

The Mediating Effect of Emotional Intelligence on the Relationship between Self-Motivation and Teaching Competencies of Criminology Instructors in Region XII: Basis for a Proposed Intervention Scheme

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ABSTRACT

Educators who can handle their emotion while teaching, regardless of the outside stimulus that could otherwise be disturbing to other people are professionals and worthy of imparting learning to the Criminology students. Hence, this study concerns about the mediating effect of emotional intelligence on the relationship between self-motivation and teaching competencies of Criminology instructors in the criminology institutions of Region XII. Survey was conducted among the 306 Criminology Instructors in SOCCSKSARGEN Region. Mean, Correlation analysis, and mediation test were utilized in the statistical data treatment disclosing the findings as follows: The Self-motivation of Criminology instructors in the Criminology institutions of Region XII is rated high level; The teaching competencies of Criminology instructors in the Criminology institutions of Region XII is rated very high level; The Criminology Instructors' emotional intelligence is rated high level; there is correlation between self-motivation and emotional intelligence of Criminology Instructors; There is a correlation between emotional intelligence and teaching competence of Criminology Instructors; There is correlation between self-motivation and teaching competencies of Criminology Instructors; and, self-motivation before reaching teaching competencies flow through emotional intelligence but less that one fifth is tainted with emotional intelligence. The implication of the study for the academe is to train Criminology instructors aspirants to control their emotions while educating their future students; although sympathy and empathy is still relevant in the profession, it should not hamper the learning process, which could be extended to the Criminology students who later on will choose various career path in law enforcement.

Keywords: Mediating Effect, Emotional Intelligence, Relationship, Self-Motivation, Competencies, Criminology Instructors, Region Xii, And Proposed Intervention Scheme

INTRODUCTION

One of the Critical factors in the learning process today is teaching competencies, particularly in a Criminology program. Poor teaching almost always results to poor quality graduates, which renders them unemployed or a liability to those who hired them. A decade ago, a significant change in the way the teaching-learning process was conceived at universities, in which the professor not only design and present the contents to be developed but demonstrate it through their lifestyle as well (Gulamhussein, 2013). It is a matter of providing incentive for teacher involvement and developing the critical knowledge of the students, to which end they must specify the teaching methodologies and evaluation systems to be developed for each subject matter in relation to the previously established professional competencies, thereby facilitating their transition to the professional environment (Salmerón, 2013).

Criminology teachers were focused on their teaching role inside the classroom rather than their competencies, which was the focal point of previous studies. The scope of Criminology teachers' competencies has been widening with respect to upgrading studies in education, teacher education's development as well as scientific results of educational science and new legislated laws (Dowd & Tierney, 2017). Teachers are responsible for operating educational system and they needed strong and efficient professional competencies. Teachers' competencies must be reviewed so that teachers' competencies should be redefined depending on the development of the whole life of human and education (Nessipbayeva, 2013).

On the other hand, teachers' teaching must be designed comprehensively and encouragingly, and the students must be encouraged in more provocative and positive environments. Thus, self-motivation and teaching competencies when partnered are lethal combination of efficient teaching (Antunes, 2016). Consequently, determining how self-motivation will be expressed through emotional intelligence and manifested in the teaching competencies would be very interesting it would balance the learning process and the established relationship between teacher and students. Enthusiasm in teaching can be expressed in various emotional state of the teacher, which can be in the form of funny expression, serious teaching, and challenging expression, all of which can still manifest the teaching competency of the teacher (Mosquera & Stobaus, 2016).

LITERATURE REVIEW

Literature declares that self-motivation is the force that keeps pushing teachers to go on; it's their internal drive to achieve, produce, develop, and keep moving forward. When they think they are ready to quit, or they just don't know how to start, their self-motivation is what pushes them to go on (Ackerman, 2018). Motivation is a process that accounts for an individual's intensity, direction and persistence of effort towards attaining a goal. Intensity is concerned with how hard a person tries. However, high intensity is unlikely to lead to job performance outcomes unless the effort is channeled in a direction. In addition, the persistency dimension measures how long a person can maintain their effort. Motivated individuals stay with a task long enough to achieve their goal (Altun, 2017; Robbins et al., 2011).

Teaching and learning are processes related to the human development, when speaking about intentional educational process. There are some important moments with in teaching who promote (controlled) extrinsic motivation, not as behavior control bust as promotion of "controlled" situation at an educational environment who gives the student the opportunity to learn something (Janowiak, 2018). If he/she is also intrinsically motivated, it is possible that occurs some kind of cognitive, affective and social improvement in direction of (re)make of previous acquisitions, evolving from a stage of knowledge, skills and attitudes to a new stage. This is the idea that makes the difference on education, the presence of a tutor, a mediator of knowledge, skills and attitudes, in the direction of do better performances as before (Mosquera et al., 2013).

In a broader context, as social environment, there are also occasions one needs to give extrinsic motivation, as a caregiver, a not formal educator, as a family member or friend, in a not so controlled context as formal education or as informal education moments too, giving for example any information to someone at phone or at press. Then, as a motivational mediator in an educational process, in the different levels as educator, the teachers must know how researchers speak about motivation (Ohle et al., 2015). Teachers and students(both subjects of their own teaching and learning) go through constant processes of cognitive, socio-affective and skill development, where there is interchange with the medium in which they are inserted and acting. So, preparing this medium for better educational processes is essential (Antunes, 2016).

A well trained and certificated teacher must show evidence of mastery of the subject matter. Teachers' competency must be of two-fold nature; A good teacher must first possess a wide general knowledge and within the confines of this general knowledge, a sound understanding of the subject he is to teach in the

classroom. A good teacher must be well knowledge versed in his area of specialization (Kunter, 2013). He must know which to teach, when to teach and how to teach (Hamdan et al., 2010). The quantity and quality of the teacher's knowledge will give the teacher enough material and confidence to teach effectively. Knowledge of the subject matter is a definite factor in successful teaching. Lack of it may result to narrow views or bluffing on the part of the teacher and distrust on the part of students (Nem Singh & Padilla, 2009).

Lower quality of education can't be separated from the role of the teacher as a main manager of the educational process in addition the other factors, such as the quality and characteristics input, the environment and infrastructure. Learning at school is very theoretical and not related to the environment what children learn (Schneider, & Vander Ark, 2013). According to Martinis and Maisah (2010) factors that make performance include intrinsic factors (personal/individual) or human resources and extrinsic is the leadership, system, team, and situational.

Teacher competence needs carrying out of the teaching duties in schools. The teacher competence is the ability of teacher responsibility to show his or her duties appropriately. Teachers need pedagogical knowledge and training to develop themselves as a teacher proficient and confident of their own abilities and faith in the potential students. To make high quality learners, teacher must be the master of teaching competencies; all of competencies must be capable to improve the teacher. The teacher competences can be divided into three areas; these are pedagogical, personal, and social (Sumantri & Whardani, 2017). Murniati (2007). Moreover, teacher performance can see from the emotional intelligence of teacher in the teaching process, emotional intelligence is the ability for recognizing our own feelings and the feelings to each other's, the ability to manage the emotion better in ourselves and relationship to the others (Hamzah, 2005).

Emotional intelligence is the ability to regulate emotional life with intelligence (to manage the emotional life with intelligence); to maintain the emotional with harmony and disclosure (the appropriateness of emotion and expression) through the self-awareness skills, self-control, self-motivation, empathy, and social skills (Woodward, 2018). Emotional intelligence is the ability to recognize feelings, reach and build feelings to help the idea, feelings and understanding are meaning and dept feeling control that fosters emotional and intellectual (Mayer et al., 2016).

The emotional intelligence concept has great enjoyment in this era recently. Many studies agree with the emotional intelligence development for adults and children. Emotional intelligence is the ability to understanding, listening to each other and feeling them and expressing his emotions in a productive manner (Stobaus & Mosquera, 2014). The emotional intelligence involves the following elements those are self-awareness, empathy, management connection, managing feels, and motivation (Goleman, 2006; Mayer, 2015).

In the learning process, emotional intelligence of teachers is needed, so that learning takes place optimally and improve to the maximum learning (Serrat, 2017). There are several ways to develop emotional intelligence in learning that provides a conducive environment, makes a democratic learning situation, empathy, and perceived by the students, helps the students find a solution in any problems that may they get, engages the students optimally in learning, physically, socially, and emotionally, responds to all of students positive behaviors, and avoids the negative response, gives the example for obeying the rules and discipline learning (Mayer, 2015).

No study was yet conducted covering the topic in Region 12, which means that this study can fill the research and literature gap on the mediating effect of emotional intelligence on the relationship between self-motivation and teaching competencies of Criminology Instructors, which would be useful for the Criminology instructors to become more efficient in their classroom instructions. More particularly the extent of mediation of emotional intelligence between the exogenous and endogenous variables.

The study is anchored to competence motivation theory developed by Harter (1978). He postulated that people are motivated to achieve competence in a number of achievement areas such as academia, athletics, and social relationships. People are motivated, including teachers, by a perception of mastery in teaching area and, in turn, perceived mastery will stimulate them in continued effort investment in an attempt to improve their skills or competency. Success at mastery attempts leads to positive competence beliefs, pleasant emotional responses, enhanced intrinsic motivation and involvement (Weiss et al., 2009).

The study is also anchored to emotional intelligence (EI) developed by Goleman (1994). Emotional intelligence is a cluster of skills and competencies, which are focused on four capabilities: self-awareness, relationship management, and social awareness. Goleman argues that these four capabilities form the basis of 12 'subscales' of emotional intelligence. Emotional intelligence concerns the ability to carry out accurate reasoning about emotions and the ability to use emotions and emotional knowledge to enhance thought (Mayer et al., 2008). Almost three decades of research, emotional intelligence (EI) results from the interaction of intelligence and emotion (Mayer & Salovey, 2000). EI refers to an individual's capacity to understand and manage emotions (Cherry, 2018). According to Cherry (2018), the five (5) components of EI are self-awareness, self-regulation, social skills, empathy, and motivation.

This study anchored as well to Self-determination theory (SDT) developed by Ryan and Deci (2000). They postulated that it is a macro theory of human motivation and personality that concerns people's inherent growth tendencies and innate psychological needs. It is concerned with the motivation behind choices people make without external influence and interference. Ryan and Deci (2017) emphasized that self-determination theory focuses on the degree to which an individual's behavior is self-motivated and self-determine. This applies to the Criminology instructors whose job is laden with pressure and challenge, wherein teachers must be fully motivated to impart knowledge to the Criminology students encompassing unique subjects that differs with other academic programs.

Figure 1 depicted the schematic paradigm which displayed the interplay of the self-motivation as the independent and teaching competency as the dependent variables of the study and emotional intelligence as the mediating variable in the study. As shown, the independent variable of this study will focus on self-motivation of the Criminology instructors, which will be measured through the following domains: Personal drive, the desire to impart learning to the students and motivating the said students at the same time; Commitment, which means committed teachers have a tendency to perform the roles effectively that their job requires; Initiative, which refers to the teachers' course of action that provide learning with significance and functionality; Optimism (positive attitude), which refers to teachers' academic optimism, which is a new concept that appears from the researches. These indicators are based on the sample questionnaire of QuestMeraki (2017).

The dependent variable of the study is the teaching competencies of the Criminology instructors, which refers to the extent to which, teachers believe they can influence criminology students' learning through the following indicators: Planning, which refers to teachers are responsible for operating educational system and they need strong and efficient professional planning competencies; development, which refers to the second element of teaching competencies as well as that of the students as well, and result, which refers to the competencies are observable, they are also measurable, based on the adapted questionnaire of Moreno-Murcia et al. (2015).

The mediating variable is the emotional intelligence of the students gauged through the domains as follows: Self-awareness, which refers to the process of focusing attention inward toward the self or the capacity of becoming the object of one's own attention; managing emotions, which refers to individuals that manage emotions effectively and tend to thrive in their profession; motivating oneself, which refers to the presence of enthusiasm that drives individuals to put in extraordinary effort to deliver results; empathy, which refers

to the ability to be aware of, be sensitive to and vicariously experience the feelings and situations of another from their perspective; and, social skill, which refers to any competence facilitating interaction and communication with others where social rules and relations are created; all based on the questionnaire of Goleman (1995).

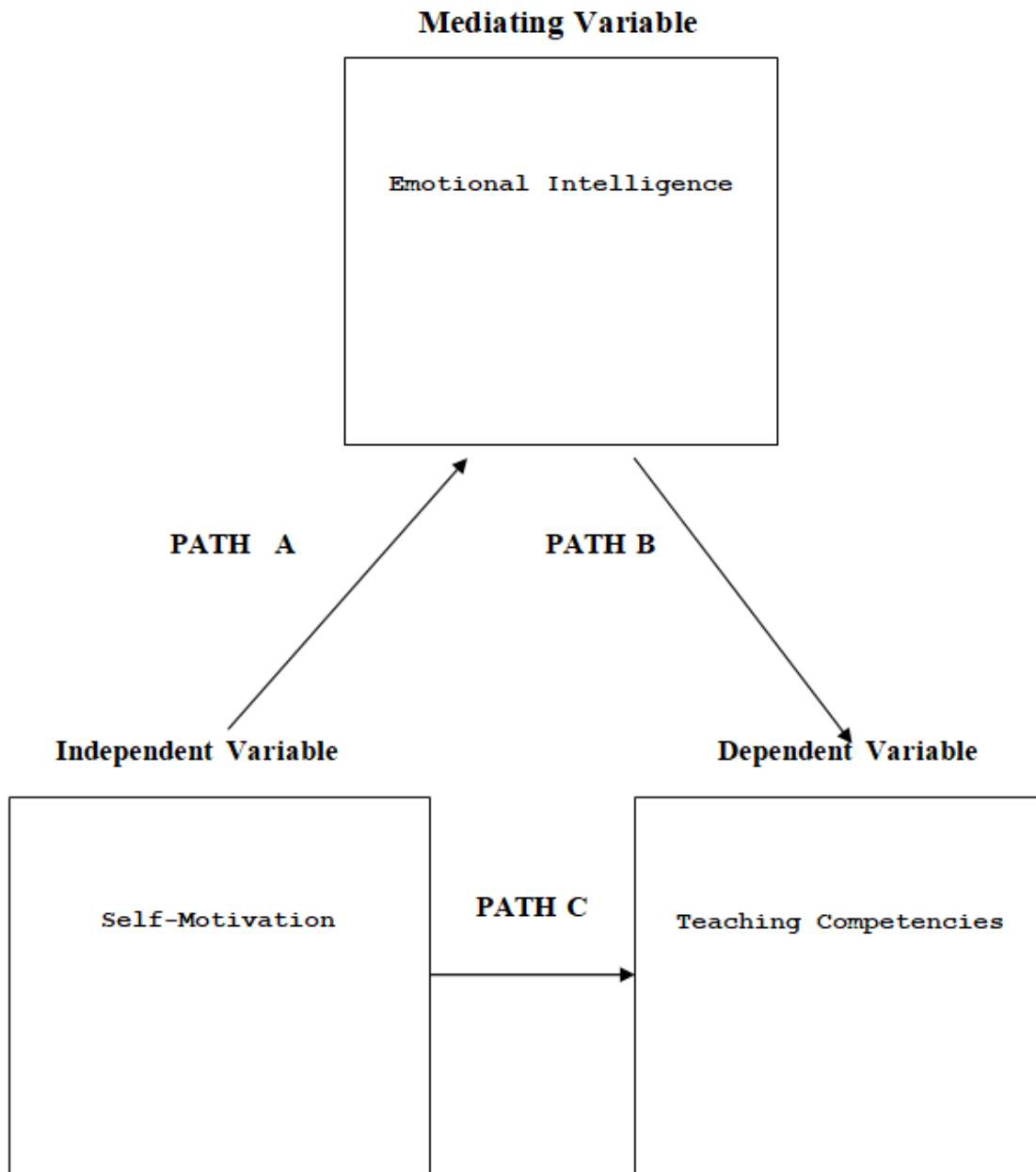


Figure 1. Schematic Paradigm of the Study

The indirect relationship between the independent and dependent variable will be measured passing through the mediating variable emotional intelligence while direct relationship will be measured between the independent and dependent variable without the mediating variable. Relationships between the independent variable and mediating variable as well as between mediating variable and dependent variable will be determined also.

The main intention of the study was to determine the mediating effect of emotional intelligence on the relationship between self-motivation and teaching competencies of criminology instructors in the

criminology institutions of Region XII, which was the basis for intervention scheme for criminology educators. Specifically, it provided answers to the queries such as level of emotional intelligence of criminology instructors in the criminology institutions of Region XII; level of self-motivation of criminology instructors in the criminology institutions of Region XII in terms of personal drive, commitment, initiative, and optimism (positive attitude); level of teaching competencies of criminology instructors in the criminology institutions of Region XII in terms of planning, development, and result; also, concerning significant relationship between self-motivation and teaching competencies, self-motivation and emotional intelligence, and emotional intelligence and teaching competencies; finally, the mediating effect of emotional intelligence on the relationship between self-motivation and teaching competencies of criminology instructors in the criminology institutions of Region XII.

The formulated null hypothesis will be tested at the level of 0.01 level of significance stated that there is no significant relationship between the following: self-motivation and teaching competencies; self-motivation and emotional intelligence; and, emotional intelligence and teaching competencies. There is no mediating effect of emotional intelligence on the relationship between self-motivation and teaching competencies of criminology instructors in the criminology institutions of Region XII.

The outcome of this study would provide a baseline data for the global Criminology instructors considering that justice system implementation and law enforcement is universal, wherein the direct beneficiary will be the global community, and mostly would be spared from the onslaught of criminality and prevention, apprehension and punishment of crimes are fully functioning. The study's outcome would also be seen to provide relevant contribution to the literature concerning the possible indirect effect of emotional intelligence as mediating variable to give light to the way self-motivation affects teaching competencies. Furthermore, Criminology instructors with self-motivation and initiative to impart knowledge and wisdom to the Criminology students would be able to hone and shape the students mentally and physically, which the latter needed the most and within the context of the area blending with the prevalent culture. Emotional intelligence plays an important role in the Criminology instructors teaching job, not only having the capacity to control one's emotion but be able to understand the various emotion Criminology students will manifest in different situation and different mood as well as the pressure they would experience mentally and physically; thus, being able to impart knowledge regardless of the emotional state of every students. The study might be able to revitalize the teaching enthusiasm and craft the right way of shaping and honing the students that would turn them into responsible and intelligent Criminologists and law enforcers in the future. The most significant outcome would be for the Criminology instructors to be inspired and enjoy the kind of job they have taking joy and pride on the fact that they took part in providing the society responsible leaders and law enforcers using the principles instilled in their minds. Also willing to accommodate novice learners and start all over again with innovations blending with the technological development with the courage to utilize the latter in the instructional process. Consequently, the study would also serve as the basis of the Criminology schools and universities to not only screen well in hiring Criminology teachers but also provide them the opportunity to learn and develop more by allowing them to pursue higher education and attend seminars as well as workshops to acquire upgraded way of teaching students. It would also serve as the basis of the Criminology instructors to make a self-evaluation and discard negativity from their teaching style and technique and in contrast develop their competencies and completely control their emotional intelligence fully motivated to the profession they have chosen. The study would also serve as the inspiration of the future researchers to pursue another study, particularly determining the influence of Criminology instructors on the character and integrity of Criminology students as observe in the profession the latter have chosen.

MATERIAL AND METHODS

Presented in this section are the methods that were used in the study such as study research subject, instruments, as well as design, and procedure.

Research Respondents

The respondents of the study were the 306 Criminology instructors from the different Criminology institutions in the SOCCSKSARGEN area for the school year 2019-2020. The tabulated distribution of the respondents among the five areas where Criminology institutions are located is shown. The researcher utilized total enumeration, wherein all the available Criminology teachers in the SOCCSKSARGEN Region were taken as respondents of the study. In terms of inclusions, only the Criminology instructors teaching within the area of Region XII were included in the study, considering the coverage of the study were the Criminology instructors within the context of SOCCSKSARGEN Region. In terms of exclusion, other instructors were not considered since they are not teaching in the Criminology school or department as well as other Criminology instructors not teaching within the region limits of Region 12. Withdrawal was optional for every participant, even those who have already answered the questionnaire but later on asked to withdraw; they were entitled for such request, considering the fact that this research study was solely based on voluntary participants.

Distribution of Respondents

Areas	No. of Teachers	Percentage
North Cotabato	90	29.41
South Cotabato Province	70	22.88
Sarangani	50	16.34
Cotabato	46	15.03
Sultan Kudarat	50	16.34
Total	306	100

Materials and Instrument

The study used a questionnaire divided into three parts, which was validated by experts as well as subjected to pilot testing and validly qualified through Cronbach Alpha computation exceeding .600. The first part of the questionnaire measured the mediating variable emotional intelligence consisting of 50 items adapted from Goleman (1995). The second part of the questionnaire measured the independent variable self-motivation consisting of 37 items adapted from Quest Meraki (2017) with indicators personal drive, commitment, initiative, optimism (positive attitude). The third and last part of the questionnaire measured the dependent variable teaching competency with 28 items adapted from Moreno-Murcia et al. (2015) consisting of the indicators planning, development, and result. The preliminary draft of the mentioned questionnaire was forwarded to the research adviser for possible comments and suggestions; afterwards, the edited questionnaire was forwarded to the panel of experts to make sure the content is validated and determined to be reliable.

The parameter limits used for the interpretation of self-motivation of Criminology instructors are as follows:

Range of Means	Descriptive Level	Interpretation
4.20- 5.00	Very High	The stated item is very evident for the respondents
3.40- 4.19	High	The stated item is evident for the respondents
2.60- 3.39	Moderate	The stated item is moderately evident for the respondents
1.80- 2.59	Low	The stated item is less evident for the respondents
1.00-1.79	Very Low	The stated item is not evident for the respondents

Design and Procedure

The quantitative, non-experimental design using correlation technique was employed in the study. The purpose of this method was to find new truths which may have different forms such as increased quality of knowledge, a new generalization or a new law, an increased insight into factors which are operating the discovery of the significant relationship, a more accurate formulation of the problem to be solved and many others (Cohen, 2001). The study also made use of the direct and indirect path analysis, the two types of effects of path model. The first is the direct effect, and the second is the indirect effect. When the independent variable has an arrow directed towards the dependent variable, then it is said to be the direct effect. When an independent variable has an effect on the dependent variable, through the other variable, then it is said to be an indirect effect. Pajares and Miller (1994) mentioned that to see the total effect of the independent variable, it is necessary to add the direct and indirect effect. One variable may not have a direct effect, but it may have an indirect effect as well. Also, Medgraph was utilized in determining the mediation effect of emotional intelligence on the relationship between self-motivation and teacher competencies. The said design was appropriate in determining the mediating effect of emotional intelligence on the relationship between self-motivation and teaching competencies of criminology instructors in the criminology institutions of Region XII, which was the basis of intervention scheme for Criminology educators.

The mentioned three-part questionnaire was utilized as instruments in data gathering validated by experts. Experts' corrections and suggestions were considered, which resulted to the deletion of some items. After the questionnaire was finally approved, the researcher sought the university's Dean of Professional Studies endorsement. It was attached to the permission letter addressed to the respective school directors of Criminology institutions in Region XII asking permission to administer the research questionnaire among the Criminology instructors. The researcher visited the Commission on Higher Education and inquired on the actual number of Criminology institutions in the region and sought information as well on the actual number of instructors per school. Once determined, the researcher prepared letters asking permission from the respective Criminology institution through mail and email, before which phone calls were made to make sure the school knows concerning the intention to conduct survey among the Criminology instructors. Once granted a schedule for the survey, the researcher administered the questionnaires among the respondents after the purpose and relevance of the study was thoroughly explained to them and then retrieved the questionnaires after respondents thoroughly answered them. The questionnaires were retrieved, tallied and consolidated and were subjected to appropriate statistical tool and with the aid of the statistician, the researcher discusses, analyzed and interpreted the data.

The following statistical treatments were utilized to be able to comprehensively analyze and interpret the data gathered. Mean was utilized to determine the emotional intelligence on the relationship between self-motivation and teaching competencies of criminology instructors in the criminology institutions of Region XII, as an answer to the objectives from one to three. Pearson r was used to quantitatively express the degree and direction of the relationship between self-motivation and teaching competencies; self-motivation and emotional intelligence and the relationship between emotional intelligence and teaching competencies. The direction pertains to whether the relationship is positive or negative. The degree pertains to the extent or strength of the relationship. Medgraph was utilized using Sobel z -test, which will be used to determine if emotional intelligence mediates on the relationship between instructional leadership and teacher efficacy. The Sobel z -test will be utilized in testing the significance of the mediation. Mediation test technique was used to assess mediation effects of variables. The procedure will be used to investigate the mediating effect of emotional development on the relationship between self-motivation and teaching competencies. This involves the computation of the three regression equations: First, the regression of the mediator emotional intelligence on self-motivation; second, the regression of teaching competencies; and third, the regression of the teaching competencies on both self-motivation and on the mediator emotional intelligence. For the

mediation to be stable: In the first regression equation, the independent variable (self-motivation) must affect the mediator (emotional intelligence). In the second regression equation, the independent variable (self-motivation) must affect the dependent variable (teaching competencies). In the final regression, the mediator (emotional intelligence) must affect the dependent variable (teaching competencies) even without the independent variable (self-motivation).

Ethical Consideration

The researcher, in the conduct of the study, observed full ethical standards. This dissertation was reviewed by the research ethics committee of the University of Mindanao. It conformed to the following norms: Voluntary participation, privacy and confidentiality, informed consent process, recruitment, risks, benefits, plagiarism, fabrication, falsification, conflict of interest, deceit, permission from organization/location, and authorship.

Voluntary Participation. All the Criminology instructors have their own choices to participate voluntarily. They were asked one by one by the researcher and in a way sort of being recruited. They have their own volition to participate in the study without any conditions on consequence or penalty.

Privacy and Confidentiality. The respondents of the study were informed and assured by the researcher concerning the collected data, wherein it were used purely for academic purposes, particularly the personal or professional information required in the study, which were kept in private and were not disclosed to anybody. Respondents have the freedom to withdraw anytime they choose without any string attached, so-to-speak, for declining to participate in the study.

Informed Consent Process. An informed consent form was necessary for the respondents to sign, which encompasses the consequences coming from participating in the study, including the time they have to spend in answering the questionnaire, wherein total honesty was required to ensure that the data of the study was reliable. The researcher fully explained to the respondents that they were not coerced to participate in the study and they have the prerogative to withdraw should they decide to do so. Also, there were token of appreciation that were given by the researcher as her expression of her debt of gratitude for the valuable time and effort offered by the respondents.

Recruitment. The researcher approached the respondents one by one and humbly asked them to participate in the study by answering the provided questionnaire.

Risks. The absence of risky situation was assured by the researcher, wherein the respondents as well as the general population would be endangered or harm them physically, psychologically, or socio-economically; thus, surveys were conducted in safe places.

Benefits. The Criminology institutions and the Criminology instructors surely benefitted from the outcome of the study considering that it provided relevant data concerning the Criminology instructors' situation and might adjust considerably if necessary to become more sufficient in imparting Criminology education to the students.

Plagiarism. The researcher employed proper citations and referencing using the American Psychological Association (APA) format. Moreover, Turnitin was also used as an additional safeguard against plagiarism for originality checking and plagiarism prevention.

Fabrication. Tampering of data and false data were not entertained in this study; only the actual result of the study was included to ensure the accuracy of the study. It was also assured in this study that data incorporated from the respondents were accurate and no bias and professional judgment were included; thus,

making the content pure from any fabrication.

Falsification. No manipulation of data was entertained in the study and documents that were attached to the manuscript particularly in the appendices were original and not manufactured; also no forgery was committed in the making of the research paper.

Conflict of Interest. No conflict of interest on the part of the researcher was hidden, except that the main motive in conducting the research study was to augment the researcher's educational knowledge and status. Moreover, make sure that the research study was free from any issues; the researcher vowed to adhere to the ethical guidelines set by the University of Mindanao Ethics Review Committee.

Deceit. Deception was never employed in convincing the respondents to become part of the study; all the motive, purpose, and intention in conducting the study were explained to them before administering the questionnaires.

Permission from Organization/Location. All the necessary correspondence and letters asking permission were forwarded to the proper organization and authorities.

Authorship. This research study were not violate any copyright law and the researcher vouched that she is the sole author of this research study assisted by her research adviser, and express her willingness to publish this research work if suggested by her adviser, panelists or any individual in the graduate studies who would recommend it.

RESULTS AND DISCUSSION

This section exhibited the result and discussion of the study. The order of presentation follows that of the study objectives.

This chapter presents the results of the study arranged based on the following subheadings: Level of Self-Motivation of Criminology Instructors in the Criminology Institutions of Region XII; Level of Teaching Competencies of Criminology Instructors in the Criminology Institutions of Region XII; Level of Emotional Intelligence of Criminology Instructors in the Criminology Institutions of Region XII; Significance of the Relationship between the Self-Motivation and Emotional Intelligence of Criminology Instructors in the Criminology Institutions of Region XII; Significance of the Relationship between the Emotional Intelligence and Teaching Competencies of Criminology Instructors in the Criminology Institutions of Region XII; Significance of the Relationship between the Self-Motivation and Teaching Competencies of Criminology Instructors in the Criminology Institutions of Region XII; and, Mediating Effect of Emotional Intelligence on the Relationship between Self-Motivation and Teaching Competencies of Criminology Instructors in the Criminology Institutions of Region XII.

Level of Self-Motivation of Criminology Instructors in the Criminology Institutions of Region XII

Shown in table 1 is the level of self-motivation of Criminology instructors in the Criminology Institutions of Region XII garnering an overall mean score of 4.16 or high with a standard deviation of 0.706 indicating clustered responses from the respondents. This shows that the self-motivation of Criminology instructors is evident. Presented from highest to lowest mean scores, the indicators are as follows: Commitment is rated very high level with the mean score of 4.24 and a standard

Table 1 Level of Self-Motivation of Criminology Instructors in the Criminology Institutions of Region XII

Indicators	SD	Mean	Descriptive Level
Personal Drive	0.748	4.13	High
Commitment	0.747	4.24	Very High
Initiative	0.741	4.15	High
Optimism (Positive Attitude)	0.726	4.10	High
Overall	0.706	4.16	High

deviation of 0.747 manifesting clustered responses. This means that the commitment of Criminology instructors as part of self-motivation is very evident; Initiative is rated high level with the mean score of 4.15 and having a standard deviation of 0.741 disclosing clustered responses; this shows that the as part of self-motivation, the respondents' initiative is evident; also, personal drive is rated high level with a mean score of 4.13 and a standard deviation of 0.748 indicating clustered responses, which means that their personal drive as part of self-motivation is evident; and, optimism (positive attitude) is rated high level with the mean score of 4.10 having a standard deviation of 0.726 indicating clustered responses. This means that as part of self-motivation, the optimism of the respondents is evident. This implies that the Criminology instructors were highly positive that they would go on even if they meet setbacks and obstacles at work and they also take feedbacks from their colleagues for self-development. This high level of self-motivation inspires the Criminology instructors to enhance their skills and knowledge on teaching Criminology subjects. The result coincides with the statement of Ackerman (2018) who stressed that self-motivation is the force that keeps pushing teachers to go on; it's their internal drive to achieve, produce, develop, and keep moving forward. When they think they are ready to quit, or they just don't know how to start, their self-motivation is what pushes them to go on.

Level of Teaching Competencies of Criminology Instructors in the Criminology Institutions of Region XII

Table 2 displays the level of teaching competencies of Criminology instructors in the Criminology Institutions of Region XII with an overall mean score of 4.28 or very high with a standard deviation of 0.726 disclosing clustered responses from the respondents. This means that the teaching competencies of Criminology instructors is very evident. From highest to lowest mean scores, the indicators are presented as follows: Result as part of teaching competencies garnered a mean score of 4.33 described as very high level with a standard deviation of 0.751 indicating clustered responses, which means as well that result as an indicator of teaching competencies is very evident; Development as part of teaching competencies is rated very high with a mean score of 4.26 and a standard deviation of 0.744 disclosing clustered responses, which means that development as an indicator of teaching competencies is very evident; and, planning as part of teaching competencies garnered a mean score of 4.23 labeled as very high level with a standard deviation of 0.781 manifested clustered responses, indicating that the indicator planning is very evident as part of teaching competencies. This means that the Criminology instructors in the Criminology institutions of Region XII are very highly competent in teaching. This implies that Criminology education in the mentioned Region can be very high in quality considering the fact that Criminology instructors are very highly competent. The finding supports the concept of Kunter (2013) who emphasized that

teachers' competency must be of

Table 2 Level of Teaching Competencies of Criminology Instructors in the Criminology Institutions of Region XII

Indicators	SD	Mean	Descriptive Level
Planning	0.781	4.23	Very High
Development	0.744	4.26	Very High
Result	0.751	4.33	Very High
Overall	0.726	4.28	Very High

two-fold nature; A good teacher must first possess a wide general knowledge and within the confines of this general knowledge, a sound understanding of the subject he is to teach in the classroom. A good teacher must be well knowledge versed in his area of specialization.

Level of Emotional Intelligence of Criminology Instructors in the Criminology Institutions of Region XII

Presented in Table 1 is the level of emotional intelligence of Criminology instructors in the Criminology Institutions of Region XII garnering an overall mean score of 3.89 or high level with a standard deviation of 0.577 indicating clustered responses from the respondents. This means that the emotional intelligence of Criminology instructors are evident. The three highest items very evidently describing emotional intelligence are as follows: The item “I am knowing when I am happy” garnered a mean score of 4.44 or very high level with a standard deviation of 0.976 indicating clustered responses; the item “Motivation is being the key to my success” with a mean score of 4.37 or very high level and standard deviation of 0.867 showing clustered responses; and, the item “I am knowing what makes me happy” garnering a mean score of 4.30 or very high level with the standard deviation of 0.955 indicating clustered responses. The item

Table 3 Level of Emotional Intelligence of Criminology Instructors in the Criminology Institutions of Region XII

Items	SD	Mean	Descriptive Level
Overall	0.577	3.89	High

with the lowest mean score is “I am not worrying about work or life in general” with the mean score of 3.17 or moderate level and a standard deviation of 1.201 showing spread out responses from the responses. This means that not worrying about work or life is less evident among the respondents. The result manifested that emotionally intelligent teachers are composed when they are very happy and able to identify what makes them happy as well as having very high motivation as the means in achieving success. The outcome is in congruent with the statement of Serrat (2017), who accentuated that the teachers who have good emotional intelligence are the teachers who have the ability to manage the emotions and feelings, as well as more active in cooperation for achieving educational goals.

Significance of the Relationship between Self-Motivation and Emotional Intelligence of Criminology Instructors in the Criminology Institutions of Region XII

Table 4 presents the significance of the relationship between self-motivation and emotional intelligence of Criminology instructors in the Criminology Institutions of Region XII. All the indicators of self-motivation

are significantly correlated to emotional intelligence as follows: Personal drive (p-value=0.000<0.05); commitment (p-value=0.000<0.05); initiative (p-value=0.000<0.05); optimism (positive attitude) (p-value=0.000<0.05). The result showed that the null hypothesis is rejected.

Table 4 Significance of the Relationship between Self-Motivation and Emotional Intelligence of Criminology Instructors in the Criminology Institutions of Region XII

Self-Motivation	Emotional Intelligence Overall
Personal Drive	.869* (0.000)
Commitment	.820* (0.000)
Initiative	.834* (0.000)
Optimism (Positive Attitude)	.875* (0.000)
Overall	.891* (0.000)

*Significant at 0.05 significance level.

Overall computation manifested an r value of .891 showing high correlation and a p-value of 0.000, which when compared to 0.05 is lesser indicating significant relationship thereby rejecting the null hypothesis. It could be surmised therefore that

there is significant relationship between self-motivation and emotional intelligence of Criminology instructors in the Criminology Institutions of Region XII. This means that self-motivation involves the emotion of the Criminology Instructors that inspires them and gives them passion and happiness in doing their job as Criminology instructors. Thus, self-motivation of the Criminology Instructors is intertwined with their emotion and aware that their motivation will give them positive emotions. The result of the study confirmed the findings of Ates and Buluc (2015) who concluded in their study that teachers have a good level of emotional intelligence, motivation and organizational commitment. In addition, there is a positive significant relation between emotional intelligence and motivation of teachers as well as emotional intelligence and organizational commitment.

Significance of the Relationship between Emotional Intelligence and Teaching Competencies of Criminology Instructors in the Criminology Institutions of Region XII

Table 5 displays the significance of the relationship between emotional intelligence and teaching competencies of Criminology instructors in the Criminology Institutions of Region XII. Data showed that the variable emotional intelligence is correlated with the indicators of the variable teaching competencies as

follows: Planning (p-value=0.000<0.05), Development (p-value=0.000<0.05), and result (p-value=0.000<0.05) indicating no significant relationship and the rejection of the null hypothesis.

Overall computation yielded an r value of .855 and a p-value of 0.000, which when compared to the level of significance of 0.05 disclosed high level of correlation, which means the rejection of the null hypothesis. It could be declared therefore that there is significant relationship between emotional intelligence and teaching competencies of Criminology instructors in the Criminology Institutions of Region XII. This shows that the Criminology instructors are utilizing their emotional intelligence while teaching and their teaching competencies are complemented by their emotional intelligence because they are inspired and happy with what they are doing. The result is in accordance with the findings of Wahyuddin (2016) emphasizing that the role of teacher competence and emotional intelligence are very important for the teachers in the learning process at the school activities. The role of teacher to become an educator

Table 5 Significance of the Relationship between Emotional Intelligence and Teaching Competencies of Criminology Instructors in the Criminology Institutions of Region XII

Emotional Intelligence	Teaching Competences			Overall
	Planning	Development	Result	
Overall	.846* (0.000)	.838* (0.000)	.772* (0.000)	.855* (0.000)

Significant at 0.05 significance level.

will be helped by competence and emotional intelligence, the performing teacher must conform with the specifics of standard competence, competence and emotional intelligence can help the teacher control emotion.

Significance of the Relationship between the Self-Motivation and Teaching Competencies of Criminology Instructors in the Criminology Institutions of Region XII

Presented in table 6 is the significance of the relationship between the self-motivation and teaching competencies of Criminology instructors in the Criminology institutions of Region XII. All the indicators of self-motivation is correlated with all the indicators of teaching competencies with the same outcome (p-value=0.000<0.05), which indicates that the null hypothesis is rejected. Overall computation showed the computed r value of .921 disclosing high level of correlation and a p-value of 0.000, which is lesser when compared to the level of significance of 0.05 indicating significant relationship and the rejection of the null hypothesis. It could be surmised therefore that

Table 6 Significance of the Relationship between the Self-Motivation and Teaching Competencies of Criminology Instructors in the Criminology Institutions of Region XII

Self-Motivation	Teaching Competences			Overall
	Planning	Development	Result	
Personal Drive	.842* (0.000)	.850* (0.000)	.757* (0.000)	.853* (0.000)

Commitment	.824* (0.000)	.863* (0.000)	.801* (0.000)	.867* (0.000)
Initiative	.874* (0.000)	.918* (0.000)	.808* (0.000)	.905* (0.000)
Optimism (Positive Attitude)	.845* (0.000)	.888* (0.000)	.823* (0.000)	.890* (0.000)
Overall	.887* (0.000)	.923* (0.000)	.836* (0.000)	.921* (0.000)

*Significant at 0.05 significance level.

there is significant relationship between self-motivation and teaching competencies of Criminology instructors in the Criminology institutions of Region XII. This indicates that the self-motivation of Criminology Instructors directly relates to their teaching competencies an indication of their desire to excel in the career they have chosen by having that self-urge to perform in their teaching profession and perform their best to educate Criminology students. The result supports the findings of Sumantri and Whardani (2017) declaring that there is a significant positive relationship between achievement motivation and professional competence of teachers, which means the teachers self-motivation is the driving force to raise their level of competence in teaching.

Mediating Effect of Emotional Intelligence on the Relationship between Self-Motivation and Teaching Competencies of Criminology Instructors in the Criminology Institutions of Region XII

Shown in Table 7 was the regression analysis on the mediating effect of emotional intelligence on the relationship between self-motivation and teaching competencies of Criminology instructors in the Criminology institutions of Region XII. The data in this table were used as input to the medgraph. There were three steps to be met for a third variable to be acting as a mediator. In Table 7 these were categorized as Steps 1 to 3. In Step 1 (Path c) self-motivation as the independent variable (IV) significantly predicted teaching competencies, the dependent variable (DV). In step 2 (Path a) self-motivation (IV) significantly predicted emotional intelligence (MV). In step 3 (Path b), emotional intelligence (MV) significantly predicted teaching competencies (DV).

The mentioned steps (paths a, b and c) were significant. The Sobel z-value yielded a *p* value less than 0.01; hence, significant partial mediation occurred. The association between self-motivation (IV) and teaching competencies (DV) had been significantly reduced by the inclusion of the mediating variable which emotional

Table 7 Mediating Effect of Emotional Intelligence on the Relationship between Self-Motivation and Teaching Competencies of Criminology Instructors in the Criminology Institutions of Region XII

PATH	ESTIMATES		SE	C.R.	P
	Unstandardized	Standardized			
SM EI	.727	.891	.021	34.252	***
EI TC	.209	.166	.060	3.457	***
SM TC	.796	.774	.049	16.134	***

Table 8 Total, Direct, and Indirect Effects

Effect	95% CI		
	b	Lower	Upper
Total	0.9473	0.9023	0.9924
Direct	0.7955	0.6982	0.8929
Indirect (mediation)	0.1518	0.0312	0.2644

X =SELF-MOTIVATION (SM)

Y = TEACHING COMPETENCIES (TC)

M= EMOTIONAL INTELLIGENCE (EI)

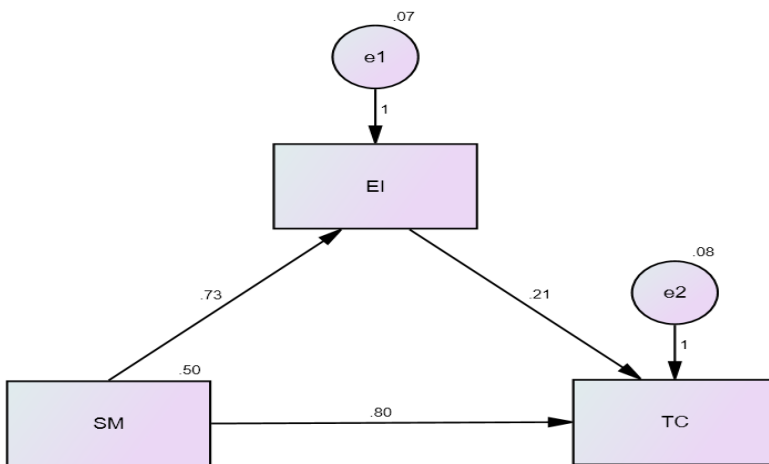


Fig. 2. The Mediating Effect of Emotional Intelligence on the Relationship between Self-Motivation and Teaching Competence

intelligence. It could be seen in the graph that .9473 was reduced to .7955 in the subsequent regression. The 95% confidence interval conclusively revealed that significant mediation had occurred. In this particular case, the effect of the IV (self-motivation) on DV (teaching competencies) was significantly lessened after controlling MV (emotional intelligence). Therefore, only partial mediation took place since the effect was still significant.

The effect size measured how much of the effect of self-motivation (IV) on teaching competencies (DV) could be attributed to the indirect path (IV to MV to DV). The total effect (.9473) was the raw correlation between self-motivation (IV) and teaching competencies (DV). The direct effect (.7955) was the size of the correlation between self-motivation (IV) and teaching competencies (DV) with emotional intelligence (MV) included in the regression. The indirect effect was the amount of the original correlation between the IV and the DV that went through the mediator to the DV ($a*b$) where “a” refers to the path between IV and MV and “b” refers to the path between the MV and the DV. The ratio index was computed by dividing the indirect

effect by the total effect, in this case .1518 by .9473= 16.02%. It seemed that about 16.02% of the total effect of the IV on the DV went through the MV, and about 83.98% of the total effect was either direct or mediated by other variables not included in the model.

This implies that self-motivation before reaching teaching competencies flow through emotional intelligence but less that one fifth was tainted with emotional intelligence. This shows the emotional intelligence of the teachers is still manifested in the teachings of the teachers. The result confirmed the statement of Salami (2010) who stated that teachers having high emotional intelligence are better at communications skills, conflict resolution self-control and self-esteem, in short competent educators.

Table 9. Intervention Scheme for Criminology Educators

Areas of Concern	Activities	Objectives	Personnel Involved	Budget	Date	Expected result
Facing Challenging Tasks	Conduct series of seminar workshops held in a semi-annual Basis for three days	To take challenging tasks as means of growth as an educator	Competent Teachers imparting their technique in handling challenging tasks	Appropriation of the workshops, Php1,200/per head times 100 teachers for the semi-annual workshop seminar for three days for a total of P120,000 includes 9 meals and 6 snacks	At the Start of 1 st quarter of the year 2023	Teachers take challenging tasks with eagerness
Motivation from Others		To consider others' motivation when sincerely given	Competent Instructors who mastered the technique of discerning genuine people			Educators will learn to consider the ideas of others
Worrying about Life and Work in General		Learning to have a positive outlook in life	Competent Educator who have years of experience as successful teacher			Teachers will face life positively and learn to love their job
Interrupting conversations		To respect others' freedom of speech	Competent educator who mastered human relations and ethics			Teachers will learn to listen from others and start talking only after others finished conversing

CONCLUSIONS AND RECOMMENDATIONS

Based on the findings of the study, the conclusions include the Self-motivation of Criminology instructors in the Criminology institutions of Region XII, which is rated high level; it is recommended that Criminology instructors should learn to be inspired and enjoy the kind of job they have as educators, taking joy and pride on the fact that they took part in providing the society responsible leaders and law enforcers using the

principles instilled in their minds.

The teaching competencies of Criminology instructors in the Criminology institutions of Region XII is rated very high level; thus, it is recommended that they should be willing to accommodate novice learners and start all over again with innovations blending with the technological development with the courage to utilize the latter in the instructional process and make self-evaluation and discard negativity from their teaching style and technique and in contrast develop their competencies. The Criminology Instructors' emotional intelligence is rated high level; thus, it is recommended that while imparting knowledge to the students, Criminology instructors should be able to completely control their emotional fully motivated to the profession they have chosen.

There is correlation between self-motivation and emotional intelligence of Criminology Instructors; correlation between emotional intelligence and teaching competence of Criminology Instructors also existed; and, there is correlation between self-motivation and teaching competencies of Criminology Instructors. This should be the blue print of the administrators of Criminology schools and universities, wherein they should not only hire qualified Criminology teachers but also provide them the opportunity to learn and develop more by allowing them to pursue higher education and attend seminars as well as workshops to acquire upgraded way of teaching students.

Self-motivation before reaching teaching competencies flow through emotional intelligence but less that one fifth is tainted with emotional intelligence. It is recommended that future researchers may pursue another study that would cover the 83.98 percent not found in this study, particularly determining the influence of Criminology instructors on the character and integrity of Criminology students as observe in the profession the latter have chosen.

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SURVEY QUESTIONNAIRE

SURVEY QUESTIONNAIRE ON

THE MEDIATING EFFECT OF EMOTIONAL INTELLIGENCE ON THE RELATIONSHIP BETWEEN SELF-MOTIVATION AND TEACHING COMPETENCIES OF CRIMINOLOGY INSTRUCTORS

IN THE CRIMINOLOGY INSTITUTIONS

OF REGION XII

Dear Respondents,

The undersigned doctorate student of the University of Mindanao is presently conducting a research study on “**The Mediating Effect of Emotional Intelligence on the Relationship between Self-Motivation and Teaching Competencies of Criminology Instructors in the Criminology Institutions of Region XII.**” The main objective of the study is to determine the mediating effect of emotional intelligence on the relationship between self-motivation and teaching competencies of criminology instructors.

As a Criminology instructor, the researcher would like to ask you to become one of the respondents in this study; your reactions will serve as relevant data for the completion of the study.

The researcher can assure you that all your answers would be treated with utmost confidentiality.

The Researcher

MELVIE BAYOG

Name: _____

School: _____

Emotional Intelligence

SCALE

Numerical Equivalent	Descriptive Level	Meaning
5	Very High	The emotional intelligence of Criminology is very evident
4	High	The emotional intelligence of Criminology is evident
3	Moderate	The emotional intelligence of Criminology is moderately evident
2	Low	The emotional intelligence of Criminology is less evident
1	Very Low	The emotional intelligence of Criminology is not evident

Self-Awareness	5	4	3	2	1
1. I realize immediately when I lose my temper					
2. I know when I am happy					
3. I usually recognize when I am stressed					
4. When I am being 'emotional' I am aware of this					
5. When I feel anxious I usually can account for the reason(s)					
6. I always know when I'm being unreasonable					
7. Awareness of my own emotions is very important to me at all times					
8. I can tell if someone has upset or annoyed me					
9. I can let anger 'go' quickly so that it no longer affects me					
10. I know what makes me happy					

Managing Emotion	5	4	3	2	1
1. I can 'reframe' bad situations quickly					
2. I do not wear my 'heart on my sleeve'					
3. Others can rarely tell what kind of mood I am in					
4. I rarely 'fly off the handle' at other people					
5. Difficult people do not annoy me					
6. I can consciously alter my frame of mind or mood					
7. I do not let stressful situations or people affect me once I have left work					
8. I rarely worry about work or life in general					
9. I can suppress my emotions when I need to					
10. Others often do not know how I am feeling about things					

Motivating Oneself	5	4	3	2	1
1. I am able to always motive myself to do difficult tasks					
2. I am usually able to prioritize important activities at work and get on with them					
3. I always meet deadlines					
4. I never waste time					
5. I do not prevaricate					
6. I believe you should do the difficult things first					
7. Delayed gratification is a virtue that I hold to					
8. I believe in 'Action this Day'					
9. I can always motivate myself even when I feel low					
10. Motivations has been the key to my success					

Empathy	5	4	3	2	1
1. I am always able to see things from the other person's viewpoint					
2. I am excellent at empathizing with someone else's problem					
3. I can tell if someone is not happy with me					
4. I can tell if a team of people are not getting along with each other					
5. I can usually understand why people are being difficult towards me					
6. Other individuals are not 'difficult' just 'different'					
7. I can understand if I am being unreasonable					
8. I can understand why my actions sometimes offend others					
9. I can sometimes see things from others' point of view					
10. Reasons for disagreements are always clear to me					

Social Skill	5	4	3	2	1
1. I am an excellent listener					
2. I never interrupt other people's conversations					
3. I am good at adapting and mixing with a variety of people					
4. People are the most interesting thing in life for me					
5. I love to meet new people and get to know what makes them 'tick'					
6. I need a variety of work colleagues to make my job interesting					
7. I like to ask questions to find out what it is important to people					
8. I see working with difficult people as simply a challenge to win them					
9. I am good at reconciling differences with other people					
10. I generally build solid relationships with those I work with					

Self-Motivation

SCALE

Numerical Equivalent	Descriptive Level	Interpretation
5	Very High	The self-motivation of Criminology instructors is very evident
4	High	The self-motivation of Criminology instructors is evident
3	Moderate	The self-motivation of Criminology instructors is moderately evident
2	Low	The self-motivation of Criminology instructors is less evident
1	Very Low	The self-motivation of Criminology instructors is not evident

Personal Drive	5	4	3	2	1
1. I enjoy taking responsibilities for new projects out of interest and willingness					
2. I love to take leadership for challenging tasks					
3. I take ownership for problems and do not blame others					
4. I am willing to learn new skills that will help me in my work					
5. I readily accept tasks even if they are not within my job description					
6. I keep identifying areas of improvement in my work and try to develop in those areas					
7. I have a strong desire to achieve and excel					
8. I feel good when I get positive feedback from my team members					
9. I am open to criticism and willing to improve myself for my betterment					
10. I get very excited about working with new team members and enjoy					

Commitment	5	4	3	2	1
1. I am willing to work hard to meet my personal and organizational goals					
2. I do my job with commitment because I try to be perfect					
3. I do not mind working for longer hours in order to complete my work					
4. I will not compromise on quality of work, though it takes a lot of time and energy					
5. I go to work on time					
6. I believe in dedication and perseverance to achieve my goals and visions					
7. I set my personal goals in line with organizational goals					
8. I get a sense of satisfaction when I achieve goals that I have set for myself					
9. I like to set goals that are realistic and achievable					

Initiative	5	4	3	2	1
1. I am constantly on the lookout for new and innovative tasks					
2. I will not hesitate to extend my support at work even though it is not within my scope					
3. I try to see the future directions of my organization and equip myself to meet the needs					
4. I get enthusiastic when I am a part of a challenging task					
5. If a colleague asks me for help, I will go out of my way to help him/her					
6. I am very quick to identify and take advantage of opportunities					
7. I am all set to implement innovative ideas in my work					
8. I volunteer my services for organizational growth without any internal motive					
9. I am a person who helps others without expecting anything in return					

Optimism (Positive Attitude)	5	4	3	2	1
1. I take feedback from my colleagues for self-development					
2. I do not give up on tasks started even if I meet setbacks and obstacles at work					
3. Even when I feel like giving up, I push myself to work and complete what I have started					
4. I do not expect my colleagues' help to complete my work					
5. I train myself to be focused at work and do not give in to criticisms or wasted talk					

6. I periodically self-evaluate my work against set standards					
7. I do not expect others to motivate me					
8. I do not take to heart any conflicts or arguments raised by my colleagues at work					
9. I like to progress with my work in spite of unsupportive or disobliging team members					

Teaching Competencies

SCALE

Numerical Equivalent	Descriptive Level	Interpretation
5	Very High	The Teaching competencies of Criminology instructors is very evident
4	High	The Teaching competencies of Criminology instructors is evident
3	Moderate	The Teaching competencies of Criminology instructors is moderately evident
2	Low	The Teaching competencies of Criminology instructors is less evident
1	Very Low	The Teaching competencies of Criminology instructors is not evident

Planning	5	4	3	2	1
1. I provide clear information about objectives, bibliography, tutorials, contents, and assessment methods in the subject’s curriculum					
2. I design and relate the classroom content to the lab content					
3. I efficiently incorporate and employ ICTs (Information and Communication Technologies)					
4. I have a good command of the contents of the course					

Development	5	4	3	2	1
1. Presents the minimum content of my subject matter, tailored to the students’ knowledge					
2. Its easily accessible (tutorials, e-mails, etc.)					
3 I allow the student to organize and distribute part of the assignments to be performed in the course					
4. I present the contents following a clear and logical framework, highlighting the important aspects					
5. I allow and encourage student participation					
6. I promote individual work					
7. I promote teamwork					
8. I relate the teachings to the professional environment					
9. I provide initial and final overviews of the session and/or subject in class					
10. I encourage student interest and the motivation to learn					
11. I facilitate student-student and student-professor interaction					

12. I attend and respond clearly to questions asked in class					
13. I adequately attend to the tutorials					
14. I maintains an objective and respectful position with the students					
15. I organize activities for the student to actively participate in course assignments					
16. I interweave the content of the subject matter with other courses					
17. I interact satisfactorily with the students					

Result	5	4	3	2	1
1. I inform the students of the competencies they will be expected to acquire					
2. I provide students with scientific information that allows them to gain a better and deeper understanding of the subject matter.					
3. I foster research and a critical spirit in students.					
4. I apply the established curriculum with a certain amount of flexibility for a better class dynamic					
5. I use material resources that facilitate learning					
6. I design the content and develops the course to promote the acquisition of professional competencies					
7. I apply the assessment criteria of the activities as established in the subject's curriculum					