

Emotional Intelligence of Public Secondary School Heads and Their Leadership Performance

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Abstract: This study determined the emotional intelligence and leadership performance of public secondary school heads in the four divisions of Batangas, namely, Division of Lipa City, Division of Tanauan City, Division of Batangas City and Division of Batangas Province. A descriptive method of research was utilized in this study with the questionnaire as the main data gathering instrument supplemented by the focus group discussion and unstructured interview, to gather pertinent data and information. Moreover, the levels of emotional intelligence with regards to self - awareness, self-management, social awareness and managing emotions were determined. It was found out that the respondents showed their characteristics in terms of the above-mentioned levels often. Consequently, the study also revealed that the instructional leadership, learning environment, human resource management and development, parents' involvement and community partnership and research management posted impact to the leadership performance of school administrators. The proposed training program design covered the low assessments of respondents regarding the emotional intelligence and leadership performance of the school heads. The proposed training design will be presented to DepEd officials for appropriate approval and utilization.

Key words: emotional intelligence, leadership performance, public school heads

1. Introduction

Leadership is one of the basic management functions which has attracted the attention of many experts worldwide. In a school setting, it is a process by which a school head influences, controls and coordinates the activities of teachers and other stakeholders to achieve the desired results. Leaders in educational institutions nowadays manifest different kinds of behavior and style in leading their people. Some manifest the rationalized and modern style, yet, there are still others who use the traditional ones. Some leaders are good and effective, some are efficient. However, others still need to improve their leadership skills. In school, the school head is one of the most important and influential personnel in the process of education whose vision and practices have a significant effect on school success, school climate and student achievement. The accomplishments and achievements of the school can be determined by the effectiveness of the school head as leader. The goals of an educational organization can be achieved if the organization is managed effectively. Only effective school heads can deal with the fast paced changes and demanding expectations of today's society. A proper understanding of effective school leaders envisages that certain factors be understood and the specific contribution to school heads' leadership effectiveness could be determined. The Department of Education sets the qualification standards of the school head, the Principal's Test (formerly known as National Qualifying Examination for School Heads or NQESH). The Head Teachers or department heads, Officers -in- Charge of the school, Master Teachers and even classroom teachers are qualified to take the test. Majority of the young educators today enroll in the graduate program and in the managerial position already regardless of their young age and experience in leadership. It is also a fact that a younger school head with a limited experience and skill in leadership handles or runs a big school with numerous older teachers, diversity of learners and unique organizational culture. Further, the school heads are always liable and accountable for all the consequences of their decisions, and therefore it is very significant for them to become skillful and knowledgeable in leadership and management. They always face various situations and challenges in the workplace that need to be settled. There are some challenges coming from the school clientele, parents, community, colleagues, and other sources that could make a school head feel stressed. In addition, there are also personal challenges coming from the family and other aspects that usually bombard the school head. Paper works, urgent reports, trainings, conferences, school administration and supervision and the like are some of the common activities that a school head must do regularly. Proper time management must always be considered to accomplish all the tasks. Aside from being time-bound, a school leader should possess proper behavior and attitude in handling different situations and challenges. On the other hand, the Office Performance Commitment and Review Form (OPCRF) is the standard tool used by government agencies specifically the Department of Education in setting the target of the school heads with 5 Key Result Areas (KRA), namely; instructional leadership, learning environment, human resource management and development, parents' involvement and community partnership, and school leadership and management. For the

instructional leadership, supervision of the teaching – learning process, checking of daily lesson logs or lesson plans resulting to high academic achievement of learners must be always supervised and monitored. Continuous improvement of the school facilities, creating a child-friendly and gender-sensitive environment must also be maintained; establishing good relationships with the community and other stakeholders and colleagues are also some of the important functions that the Department of Education has entrusted to the school heads. However, with the firm belief of the department that there is a need for the school leaders to develop and enhance the capabilities in performing the duties and functions, the school heads have been always attending different seminars and training, programs and other activities outside the school. As a result, instructional supervision, regular observation of classes, monitoring and checking of daily work performance of colleagues failed to be done. Good interpersonal and intrapersonal relationships with the stakeholders are always expected to a school leader. The school takes on the personality of the principal. If the principal is mean, the staff will be mean to one another. If the principal is full of energy, excitement, and enthusiasm, the teachers will be energized to teach and the students will be excited about learning. The principal can either extinguish a flame of positivity or ignite a flame of hopes. He is responsible for the culture and mood of the school. The school principal is the one who sets the mood of the school, but due to the challenging nature of work, the school heads are normally getting tired and stressed caused by different stressors. To be a school leader is not an easy task. Leaders usually face problems of different degrees. They are being challenged in new and demanding ways. Sometimes they are bombarded with so much stress that affects their emotions and decision making. They are expected by wide, diverse, and increasing number of stakeholders to be very responsible for school performance. These stakeholders include teachers, students, parents, community, LGUs, NGOs, private entities and others are aware of the growing needs and demands of school. School leaders are being criticized because of the belief that there are deficiencies, in most, if not all aspects. They are the ones being blamed for the deteriorating level of education, particularly, in academic aspect. People contend that school leaders are not responding well to standard-based accountability, guiding and directing institutional empowerment adopting the best suited learning facilities and providing the needed services to all students. School leaders are now empowered to lead the schools adopting a more democratic decision making process. They need to manage, lead, and empower workplace and go beyond the consultative, cooperative and democratic styles today. The so-called autocratic style of leadership is no longer accepted in the workplace. The authority and responsibility have been shifted from the higher-ups into the hands of the school group. Leadership has to evolve to fit to increasing sense of democracy and independence in the workplace. However, lack of interpersonal sensitivity, personal flexibility, and emotional resilience have tremendous capacity today to wreck the career prospects of highly intelligent, qualified, and experienced professionals. Great leadership works through the emotions. Most people recognize that leader's mood has a great impact and plays a significant role in the organization. Emotions are often seen as too personal or unquantifiable to talk about in a meaningful way, yet it has yielded keen insights into not only how to measure the impact of a teacher's emotion but also the best leadership has found effective ways to understand and improve the way they handle their own and other people's emotions. It is perceived that leadership effectiveness is brought about by the level of emotional intelligence of a leader. School leader is the key person in school and his role is pivotal. He is seen as having the greatest impact on the performance of teachers and the learners. He is held more accountable for educational outcomes. Generally, the degree of success in the school attains is greatly attributed to him. Therefore, if schools were to move forward the school leaders' levels of emotional intelligence must be considered so that they can provide an instrument for advancement, that is, effective leadership through demonstrating and applying proper leadership behavior. Emotional intelligence significantly influences the performance of a leader. A leader who has a high level of emotional intelligence will have a greater effect on an organization than a leader with a low level of emotional intelligence. Organizations are realizing that emotional intelligence is an essential part of an organization's management process; and, with the current emphasis on team building and adapting to change, emotional intelligence becomes more critical. If leaders expect to guide their organizations in the right directions, they need to be able to deal effectively with emotions. Great leaders have the ability to work through emotions. Great leadership works through the emotions and leaders drive emotions positively, bringing out every one's best and that an organization's success and downfall depend remarkably on the effectiveness of this primal emotional dimension. How well leaders manage their moods and affect everyone else's moods become not just a private matter but a factor in how well an organization will do. Higher intelligence is associated with higher leadership effectiveness, and that emotional intelligence explains variance not explained by personality or intelligence quotient. Emotional intelligence is one of the important factors in the realm of educational leadership. School principals may have an additional tool to help them reach high levels of performance. Leadership performance as affected by emotional intelligence of the educational leaders is the most noteworthy undertaking of this research. Also, how an emotionally intelligent school leader provides for the establishment of high performing school is another major task of competent school leader. It is within this context that this study has

been conceptualized to add up to the growing demands of the system for enhanced educational leadership towards quality education for the youth of the country. Moreover, great leaders are aware of their own leadership style. For them, having awareness of how their style influences their team makes these already great leaders, exceptional. Truly, great leaders identify, understand and not only manage their own emotions, but also able to do that with others in a very empowering way. This is the chance for this research to explore on the possibility that these factors could be made to work effectively in the workplace for the benefit of the school leaders, teachers and students, community and other stakeholders. Enlightened by these precedents, it is perceived that this is now the time to assess the level of emotional intelligence and school leadership of school heads in public secondary schools. The fundamental aim of this study is to relentlessly search for ways on how to uplift more the leadership performance of the school leaders to achieve quality education. It is hoped that the outcome of this study would be of great help to enhance the leadership performance of the school heads. Further, the researcher believes that through effective use of the output of this study the schools division can utilize the adaption of this training program design as effective mechanism towards the attainment of the goals of all public secondary schools in the four divisions of Batangas.

2. Literature Review

Gaerlan, et al. (2008) stated that emotions are defined as organic readjustments. Thus, the emotion of anger arises when the organism is confronted with a serious obstacle to freedom of movement. Emotions are stirred – up states of an organism and are conscious feelings too. As such, they are rich, varied, concrete and personal. They are also considered as responses, both internal and external. All emotions contribute usefully to the quality and type of adjustment of human beings. Though emotions can facilitate behavior, they can also cause trouble. The individual can learn emotional responses that are inconvenient or debilitating, or can indulge in situations that produce persisting emotions which interfere seriously with normal body function through continuous physiological processes. Emotional intelligence evolved from the works of Gardner, which introduces the concept of multiple intelligences. However, the theory of emotional intelligence was popularized by psychologist Daniel Goleman who is said to be the founder of emotional intelligence. He defined emotional intelligence as the capacity to recognize one's own feelings and those of others. Northouse (2015) emphasized that self-awareness is about recognizing and understanding one's emotions, moods and values. This aspect has great effects to those around a person. It is the keynote of emotional intelligence. The self-aware leader is confident and realistic about his strengths and opportunities and uses this to inspire those around them. It is the ability to monitor feelings from moment to moment, which is crucial to psychological insight and self-understanding. People with greater certainty about feelings are better pilots of their lives. According to Kirkpatrick, (2010) self-management is the organizational philosophy represented by individuals freely and autonomously performing the traditional functions of management (planning, organizing, coordinating, staffing, directing, controlling) without mechanistic hierarchy or arbitrary, unilateral command authority over others. It is also a process by which individuals and families use knowledge and beliefs, self-regulation skills and abilities, and social facilitation to achieve health-related outcomes. It takes place in the context of risk and protective factors specific to the condition, physical and social environment, and individual and family. Proximal outcomes are self-management behaviors and cost of health care services; distal outcomes are health status, quality of life and cost of health. Self-management is applicable to chronic conditions as well as health promotion. In addition, self-management is highly consistent with the prevention, care coordination, and person-centered outcomes. Meanwhile, According to Aquino (2009) Leadership is an art, not a science. Leadership depends on fresh ideas and needs creative imagination to succeed. A leader must be able to imagine all different organizational combinations, assess from different perspectives and play out the contingencies. Leadership facilitates high performance by enabling individuals to perform well within a defined playing field. Additionally, leadership can be further defined as organizational leadership (providing direction for the organization as a whole) and personal leadership (providing direction to the employees through proper guidance and counseling). According to Gardner (2012), educators believe that great leaders are born. Great leaders are aware of their own leadership style. For them, having awareness of how their style influences their team makes these already great leaders, exceptional. Truly great leaders identify, understand and not only manage their own emotions, but are able to do that with others in a very empowering way. This is referred to as emotional intelligence. There are important reasons why emotional intelligence matters. The first one is compassion wherein leaders possessing emotional intelligence are not afraid of the emotions of others. They do not manage just from the bottom line. Their style is about growing an organization that cares about their employees and anyone who conducts business with them and everyone is treated with consideration. Moreover, training is a program that helps employees learn specific knowledge or skills to improve performance in their current roles. Development is more expansive and focuses on employee growth and future performance rather than an immediate job role. A training program design is a vital

process which needs to be undertaken by specific membership of a certain organization typically to improve their individual's skills, and develop their productivity as a team. Training programs are often required by different office heads so that their members, especially the new ones, will be able to grow, and with such growth help the organization's development.

According to Milkovich and Boudreau (2010), training program design is a systematic process to foster the acquisition of skills, rules, concepts, or attitudes that result in an improved match between employee characteristics and employment requirements. Training is a planned process to modify attitude, knowledge or skilled behavior through learning experience to achieve effective performance in an activity or range of activities. Its purpose, in the work situation, is to develop the abilities of the individual and to satisfy the current and future needed manpower. The study of Cook (2016) was conducted as a research to determine the effects of emotional intelligence on leadership performance of elementary school principals. The problem addressed in this study was that the effect of emotional intelligence on leadership performance is not known. This study measured the emotional intelligence of elementary school principals. The principal's leadership performance was measured by using the educational leadership improvement tool, which assesses a principal's leadership performance in the following five areas; instructional leadership, learning environment, human resource management and development; parents' involvement and community partnership; and research management. On the other hand, the study of relationship of emotions and leadership and the role of emotional intelligence was conducted by George (2013). Her paper suggested that feelings like moods and emotions play a central role in the leadership process. It is proposed that emotional intelligence contributes to effective leadership in the organization. She described the four major subjects of emotional intelligence; the appraisal and expression of emotion, the use of emotion, to enhance cognitive process; decision making; and knowledge about emotions. It suggested that the focusing of the five essential elements of leader effectiveness: development of collective goals and objectives; instilling in others an appreciation of work activities; generating and maintaining enthusiasm, confidence, optimism, cooperation, and trust; encouraging flexibility in decision making and change; and establishing and maintaining a meaningful identity for an organization. Emotional intelligence has the potential to contribute to effective leadership is an emotion-laden process, both from a leader and a follower perspective area of shared vision.

3. Statement of the Problem

This study aimed to measure the relationship between the emotional intelligence and leadership performance among public secondary school heads in the four Divisions of Batangas Province. Specifically, this study sought answers to the following questions:

1. What is the profile of the administrator-respondents in terms of:
 - 1.1 age;
 - 1.2 sex;
 - 1.3 civil status;
 - 1.4 educational attainment; and
 - 1.5 length of administrative experience?
2. What is the level of emotional intelligence of the school administrators as assessed by the respondents with regard to:
 - 2.1 self-awareness;
 - 2.2 self-management;
 - 2.3 social awareness; and
 - 2.4 managing emotions?
3. Is there a significant difference on the levels of emotional intelligence of the school administrators when the assessments are grouped according to profile variables?
4. What is the leadership performance of the school administrators in terms of the following standards of leadership:
 - 4.1 instructional leadership;
 - 4.2 learning environment;
 - 4.3 human resource management and development;

- 4.4 parents' involvement and community partnership; and
- 4.5 research management?

5. Based on the analysis, what training program design may be proposed?

4. Methodology

The researcher used the descriptive type of research design to describe a number of variables employed. It allows quantitative and qualitative description of current status, traits, nature and characteristics of the subjects. This particular method is chosen because of its appropriateness to the problem since the trust of the study is to determine the relationship of emotional intelligence and leadership performance. Sloven's formula was utilized at five percent margin of error to determine the 118 number of respondents together. Thus, the stratified random sampling was used and proportionate allocation from each group was utilized. Hence, the sample allocation showed 82 school heads from Batangas Province, 14 in Batangas City, 12, Lipa City and 10, Tanauan City. The study utilized a researcher-made questionnaire as the main data gathering instrument. Items in the questionnaire were based on readings regarding emotional intelligence and leadership performance of the school heads. Concepts were reframed to suit the purpose of the study. Likewise, this study included unstructured interview and Focus Group Discussion (FGD) to validate and substantiate the gathered responses. The following statistical tools and techniques were used to arrive at the results of the study; frequency and percentage, weighted mean, t-test for independent samples, Pearson Product Moment Correlation and Analysis of Variance (ANOVA).

5. Results and Discussions

Based on the data obtained, the following were the findings of the study.

1. Profile of the Respondents

1.1. Age. Majority of the school heads are 41 – 50 years old, equivalent to 52 or 44.07 percent. There are 37 or 31.36 percent who are 51 years old and above and 29 or 24.58 percent who belong to 31-40 years old.

1.2. Sex. Majority of the respondents are female, equivalent to 86 or 72.88 percent. There are only 32 male respondents, equivalent to 27.12 percent.

1.3. Civil Status. Majority of the respondents are married as supported by the frequency of 102 or 86.44 percent. Eleven or 9.32 percent are still single and five or 4.24 percent are widowed.

1.4. Educational Attainment. Majority of the school heads are holders of master's degree and with master's units, with 38 or 32.20 percent respectively. There are 27 or 22.88 percent with doctoral units and 15 or 12.71 percent are doctoral degree holders.

1.5. Length of Administrative Experience. Among the 118 respondents, 60 or 50.85 percent have administrative experience of 5 years and below, 23 or 19.49 percent have been administrators for 6 – 15 years, 19 or 16.10 percent for 16 – 25 years and 16 or 13.56 percent, 26 – 35 years.

2. Level of Emotional Intelligence of the School Administrators

2.1. Self-Awareness. Letting the teams organize some projects and programs confidently and effectively had the highest weighted mean of 3.65. The item with the least weighted mean of 3.26 was obtained by being good in networking with others and creating networks of people with a common interest. The composite mean for this facet of emotional intelligence is 3.46. This indicates that the administrators often met the indicators that described their own strengths and weaknesses. They thus rely in their subordinates to augment whatever shortcomings they may have. This enables them to be confident in assigning tasks to other people to be open to criticisms and take responsibilities in their inadequacies and do not blame their co-workers. As pointed out by Gaerlan et al. (2008), self-awareness is the keystone of emotional intelligence and should therefore be developed to the utmost. This will enable a person to act consciously rather than react passively. This will then lead him/her to have a good psychological health and have a positive point of view in life.

Table 7: Emotional Intelligence of School Administrators with regard to Self-Awareness

Items	Weighted Mean	Verbal Interpretation
1. Let the teams organize some projects and programs confidently and effectively	3.65	Very High
2. Open to candid feedback and new perspectives, continuous learning and self-development	3.62	Very High
3. Admit shortcomings and do not blame others when failure arises	3.56	Very High
4. Skillful in building long lasting relationships with colleagues and other internal and external stakeholders	3.50	Very High
5. Show sense of humor and perspective about myself	3.46	High
6. Aware of strengths and weaknesses in managing time, human and material resources	3.44	High
7. Respond in a constructive manner without acting defensively with the critical feedback from others	3.42	High
8. Persuasive in convincing others of mutual interest	3.41	High
9. Make sound decisions under pressure and uncertainties	3.31	High
10. Good in networking with others and creating networks of people with a common interest	3.26	High
Composite Mean	3.46	High

2.2. Self-Management. Generating ideas and listening to the voice of the staff in making decisions had the highest weighted mean of 3.62. Confronting unethical behaviors with others had the lowest weighted mean of 2.92. The composite mean for this aspect of emotional intelligence is 3.38. Self-management is simply the ability to control emotions so that they don't control the person. It is important for a leader to be level-headed in order to make a sound judgment. The wisdom of the elders dictates that the individual should never make a decision whenever he is highly emotional because this often leads to mistakes. It is therefore commendable that the administrators seek feedback from their co-workers and they build trust through reliability and authenticity. But still they have to develop their ability to handle impulsive feelings and confronting unethical behaviors with others. As what Kirkpatrick (2010) stated, self-management is a critically important competency to develop for a leader. It involves managing time to prioritize tasks. It also includes being accountable as a leader while acknowledging the competence of subordinates. Further, this includes creating good habits while discarding bad ones.

Table 8: Emotional Intelligence of School Administrators with regard to Self-Management

Items	Weighted Mean	Verbal Interpretation
1. Generate ideas and listen to the voice of the staff in making decisions	3.62	Very High
2. Build trust through reliability and authenticity	3.55	Very High
3. Seek fresh ideas from a variety of sources	3.45	High
4. Stay composed and positive in times of failure and troubles	3.40	High
5. Handle multiple demands in school and flexible in seeing events	3.40	High
6. Think clearly and stay focused under pressure	3.38	High
7. Find the best solutions to problems through elimination	3.36	High
8. Handle impulsive feelings and distressing emotions well	3.36	High
9. Confront unethical behaviors with others	2.92	High
Composite Mean	3.38	High

2.3. Social Awareness. The highest weighted mean of 3.58 was obtained by leading by example. On the other hand, the lowest weighted mean of 3.39 was on articulating and building enthusiasm for a shared vision. The composite mean for this attribute of emotional intelligence is 3.46. It means that the administrators often manifest the indicators of social awareness. They are able to sense the emotions of their co-workers as well as other people in the school and the community. It is highly important that they can lead by example and encourage dialogue and open conversation as well as listen and seek mutual understanding. They should practice what they preach and preach what they practice. They should encourage open conversation to build trust and confidence between them, the administrators, and the people around them, whether or not they are part of the school. This enables the administrators to understand the people around them and sense their emotion which helps them to make good decisions and sound judgment. But they still need to further develop other aspects of their social awareness such as handling difficult people and stressful situations with diplomacy and tact as well as articulating and building enthusiasm for a shared vision. As pointed out by the Change Management Coach (2012), when a leader responds to the needs and feelings of other people, the leader gains their trust. This will then result to a more harmonious relationship between the administrator and his/her constituents. Being socially aware means understanding on the reactions to different social situations, and effectively modify interactions with other people to achieve the best results.

Table 9: Emotional Intelligence of School Administrators with regard to Social Awareness

Items	Weighted Mean	Verbal Interpretation
1. Lead by example	3.58	Very High
2. Listen well, seek mutual understanding and welcome full information sharing	3.54	Very High
3. Encourage dialogue and open conversation	3.53	Very High
4. Foster open information and stay receptive to bias and good information	3.47	High
5. Bring forward to lead as needed, regardless of position	3.45	High
6. Recognize the needs for change and work at removing obstacles	3.44	High
7. Guide the performance of others in maintaining accountability	3.43	High
8. Inspire others in practicing social formation	3.42	High
9. Handle difficult people and stressful situations with diplomacy and tact	3.39	High
10. Articulate and build enthusiasm for a shared vision	3.39	High
Composite Mean	3.46	High

2.4. Managing Emotions. Showing others care about with what they are going through gained the highest weighted mean of 3.57. The lowest weighted mean was on suppressing thoughts and feelings by just not thinking about them with 3.04 as its weighted mean. The composite mean for this facet of emotional intelligence is 3.32. The ability of the administrators with regards to managing emotions is commendable inasmuch as they are able to show other's care with what they are going through and are sensitive enough to other people's feelings. However, they should improve their ability to make their anger subside quickly so that it won't affect their ability to make judgments especially during really difficult situations. Segal (2012) stated that managing emotions can help you communicate effectively, empathize with others, reduce personal stress, overcome challenges, and resolve conflict.

Table 10: Emotional Intelligence of School Administrators With Regards to Managing Emotions

Items	Weighted Mean	Verbal Interpretation
1. Show others care about what they are going through	3.57	Very High
2. Sensitive to other person's feelings to manage interactions effectively	3.54	Very High
3. Communicate clearly and effectively	3.46	Often
4. Learn more about others in order to get along better with them	3.37	Often

5. Do something important and challenging even if feeling anxious or depressed	3.32	Often
6. Directly address people in difficult situations	3.31	Often
7. Handle conflict effectively	3.26	Often
8. Get rid of negative thoughts and feelings as quickly as possible	3.17	Often
9. Let anger go quickly so that it no longer affects me	3.11	Often
10. Suppress thoughts and feelings by just not thinking about them	3.04	Often
Composite Mean	3.32	High

3. Difference on the levels of emotional intelligence of the school administrators when grouped according to profile variables

No significant difference was established with regards to the emotional intelligence of the administrators when grouped according to age as proven by the p-values that are all higher than the level of significance at 0.05. With regard to the social awareness of the emotional intelligence and the sex of the administrators, significant difference was substantiated since the p-value is less than the 0.05 level of significance. For self-awareness, self-management and managing emotions, no significant difference was confirmed since the p-values for these aspects of emotional intelligence were all higher than the 0.05 level of significance. Further, no significant difference established with regard to the levels of emotional intelligence of the administrator-respondents when grouped according to their civil status as proven by the p-values that are all higher than the level of significance at 0.05. In addition, no significant differences were proven when the administrator-respondents were grouped according to their educational attainment as proven by the p-values that are all higher than the 0.05 level of significance. However, there were significant difference with regards to self-awareness and managing emotions of the emotional intelligence when grouped according to administrative experience as proven by the p-values that are lower than the 0.05 level of significance. But for social awareness and self-management which had p-values that are higher than the 0.05 level of significance, not significant difference was established.

4. Leadership Performance of School Administrators

4.1. Instructional Leadership. Recognizing teachers who perform well had the highest weighted mean of 3.55. The lowest weighted mean was obtained by conducting meaningful classroom observations and providing timely technical assistance and continuous feedback, which was 3.12. The composite mean obtained was 3.41. It indicates that the administrator respondents showed instructional leadership to a moderate extent in order to meet the school goals. As indicated by Garcia (2012), principals must use the instructional leadership to meet their school goals, most importantly with regards to the teaching and learning. However, the school administrators have to focus more on expediting the connection and mutual support among curriculum, instruction and assessment.

Table 17: Leadership Performance of the School Heads in Terms of Instructional Leadership

Items	Weighted Mean	Verbal Interpretation
1. Recognize teachers who perform well	3.55	Great Extent
2. Praise outstanding students on achievement publicly	3.53	Great Extent
3. Encourage teachers to take steps in solving instructional issues	3.50	Great Extent
4. Assure that teachers facilitate learning and nurture every learner	3.48	Moderate Extent
5. Provide information about curriculum implementation	3.44	Moderate Extent
6. Support teachers in applying pedagogical approaches in teaching and other research-based best practices	3.43	Moderate Extent
7. Work with teachers to create goals and revisit progress made toward meeting those goals	3.43	Moderate Extent
8. Enjoin teachers to get committed in closing the achievement gap	3.43	Moderate Extent
9. Check teachers' Daily Lesson Log/Daily Lesson Plan and its congruence with the Curriculum Guide	3.42	Moderate Extent
10. Use multiple strategies to improve teachers' instructional	3.41	Moderate Extent

practices		
11. Solve issues related to discipline to maximize instructional time	3.41	Moderate Extent
12. Ensure teachers teach the required curriculum	3.39	Moderate Extent
13. Work with teachers on their intervention and enhancement programs for the learners	3.36	Moderate Extent
14. Monitor the utilization of varied types of student assessment	3.31	Moderate Extent
15. Facilitate strong linkage and interdependence among curriculum, instruction and assessment	3.29	Moderate Extent
16. Conduct meaningful classroom observations and provide timely technical assistance and continuous feedback	3.12	Moderate Extent
Composite Mean	3.41	Moderate Extent

4.2. Learning Environment. Showing respect to everyone at all times had the highest weighted mean of 3.69. On the other hand, conducting challenging learning activities despite physical environment constraints had the lowest weighted mean of 3.31. The composite mean was 3.53. It indicates that maintaining and sustaining the learning environment of their respective schools is very highly prioritized by the administrators. Almost all items pertaining to the learning environment are very much observed by the administrators, especially with regard to respecting everyone as well as providing learning opportunities to both genders and being gender sensitive in dealing with the learners. As stated by Geronimo (2015), teachers need to work collaboratively to reflect in their practice, examine evidence about the relationship between practice and student outcomes, and make the necessary changes to improve teaching and learning for their students. As can be deduced from the summarized responses of the administrator respondents, these suggestions were being practiced almost to the fullest extent by the administrators.

Table 18: Leadership Performance of the School Heads in Terms of Learning Environment

Items	Weighted Mean	Verbal Interpretation
1. Show respect to everyone at all times	3.69	Great Extent
2. Provide gender-fair learning opportunities	3.63	Great Extent
3. Uphold gender sensitivity in dealing with learners	3.63	Great Extent
4. Recognize that every learner has strength	3.63	Great Extent
5. Maintain learning environment that promotes courtesy and respect for all learners	3.61	Great Extent
6. Create a student-centered environment, both in the classrooms and overall school site	3.58	Great Extent
7. Develop discipline among the staff and students	3.57	Great Extent
8. Ensure that teachers work according to the school's educational goals	3.57	Great Extent
9. Put student learning at the core of activities and decisions	3.57	Great Extent
10. Ensure that students learn in a child-friendly, gender-sensitive and motivating environment	3.56	Great Extent
11. Maintain a safe and orderly classrooms free from distractions	3.55	Great Extent
12. Ensure safe, clean and functional school facilities	3.54	Great Extent
13. Foster an environment where staff increase their self-awareness and learn more about their own biases, fears, and comfort levels	3.49	Moderate Extent
14. Support ongoing classroom structures for diverse students	3.45	Moderate Extent
15. Create stress-free environment	3.45	Moderate Extent
16. Communicate and maintain high standards of learning performance	3.44	Moderate Extent
17. Use individual and cooperative learning activities to improve capacities of learners for higher learning	3.42	Moderate Extent
18. Foster learning in co-curricular activities and other arenas outside the classroom	3.38	Moderate Extent
19. Conduct challenging learning activities despite physical	3.31	Moderate Extent

environment constraints		
Composite Mean	3.53	Great Extent

4.3. Human Resource Management and Development. Tapping future leaders for the school achieved the highest weighted mean of 3.64. The lowest on the other hand was on the item encouraging creative solutions and rewarding staff for using them with 3.47 as its weighted mean. The composite mean was 3.57. It indicates that the administrators are highly motivated to enhance teachers’ and schools’ performance. Maranon (2017) called the administrators as school managers since they influence the teachers to achieve the goals and objectives of the school. The school administrators are endeavoring to influence the behavior of the teachers in order to achieve the goals of the school as well as the vision, mission and philosophy of the department. This will lead to the increase in expertise and capabilities of the teachers in performing their duties.

Table 19: Leadership Performance of the School Heads in Terms of Human Resource Management and Development

Items	Weighted Mean	Verbal Interpretation
1. Tap future leaders for the school	3.64	Great Extent
2. Maintain stature and behavior that upholds the dignity of teaching	3.64	Great Extent
3. Select, assign, and organize staff to best achieve the school’s vision	3.61	Great Extent
4. Foster collaboration among teachers	3.59	Great Extent
5. Align teachers’ talents with the tasks and activities of the school	3.57	Great Extent
6. Allocate time for personal and professional development of teachers through participation in educational seminars and workshops	3.56	Great Extent
7. Identify representatives to attend educational trainings and foster accountability for reporting back to entire staff with new practices	3.55	Great Extent
8. Empower staff as facilitators for training sessions	3.50	Great Extent
9. Encourage creative solutions and rewards staff for using them	3.47	Moderate Extent
Composite Mean	3.57	Very Great Extent

4.4. Parents’ Involvement and Community Partnership. Fostering partnerships with the community had the highest weighted mean of 3.52. Using the community as a laboratory for learning had the lowest weighted mean of 3.3. and 3.44 was the composite mean. It is very vital that the school, parents and the community work closely with each other to meet their mutual goals. It is crucial for schools, in order to succeed with their educational mission and vision, that they have the support of community resources such as parents, neighborhood leaders, business groups, religious institutions, public and private agencies, community-based organizations, civic groups and local government. As what former DepEd Secretary Florencio Abad stated, “The problem of education is everybody’s problem. As building literacy is our collective responsibility, so too is improving of our schools, our collective responsibility. We must build bridges between the school and the community.” In order for the country to attain quality education, there is a need for the school and the community to collaborate in improving the students’ welfare. The attainment of quality education of the students should not only be an obligation of the school but should be a shared responsibility of all stockholders.

Table 20: Leadership Performance of the School Heads in Terms of Parents' Involvement and Community Partnership

Items	Weighted Mean	Verbal Interpretation
1. Foster partnerships with the community.	3.52	Great Extent
2. Share information on school achievements with the community.	3.50	Great Extent
3. Develop pride for the school both internally and externally.	3.48	Moderate Extent
4. Recognize community resources to support learning.	3.48	Moderate Extent
5. Involve parents and other stakeholders in decision-making.	3.47	Moderate Extent
6. Promote shared accountability for the learners' achievement.	3.47	Moderate Extent
7. Employ a community network to solicit resources.	3.46	Moderate Extent
8. Portray a positive school image to the community and actively communicate the school's needs.	3.46	Moderate Extent
9. Involve the community in the programs, projects, and thrusts of the school.	3.45	Moderate Extent
10. Participate the community activities that promote learning.	3.44	Moderate Extent
11. Actively recruit parents and community members to participate in school planning and events.	3.38	Moderate Extent
12. Involve the school in numerous community events.	3.32	Moderate Extent
13. Use the community as a laboratory for learning.	3.31	Moderate Extent
Composite Mean	3.44	Moderate Extent

4.5. Research Management. A very great extent was given to the item keeping others informed of what is up for its highest weighted mean of 3.56. Gaining consensus on project outcomes had the lowest weighted mean of 3.17 and the composite mean is 3.35. The administrator respondents show their support, management and programs involving researches to a great extent. This supports the idea of Dela Cruz (2008) that the school administrators play a very crucial role in meeting educational goals in terms of research management. They need to be equipped physically, mentally, socially, and emotionally to function effectively in terms of delivering services in research.

Table 21: Leadership Performance of the School Heads in Terms of Research Management

Items	Weighted Mean	Verbal Interpretation
1. Keep others informed of what is up	3.56	Great Extent
2. Willing to try new things	3.53	Great Extent
3. Support teachers in doing some researches	3.42	Moderate Extent
4. Effectively and efficiently work with staff to manage resources	3.42	Moderate Extent
5. Prioritize research programs to help improve students' learning	3.36	Moderate Extent
6. Determine the quantity of needed resources to get things done	3.34	Moderate Extent
7. Gain formal and ongoing support of management and stakeholders	3.25	Moderate Extent
8. Develop a viable comprehensive plan and keep it up to date	3.19	Moderate Extent
9. Gain consensus on project outcomes	3.17	Moderate Extent
Composite Mean	3.35	Moderate Extent

6. Training Design Program

The training design program is composed of four sessions concentrating on the topics: self-awareness, self-management, social awareness, and managing emotions. Each session has specific activities which lead to the development of these components of emotional intelligence geared towards improved leadership performance.

Conclusions and Recommendations

Majority of the school administrators are on their past 40's, female, married, with units in master's and doctoral degrees and most of them have five years and below administrative experience. The school administrators exhibited self-awareness, self-management, social awareness and managing emotions often. Age, civil status, and educational attainment do not affect the emotional intelligence of the school administrators. The administrators manifest their leadership performance in instructional leadership, learning environment, human resource management and development, parents' involvement and community partnership and research management to a great extent. Emotional intelligence of administrators relates to their leadership performance. The training program design serves as the end-product of the study which intends to offer innovative ways in achieving leadership effectiveness through the incorporation of activities that lead to emotional intelligence development. The prepared training program design may be presented to the Schools Division Offices for review prior to its implementation. The institution should create a course of action by integrating the findings of the study with the existing school heads leadership program. Similar studies may be conducted by individuals who are interested along this area particularly in the secondary level on the aspects where the present study is delimited.

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