EMOTIONAL INTELLIGENCE AND JOB PERFORMANCE OF PUBLIC ELEMENTARY SCHOOL PRINCIPALS IN SAMAR DIVISION: BASIS FOR DEVELOPING AN ENHANCEMENT PROGRAM

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Major in Educational Management

FLORENA D. DOLORZO
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APPROVAL SHEET

In partial fulfilment of the requirements for the degree, **DOCTOR OF PHILOSOPHY (Ph.D.)**, this dissertation entitled **"EMOTIONAL INTELLIGENCE AND JOB PERFORMANCE OF PUBLIC ELEMENTARY SCHOOL PRINCIPALS IN SAMAR DIVISION: BASIS FOR DEVELOPING AN ENHANCEMENT PROGRAM"**, has been prepared and submitted by **FLORENA D. DOLORZO**, who having passed the comprehensive examination and pre-oral defense is hereby recommended for final oral examination.

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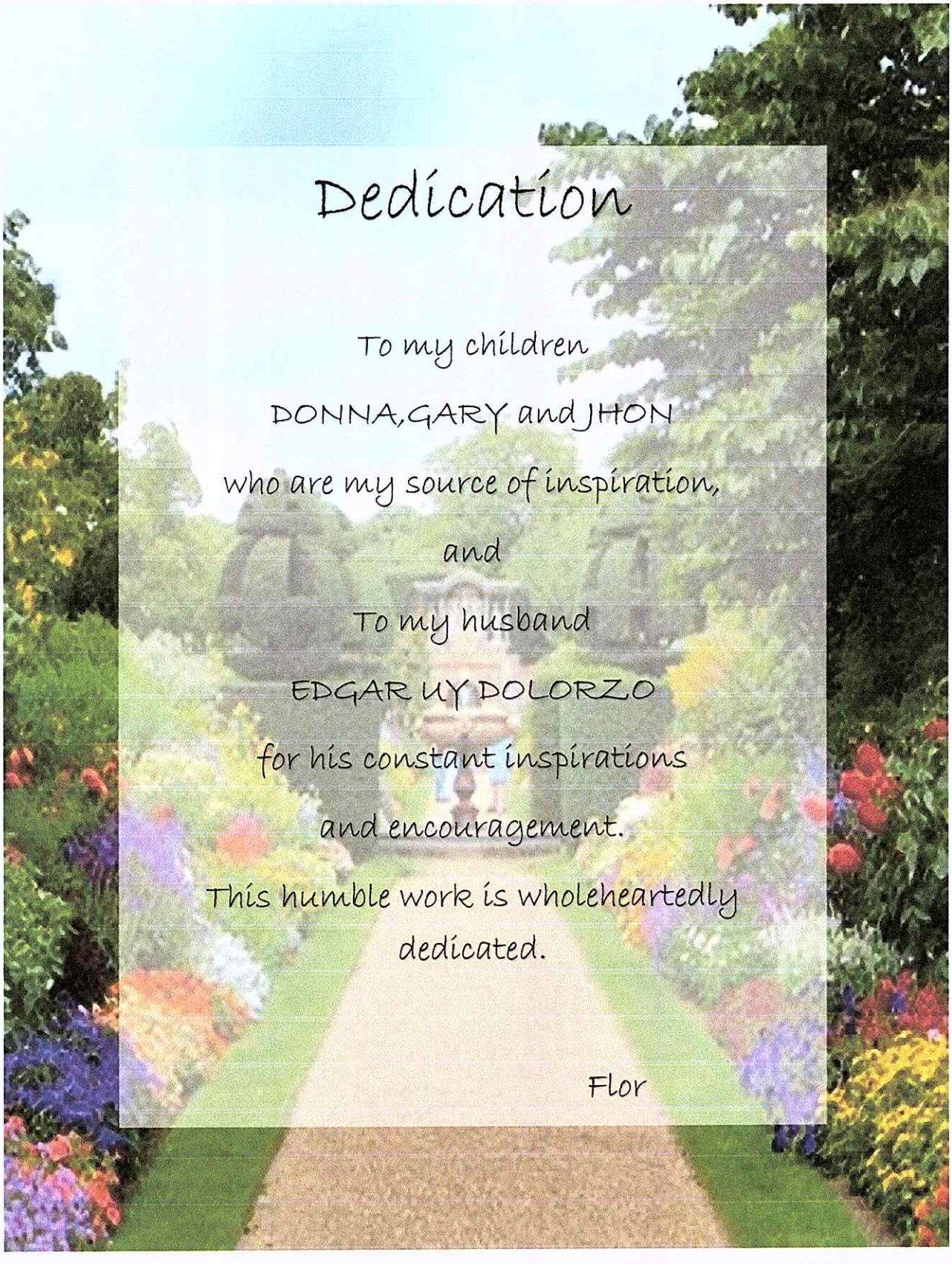

Dedication

To my children

DONNA, GARY and JHON

who are my source of inspiration,

and

To my husband

EDGAR UY DOLORZO

for his constant inspirations

and encouragement.

This humble work is wholeheartedly dedicated.

Flor

ABSTRACT

is suggested that the respondents should be sent to attend regional, national, and international seminars.

This study determined the relationship between emotional intelligence of elementary school principals and job performance in Central Elementary Schools in Division of Samar, during the school year 2011-2012. This study employed descriptive-correlational research design in order to determine the relationship between emotional intelligence of elementary school principals and pupils' achievement. The level of principal-respondents' job performance based on organizational competence as to instructional supervision, development/implementation of educational programs, administrative management, and performance assessment were rated in the ranged from 5.60 to 8.59 interpreted as "Very Satisfactory", the grand mean obtained was 8.22 interpreted as "very satisfactory". The level of principal-respondents' job performance based on professional and personal characteristics as to decisiveness, honesty, human relations, leadership, stress tolerance, fairness/justice, proper attire/good grooming obtained a grand mean of 8.72 interpreted as outstanding. The relationship between principal-respondents job performance along professional and personal characteristics showed that only average family monthly income was significantly related with job performance of the principal-respondents. The relationship between principal-respondents job performance along punctuality and attendance and civil status and relevant seminars/training national level were significantly related. The principal-respondents have few regional and national seminars and no international seminars; it is suggested that the respondents should be sent to attend regional, national, and international seminars.

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Chapter 1

THE PROBLEM AND ITS SETTING

Introduction

People in organizations have different personalities, wants and needs. Moreover, they have different ways of showing emotions. In order to better understand people's varying personalities, one needs facts about their emotional responses that rightfully arose in early interpersonal relationships. Emotional intelligence is an individual difference variable that taps into one's ability to construct and express appropriate emotions, given a particular context (Mayer & Salovey, 1995). In addition to constructing context-specific emotions, emotional intelligence has to do with the ability to "read" the unique message that each emotion carries (Mayer & Geher, 1996).

Aristotle, The Nicomachean Ethics says,

> *Anyone can be angry-that is easy. But to be angry with the right person, to the right degree, at the right time, for the right purpose, and in the right way-this is not easy.*

Not surprisingly, for decades a lot of emphasis has been put on certain aspects of intelligence such as logical reasoning, math skills, spatial skills and verbal skills. Traditionally, the workplace was considered cold and a rational environment where there is no room for the experience on expression of emotions. Researchers were even puzzled by the fact that while Intelligence Quotient (IQ) could predict to a significant degree academic performance and

professional and personal success, there was something missing in the equation. Researchers' experience stemmed from the observation that some of those with high IQ scores were doing poorly in life. Subsequently, researchers have fostered the belief that emotion is the antithesis of rationality (Ashforth and Humphrey, 1995).

However, this view has begun to be challenged with the recognition that individuals bring their affective states, traits and emotion to the workplace. Emotions are an integral and inseparable part of everyday organizational life. According to Ashforth and Humphrey (1995), the experience of work is saturated with emotions from moments of fear, joy, frustration or grief to an enduring sense of commitment or dissatisfaction. Apart from having to work on tasks given to them, extending physical and mental effort, employees are also required to manage their emotions as part of their job.

Meantime, the immense importance of emotions in the workplace should not be underestimated. In fact, Muchinsky (2000) stressed that the degree to which an employee likes or dislikes an aspect of their job involves their feelings, and feelings are at the core of emotions. This was supported by Fisher (2000) whose idea was that emotions should be directly attributable to the job because they have a target and are often triggered by actual events in the workplace. Thus, employees should be taught the meaning of positive and negative emotional displays and taught about emotional control and how this influences emotional displays.

Nonetheless, teaching people the meaning of positive and negative emotional displays and emotional control is not easy. Factors such as occupational stresses make it difficult. According to Maslach, et. al. (2001), stress at work is emotionally draining and ultimately leads to a state of burnout. Although employees in different organizations may be confronted with different working environments, the characteristics of these working environments stem from job demands and job resources.

As a result of the growing interconnection between emotions and stress at work, researchers have consistently probe into the missing link. One of the major parts in this interconnection is emotional intelligence (EI). This EI construct has shifted the focus from whether emotions have a place in the environment to trying to determine the impact of using and managing emotions in the workplace and the differences between employees in dealing with emotions and the impact this may have on other variables within the work environment.

Inasmuch as there are individual differences in people's ability to utilize emotions and emotional information, the concept of emotional intelligence has become a popular construct among researchers. This popularity stemmed from the suggestion that it underpins various aspects of performance and successes that are not accounted for by other psychological construct such intelligence and personality. Most importantly, EI has provided researchers with a means to measure effective utilization of emotion in the workplace and to relate this to number of workplace variable.

Goleman (1998) defined emotional intelligence as the ability to recognize one's emotions and those of others. It is thus a key part of success. Recognizing people's emotions is one of the most stressful occupations in the administration of school. Management of school means setting realistic goals and drawing up plans to achieve them. Thomas and Martin (1993) stressed that those plans involved distinct phases, setting objectives, allocating resources, delivering results, evaluating the impact and resetting objectives in the light of evaluation. Successful management is totally dependent on the human element. Heads do not get the jobs performed by themselves regardless of their individual talents or drives. They must therefore work with and through others to achieve organizational goals and objectives.

In the educational system, the principal is the key person performing administrative tasks. He performs tasks similar to those of superintendent of schools but he does so within the policy limit of the school. More so, the principal must perform instructional leadership, relationship with the teachers and personnel, monitoring of facilities and finance, and management of the day-to-day business of the school. These tasks cause a great deal of stress and thus, make them potential clients for emotional intelligence.

In addition, principals are involved in every aspect of their school's operations from assigning students to classes, to evaluating teachers, to enforcing the rules. The principal is the school leader and sets the tone for the school climate. As the school leader, the actions of the principal are noticed and

interpreted by others as what is important. The school's culture will likely reflect those values (Lashway, Mazzarella, & Grundy, 1997). A principal is usually held accountable in formal and informal ways for school outcomes by their superintendent, the school board, the staff, and the parents. She serves as an instructional leader, a building manager, an agent of change, a personnel administrator, and a disciplinarian. The principal is responsible for hiring, supervising, and evaluating faculty and staff; providing leadership in curriculum development; and administering the operating budget. He will be called upon to solve academic and social problems, to understand, and to involve parents in school decisions (Anderson, 1991). Their role includes supporting the professional development of their teachers.

A consequence of the increased attention to quality is that administrators at all levels of the education sector, particularly school principals, need a better understanding of the teaching and learning processes and the actions that are likely to improve the quality of education. Even when resources are available, the problem principals face in improving school quality is knowing which inputs and actions will lead to improved teaching and learning. As such, an important job of every principal is to become an advocate for what is best for the children in the school. It is a good idea to keep in mind that most principals see themselves as facilitators of learning and teaching. Besides advocating for what is best for children, one of the aspects whereby performance of principals is being evaluated is the pupils' achievement. How principal implements educational

thrusts, specifically in the improvement of pupils' performance, within their own jurisdiction may have direct influence on how pupils fare in school. Lapus (2000) averred that there is a decreasing quality of education as evidenced by the fluctuating results of the different national public examinations conducted.

These pressures to provide the best education for learners in school put a strain in the principals' lives that are, in themselves, stresses. Stress has a detrimental impact on emotional intelligence (EI) and this can spell professional problems for working people. In a poll survey conducted in the United States, results demonstrated that more than half of working Americans (55.00 percent) are not familiar with emotional intelligence and its impact on their professional success, and 48 percent are not familiar with the negative effect stress has on their emotional intelligence. A strong emotional intelligence can help build positive relationships with colleagues and improve performance - the ideal formula for workplace success. But if stress prevents people from being aware of and controlling their emotions, getting along with others, adapting to changes and maintaining a positive mood, then emotional intelligence is going to suffer. Thus, emotional intelligence is a means by which stresses at work may be reduced. If this happens, then, principals will be able to perform better in ensuring the best for their learners which will, eventually, improve the latter's academic performance.

Locally, there is yet no evidence as to impact of the emotional intelligence of principals on pupils' achievement as there is as yet no study conducted in this

area. Thus, the researcher is motivated to pioneer a study along this light involving principals of central elementary school and their pupils in the Department of Education (DepEd), Division of Samar. Thus, this research is being conducted.

Statement of the Problem

This study determined the relationship between emotional intelligence of elementary school principals and job performance in central elementary schools in the Division of Samar, during school year 2011-2012.

Specifically, this study aimed to answer the following questions:

1. What is the profile of the principal-respondents in terms of the following variates:

    1.1 age and sex;

    1.2 civil status;

    1.3 average family monthly income;

    1.4 highest educational attainment;

    1.5 number of years as school principal; and

    1.6 physical health?

2. What is the level of emotional intelligence (EI) of the principal-respondents based on Goleman's 1988 model of emotional intelligence along the following dimensions:

    2.1 personal competencies; and

2.2 social competencies?

3. Is there a significant relationship between the principal-respondents' level of emotional intelligence and their personal variates:

3.1 age and sex;

3.2 civil status;

3.3 average family monthly income;

3.4 highest educational attainment; and

3.5 number of years as school principal?

4. What is the level of job performance of the principal-respondents along the following dimensions:

4.1 organizational competence;

4.2 professional and characteristics;

4.3 punctuality and attendance; and

4.4 awards and achievements?

5. Is there a significant relationship between the principal-respondents' level of job performance and their personal variates:

5.1 age and sex;

5.2 civil status;

5.3 average family monthly income;

5.4 highest educational attainment; and

5.5 number of years as school principal?

6. Is there a significant relationship between principal-respondents' level of emotional intelligence and level of job performance?

7. What is the level of achievement of grade 6 pupils per school based on their scores in the 2010 National Achievement Test (NAT)?

8. Is there a significant relationship between pupils' level of achievement per school in the 2010 National Achievement Test (NAT) and principal-respondents' emotional intelligence along:

8.1 personal competencies; and

8.2 social competencies?

9. What emotional intelligence model may be adapted based on the findings of the study which will improve the principal–respondents' level of emotional intelligence and pupils' level of achievement in the 2010 National Achievement Test (NAT)?

Hypotheses

This study tested the following hypotheses:

1. There is no significant relationship between the principal–respondents' level of emotional intelligence and their personal variates:

1.1 age and sex;

1.2 civil status;

1.3 average family monthly income;

1.4 highest educational attainment; and

1.5 number of years as school principal.

2. There is no significant relationship between the principal-respondents' level of job performance and their personal variates:

2.1 age and sex;

2.2 civil status;

2.3 average family monthly income;

2.4 highest educational attainment; and

2.5 number of years as school principal.

3. There is no significant relationship between principal-respondents' level of emotional intelligence and level of job performance.

4. There is no significant relationship between pupils' level of achievement per school in the 2010 National Achievement Test (NAT) and principal-respondents' emotional intelligence along:

4.1 personal competencies; and

4.2 social competencies.

Theoretical Framework

This study was primarily anchored on "Emotional Intelligence Theory" by Gardner, Salovey and Mayer (1970). The essential premise of this theory is that to be successful requires the effective awareness, control and management of one's own emotions and those of other people. It embraces understanding others and their feelings. More importantly, it avers that emotional intelligence is a

combination of the intelligence people have that help them know and manage themselves well and the intelligence that help them understand, motivate and relate effectively to other people. The theory further argues that intelligence quotient (IQ) is conventional intelligence and is too narrow.

Arguing along this line, success at work, or even in schools, requires more than IQ which has tended to be the traditional measures of intelligence ignoring behavioral character elements. Thus, knowing one's emotional intelligence may help reduce stress of individuals and that of organizations by decreasing conflict, improving relationships and understanding, and increasing stability, continuity, and harmony.

Understanding the principal's level of emotional intelligence will provide education stakeholders working knowledge on how this will have impact on pupils' achievement. It must be noted that the principals are at the forefront of the implementations of educational policies at the school level. Therefore, how they fare in implementing them which maybe influenced by their level of emotional intelligence may also influence how pupils perform in school.

In addition to the theory discussed in the preceding paragraphs, this study also finds theoretical anchorage on Maslow's (1999) "Hierarchy of Needs Theory". This theory explains that human beings progress from several stages or hierarchy of needs starting from the most basic physiological needs for food and shelter, to security needs, to needs to belong to a group, to a need to be recognized for worth or esteem needs, and to self-actualization needs.

As applied to this study, it proposes that self-actualizers naturally have stronger emotional intelligence. Conversely, people struggling to meet lower order needs tend to have lower emotional intelligence. The different hierarchies explain that all needs other than self-actualization are deficiency drivers, which suggests to a certain extent that some emotional intelligence development potential or weakness is present.

Principals are expected to carry out their administrative tasks within the limit of their schools. If they carry out their tasks well, then, they may be self-actualized signaling that they have stronger emotional intelligence. Contrary to this, principals who fare poorly in carrying out their tasks may have weaker emotional intelligence. Ultimately, the impact on pupil's achievement may also be varied.

Conceptual Framework

The conceptual framework of the study is presented as Figure 1.

As shown in the bottom frame, the study involved respondents elementary school principals and pupils of 33 Central Elementary Schools in the Department of Education (DepEd), Division of Samar, Catbalogan, Samar, which in turn served as the research environment. It also showed that the study was conducted in school year 2010-2011.

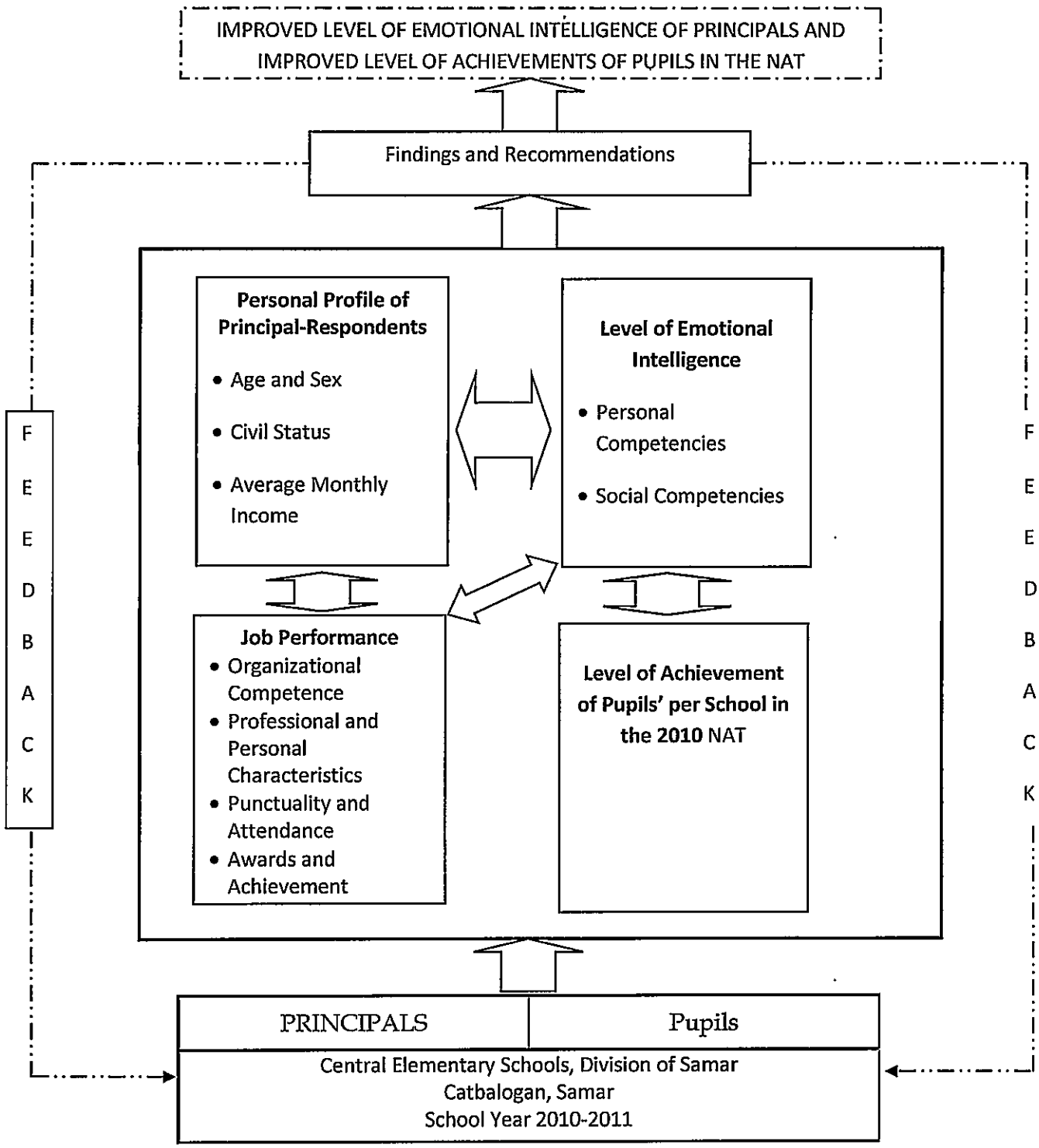

Figure 1. Conceptual Framework of the Study

Going up in the schema, a larger box provides the research process. As can be seen, this study determined the principal-respondents' personal profile in terms of their age and sex, civil status, average monthly income, highest educational attainments and number of years being principal; and the pupils' level of achievement in the 2010 National Achievement Test (NAT) as shown by the boxes at the upper leftmost and lower rightmost.

The principal-respondents' personal profile was correlated with their level of emotional intelligence (EI) based on their personal competencies and social competencies, shown by the upper rightmost box. The same profile variates is correlated to their job performance along organizational competence, professional and personal characteristics, and awards and achievement as indicated by the lower leftmost box.

Also, the box representing pupils' level of achievement per school in the 2010 NAT is connected by a double-headed arrow to the box representing the emotional intelligence of principal-respondents which meant the two variables were correlated.

After collecting the needed data, they were analyzed and interpreted to arrive at findings and provide recommendations eventually, as shown by the third higher frame. The recommendation of this study, in turn, provided for the ultimate objective of this study, shown by the fourth higher frame - that is, improvement of the level of emotional intelligence of elementary school principals and the level of achievement of pupils.

Significance of the Study

Inasmuch as this study sought to determine the relationship between emotional intelligence of principals and pupils' achievement per school in the 2010 NAT, this study was of significance to the pupils, elementary school principals, teachers, DepEd key officials, education stakeholders and future researchers.

To the pupils. The pupils are the ones directly benefiting from the results of this study in the sense that they would gain knowledge on their level of achievement and how it is influenced by the emotional intelligence of the principals. In this respect, they would be able to develop ways by which they would be able to improve their level of achievement.

To elementary school principals. The results of this study would motivate them to probe beyond their personal profile and other similar factors which may be related to pupils' achievement in the NAT. This study will make them aware of their level of emotional intelligence and how this is influenced by their personal variates and some factors intrinsic to the job, role in the organization and others. This study will also make them realize how their emotional intelligence will have impact on pupils' achievement. With the realization, they will be inspired to subject themselves to tests in their emotional intelligence and to attend trainings/seminars conducted for the purpose.

To the teachers. The teachers are the indirect beneficiaries of this study. The result of this research will inspire them to look beyond their own personal variates and other school-related factors which may have influence on their pupils' level of achievement. Having such a different perspective on the extent by which the level of emotional intelligence of the principals influence the level of achievement of pupils, the teachers will be able to derive teaching strategies which will somehow incorporate the results of this study.

To the DepEd key officials. The findings of this study will prove beneficial to key officials in terms of proposing trainings/seminars on emotional intelligence among principals. The results of this study will provide them with baseline knowledge on the level of emotional intelligence of the principals and how certain factors influence it, the level of achievement of pupils in the NAT and how it is influenced by the level of intelligence of principals.

To the educational stakeholders. The education stakeholders are tasked to lobby for policies which will provide benefits to enhancing quality of education. The results of this study will also give insights for the development of an emotional intelligence model for principals in elementary schools.

To the future researchers. The result of this study will provide insights to future researchers to conduct researches which will aim at the development and validation of an emotional intelligence model among elementary principals and validation of how this model will have impact on pupils' achievement.

Scope and Delimitation

The study was a correlational study between the level of emotional intelligence of elementary school principals and level of achievement of Grade 6 pupils per school in the 2010 NAT results. This study involved all the principals of central elementary schools of the Department of Education, Division of Samar, Catbalogan, Samar, which includes Catbalogan I Central Elementary School, Catbalogan II Central Elementary School, Catbalogan III Central Elementary School, Catbalogan IV Central Elementary School, Catbalogan V Central Elementary School, Jiabong Central Elementary School, Motiong Central Elementary School, Wright I Central Elementary School, Wright II Central Elementary School, San Jose de Buan Central Elementary School, Hinabangan Central Elementary School, San Sebastian Central Elementary School, Calbiga Central Elementary School, Villareal I Central Elementary School, Villareal II Central Elementary School, Talalora Central Elementary School, Zumarraga Central Elementary School, Daram I Central Elementary School, Daram II Central Elementary School, Sta. Rita I Central Elementary School, Sta. Rita II Central Elementary School, Basey I Central Elementary School, Basey II Central Elementary School, Marabut Central Elementary School, Tarangnan Central Elementary School, Pagsanghan Central Elementary School, San Jorge Central Elementary School, Gandara I Central Elementary School, Gandara II Central Elementary School, Sta. Margarita I Central Elementary School, Sta. Margarita II

Central Elementary School, Tagapul-an Central Elementary School, Sto. Niño Central Elementary School and Almagro Central Elementary School.

Using the adopted questionnaire and scores of the pupils in the 2010 National Achievement Test (NAT), the researcher gathered the needed data. Descriptive as well as inferential statistical tools including frequency count, percentage, mean, weighted mean and Pearson r were used to interpret the data gathered.

Finally, this study was conducted during the school year 2010-2011.

Definition of Terms

For readers to better understand this research, the following terms are given their conceptual as well as operational definitions:

Achievement. Conceptually, this term refers to the person's ability to do something or to excel in something (Ornstein, 1999). Operationally, however, this term will be determined using the pupil-respondents' scores in the 2010 National Achievement Test (NAT).

Central elementary schools. This term refers to the different schools offering the lowest levels of education - that is, from grades I to VI (deped.gov.ph). In this study, this term included Catbalogan I Central Elementary School, Catbalogan II Central Elementary School, Catbalogan III Central Elementary School, Catbalogan IV Central Elementray School, Catbalogan V Central Elementray School, Jiabong Central Elementary School,

Motiong Central Elementary School, Wright I Central Elementary School, Wright II Central Elementary School, San Jose de Buan Central Elementary School, Hinabangan Central Elementary School, San Sebastian Central Elementary School, Calbiga Central Elementary School, Villareal I Central Elementary School, Villareal II Central Elementary School, Talalora Central Elementary School, Zumarraga Central Elementary School, Daram I Central Elementary School, Daram II Central Elementary School, Sta. Rita I Central Elementary School, Sta. Rita II Central Elementary School, Basey I Central Elementary School, Basey II Central Elementary School, Marabut Central Elementary School, Tarangnan Central Elementary School, Pagsanghan Central Elementary School, San Jorge Central Elementary School, Gandara I Central Elementary School, Gandara II Central Elementary School, Sta. Margarita I Central Elementary School, Sta. Margarita II Central Elementary School, Tagapul-an Central Elementary School, Sto. Niño Central Elementary School and Almagro Central Elementary School.

Emotional intelligence. It is defined as ability, skill or a self-perceived ability to identify, assess and control the emotions of oneself, of others, and of groups (en.wikipedia.org). Operationally, this study was based on the principal-respondents' responses to Goleman's 1988 model of emotional intelligence based on their personal competencies and social competencies.

Job performance. The term refers to the means of reaching a goal or set of goals within a **job**, role, or organization (Fisher, 2000). Operationally, this

term refers to the principal-respondents' organizational competence, professional and personal characteristics, punctuality and attendance, and awards and achievements as measured by the research questionnaire.

Level of achievement. Conceptually, this term refers to a position in a scale of 0 to 100 of a person's ability to do something or to excel in something (Ornstein, 1999). Operationally, however, this term refers to the pupil-respondents' scores in the 2010 National Achievement Test (NAT) expressed in MPS.

Level of emotional intelligence. It is defined as a position in a five-point scale of values for rating of emotional intelligence (Geddes and Grosset, 2002). Operationally, this will refer to the principal-respondent's responses to Goleman's 1988 model of emotional intelligence as always true, usually true, often true, occasionally true, and not true based on their personal competencies and social competencies.

Personal competencies. This term is conceptually defined as one of the emotional intelligence dimensions which included self-awareness, self-regulation and motivation (Goleman, 1998). This term was operationally defined as the principal-respondent's responses to Letter A of Part II of the Questionnaire for the principal-respondents.

Principal. This term refers to the respondents of this study who occupy the key position in Central Elementary Schools in the Division of Samar.

Social competencies. This is one of the dimensions of emotional intelligence which includes empathy or understanding others, developing others, service orientation, leveraging diversity and political awareness, and social skills or building bonds, cooperation and team capabilities (Goleman, 1998). As used in this study, this term refers to the principal-respondent's responses to Letter B of Part II of the Questionnaire for principal-respondents which aims to measure their level of emotional intelligence.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents literature and studies relevant to this research. Books, magazines, periodicals, theses and dissertations were reviewed by the researchers to provide insights in the conduct of this study.

Related Literature

The theory of multiple intelligences proposed by Edward Gardner (cited by Eysenck, 1994) states that there are eight kinds of intelligence that exists in humans each relating to a different sphere of human life and activity. These include verbal-linguistic, visual-spatial, body kinesthetic, auditory-musical, logical-mathematical, interpersonal communication, intrapersonal communication and naturalist.

According to Gardner, schools must strive to develop on intelligences, at the same time recognize that children will usually excel at only one or two of them and should not be penalize for this. The ability of the elementary school principal to utilize one of the eight kinds of intelligences in managing the school, the teachers and in improving pupils' performance is a kind of multiple intelligences. Educators such as the principals of elementary schools should recognize the eight multiple intelligences and should use this in developing his/her multiple intelligences in recognizing the multiple intelligence of his/her

teachers and teachers should recognize that pupils have multiple intelligences and should act on it (Eysenck, 1994). The success of the teachers and elementary school principals in recognizing that every individual pupil or teacher can excel in only one of the intelligences is a kind of emotional intelligence.

Emotional intelligence is a key part of success in the workplace. Some people are really good listeners regardless of the situation they are in. these are people who are also masters at managing their emotions even in stressful situations. Moreover, they have the willingness to look at themselves, take criticisms and ultimately improve their performance. It is safe to say that these kinds of people have a high degree of emotional intelligence (EI) (day and Carroll, 2008).

Essentially people with high emotional intelligence are usually successful in most things they do. As defined, emotional intelligence is an ability, skills or self-perceived ability to identify. Assess and control the emotions of oneself of others, and of groups (en.wikipedia.org). Historically, the earliest roots of emotional intelligence can be traced to Darwin's work on the importance of emotional expression for survival and adaptation. In the 1920's, Thorndike used the term social intelligence to describe the skill of understanding and managing other people. Likewise, in 1983 Gardner published Frames of Mind: The theory of Multiple Intelligence which introduced the concept of multiple intelligences. It was in this work that he espoused the view that traditional types of intelligence such as intelligence quotient (IQ) fail to fully explain cognitive ability.

As a concept, emotional intelligence has gained popularity among researchers. Goleman (1998) developed a framework of five elements that define emotional intelligence. These elements include the following:

Self-awareness. People with high emotional intelligence are usually very self-aware. They understand their emotions and because of this they do not let their feelings rule them. They are confident – because they trust intuition and do not let their emotions get out of control. They are also willing to take an honest look at themselves. They know their strengths and weakness and they work in these areas so they can perform better. Many people believe that this self-awareness is the most important part of emotional intelligence.

Self-regulation. This is the ability to control emotions and impulses. People who self-regulate typically do not allow themselves to become too angry or jealous, and they do not make impulsive careless decisions. They think before the act. Characteristics of self-regulation are thoughtfulness, comfort with change, integrity and the ability to say no.

Motivation. People with a high degree of emotional intelligence are usually motivated. They are willing to defer immediate results for long-term success. They are highly productive, love a challenge, and are very effective in whatever they do.

Empathy. This is perhaps the second-most important element of emotional intelligence. Empathy is the ability to identify with and understand the wants, needs and viewpoints of those around you. People with empathy are

good at recognizing the feelings of others, even when those feelings may not be obvious. As a result, empathetic people are usually excellent at managing relationships, listening and relating to others. They avoid stereotyping and judging too quickly, and the live their lives in a very open, honest way.

Social-skills. It is usually easy to talk to and like people with good social skills, another sign of high emotional intelligence. Those with strong skills are typically team players. Rather, than focus on their own success first, they help others develop and shine. They can manage disputes, are excellent communicators and are masters at building and maintaining relationships.

Although "regular" intelligence is important to success in life, emotional intelligence is key to relating well to others and achieving goals. Many people believe that emotional intelligence is as important as regular intelligence. Meanwhile, the good news is that emotional intelligence can be taught and developed. Mayer (2009) provided tips to improve one's emotional intelligence. He said that self-determination of emotional intelligence needs and their improvement have to follow these tips: 1) Observe how you react to people. Do you rush to judgment before you know all of the facts? Do you stereotype? Look honestly at how you think and interact with other people. Try to put yourself in their place, and be more open and accepting of their perspectives and needs. 2) Look at your environment. Do you seek attention for your accomplishments? Humility can be wonderful quality, and it doesn't mean that you're shy or lack self-confidence. When you practice humility, you say that you know what you

did, and you can be quietly confident about it. Give others a chance to shine – put the focus on them, and don't worry too much about getting praise for yourself. 3) Do a self-evaluation. What are your weaknesses? Are you willing to accept that you're not perfect and that you could work on some areas to make yourself a better person? Have the courage to look at yourself honestly – it can change your life. 4) Examine how you react to stressful situations. Do you become upset every time there's a delay or something doesn't happen the way you want? Do you blame others or become angry at them, even when it's not their fault? The ability to stay calm and in control in difficult situations is highly valued – in the business world and outside it. Keep your emotions under control when things go wrong. 5) Take responsibility for your actions, if you hurt someone's feelings, apologize directly – don't ignore what you did or avoid the person. People are usually more willing to forgive and forget if you make an honest attempt to make things right. 6) Examine how your actions will affect others- before you take those actions, if your decision will impact others, put yourself in their place. How will they feel if you do this? Would you want that experience? If you must take the actions, how can you help others deal with the effects?

Yet, many have offered definitions of emotional intelligence. The definitions are so varied and the field is growing rapidly. As such, researchers have re-evaluated their definitions of the construct and have, in fact, proposed

three main models, to wit, ability emotional intelligence model, mixed models of emotional intelligence and trait emotional intelligence model.

As described by Salovey and Mayer (1990), the ability-based model of emotional intelligence views emotions as useful source of information that help one to make sense of and navigate the social environment. It further proposes that individuals vary in their ability to process information of an emotional nature and in their ability to relate emotional processing to a wider cognition. This model claims that emotional intelligence includes four types of abilities, as follow: 1) perceiving emotions – the ability to detect and decipher emotions in faces, pictures, voices and cultural artifacts – including the ability to identify one's own emotions. Perceiving emotions represents basic aspects of emotional intelligence, as it makes all other processing of emotional information possible; 2) using emotions - the ability to harness emotions to facilitate various cognitive activities, such as thinking and problem solving. The emotionally intelligent person can capitalize fully upon his or her changing moods in order to best fit the task at hand; 3) understand emotions - the ability to comprehend emotion language and to appreciate complicated relationships among emotions. For example, understanding emotions encompasses the ability to be sensitive to slight variations between emotions, and the ability to recognize and describe how emotions evolve over time; and 5) managing emotions – the ability to regulate emotions in both ourselves and in others. Therefore, the emotionally

intelligent person can harness emotions, even negative ones and manage them to achieve intended goals.

The mixed model of emotional intelligence was proposed by the Goleman (2001). It focused on emotional intelligence as a wide array of competencies and skills that drive leadership performance. For Goleman, there are four main constructs of emotional intelligence. These constructs are: 1) self-awareness - the ability to read one's emotions and recognize their impact while using gut feelings to guide decisions; 2) self-management – involves controlling ones emotions and impulses and adapting to changing circumstances; 3) social-awareness – the ability to sense, understand and react to others emotions while comprehending social networks; and 4) relationship-management – the ability to inspire, influence and develop others while managing conflict.

Moreover, he included a set of emotional competencies within each construct. Emotional competencies are not innate talents, but rather learned capabilities that must be worked on and can be developed to achieve outstanding performance. He posited that individuals are born with a general emotional intelligence that determines their potential for learning emotional competencies.

Lastly, Petrides and Fernham (2000) proposed a conceptual distinction between the ability-based model and a trait-based model of emotional intelligence. This model is a constellation of emotional self-perceptions located at

the lower levels of personality. In lay terms, this model refers to an individual's self-perceptions of their emotional abilities.

The concept of emotional intelligence has gained wide popularity not only among learners in school but also among employees in the workplace. Employees are exposed to stress at work. Stress means to draw tight and was used in the 17th Century to describe a hardship or an affliction (Cartwright and Cooper, 1997). Later in the 18th Century, the term referred to an individual's force, pressure, strain or strong effort.

Stress is a part of the fabric of life. Nothing can isolate stress from human beings as evidenced from various researches and studies. Stress can be managed but not simply done away with. When people are faced with demands from others or demands from the physical or psycho-social environment to which they feel unable to adequately respond, a reaction of the organism is activated to cope with the situation. The nature of this response depends upon a combination of different elements, including the extent of the demand, the personal characteristics and coping resources of the person, the constraints on the person in trying to cope and the support received from others.

According to the Department of the National Institute of Occupational Safety and Health in Cincinnati, U.S.A. (1999), job stress can be defined as the harmful physical and emotional responses the occur when the requirements of the job do not match the capabilities, resources, or needs of the worker. Job stress can lead to poor health and even injury. From a discussion document presented

by the Health and Safety Commission of London, U.K. (1999), stress is the reaction people have to excessive pressures or other types of demand placed on them.

There were attempts to understand the impact of stress at work. As such, more comprehensive theories of stress began to emphasize the interaction between the person and the environment. Harrison (1978) outlined the person environment (P-E) fit. In this theory, he emphasized that there are two kinds of fit between an individual and their environment: the extent to which the skills and ability of the individual match the demands required of them and the extent to which the environment matches the individuals' needs.

From Harrison's model of stress, several other models have been developed in an attempt to better understand the relationship between work characteristics and employee well-being. One of these models was the Job Demands - Control Model. According to Karate's and Theorell (1990), this model is based upon the proposition that the interaction between job demand and job control will explain strain outcomes. Job demand is defined as the independent variable that measures stressors such as workload demands. On the contrary, job control was conceptualized under the phrases job decision latitude which is defined as the control that the working individuals has over tasks and their conduct during their working day. It was suggested that when job demands are high and job control is low, strain will occur, leading to both mental and physical health problems (Karaseks and Theorell, 1990)

Another model of stress was the Effort-Rewards Imbalance Model proposed by Siegrist in 1996. This model of stress placed emphasis on both the effort and the reward structure of work. Siegrist (1996) hypothesized that work-related benefits depend on a reciprocal relationship between the efforts and the rewards obtained from work. He defined efforts as the job demands or the obligations that are placed upon the employee whereas rewards are considered to be distributed by the employing organization and include variables such as salary, job security and career growth opportunities. The deficit between the employee's costs and gains is the cause of stress in the employee which leads to disease and ill-health.

A third and final model of stress was proposed by Bakker, et.al (2003). The Job-Demands-Resources Model assumed that although employees in different organizations may be confronted with working environments, the characteristics of these working environments can always be classified as job demands and job resources. Accordingly, to this model, job demands are the physical, psychological, social or organizational aspects of one's job that require sustained effort. Job resources, on the other hand are defined as the same aspects of one's job but those aspects are functional in achieving work goals, reducing job demands and/or stimulating personal characteristics of the work environment.

The overwhelming impact of stress at work has motivated researchers to look beyond structural factors which may be intrinsic to the job. In the past, it was believed that "emotion is the antithesis of rationality". In 1983, Hochschild

introduced the concept of emotional labor which refers to the quality of interactions between employees and any person they interact with. It was only recently that the role of emotion was considered integral and inseparable in organizational life.

This inattention given to emotions at work was outlined in a theoretical paper by Briner (1999). He espoused that there are two reasons why emotions in the workplace has generally been ignored in research. Firstly, the workplace has traditionally been viewed as a rational, logical and a non-emotional environment with its main purpose being the completion of specific tasks such that emotions have been irrelevant or unnecessary. Secondly, emotions are transient and are therefore difficult to assess in self-support techniques such that many researchers tend to avoid this area of study and instead focus on more easily measurable constructs.

However, Briner (1996) warned that emotions in the workplace should not be assessed without reference to behavior and cognition. He further averred that the role of emotion should be integrated with existing research and practice. This paved the way for the idea that employees can be intelligent in the way they deal with their emotions in the workplace. In fact, Muchinsky (2000) noted that emotional intelligence may be the long-sought missing link which unites that classic "can do" ability determinants of job performance with the "will do" dispositional determinants.

The close interconnection between stress and emotional intelligence was reflected in a study in Boston. In said study, samples of 100 police officers were invited to participate in the workshops and were asked to complete two questionnaires. Amongst the sample a strong correlation was found overall and between each of the five EQ abilities, to wit: self-awareness, managing emotions, self-motivation, relating to others and emotional mentoring; and lower levels of stress, emotion management showing the strongest relationship. In essence what the study revealed was that those front-line operational police officers that was able to understand and manage their emotions, reported lower levels of stress and were, according to their reported lifestyles, at less risk of suffering from stress in the future. These results were evident across the sample with no real differences evident regarding the age, gender rank or length of service of the officers involved.

In this respect, Matthew and Zeidner (2001) suggest that successful coping with stressful encounters is central to emotional intelligence. Firstly, it suggests EQ can be developed and makes a difference to the experience of stress. Secondly, widening viewed of the experience of stress within the broader context of emotions offers up real prospects to develop interventions that make a real difference to the quality of working life and emotional well-being of individuals and offers a real possibility of re-humanizing organizations, fit to house the human spirit (Chapman, 2002).

There are three models of emotional intelligence. The first model was conceptualized by Salovey and Mayer (1990). They suggested that there are individual differences in emotional intelligence relating to differences in the ability to appraise peoples own emotions and those of others. In addition, they suggested that individuals higher in emotional intelligence might be more open to internal experience and better able to label and communicate those experiences. Their model is ordered hierarchy from basic psychological processes to more psychologically integrated process with the following four branches:

Emotional Intelligence Dimension	Emotional Abilities
1. Perception, appraisal and expression of emotion	The accuracy with which individuals can identify emotions and emotional content
2. Emotional facilitation of thinking	Describes emotional events that assist intellectual processing
3. Understanding and analysis of emotions and employing emotional knowledge	The ability to recognize, label and interpret emotions
4. Reflective regulation of emotions to promote emotional and intellectual growth	Conscious, reflective regulation of emotions to enhance growth

Each of the stages in the model includes levels of abilities which it is hypothesized that an individual completes in sequence before progression to the next stage or branch.

The second model of emotional intelligence was developed by Goleman (1998). His model was popularized by the publication of his two books. In his

first book, he described emotional intelligence to include self-control, zeal and persistence and the ability to motivate oneself. In his second book, however, he described emotional intelligence as the capacity for recognizing own feelings and those of others, for motivating themselves and for managing emotions well. His model consists of five dimensions of emotional intelligence, to wit:

Emotional Intelligence Dimensions	Emotional Competencies
Personal Competencies	
1. Self-awareness	Emotional awareness, accurate self-assessment and self-confidence
2. Self-regulation	Self-control, trustworthiness, conscientiousness, adaptability and innovation
3. Motivation	Achievement drive, commitment, initiative and optimism
Social Competencies	
4. Empathy	Understanding others, developing others, service orientation, leveraging diversity and political awareness
5. Social skills	Influence, communication, conflict management, leadership, change catalyst, building bonds, collaboration and cooperation and team capabilities

A third model of emotional intelligence was proposed by Bar-On (1997) who defined it as an array of non-cognitive capabilities, competencies and skills that influence one's ability to succeed in coping with environmental demands and pressures. His model of emotional intelligence theoretically maps onto

measures of personality. His model is presented with five dimensions, each with their corresponding competencies, as follow:

Emotional Intelligence Dimension	Emotional Competencies
1. Intrapersonal skills	Being aware of and understanding oneself and one's emotions, expressing one's feelings and ideas
2. Interpersonal skills	Being aware of, understanding and appreciating others feelings, establishing and maintaining satisfying relationships with others
3. Adaptability	Verifying feelings with external cues, sizing up immediate situations, being flexible in altering feelings and thoughts with changing situations and problem solving
4. Stress management	Coping with stress and controlling impulses
5. General Good	Being optimistic and being able to feel and express positive emotions

Collectively, the three models of emotional intelligence presented here share several broad themes. Firstly, they involve a conceptually related set of various dimensions to do with emotions that contribute to or account for individual differences in adaptive behavior. Secondly, it is proposed that the components of emotional intelligence whether they be abilities, competencies or traits can be learned or enhanced through effective training and development programs. As such, Mc Crae (2000) argued that these models are simply a re-description of a broad range of personality traits as emotional abilities or competencies.

Having baseline information on how stress influences well-being of employees at work and how emotional intelligence helps researchers better understand them at work, it is inevitable to aver that most employees undergo stress as a normal part of their jobs. However, Lazarus and Folkman (1984) emphasized that some employees experience stress more severely than others, to a point where they may need time off work. In support, Spector and Gah (2001) suggested that emotions influence how the work environment is perceived, that is, whether a particular condition is appraised as a job stressor or not.

Management work is not easy and thus, may pose stress to the one performing it. Robbins (1991) opined that management is the process of getting activities completed efficiently with and through other people. The education sector brings together different people or stakeholders. The principals act as managers within their schools. They are expected to perform administrative tasks such as the implementation of education thrusts within their schools.

Essentially, the work of principals is stressful, particularly since the level of achievement of pupils may also be dependent on them. As such, they should know how to manage their emotions and should exhibit high degree of emotional intelligence. Hence, this study will be conducted in order to determine if there is, indeed, a relationship between pupils' achievement and the emotional intelligence of principals.

Educating learners comes with one main objective in mind - their success. This success depends on several intelligences and on the control of emotions. IQ

alone is no more the measure for success. At present, most researchers focus on emotional intelligence and social intelligence in attributing to success in school (Goleman, 1995). Beyond the school, all kinds of articles on emotional intelligence in the work place have also been written and workshops and conferences conducted (Epstein, 1999). All these aimed at making managers aware of the components of emotional intelligence so that they improve themselves and their management of their employees.

Since emotional intelligence is considered nowadays vital for success, then it is imperative for schools to integrate it in their curricula, hence raising the level of pupils' success. It is in this respect that this study is to being conducted, the purpose of which is to see whether there is a relationship between emotional intelligence of principals and academic success of their pupils in school.

Related Studies

The following excerpts from unpublished materials such as master's theses and dissertation papers were reviewed since they are related to the present study.

Primarily, this research finds relationship with the study conducted by Cumming (2010) entitled "An Investigation into the Relationship between Emotional Intelligence and Workplace Performance: An Exploratory Study". This study used the Genos Emotional Intelligence Scale to measure the respondents' emotional intelligence and the Role Based Performance Scale to

measure performance. The samples were drawn from one large insurance company in New Zealand.

The results of this study suggested a significant relationship between emotional intelligence and workplace performance. Significant relationships were also found to exist between several of the factors which form the Genos EI scale, and several of the roles, which form the RBPS. However, the same cannot be said about the results relating to demographic factors and either emotional intelligence or workplace performance as it found only one relationship to be significant – that is, between occupation and workplace performance.

The similarity between the two studies lay in the use of emotional intelligence as variate. They differed, however, in several respects. While the present study will deal with the relationship between the principals' level of emotional intelligence and the pupils' level of achievement, the previous study correlated the emotional intelligence of respondents and their work performance. In addition, the two studies differed in the respondents involved since the previous research used employees from an insurance company whereas the present study will involve central elementary school principals and their pupils.

Inasmuch as the study of Drago (2004) dealt with the relationship between emotional intelligence and academic achievement of non-traditional college students, this present study thus finds relationship with it. In this study, emotional intelligence, achievement motivation, anxiety and cognitive ability were predictor variables. The criterion variable, on the other hand, was academic

achievement measured by the students' Grade Point Average (GPA). Using the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT), the State-Trait Anxiety Inventory STAI), the Achievement Motivation Profile (AMP) and the Student Demographic Survey (SDS), data were collected and were analyzed with the use of bi-variate and multi-variate correlation and regression analyses.

Results demonstrated that emotional intelligence was significantly related to student GPA scores, student cognitive ability scores and student age. In addition, student anxiety was related to certain emotional intelligence abilities. No significant relationship, however, was found between emotional intelligence and achievement motivation. Among the suggestions of this study were: that academic achievement was related to students' ability to recognize, use and manage their emotions and that that need to incorporate emotional intelligence curriculum into college degree programs to help students increase their emotional intelligence.

These two studies are similar in several respects. First, both studies employed emotional intelligence and academic achievement as variables. Second, they were both correlational studies. They only differed in the sense that the previous study involved non-traditional college students as respondents whereas the present study will employ principals in central elementary schools and their pupils.

Moreover, this study finds relevance in the study of Koh (2009) entitled "A Study of Relationship between Emotional Intelligence, Academic

Achievement and Vocational Choice". This research was a quantitative survey carried out on 341 respondents who were Form Four students in the Keelim/Bandar Baharu District's

Using as data-gathering instruments the EQI and EQR to measure emotional intelligence, the grades of the Lower Secondary Assessment and the grades of the First Semester Examination to measure academic achievement, and the Rothwell-Miller Interest Blank to index vocational choice, significant findings were revealed. It was found out that there was a significant correlation between emotional intelligence scores and grades of PMR and the grades of the First Semester Examination. Other relevant findings were: (a) all of the five dimensions of El were found to have significant correlations with grades of the PMR and grades of the First Semester Examination; (b) there were significant differences in the mean emotional intelligence score when based on ethnic background; and (c) there was no significant difference in the mean emotional intelligence score according to gender.

One obvious difference between the previous study and the present study is the use of vocational choice as variate. In addition, the present study will employ two groups of respondents, namely, principals in central elementary schools and pupils whereas the previous study employed only students. Despite these differences, the two studies are similar in using emotional intelligence and academic achievement as variables. Moreover, they both used correlational analysis.

Another study which is significantly related to this research was conducted by Faroog (2003). In his study entitled "Effect of Emotional Intelligence on Academic Performance", a sample consisting of 246 adolescent students, with 123 males and 123 females, participated as respondents.

The study found out that the students, who score high on emotional intelligence specifically in the areas of interpersonal skills, intrapersonal skills, adaptability, general moods and stress management skills tend to have good academic performance as compared to those who score low on these scales. However, comparison of both genders on academic performance revealed no significant differences.

The similarity of the two studies lay in the use of emotional intelligence and academic performance as variables. They differed, however, in terms of respondents involved because the previous study was participated in by adolescent students while this study will be participated in by the principals and pupils.

Markin's (2005) study on the relationship between client emotional intelligence, insight, transference and session outcome in a single session of ongoing counseling finds relationship with this present study.

Among the significant findings of this study were: (a) client emotional intelligence is related to insight and transference; (b) insight is a partial mediator of certain dimensions of emotional intelligence and session outcome; and (c) the

level of client emotional intelligence affects the pattern of certain combinations of transference X insight interaction effects.

The use of emotional intelligence made this previous study related to the present research, yet, they differed in terms of respondents involved and research design used. The previous study involved clients of clinical psychologists whereas the present study will involve principals and their pupils.

Meanwhile, Dereli (2003) conducted a study entitled "A Survey Research of Leadership Styles of Elementary School Principals". Using as respondents 350 public elementary school principals and 700 public elementary school teachers, the researcher used a questionnaire as instrument in collecting data among respondents in Turkey.

The study found out that majority of the principals considered themselves as being effective leaders and managers. Also, it found out that the majority of the teachers thought that the principals that they worked with was effective managers and leaders.

The similarity between the two studies is on the involvement of elementary school principals as respondents. They differed, however, because the previous study surveyed the leadership styles of the principals whereas the present study will not only survey the principals' level of emotional intelligence but will also correlate this with the pupils' level of achievement.

Akgun (2001) conducted a study entitled "The Instructional Leadership of Primary School Principals". Data were collected through interviews held with 10 primary school principals and 10 primary school teachers.

This study found out that the primary school principals generally fulfill their duties in relation to their instructional leadership behaviors. The differences were found between the primary school principal and primary school teachers' perceptions in the areas of feeling his existence, providing opportunities and means for teachers to develop themselves professionally and developing and enforcing academic standards.

The similarity between these two studies was in the use of school principals as respondents. However, they differed in terms of other variables involved and research design used.

Abisamra (2001) conducted a study entitled, "The Relationship between Emotional Intelligence and Academic Achievement in Eleventh Graders". The purpose of this study was to see whether there was a relationship between emotional intelligence and academic success. Do high achievers in 11th grade have a high emotional intelligence level or isn't there any relationship between their achievement and their emotional intelligence? The population of the study was the 11th graders in Montgomery, Alabama. The samples were 500 11th graders - boys and girls - from public and private schools in Montgomery, Alabama. The sampling was stratified, making sure that schools, genders, races, socio-economic statuses, and abilities were appropriately represented. The

samples were given the Bar-On Emotional Quotient Inventory (EQ-i) which was the first scientifically developed and validated measure of emotional intelligence. The BarOn EQ-i consisted of 133 items and takes approximately 30 minutes to complete. The mean of all the grades each of the 500 students was calculated for the last semester (this study being done in the second semester of school), separating the high from the middle and the low achievers. Afterwards, their grades were compared with the Emotional Intelligence level of each student, to see whether there was a relationship between emotional intelligence and academic achievement, in order to be able to accept or reject the hypothesis. The results revealed the hypothesis was accepted.

The study of Abisamra was similar to the present study since both studies were on emotional intelligence and achievement. The two studies differed since emotional intelligence and achievement in the present study is directed to the principal and grade VI pupils respectively while that of the study of Abisamra both emotional intelligence and achievement was for the eleventh graders.

Aminabadi et al. (2011) conducted a study entitled "The Impact of Emotional Intelligence and Intelligence Quotient (IQ) on Child Anxiety and Behavior in the Dental Setting". The aim of this study was to evaluate the impact of IQ and EQ on child's anxiety and behavior in the dental setting. One hundred and seven children (age range-7-12 years) were selected. Bar-On Emotional Quotient Inventory: Youth Version (BarOn EQ-I: YV) and the Raven's Colored Progressive Matrices (RCPM) tests were administered on the first examination

session. Children's anxiety and behavior were evaluated using the modified child dental anxiety scale (MCDAS) and the sound, eye, and motor (SEM) scales, respectively, during the second session.

The major finding of this research suggested that a high EQ may be more effective than a low EQ in moderating the level of cooperation during dental treatment of children. IQ scores, on the other hand, were related to the child's EQ score and age.

The study of Aminabadi is similar to the present study since both studies were on emotional intelligence. The present study dealt with emotional intelligence of principal of elementary schools and its relationship to grade VI pupils' performance in the NAT in 2010, while Aminabadi evaluated the impact of IQ and EQ on child's anxiety and behavior in the dental setting.

The study of Lane and Wilson (2011) on "Emotions and Trait Emotional Intelligence among Ultra-endurance Runners" aimed to investigate relationships between trait emotional intelligence and emotional state changes over the course of an ultra-endurance foot race covering a route of approximately 175 miles (282 km) and held in set stages over six days. Design A repeated measures field design that sought to maintain ecological validity was used. Trait emotional intelligence was defined as ions, a relatively stable concept that should predict adaptive emotional states experienced over the duration of the race and therefore associated with pleasant emotions during a 6-stage endurance event.

Thirty-four runners completed a self-report measure of trait emotional intelligence before the event started. Participants reported emotional states before and after each of the six races. Repeated measures ANOVA results showed significant variations in emotions over time and a main effect for trait emotional intelligence. Runners high in self-report trait emotional intelligence also reported higher pleasant and lower unpleasant emotions than runners low in trait emotional intelligence.

Findings lend support to the notion that trait emotional intelligence associates with adaptive psychological states, suggesting that it may be a key individual difference that explains why some athletes respond to repeated bouts of hard exercise better than others. Future research should test the effectiveness of interventions designed to enhance trait emotional intelligence and examine the attendant impact on emotional responses to intense exercise during multi-stage events.

The two studies were similar since both studies were on emotional intelligences. In the present study it is the emotional intelligence of elementary school principals of central elementary schools in Samar Division, while the earlier study was ultra-endurance runners. Moreover, both studies treated emotional intelligence as one of the variables.

Yusof's (2006) study entitled, "The Relative Influence of Emotional Intelligence and Organizational Commitment on Job Performance of Administrators in UiTM" aimed at exploring the relationships between

emotional intelligence, organizational commitment and job performance. The data collection instruments used included the Management View 360, Questionnaire as an index of job performance, People Index for emotional intelligence and Organizational Commitment Questionnaire for organizational commitment. The population in the study is the administrative management group of UiTM. There are fourteen UiTM branch campuses from all states in Malaysia including the main campus at Shah Alam. The management group is composed of the assistant registrars, librarians and treasury officers. The researcher got the name list of administrative management group from UiTM main campus at Shah Alam. The total sample size for this study was 153 administrators who completed all of the measures above.

The results reveal that job performance was positively related to emotional intelligence and organizational commitment. The strongest relationship was found to exist between job performance and emotional intelligence, followed by organizational commitment and job performance. The positive correlation coefficient of emotional intelligence indicates that as emotional intelligence increases, so does job performance. And job performance was also positively related to organizational commitment. Job performance is positively related to emotional intelligence dimensions: self-management, relationship-management and communication. They are all statistically significant. Overall emotional intelligence was significantly associated with organizational commitment.

The study concluded that all the emotional intelligence dimensions are positively related to job performance with the highest correlation of 0.766 for communication, followed by 0.746 with relationship-management and self-management (0.742). Emotional intelligence is also significantly correlated with organizational commitment. Overall, these findings provide additional criterion related validity of the People Index measure of emotional intelligence.

The study of Yusof and the present study were similar since both studies were on emotional intelligences, in the present study it is the emotional intelligence of elementary school principal of central elementary schools in Samar Division, while the earlier study was on emotional intelligence of Administrators in UiTM, Malaysia. Moreover, both studies are correlation study, which treats emotional intelligence as one variable while the other variables, is pupils' academic achievement for this study and organizational commitment and job performance for the study of Yusof.

Buvoltz, Powell, and Solan (2007) conducted a study entitled "Exploring Emotional Intelligence, Learner Autonomy and Student Success in Accelerated Undergraduate Degree Completion Programs". This study aimed to explore the relationships between emotional intelligence and learner autonomy among students enrolled in an adult degree completion program. The researchers hypothesized a positive statistical relationship between emotional intelligence and learner autonomy and that they both contribute to higher GPAs and higher retention rates.

People Index and the learner autonomy intentions measured the Learner Autonomy Profile (LAP) Short Form (SF) were used in this study. The LAP-SF measures a learner's intentions in the areas of learner desire, learner resourcefulness, learner initiative, and learner persistence. Student success was measured by cumulative grade point average (GPA). One-hundred forty-one nontraditional undergraduates enrolled at a small, private, liberal arts college in the northeastern U.S. completed web-based surveys measuring emotional intelligence and learner autonomy.

The results showed that as the researchers predicted there would be a positive relationship between emotional intelligence and learner autonomy. They tested this hypothesis by running Spearman's rho correlations using overall emotional intelligence scores and overall learner autonomy scores (as opposed to using sub-constructs). For this test, they only used participants who completed both People Index and the LAP-SF (N=86). They found a positive correlation ($r = .486$; $p = .000$; $< .01$). There is no demonstration of cause and effect; however, there is a strong positive correlation. They also predicted that there is a positive relationship between EI & LA and retention. For this test, they only used participants who completed both People Index and the LAP-SF (N=86). The final number of participants for this test was 73. We tested this hypothesis by conducting logistic regression. We loaded all three-group level EI constructs (self-management, relationship management, and communication) as well as all four learner autonomy constructs (learner desire, learner resourcefulness, learner

initiative, and learner persistence) as independent variables. The dependent variable was retention (graduates and non-graduates). Of the People Index competency groups, communication (p = .051) and relationship management (p = .022) were the highest predictors of retention. Overall scores on People Index were the single best predictor of overall learner autonomy. Self-management, but not Communication or Relationship Management was significant predictors of learner autonomy in regression analyses.

The study concluded that People Index was significantly associated with both retention and learner autonomy. These findings provide both construct and criterion related validity of People Index.

The similarities of the present study and the study of Buvoltz et al. were in the use of emotional intelligence and learners/pupil's success as variables of the study. The present study treats emotional intelligence of elementary schools' principals as it relates to pupils' performance in the NAT, while the study of Buvoltz et al. was directed to learners/college students completing undergraduate programs.

Agustin (2006) conducted a study entitled "The Relationship between the Competencies of Emotional Intelligence and the Performance of Selected Junior Thomasian Nursing Students in their Related Learning Experience Course". The study aimed at exploring the relationship between emotional intelligence and performance of third year nursing students in a clinical course. The following measures were used: Emotional Intelligence View 360, Clinical evaluation scores

on Nurses Related Learning Experience (RLE; 60.00 percent professional and 40.00 percent personal), and overall grade point average. The population in the study was 48 third year nursing at the University of Santo Tomas, College of Nursing. Students were asked to complete the Emotional Intelligence View 360 as part of their curriculum during the year.

The results revealed that self-management competences were significantly correlated (all p's< .01) with RLE scores for both self ratings (ranged from .40 to .93) and other ratings (ranged from .69 to .99). Relationship Management competencies were significantly correlated (all p's< .01) with RLE scores for both self ratings (ranged from .40 to .93) and other ratings (ranged from .55 to .98). Finally, communication competencies were all significantly correlated (all p's < .01) with RLE for both self-ratings (ranged from .66 to .99) and other ratings (ranged from .63 to .99). Self and other emotional intelligence ratings were significantly associated with overall grade point average ranging from .84 to .97 (all p's < .01).

The results of the study suggest that high levels of emotional intelligence assessed by Emotional Intelligence View 360 are associated with academic and clinical success in nurses. These findings provide support for criterion related validity of this measure.

The study of Pedro bears similarity with the present study since it is about emotional intelligence of nursing students as it relates to their Related Learning

Experiences, the present study is emotional intelligence of elementary school principal as it relates to pupils' performance in the NAT.

Pedro (2006) conducted a study entitled, "Emotional Intelligence and Transformational Leadership" which explored the relationship between emotional intelligence and transformational leadership. The following measures were used: Emotional Intelligence View 360 and the Multi-Factor Leadership Questionnaire (MLQ-36). The population in the study was 57 managers in a multinational company within the electronics industry.

The findings revealed that transformational leadership scales of the MLQ-36 were significantly associated with Self-Management ($r = .93$, $p < .01$), Relationship Management ($r = .70$, $p < .01$) but not Communication competencies ($r = .52$, $p = .16$). Transactional leadership was significantly correlated with Self-Management ($r = .95$) but not significantly with Relationship Management ($r = .70$) or Communication ($r = .36$). Finally, Laissez-Fair leadership was not significantly correlated with Self-Management ($r = -.15$), Relationship Management ($r = -.42$) or Communication ($r = .40$). Transformational leadership was significantly correlated with Transactional Leadership ($r = .91$, $p < .01$) and modestly correlated with Laisse-Faire Leadership ($r = .40$).

The results of the study suggested that high levels of emotional intelligence assessed by Emotional Intelligence View 360 are associated with various aspects of Transformational and Transaction Leadership. The significant association between Relationship Management measured by Emotional

Intelligence View 360 and Transformational Leadership provides some evidence of construct validity of this measure.

Pedro's study and the present study are similar because of the use of emotional intelligence as variable of the study. The two studies differ in respondents involved.

Flores (2007) conducted a study entitled "Emotional Intelligence and Transformational Leadership" which explored the relationship between emotional intelligence and transformational leadership. Emotional Intelligence View 360 and the Multi-Factor Leadership Questionnaire (Avolio & Bass) were used. The population in the study included 23 female managers from several businesses/industries from Canada (six), Mexico (10), and the UK (seven).

The findings revealed that based on the regression analysis calculated using the MLQ variables as the dependent variables and the total EQ and its three principal areas (self-management, relationship management and communication) as the independent variables and predictors. As shown below, the strongest positive relationship found was the one between total EQ and total Transformational leadership (r=0.67). While the weakest positive relationship was between one of the components of transactional leadership: management by-exception (Active) and total EQ (r=0.15). The coefficient of determination for the correlation between total EQ and total Transformational leadership was 0.45 (r$\bar{e}$=0.45). Total Transformational leadership was significantly correlated with Self-Management (r=.66), Relationship Management (r=.65) and

Communications (r=.54), all p's < .01. The results of the study suggest that high levels of emotional intelligence assessed by Emotional Intelligence View 360 are associated with various aspects of Transformational and Transaction Leadership. The significant association between Emotional Intelligence View 360 and Transformational Leadership provides some evidence of construct validity of this measure.

The study of Flores is similar to the present study since both studies concern emotional intelligence but the study of Flores investigated the transformational leadership of managers from Canada, Mexico, and the UK, while the present study will involve 34 elementary school principals of the Division of Samar.

Rocha (2007) conducted a study entitled "The Relationship between Emotional Intelligence and Transformational and Transactional Leadership" explored the relationship between emotional intelligence and transformational leadership. Emotional Intelligence View 360 and the Transformational Leadership Scale (Podsakoff et al., 1990). A measure of satisfaction with leadership, global satisfaction, and follower's performance were also included in this study. The population in the study was 120 managers working within a banking organization in Portugal and 299 of their direct reports.

The findings revealed that using a correlational research design, results confirmed the existence, in the perception of leaders and followers, of: (1) greater levels of EI and transformational leadership in leader perception in comparison

to followers (all p's <.05)); (2) a positive correlation between perceptions of overall EI, Self-Management, Relationship Management and Communications and transformational leadership behaviors in leaders (r = .74, .68, .76. 64, respectively; all p's < .01)), and (3) a positive correlation between EI, transformational leadership behaviors in leaders and performance and satisfaction in their followers (only the EI communications scale significantly was associated with follower's performance; r =.18, p < .05). An exploratory principal components factor analysis with Varimax rotation revealed five factors with eigenvalues over 1.0 all accounting for over 57.00 percent of the explained variance. The first 3 factors found in the five factors forced factor analysis seem to be associated to a kind of g factor of emotional intelligence (accounting for 44.94 percent, 3.79 percent and 3.41 percent of the variance); the 4th factor is associated with emotional competencies which are considered relevant to organizational context (2.90 percent) and, the 5th factor seems to be concerned with the dimension *Relationship Management* (2.08 percent of the variance). Global EI was also significantly associated with both transformational leadership (r = .74) and transactional leadership (r = .59), all p's <.01). Each of the three EI scales (Self-Management, Relationship Management and Communications) was also significantly associated separately with transformational and transactional leadership measured by the Transformational Leadership Scale (Podsakoff et al., 1990).

The results of the study suggest that high levels of emotional intelligence assessed by Emotional Intelligence View 360 are associated with various aspects of Transformational and Transaction Leadership. The significant association between Emotional Intelligence View 360 and Transformational Leadership provides some evidence of construct validity of this measure.

The study of Rocha and the present study treated emotional intelligence as one variable of the study. Although both studies are correlational studies, the study of Rocha correlates emotional intelligence to transformational and transactional leadership, while the present study will correlate emotional intelligence of elementary school principal with pupils' performance in the NAT.

Yee's (2010) study entitled "Enhancing Positive Work Relationships and School Environment: An Exploratory Case Study of Teachers' Emotions" determined the experience of work life saturated with feelings or emotions. A mixed method approach utilized quantitative information from questionnaires to assess the school environment and morale, and qualitative information from weekly diaries of emotional interactions and semi-structured interviews. All of the teaching and support staff from a local primary school attended workshops to enhance their emotional skills based on the Harvey-Evans (2003) model of the classroom emotional environment. Although statistical analyses were not sensitive enough to detect changes in quantitative data from questionnaires due to a small sample size (N=18), qualitative information collected from weekly diaries and interviews suggested that staff were noticing changes to their day to

day interactions with one another and improvements to their professional relationships. Interview themes highlighted some of the day to day behaviors and expectations that may be important in laying solid foundations on which positive relationships can be built. By delivering training to individuals within School A to enhance their emotional skills, this program encouraging the development of an atmosphere where emotions could be expressed, understood and managed more effectively. The implications of these results are not necessarily restricted to management and staff relationships in schools but may also be extended to other occupational settings where individuals are required to support one another and share ideas and resources.

The similarity of the study of Yee and the present study is the use of emotions to enhance work relationship. The present study deals with emotions of principals of elementary schools in Samar Division as opposed to the study of Yee which dealt with teachers' emotions.

Trabun (2002) study entitled, "The Relationship between Emotional Intelligence and Leader Performance" reflects a comparison of the measured emotional intelligence ability to the evaluated leadership performance of 104 select male and female U.S. Naval Academy midshipmen. Binary logistical regressions were used to analyze the impact of selected explanatory variables on the probability of an individual performing effectively as a squad leader. Separate leader performance models were estimated on the members of the sample, and some significant relationships between the EIQ scores and

leadership performance were found. The results of this research assessed the utility of the Mayer, Salovey, Caruso Emotional Intelligence Test, Version 2 (MSCEIT v.2) to discriminate between effective leaders as inconclusive, while some scores from the MSCEIT v.2 were found to add to the predictive validity of each of the models. Conclusions and recommendations for further research are provided.

The study of Trabun is related to the present study since his study is on relationship of emotional intelligence and the leader performance, while the present study consider the principal as leader the present study will not go into the leadership performance of the principals of elementary schools in Samar Division but it will relate the emotional intelligence with pupils' performance in the NAT.

Zaiton (2006) study entitled, "The Effects of Emotional Intelligence on Conflict Management Style" is an exploratory study which looked into the relationship between emotional intelligence and conflict management style among the non-academic staffs of UiTM Arau Perlis. Other aspects explored included to study should there be any differences between the selected demographic variables (gender, age, academic qualification and working experience) in conflict management styles and emotional intelligence. The research was a quantitative survey carried out on 181 respondents. The two self-report instruments used were the EQI (Tapia, 1998) and DUTCH (Van de Vliert, 1997). Findings from the study showed that the two instruments were found to

be reliable and valid. There was a significant relationship between emotional intelligence and conflict management styles. There were no significant differences between genders, age, academic qualification and working experience in both conflict management styles and emotional intelligence.

The study of Zaiton is similar to the present study in the use of emotional intelligence as variable. The study of Zaiton used the non-academic staffs of UiTM Arau Perlis, while the present study concern academic staff -principal of elementary central schools in Samar Division.

Jabinar (2005) conducted a study entitled "Administrators' Instructional Supervisory Skills, Teachers' Instructional Skills and Pupils' Performance in the National Achievement Test (NAT)". The study had the following findings: 1) The instructional skills of the teachers along content was perceived as very satisfactory by the teachers themselves, the pupils and their administrators, 2) The instructional skills of the teachers along instruction is perceived as very satisfactory by the three group of respondents , 3) The instructional skills of the master teachers were perceived as very satisfactory along communication, 4) The comparison of the perceptions of the three groups of respondents reveal a significant difference along content, instructional skills and communication, 5) The mean scores of the pupils in English, Science and Mathematics were not related to teachers' instructional skills in the three subjects, 6) Teachers' instructional skills along content, instruction and communication were

significantly related to administrators supervisory skills in terms of visioning, planning, class supervision and socio-cultural skills.

The study of Jabinar bears similarity with the present study since both studies involved administrators as respondents. The present study is limited to principal level of emotional intelligence and do not involved the pupils as respondents.

De Guzman (2004) study entitled, "Naga City Science High School and Student Development" aimed to determine the contributions of institutional thrusts to student development of Naga City Science High school, Naga City, SY 2003-2004. The specific problems raised were: 1) what are the instructional and curricular thrusts of Naga City Science High School? 2) To what extent has the institutional thrusts contributed to student development along: decision -making skills, critical thinking skills and research skills development? 3) Is there a significant difference in the perceived contributions of institutional thrusts among areas of student development and between groups of respondents?

The descriptive-evaluate method was used in interpreting the data gathered from the respondents. Described were the instructional thrusts on faculty upgrading and facilities and the curricular thrusts in science and Mathematics education. Evaluated were the extent institutional thrusts contributed to student development along: decision-making skills, critics thinking skills and research skills development.

The major findings of the study were: 1) The instructional thrusts of Naga City Science High School were along faculty and faculties upgrading and the curricular thrusts were along science and Mathematics education. 2) Decision-making skills, critical thinking skills and research skills of the students have overall weighted mean values of 3.80, 3.70, and 3.86, respectively. 3) The Fc value for the variance among areas of development was 19.343 higher than Ft value of 18.513 at 0.05 level of significance, but between respondents the Fc value was 0.977 lower the Ft value of 19.000 at 0.05 level of significance. Major conclusions were: 1) Faculty and facilities upgrading and the enriched science and Mathematics curriculum of Naga City Science High School were instrumental in attaining quality education for the students. 2) The instructional and curricular thrusts of Naga City science High school have extensive contribution to the decision-making skills, critical thinking skills and research skills of the students; and 3) There was a significant difference on the extent of contribution among areas at 0.05 level of significance, but no significant difference between respondents at 0.05 level on the extent of contribution to student development.

The study of De Guzman is similar to the present study since both studies concern school and student development. The present study is on the principal emotional intelligence as a result of developing pupils' performance in the NAT.

Señar (2003) study entitled, "Instructional Supervision: Its Impact on Teachers and Students Performance" attempted to determine the impact of instructional supervision on teachers' performance and students' achievement in

the secondary schools of Garchitorena, Camarines Sur, SY 2002-2003. Specifically, this study sought to answer the following questions: 1) what are the perceived supervisory practices of secondary school heads along organization, classroom visitation, research, professional training and guidance and evaluation? 2) What is the level of teacher performance along instructional competence, professional and personal characteristics, punctually and attendance and plus based on the Performance Appraisal System for Teachers (PAST? 3) what is the level of student achievement based on the division Achievement Test in English, Mathematics and science? 4) Are supervisory practices significantly correlated with the levels of teacher performance? 5) Is teacher performance significantly correlated with student achievement?

The descriptive- correlational method was used in this study covered five secondary school heads in Garchitorena district, thirty teachers and eighty fourth year students for SY 2002-2003. A questionnaire was designed as the main tool in gathering needed data and the results of teacher performance and Division Achievement Test were used. Pearson -r was used to determine the collection of instructional supervision on teacher performance and of teacher performance on student achievement.

Findings were: 1) School heads were outstanding on the five areas of supervisory practices; 2) Majority of the teachers had very satisfactory performance, but most of them had no plus factors. 3) The achievement level of students in English, Mathematics, and Science in all the five secondary schools

was fair. 4) The test for instructional supervision with teaching performance yielded an r-value of 0.211 within the range of scale from 0.20 to 0.29 and their r2- value was 0.0445. 5) Correlation test between teacher performance and student achievement resulted to an r-value of – 0.0.035, while the r2- value was 0.0012.

Major conclusions of the study were: 1) School heads were perceived by their teachers to perform very well in the five aspects of the supervisory practices. 2) The teachers had an overall very satisfactory performance rating and performed beyond the target; however, majority did not have professional and technical skills other than their classroom or instructional skills. 3) The level of achievement of the high school seniors in English, Mathematics and science was fair. 4) There was a very low correlation between instructional supervision and teacher [performance. 5) there was a negative negligible correlation between teacher performance and student achievement.

The study of Señar is similar to the present study in the sense that her study is on teachers' performance in much the same way as the present study which will also deal with the performance of pupils in school. The two studies differed since the present study is on the principal-respondents' level of emotional intelligence as it influences the achievement of pupils.

Inasmuch as the studies enumerated and reviewed dealt with emotional intelligence and how this relates to other factors such as leadership abilities and others, they are thus related to the present study which will also deal with

emotional intelligence and how this relates to the achievement of learners in school. Yet, they differed in the nature of the study, other variates involved and research procedures employed.

Chapter 3

METHODOLOGY

This chapter presents the procedure which will be used in the conduct of this study. This includes a detailed description of the research design, instrumentation, validation of the instruments, sampling procedure, data gathering procedure and statistical treatment of data.

Research Design

This study employed descriptive-correlational research design in order to determine the relationship between emotional intelligence of elementary school principals and pupils' achievement.

The descriptive method was used to describe the profile of both the principal and pupil respondents in terms of their age and sex, civil status, average monthly income, average monthly family income, highest educational attainment, parents educational attainment, and number of years being principal, the principal-respondents level of emotional intelligence based on Goleman's 1998 model with dimensions on personal and social competencies, the factors which may influence the principal-respondents level of emotional intelligence which are based on Cooper and Cartwright's major categories of factors intrinsic to the job, role in the organization , relationships at work, career development, organizational structure and climate and organizational interface with outside,

and level of pupil-respondents achievement based on their scores in the 2010 National Achievement Test (NAT).

Correlational analyses, on the other hand, was utilized in order to determine the relationship between the principal-respondents level of emotional intelligence and each of their personal variates and the factors which may also have influence on it, between the pupil-respondents, level of achievement and each of their personal variates and between the level of emotional intelligence of the principal-respondents and the level of achievement of the pupil-respondents.

Finally, the gathered data were analyzed using the following descriptive statistical tools: frequency count, percentage, mean, standard deviation, weighted mean, as well as inferential statistical tools such as Pearson r, and Fisher's t-test.

Instrumentation

This research utilized a questionnaire and test as instruments to gather the needed data.

Questionnaire. This was the research instrument used to collect data to answer the specific questions posted in the study. The questionnaire for the principal-respondents consisted of three main parts.

Part I contained items on their personal profile, to wit, age and sex, civil status, average monthly income, highest educational attainment and number of years being principal.

Part II of the questionnaire was adopted from Goleman's 1987 model of emotional intelligence (Goleman, 1998) and has two main parts, namely, personal competencies (Part A) and social competencies (Part B). Part A was consists of three sub-items, to wit, self-awareness, self-regulation and motivation. Responses to these sections was quantified using a five-point scale, as follows: 5 for always true (AT), 4 for usually true (UT), 3 for often true (OFT), 2 for occasionally true (OT) and 1 for not true (NT). Part B consisted of six major categories, to wit, factors intrinsic to the job, role in the organization, relationships at work, career development, organization structures and climate and organizational interface with outside. Responses of the principal-respondents will be qualified using the following five-point scale, to wit, 5 for very highly influential (VHI), 4 for very influential (VI), 3 for moderately influential (MI), 2 for slightly influential (SI) and 1 for not influential (NI).

Part III contained indicators used to measure the level of job performance of principal-respondents along organizational competence, professional and personal characteristics, and punctuality and attendance (Cooper and Cartwright (1997). Each indicator was rated using a five point Likert scale: 10 - outstanding (O), 8 - very satisfactory (VS), 6 - satisfactory (S), 4 - unsatisfactory (U), and 2 - poor (P).

NAT results. These were the test results in the standardized National Achievement Test conducted during the school year 2010-2011. This was used to measure the level of achievement of the pupil-respondents.

Validation of Instrument

Since the second and third part of the questionnaire for the principal-respondents were adopted from Goleman (1987) and Cooper and Cartwright (1997), respectively, it was subjected to content validation since the respondents of the previous researchers from where they were adopted involved employees in non-academic institutions and were conducted in the United States. It was then validated involving elementary school principals in central school in the Department of Education (DepEd), Division of Eastern Samar, Borongan, Eastern Samar. The first part of the questionnaire contained the principal-respondents' personal information and was a supply type and hence, need no validation.

The questionnaire for the pupil-respondents only consisted of their personal information and hence, needs no validation.

Finally, the second type of research instruments - the test - did not necessitate validation since it was a standard instrument used for the National Achievement Test.

Sampling Procedure

The study employed total enumeration or take all sampling due to limited number of principal-respondents. Since there were 36 central schools in the Division of Samar, as shown in Table 1, there were only 36 principal-respondents.

Table 1

The Sampling Frame of the Study and NAT

Central Elementary Schools Division of Samar	Principal		NAT (MPS)
	Population	Sample	
Catbalogan I CES	1	1	88.21
Catbalogan II CES	1	1	92.62
Catbalogan III CES	1	1	86.73
Catbalogan IV CES	1	1	89.97
Catbalogan V CES	1	1	86.16
Jiabong CES	1	1	85.26
Motiong CES	1	1	93.60
Wright I CES	1	1	88.53
Wright II CES	1	1	96.48
San Jose de Buan CES	1	1	82.01
Hinabangan CES	1	1	87.18
San Sebastian CES	1	1	83.45
Calbiga CES	1	1	92.55
Villareal I CES	1	1	96.54
Villareal II CES	1	1	92.00
Talalora CES	1	1	86.34
Zumarraga CES	1	1	92.67
Daram I CES	1	1	90.64
Daram II CES	1	1	95.65
Sta. Rita I CES	1	1	69.43
Sta. Rita II CES	1	1	77.75
Basey I CES	1	1	74.71
Basey II CES	1	1	75.80
Marabut CES	1	1	90.95
Tarangnan CES	1	1	87.19
Pagsanghan CES	1	1	90.56
San Jorge CES	1	1	92.05
Gandara I CES	1	1	88.79
Gandara II CES	1	1	88.50
Sta. Margarita I CES	1	1	85.48
Sta. Margarita II CES	1	1	89.22
Tagapul-an CES	1	1	90.63
Sto. Nino CES	1	1	91.24
Almagro CES	1	1	88.71
Matuguinao CES	1	1	89.30
Pinabacdao CES	1	1	85.17
TOTAL	**36**	**36**	-

Data Gathering Procedure

The researcher, in conducting this study, followed the steps enumerated herein: first, a letter addressed to the Schools Division Superintendent was made, secured and submitted for approval to conduct this study among principals and pupils in the different central elementary schools of Samar Division, second, upon approval of the School Division Superintended, the same letter was attached to a letter seeking permission from district supervisors of the Division of Samar, and third, upon approval of the district supervisors, the researchers administered the questionnaires among principals and identified pupils. The researchers personally administered and distributed the questionnaires among principals and pupils during class hours to ensure high percentage of retrieval of the accomplished questionnaire.

Meanwhile, the researcher secured from the Department of Education (DepEd), Division of Samar, the results of the 2010 National Achievement Test (NAT).

The data collection period covered the months of October and November 2011. After the data collection, tallying, recording and analyses of data followed.

Statistical Treatment of Data

The data gathered from this study were tabulated, organized, analyzed and interpreted with the use of descriptive as well as inferential statistical tools,

including frequency count, percentage, mean, weighted mean and Pearson Product Moment Correlation Coefficient (Pearson r) and Fisher's t-test.

Frequency count. This descriptive statistical tool was utilized to present the profile of the principal-respondents and other tools of this study as to the number of occurrences.

Percentage. This was used in the analysis and interpretation of data such as age and sex, civil status, average monthly income and others.

Mean. This measure was employed to calculate the average age, average monthly income of principal-respondents.

Weighted mean. This was used to express the collective perception of the principal-respondents as o their level of emotional intelligence based on personal competencies and social competencies. The following weighted ratings were used to interpret the data:

4.51-5.00	- Always True (AT)
3.51-4.50	- Usually True (UT)
2.51-3.50	- Often True (OFT)
1.51-2.50	- Occasionally True (OT)
1.00-1.50	- Not True (NT)

Pearson Product Moment Correlation Coefficient (Pearson r). This statistical tool was employed to determine the relationships between (a) principal-respondents' level of emotional intelligence and their profile variates, (b) principal-respondents' job performance and their profile variates, (c) level of

emotional intelligence of principal-respondents and their level of job performance, and (d) level of achievement of the pupils' per school in the 2010 NAT and principal-respondents' emotional intelligence.

Below shows the formula in calculating Pearson r (Walpole, 1982).

$$r = \frac{N\Sigma xy - (\Sigma[x](\Sigma[y]]}{\sqrt{[N\Sigma x^2 - (\Sigma[x)^2]][N\Sigma y^2 - (\Sigma[y)^2]]}}$$

Where:

r = the computed statistical value

x = the independent variable (factors)

y = the predicted variable

N = number of cases

$\sum$ = the summation notation

Fishers t-test. To test for the significance of the coefficient of correlation between a set of paired of variables, the Fishers t-test (Walpole, 1982) was used.

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the data gathered, their analyses and interpretations in the light of the specific problems and hypotheses of the study.

Profile of Principal-Respondents

Tables 2 to 9 present the profile of the principal-respondents in terms of age and sex, civil status, average family monthly income, highest educational attainment, length of service, number of years as school principal, physical health, and relevant seminars/trainings attended.

Age and sex. The data for age and sex is presented in Table 2.

Table 2

Age and Sex Distribution of the Principal-Respondents

Age (in years)	Sex		Total	Percent
	Male	Female		
63-65	0	2	2	5.71
60-62	0	1	1	2.86
57-59	1	2	3	8.57
54-56	0	3	3	8.57
51-53	0	4	4	11.43
48-50	0	3	3	8.57
45-47	2	6	8	22.86
42-44	3	1	4	11.43
39-41	2	2	4	11.43
NS	2	2	4	11.43
Total	**10**	**26**	**36**	**100**
Percent	**0.29**	**0.71**	**100.00**	**-**
Mean	**44.75 yrs**	**50.96 yrs**	**49.41 yrs**	**-**
SD	**5.60 yrs**	**6.50 yrs**	**6.78 yrs**	**-**

The age of the principal-respondents ranged from 39-41 years old with four respondents as the youngest to 63-65 years old as the oldest principal-respondents with two respondents having this age.

As revealed in the table, the majority of the principal-respondents belonged to 45-50 age groups or the middle age group with eight respondents or 22.86 percent and four respondents each or 11.43 percent, for aged 51-53 years old, 42-44 years old, and 39-41 years old respectively of the total respondents. This must be because it is the age of the teachers wherein, they are usually promoted as head teachers and principal.

As to sex, majority of the respondents were females which consisted of 25 out of 35 total respondents or 0.71 percent were female principal-respondents. Ten were males which comprised 0.29 percent of the total. This must be because the majority of the elementary school principals were female.

Civil status. The distribution of the respondents by civil status is presented in Table 3.

Table 3

Civil Status of the Principal-Respondents

Civil Status	Frequency	Percent
Widow(er)	32	5.71
Married	30	82.86
Single	4	11.43
Total	**36**	**100.00**

The table reveals that majority of the principal-respondents (30 or 82.86 percent) were married. The rest were widows/widowers (5.71 percent) and single (11.43 percent). The principal–respondents were mostly married this must be because majority of them were middle age which implies that they must have established their families.

Average family monthly income. Income is an indicator of socio-economic status which could be a factor related to the level of emotional intelligence or job performance of the principal-respondents; hence its inclusion in this study. The result of the survey on this is shown in Table 4.

Table 4

Average Family Monthly Income of the Principal-Respondents

Average Family Monthly Income (in Php)	Frequency	Percent
38,000.00	1	2.86
35,219.00	1	2.86
32,810.00	5	14.29
32,692.00	3	8.57
32,290.00	1	2.86
32,000.00	5	14.29
30,880.00	7	20.00
30,850.00	2	5.71
30,474.00	2	5.71
30,000.00	3	8.57
Not Specified	6	17.14
Total	**36**	**100.00**
Mean	**Php31,930.72**	**-**
SD	**Php1,654.96**	**-**

It can be gleaned from the data in Table 4 that the principal-respondents income ranged from 30,000 pesos to 38,000 pesos which is income above the poverty threshold. Among the principal-respondents, most of the respondents (seven or 20.00 percent) had average family monthly income of 30,880 pesos, followed by five respondents each which is 14.29 percent with income of Php 30,810 and Php 32,000. Six respondents have not specified their income. It can be gleaned from the table that the respondents were earning above the poverty threshold set by NEDA in 2007 which is Php 13, 515 for a family of five members in Region VIII. It can be implied from the data in the table, that majority of the principal-respondents were high income based on Region VIII Eastern Visayas standards which income can support their needs. The mean income was Php 31,930.72 and the SD value was Php 1654.96 indicating the variation of income between principals.

Highest educational attainment. Highest educational attainment was another profile variable considered in the study. Table 5 shows the distribution of the respondents in terms of this profile.

The educational attainment of the respondents was also considered in this study since it was thought of to be a factor which may be related to the level of emotional intelligence or job performance of the elementary school principal. It can be deduced from the table that among the principal-respondents, most had only MA/MS units as level of education (14 or 40 percent) and followed by MA/MS degree with 11 principal-respondents (31.43 percent).

Table 5

Educational Attainment of the Principal-Respondents

Educational Attainment	Frequency	Percent
Ph.D./ED.D./DA Degree	4	8.57
With Ph.D./ED.D./DA Units	6	17.14
MA/MS Degree	11	31.43
With MA/MS Unit	14	40.00
Not Specified	1	2.86
Total	**36**	**100.00**

However, the rest of them, which comprised the minority among principal-respondents, had earned Ph.D./ED.D./DA degree (three or 8.57 percent), six or 17.14 percent had Ph.D./ED.D./DA units. One principal-respondent had not specified his/her level of education. It can be implied from the data that the principal-respondents were with master's units or a graduate of a Ph.D./ED.D./DA degree.

Length of service. The length of service was considered in this study for it might be also a factor which might affect the level of emotional intelligence of the principal -respondents or his job performance. The result of the survey on this aspect is presented in Table 6.

As illustrated in the table, nine or 25.71 percent of the respondents had 18-20 years in length of service, six or 17.14 percent had 24-26 years in terms of

length of service, five each or 14.29 percent had 33-35 and 21.23 years of length of service.

Table 6

Length of Service of the Principal-Respondents

Length of Service (in years)	f	Percent
42 - 44	1	2.86
39 - 41	1	2.86
36 - 38	1	2.86
33 - 35	5	14.29
30 - 32	3	8.57
27 - 29	1	2.86
24 - 26	6	17.14
21 - 23	5	14.29
18 - 20	9	25.71
15 - 17	3	8.57
Not Specified	1	2.86
Total	**36**	**100.00**
Mean	**25.44 years**	-
SD	**7.25 years**	-

It can also be inferred from the data that, generally, the principal-respondents were not new in the teaching job since their length of service ranged from 15-17 years and 42-45 years in service. Though, majority of the principal-respondents had from 15-26 years as length of service. The mean for their length of service was 25.44 years and the SD was 7.25 years, which showed that their length of service was slightly dispersed from the mean length of service.

Number of years as school principal. Table 7 shows the number of years as school principal of the principal-respondents.

Table 7

Number of Years as School Principal of the Principal-Respondents

Number of Years	f	Percent
11	1	2.86
9	2	5.71
7	3	8.57
6	4	11.43
5.5	1	2.86
5	6	17.14
4	7	20.00
3	8	22.86
2	1	2.86
1.92	1	2.86
1.17	2	5.71
Total	**36**	**100.00**
Mean	**4.76 years**	-
SD	**2.13 years**	-

As seen in the table, the most number of principal-respondents, which was eight of them had served as principal for three years, this was followed by seven of them who had served for four years, six of them who had served for five years, four of them who had served for six years and five of them who had served for seven years. The table revealed that 11 principal respondents had one-year experience as principal or newly promoted and another one had two

years as principal. It can be implied from the table that majority of the principal-respondents were newly hired principals. Also, it could be implied from the data that the majority of the principal-respondents had served as principal for less than 10 years or relatively in new to their job.

The mean in terms of number of years as school principal was 4.76 years which showed that majority of them were new in their job and the SD is 2.13 years, which showed that there was a slight variation of the number of years as the principal from the mean number of years as principal of the respondents.

Physical health. The data on the statistics of physical health of principals are presented in Table 8.

Table 8

Physical Health of the Principal-Respondents

Physical Health	f	Percent
Perform normal functions as principal	33	94.29
Has not consulted any physician for the last three months	11	31.43
No physical impairment felt	15	42.86
Not have been confined in hospitals for a year	14	40.00
Submits annual medical check up	19	54.29

The result of the survey revealed that 33 of the principal-respondents perform normal functions as principal, 19 of them submitted for annual medical check-up, 15 of them felt no physical impairment, 14 of them had not been

confined in hospitals for a year, and 11 of them had not consulted any physicians for the last three months. It can be implied from the data that the principal – respondents were physical healthy.

Relevant seminars/trainings attended. Table 9 presents the data on principal–respondents seminars/trainings attended.

For international trainings attended, the result of the survey revealed that 30 of the principal-respondents had not specified that they had attended international trainings which would imply no training of international level, while five of them had attended one international training. The mean number of trainings for those with international training was one.

For national trainings, 17 or 48.57 percent had a national training, while five have attended two national trainings, while three of them had zero training. It can be seen in the table, that 10 respondents had not specified attendance to a national trainings. The average number of training in this level is one training.

For regional trainings, the most number of them (nine or 25.71 percent) had attended a regional training, and another nine did not specify their number of trainings attended. This was followed by eight or 22.86 percent of them who have attended two trainings, five or 14.29 percent who had attended three trainings, and three or 8.57 percent attended four regional training. One of the principal-respondents had no regional training. So, it could be implied from the data that the principal –respondents were not all sent to attend regional trainings.

Table 9

In-Service Trainings Attended by the Principal-Respondents

Level/No. of Trainings	f	Percent
International		
1	6	14.29
Not Specified	30	85.71
Total	**36**	**100.00**
Mean	**1 training**	-
National		
2	5	14.29
1	17	48.57
0	4	8.57
Not Specified	10	28.57
Total	**36**	**100.00**
Mean	**1 training**	-
Regional		
4	3	8.57
3	5	14.29
2	8	22.86
1	9	25.71
0	2	2.86
Not Specified	9	25.71
Total	**36**	**100.00**
Mean	**2 trainings**	-
Division		
15	1	2.86
10	9	25.71
9	2	5.71
7	1	2.86
6	1	2.86
5	1	2.86
4	5	14.29
3	11	31.43
2	2	5.71
Not Specified	2	5.71
Total	**36**	**100.00**
Mean	**6 trainings**	-

For the division trainings attended by the respondents, 11 or 31.43 percent of them had attended three trainings each, nine or 25.71 percent of them had attended 10 trainings, and five or 14.29 percent of them had attended four trainings. The rest of them had two or one division trainings. The mean number for division trainings attended was six trainings.

It could be implied from the table that the principal-respondents had attended division and regional trainings only, that there was a need to send them to national and international

Level of Emotional Intelligence of the Principal-Respondents along Personal and Social Competence

This section discusses the level of emotional intelligence of the principal-respondents along personal and social competencies, respectively.

Personal competence. The respondents' level of personal competence along self-awareness, self-regulation, and motivation are presented in Table 10.

As to self-awareness, seven indicators of self-awareness were rated by the principal-respondents as usually true (UT) which showed a high self-awareness, two of them were rated as often true (OfT) which showed average awareness, and one of them was rated as always true (AT), which showed a very high self-awareness. The statement indicator which was rated as always true was, "My job fits my skill and interest," and the two statement-indicators which was "often

Table 10

Level of Emotional Intelligence of the Principal-Respondents Along Personal Competencies

	Indicators	$\bar{X}_w$	Interpretation
Self-Awareness			
1	At work I am expected to do too many different tasks in too little time.	4.06	UT
2	My job fits my skills and interests.	4.56	AT
3	I feel over-qualified for my job.	3.09	OfT
4	I am expected to perform tasks on my job for which I have not been trained.	3.31	OfT
5	I have to take work home with me.	3.94	UT
6	I am good at my job.	3.94	UT
7	I am expected to do more work than is reasonable.	3.86	UT
8	My job requires me to work in several equally important areas at once.	3.80	UT
9	I work under tight time deadlines.	3.57	UT
10	I feel that my job responsibilities are increasing.	4.37	UT
Sub-mean		**38.50**	-
Sub-total		**3.85**	**UT**
Self-Regulation			
1	My superior provides me with useful feedback about my performance.	3.97	UT
2	When faced with several tasks I know which should be done first.	4.46	UT
3	I know where to begin a new project when it is assigned to me.	4.29	UT
4	I have a clear understanding of how my my boss wants me to spend my time.	4.37	UT
5	I know the basis on which I am evaluated.	4.29	UT
6	I feel conflict between what my employer expects me to do and what I think is right or proper.	3.17	OfT
7	It is clear who really runs things where I work.	4.06	UT

Table 10 continued

	Indicators	$\bar{X}_w$	Interpretation
8	Difficult situation at work elicit emotions in me that I find hard to overcome.	3.20	OfT
9	I find it difficult to keep from getting stressed out when I am under a lot of pressure at work.	3.26	OfT
10	I find it easy to control my anger at work.	4.09	UT
Sub-mean		**39.16**	-
Sub-total		**3.92**	**UT**
Motivation			
1	My career is progressing about as I hoped it would.	4.31	UT
2	My talents are being used on my job.	4.23	UT
3	I am uncertain about what I am supposed to accomplish in my work.	3.31	OfT
4	I feel good about the work I do.	4.31	UT
5	I feel that I have enough responsibility on my job.	4.34	UT
6	My job requires me to make important decisions.	4.43	UT
7	I like the people I work with.	4.40	UT
8	My moods and emotions help me generate new ideas.	4.37	UT
9	I can never be upset at work and still think clearly.	3.74	UT
10	I work all by my self.	3.24	OfT
Sub-total		**40.68**	-
Sub-mean		**4.07**	**UT**
Grand Total		**118.35**	-
Grand Mean		**3.94**	**UT**

Legend: 4.51 - 5.00 Always True (AT)/ Very High
3.51 - 4.50 Usually True (UT)/High
2.51 - 3.50 Often True (OfT)/Average
1.51 - 2.50 Occasionally True (OT)/Low
1.00 - 1.50 Not True (NT)/Very Low

true" were: 1) I am expected to perform tasks on my job for which I have not been trained-3.31, and 2) I feel over qualified for my job-3.09. The mean obtained for self-awareness was 3.85 interpreted as usually true (UT) indicating high self-awareness.

As to self-regulation, the ratings given to the 10 statement indicators were as follows: seven indicators of self-regulation were rated by the principal-respondents as usually true (UT) which showed a high self-regulation, and three of them were rated as often true (OfT) which showed average self-regulation. No statement was rated as always true (AT), denoting a very high self-regulation.

The first five statement indicators of self-regulation which were rated as usually true according to the highest weighted mean ratings were: 1) When faced with several tasks I know which should be done first. - 4.46, 2) I have a clear understanding of how my boss wants me to spend my time. - 4.37, 3) I know where to begin a new project when it is assigned to me. - 4.29, 4) I know the basis on which I am evaluated. - 4.29, and 5) I find it easy to control my anger at work. - 4.09.

The mean obtained for self-regulation was 3.92 interpreted as usually true (UT). This meant that generally the statement indicators for self-regulation were usually true to the principal–respondents which showed a very high level of emotional intelligence as to self-regulation.

As to motivation, the ratings given to the 10 statement indicators were as follows: seven indicators of motivation were rated by the principal-respondents as usually true (UT) which showed a high motivation, and three of them were rated as often true (OfT) which showed average motivation. No statement was rated as always true (AT), denoting a very high motivation.

The first five statement indicators which were rated as usually true according to the highest weighted mean ratings were: 1) When faced with several tasks I know which should be done first-4.46, 2) I have a clear understanding of how my boss wants me to spend my time-4.37, 3) I know where to begin a new project when it is assigned to me-4.29, 4) I know the basis on which I am evaluated-4.29, and 5) I find it easy to control my anger at work-4.09.

The mean obtained for motivation was 3.92 interpreted as usually true (UT). This meant that generally the statement indicators for motivation were usually true to the principal –respondents which showed a very high level of emotional intelligence as to motivation.

Social competencies. The respondents' level of social competencies was measured along empathy, and social skills are presented in Table 11.

The 10 statement indicators of emotional intelligence as to social competencies as to empathy were rated by the principal respondents as nine statements as "usually true" and one statement as "often true". The statement which was rated with the highest weighted mean rating of 4.49 interpreted as "usually true" is "I am responsible for the welfare of subordinates". This is followed by a statement indicator rated 4.37 is "People on the job look up to me for leadership", and two statements rated as 4.17. The statements, 1) I can tell how a colleague by the tone of his/her voice - 4.17, and 2) I can pick-up on the emotional tone of staff meetings - 4.17. The mean obtained for empathy was 3.88 interpreted as "usually true" indicating high EQ along empathy.

Table 11

Level of Emotional Intelligence of the Principal-Respondents Along Social Competencies

	Indicators	$\bar{X}_w$	Interpretation
Empathy			
1	I can tell how a collegue is feeling by the tone in his/her voice.	4.17	UT
2	I can tell when a collegue is trying to hide his/her true feelings.	4.00	AT
3	I can pick-up on the emotional tone of staff meetings.	4.17	OfT
4	I am responsible for the welfare of subordinates.	4.49	OfT
5	People on the job look up to me for leadership.	4.37	UT
6	If I make a mistake in my work, the consequences for others can be pretty bad.	3.59	UT
7	I find it hard to identify if a colleague is upset with out him/her telling me.	3.20	OfT
8	I can portray how I am feeling to colleague through my body language.	3.66	UT
9	Colleagues know when I am worried.	3.57	UT
10	I readily understand the reasons why I am upset.	3.60	UT
Sub-mean		38.82	
Sub-total		3.88	UT
Socials Skills			
1	I find it difficult to talk about my feelings with my colleagues.	2.94	OfT
2	I find it hard to determine who gets along and who does not at work.	2.57	OfT
3	I watch the way clients react to things when I am trying to build rapport with them.	4.00	UT
4	At work, I have trouble finding the right words to express how I feel.	2.94	OfT

Table 11 continued

	Indicators	$\bar{X}_w$	Interpretation
5	I find it easy to comfort colleagues when they are upset about something at work.	3.77	UT
6	I can tell when a colleague feels the same way as myself about another colleagues	3.76	UT
7	When a colleague upsets me at work, I think through what the person has said and find a solution to the problem.	4.09	UT
8	I find it hard to convey my anxiety to a colleague.	2.74	OfT
9	Thinking about how I felt in certain situations at work helps me remember them.	3.74	UT
10	I can describe my feelings on an issue to colleagues.	3.86	OfT
Sub-total		**34.41**	
Sub-mean		**3.44**	**OfT**
Grand Total		**73.23**	
Grand Mean		**3.66**	**UT**

Legend: 4.51 - 5.00 Always True (AT)/ Very High
3.51 - 4.50 Usually True (UT)/High
2.51 - 3.50 Often True (OfT)/Average
1.51 - 2.50 Occasionally True (OT)/Low
1.00 - 1.50 Not True (NT)/Very Low

As to social skills, the statement indicators of social skills were rated as: six statements were rated as "usually true", while four statements were rated as "often true". The highest weighted mean was 4.09 and it was on the statement, When a colleague upsets me at work, I think through what the person has said and find the solution to the problem. This was followed by a rating of 4.00 on

the statement indicators "I watch the way clients react to things when I am trying to build rapport with them". The mean obtained for the 10 statements on social skills was 3.44 interpreted as "often true". This meant that the principal-respondents possessed the social skills stated in the statements and it was often true.

For the level of emotional intelligence along social competencies, empathy and social skills combined the mean obtained was 3.66 interpreted as "usually true" which meant that the principal-respondents possessed the emotional intelligence as to social competencies and this was "usually true".

Relationship between the Emotional Intelligence of the Principal-Respondents and their Profile Variates

The relationships between the profile variates and the levels of emotional intelligence of the principal-respondents along personal competence and along social competence are discussed in this section as presented in separate tables.

Personal competence. It can be gleaned from the data in Table 12 that all the profile variables were not significantly correlated with the level of emotional intelligence of the principal-respondents along personal competence. The computed Fisher's t-values were less than the tabular t-value which was 2.021 at the .05 level of significance using a two tailed test. Thus, the corresponding hypotheses involving their relationship was accepted.

Table 12

Relationship Between Emotional Intelligence of the Principals Along Personal Competencies and Their Profile

Profile	r_{xy}	Fisher's t	t_{tab}; α=0.05; df=33	Evaluation
Age	0.070	0.400	2.021	NS/Accept Ho
Sex	0.147	0.853	2.021	NS/Accept Ho
Civil Status	-0.131	0.762	2.021	NS/Accept Ho
Average Monthly Income	-0.094	0.541	2.021	NS/Accept Ho
Educational Attainment	-0.007	0.043	2.021	NS/Accept Ho
Length of Service	0.106	0.614	2.021	NS/Accept Ho
No. years being Sch. Principal	0.247	1.464	2.021	NS/Accept Ho
Physical Health	0.015	0.085	2.021	NS/Accept Ho
Relevant Seminars/Trainings				
Division	-0.141	0.817	2.021	NS/Accept Ho
Regional	-0.087	0.499	2.021	NS/Accept Ho
National	-0.208	1.219	2.021	NS/Accept Ho
International	NA	NA	NA	NA

Legend: NS - Not significant
S - Significant

Social competencies. It can be gleaned from the entries in Table 13 that all the profile variates were not significantly correlated with the level of emotional intelligence of the principal-respondents along social competencies. The computed Fisher's t-values were less than the tabular t-value which was 2.021 at the .05 level of significance using a two tailed test. Therefore, the hypotheses involving the relationships between the variables were all accepted.

Table 13

Relationship Between Emotional Intelligence of the Principals Along Social Competencies and Their Profile

Profile	r_{xy}	Fisher's t	t_{tab}; α=0.05; df=33	Evaluation
Age	0.268	1.598	2.021	NS/Accept Ho
Sex	-0.071	0.409	2.021	NS/Accept Ho
Civil Status	-0.172	1.005	2.021	NS/Accept Ho
Average Monthly Income	-0.053	0.302	2.021	NS/Accept Ho
Educational Attainment	-0.068	0.393	2.021	NS/Accept Ho
Length of Service	0.210	1.232	2.021	NS/Accept Ho
No. years being Sch. Principal	0.285	1.707	2.021	NS/Accept Ho
Physical Health	-0.120	0.694	2.021	NS/Accept Ho
Relevant Seminars/Trainings				
Division	-0.125	0.722	2.021	NS/Accept Ho
Regional	-0.119	0.689	2.021	NS/Accept Ho
National	-0.156	0.905	2.021	NS/Accept Ho
International	NA	NA	NA	NA

Legend: NS - Not significant
S - Significant

Level of Principal-Respondents' Job Performance

This section discusses the level of the principal-respondents job performance based on the following: 1) Organizational Competence, 2) Professional and Personal Characteristics, 3) Punctuality and Attendance, 4)

School Performance in the NAT, and 5) Awards Received and Achievements of the Principal-Respondents as presented in separate tables.

Organizational competence. Table 14 presents the job performance of the principal-respondents based on organizational competence.

Organizational competence included instructional supervision, development and implementation of educational programs, administrative management, and performance assessment.

As to instructional supervision, the principal-respondents rated themselves as "very satisfactory" in these aspects. "Prepares school year instructional supervisory plan" obtained 8.18 interpreted as VS or "very satisfactory", and "Implements the instructional supervisory plan" obtained 8.12 interpreted as VS or "very satisfactory".

As to development/implementation of educational programs, the job performance of the principal-respondents was VS or "very satisfactory" with respect to pupil/student development, curriculum development, and staff development.

As to pupil/student development, increased school MPS by 2.00 percent over the previous year posted the highest mean of 8.48, Health and Nutrition Program/Supplementary Diet Program and increased retention rate by 2.00 percent posted the lowest mean of 8.00 but interpreted as VS or "very satisfactory" performance of the principal -respondents.

Table 14

Level of the Principals' Job Performance Based on Organizational Competence

Indicators	X_w	Interpretation
A. Instructional Supervision		
1 Prepares school year instructional supervisory plan	8.18	VS
2 Implements the instructional supervisory plan	8.12	VS
B. Development/Implementation of Educational Programs		
1 Pupil/Student Development		
a. Increased school MPS by 2% over the previous year	8.48	VS
b. Decreased drop-out rate by 2% or maintained for those who have zero drop-out	8.18	VS
c. Increased participation rate by 2%	8.12	VS
d. Increased survival rate by 2%	8.06	VS
e. Health and Nutrition Program/Supplementary Diet	8.00	VS
f. Increased retention rate by 2%	8.00	VS
2 Curriculum Development	8.29	VS
3 Staff Development		
3.1 Assessess training needs of teachers	8.30	VS
3.2 Prepares school-based training design	8.18	VS
3.3 Conducts in-service training (INSET)	8.06	VS
3.4 Provides opportunities for professional/personal enhancement	8.19	VS
C. Administrative Management		
1 Resource Management		
1.1 Management of human resources	8.18	VS
1.2 Management of physical facilities	8.48	VS
1.3 Fiscal Management	8.44	VS
2 Data Management	8.24	VS
3 Conflict Management	8.36	VS
4 Linkage Management	8.44	VS
D. Performance Assessment	8.00	VS
Grand Total	**164.30**	-
Grand Mean	**8.22**	**VS**

Legend: 8.60 - 10.00 Outstanding (O)
5.60 - 8.59 Very Satisfactory (VS)
4.60 - 5 59 Satisfactory (S)
2.60 - 4.59 Unsatisfactory (US)
2.59 Below - Poor (P)

As to curriculum development, the obtained mean was 8.29 interpreted as VS or "very satisfactory" performance by the principal-respondent.

As to staff development, the respondents obtained the highest mean rating of 8.30 in "Assesses training needs of teachers", and the lowest mean rating of 8.06 in "Conducts in-service training (INSET)". The other two indicators of job performance under staff development obtained mean rating of 8.19 is "4 Provides opportunities for professional/personal growth" and "Prepares school-based training design"-8.18 each which denoted a very satisfactory performance for the principal-respondents as to staff development.

As to administrative management, management of physical facilities obtained the highest weighted mean rating of 8.48 as to resource management for their job performance. This was followed by fiscal management-8.44 still under resource management, and linkage management-8.44. The lowest weighted mean rating is 8.18 which was "Management of human resources". Data management obtained weighted mean rating of 8.24 and conflict management obtained a weighted mean rating of 8.36.

As to performance management, the principal –respondents obtained a rating of 8.00 for their job performance with a descriptive interpretation of "VS" or very satisfactory performance.

The grand mean obtained for their job performance was 8.22 interpreted as "very satisfactory" performance.

It could be implied from the data that the principal -respondents had very satisfactory performance based on organizational competence with respect to instructional supervision, development and implementation of educational programs, administrative management, and performance assessment.

Professional and personal characteristics. As to job performance with respect to professional and personal characteristics of the principal-respondents is reflected in Table 15.

Table 15

Level of the Principals' Job Performance Based on Professional and Personal Characteristics

Indicators	Xw	Interpretation
1. Decisiveness	8.30	VS
2. Honesty/Integrity	8.67	O
3. Dedication/Commitment	9.03	O
4. Initiative/Resourcefulness	8.85	O
5. Courtesy	8.73	O
6. Human Relation	9.03	O
7. Leadership	8.67	O
8. Stress Tolerance	8.36	VS
9. Fairness/Justice	8.67	O
10. Proper Attire/Good Grooming	8.91	O
Grand Total	**87.22**	-
Grand Mean	**8.72**	**O**

Legend:				
	8.60 – 10.00	Outstanding (O)	2.60 – 4.59	Unsatisfactory (U)
	5.60 – 8.59	Very Satisfactory (VS)	2.59 below	Poor (P)
	4.60 – 5.59	Satisfactory (S)		

Of the 10 indicators of job performance, eight were rated as outstanding and only two were rated as very satisfactory. The professional and personal characteristics which the principal-respondents rated as outstanding are honesty/integrity, dedication/commitment, initiative/ resourcefulness, courtesy, human relation, leadership, fairness/justice, and proper attire/good grooming. The two professional and personal characteristics which were rated as very satisfactory are decisiveness and stress tolerance. The grand mean was 8.72 interpreted as outstanding job performance based on professional and personal characteristics of the principal -respondents.

Punctuality and attendance. Table 16 gives the level of job performance of principal-respondents along punctuality and attendance.

Table 16

Level of the Principals' Job Performance Based on Punctuality and Attendance

Indicators	X	Interpretation
1. Punctuality –No. of times tardy	7.45	VS
2. Attendance – No. of times absent	7.50	VS
Grand Total	14.95	-
Grand Mean	7.48	VS

Legend:
8.60 – 10.00 Outstanding (O)
5.60 – 8.59 Very Satisfactory (VS)
4.60 – 5.59 Satisfactory (S)
2.60 – 4.59 Unsatisfactory (US)
2.59 & below Poor (P)

As to punctuality and attendance, the job performance of the principal-respondents was "very satisfactory" as indicated by the grand mean of 7.48 which was interpreted as "very satisfactory". As to punctuality, the mean obtained is 7.45 and as to attendance the mean obtained was 7.50 both have a descriptive interpretation of "very satisfactory".

Awards and achievements. Table 17 presents the job performance of the principal-respondents based on awards received and achievements.

The result of the survey showed that as to national awards, only two principal-respondents have received one national award, while 33 of them or 94.29 percent have responded with NS which could mean that they do not have national awards.

As to regional awards, two principal-respondents have received one regional award, while 33 of them or 94.29 percent have responded with NS which could mean that they do not have regional awards.

As to awards in the division category, five of them have received two awards each, 18 of them have one division level award, one have no award in the division category and 11 of them have not specified whether they have an award which could mean that they do not have a division award.

As to achievements, three of the respondents have one regional level achievement, while 32 of them have not specified if they have regional achievements.

Table 17

Awards and Achievements of the Principal-Respondents

Level/No. of Awards & Achievements	f	Percent
Awards		
National		
1	2	5.71
NS	33	94.29
Total	**35**	**100.00**
Mean	**1 award**	-
Regional		
1	2	5.71
NS	33	94.29
Total	**35**	**100.00**
Mean	1 award	
2	5	14.29
1	18	51.43
0	1	2.86
NS	11	31.43
Total	**35**	**100.00**
Mean	**1 award**	-
Achievements		
Regional		
1	3	8.57
NS	32	91.43
Total	**35**	**100.00**
Mean	**1 achievement**	-
6	1	2.86
5	1	2.86
4	1	2.86
3	6	17.14
2	4	11.43
1	9	25.71
None	1	2.86
NS	12	34.29
Total	**35**	**100.00**
Mean	**2 achievements**	

As to division level achievements, one principal-respondent has 6 division level achievements, one principal-respondent has five division level achievements, one principal-respondent has 4 division level achievements, and one principal-respondent has none. Six of them has three division achievements, four of them has two each, nine of them has one, while 12 of them has not specified if they have division achievement which could mean no achievement.

The mean for their division achievements is two achievements, which meant that the principal-respondents have at least two achievements to his/her credit for majority of them.

Relationship Between Job Performance of the Principal-Respondents and their Profile Variates

This study determined the relationship between the principal-respondents job performance based on 1) Organizational Competence, 2) Professional and Personal Characteristics, 3) Punctuality and Attendance, and 4) Awards Received and Achievements of the Principal-Respondents and their profile. To determine the relationships, the Pearson r was used. The result of the analyses is presented in Table 18 to Table 21.

Organizational competence. It can be gleaned from the data in Table 18 that two out of 12 profile variables were significantly related with job performance of the principal-respondents along organizational competence, the

Table 18

Relationship Between Job Performance of the Principals Along Organizational Competence and Their Profile

Profile	r_{xy}	Fisher's t	t_{tab}; α=0.05; df=33	Evaluation
Age	0.051	0.291	2.021	NS/Accept Ho
Sex	0.077	0.446	2.021	NS/Accept Ho
Civil Status	-0.302	1.819	2.021	NS/Accept Ho
Average Monthly Income	0.023	0.135	2.021	NS/Accept Ho
Educ. Attainment	0.183	1.071	2.021	NS/Accept Ho
Length of Service	-0.016	0.092	2.021	NS/Accept Ho
No. years being Sch. Principal	0.469	3.054	2.021	S/Reject Ho
Physical Health	0.377	2.337	2.021	S/Reject Ho
Relevant Seminars/Trainings				
Division	0.009	0.049	2.021	NS/Accept Ho
Regional	0.213	1.252	2.021	NS/Accept Ho
National	-0.145	0.844	2.021	NS/Accept Ho
International	NA	NA	NA	NA

obtained r of 0.469 and .377 respectively revealed computed Fisher's t-values of 3.054 and 2.337 respectively for number of years as school principal and physical health, which were greater than the tabular t-value which was 2.021 at the .05 level of significance using a two tailed test. This implied that principal - respondents who were in the pink of health or physically healthy and had served for quite a number of years as school principal had better job performance along organizational competence.

Nine out of 12 profile variables were not significantly correlated with the job performance of the principal-respondents along organizational competence, as revealed by the computed t-values of the obtained r-value. The computed Fisher's t-values were less than the tabular t-value which was 2.021 at the .05 level of significance using a two tailed test. This was true to the profile variables, age, sex, civil status, average monthly income, educational attainment, length of service, relevant seminars/trainings categorized as division level, regional level, and national level.

The correlation for one profile variable was not computed since it was not applicable because the respondents had no relevant international seminars/trainings.

Of the 12 profile variables, the following three profile variables obtained negative r-values, namely: civil status, length of service, and relevant seminars/trainings national level. This meant that as job performance of the principal-respondents along organizational competence increases the action tends to decrease the effect on the other variable. This meant that according to coding used for civil status, single principal-respondents had higher levels of job performance along organizational competence compared to the married one. This must be because the single principal had only his/her self to organize unlike the married ones that they had to attend to their families. Also, the principal-respondents who had served as principal for longer period had low level of job performance along organizational competence. This must be because being long

in the service they were set in their ways as principals. The saying that new broom sweeps well must be true. As to relevant seminars/trainings national level attended by principal-respondents, those who had attended more national seminars/trainings had lower job performance as to organizational competence. This must be because, since these principal-respondents were busy attending seminars/trainings in the national level, they had to miss some of their functions and so had lower level of job performance.

Professional and personal characteristics. It can be gleaned from the data in Table 19 that only one profile variable, average monthly income, out of 12 profile variables were significantly related with job performance of the principal-respondents along professional and personal characteristics, the obtained r of 0.537 revealed computed Fisher's t-values of 3.653, which was greater than the tabular t-value of 2.021 at the .05 level of significance using a two tailed test. This implied that principal-respondents whose income was higher such as those earning Php 38,000 had better job performance along professional and personal characteristics. This must be because principals were expected to have bigger share in contributions pertaining to school and community activities especially if they spear head the activity and improvement.

Ten out of 12 profile variables were not significantly correlated with the job performance of the principal-respondents along professional and personal characteristics, as revealed by the computed t-values of the obtained r-value. The

Table 19

Relationship Between Job Performance of the Principals Along Professional and Personal Characteristics and Their Profile

Profile	r_{xy}	Fisher's t	t_{tab}; α=0.05; df=33	Evaluation
Age	-0.129	0.749	2.021	NS/Accept Ho
Sex	-0.061	0.349	2.021	NS/Accept Ho
Civil Status	-0.036	0.207	2.021	NS/Accept Ho
Average Monthly Income	0.537	3.653	2.021	S/Reject Ho
Educational Attainment	-0.052	0.298	2.021	NS/Accept Ho
Length of Service	0.195	1.141	2.021	NS/Accept Ho
No. yearas being Sch. Principal	0.250	1.485	2.021	NS/Accept Ho
Physical Health	-0.134	0.774	2.021	NS/Accept Ho
Relevant Seminars/Trainings				
Division	-0.140	0.813	2.021	NS/Accept Ho
Regional	0.045	0.256	2.021	NS/Accept Ho
National	0.029	0.167	2.021	NS/Accept Ho
International	NA	NA	NA	NA

Legend: NS - Not significant
S - Significant

computed Fisher's t-values were less than the tabular t-value which was 2.021 at the .05 level of significance using a two tailed test. This was true to the profile variables, age, sex, civil status, educational attainment, length of service, relevant seminars/trainings categorized as division level, regional level, and national level.

One profile variable, the correlation was not computed since it was not applicable because the respondents had no relevant international seminars/trainings attended.

Of the 12 profile variables, the following six profile variables obtained negative r-values, namely: age, sex, civil status, educational attainment, length of service, and relevant seminars/trainings division level. This meant that as job performance of the principal-respondents along professional and personal characteristics increased the action tend to decrease the effect on the mentioned profile variables.

As to age, this meant that as the principal got older its job performance along professional and personal characteristics decreased and vice versa. This must be because as the principal gets older his/her job performance along professional and personal characteristics decreases.

As to sex, female principal –respondents had lower job performance along professional and personal characteristics compared to the male. This must be because the male-dominated leadership was still prepared by our country.

As to civil status, this meant that according to coding used for civil status, single principal-respondents had higher levels of job performance along professional and personal characteristics compared to the married one. This must be because the single principal had only his/her self to organize unlike the married ones that they have to attend to their families.

As to number of years being school principal, the principal-respondents who had served as principal for longer period had low level of job performance along professional and personal characteristics. This must be because being long in the service they were set in their ways as principals. The saying that new broom sweeps well must be true including showing professional and personal characteristics.

As to relevant seminars/trainings division level attended by principal-respondents, those who had attended more division seminars/trainings have lower job performance as to professional and personal characteristics. This must be because, since these principal-respondents were busy attending seminars/trainings in the division level, they had to miss some of their functions and so had lower level of job performance.

Punctuality and attendance. It can be gleaned from the data in Table 20 that two out of 12 profile variables, namely: civil status and relevant seminars/trainings national level were significantly related with job performance of the principal-respondents along punctuality and attendance, the obtained r of -0.378 and -0.404 revealed computed Fisher's t-values of 2.348 and 2.535, which were greater than the tabular t-value which was 2.021 at the .05 level of significance using a two tailed test. This implied that principal –respondents who were either single or married and had attended relevant seminars/trainings in the national level had better job performance along punctuality and attendance.

Table 20

Relationship Between Job Performance of the Principals Along Punctuality and Attendance and Their Profile Variates

Profile	r_{xy}	Fisher's t	t_{tab}; α=0.05; df=33	Evaluation
Age	0.008	0.048	2.021	NS/Accept Ho
Sex	-0.155	0.900	2.021	NS/Accept Ho
Civil Status	-0.378	2.348	2.021	S/Reject Ho
Average Monthly Income	0.115	0.665	2.021	NS/Accept Ho
Educational Attainment	-0.048	0.275	2.021	NS/Accept Ho
Length of Service	-0.028	0.158	2.021	NS/Accept Ho
No. years being Sch. Principal	0.074	0.428	2.021	NS/Accept Ho
Physical Health	0.102	0.586	2.021	NS/Accept Ho
Relevant Seminars/Trainings				
Division	-0.126	0.728	2.021	NS/Accept Ho
Regional	0.012	0.066	2.021	NS/Accept Ho
National	-0.404	2.535	2.021	S/Reject Ho
International	NA	NA	NA	NA

Legend: NS - Not significant
S - Significant

Nine out of 12 profile variables were not significantly correlated with the job performance of the principal-respondents along punctuality and attendance, as revealed by the computed t-values of the obtained r-value. The computed Fisher's t-values were less than the tabular t-value which was 2.021 at the .05 level of significance using a two tailed test. This was true to the profile variables, age, sex, average monthly income, educational attainment, length of

service, number of years being school principal, relevant seminars/trainings categorized as division level, and regional level.

For one profile variable, the correlation was not computed since it was not applicable because the respondents had no relevant international seminars/trainings.

Of the 12 profile variables, the following six profile variables obtained negative r-values, namely: sex, civil status, educational attainment, length of service, and relevant seminars/trainings division and national level.

This meant that as job performance of the principal-respondents along punctuality and attendance increased the action tend to decrease the effect on the mentioned profile variables.

As to sex, female principal –respondents had lower job performance along punctuality and attendance compared to the male. This must be because the male-dominated leadership was still preferred by the country.

As to civil status, this meant that according to coding used for civil status, single principal-respondents had higher levels of job performance along punctuality and attendance compared to the married one. This must be because the single principal had only his/her self to organize unlike the married ones that they had to attend to their families.

As to length of service, the principal-respondents who had served as principal for longer period had low level of job performance along punctuality and attendance. This must be because being long in the service they were set in

their ways as principals. The saying that new broom sweeps well must be true including showing punctuality and attendance.

As to relevant seminars/trainings division and national levels attended by principal-respondents, those who had attended more division and national seminars/trainings had lower job performance as to punctuality and attendance. This must be because, since these principal-respondents were busy attending seminars/trainings in the division level and national level, they had to miss some of their functions and so had lower level of job performance.

Awards and achievement. As to awards, it can be gleaned from the data in Table 21 that one out of 12 profile variables, average monthly income was significantly related with job performance of the principal-respondents along awards received, as revealed by the computed t-values of 2.330 of the obtained r-value which was 0.376. The computed Fisher's t-value was greater than the tabular t-value which was 2.021 at the .05 level of significance using a two tailed test.

The following profile variables were not significantly related to job performance of the principal-respondents based on awards received, namely: age, sex, civil status, educational attainment, length of service, number of years being school principal, physical health, relevant seminars/trainings categorized as division level, and regional levels

For one profile variable, the correlation was not computed since it was not applicable because the respondents had no national awards.

Table 21

Relationship Between Job Performance of the Principals Along Awards and Achievements and Their Profile

Profile	r_{xy}	Fisher's t	t_{tab}; α=0.05; df=33	Evaluation
Awards				
Age	-0.158	0.922	2.021	NS/Accept Ho
Sex	-0.081	0.468	2.021	NS/Accept Ho
Civil Status	-1E-16	0.000	2.021	NS/Accept Ho
Average Monthly Income	0.376	2.330	2.021	S/Reject Ho
Educational Attainment	-0.322	1.956	2.021	NS/Accept Ho
Length of Service	0.024	0.138	2.021	NS/Accept Ho
No. years being Sch. Principal	0.016	0.094	2.021	NS/Accept Ho
Physical Health	0.014	0.082	2.021	NS/Accept Ho
Relevant Seminars/Trainings				
Division	-0.007	0.039	2.021	NS/Accept Ho
Regional	0.093	0.535	2.021	NS/Accept Ho
National	NA	NA	NA	NA
Achievements				
Age	-0.110	0.634	2.021	NS/Accept Ho
Sex	-0.255	1.516	2.021	NS/Accept Ho
Civil Status	-0.301	1.816	2.021	NS/Accept Ho
Average Monthly Income	0.664	5.099	2.021	S/Reject Ho
Educational Attainment	0.044	0.255	2.021	NS/Accept Ho
Length of Service	0.082	0.472	2.021	NS/Accept Ho
No. years being Sch. Principal	0.214	1.258	2.021	NS/Accept Ho
Physical Health	0.132	0.762	2.021	NS/Accept Ho
Relevant Seminars/Trainings				
Division	0.118	0.685	2.021	NS/Accept Ho
Regional	-0.124	0.716	2.021	NS/Accept Ho
National	-0.194	1.135	2.021	NS/Accept Ho

Of the 11 profile variables correlated job performance along awards, the following five profile variables obtained negative r-values, namely: age, sex, civil status, educational attainment, and relevant seminars/trainings division level.

This meant that as job performance of the principal-respondents along awards received increased the action tend to decrease the effect on the mentioned profile variables.

As to age, older principal-respondents had lower job performance along awards received. This must be because the older principal could not motivate their young teachers to work hard for the improvement of the school or was not anymore active and so did not have awards or recognition.

As to civil status, this meant that according to coding used for civil status, single principal-respondents had higher levels of job performance along awards compared to the married one. This must be because the single principal had only his/her self so he/she could devise or spent time to improving his/her school or work for an award of good performance.

As to educational attainment, the principal-respondents who had served as high educational attainment had low level of job performance along awards. This must be because being high in educational attainment meant that the principal-respondents would have better pay because of the educational background and so would not work on getting an award because of work performance but would aim at obtaining a doctor's degree to have better educational performance.

As to relevant seminars/trainings division level attended by principal-respondents, those who had attended more division seminars/trainings had lower job performance as to awards. This must be because, since these principal-respondents were busy attending seminars/trainings in the division level, they had to miss some of their functions and so had lower level of job performance along awards.

As to achievements, it can be gleaned from the data in Table 23, that one out of 11 profile variables presented, average monthly income was significantly related with job performance of the principal-respondents along achievement, as revealed by the computed t-values of 5.099 of the obtained r-value which was 0.664. The computed Fisher's t-value was greater than the tabular t-value which was 2.021 at the .05 level of significance using a two tailed test.

The following profile variables were not significantly related to job performance of the principal-respondents based on achievements, namely: age, sex, civil status, educational attainment, length of service, number of years being school principal, physical health, relevant seminars/trainings categorized as division level, regional, and national levels. The hypothesis which stated, "There is no significant relationship between job performance of the principal-respondents along achievement" is accepted.

Of the 11 profile variables correlated with job performance along achievements, the following five profile variables obtained negative r-values,

namely: age, sex, civil status, and relevant seminars/trainings regional and national level.

This meant that as job performance of the principal-respondents along achievement increased the action tend to decrease the effect on the mentioned profile variables.

As to age, older principal-respondents had lower job performance along achievement. This must be because the older principal could not motivate their young teachers to work hard for the improvement of the school or was not anymore active and so did not have this as their achievement.

As to sex, female principal-respondents had low job performance along achievement compared to the male. This must be because the male-dominated leadership was still preferred by the country.

As to civil status, this meant that according to coding used for civil status, single principal-respondents had higher levels of job performance along achievement compared to the married one. This must be because the single principal had only his/her self so he/she could devise or spent time to improving his/her school or work for an achievement.

As to educational attainment, the principal-respondents who had served as high educational attainment had low level of job performance along achievement. This must be because being high in educational attainment meant that the principal-respondents would have better pay because of the educational

background and so would not work on getting an achievement because of work performance but would aim at obtaining a doctor's degree to have better educational performance.

As to relevant seminars/trainings regional and national level attended by principal-respondents, those who had attended more regional and national seminars/trainings have lower job performance as to achievements. This must be because, since these principal-respondents were busy attending seminars/trainings in the regional and national level, they had to miss some of their functions and so had lower level of job performance along achievements.

Relationship between Principal-Respondents' Level of Emotional Intelligence and their Job Performance

The relationship between the principal-respondents' level of emotional intelligence along personal and social competencies and their job performance along organizational competence, personal and professional characteristics, and punctuality and attendance is presented in this section.

Personal competencies. The correlation between the principal-respondents' level of emotional intelligence along personal competence, and the job performance of the principal-respondents along organizational competence, personal and professional characteristics, and punctuality and attendance is presented Table 22.

Table 22

Relationship Between Emotional Intelligence of the Principals along Personal Competencies and their Job Performance

Profile	r_{xy}	Fisher's t	t_{tab}; α=0.05; df=33	Evaluation
Organizational Competence	0.249	1.475	2.021	NS/Accept Ho
Professional and Personal Characteristics	0.309	1.869	2.021	NS/Accept Ho
Punctuality and Attendance	0.236	1.396	2.021	NS/Accept Ho
Awards and Achievement				

Legend: NS - Not significant
S - Significant

As to organizational competence of the principal-respondents, the correlation between the principal-respondents' level of emotional intelligence along personal competence and job performance as to organizational competence revealed a computed r of 0.249 indicating a low correlation between the variables, the computed t-value was 1.475, which value was lesser than the critical t-value of 2.021 at 0.05 level of significance and df = 33. This led to the acceptance of the hypothesis, which stated, "There is no significant relationship between the principal-respondents' level of emotional intelligence along personal competence and job performance as to organizational competence". This indicated that the principal-respondents' level of emotional intelligence along personal competence was not significantly related to the principal-respondents'

job performance as to organizational competence. The result meant that principal-respondents' job performance as to organizational competence was not influenced by the level of emotional intelligence along personal competence, that the level of emotional intelligence along personal competence of the principal-respondents did not influence his/her job performance as to organizational competence.

As to personal and professional characteristics of the principal-respondents, the correlation between the principal-respondents' level of emotional intelligence along personal competence and job performance as to personal and professional characteristics revealed a computed r of 0.309 indicating a low correlation between the variables, the computed t-value was 1.869, which value was lesser than the critical t-value of 2.021 at 0.05 level of significance and df = 33. This led to the acceptance of the hypothesis, which stated, "There is no significant relationship between the principal-respondents' level of emotional intelligence along personal competence and job performance as to personal and professional characteristics". This indicated that the principal-respondents' level of emotional intelligence along personal competence was not significantly related to the principal-respondents' job performance as to personal and professional characteristics. The result meant that principal-respondents' job performance as to personal and professional characteristics was not influenced by the level of emotional intelligence along personal competence, that the level of emotional intelligence along personal competence of the principal-respondents

did not influence his/her job performance as to personal and professional characteristics.

As to punctuality and attendance of the principal-respondents, the correlation between the principal-respondents' level of emotional intelligence along personal competence and job performance as to punctuality and attendance revealed a computed r of 0.236 indicating a low correlation between the variables, the computed t-value was 1.396, which value was lesser than the critical t-value of 2.021 at 0.05 level of significance and df = 33. This led to the acceptance of the hypothesis, which stated, "There is no significant relationship between the principal-respondents' level of emotional intelligence along personal competence and job performance as to punctuality and attendance". This indicated that the principal-respondents' level of emotional intelligence along personal competence was not significantly related to the principal-respondents' job performance as to punctuality and attendance. The result meant that principal-respondents' job performance as to punctuality and attendance was not influenced by the level of emotional intelligence along personal competence, that the level of emotional intelligence along personal competence of the principal-respondents did not influence his/her job performance as to punctuality and attendance.

Social competencies. The correlation between the principal-respondents' level of emotional intelligence along social competencies, and the job performance of the principal-respondents along organizational competence,

personal and professional characteristics, punctuality and attendance, and awards and achievements are presented in Table 23 below.

Table 23

Relationship Between Emotional Intelligence of the Principals Along Social Competencies and their Job Performance

Profile	r_{xy}	Fisher's t	t_{tab}; α=0.05; df=33	Evaluation
Organizational Competence	0.199	1.164	2.021	NS/Accept Ho
Professional and Personal Characteristics	0.079	0.456	2.021	NS/Accept Ho
Punctuality and Attendance	0.233	1.378	2.021	NS/Accept Ho
Awards and Achievement				

Legend: NS - Not significant
S - Significant

As to organizational competence of the principal-respondents, the correlation between the principal-respondents' level of emotional intelligence along social competencies and job performance as to organizational competence revealed a computed r of 0.199 indicating a low correlation between the variables, the computed t-value was 1.164, which value was lesser than the critical t-value of 2.021 at 0.05 level of significance and df = 33. This led to the acceptance of the hypothesis, which stated, "There is no significant relationship

between the principal-respondents' level of emotional intelligence along social competencies and job performance as to organizational competence".

This indicated that the principal-respondents' level of emotional intelligence along social competencies was not significantly related to the principal-respondents' job performance as to organizational competence. The result meant that principal-respondents' job performance as to organizational competence was not influenced by the level of emotional intelligence along social competencies, that the level of emotional intelligence along social competencies of the principal-respondents did not influence his/her job performance as to organizational competence.

As to personal and professional characteristics of the principal-respondents, the correlation between the principal-respondents' level of emotional intelligence along social competencies and job performance as to personal and professional characteristics revealed a computed r of 0.079 indicating a negligible correlation between the variables, the computed t-value was 0.456, which value was lesser than the critical t-value of 2.021 at 0.05 level of significance and df = 33. This led to the acceptance of the hypothesis, which stated, "There is no significant relationship between the principal-respondents' level of emotional intelligence along social competencies and job performance as to personal and professional characteristics". This indicated that the principal-respondents' level of emotional intelligence along social competencies is not significantly related to the principal-respondents' job performance as to personal

and professional characteristics. The result meant that principal-respondents' job performance as to personal and professional characteristics was not influence by the level of emotional intelligence along social competencies, that the level of emotional intelligence along social competencies of the principal-respondents did not influence his/her job performance as to personal and professional characteristics.

As to punctuality and attendance of the principal-respondents, the correlation between the principal-respondents' level of emotional intelligence along social competencies and job performance as to punctuality and attendance revealed a computed r of 0.233 indicating a low correlation between the variables, the computed t-value was 1.378, which value was lesser than the critical t-value of 2.021 at 0.05 level of significance and df = 33. This led to the acceptance of the hypothesis, which stated, "There is no significant relationship between the principal-respondents' level of emotional intelligence along social competencies and job performance as to punctuality and attendance". This indicates that the principal-respondents' level of emotional intelligence along social competencies was not significantly related to the principal-respondents' job performance as to punctuality and attendance. The result meant that principal-respondents' job performance as to punctuality and attendance was not influence by the level of emotional intelligence along social competencies, that the level of emotional intelligence along social competencies of the principal-

respondents did not influence his/her job performance as to punctuality and attendance.

Level of Achievement of Pupils per School Based on their Scores in the 2010 National Achievement Test

Another way of evaluating the principal-respondents job performance is based on pupil-respondents' level of achievement in the National Achievement Test (NAT). Presented in Table 24 is the level of achievement of pupil-respondents per school in the 2010 National Achievement Test (NAT).

Table 24

Level of Achievement of Pupil-Respondents per School in the 2010 NAT

NAT (MPS)	f	Percent
96.51 - 99.50	3	8.57
93.51 - 95.50	2	5.71
90.51 - 93.50	9	25.71
87.51 - 90.50	7	20.00
84.51 - 87.50	10	28.57
81.51 - 84.50	1	2.86
78.51 - 81.50	0	0.00
75.51 - 78.50	1	2.86
72.51 - 75.50	1	2.86
69.51 - 72.50	2	5.71
Total	**36**	**100.00**
Mean	**88.33**	-
SD	**5.95**	-

As reflected in the table, 10 schools obtained a NAT MPS in the range 84.51-87.50, nine of them have NAT MPS in the range, 90.51-93.50, seven of them have a NAT MPS of 87.51-90.50. The remaining nine schools have NAT MPS of 96.51-99.50, 93.51-95.50, 81.51-84.50, 75.51-78.50, 72.51-75.50, and 69.51-72.50. It can be noted in the table that majority of the schools have exceed the target NAT MPS which is 75 percent, that is, except for two of them which obtained a NAT MPS of 72.51-75.50, and 69.51-72.50 percent. The mean of the NAT MPS is 88.33 and the SD value is 5.95, which shows a slight dispersion of the obtained NAT MPS compared to the mean NAT MPS. So, in terms of NAT MPS of the pupils, the principal-respondents have performed as to expectations.

Relationship between Principal-Respondents' Level of Emotional Intelligence and Pupils' Level of Achievement in 2010 NAT

This section discusses the relationship between principal-respondents' level of emotional intelligence and pupils' level of achievement per school in the 2010 National Achievement Test as presented in Table 25.

The correlation between principal-respondents' level of emotional intelligence along personal competence and pupils' level of achievement in the 2010 NAT obtained a computed r of 0.249 indicating a low correlation between the variables, the computed t-value was 1.475, which value is lesser than the critical t-value of 2.021 at 0.05 level of significance and df = 33. This led to the acceptance of the hypothesis, which states, "there is no significant relationship

between pupils' level of achievement per school in the 2010 National Achievement Test (NAT) and principal-respondents' emotional intelligence along personal competence".

Table 25

Relationship Between Emotional Intelligence of Principal-Respondents and Pupils' Level of Achievement in the 2010 NAT

Emotional Intelligence	r_{xy}	Fisher's t	t_{tab}; α=0.05; df=33	Evaluation
Personal Competence	0.249	1.475	2.021	NS/Accept Ho
Social Competence	-0.245	1.869	2.021	NS/Accept Ho

Legend: NS - Not significant
S - Significant

This indicates that the principal-respondents' level of emotional intelligence along personal competence is not significantly related to the principal-respondents' job performance as to pupils' achievement in the NAT. The result meant that principal-respondents' job performance as to pupils' achievement in the NAT is not influence by the level of emotional intelligence along personal competence, that the level of emotional intelligence along personal competence of the principal-respondents do not influence his/her job performance as to pupils' achievement in the NAT.

As to the correlation between pupil's level of achievement in the NAT and principal-respondents' level of emotional intelligence along social

competencies, reveals a computed r of -0.245 indicating a low correlation between the variables, the negative r-value denotes an inverse relationship between the variables. A negative r-value indicates an inverse relationship between the variables. This meant that principal-respondents' job performance as to pupils' achievement in the NAT is high under a principal-respondents' whose level of emotional intelligence along social competencies is low and vice versa. The computed t-value was 1.453, which value is lesser than the critical t-value of 2.021 at 0.05 level of significance and df = 33. This led to the acceptance of the hypothesis, which states, "there is no significant relationship between pupils' level of achievement per school in the 2010 National Achievement Test (NAT) and principal-respondents' emotional intelligence along social competence".

This indicates that the principal-respondents' level of emotional intelligence along social competence is not significantly related to the principal-respondents' job performance as to pupils' achievement in the NAT. The result meant that principal-respondents' job performance as to pupils' achievement in the NAT is not influence by the level of emotional intelligence along social competencies, that the level of emotional intelligence along social competence of the principal-respondents do not influence his/her job performance as to pupil performance in the 2010 NAT.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of the findings, together with the conclusions based on the findings and the recommendations based on the conclusions.

Summary of Findings

The following were the major findings of this study:

1. As to profile of the 35 principal-respondents, the respondents had a mean age of 49.41 years old, 25 of them were females while 10 of them were males, majority of them (29 or 82.86 percent) were married, had an average family monthly income of Php 31,930.72, with most of them had earned MA/MS units, with a mean length of service of 25.44 years, with 4.76 years as mean number of years as principal, with majority of them their health allowed them perform their normal functions as principal, and had attended at least one national seminar/training, two regional seminars/trainings, and six division seminars/trainings.

2. As to level of emotional intelligence (EI) along personal competencies dimensions, as to self-awareness, the obtained mean was 3.85 interpreted as "usually true", as to self-regulation, the obtained mean was 3.92 interpreted as "usually true", and as to motivation the obtained mean was 4.07

interpreted as "usually true". The grand mean for the personal competencies was 3.94 interpreted as "usually true".

3. As to level of emotional intelligence (EI) along social competencies dimension, empathy the obtained mean was 3.88 interpreted as "usually true", social skills, the obtained mean was 3.44 interpreted as "usually true". The grand mean for the social competencies of the respondents was 3.66 interpreted as "usually true".

4. The relationship between the principal-respondents' level of emotional intelligence along personal competence and their personal variates, namely: age, sex, civil status, average family monthly income, highest educational attainment, length of service, number of years as school principal, physical health, and relevant seminars/trainings attended of national, regional and division level were not significant. The null hypothesis, "There is no significant relationship between principal-respondents' level of emotional intelligence along personal competence and their personal variates" was accepted.

5. The relationship between the principal-respondents' level of emotional intelligence along personal competence and relevant seminars/trainings attended of international level was not computed since not one of the principal -respondents had attended international training.

6. The relationship between the principal-respondents' level of emotional intelligence along social competencies and their personal variates,

namely: age, sex, civil status, average family monthly income, highest educational attainment, length of service, number of years as school principal, physical health, and relevant seminars/trainings attended of national, regional and division level were not significant. The null hypothesis, "There is no significant relationship between principal-respondents' level of emotional intelligence along social competencies and their personal variates" was accepted.

7. The relationship between the principal-respondents' level of emotional intelligence along social competencies and relevant seminars/trainings attended of international level was not computed since not one of the principal -respondents had attended international training.

8. The level of the principal-respondents' job performance based on organizational competence as to instructional supervision, development/ implementation of educational programs, administrative management, and performance assessment were rated in the range from 5.60 to 8.59 interpreted as "very satisfactory", the grand mean obtained was 8.22 interpreted as "very satisfactory".

9. The level of the principal-respondents' job performance based on professional and personal characteristics as to decisiveness, honesty/integrity, dedication/commitment, initiative/resourcefulness, courtesy, human relations, leadership, stress tolerance, fairness/justice, proper attire/good grooming obtained a grand mean of 8.72 interpreted as outstanding.

10. The level of the principal-respondents' job performance based on punctuality and attendance obtained a grand mean of 7.48 interpreted as "very satisfactory".

11. The level of the principal-respondents' job performance based on awards results reveal that majority of them had division awards and two of them had national and regional awards.

12. The level of the principal-respondents' job performance based on achievement revealed that majority of them had division achievement, while 3 of them had regional achievement.

13. The relationship between principal-respondents job performance along organizational competence and their profile revealed that number of years as school principal with an r-value of 0.469, and a t-value of 3.054, and physical health with an r-value of 0.377 and a t-value of 2.337 were significantly related to principal-respondents job performance along organizational competence. The null hypothesis, "There is no significant relationship between principal-respondents job performance along organizational competence and the number of years as school principal" was rejected. Also, the hypothesis, "There is no significant relationship between principal-respondents job performance along organizational competence and physical health" was rejected.

14. The relationship between principal-respondents job performance along organizational competence and the profile variables, age, sex, civil status, average monthly income, educational attainment, length of service, relevant

seminars/trainings categorized as division level, regional level, and national level were not significantly related, the computed Fisher's t-values based on the obtained r-values were less than the tabular t-value which was 2.021 at the .05 level of significance using a two tailed test.

15. The relationship between principal-respondents job performance along professional and personal characteristics, only one profile variable, average monthly income, was significantly related with job performance of the principal-respondents, the obtained r of 0.537 revealed computed Fisher's t-values of 3.653, which was greater than the tabular t-value of 2.021 at the .05 level of significance using a two tailed test.

16. The relationship between principal-respondents job performance along professional and personal characteristics reveals that age, sex, civil status, educational attainment, length of service, relevant seminars/trainings categorized as division level, regional level, and national level were not significantly related with the job performance of the principal-respondents, the computed t-values of the obtained r-value were less than the tabular t-value which was 2.021 at the .05 level of significance using a two tailed test.

17. The relationship between principal-respondents job performance along punctuality and attendance reveal that civil status and relevant seminars/trainings national level were significantly related with job performance of the principal-respondents along punctuality and attendance, the obtained r of -0.378 and -0.404 revealed computed Fisher's t-values of 2.348 and 2.535, which

were greater than the tabular t-value which was 2.021 at the .05 level of significance using a two tailed test.

18. The relationship between principal-respondents job performance along punctuality and attendance revealed that age, sex, average monthly income, educational attainment, length of service, number of years being school principal, relevant seminars/trainings categorized as division level, and regional level were not significantly related with the job performance of the principal-respondents along punctuality and attendance, as revealed by the computed t-values of the obtained r-value. The computed Fisher's t-values were less than the tabular t-value which was 2.021 at the .05 level of significance using a two tailed test.

19. The relationship between principal-respondents job performance along awards revealed that average monthly income was significantly related with job performance of the principal-respondents along awards received, as revealed by the computed t-values of 2.330 of the obtained r-value which was 0.376. The computed Fisher's t-value is greater than the tabular t-value which was 2.021 at the .05 level of significance using a two tailed test.

20. The relationship between principal-respondents job performance along awards revealed that age, sex, civil status, educational attainment, length of service, number of years being school principal, physical health, relevant seminars/trainings categorized as division level, and regional levels were not significantly related.

21. The relationship between principal-respondents job performance along achievement revealed that, average monthly income was significantly related with job performance of the principal-respondents along achievement, as revealed by the computed t-values of 5.099 of the obtained r-value which was 0.664. The computed Fisher's t-value was greater than the tabular t-value which was 2.021 at the .05 level of significance using a two tailed test.

22. The following profile variables were not significantly related to job performance of the principal-respondents based on achievements, namely: age, sex, civil status, educational attainment, length of service, number of years being school principal, physical health, relevant seminars/trainings categorized as division level, regional, and national levels. The hypothesis which stated, "There is no significant relationship between job performance of the principal-respondents along achievement" was accepted.

23. The relationship between principal-respondents level of emotional intelligence along personal competencies and their job performance as to organizational competence revealed a computed r of 0.249 indicating a low correlation between the variables, the computed t-value was 1.475, which value was lesser than the critical t-value of 2.021 at 0.05 level of significance and df = 33. The hypothesis, "There is no significant relationship between the principal-respondents' level of emotional intelligence along personal competence and job performance as to organizational competence" was accepted.

24. The relationship between principal-respondents level of emotional intelligence along personal competencies and their job performance as to personal and professional characteristics revealed a computed r of 0.309 indicating a low correlation between the variables, the computed t-value was 1.869, which value was lesser than the critical t-value of 2.021 at 0.05 level of significance and df = 33. The hypothesis, "There is no significant relationship between the principal-respondents' level of emotional intelligence along personal competence and job performance as to personal and professional characteristics" was accepted.

25. The relationship between principal-respondents level of emotional intelligence along personal competencies and their job performance as to punctuality and attendance revealed a computed r of 0.236 indicating a low correlation between the variables, the computed t-value was 1.396, which value was lesser than the critical t-value of 2.021 at 0.05 level of significance and df = 33. The hypothesis, "There is no significant relationship between the principal-respondents' level of emotional intelligence along personal competence and job performance as to punctuality and attendance" was accepted.

26. The relationship between the principal-respondents' level of emotional intelligence along social competencies and their job performance along organizational competence revealed a computed r of 0.199 indicating a low correlation between the variables, the computed t-value was 1.164, which value was lesser than the critical t-value of 2.021 at 0.05 level of significance and df =

33. The hypothesis, "There is no significant relationship between the principal-respondents' level of emotional intelligence along social competencies and job performance as to organizational competence" was accepted.

27. The relationship between the principal-respondents' level of emotional intelligence along social competencies and their job performance along personal and professional characteristics revealed a computed r of 0.079 indicating a negligible correlation between the variables, the computed t-value was 0.456, which value was lesser than the critical t-value of 2.021 at 0.05 level of significance and df = 33. The hypothesis, "There is no significant relationship between the principal-respondents' level of emotional intelligence along social competencies and job performance as to personal and professional characteristics" was accepted.

28. The relationship between the principal-respondents' level of emotional intelligence along social competencies and their job performance along punctuality and attendance revealed a computed r of 0.233 indicating a low correlation between the variables, the computed t-value was 1.378, which value was lesser than the critical t-value of 2.021 at 0.05 level of significance and df = 33. The hypothesis, "There is no significant relationship between the principal-respondents' level of emotional intelligence along social competencies and job performance as to punctuality and attendance" was accepted.

29. The relationship between the principal-respondents' level of emotional intelligence along social competencies and their job performance along

awards received revealed by the computed t-values of 2.330 of the obtained r-value which was 0.376. The computed Fisher's t-value was greater than the tabular t-value which was 2.021 at the .05 level of significance using a two tailed test. The following profile variables were not significantly related to job performance of the principal-respondents based on awards received, namely: age, sex, civil status, educational attainment, length of service, number of years being school principal, physical health, relevant seminars/trainings categorized as division level, and regional levels. The hypothesis, "There is no significant relationship between the principal-respondents' level of emotional intelligence along social competencies and job performance as to awards received" was accepted.

30. The relationship between the principal-respondents' level of emotional intelligence along social competencies and their job performance along achievement revealed a computed t-values of 5.099 of the obtained r-value which was 0.664. The computed Fisher's t-value was greater than the tabular t-value which was 2.021 at the .05 level of significance using a two tailed test. The hypothesis, "There is no significant relationship between the principal-respondents' level of emotional intelligence along social competencies and job performance as to achievements" was accepted.

31. The following profile variables were not significantly related to job performance of the principal-respondents based on achievements, namely: age, sex, civil status, educational attainment, length of service, number of years being

school principal, physical health, relevant seminars/trainings categorized as division level, regional, and national levels. The hypothesis which stated, "There is no significant relationship between job performance of the principal-respondents along achievement" is accepted.

32. The level of achievement of pupils per school in the 2010 NAT obtained a grand mean of 88.33 for the MPS which was above the target MPS of 75.

33. The correlation between principal-respondents' level of emotional intelligence along personal competence and pupils' level of achievement in the 2010 NAT obtained a computed r of 0.249 indicating a low correlation between the variables, the computed t-value was 1.475, which value is lesser than the critical t-value of 2.021 at 0.05 level of significance and df = 33. This led to the acceptance of the hypothesis, which states, "there is no significant relationship between pupils' level of achievement per school in the 2010 National Achievement Test (NAT) and principal-respondents' emotional intelligence along personal competence".

34. The correlation between pupil's level of achievement per school in the 2010 NAT and principal-respondents' level of emotional intelligence along social competencies, reveals a computed r of -0.245 indicating a low correlation between the variables, the negative r-value denotes an inverse relationship between the variables. The computed t-value was 1.453, which value is lesser than the critical t-value of 2.021 at 0.05 level of significance and df = 33. This led

to the acceptance of the hypothesis, which states, "there is no significant relationship between pupils' level of achievement per school in the 2010 National Achievement Test (NAT) and principal-respondents' emotional intelligence along social competence".

Conclusions

Based on the major findings of the study, the following conclusions were derived:

1. Majority of the principal -respondents were females, married, and middle aged, had only the minimum educational qualification, (that is, with units in MA/MS degrees only with few having Ph.D. degrees), the majority of them had high salaries (Php 30,000-Php 38,000) with an average of almost 25 years in service, had been principal for almost five years, were generally healthy and had more division seminars/trainings few regional and national trainings attended.

2. The level of emotional intelligence (EI) along personal competencies dimensions of the principal-respondents was high as indicated by their answer of "usually true".

3. The level of emotional intelligence (EI) along social competencies dimension of the principal -respondents was high as indicated by their answer of usually true.

4. The principal-respondents' level of emotional intelligence along personal competence and their personal variates, namely: age, sex, civil status, average family monthly income, highest educational attainment, length of service, number of years as school principal, physical health, and relevant seminars/trainings attended of national, regional and division level were not significantly related.

5. The relationship between the principal-respondents' level of emotional intelligence along social competencies and their personal variates, namely: age, sex, civil status, average family monthly income, highest educational attainment, length of service, number of years as school principal, physical health, and relevant seminars/trainings attended of national, regional and division level were not significantly related.

6. The principal-respondents' level of job performance based on organizational competence as to instructional supervision, development/ implementation of educational programs, administrative management, and performance assessment were "very satisfactory".

7. The principal-respondents' level of job performance based on professional and personal characteristics as to decisiveness, honesty/integrity, dedication/commitment, initiative/resourcefulness, courtesy, human relations, leadership, stress tolerance, fairness/justice, proper attire/good grooming were outstanding.

8. The principal-respondents' level of job performance based on punctuality and attendance was "very satisfactory".

9. The principal-respondents' job performance based on awards reveal that majority of them had division awards only.

10. The level of the principal-respondents' job performance based on achievement revealed that majority of them had division achievements only.

11. The relationship between principal-respondents job performance along organizational competence and number of years as school principal, and physical health were significantly related.

12. The relationship between principal-respondents job performance along organizational competence and age, sex, civil status, average monthly income, educational attainment, length of service, relevant seminars/trainings categorized as division level, regional level, and national level were not significantly related.

13. The relationship between principal-respondents job performance along professional and personal characteristics showed that only average family monthly income was significantly related with job performance of the principal-respondents.

14. The relationship between principal-respondents job performance along professional and personal characteristics and age, sex, civil status, educational attainment, length of service, relevant seminars/trainings

categorized as division level, regional level, and national level were not significantly related.

15. The relationship between principal-respondents job performance along punctuality and attendance and civil status and relevant seminars/trainings national level were significantly related.

16. The relationship between principal-respondents job performance along punctuality and attendance and age, sex, average monthly income, educational attainment, length of service, number of years being school principal, relevant seminars/trainings categorized as division level, and regional level were not significantly related.

17. The relationship between principal-respondents job performance along awards reveals and average monthly income was significantly related.

18. The relationship between principal-respondents job performance along awards and age, sex, civil status, educational attainment, length of service, number of years being school principal, physical health, relevant seminars/trainings categorized as division level, and regional levels were not significantly related.

19. The relationship between principal-respondents job performance along achievement and average monthly income was significantly related.

20. The profile variables, age, sex, civil status, educational attainment, length of service, number of years being school principal, physical health,

relevant seminars/trainings categorized as division level, regional, and national levels were not significantly related.

21. The relationship between principal-respondents level of emotional intelligence along personal competencies and their job performance as to organizational competence was not related significantly.

22. The relationship between principal-respondents level of emotional intelligence along personal competencies and their job performance as to personal and professional characteristics was not related significantly.

23. The relationship between principal-respondents level of emotional intelligence along personal competencies and their job performance as to punctuality and attendance is not related significantly.

24. The relationship between the principal-respondents' level of emotional intelligence along social competencies and their job performance along organizational competence was not related significantly.

25. The relationship between principal-respondents' level of emotional intelligence along social competencies and their job performance along personal and professional characteristics was not significantly related.

26. The relationship between principal-respondents' level of emotional intelligence along social competencies and their job performance along punctuality and attendance was not significantly related.

27. The relationship between principal-respondents' level of emotional intelligence along social competencies and their job performance along awards and achievements were not significantly related.

28. The mean of the NAT MPS of the pupils' level achievement is 88.33 and the SD value is 5.95, which showed a slight dispersion of the obtained NAT MPS compared to the mean NAT MPS. So, in terms of NAT MPS of the pupils, the principal-respondents had performed as to expectations.

29. The relationship between principal-respondents level of emotional intelligence along personal competencies and pupils' level of achievement per school in the 2010 in the NAT was not related.

30. The relationship between the principal-respondents' level of emotional intelligence along social competencies and pupils' level of achievement in the 2010 NAT was not significantly related.

Recommendations

The following are recommended in the light of the findings and conclusions of the study:

1. Considering that majority of the principal-respondents had only minimum educational qualifications, there is the need for principal-respondents to upgrade themselves by enrolling in graduate programs.

2. The principal-respondents have few regional and national seminars and no international seminars, it is suggested that the respondents should be sent to attend regional, national and international seminars.

3. The principal-respondents have average emotional intelligence only in some of the indicators along personal and social competencies, it is suggested that the respondents should raise their level of emotional intelligence along personal and social competencies.

4. No significant correlation was found between the emotional intelligence of the principal-respondents and their profile, which meant that principal respondents possessed high emotional intelligence and this was not influenced by their personal variates so, it is suggested that whatever criteria that was used to select them must be used.

5. The level of job performance of the principal –respondents is very satisfactory as to organizational competence, punctuality and attendance, outstanding in terms of personal and professional characteristics, and needs improvement in terms of awards and achievement, hence there is a need to improve job performance as to awards and achievement since some principal-respondents' schools were not able to reach the target MPS for the NAT.

6. The level of job performance of the principal–respondents along organizational competence was related to the profile variates number of years being school principal and physical health so the supervisor and schools division

superintendent should consider these in assigning principals to the different schools.

7. The level of job performance of the principal –respondents along professional and personal characteristics was related to the profile variates - average family monthly income so the supervisor and schools division superintendent should consider these in assigning principals to the different schools especially if the principal has to have other assignments.

8. The level of job performance of the principal–respondents along punctuality and attendance was related to the profile variates - average family monthly income and relevant seminars/trainings of the national level so the supervisor and schools division superintendent should consider these in assigning principals to the different schools especially if the principal is to commute to his/her school assignment or to spend his/her money first in letting them attend national seminars.

9. No significant correlation was found between the job performance of the principal-respondents and pupils' level of achievement in the NAT and profile of the principal-respondents, which meant that principal respondents performed his/her job but to raise the pupils' level of achievement in the NAT must be added bonus for him/her.

10. The level of job performance of the principal–respondents along awards and achievement is related to average family monthly income so the supervisor and schools division superintendent should consider these in

promoting teachers to principals especially if the principal was to commute to his/her school assignment, so corresponding increase in salary must be effected.

11. No significant correlation was found between the emotional intelligence of the principal-respondents along personal competencies and their job performance, which meant that principal respondents possessed high emotional intelligence and this does not influence their job performance.

12. No significant correlation was found between the emotional intelligence of the principal-respondents along social competencies and their job performance, which meant that principal respondents possessed high emotional intelligence along social competencies and this was not influenced by their job performance it is suggested that whatever criteria that was used to select them must be used.

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APPENDICES

APPENDIX A

Republic of the Philippines
Samar State University
COLLEGE OF GRADUATE STUDIES
Catbalogan City, Samar

March 31, 2011

DR. MARILYN D. CARDOSO
Dean, College of Graduate Studies
Catbalogan City, Samar

Madam:

In my desire to finish my Doctoral Degree, I have the honor to submit the herewith titles of my dissertation for your approval preferably no. 1, to wit:

1. The Effects of the Emotional Intelligence of Elementary School Principals in Samar Division on Pupil's Achievement.

2. Instructional Leadership in Samar Public Preschool Programs: Teacher Perceptions of Leader Instructional Influence

3. The relationship Between Education Level of Administrators and their Leadership Behavior.

Hoping for your favorable action to this regard.

SGD. FLORENA D. DOLORZO
Researcher

APPENDIX B

Republic of the Philippines
Samar State University
COLLEGE OF GRADUATE STUDIES
Catbalogan City, Samar
Telephone Numbers: (055)-543-8394/(055)-251-2139
Website: www.ssu.edu.ph

ASSIGNMENT OF ADVISER

July 16, 2011

DR. ALFREDO D. DACURO
Schools Division Superintendent
Samar Division
Catbalogan City, Samar

Sir:

Please be in informed that you have been designated as adviser of **MS. FLORENA D. DOLORZO** candidate for the degree in Doctor of **Philosophy major in Educational Management** who proposes to write a dissertation entitled **"THE EFFECTS OF THE EMOTIONAL INTELLIGENCE OF ELEMENTARY SCHOOL PRINCIPALS IN SAMAR DIVISION ON PUPILS' ACHIEVEMENT."**

Thank you for your cooperation.

Very truly yours,

SGD. MARILYN D. CARDOSO, Ph. D.
Dean, College of Graduate Studies

CONFORME:

SGD. ALFREDO D. DACURO, Ph. D. CESO VI
Adviser

1st copy – Dean's copy
2nd copy – Adviser
3rd copy – Researcher

APPENDIX C

QUESTIONNAIRE
For the Principal-Respondents

Respondents No.__ _____

PART I: PERSONAL PROFILE

DIRECTIONS: Read each item carefully and supply the needed information by filling in the blank spaces provided or by putting a check (√) mark on the blank spaces provided for.

Name: _____
(Optional)

Age: _____

Sex: ( ) Male ( ) Female

Civil Status:
( ) Single
( ) Married
( ) Separated
( ) Widowed

Average Monthly Income (in Philippines Peso): _____

Highest Educational Attainment:

( ) with Baccalaureat Degree
( ) with MA/MAEd/MS Unit
( ) with MA/MAEd/MS Degree
( ) with Ph.D./Ed.D/D.A. Unit
( ) with Ph.D./Ed.D/D.A. Degree

Length of Service:_____

No. of Years Being School Principal: _____

Physical Health

DIRECTIONS: Below are indicators of status of your health. Please check which are applicable to your present condition.

( ) Perform normal functions as principal

( ) has not consulted any physician for the last three months

( ) No physical impairment felt

( ) Not have been confined in hospitals for a year

( ) Submits annual medical check up

PART II. PRINCIPAL-RESPONDENTS' LEVEL OF EMOTIONAL INTELLIGENCE

DIRECTIONS: This part of the questionnaire consists of two main parts, to wit: Part A, Personal Competencies and Part B. Social Competencies. The first part (Part A) consists of three (3) sub-items, namely, Item 1. Self-awareness, Item 2. Self-regulation and Item 3. Motivation. The second part (Part B) consists of two (2) sub-items, namely, Item 1. Empathy and Item 2. Social Skills. Using a five-point scale given below, please rate your perception as to your level of emotional intelligence:

5 - Always True (AT)
4 - Usually True (UT)
3 - Often True (OFT)
2 - Occasionally True (OT)
1 - Not True (NT)

A. PERSONAL COMPETENCIES	**5** (AT)	**4** (UT)	**3** (OFT)	**2** (OT)	**1** (NT)
I. Self-Awareness					
1.1. At work I am expected to do too many different tasks in too little time.					
1.2. My job fits my skills and interests					
1.3. I feel over-qualified for my job					
1.4. I am expected to perform tasks on my job for which I have not been trained					
1.5. I have to take work home with me					
1.6. I am good at my job					
1.7. I am expected to do more work than is reasonable					

B. PERSONAL COMPETENCIES	5 (AT)	4 (UT)	3 (OFT)	2 (OT)	1 (NT)
1.8. My job requires me to work in several equally important areas at once					
1.9. I work under tight time deadlines					
1.10. I feel that my job responsibilities are increasing					
II. Self-Regulation					
2.1. My superior provides me with useful feedback about my performance					
2.2. When faced with several tasks I know which should be done first					
2.3. I know where to begin a new project when it is assigned to me					
2.4. I have a clear understanding of how my boss wants me to spend my time					
2.5. I know the basis on which I am evaluated					
2.6. I feel conflict between what my employer expects me to do and what I think is right or proper					
2.7. It is clear who really runs things where I work					
2.8. Difficult situation at work elicit emotions in me that I find hard to overcome					
2.9. I find it difficult to keep from getting stressed out when I am under a lot of pressure at work					
2.10. I find it easy to control my anger at work					
III. Motivation					
3.1 My career is progressing about as I hoped it would					
3.2. My talents are being used on my job					
3.3. I am uncertain about what I am suppose to accomplish in my work					
3.4. I feel good about the work I do					
3.5. I feel that I have enough responsibility on my job					
3.6. My job requires me to make important decisions					
3.7. I like the people I work with					
3.8. My moods and emotions help me generate new ideas					
3.9. I can ne upset at work and still think clearly					
3.10. I work all by myself					

C. SOCIAL COMPETENCIES	5 (AT)	4 (UT)	3 (OFT)	2 (OT)	1 (NT)
I. Empathy					
1.1. I can tell how a colleague is feeling by the tone in their voice					
1.2. I can tell when a colleague is trying to hide their true feelings					
1.3. I can pick-up on the emotional tone of staff meetings					
1.4. I am responsible for the welfare of subordinates					
1.5. People on the job look to me for leadership					
1.6 . If I make a mistake in my work, the consequences for others can be pretty bad					
1.7. I find it hard to identify if a colleague is upset with out them telling me					
1.8. I can portray how I am feeling to colleague through my body language					
1.9. Colleagues know when I am worried					
1.10. I readily understand the reasons why I have upset someone at work					
II. Social Skills					
2.1. I find it difficult to talk about my feelings with my colleagues					
2.2. I find it hard to determine who gets along and who does not at work					
2.3. I watch the way clients react to things when I am trying to build rapport with them					
2.4. At work, I have trouble finding the right words to express how I feel					
2.5. I find it easy to comfort colleagues when they are upset about something at work					
2.6. I can tell when a colleague feels the same way as myself about another colleagues without					
2.7. When a colleague upsets me at work, I think through what the person has said and find a solution to the problem					
2.8. I find it hard to convey my anxiety to colleague					
2.9. Thinking about how I felt in certain situations at work helps me remember them					
2.10. I can describe my feelings on an issue to colleagues					

PART III - LEVEL OF JOB PERFORMANCE OF PRINCIPALS

DIRECTIONS: Below are indicators of the job performance of principals. How well do you perform these tasks? Please rate yourself using the scale below:

8.60-10.00	=	Outstanding
5.60-8.50	=	Very Satisfactory
4.60-6.60	=	Satisfactory
2.60-4.50	=	Unsatisfactory
2.50-below	=	Poor

PERFORMANCE INDICATORS	10 (O)	8 (VS)	6 (S)	4 (U)	2 (P)	RATING
I. ORGANIZATIONAL COMPETENCE (70%)						
A. Instructional Supervision						
1. Prepares school year instructional supervisory plan						
2. Implements the instructional supervisory plan						
B. Development / Implementation of Educational Programs						
1. Pupil / Student Development						
a. Increased school MPS by 2% over the previous year						
b. Decreased dropout rate by 2% or maintained for those who						
have zero drop-out						
c. Increased participation rate by 2%						
d. Increased survival rate by 2%						
e. Health and Nutrition Program / Supplementary Diet						
f. Increased retention rate by 2%						

PERFORMANCE INDICATORS	10 (O)	8 (VS)	6 (S)	4 (U)	2 (P)	RATING
2. Curriculum Development						
3. Staff Development						
3.1 Assesses training needs of teachers						
3.2 Prepares school-based training design						
3.3 Conducts in-service training (INSET)						
3.4 Provides opportunities for professional / personal enhancement						
C. Administrative Management						
1. Resource Management						
1.1 Management of human resources						
1.2 Management of Physical Facilities						
1.3 Fiscal Management						
2. Data management						
3. Conflict management						
4. Linkage management						
E. Performance Assessment						

Total Score _____

Total Rating for I [(Total Score/21) x 70%] _____

PERFORMANCE INDICATORS	10 (O)	8 (VS)	6 (S)	4 (U)	2 (P)	RATING
II. PROFESSIONAL AND PERSONAL CHARACTERISTICS (20%)						
1. Decisiveness						
2. Honest / Integrity						
3. Dedication / Commitment						
4. Initiative / Resourcefulness						
5. Courtesy						
6. Human Relations						
7. Leadership						
8. Stress Tolerance						
9. Fairness / Justice						
10. Proper Attire / Good Grooming						

Total Score _____

Total Rating for II [(Total Score/10) x 20%] _____

III. PUNCTUALITY AND ATTENDANCE (10%)

Punctuality – No. of times tardy						
Attendance – No. of times absent						

Total Score _____

Total Rating for III [(Total Score/2) x 10%] _____

GRAND TOTAL _____

Descriptive Rating

IV. 2010 National Achievement Test (NAT) Result: MPS _____

V. AWARDS/ACHIEVEMENTS FOR THE LAST THREE YEARS

V.1 Awards

Name of Award	Level	Date
_____	_____	_____
_____	_____	_____
_____	_____	_____

V.2 Achievements

Name of Award	Level	Date
_____	_____	_____
_____	_____	_____
_____	_____	_____

C U R R I C U L U M V I T A E

CURRICULUM VITAE

Name	:	**FLORENA DAGUMAY-DOLORZO**
Date of Birth	:	May 5, 1965
Place of Birth	:	Calbiga, Samar
Present Position	:	Principal II
Civil Status	:	Married

EDUCATIONAL BACKGROUND

Elementary	:	Calbiga Central Elementary School Calbiga, Samar 1972 - 1978
Secondary	:	Calbiga Community High School Calbiga, Samar 1978 - 1982
Tertiary	:	Samar College Catbalogn City 1982 - 1986
Graduate Studies	:	Samar State Polytechnic College Master of Arts Guidance in Counseling CAR
		Samar College Catbalogan City Master of Arts in Education Educational Management Graduated (2005)

CIVIL SERVICE ELIGIBILITY

Professional Board Examination for Teachers (PBET) – Tacloban City, 1987.

WORK EXPERIENCE

Principal II	:	Hinabangan Central Elementary School 2011 – present
Principal I	:	Motiong Central Elementary School 2008 – 2011
Principal I	:	Dolongan Elementary School 2006 – 2008
Head Teacher III	:	San Ignacio Elementary School
EGT- III	:	Polangi Primary School Calbiga, Samar 1992 – 1994
EGT-I	:	Polangi Primary School
Cooperating Teacher	:	Samar College (Elementary Department) Catbalogan City 1988 – 1992
English Teacher/Adviser	:	Catbalogan Community School Catbalogan City 1987 - 1988

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