

Research Article

**School Heads' Leadership Style As Related To Teachers' Emotional Intelligence, Productivity And Performance: Bases For The Development Of An Enhanced School-Based In-Service Training Program**

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**Abstract**

This descriptive-correlational research was conducted to determine the leadership styles of school heads as related to teachers' emotional intelligence, productivity and performance in the secondary schools of the Schools Division of Iloilo for SY 2017-2018. There were forty-five (45) school heads and seventy-two (72) teachers in the Schools Division of Iloilo who took part in this study. The data gathering instruments used in this study was Path-Goal Leadership Questionnaire, Emotional Intelligence Self-Assessment, Productivity Test and the Individual Performance Commitment and Review Form (IPCRF) of teachers. The statistical tools used to compute for the data gathering were the frequency count, percentage, means, T-Test, analysis of Variance (ANOVA) and Pearson r. The levels of significance for inferential statistics, particularly the T-Test, Analysis of Variance (ANOVA) were set at 0.05 alpha while the level of significance for Pearson r was set at 0.01 alpha. To process all numerical data the researcher utilized the Statistical Package for the Social Sciences (SPSS) software. The findings showed that achievement-oriented was the most dominant leadership style manifested among school heads. It was also revealed that teachers have "very high" level of emotional intelligence, have "high" level of productivity, and have "very satisfactory" performance. A significant difference existed in the leadership styles among school heads when grouped according to length of service. Likewise, there is a significant relationship existed between teachers' productivity and teachers' emotional intelligence. Based from the results of the study, development of an enhanced school-based in-service training program was formulated.

**Keywords:** *school heads' leadership style, emotional intelligence, productivity performance, and enhanced school-based in-service training program*

## **Introduction**

The educational thrusts of the DepEd today are designed to create a functional basic education system that develops productive and responsible citizens equipped with the essential competencies, skills and values for both life-long learning and employment (R.A. 10533). There is also increasing recognition that schools require effective leaders and managers if they are to provide the best possible education for their learners. Schools need trained and committed teachers but they, in turn, need the leadership of highly effective school heads.

According to the Center for the Future of Teaching and Learning (2011), the school head serves as the key in promoting school wide learning. In fact, empirical research shows that among the many individual in-school factors that influence student achievement, two stand out. The teacher impact is the single most important factor, accounting for thirty-three percent of school-level variation in achievement, closely followed by the influence of the principal at twenty-five percent (“School Leadership”, 2011). There is no doubt that those seeking quality in education must ensure its presence and the development of potential leaders must be given high priority. Leadership has been regarded as a single, the most important factor in organizational success or failure (Bass, 1990 as cited in Anand, 2010). The principals provide valuable insights into teachers’ daily practices that foster an environment which is supportive of high-student achievement.

It is most advantageous for a school leader to create and maintain a school climate that fosters a positive and productive work environment. Thus, developing and honing teachers’ emotional intelligence, cultivating productivity and performance is an increasingly important asset for a school head to uphold.

To complete the efforts that these school heads and teachers endeavors to attain quality education for the learners, school heads’ leadership styles are considered as well as teachers’ emotional intelligence, productivity and performance as a strong gauge for such claim. It is in these premise that a study on School Heads Leadership style as related to Teachers Emotional Intelligence, Productivity and Performance was conducted. The result of the study would serve as the bases of the development of an enhanced school-based in-service training program.

## **Statement of Objectives**

The study aimed to determine the school heads’ leadership style as related to teachers’ emotional intelligence, productivity, and performance in the public secondary schools of the Schools Division of Iloilo for school year 2017-2018. Specifically, the researchers wanted to find out, the dominant leadership style among the school heads when they are grouped according to: a) sex, b) length of service, c) educational attainment, and d) when taken as an entire group, the levels of emotional intelligence, productivity and performance among teachers, the significant differences in the leadership style among the school heads, and the emotional intelligence, productivity and performance among teachers.

Finally, we examine the significant relationships among the school heads’ leadership style and teachers’ emotional intelligence, the school heads’ leadership style and teachers’ productivity, the school heads’ leadership style and teachers’ performance.

## Literature Review

Leadership is a human activity and is diverse and robust as any other human activities. There are many reasons for the strong popularity of leadership as a topic in this era, where everything is subject to change, ie, people, groups and organizations. Therefore, efficient effort is required to understand and navigate through these changes. The interpretation of various leadership models suggests that no single leadership style is adequate to run an organization effectively. Rather, a combination of styles is effective, if used appropriately as the situation demands. More importantly, high performance should be the aim of any organization, especially in schools. In order to assess the leadership styles of school heads in the Schools Division of Iloilo. Hence, it is logical to examine the various leadership styles in the secondary schools.

**Directive Leadership.** Directive leadership is similar to the “initiating structure” concept described in the Ohio State studies (Halpin & Winer, 1957; Northouse, 2016) and the “telling” style described in Situational Leadership. It characterizes a leader who gives followers instructions about their task, including what is expected of them, how it is to be done, and the timeline for when it should be completed. A directive leader sets clear standards of performance and makes the rules and regulations clear to followers.

**Supportive Leadership.** Supportive leadership resembles the consideration behavior construct that was identified by the Ohio State studies. Supportive leadership consists of being friendly and approachable as a leader and includes attending to the well-being and human needs of followers. Leaders using supportive behaviors go out of their way to make work pleasant for followers. In addition, supportive leaders treat followers as equals and give them respect for their status.

**Participative Leadership.** Participative leadership consists of inviting followers to share in the decision making. A participative leader consults with followers, obtains their ideas and opinions, and integrates their suggestions into the decisions about how the group or organization will proceed.

**Achievement-Oriented Leadership.** Achievement-oriented leadership is characterized by a leader who challenges followers to perform work at the highest level possible. This leader establishes a high standard of excellence for followers and seeks continuous improvement. In addition to expecting a lot from followers, achievement-oriented leaders show a high degree of confidence that followers are capable of establishing and accomplishing challenging goals. Theoretically, the path–goal approach suggests that leaders need to choose a leadership style that best fits the needs of followers and the work they are doing. The theory predicts that a directive style of leadership is best in situations in which followers are dogmatic and authoritarian, the task demands are ambiguous, the organizational rules are unclear, and the task is complex. In these situations, directive leadership complements the work by providing guidance and psychological structure for followers (House & Mitchell, 1974; Northouse, 2016). For tasks that are structured, unsatisfying, or frustrating, path–goal theory suggests that leaders should use a supportive style. The supportive style provides what is missing by nurturing followers when they are engaged in tasks that are repetitive and unchallenging. Supportive leadership offers a sense of human touch for followers engaged in mundane, mechanized activity. Path–goal theory predicts that achievement-oriented leadership is most

effective in settings in which followers are required to perform ambiguous tasks (Northhouse, 2016). In settings such as these, leaders who challenge and set high standards for followers raise followers' confidence that they have the ability to reach their goals. In effect, achievement-oriented leadership helps followers feel that their efforts will result in effective performance. In settings where the task is more structured and less ambiguous, however, achievement-oriented leadership appears to be unrelated to followers' expectations about their work efforts.

According to Mayer (2002), emotionally intelligent teachers have the ability to perceive and regulate their own emotions, which might help to increase workplace engagement and reduce burnout. The results denoted that teachers in the Schools Division of Iloilo possess a very high capacity in managing their own emotions, well-motivated, and maintain good relationship with others. As stated by Goleman (2004) mastering the skills in the areas of self-awareness, self-management, social awareness, and relationship management can translate into success in the workplace. He asserted that a person's ability to perceive, identify and manage emotions can reflect social and emotional competencies that are essential for success in the workplace (Goleman, 2004).

According to Tangen (2005), productivity can increase the morale of a teacher to work resulting in an improvement of student's knowledge and skills. This was also supported by some recent researches which consistently find that teacher productivity as the most important component of a school's effect on student learning and there is considerable heterogeneity in teacher productivity within and across schools (Kane, Rockoff and Staiger, 2008; Aaronson, Barrow and Sander, 2007; Harris and Sas, 2012). Thus, the teachers' high level of productivity mainly maintains success in the classroom and student achievement.

Akiri (2008) which stated that the male teachers were generally more productive than their female counterparts. It was further revealed that location affects female teachers' productivity more than male teachers. Female teachers are significantly less productive in rural locations than male teachers. However, in this study, irrespective of sex, teachers have attained a high level of productivity.

In a study carried out by Alabi (2011) in Oyo metropolis, it was found that teacher development was significantly related to teacher productivity. In a related study conducted by Basse, Basse, Ojua and Ottong (2011 as cited in Alibi, 2015) on the impact of training and retraining on teachers' productivity, it was found that a significant relationship existed between training/retraining and productivity of teachers in terms of punctuality to school, organizing extra lessons for students, timely submission of examination grades and participation in extra-curricular activities. Thus it denotes that professional development such as post graduate studies improves teachers' productivity.

The results revealed that the teachers have achieved above the established standards all in terms of the goals, objectives and targets in the IPCRF as indicated since in all variables obtained a very satisfactory performance. As observed by Sanchez (2015), that teachers who were rated very satisfactory are teachers who often submit grade sheets, reports and other requirements on time. They tend to show inspirational feelings of friendliness and teamwork and tend to behave in accordance with professional standards and they often exhibit a certain degree of exposure to recent trends in other fields.

This result contradicts with the findings of Anbazhagan & Kotur (2016) which showed some significant difference exists between male and female workers in terms of exhibiting their leadership styles. The female employees were found to be more autocratic to some extent than the male employees. In addition Winter, Neal and Waner (2001) claimed that men and women exhibit different leadership styles and interpersonal communication styles in a variety of small-group situations from student problem-solving situations to industry and community situations. It is possible that males and females might lead from different perspectives. However this study has proved that in the field of education leadership style doesn't vary between male and female school heads.

The result was supported by the findings of Kearney (2008). In his study, age differences between leader and followers as a moderator of the relationship between transformational leadership and team performance, found out that leaders and styles of leadership may vary based upon age and age groups of the leader. He further stated that in older leaders, the team may be more open to the leader's transformational behaviors, because the team members may be more accepting of the leader's special status. In addition Cagle (1988; as cited in in Anbazhagan and Kotur, 2016) has regarded age as one of the factors that determine the leadership style. Apart from the professional and academic knowledge, it is commonly believed that age and experience might play important roles in leadership behaviors. This means that the longer the school heads stay in service and the more experience they acquire influenced their leadership style.

Allen (2017), found a similar result in his dissertation entitled 'Superintendent Effect on Student Outcomes: Leadership Style, Educational Attainment, and Experience'. Findings showed no significant difference in the superintendents' leadership style and educational attainment.

This is consistent with the result of Akiri (2010) in the study examined that the influence of gender on the productivity of secondary school teachers in Nigeria. It revealed no significant difference in the productivity of male and female teachers.

It was in contrast with other researches which showed that, on average, teachers with more than 20 years of experience were more effective than teachers with no experience, but are not much more effective than those with 5 years of experience (Ladd, 2008). Studies have also documented some evidence that effectiveness declines after some point, particularly among high school teachers.

### **Research Design**

Descriptive-correlational research design was used in the study to determine the relationship that exists among school heads' leadership styles and teachers' emotional intelligence, productivity and performance in the Schools Division of Iloilo. Data were gathered for multiple variables and correlational statistical techniques apply to the data. Thus, correlational research is a bit more complicated than descriptive research; after the important variables were identified, the relations among those variables are investigated (Lomax and Li, 2013).

### **Participants**

The respondents of the study were the 45 randomly selected school heads, and 72 randomly selected teachers in the Schools Division of Iloilo. Among the school heads, 15 were male and 30 were female. On the other hand, of the 72 teachers, 18 were male and 54 were female.

### **Sampling Technique**

There were two probability sampling techniques used in this study. In determining the sample of school head, cluster sampling technique was used. Cluster sampling is a method of selecting a sample of groups or cluster of elements (David, 2002). Using this technique the school heads were divided into 5 clusters based on their respective congressional districts with 15 members. Using simple random sampling, three numbers were drawn. Thus, 15 school heads were taken from each in the 2<sup>nd</sup>, 4<sup>th</sup> and 5<sup>th</sup> congressional districts in the Schools Division of Iloilo with a total of 45 school heads.

On the other hand, to determine the teachers as respondents of the study, the researcher used the multistage sampling. With this method, the selection of the sample was accomplished in two or more stages. In stage one, the sample was divided according to congressional districts in which a sample of three congressional districts were drawn using simple random sampling. In the second stage, all the schools in the congressional districts drawn in stage one were listed. With the use of simple random sampling, three schools were drawn from each congressional district. In the last stage, all teachers were taken from each selected schools using systematic random sampling with a random start. A total of 72 teachers were selected.

### **Research Instrument**

To gather the data for the study, there were three (3) research instruments used. The instruments were the Path–Goal Leadership Questionnaire, Emotional Intelligence Self-Assessment, and Productivity Test. These three questionnaires were adopted from foreign sources. As for the teachers' performance, the Individual Performance Commitment and Review Form (IPCRF) for School Year 2016-2017 was used.

The research instruments were composed of three parts: Part One, letter to the respondents; Part Two, demographic profile; and Part Three, the Questionnaire. Part one contained the letter that stated the purpose of the study. Part Two, demographic profile of the respondents, was composed of the necessary data such as: sex, length of service and educational attainment. Part Three, the Questionnaire, was classified into questionnaire for the school heads (Path–Goal Leadership Questionnaire) and for the teachers (Emotional Intelligence Self-Assessment and Productivity Test).

**Path–Goal Leadership Questionnaire.** The Path–Goal Leadership Questionnaire is a 20-item questionnaire designed to measure the leadership style. The items in the questionnaire was divided into: “directive leadership style, supportive leadership style, participative leadership style and Achievement-Oriented leadership style”. For this study, the Likert-type scale was used for the school head to determine their own behavior on a scale of 1 to 7 (1 = Never, 2 = Hardly ever, 3 = Seldom, 4 = Occasionally, 5 = Often, 6 = Usually and 7 = Always). To interpret the level of preference as evaluated by school head, the following scale was constructed as basis for interpretation:

### **Data Gathering Procedure**

The researcher secured permission from the Schools Division Superintendent to conduct the study. A letter of intent was sent to the school principals in the Schools Division of Iloilo for the conduct of the study. Once permission to conduct the study was obtained from each

school, the instruments were distributed to the teachers of the respective public secondary schools in the fifth Congressional district in the Schools Division of Iloilo.

A letter that informed the respondents about the study and instructions for completing the survey was included in the distribution. The research respondents were assured of the confidentiality of the questionnaire since the identities were not important. The researchers also understood that people's consciousness may also affect their honesty and effectiveness in answering the questionnaire, and so, the researcher gave the research respondents the option of being anonymous. Respondents were given time to respond. It was retrieved after two days of the distribution to give ample time for the respondents to answer the instruments accurately.

Once, the accomplished questionnaires were retrieved, the data were tallied, computer processed, analysed and interpreted using the descriptive and inferential statistics to determine the significant differences on the teachers mental health awareness, emotional quotient and critical thinking skills when grouped as to sex, religion and educational attainment. Moreover, significant relationship among the teacher's mental health awareness, emotional quotient and critical thinking skills were also identified.

The Emotional Intelligence Self-Assessment was originally the Quick Emotional Intelligence Self-Assessment adapted for the San Diego City College MESA program. It is a self-report tool which measures the ability to be aware of, understand and manage emotions. This instrument allows the identification of the teachers' emotional capability in terms of four emotional intelligence constructs namely: emotional awareness, emotional management, social emotional awareness, and relationship management. In order to appear less overwhelming to research participants, the 40-item assessment was reduced 20-items questionnaire. Participants were asked to rank each statements in a scale of 0 to 4 (0= Never, 1 = Rarely, 2 = Sometimes, 3 = Often, and 4 = Always). To describe the level of emotional intelligence as evaluated by the teachers, the scale OF .80 was constructed as basis for interpretation:

The Productivity Test was designed to find out level of working productively in five key elements such as organization, attitude, delegation, information integration, and effective use of systems. It is composed of 15-item questions that determine productivity by checking the columns in a scale of 1 to 5 (1 = Not at all, 2 = Rarely, 3 = Sometimes, 4 = Often, and 5 = Very often). To describe the level of emotional intelligence as evaluated by the teachers, the scale of .81 was constructed as basis for interpretation:

The Individual Performance Commitment and Review Form (IPCRF) was the form that reflected the individual commitments and performance, accomplished by teachers. This form contains the key result areas (KRA's) that measures the teacher's individual performance. Its rating scale is based on the Civil Service Commission Memorandum Circular No. 06, series of 2012 that sets the guidelines on the establishment and implementation of the Strategic Performance Management System (SPMS) in all government agencies.

### **Data Analysis Procedure**

The data gathered were analyzed using the descriptive and inferential statistics.

Descriptive statistics of mean, standard deviation and rank were used to determine the dominant leadership style of school heads, level of teachers' emotional intelligence, productivity and performance.

**Mean.** The obtained mean were used to determine the average results of the leadership style of school heads, teachers’ emotional intelligence, productivity and performance

**Standard Deviation.** The obtained standard deviation was used to determine the homogeneity or heterogeneity of the level of emotional intelligence, productivity and performance of teachers.

**Rank.** Based on the obtained mean, rank was used to determine the dominant leadership style of school heads.

Appropriate inferential statistical tools were used to determine significant differences and relationships among variables.

**T-test.** In this study, t-test was used to determine if significant differences existed on the leadership styles, teachers’ emotional intelligence, productivity and performance when grouped as to sex

**One-Way ANOVA.** The One-Way ANOVA was used to determine the significance of the differences in the mean scores of three or more groups. Thus, it was used to determine the significance of the differences in the leadership styles, teachers’ emotional intelligence, productivity and performance when grouped as to length of service and educational attainment.

**Post – hoc test.** Specifically, Scheffé test, was used to give the multiple comparisons of the mean differences between the groups in terms of the different length of service.

**Pearson's r.** This was used to determine the relationship existing among the variables, namely; school heads’ leadership style, teachers’ emotional intelligence, teachers’ productivity, and teachers’ performance.

### Results and Discussion

Results revealed that, the leadership styles, preferred by school heads were: Achievement-oriented (M= 5.738, SD = .726), Directive (M= 5.596, SD = .756), Participative (M= 5.556, SD = .749), and Supportive (M= 5.636, SD = .707). Although all of the leadership styles were described to have very high preference the results revealed that the dominant leadership style of school heads in the Schools Division of Iloilo was Achievement-Oriented.

**Table 1. Results of leadership styles preferred by school heads**

Category	N	mean	SD	Rank	Description
Achievement-oriented	45	5.738	.726	1	High
Directive	45	5.596	.756	2	High
Participative	45	5.556	.749	3	High
Supportive	45	5.636	.707	4	High

The results of the teachers’ emotional intelligence, productivity and performance can be seen in table 1. In terms of teachers ‘emotional intelligence is high, (M= 3.23). Productivity showed high (M=3.58). Teachers’ performance showed very satisfactory (M=3.84).



**Table 2. Results of Teachers' mental health awareness, emotional quotient, critical thinking skills and performance**

Indicators	Mean	Description
Emotional Intelligence	3.23	High
Productivity	3.58	High
Performance	3.84	Very Satisfactory

**Results of school heads' leadership styles when grouped according to sex, length of service, and educational attainment**

Result showed a no significant difference in the level of school heads leadership styles among teachers when they were grouped in terms of sex,  $t_{value} = -.811$ ,  $p = .422 > .05$  alpha level. Thus, the null hypothesis stating that there was no significant difference in the level of school heads' leadership styles when grouped in terms sex was accepted.

The data when subjected to analysis of Variance the result showed no significant difference in the level of school heads' leadership styles when grouped when they were grouped in terms of length of service,  $F_{(3,41)} = 4.648$ ,  $p = .007 < .05$  alpha level. Thus, the null hypothesis stating that there was no significant difference in the level of school heads' leadership styles when grouped when they were grouped in terms of length of service are rejected.

The value of the F-test was significant, there is a need to determine which differences in the mean scores of the groups contributed to the significance of the F-test. Thus, it was necessary that a Post – hoc test such as the Scheffé test be used to give the multiple comparisons of the mean differences between the groups in terms of the school heads' length of service.

Results revealed that, group and 21 – 30 years' group were significant. The mean differences between the groups were .710 at  $p = .039$  and .752 at  $p = .022$ , respectively. The results implied that length of service of school heads matters, that is, as they stay long in the position their leadership styles vary. School heads become adapted to the leadership style suited to the changing needs of their teachers and work.

The data when subjected to analysis of Variance the result showed no significant difference in the level of school heads' leadership styles when grouped when they were grouped in terms of educational attainment,  $F_{(2,42)} = 2.052$ ,  $p = .141 > .05$  alpha level. Thus, the null hypothesis stating that there was no significant difference in the level of school heads' leadership styles when grouped when they were grouped in terms of educational attainment are accepted.

**Results of teachers' emotional intelligence when classified according to sex, length of service, and educational attainment**

Result showed a no significant difference in the level of emotional intelligence among teachers when they were grouped in terms of sex,  $t_{value} = .146$ ,  $p = .885 > .05$  alpha level. Thus, the null hypothesis stating that there was no significant difference in the level of teachers' emotional intelligence when grouped in terms sex was accepted.

Result showed a no significant difference in the level of emotional intelligence among teachers when they were grouped in terms of length of service,  $F_{(3,68)} = 1.614$ ,  $p = .914 > .05$  alpha level. Thus, the null hypothesis stating that there was no significant difference in the

level of teachers' emotional intelligence when grouped in terms length of service was accepted.

Result showed a no significant difference in the level of emotional intelligence among teachers when they were grouped in terms of educational attainment  $F_{(2,69)} = 2.052$ ,  $p = .141 > .05$  alpha level. Thus, the null hypothesis stating that there was no significant difference in the level of teachers' emotional intelligence when grouped in terms educational attainment was accepted.

#### **Results of teachers' productivity when classified according to sex, length of service, and educational attainment**

Result showed a no significant difference in the level of productivity among teachers when they were grouped in terms of sex,  $t_{\text{value}} = -.393$ ,  $p = .696 > .05$  alpha level. Thus, the null hypothesis stating that there was no significant difference in the level of teachers' productivity when grouped in terms sex was accepted.

Result showed a no significant difference in the level of productivity among teachers when they were grouped in terms of length of service,  $F_{(3,68)} = .804$ ,  $p = .496 > .05$  alpha level. Thus, the null hypothesis stating that there was no significant difference in the level of teachers' productivity when grouped in terms length of service was accepted.

Result showed a no significant difference in the level of productivity among teachers when they were grouped in terms of educational attainment  $F_{(2,69)} = 3.111$ ,  $p = .051 > .05$  alpha level. Thus, the null hypothesis stating that there was no significant difference in the level of teachers' productivity when grouped in terms educational attainment was accepted.

#### **Results of teachers' performance when classified according to sex, length of service, and educational attainment**

Result showed a no significant difference in the level of performance among teachers when they were grouped in terms of sex,  $t_{\text{value}} = 1.283$ ,  $p = .204 > .05$  alpha level. Thus, the null hypothesis stating that there was no significant difference in the level of teachers' performance when grouped in terms sex was accepted.

Result showed a no significant difference in the level of performance among teachers when they were grouped in terms of length of service,  $F_{(3,68)} = 2.011$ ,  $p = .121 > .05$  alpha level. Thus, the null hypothesis stating that there was no significant difference in the level of teachers' performance when grouped in terms length of service was accepted.

Result showed a no significant difference in the level of performance among teachers when they were grouped in terms of educational attainment  $F_{(2,69)} = 1.956$ ,  $p = .149 > .05$  alpha level. Thus, the null hypothesis stating that there was no significant difference in the level of teachers' performance when grouped in terms educational attainment was accepted.

#### **Results of relationship between school heads' leadership styles and teachers' emotional intelligence, productivity and performance**

Pearson's  $r$  result revealed no significant relationships existed between the following variables: school heads' leadership style and teachers' emotional intelligence ( $r_{\text{value}} = -.848$ ,  $p = .029$ ); school heads' leadership style and teachers' productivity ( $r_{\text{value}} = -.084$ ,  $p = .582$ ); and school heads' leadership style and teachers' performance ( $r_{\text{value}} = .016$ ,  $p = .916$ ) in .05 alpha level. Thus the null hypothesis that there were no significant relationships among the school heads' leadership style and teachers' emotional intelligence, the school heads'

leadership style and teachers' productivity, and school heads' leadership style and teachers' performance was accepted.

However, there is a strong significant relationship existed between the teachers' productivity and emotional intelligence ( $r_{\text{value}} = .565$ ,  $p = .000$ ) less than .05 alpha.

Data analysis testing relationships among these variables showed a significant relationship between emotional intelligence and productivity, but independent of the school heads' leadership style. Likewise, affirming the idea that healthy emotional constructs or Emotional Intelligence in teachers leads to productivity. Thus, if one has the emotional capacity to work, then s/he performs the work well and becomes productive in the workplace.

### **Conclusion**

The dominant leadership style of school heads were achievement-oriented which focused more on how the people has to achieve and contribute more on the success of the organization.

Teachers' emotional intelligence was very high. The "very high" level of emotional intelligence among teachers in the Schools Division of Iloilo is a good indication of success in the workplace. A sound emotion contributes to a person's success that is, in this study, in the teaching profession.

Teachers in the Schools Division of Iloilo have a high level of productivity.

The teachers in the Schools Division of Iloilo have achieved above the established standards all the goals, objectives and targets in the Individual Performance Commitment and Review Form (IPCRF) as evident in their very satisfactory performance. However, male teachers only possess satisfactory level of performance in school.

School Heads' leadership styles were not influenced by sex and educational attainment. A specific Leadership Style cannot be associated with either male or female and the school heads' educational attainment. However, in terms of length of service, the longer the school heads stay in service and the more experience they acquire influenced their Leadership Style. Teachers' emotional intelligences were not influenced by their sex, length of service and educational attainment.

Similarly, teachers' levels of productivity were similarly not affected by their sex, length of service and educational attainment.

Teachers' level of performance elusively remained the same regardless of sex, length of service, and educational attainment.

The way or manner the school heads manage schools has no relationship to the emotional intelligence, productivity, and performance of teachers. On the other hand, teachers' emotional intelligence was related to teachers' productivity. Thus, teachers who have the emotional capacity to work, performs the work well and becomes productive in the workplace. Moreover, highly productive teachers must have a high level of Emotional Intelligence.

It is therefore necessary recommended that;

The school heads must also learn to adopt other leadership styles appropriate in the management of its people and in consonance to the needs of the community. Given the

critical role that school heads play in supporting teachers and students' achievement, it is important for the government to provide support for the data collection that will help strengthen school heads' leadership styles suitable to the needs of the varied stakeholders.

Teachers' level of emotional intelligence should be sustained or maximized for it can be of great help in the success of an institution. Teachers under 21-30 years in service should be encouraged to improve their emotional capacity. It is apparent that in addition to possessing intellectual strengths, teachers who possess high emotional intelligence will create a more productive work environment.

It is recommended that all teachers irrespective of their sex should try to attain higher productivity. Moreover, experienced teachers should guide the less-experienced teachers towards the attainment of higher productivity. The enthusiasm of the young and inexperienced teachers should be encouraged, in order to sustain high productivity and performance in secondary schools. Also, the inexperienced teachers should be exposed to trainings and seminars that aimed at improving job performance and productivity.

Teachers must regularly attend trainings, workshops and advanced studies. Learning as an outcome of the seminars and conferences attended results to an improvement in the job performance and attitude of teachers.

School Heads and teachers are encouraged to consider the enhanced school-based in-service training program attached in the annex of this study.

#### **Areas for Further Research**

This study on "School Heads' Leadership Style as related to Teachers' Emotional Intelligence, Productivity and Performance: Bases for the Development of an Enhanced School-Based In-Service Training Program" may give insights for further studies on: Examining the Association between Teachers' Leadership Styles and Senior High School Students' Performance; Correlation of Emotional Intelligence of School Leaders and Productivity; and Emotional Intelligence in Schools: Exploring Its Effects on Occupational Stress, Commitment and Job Satisfaction of Teachers.

#### **Recommendations**

The researcher highly recommends the following:

##### Primary Recommendation

1. To implement the proposals outlined in Chapter IV of this study to enhance further and strengthen the existing festival management practices.
2. Since festival are part of the fiesta celebration, every sectors of the community must be well represented when it comes to festival management.
3. The local officials must make initiatives and plan out intervention plans in order to make the festival sustainable.

##### Secondary Recommendations:

1. Festivals should be celebrated regularly to preserve the culture and values of the locality.
2. Encourage the young individuals in the community to be engaged in festival-related activities so that they will help preserve the tradition of the city or of the town.
3. The future researchers are encouraged to conduct similar studies by utilizing other variables like comparing Tambayayong, Villa Ala, Lubi-lubi Dance Festival and Pina Festival to other festivals in the region with more festivals and more respondents.

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