



**ABSTRACT**

**Title :** EMOTIONAL INTELLIGENCE AND PARENTS' AND TEACHERS' EXPECTATIONS OF FAST LEARNERS: BASIS FOR A WHOLISTIC PROGRAM

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This study aimed to determine the relationship of Emotional Intelligence, parents' and teachers' academic expectations in English Science and Math in the Fast Learner classes of Dasmariñas II Central School, Dr. Jose P. Rizal Elementary School and Sta. Cruz Elementary School. The results of the study provided data for the researcher to propose a more wholistic and sustainable program to assure healthy student performance in English Science and Math Programs. The study is based on the theory of Trait Emotional Intelligence by Petrides. Trait Emotional Intelligence posits that emotional intelligence is a part of personality. This study utilized a Descriptive-Correlational Research Design. It was held in Dasmariñas, Cavite taking into consideration Grades 4, 5 and 6 of three schools with fast learner classes. The total respondent pupils who took the TEIQue are 198 pupils, 9 fast learner teachers and 119 parent respondents. The researcher made use of purposive sampling. The researcher utilized three instruments, the TEIQue,



the parents' academic performance questionnaire lifted from Dulce (2013) and Yamamoto and Holloway's (2010) and the teachers' performance questionnaire taken from Meador (2017). Pearson correlation and other descriptive statistics were used to analyze the data.

The most salient findings of this study are outlined as follows:

(1) The highest TEIQue dimension is in the Well Being dimension and the lowest is in the self-control and emotionality dimension; Emotional Intelligence of all respondent fast learner pupils is in the average level which means that respondent pupils see themselves as equally emotionally developed as other people; (2) The highest grade expectation of teachers is in English, followed by Science and Math; Teachers' school performance expectations is very high expectations while parents only have high expectations; (3) Most Emotional Intelligence dimensions have no significant relationship with Teachers Grade Expectations except emotionality dimension but overall Emotional Intelligence was found significantly related to Teachers Grade Expectations; All the computed correlations point that there is no significant relationship between Emotional Intelligence Levels and Teachers' and Parents' School Academic Performance Expectations. Other conclusions and recommendations were discussed.