

## Emotional Intelligence and Leadership Effectiveness of Public Junior High School Heads in the Province of Laguna

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### ABSTRACT

The study evaluated the emotional intelligence and leadership effectiveness of 100 school heads from the six divisions in the province of Laguna. The respondents answered standardized questionnaires and they were chosen regardless of their demographic profile. Moreover, this study used descriptive evaluative methods of research and data obtained were treated through utilization of different statistical tools such as Percentage, Mean, Mann-Whitney U Test, Independent Sample t-Test, and Kruskal-Wallis test. The study concluded that the level of emotional intelligence of the respondents is “average” and their leadership effectiveness is “effective”. It was revealed further that the emotional intelligence of the respondents when grouped according to school size has a significant difference on t. Moreover, there is a significant difference on the leadership effectiveness when the length of service and school size is considered. Since the emotional intelligence of the school heads is “average” and their leadership effectiveness is “effective”, the researcher recommended that the Department of Education must raise the level of emotional intelligence from “average” to “markedly high”. DepEd must increase the level of the school heads’ intrapersonal skills by sending the school heads to various seminars, workshops, and training. The Department of Education must ensure that the leadership effectiveness should reach the level of “highly effective” from “effective” through reviewing and revisiting the Instructional Leadership Development Program of the school heads and must strengthen its implementation. Aside from the presented results, further research about the relationship of the emotional intelligence on the leadership effectiveness must be considered and conducted.

### Keywords

emotional intelligence, leadership, school heads, Laguna, public junior high school

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### Introduction

The exhaustion of leaders emotionally is a factual peril and working emotionally wise is serious for the survival of the organization. This is one of the reasons why leaders in South Africa undergo executive coaching that includes assessment on their emotional intelligence. Its purpose is for the leaders to serve better their people and to understand the perception of the people about them and how they will react and respond constructively and logically with those perception. (Jopie de Beer, Nicola Taylor, Renate Scherrer and Christina van der Merwe, 2009).

According to Marcia Hughes, Henry L. Thompson and James Bradford Terrell (2009), the ability of the leader in managing their emotions is dominant to the organization he/she handles as they are considered as “emotional thermostat” to the teaching force since it can influence the organization’s mood and productivity. Thus, the emotion of the leader has the most enormous effect in the organization. Moreover, Gleeson (2014) said that when a leader has low emotional

intelligence, he/she cannot gauge the needs, wants and expectations of the people they lead effectively. More so, when a leader reacts without filtering their emotions can create a working relationship that jeopardize the entire organization.

In the advent of technology and the rapid advancement of globalization, educational institutions deal with complex educational environment, and school principals need to respond to various challenges. Thus, the role of principals can never be undervalued because their effective leadership is one of the major key aspects to achieve the set goals. Furthermore, DeWitt (2012) mentioned in his article that principals are essential to schools because they play an important role for every day operations to pull-out the long-term vision of the organization. In like manner, Lynch (2016) said that one of the indicators of a successful school is quality leadership. Hence, principals must exhibit leadership because a school without a strong leader will likely fail (Meador, 2017).

So, in this profession, aside from the fact that school heads are important in achieving the goal of the organization, school heads also have a great influence in the professional and personal life of his/her subordinates. For more than eight hours a day and forty hours a week, the school principals need to deal with different people with various attitudes and personalities which can be of great challenge to them. Thus, they must have the capacity of control and have awareness on expressing their emotions to handle interpersonal relationships cautiously and compassionately. As mentioned in the book of Hughes, Ginnett and Cuppy (2009), when the leader has the ability to align their thoughts and feelings can be more effective and efficient to the position compare to the leaders who do otherwise. Furthermore, as per Aberman, as cited by Hughes et al. (2009), people cannot function well and cannot be effective when their thoughts is not align to the feelings and actions.

In the study of Sumande (2011), she cited the words of Goleman saying that "IQ alone is not the only measure for success; emotional intelligence, social intelligence and luck also play a big role in a person's success". In addition, Tobias (2002) revealed in her study that employees who are highly emotionally competent can perform better on the job. It was also found that those employees who are highly competent specifically "general mood, interpersonal, intrapersonal, and can manage the stress" have better performance on the job. Similarly, Martin (2008) observed that most successful leaders are those who have high EQ, for they can understand themselves and others. It helps the person to control his temper and offers better persuasion, relationships and wise decision making. As per Henry Thompson, as cited in the book of Nadler (2011), the IQ and the cognitive decision-making abilities of leaders are being affected when their EQ goes down.

Therefore, whenever leaders or ordinary people are emotionally upset, they might not be able to think clearly and might not be able to make decisions wisely for the whole team or for him. Leaders must be emotionally stable and have the ability to manage and align his/her thoughts on his/her emotions.

## Framework of the Study

This study was primarily anchored on Daniel Goleman and Reuven Bar-On "Emotional Intelligence Theory" (2000).

The Emotional Intelligence Theory of Daniel Goleman (2006) tells us that the human brain is not fully formed at birth. It continues to be shaped through life, with the most intense occurring during childhood. Thus, as a person grows older, he/she might improve his/her emotional intelligence depending on the experiences that he/she encountered or read. Various books cited that Goleman said that the brain is divided into two parts: the emotional mind which is impulsive and powerful and the other is the rational mind which is the mode of comprehension. Hence, we have a mind that thinks and a mind that feels.

Furthermore, Goleman (as cited by Huhges et al, 2006), claimed that one's self-motivation, persistence in the face of frustration, mood management, ability to adapt, and ability to empathize and get along with others than one's analytic intelligence or IQ are the bases of success in life. As cited by Pratik Upadhyaya (2008), Daniel Goleman viewed emotional intelligence in his affective regulation model of emotional intelligence is having the ability to know and manage one's own emotions, recognize them in others and to handle relationships. It includes abilities such as being able to motivate oneself and persist in the face of frustrations, to control impulses and delay gratifications, to regulate one's mood and keep distress from swamping the ability to think, to empathize and to hope. This definition of emotional intelligence includes self-control, zeal and persistence, and the ability to motivate oneself. Goleman calls emotional intelligence "master of aptitude, a capacity that profoundly affects all other abilities, either facilitating or interfering with them."

The other theorist lends support Goleman's Theory is the work of Reuven Bar-On. As cited by Pratik Upadhyaya (2008), Bar-On defined emotional intelligence as an array of emotional and social knowledge and abilities that influence our overall ability to effectively relate to environmental demands. According to this theory,

emotional intelligence is a cross section of interrelated emotional and social competencies in terms of how effective we understand and express, manage and control ourselves, how effectively we relate to others and handle the daily demands. The five main domains of this relational model of emotional intelligence are intrapersonal, interpersonal, stress management, adaptability and general mood. Bar-On's expansion of Goleman's theory will be utilized in this study.

One of the behavioral theories on leadership was developed by Ralph Stogdill. As cited by Kaplan and Owings (2017), the two basic leadership behaviors in formal organizations are initiating structure and consideration. Initiating structure (task oriented behaviors) is the degree to which the leader defines and organizes roles or relationships and establishes clearly defined patterns of communication and organization aimed at getting the job done. Thus, initiating behavior includes scheduling of work, deciding what is to be done, when and how to do it, providing direction, planning, coordinating and problem solving. The other type of behavior in effective leadership is consideration (people-oriented behaviors). When the leader expresses concern and respect for followers and their ideas, looks out for well-being, and expresses appreciation and support, the leader possesses consideration. Hence, this kind of leadership behavior is influential in maintaining harmonious relationship with his/her follower. In 1966, when Andrew W, Halpin and B.J. Winner used factor analysis on leadership data they have found out that the most effective leaders integrate both have both high task and high people skills.

Another theory that can be used in this study is the transformational leadership by Bernard Bass. According to Bass (cited by Blanchard and Miller, 2007), those who can influence great changes in the attitudes and assumptions of subordinates and build commitment to the organization's goals and mission are effective leaders. Transformational leaders are visionary with good values, can communicate well, and has a good reputation in the heart and minds of their followers and personalized style of leadership. Personalized leadership shares a strong personal bond with followers. It is partly through their ability to pick

up on emotional cues of their followers that they are considered effective. James MacGregor Burns (2003) was the one who discussed the concept of transformational leadership to prominence in his book "Leadership published in 1978. The theory "Transformational Leadership" changed from and contains elements of preceding leadership styles such as trait and behaviour theories, charismatic leadership, situational and transactional leadership. This leadership style creates positive change in the followers whereby they take care of each other's interest and act in the interest of the group as a whole. This leadership style improves the motivation, morale, and performance of his follower group.

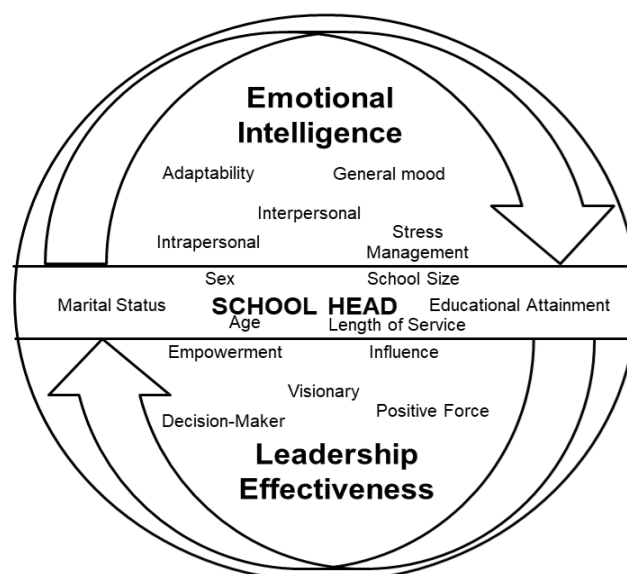


Figure 1. Research Paradigm

### Objectives of the Study

The study evaluated the emotional intelligence and leadership effectiveness of secondary school heads in the province of Laguna for the SY 2019-2020.

Specifically, it aimed to answer the following questions:

1. What is the profile of the respondents in terms of:
  - 1.1 Sex;
  - 1.2 Age;
  - 1.3 Marital Status;
  - 1.4 Length of Service;
  - 1.5 Educational Attainment, and
  - 1.6 School Size?

2. What is the level of the school heads' emotional intelligence in terms of:

- 2.1 Adaptability;
- 2.2 General Mood;
- 2.3 Interpersonal;
- 2.4 Intrapersonal, and
- 2.5 Stress Management?

3. What is the level of the school heads' leadership effectiveness in terms of the following functions:

- 3.1 Leader who empowers;
- 3.2 Leader as influencer;
- 3.3 Leader as decision maker;
- 3.4 Leader as visionary, and
- 3.5 Leader as a positive force?

4. Is there any significant difference on emotional intelligence of school heads when grouped according to:

- 4.1 Sex;
- 4.2 Age;
- 4.3 Marital Status;
- 4.4 Length of Service;
- 4.5 Educational Attainment, and
- 4.6 School Size?

5. Is there any significant difference on leadership effectiveness of school heads when grouped according to:

- 5.1 Sex;
- 5.2 Age;
- 5.3 Marital Status;
- 5.4 Length of Service;
- 5.5 Educational Attainment, and
- 5.6 School Size?

## Methods

This chapter explains the overall research design that was used in this study. It shall also discuss methodology, population, research instruments, and statistical treatment.

### Method of Research

This study utilized descriptive-evaluative method of research since it aimed to evaluate and differentiate the level of emotional intelligence and leadership effectiveness of selected secondary school heads in the province of Laguna. According to Dr. Robin Hubbard (2016), the purpose of descriptive-evaluative method is to

assess or evaluate the results against some known or hypothesized standards.

### Population, Sample Size, and Sampling Technique

The selected public junior high schools in the province of Laguna represented the research setting of this study. The 133 respondents of this study were the public junior high school heads in the six divisions in the province of Laguna.

Specifically, Division of Laguna has 74 public junior high schools, followed by the Division of Calamba which has 22 public junior high schools then 15 in the Division of San Pablo. In addition, Division of Binan and Santa Rosa have 8 public junior high schools and seven in the Division of Cabuyao.

Cochran's formula was utilized in determining the sample size. After computing the total number of population, one hundred public junior high school heads from the six divisions represented the whole population as respondents in the study.

Moreover, the researcher used simple random sampling as a method of identifying the sample from the population.

### Description of the Respondents

The respondents of this study were junior high school heads or the school principals in the province of Laguna from different school sizes such as small, medium, large, and very large during the academic year 2019 – 2020 regardless of their sex, age, marital status, length of service, and educational attainment. The respondents were from the six divisions in Laguna, namely: Division of Biñan, Division of Cabuyao, Division of Calamba, Division of Laguna, Division of San Pablo and Division of Santa Rosa.

### Data Gathering Procedure

After the dean of the College of Education and thesis adviser signed approved the permission letter addressed to the school division superintendent to get a "Certificate of Population" for each school division to get the exact number of the target population for the study, the researcher forwarded the letter to all school division offices



in the province of Laguna. Subsequently, having the requested data, the total number that will represent the population of the study had been computed.

When the Thesis Committee approved the proposed study of the researcher, the approved permission letter by the dean and thesis adviser was given to the Office of the School Division Superintendent for approval to conduct the study on their respective schools. Furthermore, an endorsement from the School Division Superintendent together with the approved letter to distribute survey questionnaires was forwarded to the school heads.

Then, the researcher distributed the survey questionnaires to school heads/ principals. The researcher gave instructions to respondents before filling out the questionnaires and asked respondents to voluntary participation and, finally, explained to all the people involved in the organization the importance of this study. The researcher also made it clear to the respondents that all information to be obtained from the study will be used only for the purpose of the study and that the information will be kept confidential.

### Conclusion

More than half of the respondents are female and are on the age of 50 years old. Most of the respondents are married and are in the service for 16-24 years. In addition, most of the respondents attained Master's degree and more than half of the respondents handled large schools.

It was concluded that level of the respondents' emotional intelligence in terms of "adaptability", "general mood", interpersonal", and "stress management" was verbally interpreted as "average" and the component "intrapersonal" was verbally interpreted as "low." This indicates that the over-all level of the emotional intelligence of the respondents was "average" which means that the respondents have an adequate emotional and social capacity.

Based on the findings on the assessment of the respondents to their leadership effectiveness in terms of a leader who empowers, leader as

influencer, leader as decision-maker, leader as visionary, and leader as a positive force, the study showed that they were "effective".

The emotional intelligence of the respondents when grouped according to sex, age, marital status, length of service, and educational attainment has no significant difference on t. Furthermore, it was revealed in the study that there is a significant difference on the emotional intelligence of the respondents when grouped according to school size.

It was revealed that there is a significant difference on the leadership effectiveness when the length of service and school size is considered. Moreover, it was depicted on the study that there is no significant difference on the leadership effectiveness when grouped according to sex, age, marital status, and educational attainment.

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