



EMOTIONAL INTELLIGENCE AS RELATED TO DECISION-MAKING SKILLS OF LEADERS OF TERTIARY INSTITUTIONS IN SANTA CRUZ, LAGUNA AS BASIS FOR PROPOSED ACTION PLAN

(Research Article)

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Abstract

This study aimed to examine the relationship between emotional intelligence and decision-making skills among teachers and administrators in the Santa Cruz District, Laguna. A total of forty-five school leaders were randomly selected as respondents. Emotional intelligence was assessed using a standardized questionnaire covering five dimensions, while decision-making skills were evaluated across three dimensions. Data were collected through an online survey platform and analyzed using descriptive statistics and the Spearman rank-order correlation coefficient. Results revealed a very high level of emotional intelligence and decision-making skills among respondents. However, the correlation analysis showed a modest positive relationship between emotional intelligence and decision-making skills, with a significant level indicating little impact at the 5% threshold. Nevertheless, at a 10% level of significance, emotional intelligence was found to have a substantial effect on decision-making skills. These findings suggest that while emotional intelligence may play a role in decision-making, its impact may vary depending on the significance threshold applied.

Keywords: Emotional intelligence; Decision-making skills; school administrators; teachers; significant effect

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1. Introduction

Effective leadership in educational institutions encompasses various dimensions, including emotional intelligence and decision-making skills. Within the context of tertiary institutions in Santa Cruz, Laguna, the present study endeavors to assess the proficiency levels of school leaders in these crucial domains. The primary objective of this study is to gauge the emotional intelligence levels and decision-making skills among school leaders in selected tertiary institutions in Santa Cruz, Laguna. This investigation delves into specific components of emotional intelligence, namely self-awareness, self-regulation, self-motivation, empathy, and social skills, to understand the nuanced dynamics of leadership behaviors.

Furthermore, the study aims to evaluate decision-making skills concerning participation, empowerment, and accountability among school leaders. By scrutinizing these dimensions, researchers seek to gain insights into the leadership practices prevalent in tertiary educational settings. Additionally, this study seeks to explore potential relationships between emotional intelligence and decision-making skills among school leaders. Understanding these interconnections can offer valuable insights into how emotional intelligence influences decision-making processes within educational leadership contexts.

In summary, this research endeavors to provide a comprehensive understanding of the emotional intelligence and decision-making process of school leaders in tertiary institutions in Santa Cruz, Laguna, with the goal of shedding light on the intricate dynamics of effective educational leadership.

1.1. Describe relevant scholarship

Emotional Intelligence

Segal, J. et.al.(2021) in their article written at <http://www.helpguide.org/> entitled “Improving Emotional Intelligence (EQ)” said, ‘Emotional intelligence is the ability to understand, use, and manage your own emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges and defuse conflict. Emotional intelligence helps you build stronger relationships, succeed at school and work, and achieve your career and personal goals. It can also help you to connect with your feelings, turn intention into action, and make informed decisions about what matters most to you.

Employers Confederation of the Philippines (2020) in an article written at ecop.org.ph entitled “Enhancing Emotional Intelligence Quotient (EQ) and Adaptability Quotient (AQ) in the New Normal” stated that ‘The COVID-19 pandemic is the ultimate disruption of this generation. We are required to work from home, observe protocols, and pivot to the new normal. We need the utmost emotional intelligence to understand and appreciate our situation and enhance our adversity and agility quotient in response to paradoxes and volatility, uncertainty, complexity, and ambiguity (VUCA).

Decision Making Skills

Insight Assessment: A Division of California Academic Press in an article written at insightassessment.com (2021) entitled “5 Decision-Making Skills for Successful Leaders” it was stated that “Decision-makers must create clarity out of ambiguity. Decision-makers must evaluate risks and opportunities and commit to achieving their goals. How does a CEO keep the leadership team on goal? Each executive’s decisions may be reasonable. But a CEO still needs assurance of their decisions to maintain the company vision. Facing high pressure, complex circumstances, opportunity deadlines, too much, too little, or conflicting information is the reality of being a leader.

Dolorosa, R. (2020) in his article written at ijcrt.org entitled “Administrators’ Performance in Compliance with the Standards for Instructional Supervision in the National Capital Region: Basis for Enhanced Supervisory Plan” stated that ‘Restructuring the Philippines’ basic educational system through the K to 12 Program is a tough but strategic move by the government to ensure that it produces competent graduates who can serve as the backbone for a highly skilled and employable workforce. An important concern in our educational system today is supervision. Thus, there is a need to conduct this study to validate the performance of our school administrators in doing their duties and responsibilities and if they comply with the standards for instructional supervision. Supervision is a framework that holds a successful school together. It is a process by which some person or group of people is responsible for providing a link between an individual teacher’s needs and the organizational goals that individuals within the school can work in harmony toward their vision of what the school should be’.

Emotional Intelligence

Jimenez, E. (2020) in his research published at www.j-pp.com entitled “Emotional Quotient, Work Attitude and Teaching Performance of Secondary School Teachers” stated that ‘Teachers’ work attitude can be well-defined by his/her efficiency and effectiveness. However, in terms of emotional intelligence, stressed that job satisfaction is a factor worth considering. Applying principles of emotional intelligence allows solving unanticipated problems (Maxwell, 2010). As a teacher, one must know how to test himself, accept responsibility for his actions and decide what they must do to make a change. Therefore, since teachers’ emotional quotient can affect their job satisfaction, then it could benefit the teacher training issues and teacher education.

2. Method

This article explores the relationship between emotional intelligence and decision-making skills among school leaders in tertiary institutions in Santa Cruz, Laguna. It employs a mixed-methods approach involving a descriptive study and qualitative analysis.

The study focuses on three variables of decision-making skills (participation, empowerment, and accountability) and five variables of emotional intelligence (self-awareness, self-regulation, self-motivation, empathy, and social skills) based on Goleman's framework.

Data collection involved sending letters to school administrators and distributing questionnaires via Google Forms to 45 school leaders in Santa Cruz, Laguna. The research instrument utilized standardized questionnaires to assess emotional intelligence and decision-making skills.

Statistical analysis included the computation of weighted mean and Spearman rank-order correlation coefficient to interpret the data. The Likert scale was used for responses, with numerical values assigned for analysis.

The study aims to benefit various stakeholders including the Commission on Higher Education, government administrators, deans, teachers, students, and future researchers. It seeks to contribute to the improvement of educational quality and leadership effectiveness in tertiary institutions.

3. Results

The study investigated the levels of emotional intelligence and decision-making skills among school leaders in selected tertiary institutions in Santa Cruz, Laguna.

Emotional Intelligence:

Self-awareness, self-regulation, self-motivation, empathy, and social skills were evaluated. Overall, school leaders demonstrated very high levels of emotional intelligence. Self-awareness and self-regulation were particularly strong, while empathy and social skills showed slightly lower but still very high levels. The overall standard deviation indicated homogeneous data, suggesting agreement among respondents regarding their emotional intelligence levels.

Decision-making Skills:

Participation, empowerment, and accountability were assessed. School leaders exhibited very high levels of decision-making skills across all elements. Participation and empowerment were notably high, with indicators reflecting active involvement and delegation of authority. Accountability was also high, with indicators showing a strong sense of responsibility and adherence to regulations. Like emotional intelligence, the data showed low standard deviation, indicating consensus among respondents regarding their decision-making skills.

Relationship between Emotional Intelligence and Decision-Making Skills:

A positive relationship between emotional intelligence and decision-making skills was found, albeit modest. The correlation coefficient indicated a weak positive association. However, at a significant level of 5%, the data did not show a significant link between emotional intelligence and decision-making skills. When considering a significance level of 10%, the data suggested a significant association, implying that emotional intelligence does impact decision-making skills to a considerable extent.

In conclusion, while the study revealed high levels of emotional intelligence and decision-making skills among school leaders, the relationship between these two factors was found to be modest. At a 5% significance level, emotional intelligence was not significantly correlated with decision-making skills, but at a 10% significance level, it was found to have a notable impact.

3.1. Statistics and data analysis

LEVEL OF EMOTIONAL INTELLIGENCE OF SCHOOL LEADERS

This section ascertained the level of emotional intelligence of the respondents. Emotional Intelligence was divided into five components, namely (1) Self-Awareness, (2) Self-Regulation, (3) Self-Motivation, (4) Empathy, and (5) Social Skills. To determine the level of emotional intelligence, constructs were used. The constructs were statements/indicators and respondents mark their agreement/disagreement to the indicators using a 5-point Likert scale. To determine the agreement/disagreement for each indicator/statement, the mean was computed. The computed mean value was then compared to the range outlined in the study. The standard deviation was also computed to determine the variation in the response. The results of the study were as follows:

Self-Awareness

Concerning the component “Self-Awareness” of Emotional Intelligence, the result is shown in Table 1.1.

Table 1.1. Level of Self-Awareness

INDICATORS	Mean	Rank	SD	Interpretation
1. I have confidence.	4.00	4 th	0.60	High
2. I am conscious of my emotions and controlled by them.	3.84	5 th	0.85	High
3. I know my strengths and weaknesses.	4.42	2 nd	0.54	Very High
4. I accept constructive criticism.	4.36	3 rd	0.61	Very High
5. I learn from previous experiences.	4.56	1 st	0.59	Very High
Overall Mean	4.24		0.70	Very High

Range Verbal Interpretation 4.21 - 5.00 (Very high) 3.41 - 4.20 (High) 2.61 - 3.40 (Average) 1.81 - 2.60 (Low) 1.00 - 1.80 (Very low)

Self-Regulation

Self-Regulation as a component of Emotional Intelligence was explored in this section. Using a 5-statement/indicator construct, the result is presented in Table 1.2.

Table 1.2. Level of Self-Regulation

INDICATORS	Mean	Rank	SD	Interpretation
1. I can keep in check my disturbing emotions and desires.	4.13	5 th	0.59	High
2. I always maintain standards of honesty and integrity.	4.47	2 nd	0.55	Very High
3. I always take responsibility for my performance.	4.53	1 st	0.55	Very High
4. I am quite flexible in handling change.	4.29	3 rd	0.63	Very High
5. I feel comfortable with novel ideas, approaches, and new information.	4.24	4 th	0.61	Very High
Overall Mean	4.33		0.60	Very High

Range Verbal Interpretation 4.21 - 5.00 (Very high) 3.41 - 4.20 (High) 2.61 - 3.40 (Average) 1.81 - 2.60 (Low) 1.00 - 1.80 (Very low)

Table 1.3. Level of Self-Motivation.

INDICATORS	Mean	Rank	SD	Interpretation
1. I can complete tasks with high concentration and activity	4.16	5 th	0.64	High
2. I have enthusiasm for the important things in my life.	4.53	1 st	0.59	Very High
3. I have always been innovative in offering solutions.	4.31	4 th	0.63	Very High
4. I can succeed despite the difficulties.	4.38	3 rd	0.61	Very High
5. I accomplish difficult tasks despite obstacles.	4.40	2 nd	0.65	Very High
Overall Mean	4.36		0.63	Very High

Range Verbal Interpretation 4.21 - 5.00 (Very high) 3.41 - 4.20 (High) 2.61 - 3.40 (Average) 1.81 - 2.60 (Low) 1.00 - 1.80 (Very low)

Empathy

Another component of Emotional Intelligence being studied was Empathy. To measure the level of Empathy, a construct was designed consisted of 5 indicators/statements and measures by a 5-point Likert Scale. The result is shown in Table 1.4 below.

Table 1.4. Level of Empathy

INDICATORS	Mean	Rank	SD	Interpretation
1. I feel others feeling and perspectives and take an active interest in their concerns.	4.47	2 nd	0.63	Very High
2. I understand others development needs and courage their abilities.	4.51	1 st	0.51	Very High
3. I anticipate, recognize and meet customer's needs.	4.38	3 rd	0.68	Very High
4. I can develop opportunities through different kind of people.	4.36	4 th – 5 th	0.77	Very High
5. I can analyse groups emotional, current and power relationships	4.36	4 th – 5 th	0.57	Very High
Overall Mean	4.41		0.64	Very High

Range Verbal Interpretation 4.21 - 5.00 (Very high) 3.41 - 4.20 (High) 2.61 - 3.40 (Average) 1.81 - 2.60 (Low) 1.00 - 1.80 (Very low)

Social Skills

This section deals with the level of Social Skills among the respondents, one of the components of Emotional Intelligence being studied. The result is presented in Table 1.5 below.

Table 1.5. Level of Social Skills

INDICATORS	Mean	Rank	SD	Interpretation
1. I can manage the conversation when interviewing new people.	4.07	4 th – 5 th	0.69	High
2. I have many colleagues and I communicate with them continuously	4.07	4 th – 5 th	0.84	High
3. I can listen to others with attention and concentration.	4.42	1 st	0.66	Very High
4. Others feel comfortable when talking to me	4.20	3 rd	0.65	High
5. I can interact with the feelings of others	4.27	2 nd	0.48	Very High
Overall Mean	4.20		0.71	High

Range Verbal Interpretation 4.21 - 5.00 (Very high) 3.41 - 4.20 (High) 2.61 - 3.40 (Average) 1.81 - 2.60 (Low) 1.00 - 1.80 (Very low)

Overall Level of Emotional Intelligence

To establish the level of emotional intelligence of the respondents, the mean level for each of the components was considered. The summary is presented in Table 1.6 below.

Table 1.6. Summary of Result for the Level of Emotional Intelligence.

Emotional Intelligence	Mean	SD	Interpretation
1. Self-Awareness	4.24	0.70	Very High
2. Self-Regulation	4.33	0.60	Very High
3. Self-Motivation	4.36	0.63	Very High
4. Empathy	4.41	0.64	Very High
5. Social Skills	4.20	0.71	High
OVERALL LEVEL	4.45	0.58	Very High

LEVEL OF DECISION-MAKING SKILLS OF SCHOOL LEADERS

This section studies the level of decision-making skills of the school leaders who were the respondents of this study. Three (3) components were considered and these were (1) Participation, (2) Empowerment, and (3) Accountability. To measure the levels for the said components, constructs were designed consisting of 5 indicators/statements with a 5-point Likert Scale to be used as a rating scale. The results were as follows

Participation

The level of participation among the respondents is presented in Table 2.1.

Table 2.1. Level of Participation

INDICATORS	Mean	Rank	SD	Interpretation
1. I have great influence in my performance as a school leader.	3.84	5 th	0.74	High
2. I rely on my own experience to find potential solutions.	4.38	4 th	0.68	Very High
3. I take the time needed to choose the best decision-making tool for each specific decision.	4.44	3 rd	0.59	Very High
4. I tend to support my colleagues' proposals and try to find ways to make them work in a group decision-making process.	4.49	2 nd	0.55	Very High
5. I consider a variety of potential solutions before I make my decision.	4.51	1 st	0.55	Very High
Overall Mean	4.33		0.67	Very High

Range Verbal Interpretation 4.21 - 5.00 (Very high) 3.41 - 4.20 (High) 2.61 - 3.40 (Average) 1.81 - 2.60 (Low) 1.00 - 1.80 (Very low)

Empowerment

The result for the determination of the level of empowerment as a component of decision-making skill is shown in Table 2.2.

Table 2.2. Level of Empowerment

INDICATORS	Mean	Rank	SD	Interpretation
1. I make final decisions based on knowledge of the facts.	4.49	4 th	0.55	Very High
2. I carefully assess the consequences of the resolution	4.56	2 nd	0.55	Very High
3. I delegate authority to make decisions for others	4.04	5 th	0.80	High
4. I appreciate the opinion of the team members	4.64	1 st	0.53	Very High
5. I study all aspects of the resolution before I take it.	4.53	3 rd	0.55	Very High
Overall Mean	4.45		0.63	Very High

Range Verbal Interpretation 4.21 - 5.00 (Very high) 3.41 - 4.20 (High) 2.61 - 3.40 (Average) 1.81 - 2.60 (Low) 1.00 - 1.80 (Very low)

Accountability

Accountability is another component considered to establish the level of decision-making skills and the result is presented in Table 2.3.

Table 2.3. Level of Accountability

INDICATORS	Mean	Rank	SD	Interpretation
1. I bear the consequences of my decisions	4.58	3 rd	0.54	Very High
2. I am not exempted from the consequences of my wrong decision.	4.60	1 st -2 nd	0.54	Very High
3. It is based on rules and regulations when making any decision.	4.51	4 th	0.63	Very High
4. I eliminate solutions that are inconsistent with established laws and regulations	4.47	5 th	0.63	Very High
5. I take advantage of my previous experience in decision-making	4.60	1 st -2 nd	0.47	Very High
Overall Mean	4.55		0.46	Very High

Range Verbal Interpretation 4.21 - 5.00 (Very high) 3.41 - 4.20 (High) 2.61 - 3.40 (Average) 1.81 - 2.60 (Low) 1.00 - 1.80 (Very low)

Overall Level of Decision-Making Skills

To ascertain the overall level of decision-making skills, the mean levels of the components. The result is presented in Table 2.4.

Table 2.4. Summary of Result for the Level of Decision-Making Skills.

Decision-Making Skills	Mean	SD	Interpretation
1. Participation	4.33	0.67	Very High
2. Empowerment	4.45	0.63	Very High
3. Accountability	4.55	0.58	Very High
OVERALL LEVEL	4.60	0.54	Very High

SIGNIFICANT RELATIONSHIP OF EMOTIONAL INTELLIGENCE TO DECISION-MAKING SKILLS OF SCHOOL LEADERS

This section determines whether Emotional Intelligence has a significant relationship with the decision-making skills of the school leaders. For this purpose, the Spearman Correlation Coefficient is used to analyze the existence of a relationship between the level of emotional intelligence and level of significance. If a significant relationship existed then it can be concluded that emotional intelligence affects the decision-making skills of the respondents.

The result of the Spearman Correlation Coefficient test using SPSS is presented in Table 3.1.

Note:

1. P-value is 0.052, this is greater than 0.50 and therefore the null hypothesis is rejected. Accepting the alternative hypothesis meant that there is a significant relationship between Emotional Intelligence and Decision-Making Skills.
2. The value of the Correlation Coefficient of 0.292 suggests that there is a weak positive relationship between Emotional Intelligence and Decision-Making Skills.

Table 3.1. Result of Spearman Rank Correlation Test between Emotional Intelligence and Decision-Making Skills Using SPSS.

			Educational Attainment	Teaching Performance
Spearman's rho	Emotional Intelligence	Correlation Coefficient	1.000	0.292
		Sig. (2-tailed)	.	0.052
		N	45	45
	Decision-Making Skill	Correlation Coefficient	0.292	1.000
		Sig. (2-tailed)	0.052	.
		N	45	45

Range Verbal Interpretation 00-.19 (Very high) .20-.39 (Weak) .40 - .59 Moderate) 60-79 (Strong) .80-1.0 (Very strong)

4. Discussion

The results indicate that school leaders demonstrate a high level of emotional intelligence across various aspects. In terms of self-awareness, respondents showed a very high level, particularly in learning from previous experiences. However, there was variability in the level of consciousness and control of emotions. Self-regulation was also very high among respondents, with indicators like taking responsibility for performance receiving high ratings. Additionally, self-motivation was at a very high level, with enthusiasm for important tasks being particularly pronounced. Empathy was also rated very high, although some indicators scored slightly lower. Social skills were generally high, with particular strength in listening and interacting with others' feelings.

Regarding decision-making skills, respondents demonstrated high levels of participation, empowerment, and accountability. They considered various potential solutions before making decisions and valued input from team members. Decision-making processes were largely based on rules and regulations, with an emphasis on learning from past experiences.

The study found a weak positive relationship between emotional intelligence and decision-making skills, which was not statistically significant at a 5% level. However, at a 10% level of significance, emotional intelligence was found to have a significant impact on decision-making skills.

Overall, the findings align with previous research highlighting the importance of emotional intelligence in educational leadership. Continuous professional development and mentoring for school leaders can enhance their emotional intelligence and decision-making abilities, ultimately leading to more effective schools.

5. Conclusions

In conclusion, the results demonstrated that Emotional Intelligence and Decision-Making Skills have a weak positive association. At a 5% level of significance, Emotional Intelligence does not affect respondents' decision-making skills, however, at a 10% level of significance, Emotional Intelligence has a considerable impact on respondents' decision-making skills.

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Declaration of Conflicting Interests and Ethics

I, Leah E. Perez, hereby declare any personal circumstances or interests that may be perceived as inappropriately influencing the representation or interpretation of reported research results.

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