

Emotional Intelligence of School Heads: Effects to the Social Transformation of Schools in the Division of Bulacan

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Abstract

Educational institutions differ significantly from other institutions in terms of organization and management since its main function is to deliver quality and accessible education to all. Henceforth, sound management of educational institution requires various competencies of the school head who manages and leads the organization. These competencies include not only their intellectual capabilities but rather their ability, capacity and skill to identify, assess, and manage the emotions of one's self, of others, and of groups in an organization which best describe the concept of emotional intelligence. Emotional intelligence is one great element of transformational leadership. Transformational leaders generate organizational goals awareness among colleagues and persuade others to consider the interests of the organization over their own interests. Effective transformational leaders can bring change and development to their own organization which gave rise to the social transformation of schools.

This study presented various emotional intelligence scales of school head which were examined if it has significant effects on the social transformation of schools in the Division of Bulacan. This study has utilized both quantitative and qualitative research to investigate its point of interest.

Index Terms

Emotional Intelligence, Emotional Intelligence Scales, School Head, Social Transformation of School

I. INTRODUCTION

Organization and management of educational institutions have become very distinct from the management of other organizations. Primarily, the core objective of education institutions is quality education which requires both professional and mutual services. Education was considered a professional service for it requires, the interaction of stakeholders, client-orientation and intensive labor from all members of the organization. Likewise, it is a mutual service since the active cooperation of students is vital in the accomplishment of true quality education. Hence, ensuring and upgrading the education quality requires various competencies of the school head who manages and leads the organization.

Merit and fitness are the determinants of the qualification standards of school heads and these are: qualifying examination for school heads, complete academic requirements in masters' degree, training, speakership, and attributes. Among these requirements, the least percentage was attributed which is directly associated with emotional intelligence. Emotional intelligence is one great element of transformational leadership. A transformational leader fosters interest among colleagues, inspires a different perspective for the work, generates an organizational goals awareness, develops the ability of others to higher levels, and persuade others to consider the interests of the organization over their own interests. These statements lead to the important roles of school heads in their organizations.

This study discusses the different attributes that school heads possess which they utilize in various circumstances as they perform their task of managing their respective organizations. The intellectual capability of an individual is one primary requirement for them to be considered for a higher administrative position. Hence as they dealt with the everyday circumstances on their workplace, their intelligence quotient (IQ) was superseded by their emotional intelligence quotient. The emotional intelligence scales of school heads were evaluated to examine if it has significant effects on the social transformation of schools in the division of Bulacan.

Statement of the Problem

The general problem of the study is "How may the emotional intelligence of school heads affect the social transformation of schools in the Division of Bulacan?"

Specifically, the study sought answers to the following questions:

1. How may the profile of the schools and the respondents in the Division of Bulacan be described in terms of:

- 1.1 school profile
 - 1.1.1 type,
 - 1.1.2 level,
 - 1.1.3 number of teachers, and
 - 1.1.4 number of students
- 1.2 respondents' profile
 - 1.2.1 age,

- 1.2.2 gender,
- 1.2.3 number of years in current position, and
- 1.2.4 total years of experience in education institution?

2. How may the emotional intelligence scales of the school heads be described based on:

- 2.1 assertion,
- 2.2 social awareness and comfort,
- 2.3 empathy,
- 2.4 decision making,
- 2.5 positive influence (leadership),
- 2.6 drive strength,
- 2.7 time management,
- 2.8 commitment ethic,
- 2.9 self esteem, and
- 2.10 stress management?

3. How may the social transformation of schools in the Division of Bulacan be measured in terms of:

- 3.1 leadership preparation,
- 3.2 teachers' development
- 3.3 students' development
- 3.4 research

3.5 community engagement, and

3.6 physical plant and facilities improvement?

4. Is there a significant effect of emotional intelligence scales with the social transformation of schools in the Division of Bulacan?

HYPOTHESIS: The emotional intelligence scales have no significant effect on the social transformation of schools in the Division of Bulacan.

Conceptual Framework

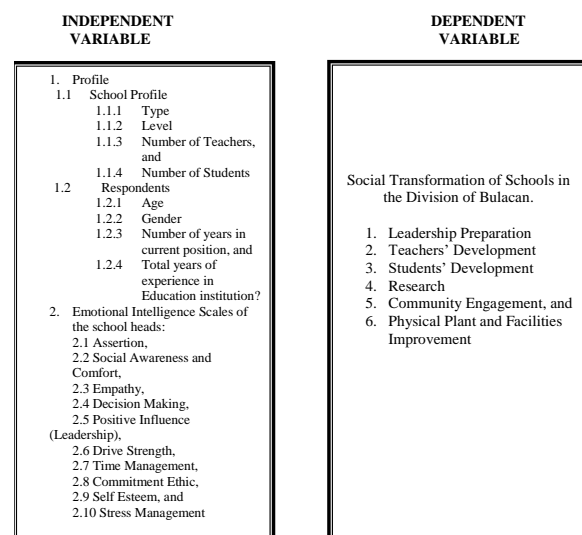


Figure 1. The Conceptual Paradigm of the Study

The study utilized the conceptual paradigm presented in Figure 1 in determining how the emotional intelligence of school heads may affect the social transformation of their schools in the Division of Bulacan. This framework illustrates the conceptualization of the study where its research design was founded. The conceptual framework illustrates that the flow of the study involved the identification of the independent and dependent variables that are necessary to satisfy the requirement

of the study in terms of data needed, the method, as well as the data gathering processes and analysis.

II. METHODOLOGY

Methods and Techniques of the Study

Utilization of an appropriate and effective research method is one of the important components of a research study which enables the researchers to establish a concrete framework of the research. In this study, researchers had applied mixed methodologies of quantitative and qualitative research.

Descriptive method of research was utilized in this study. To gather data which were used in the assessment of the current practices of school heads. Descriptive research was used to find information regarding the current status of phenomena to define what exists with respect to the variables of the study. This research method was used to analyze and interpret the meaning and significance of the identified variables of the study.

Frequency and percentage were used for the descriptive presentation of data such as the name of the school, the type, and level of the school, as well as the number of teachers and students of the school. It also includes the respondent's age, sex, number of years of the respondent in the current position, and the total years of experience in an educational institution. The researchers have used the mean as the measure of central tendency as well as variance and standard deviation as the measure of dispersion. The researchers also used T-test to determine the correlation between emotional intelligence of school heads and the social transformation of schools in the Division of Bulacan. Also, there were three questions which were asked to the respondents and the answers were consolidated, utilized and used for interpretation of results as qualitative data.

Population and sample of the study

The researchers have utilized simple random sampling to determine the respondents of the study. The researchers come up with 110 respondents who are teachers from the different schools in the division of Bulacan.

Table 1

Distribution of Respondents According to Age

Age	Frequency	Percentage
20-25 yrs. old	18	16.36
26-30 yrs. old	10	9.10
31-35 yrs. old	13	11.81
36-40 yrs. old	14	12.73
41-45 yrs. old	25	22.73
46-50 yrs. old	8	7.27
51-55 yrs. old	18	16.36
56-60 yrs. old	4	3.64
Total	110	100

Table 1 shows the distribution of respondents of the study according to age.

Table 2

Distribution of Respondents According to Gender

Gender	Frequency	Percentage
Male	40	36.36
Female	70	63.64
Total	110	100

Table 2 shows the distribution of respondents in the study according to gender.

Table 3

Distribution of Respondents According to Number of Years in the Current Position

No. of Years in Current Position	Frequency	Percentage
1-3 years	53	48.18
4-6 years	27	24.55
7-9 years	14	12.73
10-12 years	7	6.36
13-15 years	1	0.91
16-19 years	8	7.27
Total	110	100

Table 3 shows the distribution of respondents of the study according to the number of years in the current position.

Table 4
Distribution of Respondents According to the
Total Years of Experience in
Education Institution

Total years of Experience in Education Institution	Frequency	Percentage
1-3 years	9	8.18
4-6 years	22	20.00
7-9 years	10	9.09
10-12 years	12	10.91
13-15 years	17	15.45
16-19 years	11	10
20-22 years	8	7.27
23-25 years	5	4.55
26 years and above	16	14.55
Total	110	100

Table 4 shows the distribution of respondents of the study according to the total years of experience in Education Institution.

Research Instrument

For evaluation and analysis of the results, sufficient information was gathered. The researchers utilized survey evaluation forms as the research instrument of the study.

In the collection of data needed for analysis, the researchers used criteria with descriptive statements. It helped the respondents to understand the evaluation instrument in simple terms and it also had to limit the researchers in formulating biased questions that will definitely affect the desired result of the study.

The research instrument that was used in this study was divided into four parts, the school and respondents' profile (Part I), the emotional intelligence scales of school head (Part II), the social transformation of schools in the division of Bulacan (Part III), and questions leading to the qualitative data (Part IV).

Data Gathering Procedures

A written letter of request to conduct the study was prepared and then disseminated to the target respondents of the study. As mentioned, the researchers have used simple random sampling in this study. The researchers have selected 110 respondents from different private and public schools in the division of Bulacan. The distribution and retrieval of the questionnaires were done by the researchers.

Data Processing and Statistical Treatment

The researchers considered three steps in the data processing of this study: data classification, data encoding and tabulation of data. The first step was data classification which refers to the grouping of the collected evaluation forms from the respondents in accordance with the objectives of the study. The second step was the data encoding wherein the data were gathered from the evaluation forms were transformed into values for tabulation processes. And the last step was the tabulation of data in which the results were tallied and the raw data were counted to arrive at a frequency distribution and organize them in a systematic order using a table.

To rate and describe the responses of this research study, the statements in the evaluation forms were structured using the Likert scale format. It is a five-point scale to allow the respondents to express their level of agreement based on a particular descriptive statement.

To measure and interpret the evaluation results of the study, the following Likert scale was used;

5 – Strongly Agree 4 – Agree 3– Slightly Agree
2 –Disagree 1-Strongly Disagree

III. RESULTS AND DISCUSSION

This chapter discusses the data gathered from the respondents of the study. These findings were tabulated, analyzed and interpreted. The discussion and interpretation of the data and results are presented accordingly.

Table 5
Profile of Respondents According to Type of
School

School Type	Frequency	Percentage
Private	31	28.18
Public	79	71.82
Total	110	100

According to the type of school, there was a great percentage of respondents that came from public schools compared to private schools.

Table 6
Profile of Respondents According to School Level

School Level	Frequency	Percentage
Kinder- Grade VI	66	60
Grade VII – Grade X	39	35.45
Grade VII – Grade XII	5	4.55
Total	110	100

The highest percentage of respondents came from Kinder to Grade VI as per as presented in the table.

Table 7
Profile of Respondents According to Number of Teachers

Number of Teachers	Frequency	Percentage
1-10	12	10.91
11-20	21	19.09
21-30	14	12.73
31-40	13	11.82
41-50	2	1.82
51-above	48	43.64
Total	110	100

According to the number of teachers of the schools, 43.64 percent of the respondents came from larger schools with 51 and above in the number of teachers.

Table 8
Profile of Respondents According to Number of Students

Number of Students	Frequency	Percentage
1-100	3	2.73
101-200	9	8.18
201-300	5	4.55
301-400	6	5.45
401-above	87	79.09
Total	110	100

As per the number of students is concerned, the respondents of this study came from the schools with great enrollment statistics, having 501 and above in the number of students.

Table 9
Frequency Distribution and Descriptive Measures of the Emotional Intelligence Scales of School Head in Terms of Assertion

Evaluation Criteria	Frequency					Mean	Descriptive Interpretation
	5	4	3	2	1		
1. The school head is confident and forceful of the statement of facts or his beliefs.	47	47	16	-	-	4.28	Agree
2. The school head is exercising authority in his action of stating something.	66	32	12	-	-	4.49	Agree
3. The act of the school head that seems to make a statement without words.	39	40	31	-	-	4.07	Agree
Total Mean						4.28	Agree

The results of the emotional intelligence scales of school head in terms of assertion was interpreted as “Agree” with a total mean value of 4.28. In this criterion, the respondents agree that the emotional intelligence scales of the school head can be described with regards to their ability to have a declaration that is emphatically made, especially as part of an argument or as if it is to be understood as a statement of fact.

Table 10
Frequency Distribution and Descriptive Measures of the Emotional Intelligence Scales of School Head in Terms of Social Awareness and Comfort

Evaluation Criteria	Frequency					Mean	Descriptive Interpretation
	5	4	3	2	1		
1. The school head can understand the emotions, needs, and concerns of other people as well as pick up on emotional cues from other.	74	27	9	-	-	4.59	Strongly Agree
2. The school head feel comfortable socially.	49	52	9	-	-	4.36	Agree
3. The school head is able to recognize the power dynamics in a group or organization.	66	35	9	-	-	4.52	Strongly Agree
Total Mean						4.49	Agree

In terms of social awareness and comfort, which was the ability of the school head of being aware of the problems that different societies and communities are facing on a day-to-day basis and to be conscious of the difficulties and hardships of the society. The results were interpreted as “Agree” with a total mean value of 4.49 which the respondents agree that the emotional intelligence scales of the school head can be described with regards to that criterion.

Table 11
Frequency Distribution and Descriptive Measures of the Emotional Intelligence Scales of School Head in Terms of Empathy

Evaluation Criteria	Frequency					Mean	Descriptive Interpretation
	5	4	3	2	1		
1. The capacity of the school head to share and understand another state of mind or emotion.	41	58	11	-	-	4.27	Agree
2. The ability of the school head to put oneself into another's shoes.	80	18	12	-	-	4.62	Strongly Agree
3. The school head somehow experience the outlook or emotions of another being within oneself.	45	56	9	-	-	4.33	Agree
Total Mean						4.41	Agree

The emotional intelligence scales of school head in terms of empathy has a total mean value of 4.41 with a descriptive interpretation of “Agree”. The respondents agree that empathy can be characterized as the teachable and learnable skill of the school head that has a tangible effect on individuals.

Table 12
Frequency Distribution and Descriptive Measures
of the Emotional Intelligence Scales of School
Head in Terms of Decision Making

Evaluation Criteria	Frequency					Mean	Descriptive Interpretation
	5	4	3	2	1		
1. The school head is able of executing actions that sometimes requires tough decision-making.	72	26	12	-	-	4.55	Strongly Agree
2. The school have given every member of his organization to be part or to have roles in decision-making.	48	34	28	-	-	4.15	Agree
3. The school head is exercising superb managerial skills in accomplishing the organization's decision-making processes.	73	9	28	-	-	4.41	Agree
Total Mean						4.37	Agree

The results of emotional intelligence scales of school head in terms of decision making has a total mean value of 4.37 which was interpreted as “Agree”. In this criterion, the respondents of the study agree that the act or process of deciding something especially with a group of people could describe the emotional intelligence of the school head.

Table 13
Frequency Distribution and Descriptive Measures
of the Emotional Intelligence Scales of School
Head in Terms of Positive Influence (Leadership)

Evaluation Criteria	Frequency					Mean	Descriptive Interpretation
	5	4	3	2	1		
1. The school head serves as a good mentor, role model, and authority figure.	65	35	10	-	-	4.50	Agree
2. The school head is able to express articulating points in persuasive, clear ways that effectively motivate others.	81	22	7	-	-	4.67	Strongly Agree
3. The school head have the skills to improve relationships, negotiate, and lead as well as the ability to settle disputes, differences of opinion, and misunderstandings.	47	54	9	-	-	4.35	Agree
Total Mean						4.51	Strongly Agree

The emotional intelligence scales of school head in terms of positive influence or leadership have a descriptive interpretation of “Strongly Agree” which has a total mean value of 4.51. In this criterion, the respondents strongly agree that the emotional intelligence scales of the school head can be described by their ability to inspire, influence and manage conflicts.

Table 14
Frequency Distribution and Descriptive Measures
of the Emotional Intelligence Scales of School
Head in Terms of Drive Strength

Evaluation Criteria	Frequency					Mean	Descriptive Interpretation
	5	4	3	2	1		
1. The school head has the driving excellence in making the employees engaged in all of the endeavours of the organization.	70	29	11	-	-	4.54	Strongly Agree
2. The ability of the school head to infuse to his employees the importance of professional and organizational growth.	63	38	9	-	-	4.49	Agree
3. The ability of the school head to push his employees to strive towards a massive transformative purpose.	67	34	9	-	-	4.53	Strongly Agree
Total Mean						4.52	Strongly Agree

The capacity of the school head to motivate colleagues to the accomplishment of the set goal was referred to as the emotional intelligence scale of school head which was called drive strength. In this criterion, the respondents of the study strongly agree that EI scales can be best described. It has a total mean value of 4.52 which was interpreted as “Strongly Agree”.

Table 15
Frequency Distribution and Descriptive Measures
of the Emotional Intelligence Scales of School
Head in Terms of Time Management

Evaluation Criteria	Frequency					Mean	Descriptive Interpretation
	5	4	3	2	1		
1. The ability of the school head to set goals for the organization and meet those goals on time.	43	53	14	-	-	4.26	Agree
2. The school head practices delegation or decentralization to address necessities as well as complexities.	55	43	12	-	-	4.39	Agree
3. The school head is excellent in creating and keeping deadlines.	39	62	9	-	-	4.27	Agree
Total Mean						4.31	Agree

The respondents agree that in this criterion the emotional intelligence of school head in terms of time management can be described by their skill of managing things according to importance. The total mean value is 4.31 with a descriptive interpretation of “Agree”.

Table 16
Frequency Distribution and Descriptive Measures
of the Emotional Intelligence Scales of School
Head in Terms of Commitment Ethic

Evaluation Criteria	Frequency					Mean	Descriptive Interpretation
	5	4	3	2	1		
1. The school head has this deeply held belief that, once he agreed to do something, he must do it until it is finished or completed.	65	25	20	-	-	4.41	Agree
2. The school head gives the push to his employees that they need to power through when all hope seems lost.	45	56	9	-	-	4.33	Agree
3. The school head is excellent in creating and keeping deadlines.	70	23	17	-	-	4.48	Agree
Total Mean						4.41	Agree

Commitment Ethic has a total mean value of 4.41, as an emotional intelligence scales of school head to which the respondents agree that it could be described in terms of their drive to reach a goal by doing what needs to be done until it is achieved.

Table 17
Frequency Distribution and Descriptive Measures
of the Emotional Intelligence Scales of School
Head in Terms of Self Esteem

Evaluation Criteria	Frequency					Mean	Descriptive Interpretation
	5	4	3	2	1		
1. The school head is showing confidence in his own worth and abilities.	66	31	13	-	-	4.48	Agree
2. The school head possesses self-respect.	72	31	7	-	-	4.59	Strongly Agree
3. The school head feel good about himself and think that he is a person of value.	68	27	15	-	-	4.48	Agree
Total Mean						4.52	Strongly Agree

One of the emotional intelligence scales that reflects an individual's overall subjective emotional evaluation of their own worth is self-esteem. In this criterion, the total mean value was 4.52 and EI could be described as the respondents of this study strongly agrees.

Table 18
Frequency Distribution and Descriptive Measures
of the Emotional Intelligence Scales of School
Head in Terms of Stress Management

Evaluation Criteria	Frequency					Mean	Descriptive Interpretation
	5	4	3	2	1		
1. The ability of the school head to perceive stressful situations in a constructive manner.	74	25	11	-	-	4.57	Strongly Agree
2. The ability of the school head to take actions to change the stressful situation.	53	43	14	-	-	4.35	Agree
3. The school head is willing to accept the occurrence of the stressful situation and is ready to deal with it.	73	16	21	-	-	4.47	Agree
Total Mean						4.47	Agree

The total mean value of the emotional intelligence scales of school head in terms of stress

management was 4.47 which was interpreted as “Agree”. The respondents agree that this criterion could be described by the ability to manage inevitable and unwanted circumstances.

Table 19
Overall Mean and Descriptive Interpretations of
the Emotional Intelligence Scales of School Head

Evaluation Criteria	Standard Deviation	Mean	Descriptive Interpretation
Assertion	2.19	4.28	Agree
Social Awareness	1.92	4.49	Agree
Empathy	1.93	4.41	Agree
Decision Making	2.44	4.37	Agree
Positive Influence	1.88	4.51	Strongly Agree
Drive Strength	1.96	4.52	Strongly Agree
Time Management	1.96	4.31	Agree
Commitment Ethic	2.15	4.41	Agree
Self Esteem	2.04	4.52	Strongly Agree
Stress Management	2.17	4.47	Agree
Overall	20.64	4.43	Agree

The results of the emotional intelligence scales of school head were interpreted as “Strongly Agree” in terms of positive influence, drive strength and self-esteem. In these criteria, the respondents of the study strongly believe that EI can be best described. In terms of assertion, social awareness, empathy, decision making, time management, commitment ethic, and stress management the respondents agree that the emotional intelligence of school head could be described. Overall, the emotional intelligence scales of school head have an overall mean value of 4.43 which was interpreted as “Agree”, which majority of the respondents agrees that EI could be described in all of the given criteria.

Table 20
Frequency Distribution and Descriptive Measures
of the Social Transformation of Schools in the
Division of Bulacan in Terms of Leadership
Preparation

Evaluation Criteria	Frequency					Mean	Descriptive Interpretation
	5	4	3	2	1		
1. Continually scan the environment;	81	27	2	-	-	4.72	Strongly Agree
2. Adapt and improve school processes, and;	74	35	1	-	-	4.66	Strongly Agree
3. Engage with and respond to internal and external stakeholders.	73	35	2	-	-	4.65	Strongly Agree
Total Mean						4.68	Strongly Agree

The respondents of the study strongly believe that social transformation of schools in the division of Bulacan can be described in terms of leadership preparation. It has a total mean value of 4.68 and was interpreted as “Strongly Agree”.

Table 21
Frequency Distribution and Descriptive Measures
of the Social Transformation of the Schools in the
Division of Bulacan in Terms of Teachers’
Development

Evaluation Criteria	Frequency					Mean	Descriptive Interpretation
	5	4	3	2	1		
1. Apply a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills,	74	34	2	-	-	4.65	Strongly Agree
2. Innovation particularly on conceptualizing “Out of the Box” ideas/approach	73	26	11	-	-	4.56	Strongly Agree
3. Applied knowledge of content within and across curriculum teaching areas.	74	34	2	-	-	4.65	Strongly Agree
Total Mean						4.62	Strongly Agree

In table 21 it was shown that the respondents strongly agree that the social transformation of the schools in the Division of Bulacan can be described in terms of teachers’ development with a total mean value of 4.62.

Table 22
Frequency Distribution and Descriptive Measures
of the Social Transformation of Schools in the
Division of Bulacan in Terms of Students’
Development

Evaluation Criteria	Frequency					Mean	Descriptive Interpretation
	5	4	3	2	1		
1. Participation on Academic Competitions,	67	30	13	-	-	4.49	Agree
2. Participation in Physical and Skill Competition,	69	32	9	-	-	4.57	Strongly Agree
3. Participation in Off Campus Activities	75	27	8	-	-	4.61	Strongly Agree
Total Mean						4.56	Strongly Agree

The respondents strongly agree that students’ development could describe the social transformation of schools in the Division of Bulacan as it has a total mean value of 4.56.

Table 23
Frequency Distribution and Descriptive Measures
of the Social Transformation of Schools in the
Division of Bulacan in Terms of Research

Evaluation Criteria	Frequency					Mean	Descriptive Interpretation
	5	4	3	2	1		
1. Research Capability Building	81	27	2	-	-	4.72	Strongly Agree
2. Generation of New Knowledge Through Conduct of Action Research	83	23	4	-	-	4.72	Strongly Agree
3. Applied Research (i.e. Continuous Improvement Plan)	79	27	4	-	-	4.68	Strongly Agree
Total Mean						4.71	Strongly Agree

The social transformation of schools in the Division of Bulacan can be described in terms of research as it gained the highest total mean value of 4.71 that was strongly agreed by the respondents.

Table 24

Frequency Distribution and Descriptive Measures
of the Social Transformation of Schools in the
Division of Bulacan in Community Engagement

Evaluation Criteria	Frequency					Mean	Descriptive Interpretation
	5	4	3	2	1		
1. Livelihood Training Programs	72	35	3	-	-	4.63	Strongly Agree
2. Outreach Programs	72	35	3	-	-	4.63	Strongly Agree
3. Partnership and Linkages	72	35	3	-	-	4.63	Strongly Agree
Total Mean						4.63	Strongly Agree

The respondents also strongly agree that community engagement could describe the social transformation of schools in the Division of Bulacan and it has gained a total mean value of 4.63.

Table 25
Frequency Distribution and Descriptive Measures
of the Social Transformation of Schools in the
Division of Bulacan in Physical Plant and
Facilities Improvement

Lastly, in this criterion, the total mean value was 4.65 and the respondents still strongly agree that

Evaluation Criteria	Frequency					Mean	Descriptive Interpretation
	5	4	3	2	1		
1. Comprehensive Site Development Plan	77	28	4	-	-	4.65	Strongly Agree
2. School Comprehensive Safety and Security Plan.	79	26	5	-	-	4.67	Strongly Agree
3. Continuous Allocation of Funds for Repair, Maintenance and Development.	76	26	8	-	-	4.62	Strongly Agree
Total Mean						4.65	Strongly Agree

the social transformation of school in the Division of Bulacan could be described in terms of physical plant and facilities improvement.

Table 26
Overall Mean and Descriptive Interpretations of
the Social Transformation of Schools in the
Division of Bulacan

Evaluation Criteria	Standard Deviation	Mean	Descriptive Interpretation
Leadership Preparation	1.50	4.68	Strongly Agree
Teachers’ Development	1.70	4.62	Strongly Agree
Students’ Development	1.96	4.56	Strongly Agree
Research	1.56	4.71	Strongly Agree
Community Engagement	1.62	4.63	Strongly Agree
Physical Plant and Facilities Improvement	1.75	4.65	Strongly Agree
Overall Mean	10.09	4.64	Strongly Agree

In general, the social transformation of schools in the Division of Bulacan was strongly agreed upon by the respondents of this study as it was described in terms of all the given criterion such as leadership preparation, teachers’ development, students’

development, research, community engagement, and physical plant and facilities improvement. The overall mean value was 4.64 and was interpreted as “Strongly Agree”.

Table 27
Significant Effect of Emotional Intelligence Scales of School Head of Schools in the Division of Bulacan

Variables	Standard Deviation	Mean	T-Value	Interpretation	Decision
Emotional Intelligence Scales of School Head	20.64	4.43	0.096	Not Significant	Accepted
Social Transformation of Schools in the Division of Bulacan	10.09	4.64			

(Less than 1.960 at 0.05 level of significance – Accepted)

(Greater than 1.960 at 0.05 level of significance – Rejected)

As shown on the table, the T-Value obtained between the independent and dependent variable is 0.096 which was interpreted as not significant and it is less than the critical value of 1.960 at 0.05 level of significance then the null hypothesis will be accepted.

IV. CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of the study, the conclusions based on the results obtained, analyzed and interpreted data presented in the previous chapter, and recommendations.

4.1. Summary of Findings

The purpose of this study is to determine the significant effect of emotional intelligence scales of school head of schools in the division of Bulacan. The findings of the study are summarized in the following statements:

1. How may the profile of the schools and the respondents in the Division of Bulacan be described in terms of:

1.1 School Profile

As per school profile is concerned, here are the following findings;
Type

In considering school type, there is a larger no. of respondents from the public school compared to the private school (79 out of 110 respondents)

Level

For the level of the school, there is a greater number of respondents who are teaching in elementary schools (66 out of 110)

Number of Teachers

As for the number of teachers are concerned, larger frequency came from the school with 51 and above.

Number of Students

Greater number of the respondents came from the school which has large student numbers ranging from 401 and above.

Respondents Profile

For the profile of the respondents, the researchers found out the following:

Age

Majority of the respondents have age ranging from 41-45 years old.

Gender

Most of the respondents are female.

Number of years in current position

A little less than fifty percent of the respondents are relatively new in their position.

Total years of experience in Education Institution?

About 20 percent of the respondents have a total year of experience in an educational institution of about 4-6 years, which implies that there are more new teachers in the schools of the Division of Bulacan.

2. How may the emotional intelligence scales of the school heads be described based on:

2.1 Assertion

In this criterion, the respondents agree that their school heads are confident and forceful of their statement of fact or beliefs, exercising authority in his actions of stating something, and make a statement without words.

2.2 Social Awareness and Comfort

The respondents agree that their school heads can understand the emotions, needs, and concerns of other people as well as pick up on emotional cues from other, understand the emotions, needs, and concerns of other people as well as pick up on emotional cues from other and recognize the power dynamics in a group or organization.

2.3 Empathy

The respondents agreed that their school head has the capacity to share and understand another state of mind or emotion, the ability to put oneself into another's shoes and somehow experience the outlook or emotions of another being within oneself.

2.4 Decision Making

The respondents agreed that their school head is able of executing actions that sometimes requires tough decision-making, allow every member of his organization to be part or to have roles in decision-making, and exercising superb managerial skills in accomplishing the organization's decision-making processes.

2.5 Positive Influence (Leadership)

The respondents strongly agreed that their school head serves as a good mentor, role model, and authority figure, able to express articulating points in persuasive, clear ways that effectively motivate others, and skills to improve relationships, negotiate, and lead as well as the ability to settle disputes, differences of opinion, and misunderstandings.

2.6 Drive Strength

The respondents strongly believe that their school heads have the driving excellence in making the employees engaged in all of the endeavors of the organization, the ability to infuse to his employees the importance of professional and organizational growth, and the ability to push his employees to strive towards a massive transformative purpose.

2.7 Time Management

The respondents agreed that their school heads have the ability to set goals for the organization and meet those goals on time, practices delegation or decentralization to address necessities as well as complexities, and excellent in creating and keeping deadlines

2.8 Commitment Ethic

The respondents agreed that their school heads have this deeply held belief that, once he agreed to do something, he must do it until it is finished or completed, gives the push to his employees that they need to power through when all hope seems lost, and has the ability to serve as an inner drive to succeed, even when everything else is seeing to it that we fail.

2.9 Self Esteem

The respondents strongly agree that their school head is showing confidence in his own worth and abilities, possesses self-respect, feel good about himself, and thinks that he is a person of value.

2.10 Stress Management

The respondents believe that their school head has the ability to perceive stressful situations in a constructive manner, ability to take actions to change the stressful situation and willingness to accept the occurrence of the stressful situation and is ready to deal with it.

3. How may the social transformation of schools in the Division of Bulacan be measured in terms of:

3.1 Leadership Preparation

The respondents strongly believe that their school has the following social transformation in terms of leadership preparation. As manifested through continual scanning of the environment, adaption of improvement school processes, engage with and respond to internal and external stakeholders.

3.2 Teachers' Development

The respondents strongly agree that as far as teachers' development is concerned the teachers on their school can apply a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills, that there was innovation particularly on conceptualizing "Out of the Box"

ideas/approach and the teachers are able to apply knowledge of content within and across curriculum teaching areas.

3.3 Students' Development

The respondents strongly agree that the students in their schools are able to have participation on academic competitions, participation in physical and skill competitions and participation in off-campus activities.

3.4 Research

The respondents strongly agree that in their school there was research capability building, generation of new knowledge through the conduct of action researches, and the teachers are able to produce actual action researchers, through Continuous Improvement Plan.

3.5 Community Engagement

The respondents strongly agree that in their school there is Livelihood Training Programs, Outreach Programs as well as Partnership and Linkages.

3.6 Physical Plant and Facilities Improvement

The respondents strongly agree that social transformation of their school incorporates Comprehensive Site Development Plan, School Comprehensive Safety and Security Plan and Continuous Allocation of Funds for Repair, Maintenance, and Development.

Is there a significant effect of emotional intelligence scales with the social transformation of schools in the Division of Bulacan?

The computed T-Value between the independent (Emotional Intelligence Scales of School Head) and dependent variable (social transformation of schools in the Division of Bulacan) is 0.096 which was interpreted as not significant and is less than the critical value of 1.960 at 0.05 level of significance, then the null hypothesis will be accepted.

The respondents have seen their current school after 3 years as socially transformed in terms of leadership preparation, teachers' development, student's development, research, community engagements, and improved physical plant and facilities.

The respondents also agree that the most effective characteristics in leading the school are: Positive Influence or Leadership, Decision Making, Time Management, Commitment Ethic, and Self Esteem.

Lastly, the respondents agree that the least effective characteristics in leading the school are: Assertion, Empathy, Stress Management, Drive Strength and Social Awareness and Comfort.

In view of the abovementioned findings, the following conclusions were drawn:

1.The profile of the school and respondents indicates that there are more teachers in the public schools than private schools, there are more teachers in the elementary grades, there are more schools having a

large number of students and teachers. Also, there are more female in the teaching profession and the greater percentage of them are of ages 41-45. Teachers are also given 3 years for them to be qualified for the next higher position. And lastly, the majority of the respondents are serving the education institution for about 4-6 years bracket.

2.The respondents agree that their school head possesses attributes that comprise the emotional intelligence scales presented in this study. The emotional intelligence scales of school heads have an overall mean value of 4.43 which was interpreted as “Agree”.

3.The social transformation of schools in the Division of Bulacan was strongly agreed upon by the respondents of this study as it was described in terms of all the given criterion such as leadership preparation, teachers’ development, students’ development, research, community engagement, and physical plant and facilities improvement. The overall mean value was 4.64 and was interpreted as “Strongly Agree”.

4.The formulated null hypothesis of this study accepted since the computed T-Value between the independent variable (Emotional Intelligence Scales of School Head) and dependent variable (social transformation of schools in the Division of Bulacan) is 0.096 which was interpreted as not significant and is less than the critical value of 1.960 at 0.05 level of significance.

The respondents agree that out of the 10 emotional intelligence scales which were presented, 5 of which are the most effective characteristics in leading the school and these are: Positive Influence or Leadership, Decision Making, Time Management, Commitment Ethic, and Self Esteem.

The respondents also agree that the remaining 5 emotional intelligence scales are the least effective in leading the school and these are: Assertion, Empathy, Stress Management, Drive Strength and Social Awareness and Comfort.

4. 2 Recommendations

In view of the findings and conclusions of the study, the following recommendations were drawn:

Sound management of an organization may lead to the social transformation of schools in the Division of Bulacan and one important element of sound management of schools is the emotional intelligence of the school head. Based on studies, emotional intelligence is something that can be developed. Hence, this study recommends that attributes of school head be given percentage increase in terms of qualification standards.

Since emotional intelligence can be developed, it is also recommended that more training

should be provided to the school heads to enhance their skills in this area of concern.

The social transformation of schools in the Division of Bulacan can be achieved with sound management of schools, hence it is recommended that extended longitudinal and comparative studies about the emotional intelligence of school heads be developed.

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