

EMOTIONAL INTELLIGENCE, LEADERSHIP QUALITIES AND DECISION-MAKING PRACTICES OF FEMALE ADMINISTRATORS IN SELECTED SECONDARY SCHOOLS IN REGION III, PHILIPPINES

Liberty Abdon¹, Elizabeth N. Farin², Anniebeth N. Farin³

Department of Education, San Marcelino, Zambales, PHILIPPINES;
Research, Extension, Training, Production and Gender Department.
Ramon Magsaysay Technological University, PHILIPPINES.

¹ libertyabdon@yahoo.com, ² elizabeth_farin@yahoo.com

ABSTRACT

This descriptive type of research aimed to determine relationship of emotional intelligence and leadership qualities on decision making practices of female administrators. A survey-questionnaire was administered to 250 female principals and head teachers who were purposively selected to answer the questionnaire. Both principal and teacher-respondents strongly agreed that a woman administrator possessed good leadership qualities, sound decision making practices and high level of emotional intelligence.

The study revealed no significant difference in the perceptions of the female principals and head teachers on leadership qualities, decision making practices and emotional intelligence of female school principals. Moreover, there was no significant relationship found among leadership qualities, decision making practices and emotional intelligence as perceived by both the female principal and head teacher-respondents.

Female administrators in secondary schools shall focus on building trust and confidence of the subordinates and those around her. Stress debriefing and management mechanisms shall be instituted to promote psychological and emotional well-being among educators especially principals/administrators who are constantly bombarded by pressures.

Keywords: Descriptive, educational management, emotion, leadership, descriptive, Region III Philippines

INTRODUCTION

The ability to manage people and relationships is very significant in all leaders, so developing and using emotional intelligence can be a good way to show leadership potentials in a person (Mind tools, 2013).

On the other hand, emotional intelligence plays a vital role in women's administration. It becomes more and more important as people progress up the career ladder of their life.

Emotional intelligence affects leaders' effectivity (Goleman, 1998). Self-awareness, communication and influence, and commitment and integrity are the three most important aspects of emotional intelligence. Managers who do not develop their emotional intelligence have difficulty in building good relationships with peers, subordinates, superiors and clients (Goleman, 1998).

Emotional intelligence is a necessary trait of our leaders today as they face challenges in dealing with their subordinates. It helps leaders cope with their difficulties in managing, thus a possessing high emotional intelligence is an advantage over other leaders (Childs, 2004).

There is growing evidence that the range of abilities that constitutes what is now commonly known as emotional intelligence plays a significant role in determining success in management. Recent research has uncovered links between specific elements of emotional intelligence and specific behaviors associated with leadership effectiveness.

Research indicates that there is a connection between one's emotional intelligence and their ability to lead. In recent years, more attention has been paid to the existence of relationship between emotional intelligence and leadership. Those who have higher than average EQs tend to be very skilled when it comes to management, putting people at ease, and to find a balance between work and their personal lives. These managers tend to be straightforward when it comes to explaining what they feel and not only are they good at building relationships, but they are also good at mending broken relationships as well.

The development of leadership has been a critical concern of many organizational leaders in various sectors (public, private, and social) across the globe. Studies in these disciplines on developing women leaders are just emerging as an important focus of researchers and practitioners in many countries throughout the world. In many regions, it is evident that the process of developing women leaders is particularly multifaceted and challenging. There are numerous complexities inherent in understanding women's developmental backgrounds and journeys (e.g., culture, traditions, religion, values, education, work-family issues, self-concept, gender barriers, expectations, previous opportunities, perceived future opportunities) that play a critical role in this challenging task (Madsen, 2010).

Research related to women and men administrators indicates that women and men have a different manner as regards to the decision-making process. Leadership behaviors related to women are those of nurturing, caring for others, focusing on relationships, and using interpersonal skills. In general, women use a democratic, participative, consensus building, and collaborative decision-making approach, whereas men use an autocratic approach focusing on rules, outcomes, tasks, making decisions for others, and discouraging subordinates from participating in decision-making (Casal & Mulligan, 2004; Helgesen, 1990; 1995; Lyman, Ashby, & Tripses, 2005; Madden, 2002; Milwid, 1990).

However, findings suggest controversial perceptions about female administration. Even if a democratic, participative manner creates a more active climate in the workplace, when female administrators exercise this collaborative style of leadership their employees may perceive this approach as an indication of women administrators' incompetence. When women practice autocratic power as the men do, female staff members are especially critical, saying that the female administrators are behaving like men. These stereotypes are challenges for female administrators to overcome (Bass, 1985; Hofstede, 1991; Shakeshaft, 1989).

Thus, the research is focused on determining the emotional intelligence, leadership qualities and decision making of school principals in selected secondary schools in Region III.

RESEARCH METHODOLOGY

This study used the descriptive survey method of research. The study was conducted in the different secondary schools in Central Luzon also known as Region III is located north of Manila, contains the largest plain in the country and produces most of the country's rice supply, earning itself the nickname "Rice Bowl of the Philippines". It has thirteen cities

which include: Balanga in Bataan; Malolos, Meycauayan and San Jose del Monte in Bulacan; Cabanatuan, Gapan, Muñoz, Palayan and San Jose in Nueva Ecija; Angeles and San Fernando in Pampanga; Tarlac in Tarlac; and Olongapo in Zambales.

The study was conducted in selected secondary schools in Region III. The respondents consisted of school principals and teachers of selected schools. The researcher used the convenience and purposive sampling technique.

Table 1. Distribution of the Two Groups of Respondents

<i>Respondents</i>	<i>Total</i>
Principals	55
Teachers	195
Total	250

The questionnaire consisted of two parts. The profile of the respondents as the Perception of the Two Groups Respondents on the Leadership Qualities and Decision Making Practices of secondary school principals.

DISCUSSION

Perceptions Regarding Leadership Qualities

Table 2 shows the perceptions of principals and teachers regarding leadership qualities. Both groups strongly agreed on the qualities of human relations skill, courtesy and knowledge, initiative and innovativeness, attendance and punctuality, essential management skill, courtesy while they agreed only on stress tolerance and emotional stability.

Table 2. Leadership Qualities of Female School Principals as Perceived by principals and Teachers

<i>S. No.</i>	<i>Leadership Qualities</i>	<i>Principal</i>			<i>Teacher</i>		
		\bar{X}	<i>QI</i>	<i>Rank</i>	\bar{X}	<i>QI</i>	<i>Rank</i>
A.	Initiative and Innovativeness	4.50	SA	4	4.36	SA	7
B.	Integrity	4.65	SA	2	4.59	SA	2
C.	Dependability and Adaptability	4.60	SA	3	4.53	SA	3
D.	Attendance and Punctuality	4.45	SA	5	4.47	SA	5
E.	Courtesy	4.44	SA	7	4.41	SA	6
F.	Stress Tolerance and Emotional Stability	4.18	A	8	4.16	A	9
G.	Human Relations Skills	4.71	SA	1	4.63	SA	1
H.	Knowledge	4.35	SA	6	4.24	SA	8
I.	Basic Management Skill	4.45	SA	5	4.51	SA	4
	Mean	4.48	SA		4.43	SA	

In terms of leadership qualities, both the principals and teachers strongly agreed that human relations skills are the most substantial quality of school principals being the first rank of the qualities. The human relations skills of the principals were 4.78 and 4.65 interpreted as strongly agree. An administrator needs special skill to make people work effectively and willingly.

In terms of initiative and innovativeness, both groups strongly agreed with mean ratings of 4.40 and 4.36. They do believe that creativity and imagination are essential to solve work-related problems. The initiative is a quality that is crucial to any organization, and this should come from the head, the principal/administrator.

In terms of attendance and punctuality, it was rated as 4.45 and 4.47 by principal and teachers and interpreted as strongly agree. It is imperative on the part of the principal/administrators to set the example in terms of attendance and punctuality.

The two groups rated it as 4.35 and 4.13 qualitatively interpreted as strongly agree. The principal/administrator must be knowledgeable in all aspects of the job: related and non-related.

The two groups of respondents rated it as 4.51 and 4.6 interpreted as strongly agree. Feedbacking and follow-up are important in any work or endeavor.

Management wise, the three basic skills that female administrators as managers should possess are technical, conceptual and human relations skill.

Perceptions Regarding Decision Making Practices

Table 3 shows the perceptions of the female principals and teachers on the decision-making practices of female school principals.

Table 3. Perceptions of Principal and Teacher Respondents on a Decision-Making Practices

<i>Indicators</i>	<i>Principal</i>			<i>Teachers</i>		
	<i>X</i>	<i>I</i>	<i>Rank</i>	<i>Q</i>	<i>I</i>	<i>Rank</i>
1. A decision affecting the school including teaching and non-teaching are formally made through the participation of the subordinates and the group.	4.65	SA	2	4.52	SA	2
2. Subordinates are involved in decision-making related to the job	4.51	SA	4	4.47	SA	4
3. Administrators have a good understanding of decision-making	4.71	SA	1	4.55	SA	1
4. Decisions made build a high spirit of performance	4.40	SA	5	4.48	SA	3.5
5. Administrators are reasonable in their decision-making practices	3.96	A	8	4.45	SA	4
6. Administrators have a little trust and confidence in the subordinates, and decision-making tends to be highly confidential and centralized.	3.27	U	10	3.65	A	8
7. Administrators have acted in condescending manner towards subordinates and decision at the lower level occurs within the prescribed framework.	3.73	A	9	3.86	A	7

Indicators	Principal			Teachers		
	<i>X</i>	<i>I</i>	Rank	<i>Q</i>	<i>I</i>	Rank
8. Administrators have trust and confidence in the subordinates, and great deal of decision-making is carried out at the lower level.	4.29	SA	6	4.26	SA	5
9. Administrators have complete trust and confidence in the subordinates, and a great deal of decision-making is highly decentralized.	3.98	A	7	4.23	SA	6
10. Group decision-making and teamwork is encouraged.	4.55	SA	3	4.48	SA	3.5
<i>X</i>	4.21	SA		4.295	SA	

The principal-respondents strongly agreed on six (6) statements/indicators, agreed on one (1) “Administrators are reasonable in their decision making practices”, and is undecided on the statement “administrators have little trust and confidence in the subordinates and decisions making tends to highly confidential and centralized”. This can be attributed to the fact that being the head is a very critical position and making decisions is also a critical function that affects the entire organization.

On the other hand, the teachers strongly agreed on eight (8) statements and agreed on two (2): “administrators have little trust and confidence in the subordinates and decision-making tends to be highly confidential and centralized”; “administrators have act in condescending manner towards subordinates and decision at the lower level occurs within the prescribed framework”.

Emotional Intelligence of Female Administrators

Table 4. Perceptions of Principal and Teacher-Respondents on Emotional Intelligence

Measure / Indicators	Principal		Teacher	
	\bar{X}	<i>QI</i>	\bar{X}	<i>QI</i>
1. Intrapersonal Skill	4.33	Always	4.39	Always
2. Interpersonal Skill	4.53	Always	4.40	Always
3. Stress Management	4.25	Always	4.28	Always
4. Adaptability	4.54	Always	4.47	Always
5. General Mood	4.60	Always	4.53	Always
<i>X</i>	4.45	Always	4.41	Always

Table 4 shows the perceptions of the two groups of respondents concerning to the measure of emotional intelligence. Both groups of respondents perceive as “always” the five (5) measures of emotional intelligence.

The principal said “always” for ten (10) measures of emotional intelligence and frequently for the intrapersonal skills of principals. On the other hand, the teachers perceived “always” on eleven indicators and frequently for four indicators. The result implies that management requires intrapersonal skills which are reflected in her being optimistic in life. The female

principal respondents were outstanding in emotional intelligence in terms of intrapersonal skills.

According to Feria and Farin (2006), the leadership style of the school administrators' focus on interpersonal relationship with their teachers.

Teaching is a very stressful job and managing people is more stressful and demanding job. The ability of the female principal to cope stressors is very significant to effectively and efficiently manage her school. As revealed in the data, all twelve (12) indicators are believed as "always" except for indicator/statement 10, "I constantly change and allow myself the freedom to see the world through the eyes of the people around which is perceived by principal-respondents as frequently. This implies that ability to adapt to any situation is very essential to an administrator since they are assigned from one school to another especially where there are vacant positions for promotion to next higher positions. As gleaned from the table, all the indicators are rated as "always" by both groups. The means of the perceptions are 4.60 and 4.53 for principal and teachers respectively. Both perceive that all the indicators of general mood always measure the level of emotional intelligence of female principal/administrator. The result implies that the general mood of the female school principals was outstanding. Since the interpersonal skills of the female principals were very high, it is also expected that the general mood is high.

The study of Cavallo and Brienza (2001) revealed a strong relationship between superior performing leaders and emotional competence, supporting theorist's suggestions that the social, emotional and relational competency set commonly referred to as Emotional Intelligence, is a distinguishing factor in leadership performance. Leaders with high performance ratings of 4.1 or greater on a 5-point scale were rated significantly higher than other participants in all four of the Emotional Intelligence dimensions of Self-Awareness, Self-Management, Social Awareness, and Social Skills by Supervisors and Subordinates. Peers found leaders to be stronger in the Self-Awareness and Self-Management clusters. Six competencies were found to distinguish leaders across all three rater groups, Self-Confidence, Achievement Orientation, Initiative, Leadership, Influence and Change Catalyst. This finding is consistent with conclusions reached by McClelland (1998), in a study of leaders in thirty different organizations that found the most powerful leadership differentiators were Self-Confidence, Achievement Drive, Developing Others, Adaptability, Influence and Leadership.

Difference of the Perceptions of Principal and Teacher-Respondents on Leadership Qualities, Decision-Making and Emotional Intelligence

Table 5 shows the difference in the perceptions of principals and teachers on leadership qualities

Table 5. T-test on the Difference in the Perceptions of Principal and Teacher Respondents on Leadership Qualities

<i>Variables</i>	<i>Mean Scores</i>	<i>SD</i>	<i>SE of Mean</i>	<i>t-Computed</i>	<i>t-Critical</i>	<i>df</i>	<i>Interpretation</i>
Principals	4.481	0.161	0.075	0.62	2.12	16	Not Significant
Teachers	4.43	0.159					

Since the computed t-value of 0.6252 is less than the tabular value of 2.12, then the null hypothesis is accepted. The result implies that regardless of position whether supervisory or subordinates their perceptions of leadership qualities did not vary. They both agree that principals should possess and be equipped with the necessary leadership qualities for effective management. These leadership qualities include initiative and innovativeness, integrity, dependability and adaptability, punctuality, courtesy, stress tolerance and emotional stability, human relations skill and knowledge.

Table 6 shows the difference in the perceptions of female principals and teacher respondents on decision-making practices of female school principals.

Table 6. T-test Table on the Difference in the Perceptions of Principal and Teacher Respondents on Decision-Making of Female Principals

<i>Variables</i>	<i>Mean Scores</i>	<i>SD</i>	<i>SE of Mean</i>	<i>t-Computed</i>	<i>t-Critical</i>	<i>df</i>	<i>Interpretation</i>
Principals	4.205	0.462	0.175	0.513	2.10	18	Not Significant
Teachers	4.295	0.307					

There is no significant difference in the perceptions of the two groups of respondents concerning to decision-making practices of female school principals for the level of significance is 0.513 which is greater than 0.05 level of significance. Since the result is not significant the null hypothesis is accepted. This implies that the perceptions of female principals and teachers as to the decision making of the female principals were similar. They both believed that decision-making is very important in management. In fact both groups of respondents strongly agreed on decision-making practices such as decisions affecting the school, involvement of subordinates in decision-making, administrators have a good understanding of decision-making, decisions made build a high spirit of performance and administrators are reasonable in their decision-making practices and administrators have trust and confidence in the subordinates

Table 7 shows the difference in the perceptions of female school principals and teachers on emotional intelligence of the female school principals.

Table 7. T-test Table on the Difference in the Perceptions of Female School Principal and Teacher Respondents on Emotional Intelligence

<i>Variables</i>	<i>Mean Scores</i>	<i>SD</i>	<i>SE of Mean</i>	<i>t-Computed</i>	<i>t-Critical</i>	<i>df</i>	<i>Interpretation</i>
Principals	4.45	0.151	0.079	0.452	2.306	8	Not Significant
Teachers	4.41	0.094					

There is no significant difference in the perceptions of principal and teacher respondents on the measures of emotional intelligence since the computed value of 0.452 is greater than 0.05

alpha level of significance. Therefore, the null hypothesis is accepted. The principals and subordinates believe in the stability of emotional intelligence of principals in management.

Table 8 shows the summary of F-tests on the effects of age, civil status, years in service as principal, educational attainment, number of trainings and number of dependents on the perceptions of female principals on leadership qualities.

Table 8. ANOVA Table on the Relationship of Leadership Qualities, Decision Making Practices and Emotional Intelligence of Female Principals

<i>Sources of Variations</i>	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>Computed F</i>	<i>Tabular F</i>	<i>Interpretation</i>
Between Groups	1	0.001	0.001	0.004	7.71	Not Significant
Within Groups	4	0.053	0.013			
Total	5	0.054				

Since the computed F-value of 0.004 is less than the tabular value of 7.71 then the null hypothesis that there are no significant relationships among leadership qualities, decision making practices, and emotional intelligence of female school principals is accepted. There is no significant relationship between and among the leadership qualities, decision-making practices and emotional intelligence of woman administrators.

This finding does not concur with the finding of Rahim (2010) in his study among the managers of banking organizations that majority of branch managers lack the ability to understand internal states, own feelings and emotions, and unable to assess the impact on others. He further found out that these managers are unable to control their negative feeling and respond to sudden changes in the branch. It shows the weakness of branch managers' behavior and attitude in the workplace; they lack skills to understand the feeling and opinion of others and unable to take an active interest in their concerns and problems; they lack the ability to inspire employees, creating teamwork spirit and handle the conflict among employees.

CONCLUSION

Based on the findings of the study, the following conclusions are made:

1. Both groups of respondents strongly agreed on qualities of initiative, integrity, dependability and adaptability, attendance and punctuality, courtesy, humans relations skill, knowledge and basic management skill and agreed on the quality of stress tolerance and emotional stability.
2. The two groups of respondents, principals and teachers strongly agreed on the decision-making practices of the female school principals.
3. The principal and teachers rated the emotional intelligence of the female school principals as high.
4. There is no significant difference in the perceptions of principal and teachers on the leadership qualities of woman principals.
5. There is no significant relationship between and among leadership qualities, decision-making practices and emotional intelligence of woman principals/administrations.

ACKNOWLEDGEMENTS

We would like to thank the assistance of Dr. Fe Rico, Dr. Jestoni Maniago, Dr. Emma C. Ventura and Dr Esmen Cabal for the assistance in editing the final copy of this article.

REFERENCES

- [1] Bass, B. M. (1990). *Bass & Stogdill's handbook of leadership: Theory, research & managerial applications* (3rd Ed.). New York: The Free Press.
- [2] Casal, D. W. (2004). Components of leadership giftedness and multiple intelligences among Chinese gifted students in Hong Kong. *High Ability Studies*, 18 (2), 155-172.
- [3] Cavallo, L., & Brienza, M. (2010). Women into educational leadership and management: International differences? *Journal of Educational Administration*, 41 (2), 278-291.
- [4] Childs, R. (2004). *Emotional intelligence and leadership*. USA: Team Technology.
- [5] Feria, C., & Farin, E. (2007). Relationship between administrators' leadership style and professionalism of public elementary school teachers in the district of San Marcelino, Zambales. Retrieved from www.naesp.org/sites/default/files/LeadershipMatters.pdf.
- [6] Helgesen, M., & Jardim, A. (1990). *The managerial women*. Garden City, New York: Anchor Press/Doubleday.
- [7] Hofstede, L. (1991). Tracing differentiation in gendered leadership: An analysis of differences in gender composition in top management in business, politics and the civil service. *Gender, Work & Organization*, 9(1), 15-38.
- [8] Lyman, Z. (2005). Female leadership: Some personal and professional reflections. *Leadership & Organization Development Journal*, 17(6), 24-31.
- [9] Madsen, S. R. (2002). Developing leadership: Exploring childhoods of women university presidents. *Journal of Educational Administration*, 45(1), 99-118.
- [10] Madsen, S. R. (2008). *On becoming a woman leader: Learning from the experiences of university presidents*. San Francisco: Jossey-Bass.
- [11] Madsen, S. R. (forthcoming). The experiences of UAE women in developing leadership early in life. *National Women's Studies Association Journal*.
- [12] Rahim, S. H. (2010). Emotional intelligence and stress: An analytical study of Pakistan banks. *International Journal of Trade, Economics and Finance*, 1 (2), 22.
- [13] Shakeshaft, J. (1989). The rhetoric of women's leadership: Language, memory and imagination. *Journal of Leadership and Organizational Studies*, 9 (3), 45-60.