EMOTION AND CLASSROOM MANAGEMENT COMPETENCE: THE CASE OF STUDENT-TEACHERS IN THE DISTRICT OF MARIVELES, BATAAN

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ABSTRACT

The readiness of learners for a learning activity is crucial in the attainment of expected learning outcomes. The teacher being the facilitator of learning has to see to it that appropriate learning behaviour is established prior to the presentation of a lesson in the classroom setting. It is her/his competency in the classroom management that will make the students to focus on the learning tasks.

This study dealt not on the Professional Teachers' classroom management competency but rather on the student-teachers, their mentees' competencies along with this area. It also looked into the relationship of the Student Teachers' emotional competence in their ability to manage a class. Two groups of respondents provided the answers to the research problems, the Critic Teachers of the 34 Bachelor in Secondary Education, major in English (BSEDEN) and of the 23 Bachelor in Elementary Education (BEED); and the Student Teachers themselves. The Emotional Competence questionnaire was taken from Goldman's model, while the instrument for the classroom management competency was validated and the researcher framed the questionnaire.

The computed mean of 2.7582 and 2.7139 for each group of Student-Teachers indicated that they are highly competent along with the areas of Emotional Competence. The mentors described their classroom management competency to be at "high competency level". The t-test computed values of 2.58566 and 7.41565 and the p values of 0.006372 and 0.00001 indicated a significant relationship between the emotional and classroom management competence of respondents. The sustainability of programmes that enhance Education Students' emotional competence is highly recommended.

KEYWORDS: *Emotional, Competence, Classroom, Management*