

Public Junior High School Heads' Emotional Intelligence Using Bar-On EQi-S Test: Implications on School Leadership

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Abstract

Several studies claim that emotional intelligence (EI) provides salient inputs in predicting of positive or negative workplace environment. The necessity of studying EI in the workplace is vital in bringing the best out of each employee. After all, EI of the public junior school head allows persons working to be motivated, self-aware, and improved in their social skills. Hence, this study assessed the emotional intelligence of 100 school heads from the six divisions in the province of Laguna, Philippines using Bar-On EQi-S Test employing descriptive evaluative methods like percentage, mean, independent sample t-Test and Analysis of Variance (ANOVA).

Based on the result of the study, it was depicted that the level of emotional intelligence of the school heads in Laguna is "average". It was revealed further that the emotional intelligence of the respondents when grouped according to school size has a significant difference. Since the emotional intelligence of the school heads is "average" it is suggested that attention be focused on increasing total emotional intelligence and intrapersonal skill, which are both found low among the schools heads.

Keywords: emotional intelligence, school heads, Laguna, public junior high school

Introduction

Emotions have a significant role not only for the individual but also for the workplace. It has been investigated in various research fields where its role and significance in academic accomplishment, social support, physical and mental welfare (Ambaw, Das, & Getahun, 2021) were examined. No matter how logical, reasonable and rational we think we are, it is our emotions that motivate and propel us (Hasson, 2012). Thus, emotions play as key factor in perceiving, understanding and reasoning about things and people around us. An individual who has emotional intelligence is comparable to a person who has the power to determine feelings and use this ability productively and effectively (Gardenswartz, Cerbosque, & Rowe, 2008). Moreover, possessing emotional intelligence allows a person to handle difficulties and challenges by not letting their emotion alone to decide rather by being logical and rational in making decisions and taking actions. Thus, emotional intelligence is essential (Wilding, 2010).

In South Africa, most of the leaders undergo executive coaching, which includes assessment on their emotional intelligence. It is believed that emotional exhaustion for leaders is a real risk, and working emotionally wise is critical for the organization's survival. Furthermore, leaders may serve their people better and understand how they may be perceived by others and [if] they will constructively and congruently deal with their perceptions (Marcia Hughes, Henry L. Thompson, and James Bradford Terell, 2009). 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), when leaders have low EQ, this can affect their decision-making abilities and their IQ. Specifically, if leaders will be on a high challenging situation, it is predictable that their EQ and IQ can no longer be fully utilized. Therefore, whenever leaders or or-

dinary people are emotionally upset, they might not be able to think clearly and might not be able to make decision 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.

At this point in time, institutions of learning in the 21st century need a principal or school head who has the ability to manage emotions—theirs or others. “The school heads/leader’s ability in managing their emotions is vital to the entire organization because they are considered as ‘emotional thermostat’ for the teaching force and can influence the organization’s mood and productivity. Thus, emotional intelligence can greatly affect the organization” (Hughes, Thompson, & Terrell, 2009). Moreover, Gleeson (2014) said that leaders who have low emotional intelligence might react without controlling their emotions and can develop a hostile working environment among their people and can put the working relationships in serious danger because they can no longer measure effectively the needs and expectations of the organization. Tony Larman (2015) mentioned that, adversely, a leader who has low EI can cause a variety of problems in any area of organization such as negative emotions, negative perceptions, behavioral issues, poor communication, reduced proactivity, lower performance, weak confidence, damaged credibility, higher losses. Hence, principals must exhibit strong leadership because schools will likely fail if they don’t have strong leader (Meador, 2019).

So in this profession, aside from the fact that school heads perform an important role in achieving the goal of the organization, they also have a great influence in the professional and personal life of their subordinates. They spend more than eight hours a day and forty hours a week in school; they also need to deal with different people with various attitudes and personalities which can challenge them aside from the usual school pressures. Thus, they must have the capacity of control and have awareness on expressing their emotions to handle interpersonal relationships cautiously and compassionately. As emphasized by Hughes, Ginnett and Curphy (2009) “leaders who can better align their thoughts and feelings with their actions may be more effective than leaders who think and feel one way about something but then do something different about it”. Furthermore, as per Aberman (cited in Hughes et al, 2009), “people can be extremely ineffective when their thoughts, feelings and actions are misaligned”.

Looking at the Philippines, Department of Education Order No. 42, s. 2007 or the “Revised Guidelines on Selection, Promotion, and Designation of School Heads”, it states that a school head is expected to possess the various dimensions of leadership such as educational leadership, people leadership, and strategic leadership. Moreover, the principals are selected based on the set criteria such as performance rating, experience, outstanding accomplishments, education and training, potential, and psychosocial attributes and personality traits. More so, in the mentioned criteria, the psychosocial attributes and personality traits received only five points over the 100 total points.

Strerrett (2007) posits that the leadership today and in the forthcoming is ultimately measured in terms of emotional intelligence which counters the Department of Education of the Philippines DepEd Order No. 42, s. 2007. Furthermore, Mihai (2009) said that the skill that distinguishes successful leaders is their emotional intelligence. In her study, it was found that the IQ is not the most important factor, not the educational attainment, not the technical proficiencies, but in the individual’s emotional intelligence. An individual who is self-aware, self-controlled, committed, change-agent, influencer, who can communicate his/her feelings and of others, who possess integrity to him/herself or to anyone are characteristics that distinguish to those who successful from to those who are not. Thus, if the school leader has no awareness of his/her own emotional intelligence, the teachers and the students, who are receivers of his/her end, might suffer.

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 what Goleman theorized about the brain being 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 Hughes et al, 2009), claimed that the success in life is not grounded on having high IQ or analytic intelligence rather it is based on self-motivation, persistence, having the ability to manage and control mood, being adaptable, empathetic, and the ability to build good relationships with others. Likewise, as cited by Pratik Upadhyaya (2008), Daniel Goleman viewed emotional intelligence in his affective regulation model of emotional intelligence as the ability to identify and deal with one’s own emotions, recognize them and of others and to handle relationships. A person who is emotionally intelligent is being described as having various abilities such as having self-motivation, being persistent in challenging times, having the ability to control thoughtlessness and delay gratifications, being able to regulate one’s mood and avoid overthinking, and being empathetic and being hopeful. Goleman calls emotional intelligence “master of aptitude, a capacity that profoundly affects all other abilities, either facilitating or interfering with them.”

Thus, having high IQ will not give someone an assurance that he/she might be successful likewise in being a leader in any organization. Definitely, emotional intelligence performs a big part in someone’s success. This also helps someone to deal with, control and manage his or her emotions and the emotions of others. No man is an island, cliché as it may sound but it is true. Living in this world, we must learn to understand one’s emotion so that we can put someone in better position in terms of dealing with people.

The other theorist that lends to expand Goleman’s Theory is Reuven Bar-On. As cited by Reuven Bar-On . He mentioned that this emotional-social intelligence is a unified emotional and social skill and proficiencies that facilitate and control the understanding and expression of oneself, how to deal with others, and manage the problems and challenges (Bar-On, 2006). Furthermore, he defined emotional intelligence as an array of emotional and social knowledge and abilities that influence our overall ability to effectively relate with environmental demands (as cited by Upadhyaya, 2008). 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.

Accordingly, Bar-On (2006) noticed on the soldiers when he was writing his dissertation that those who have high IQs would not hold up well in the field, while others, with average IQs would be stellar performers. Thus, he surmised that people who have greater emotional intelligence are more likely successful in dealing with difficult situations and undertakings. In contrast, people who lack emotional intelligence can encounter problems and will be far at success.

A person who encompasses the intrapersonal has the ability of being conscious, can understand and express himself/herself while the interpersonal is having the ability of understanding and relating to others. This so-called stress management means being able to handle strong emotions and difficult situations. A person who shows adaptability is a problem solver and has the ability to adjust to any change. If a person has the ability to look at the positivity over negative circumstance and to

enjoy oneself and others encompass general mood EQ. In the end, being emotionally and socially intelligent means to effectively manage personal, social and environmental change. To be emotionally intelligent, we must be aware of our emotions, must have the ability to determine, understand, and deal with our emotions and those of others.

Change is inevitable and it is constant. School heads/principals might come across situations where the least that they can do is to follow the given memos and implement what's on it immediately. Even though adapting to change may be drastic, they still need to be flexible. According to Brittney Anderson (n.d.), being an adaptable leader does not mean that you have to determine the ways to survive and thrive. Leaders who allow themselves to utilize the old and new behaviors and strategies to create new ideas and to develop ways to solve problems and carry it out effectively are considered adaptable leaders. When a leader has the willingness attempt executions of new behaviors despite change is happening on the organization, he is being flexible. Furthermore, having the skills of adaptability should not stop to leaders. For leaders to succeed in this changing work environment and achieve their organizational goal, they must help their people to be adaptable and develop a team who is ready for change and willing to do an attempt on new endeavors. With this, people in the organization will feel inclusivity and they will feel that their ideas for the victory of the organization matters (Murphy, 2015). Therefore, a leader must be able to adapt not just to the changing situations and conditions in their work environment and even in their own roles and those of their team members because having awareness, understanding, and managing those around them will help them to deal with the ever-changing world.

The researchers also observed that the mood of a leader can affect the atmosphere of the whole organization. If leaders pass along good moods, it will help to drive the success of their organization. If leaders project bad moods, it might bring a negative impact on the organization. As per Boyatzis, Goleman, and McKee (2004), when people in the organization feel good, they work at their fullest potential and sometimes even exert more effort because they experience sense of belongingness and they feel that they matter on the organization. Having this feeling allow people to think more logically, to understand more the given information and to decide wisely. Success of leader in an organization can be as well observed if people feel the enthusiasm and cooperativeness within the entire organization because if there will be emotional conflicts within, chaos and negative diversity will arise and the performance of the organization will suffer. In addition to this, Roger Pearman (2016) explained that leaders fail not because they don't have enough knowledge on business, they lack on required skills, experience on the position or job, or even understanding on what is being expected; leaders fail it is probably because are lack of interpersonal skills where they work. Thus, interpersonal relationship of school heads magnifies success and effectiveness.

School heads must not just have good interpersonal skills but also they have to manage, control, and be aware of their own emotions because according to Stein (2017), people who can better self-identify their emotional states tend to have a more advance emotional vocabulary. Not only do they know the words that differentiate one emotion from one another but they tend to experience emotions on multiple levels. He further claimed that leaders who are emotionally self-aware have many advantages such as knowing how to accurately describe and label their emotions, they understand slight nuances between emotions and conscious on the impact of their emotions on their performance and others. In line with this, according to James G. Clawson (2012), data suggest that managing emotions by being more aware are more likely to have a positive impact not only for a person but for the people around him/her at work or elsewhere. As per Stein (2017), the ability to manage stress enables a leader to remain grounded and confident, even when dealing with crises. Stein further said that being aware of your stress is the first step in managing it. Another way to deal

with so many stressful situations is to change your perception – your thoughts or interpretation about what is happening.

Research Questions

This study is guided by the following research questions: (1) What is the level of the school heads' emotional intelligence in terms of adaptability, general mood, interpersonal, intrapersonal, and stress management? (2) Is there any significant difference on emotional intelligence of school heads when grouped according to sex, age, marital status, length of service, education attainment, and school size?

Methodology

The study utilized the descriptive-evaluative method of research to be able to find out the level of emotional intelligence of selected public junior high school heads in the province of Laguna, Philippines. The Bar-On EQi-S Test (Short Version) of Emotional Intelligence by Dr. Reuven Bar-On was used to measure the emotional intelligence of the school heads. Likewise, to interpret the results the Statistical Package for Social Sciences, percentage, mean, and the Independent Sample t-, and Analysis of Variance (ANOVA) were utilized.

The 100 respondents of this study was from the population taken from the 134 schools in the province however, there were only 133 school heads since one of the school heads handled two schools in the province of Calamba. The Division of Laguna has 74 public junior high schools; the Division of Calamba has 22 school heads and the Division of San Pablo has 15 public junior high schools; Division of Binan and Division of Santa Rosa which both have eight public junior high schools; and seven in the Division of Cabuyao. Hence, simple random sampling was used as a method of identifying the sample from the population. One hundred public junior high schools heads from the six divisions were used as sample. Furthermore, the respondents were dominated by female and under the age of 50 years old and above. Majority of them are married and have been in the service for 16-24 years. Majority of the respondents have Master's degree, and some of them are pursuing doctorate degree. In terms of DO No. 19, s.2016, most of the school heads managed large size schools.

Results and Discussion

The following are the results where a brief discussion of important findings follows:

1. Level of the school heads' emotional intelligence in terms of adaptability, general mood, interpersonal, intrapersonal, and stress management

Table 1. Level of the School Heads' Emotional Intelligence Scale

Scale Indicator	Mean Score	Verbal Interpretation
Adaptability	97.320	Average
General Mood	94.440	Average
Interpersonal	91.530	Average
Intrapersonal	89.680	Low
Stress Management	91.520	Average
Total Emotional Intelligence	89.690	Low
Grand Mean Score:	92.363	Average

Legend: "Markedly High (130+)", "Very High (120-129)", "High (110-119)", "Average (90-109)", "Low (80-89)", "Very Low (70-79)", "Markedly Low (70 below)"

The study found that among the different components of the emotional intelligence, “adaptability” received the highest mean of 97.320 which is verbally interpreted as “average”. This is followed by “general mood” with a mean of 94.440 which is verbally interpreted as “average”. In addition, “interpersonal” obtained a mean of 91.530 which is verbally interpreted as “average” and the “stress management” with a mean of 91.520 which is verbally interpreted as “average”. In addition, the component of emotional intelligence that got the lowest mean of 89.680 is the “intrapersonal” which is verbally interpreted as “low”. Hence, the level of the school heads’ emotional intelligence is “average” with a grand mean of 92.363. It would be interesting to note that the respondents have at least average level of emotional intelligence. However, if no action will be taken to improve the level of the school heads’ emotional intelligence, this might lead to a problem because leaders who are having low emotional intelligence can bring problems that will challenge the whole organization and will give chaos in realizing the goals of the organization (Larman, 2015; Oshin 2017; Cherry 2019). Fortunately, low emotional intelligence can be improved if a person or a leader can have more self-awareness, can raise their self-regulation, can improve social awareness, and can manage their relationship with others (Oshin, 2017; Cherry, 2019; Segal, et al, 2019). Moreover, according to James G. Clawson (2012), data suggest that managing emotions by being more aware are more likely to have a positive impact not only for a person but for the people around him/her at work or elsewhere. As per Stein (2017), the ability to manage stress enables a leader to remain grounded and confident, even when dealing with crises.

2. Emotional intelligence of school heads when grouped according to sex, age, marital status, length of service, education attainment, and school size.

Sex

Table 2. Independent Sample t – Test: Comparison on the Assessment of the Respondents on the Emotional Intelligence when Grouped According to Sex

Indicators	Sex	Mean Score	t value	p-value	Remarks
Adaptability	Male	98.0588	0.170	0.865	Not Significant
	Female	97.3250			
General Mood	Male	98.5882	1.322	0.189	Not Significant
	Female	93.7250			
Interpersonal	Male	94.0000	0.767	0.445	Not Significant
	Female	90.8250			
Intrapersonal	Male	90.7647	0.336	0.738	Not Significant
	Female	89.5875			
Stress Management	Male	98.0000	2.338	0.021	Significant
	Female	90.1625			
Total EQ	Male	94.0588	1.260	0.211	Not Significant
	Female	88.8250			

Note: “If p value is less than or equal to the level of significance (0.05) reject Ho, otherwise failed to reject Ho.”

It is revealed on Table 2 that the computed p-value for the “adaptability”, “general mood”, “interpersonal”, and “intrapersonal” as components of emotional intelligence were all greater than the alpha level. Furthermore, among the components of emotional intelligence when grouped according

to sex; it is only the stress management that has the computed p-value which was less than the alpha, thus it rejects the null hypothesis. In general, the emotional intelligence of the respondents does not have any significant difference when sex is considered. The result of the study is a contrast to the study of Macdonald (2009) with respect to gender, no differences have been revealed between males and females regarding emotional-social intelligence. It was also supported by the study of Aggabao (2002) where she found that there is no significant relationship between the sex and the emotional intelligence of the school administrators.

Age

Table 3. One – Way Analysis of Variance (ANOVA): Comparison on the Assessment of the Respondents on the Emotional Intelligence when Grouped According to Age

Indicators	Age	Mean Score	f value	p-value	Remarks
Adaptability	30-39 years old	92.000	.325	.724	Not Significant
	40-49 years old	97.056			
	Over 50 years old	97.932			
General Mood	30-39 years old	93.200	.096	.909	Not Significant
	40-49 years old	93.806			
	Over 50 years old	94.932			
Interpersonal	30-39 years old	92.800	.195	.823	Not Significant
	40-49 years old	92.667			
	Over 50 years old	90.729			
Intrapersonal	30-39 years old	82.000	1.942	.149	Not Significant
	40-49 years old	87.722			
	Over 50 years old	91.525			
Stress Management	30-39 years old	82.200	1.453	.239	Not Significant
	40-49 years old	91.750			
	Over 50 years old	92.170			
Total EQ	30-39 years old	84.400	.471	.626	Not Significant
	40-49 years old	88.806			
	Over 50 years old	90.678			

Note: "If p value is less than or equal to the level of significance (0.05) reject Ho, otherwise failed to reject Ho."

It was found that the computed p-value for the component of emotional intelligence such as "adaptability", "general mood", "interpersonal", "intrapersonal" and "stress management" were all greater than the alpha level. This means that the emotional intelligence of the respondents when grouped according to age does not have any significant difference. The findings illustrated on the table confirmed the study conducted by Galla (2006), it was found that age does not influence the level of emotional intelligence of the department heads. Moreover, Aggabao (2002) revealed as well in her study that there is no significant relationship between the school administrators' age to their emotional intelligence. However, the result contrasted the study of De Asis (2008) where she concluded that there were significant relationship between the emotional intelligence and the age of the elementary school administrators.

*Marital Status***Table 4. One – Way Analysis of Variance (ANOVA): Comparison on the Assessment of the Respondents on the Emotional Intelligence when Grouped According to Marital Status**

Indicators	Marital Status	Mean Score	f value	p-value	Remarks
Adaptability	Single	98.0588	0.127	0.881	Not Significant
	Married	97.3250			
	Widowed/er	93.0000			
General Mood	Single	98.5882	1.053	0.353	Not Significant
	Married	93.7250			
	Widowed/er	90.0000			
Interpersonal	Single	94.0000	0.451	0.638	Not Significant
	Married	90.8250			
	Widowed/er	96.3333			
Intrapersonal	Single	90.7647	0.181	0.834	Not Significant
	Married	89.5875			
	Widowed/er	86.0000			
Stress Management	Single	98.0000	2.79	0.066	Not Significant
	Married	90.1625			
	Widowed/er	91.0000			
Total EQ	Single	94.0588	0.826	0.441	Not Significant
	Married	88.8250			
	Widowed/er	88.0000			

Note: “If *p* value is less than or equal to the level of significance (0.05) reject *H*₀, otherwise failed to reject *H*₀.”

The computed *p*-value for all components of emotional intelligence is all greater than the alpha level. Based on the table, the emotional intelligence of the respondents when grouped according to their marital status was found to have no significant difference. The result contradicts with what had been found by Aggabao (2002). It was drawn in her study that only civil status has significant relationship on the emotional intelligence of the secondary school administrators, specifically, it was mostly married who are emotionally stable.

*Length of Service***Table 5. One – Way Analysis of Variance (ANOVA): Comparison on the Assessment of the Respondents on the Emotional Intelligence when Grouped According to Length of Service**

Indicators	Length of Service	Mean Score	f value	p-value	Remarks
Adaptability	7-15 years	100.41	1.160	.329	Not Significant
	16-24 years	98.29			
	25-33 years	95.84			
	34 years and above	88.00			
General Mood	7-15 years	100.76	1.491	.222	Not Significant
	16-24 years	93.04			

Indicators	Length of Service	Mean Score	f value	p-value	Remarks
	25-33 years	93.44			
	34 years and above	92.86			
Interpersonal	7-15 years	100.06	2.777	.045	Significant
	16-24 years	91.25			
	25-33 years	88.20			
	34 years and above	84.71			
Intrapersonal	7-15 years	92.53	.486	.693	Not Significant
	16-24 years	89.08			
	25-33 years	89.96			
	34 years and above	86.14			
Stress Management	7-15 years	91.88	.155	.926	Not Significant
	16-24 years	92.16			
	25-33 years	90.56			
	34 years and above	89.43			
Total EQ	7-15 years	95.76	1.372	.256	Not Significant
	16-24 years	89.24			
	25-33 years	88.24			
	34 years and above	83.43			

Note: “If p value is less than or equal to the level of significance (0.05) reject Ho, otherwise failed to reject Ho.”

Among the different components of emotional intelligence, the computed p-value for “interpersonal” was greater than the alpha level. On the other hand, other components of emotional intelligence such as “adaptability”, “general mood”, “intrapersonal”, and stress management” has no significant difference when length of service of the respondents is considered because the computed p-value is lesser than the alpha level. This finding contrasted the finding of De Asis (2008) about the leadership and emotional intelligence of the elementary school administrators that those who have tenure in the service were emotionally stable compared to those who don’t.

Education Attainment

Table 6. One – Way Analysis of Variance (ANOVA): Comparison on the Assessment of the Respondents on the Emotional Intelligence when Grouped According to Education Attainment

Indicators	Educational Attainment	Mean Score	f value	p-value	Remarks
Adaptability	BS	92.80	.279	.891	Not Significant
	Masters	97.48			
	With MA units	97.11			
	Doctorate	101.00			
	with Doctorate units	96.33			
General Mood	BS	97.32	.705	.591	Not Significant
	Masters	92.85			
	With MA units	92.32			

Indicators	Educational Attainment	Mean Score	f value	p-value	Remarks
Interpersonal	Doctorate	98.42	.555	.696	Not Significant
	with Doctorate units	96.96			
	BS	94.44			
	Masters	98.80			
	With MA units	89.26			
Intrapersonal	Doctorate	93.33	.823	.513	Not Significant
	with Doctorate units	93.08			
	BS	91.53			
	Masters	89.60			
	With MA units	88.95			
Stress Management	Doctorate	86.33	.271	.896	Not Significant
	with Doctorate units	93.58			
	BS	89.68			
	Masters	94.60			
	With MA units	91.43			
Total EQ	Doctorate	92.00	.223	.925	Not Significant
	with Doctorate units	92.21			
	BS	91.52			
	Masters	91.60			
	With MA units	88.48			
	Doctorate	88.74			
	with Doctorate units	89.92			
	BS	91.52			
	Masters	91.60			
	With MA units	88.48			

Note: "If p value is less than or equal to the level of significance (0.05) reject H_0 , otherwise failed to reject H_0 ."

The study revealed the fact that the computed p-value for all components of emotional intelligence of the respondents is all greater than the alpha level. Hence, the emotional intelligence of the respondents when grouped according to education attainment was found to have no significant difference. This is found incongruent with the study of Aggbao (2002) that the educational attainment of the secondary school administrators in Manila has no significant relationship to their emotional intelligence. Furthermore, as per Mayo Oshin (2017), it doesn't necessarily guarantee that if an individual is more intelligent, the most skilled person, and possesses high technical expertise can have great leadership. Great leadership requires high level of emotional intelligence that connect, relate, and understand others.

School Size

Table 7. One – Way Analysis of Variance (ANOVA): Comparison on the Assessment of the Respondents on the Emotional Intelligence when Grouped According to School Size

Indicators	School Size	Mean Score	f value	p-value	Remarks
Adaptability	Small	121.33	5.671	.001	Significant
	Medium	94.70			

Indicators	School Size	Mean Score	f value	p-value	Remarks
	Large	94.62			
	Very Large	107.13			
General Mood	Small	117.67	4.300	.007	Significant
	Medium	90.70			
	Large	94.35			
	Very Large	97.60			
Interpersonal	Small	114.33	8.408	.000	Significant
	Medium	86.10			
	Large	89.85			
	Very Large	103.67			
Intrapersonal	Small	112.33	5.328	.002	Significant
	Medium	87.60			
	Large	91.31			
	Very Large	83.67			
Stress Management	Small	92.67	2.325	.080	Not Significant
	Medium	87.33			
	Large	94.52			
	Very Large	89.27			
Total EQ	Small	114.00	4.199	.008	Significant
	Medium	84.60			
	Large	90.31			
	Very Large	92.87			

Note: “If p value is less than or equal to the level of significance (0.05) reject Ho, otherwise failed to reject Ho.”

As revealed on the table, the computed p-value for the “adaptability”, “general mood”, interpersonal” and, “intrapersonal” is lesser than the alpha level. It was only the “stress management” that has the computed p-value greater than the alpha level. The computed value for “total emotional intelligence” was lesser than the alpha level which may be interpreted to mean that emotional intelligence has significance on school size.

Conclusions

This study 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 emotional intelligence of the respondents was “average” which means that the respondents have an adequate emotional and social capacity.

As to the respondents’ sex, age, marital status, length of service, and education attainment variables, these bear no significant difference to emotional intelligence. However, school size bears significance on the emotional intelligence of leaders.

The adequateness of the respondents’ emotional and social capacity may still be further studied in other contexts. As revealed in this study the size of the school implies that the number of people involved affects emotional intelligence. Also there may be other variables that can be ex-

plored in the future to determine if other persona and social factors affect or boost emotional intelligence.

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