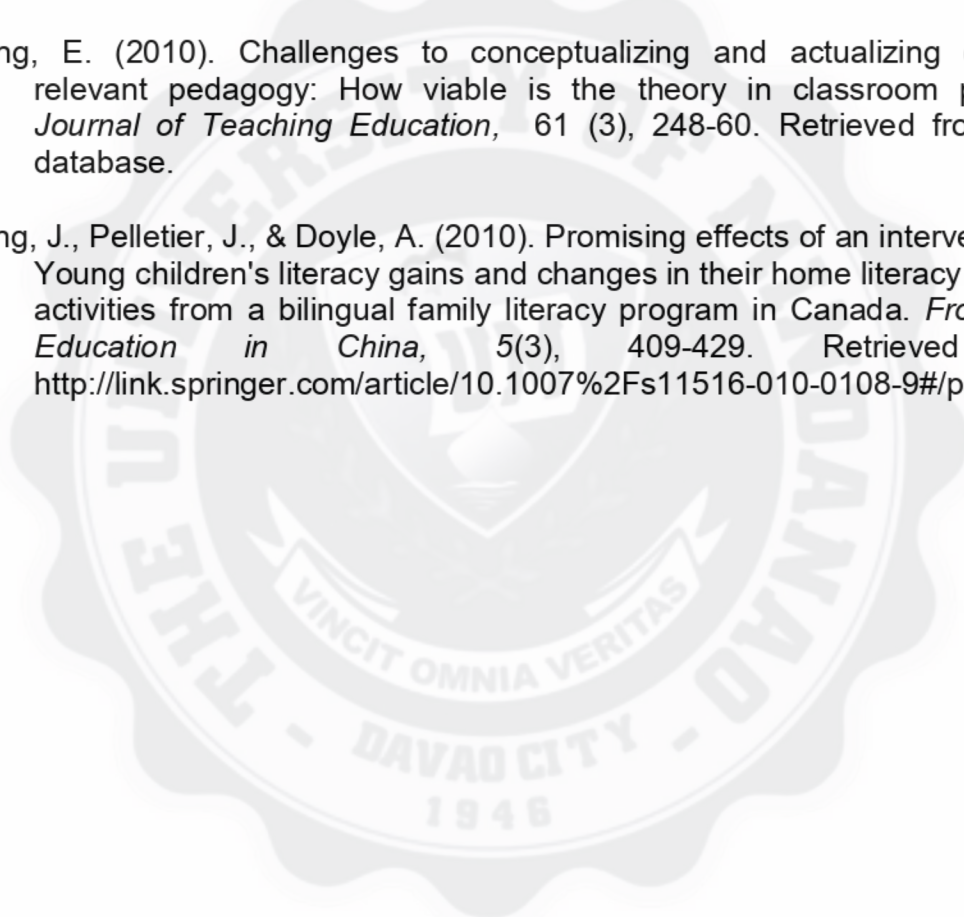
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**APPENDICES**



**Appendix A**  
**Letter to the Validators**






**Appendix B**  
**Validation Sheet for the Research Instrument**



**Appendix C**  
**Summary of Ratings**



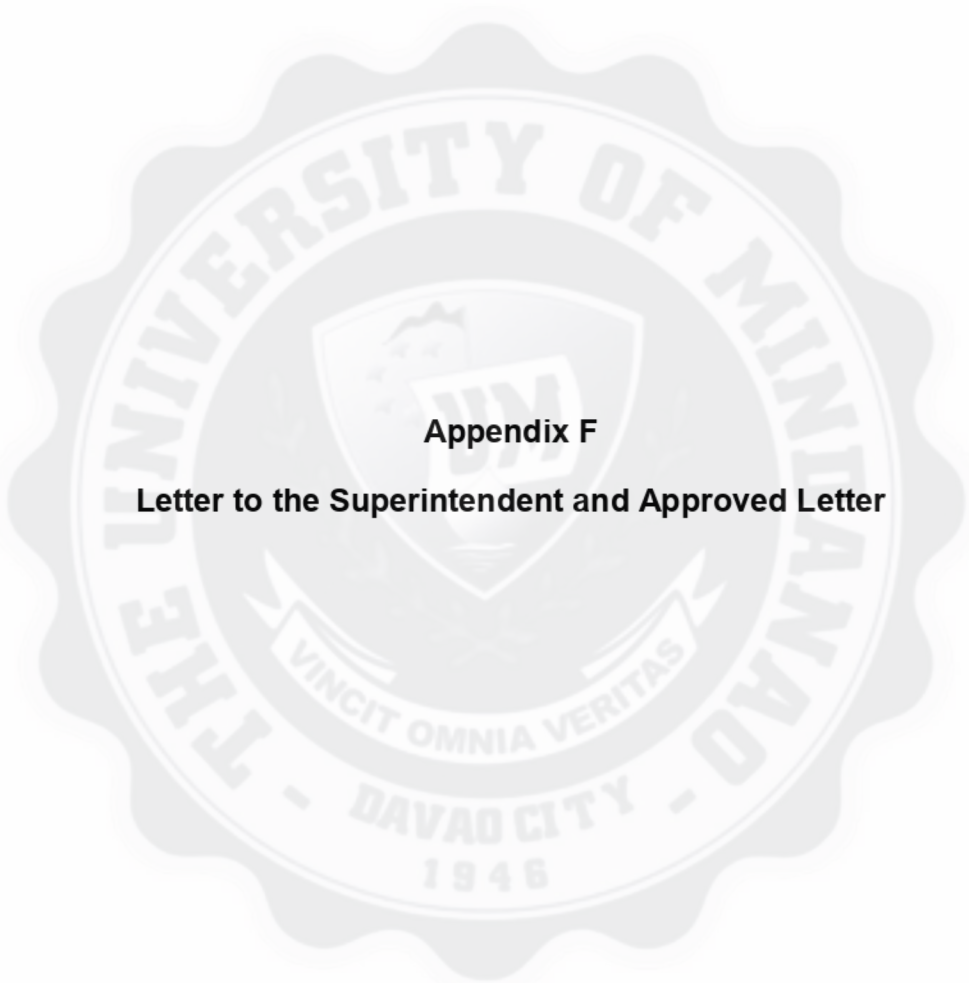
**Appendix D**  
**Research Instrument**

The image features a large, faint watermark of the University of Mindanao seal in the background. The seal is circular with a scalloped edge. It contains the text "THE UNIVERSITY OF MINDANAO" around the top, "DAVAO CITY" around the bottom, and "1946" at the very bottom. In the center is a shield with a book and a lamp, with a banner below it that reads "VINCIT OMNIA VERITAS".

**Appendix E**  
**Endorsement Letter**

**Appendix F**


**Letter to the Superintendent and Approved Letter**



**Appendix G**  
**Letter to the Supervisor**








**Appendix H**  
**Letter to the School Heads**




**Appendix I**

**Certificate of Appearance**




**Appendix J**

**Certificate of Recognition for Public Research Forum**



**Appendix K**

**Specific Items per Indicator for Table 1, and 2**

The background of the page features a large, faint watermark of the seal of The University of Mindanao. The seal is circular with a scalloped outer edge. It contains the text "THE UNIVERSITY OF MINDANAO" around the top, "DAVAO CITY" at the bottom, and "1946" at the very bottom. In the center is a shield with a book and a lamp, and a banner below it with the motto "VINCIT OMNIA VERITAS".

**Appendix L**

**Turnitin (Plagiarism Checker) Result**



**Appendix M**

**Editor's Certification**

Dear Students,

Please help us evaluate the level of cultural and linguistic competency of your teachers and your emotional quotient. There is no right or wrong response here. Please check the appropriate box that best describes your honest assessment. As much as possible, please do not leave every number without an answer.

Thank you for your cooperation!

The Researcher

**I – Questionnaire on Cultural and Linguistic Competency of Teachers**

Item	Physical Environment, Materials, and Resources	5 Strongly Agree/	4 Agree/	3 Moderately Agree/	2 Disagree/	1 Strongly Disagree/
	<i>The teacher/ Ang magtutudlo...</i>	<i>Uyon Kaayo</i>	<i>Uyon</i>	<i>Uyon Usahay</i>	<i>Dili Uyon</i>	<i>Dili Gyud Uyon</i>
1	displays pictures, posters and other materials that reflect our cultures and ethnic backgrounds.  <i>(Naga display ug mga picture, poster, ug uban pang material nga naga pakita sa among kultura.)</i>					
2	reads a variety of stories exposing life experiences of our cultures.  <i>(Naga basa ug mga story nga nagapakita sa among kultura.)</i>					
3	uses materials in the lessons that are found in our community.  <i>(Naga gamit ug mga material sa leksiyon nga makita ra sa among palibot.)</i>					
4	provides Indigenous Peoples corner in the classroom where indigenous materials are displayed.  <i>(Naga display ug mga gamit sa among kultura sa Inigenous Peoples corner.)</i>					
5	encourages us to write stories that support the use of our dialect.  <i>(Naga pasulat sa amo ug mga story gamit among inistoryahan.)</i>					

Item	Communication Styles	5 Strongly Agree/  <i>Uyon Kaayo</i>	4 Agree/  <i>Uyon</i>	3 Moderately Agree/  <i>Uyon Usahay</i>	2 Disagree/  <i>Dili Uyon</i>	1 Strongly Disagree/  <i>Dili Gyud Uyon</i>
1	<p>encourages parents to volunteer in school activities regardless of their ability to understand and speak English. <i>(Naga invite sa among mga ginikanan sa pag tambong sa mga activity sa school bisan pa na ay limitasyon sa ilang pag sabot ug pag sulti ug English.)</i></p>					
2	<p>assist parents who may require communication assistance to ensure their full participation. <i>(Naga tabang sa pagpasabot sa among mga ginikanan aron sila maka apil sa mga activity sa eskwelahan.)</i></p>					
3	<p>attempts to learn and use key words in our language to better able to communicate with us. <i>(Naga paningkamot maka sulti sa among dialect aron epektibo nga maka istorya sa amo.)</i></p>					
4	<p>attempts to understand our dialect which are helpful to enhance the delivery of services. <i>(Naga paningkamot masabtan ug mo gamit sa mga among dialect aron sa dali nga pagpanerbisyo.)</i></p>					
5	<p>recognizes that the word of mouth instead of a letter is a preferred way of some parents to receive information from school. <i>(Naga pahibalo sa mga importante nga ginikanan pinaagi sa pagsulti sa importante nga impormasyon.)</i></p>					



Item	Values and Attitudes	5 Strongly Agree/  <i>Uyon Kaayo</i>	4 Agree/  <i>Uyon</i>	3 Moderately Agree/  <i>Uyon Usahay</i>	2 Disagree/  <i>Dili Uyon</i>	1 Strongly Disagree/  <i>Dili Gyud Uyon</i>
1	avoids imposing values that may conflict with our own. ( <i>Wala naga pugos sa ilang mga tinuohan nga lahi sa amo.</i> )					
2	discourages children from using racial slurs by helping them understand that certain words can hurt others. ( <i>Naga badlong sa mga estudyante nga naga tawag sa amo mga makasakit nga tawag.</i> )					
3	screens books, and other media resources for negative cultural, ethnic, racial, or religious stereotypes before sharing them with us. ( <i>Wala naga gamit ug mga libro, salida, ug uban pa nga material nga na ai dili mayo nga pag lantaw sa amo.</i> )					
4	provides activities to help children learn about and accept the differences and similarities in all people. ( <i>Naga buhat ug activities diin among mga classmates ma kat-on sa pagsabot sa kalahian sa uban nga kultura sama sa amo.</i> )					
5	recognizes and accept that individuals from culturally diverse backgrounds may desire varying degrees of acculturation into the dominant culture. ( <i>Nakasabot nga ang mga estudyante nga parehas namo nag adjust sa among kumunidad.</i> )					

## II – Questionnaire on Emotional Quotient of Bagobo-Tagabawa Students

Item	Self-Awareness <i>As a student, I/Isip usa ka estudyante, Ako ...</i>	5 Strongly Agree	4 Agree	3 Moderately Agree	2 Disagree	1 Strongly Disagree
1	act confidently when I have some relevant expertise or experience to share.  <i>(Perme ganado mo share sa akong kahibalo ngadto sa klase.)</i>					
2	evaluate when I am close to the limit of my capabilities.  <i>(Nasayod sa akong mga limitasyon.)</i>					
3	share with others when I am uneasy about taking on task.  <i>(Nagapahibalo sa uban bahin sa akong kalisdanan sa pag buhat sa mga buluhaton.)</i>					
4	being open about the emotional impact of events may have had on me.  <i>(Naga share sa uban bahin sa emosyonal nga epekto sa mga panghitabo.)</i>					
5	admit when my behavior may have been unreasonable.  <i>(Mo angkon sa mga sayop nga kinaiya ug binuhatan.)</i>					

Item	Self-Management  <i>As a student, I/Isip usa ka estudyante, Ako ...</i>	5 Strongly Agree	4 Agree	3 Moderately Agree	2 Disagree	1 Strongly Disagree
1	maintain a calm appearance when my situation becomes uncomfortable.  <b><i>(Nagapabilin nga kalmado bisan pa sa dili nindot nga sitwasyon.)</i></b>					
2	make my actions match my words.  <b><i>(Nagabuhat sa mga butang nga akong gipangsuliti.)</i></b>					
3	tackle obstacles and problems rather than simply complaining about them.  <b><i>(Nagapangita ug sulosyon sa mga problema imbes nga mang basol sa uban.)</i></b>					
4	adjust rapidly when the situation changes.  <b><i>(Dali nga maka adjust sa mga sitwasyon.)</i></b>					
5	consider all criticism non- defensively.  <b><i>(Nagapaminaw ug naga dawat sa mga komento sa uban.)</i></b>					

Item	Social Awareness	5 Strongly Agree	4 Agree	3 Moderately Agree	2 Disagree	1 Strongly Disagree
1	<p><i>As a student, /Isip usa ka estudyante, Ako ...</i></p> <p>sense when others are feeling down or upset.</p> <p><b><i>(Dali maka bantay sa gibati sa uban ilabi na kung sila na suko.)</i></b></p>					
2	<p>appreciate the pressures under which others are able to manage.</p> <p><b><i>(Nagadayeg sa kakayahan sa uban nga maka buhat sa mga lisod nga buluhaton.)</i></b></p>					
3	<p>generate ideas that others find attractive.</p> <p><b><i>(Maka hatag ug nindot nga mga ideas.)</i></b></p>					
4	<p>address the needs and concerns of others.</p> <p><b><i>(Nagatabang ma sulbad ang panginahanglan sa uban.)</i></b></p>					
5	<p>identify where alliances could be built with other areas.</p> <p><b><i>(Kabalo mag buhat ug mga grupo nga makapalambo sa kakayahan.)</i></b></p>					

Item	Social Skills	5 Strongly Agree	4 Agree	3 Moderately Agree	2 Disagree	1 Strongly Disagree
1	<p><i>As a student, I/Isip usa ka estudyante, Ako ...</i></p> <p>take the lead whenever there is an opportunity to do so.</p> <p><b>(Naga lider sa uban kung na ai kahigayunan.)</b></p>					
2	<p>influence the thinking of others.</p> <p><b>(Kabalo mo impluwenysa sa uban.)</b></p>					
3	<p>present ideas in a way that engages others and inspires them to achieve more.</p> <p><b>(Nagahatag ug ideas nga maka ug inspirasyon sa uban.)</b></p>					
4	<p>provide feedback which others act on.</p> <p><b>(Nagahatag ug comment bahin sa mga trabaho sa uban.)</b></p>					
5	<p>support others in their learning and development.</p> <p><b>(Naga suporta sa kalambuan sa uban.)</b></p>					

Table 1.1

*Level of Cultural and Linguistic Competency of Teachers in terms of Physical Environment, Materials, and Resources*

Items	SD	Mean	Descriptive Level
Displaying pictures, posters and other materials that reflect our cultures and ethnic backgrounds.	0.183	4.97	Very High
Reading a variety of stories exposing life experiences of our cultures.	0.466	4.70	Very High
Using materials in the lessons that are found in our community.	0.498	4.40	Very High
Providing Indigenous Peoples corner in the classroom where indigenous materials are displayed.	0.346	4.13	High
Encouraging us to write stories that support the use of our dialect.	0.809	4.63	Very High
<b>Overall</b>	<b>0.204</b>	<b>4.57</b>	<b>Very High</b>

Table 1.2

*Level of Cultural and Linguistic Competency of Teachers in terms of Communications Styles*

Items	SD	Mean	Descriptive Level
Encouraging parents to volunteer in school activities regardless of their ability to understand and speak English.	0.669	4.03	Very High
Assisting parents who may require communication assistance to ensure their full participation.	0.305	4.90	Very High
Attempting to learn and using key words in our language to better able to communicate with us.	0.430	4.23	Very High
Attempting to understand our dialect which are helpful to enhance the delivery of services.	0.000	5.00	Very High
Recognizing that the word of mouth instead of a letter is a preferred way of some parents to receive information from school.	0.450	4.73	Very High
<b>Overall</b>	<b>1.999</b>	<b>4.58</b>	<b>Very High</b>

Table 1.3

*Level of Cultural and Linguistic Competency of Teachers in Values and Attitudes*

Items	SD	Mean	Descriptive Level
Avoiding imposing values that may conflict with our own.	0.430	4.77	Very High
Discouraging children from using racial slurs by helping them understand that certain words can hurt others.	0.568	4.57	Very High
Screening books, and other media resources for negative cultural, ethnic, racial, or religious stereotypes before sharing them with us.	0.507	4.53	Very High
Providing activities to help children learn about and accept the differences and similarities in all people.	0.484	4.20	Very High
Recognizing and accept that individuals from culturally diverse backgrounds may desire varying degrees of acculturation into the dominant culture.	0.547	4.67	Very High
<b>Overall</b>	<b>0.306</b>	<b>4.55</b>	<b>Very High</b>

Table 2.1

*Level of Emotional Quotient of Students in terms of Self-Awareness*

Items	SD	Mean	Descriptive Level
Acting confidently when one has some relevant expertise or experience to share.	0.504	4.57	Very High
Evaluating when already close to the limit of one's capabilities.	0.509	4.50	Very High
Sharing with others when uneasy about taking on task	0.461	4.83	Very High
Being open about the emotional impact of events may have had on me.	0.507	4.87	Very High
Admitting when one's behavior may have been unreasonable.	0.434	4.87	Very High
<b>Overall</b>	<b>0.186</b>	<b>4.73</b>	<b>Very High</b>

Table 2.2

*Level of Emotional Quotient of Students in terms of Self-Management*

Items	SD	Mean	Descriptive Level
Maintaining a calm appearance when the situation becomes uncomfortable.	0.498	4.40	Very High
Making my actions match my words.	0.568	4.43	Very High
Tackling obstacles and problems rather than simply complaining about them.	0.407	4.80	Very High
Adjusting rapidly when the situation changes.	0.629	4.53	Very High
Considering all criticism non-defensively	0.507	4.47	Very High
<b>Overall</b>	<b>0.226</b>	<b>4.53</b>	<b>Very High</b>



Table 2.3

*Level of Emotional Quotient of Students in terms of Social Awareness*

<b>Items</b>	<b>SD</b>	<b>Mean</b>	<b>Descriptive Level</b>
Sensing when others are feeling down or upset.	0.346	4.87	Very High
Appreciating the pressures under which others are able to manage.	0.490	4.63	Very High
Generating ideas that others find attractive.	0.498	4.40	Very High
Addressing the needs and concerns of others.	0.535	4.70	Very High
Identifying where alliances could be built with other areas.	0.563	4.40	Very High
<b>Overall</b>	<b>0.268</b>	<b>4.60</b>	<b>Very High</b>

Table 2.4

*Level of Emotional Quotient of Students in terms of Social Skills*

<b>Items</b>	<b>SD</b>	<b>Mean</b>	<b>Descriptive Level</b>
Taking the lead whenever there is an opportunity to do so.	0.490	4.63	Very High
Influencing the thinking of others.	0.568	4.77	Very High
Presenting ideas in a way that engages others and inspiring them to achieve more.	0.507	4.47	Very High
Providing feedback which others act on.	0.479	4.67	Very High
Supporting others in their learning and development.	0.479	4.67	Very High
<b>Overall</b>	<b>0.219</b>	<b>4.64</b>	<b>Very High</b>

# EMILY V. IGCALINOS

Teacher III

Ramon Magsaysay Central Elementary School

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Digos City Division

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## EDUCATIONAL ATTAINMENT

Baccalaureate Bachelor in Elementary Education  
Major in English  
April 2006  
University of Mindanao Panabo College

Vocational Practical Theology  
Int'l. One Way Outreach School Of Ministry  
April 1996

## AWARDS AND CITATIONS

Test Writer: Digos City Division Values Education-EsP  
SY 2018-2019

Evaluator: Digos City Division Teaching-Learning Resources  
SY 2017-2019

Coach: Bangko Sentral ng Pilipinas - DepEd Regional  
Oratorical Contest  
Davao City Christian High School  
October 31, 2018

Technical Official: Digos City Athletics Association Meet  
Volleyball - Secondary  
SY 2017-2019

Perfect Attendance: Ramon Magsaysay Central Elementary School  
SY 2016-2017

Champion Digos City Athletics Association (DCAA)  
Volleyball (Coach)  
November 2016

Coach                      DAVRAA MEET  
Tagum City  
February 2016

### **SPEAKERSHIP**

Resource Person:    Teaching Values Education In the 21st Century  
Arnaldo's Hotel Digos City  
February 2018

Resource Person    Orientation of School Heads and CID Personnel in  
the K-12 Implementation  
A & B Hotel, Digos City  
February 2017

Resource Person    Mass Training of Teachers (MTOT)  
Arnaldo's Hotel Digos City  
June 2016

Resource Person    Orientation on the Policy    Guidelines in Lesson Log  
Preparations for K-12 BEC  
October 2016

Resource Person    Revitalized Values Education  
January 2016

Guest Speaker       59th Graduation Ceremony  
Catalino G. Tampipi Elementary    School

### **TRAININGS ATTENDED**

2018 Regional Esp/Values Education Supervisors and Implementers  
Congress  
Jose Maria College  
Philippines-Japan Friendship Road, Davao City  
November 27, 2018

Workshop on Qualitative and Quantitative Designs for Action                      and  
Basic Research  
Ritz Hotel at Garden Oases  
August 29-31, 2018

Four-day Enhancement-Workshop on K-12 Curriculum Delivery  
Training on Assessment for Teachers and CID Personnel  
Nakayama Function Center January 31-February 2, 2018

Prevention of Violence Against Women cum Contextualization of Learning  
Materials as to Gender Sensitive  
Nakayama Function Hall  
January 22-24, 2018

Digos City Athletic association Meet  
DiCNHS Digos City  
November 23-25, 2017

Inquiry-Based Approach for Teaching Science  
University of Southeastern Mindanao - Davao City  
October 19-21, 2017

Technical Official in Volleyball  
DiCNHS Digos City  
November 23-25, 2017

Content and Pedagogy in the K-12 Science Curriculum  
Alyanna's Function Hall  
November 26-28, 2017

Division Sports Clinic  
DiCNHS Digos City  
August 25-27, 2017

Classroom-based Assessment, SIM & Localized Materials in Science  
Avenue One Hotel  
May 30-June 01, 2017

Division screening and Selection of Learning Resource Evaluators  
Nakayama Function Hall  
January 06, 2017

SIP & SIM Preparations for Science Teachers  
RMCES Digos City  
October 14, 15 & 19, 2016

Mind Education Specialist Training (MEST)  
SM Cinema Lanang, Davao City  
September 16-18, 2016

Mass Training of Teachers for the K-12 BEC  
Arnaldo's Hotel  
June 01-07, 2016

K-12 National Training of Teachers  
Lahug, Cebu City  
February 14-20, 2016

Respect Education Program Project Assessment and Planning  
Leticia by the Sea Talicud Island, IGACOS  
May 18-19, 2016

Revitalized Values Education Program  
NEAP Quirino Drive, Davao City  
January 15-16, 2016

### **CHAIRMANSHIP AND COMMUNITY INVOLVEMENT**

Member	Board of Directors Parent-Teachers Association 2018 - 2019
OIC Principal	Ramon Magsaysay Central Elementary School August 16 -18, 2018
Chairman	Brigada Eskwela Administrative & Finance Committee SY 2016 - 2019
Coordinator	Values Education Ramon Magsaysay Central Elementary School SY 2016 - 2019
Secretary	Parents and Teachers Association (PTA) SY 2017- 2018
Asst. Secretary	Parents and Teachers Association (PTA) SY 2018-2019
Coordinator	Respect Education Program SY 2015 - 2016