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Emotional Intelligence and Leadership Behavior of Secondary Schools Principals of the Division of Sultan Kudarat, The Philippines

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ABSTRACT

This study aimed to examine the effects on emotional intelligence and leadership behaviour of the school principals of the selected secondary schools in Sultan Kudarat. Meanwhile, descriptive evaluative method of research design was used to study the perceptions of the 173 faculty members and 10 principals in the schools selected who were identified through a purposive sampling technique. The adapted questionnaire is effectively used to obtain the data that were examined using mean and correlation analyses. Foremost, this study this study was conducted purposely to know the relationship of the effects on the emotional intelligence and leadership behaviour as perceived by the principals themselves as well as the faculty members of the selected lowland secondary schools in Sultan Kudarat. Furthermore, though employing descriptive evaluative design of research it sought to know the profiles of the of the respondents as basis of qualifying them as respondents. Find out the extent of the emotional intelligence and leadership behaviour. Lastly, to determine the significant difference of the emotional intelligence and leadership behaviour of the principals. After all the data were treated with appropriate statistical measures, the study revealed that most of the principals are male with an age range of 51-60 years old, married, Roman catholic and are Ilonggo. Almost all of them are Master's Degree holders holding a positon of Principal I for 1-5 years already.

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The emotional intelligence of the principals are perceived to be agree based on the perception of the teachers while strongly agree on the principals. On the leadership behaviour of the principals, it is also perceived as agree as rated by the teachers and strongly agree based on the ratings of the principals. It was found out also in this research that there is a significant relationship on the emotional intelligence and leadership behaviour that caused to reject the null hypothesis.

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1. INTRODUCTION

Individuals are never born exactly alike. Each individual has different potential parameters (Maryanti *et al.*, 2021). We are endowed with our own personal characteristics and accountable with our actions. As an individual, there are different aspects of life or components of personality that need to be developed and one of these is emotional. This component includes a person's likes or dislikes, whether he or she is outgoing or shy, calm or nervous, and whether he or she is impulsive or cool. Emerton is an intense state of feeling which leads towards the attainment of some real or apparent good, or the avoidance of some evil (Baron, 1989). You must learn to control and adjust your emotions to any kind of situations (Christensen *et al.*, 2016; Putri, 2021). Remain calm and still. Negative or unpleasant emotions like fear, anger, pride, jealousy and others should be checked, positive emotions like love, joy, reverence, faithfulness, and others should be strengthened.

Hence, effective leaders not only possess high levels of EI competencies, they understand what emotions are stoked by which stimuli, understand the implications of their emotional reactions to those stimuli, and demonstrate the ability to manage disruptive emotions and keep impulses to check. By doing so, leaders more effectively regulate their power and authority, apply efficient decision-making processes, assume appropriate orientations to organizational tasks and individual needs, and increase their likelihood to positively effect the climate and outcomes of the organization (Gartzia & Baniandrés, 2016).

Successful leadership requires behaviors that unite and stimulate followers towards defined objectives in specific situations. All these elements, leader, followers, and educations are variables that affects each other in determining appropriate leadership characteristics. Likewise both the school principal and teachers need mechanism of knowing how effective indeed their school has been thus, this study.

Figure 1 describes the relationship between emotional intelligence and leadership behavior.

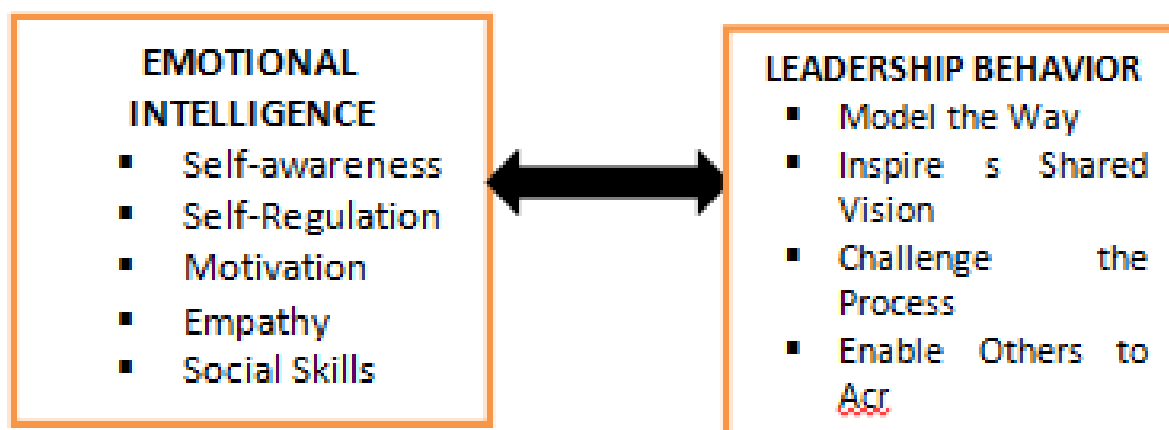


Figure 1. Paradigm of the Study.

2. METHODS

The study utilized the descriptive-evaluative research design. It is a technique appropriate in determining the quantitative description of the Emotional Intelligence (EI) and Leadership Behavior (LB) of the principals and in obtaining the result of the study.

The respondents of this study were the ten (10) public secondary schools principals identified in the division of Sultan Kudarat. It was participated by (a) principals who were appointed in the school where they are assigned for not less than three (3) years, and (b) national paid classroom teachers who are teaching for at least three (3) consecutive years.

This study employed purposive sampling or complete enumeration for the ten (10) school principals while simple random sampling for the classroom teachers. The number of respondent-teachers was dependent to their numbers in the school where they are in. The sample size of the respondent-teachers was determined by applying the Slovin Formula.

Upon retrieval of the questionnaires and the data available, frequency counts and percentage were used to determine the profile of the respondents. Descriptive statistics was employed to answer on the extent of the Intelligence (EI) and Leadership Behavior (LB) of principals while the effect of emotional Intelligence (EI) on the Leadership Behavior (LB) and significant relationship between the Emotional Intelligence (EI) and the Leadership Behavior (LB) of principals were answered through Pearson-r Moment Correlation. The t-test was used in answering problems on the significant difference between the perception of teachers and principals on the Emotional Intelligence (EI) of principals and their Leadership Behavior (LB).

3. RESULTS AND DISCUSSION

Foremost, this study was conducted purposely to determine the relationship of the effects on the Emotional Intelligence and Leadership Behavior as perceived by the principals themselves as well as the faculty members of the selected lowland secondary schools in Sultan Kudarat.

The study was limited to the ten public secondary schools principals in the Division of Sultan Kudarat during the School Year 2011-2012.

The respondents were the 173 secondary schools' teachers from the ten (10) public secondary schools chosen from a population of 304 through random sampling, and the ten who were identified administrators who were identified through purposive sampling.

Furthermore, through employing descriptive-evaluative research design it sought to know the profile of the respondents as basis of qualifying them as respondents and the extent of the Emotional Intelligence (EI) and Leadership Behavior (LB). Finally, it determined the significant difference of the emotional intelligence and leadership behavior of their principals.

After all the data were treated with appropriate statistical measures, the revealed that most of the principals are male with an age of 51-60 years of age, married, Roman Catholics and are Ilonggo. Almost all of them are Master's Degree holders holding a position of Principal I, for those who are in service for one-five years already.

The teachers concerned that the emotional intelligence of the principals as perceived to be well manifested as shown by its grand mean of 4.05 while the principals strongly agree that they have very well manifested their emotional intelligence as shown by the grand mean of 4.50.

On the leadership behavior of the principals, the teachers agreed that the principals have well manifested their leadership behavior while the principals strongly agreed to have very well manifested their leadership behavior as shown by the grand mean of 3.78 and 4.46 respectively. There is significant difference between the perception of teachers and principals as shown in the t-computed value of 6.90. There is significant relationship between the emotional intelligence and leadership behavior as shown by the r-coefficient of 0.91. There is also significant relationship between the emotional intelligence in terms of personal competence which include self-awareness, self-regulation, and motivation and on social competence like empathy and social skills on leadership behavior of principals as shown by r-coefficient of 0.91.

4. CONCLUSION

This study describes the relationship between emotional intelligence and principal leadership behavior. We use the description evaluation method. The results show that the principal's emotional intelligence is considered well manifested as shown by the main mean 4.05. Principals manifest their emotional intelligence very well as shown by the large mean 4.50. Regarding the leadership behavior of the principal, the teachers agreed that the principal had manifested his leadership behavior well while the principal strongly agreed to manifest his leadership behavior very well as shown by the mean of 3.78 and 4.46. Therefore, it concludes that the higher the level of emotional intelligence and leadership behavior of principals the higher the level is their performance.

5. CONFLICT OF INTEREST

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6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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