

Social Competence and Emotional Intelligence in Relation to Work Commitment Among School Administrators in Selected Districts in the Division of Bohol

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Abstract

School administrators are among the essential employees in the world of academe. Studies show that they perform best when they are committed; hence, it is necessary to conduct a study on their commitment as a proactive step towards quality school management. This study investigated the social competence, emotional intelligence, and work commitment levels of school administrators in the districts of Candijay, Alicia, Mabini, Anda, and Guindulman, Division of Bohol with the end view of proposing an enhancement program. It espoused a descriptive correlational research design with the help of standardized tools. The results revealed that majority of the respondents are females wherein most of them obtained only a few Masteral units. Both elementary and secondary administrators possessed “high social competence level”. All dimensions of emotional intelligence were rated “Very High” and in general, they obtained “Very High” emotional intelligence level. The respondents have very high affective, continuance, and normative commitment levels. Overall, they possess a “Very High” commitment level. The respondents’ demographic profile (as to age, sex, civil status, highest educational attainment, and length of service as administrator) did not correlate with their social competence, emotional intelligence, and work commitment levels. It was also found out that a significant relationship exists between their level of social competence and emotional intelligence which means a higher level of social competence also entails higher emotional intelligence. There is also a significant relationship between the respondents’ social competence and work commitment levels. A correlation exists between emotional intelligence and work commitment. Moreover, no significant difference between the perception of elementary and secondary school administrators as to their social competence and emotional intelligence level. Recommendations were given to address the studied phenomenon.

Keywords: Emotional Intelligence, Work Commitment, Social Competence, School Administrators

Introduction

School administrators such as principals, head teachers, and teachers-in charge are among the essential employees in the world of academe. Cognizant of their importance, their role has become a priority in education policy agendas internationally and locally as reported by the Organization for Economic Cooperation and Development (OECD). They play vital roles in improving school outcomes by influencing the motivations and capacities of teachers, as well as the school climate and environment. Hence, effective school leaders are valuable to attaining an efficient and effective educational system. (Beatriz, Deborah, and Hunter, 2008)

As implementers and arms of the Department, school leaders are given various tasks, mandates, and targets which stretch them to their limits. They are much like the CEO of a company since they impact schools in many ways. They supervise the teachers, develop school culture, implement, and enforce rules, guide instruction, and ensure that all students receive a quality education. From being an instructional leader, facility manager to community leader, the scope of an

administrator's duties seems limitless and even more challenging. They work under an increasing amount of stress that enervates them physically and emotionally.

Interestingly, various studies reveal that one of the influential factors which motivate school leaders to stay faithful in their jobs is work commitment. Work commitment is a construct which pertains to psychological attachment in one’s job and has been recognized as a significant factor affecting organizational behavior and positive work outcomes (Meyer, Stanley, Herscovitch and Topolnytsky, 2002). Commitment is a critical attitude which propels them to persist in working despite various obstacles and discouragements arising from the nature of their work. Mowday (1998) stressed out that employees who are committed perform better, work harder, and stay in their jobs than those who lack commitment. Vance (2006) further strengthens the importance of work commitment by saying, “employees who are engaged in their work and committed to their organizations give companies crucial competitive advantages including higher productivity and lower employee turnover.”

Mindful of the importance of school administrators’ commitment to the Department of Education, it is

imperative to study their level of work commitment as well as the other factors which have bearing on their dedication as educational leaders. This study also aimed to explore if social competence and emotional intelligence are predictors of work commitment. Furthermore, as the researcher explored on this topic, there has never been a published study which investigates the variables, particularly in the province of Bohol. This is the research gap that the researcher would like to investigate.

Research Questions

The study primarily aimed to investigate the level of Social Competence and Emotional Intelligence in relation to the Work Commitment of School Administrators of the Districts of Candijay, Alicia, Mabini, Anda and Guindulman, Division of Bohol. The findings of this study served as the basis in formulating a proposed enhancement program.

Specifically, this study sought to answer the following questions:

1. Is there a significant degree of correlation between the following variables:
 - 1.1 social competence and emotional intelligence
 - 1.2 social competence and work commitment; and
 - 1.3 emotional intelligence and work commitment?
2. Is there a significant degree of difference between the elementary school administrators and secondary school administrators on the perceptions on the following:
 - 2.1 social competence;
 - 2.2 emotional intelligence; and
 - 2.3 work commitment?
3. Is there a significant degree of variance in the different dimensions of the following variables:
 - 3.1 emotional intelligence; and
 - 3.2 work commitment?

Literature Review

Social Competence. It is a complex, multifaceted concept which consists of social, emotional or affect regulation, cognitive (e.g., fund of information, skills for processing/acquisition, perspective taking), and behavioral (e.g., conversation skills, pro-social behavior) skills, as well as motivational and expectancy sets (e.g., moral development, self-efficacy) needed for successful social adaptation. Social competence also reflects having an ability to take another's perspective concerning a situation, learn from past experiences, and apply that learning to the changes in social interactions. Social competence is

the foundation upon which expectations for future interaction with others are built, and upon which individuals develop perceptions of their own behavior. Often, the concept of social competence frequently encompasses additional constructs such as social skills, social communication, and interpersonal communication.

Orpinas (2010) defined social competence as the ability to handle social interactions effectively. In other words, social competence refers to getting along well with others, being able to form and maintain close relationships, and responding in adaptive ways in social settings. Given the complexity of social interactions, social competence is the product of a wide range of cognitive abilities, emotional processes, behavioral skills, social awareness, and personal and cultural values related to interpersonal relationships. To further complicate the understanding of this concept, social competence is dependent on developmental characteristics (i.e., expectations of social competence vary by age of person), the specific social situation (i.e., people may be socially competent in one situation but not in another, or a child may appear more competent when interacting with a socially skilled partner than with a shy person), and cultural characteristics (i.e., specific acts of social competence are bound by cultural expectations). To integrate these components, Orpinas and Horne (2006) defined social competence as “a person's age-appropriate knowledge and skills for functioning peacefully and creatively in his or her own community or social environment.”

McFall (1982) suggested that competence reflects someone's evaluation, based on certain criteria, that an individual's performance on some tasks is adequate. Social competence can then be defined, analogously, as competence (i.e., evaluated adequacy) in the interpersonal domain, where competencies are framed concerning specific interpersonal tasks (Gurtman, 1999). To examine these social skills and behaviors in different dimensions, Buhmester and associates (1988) distinguished five domains of interpersonal functioning, including initiation of interaction and relationships (initiation), the assertion of personal rights and discontent with others (Negative Assertion), Self-disclosure of personal information (Disclosure), emotional support of others (Emotional Support), and management of interpersonal conflicts that occur in social relationships (conflict management). Moreover, Weinstein identified three major elements of social competence which includes the ability to define the appropriate task through empathy or role-taking ability, the possession of a response repertoire, and the

effective implementation of the most appropriate tactic or response in a given situation.

Emotional Intelligence. It is the ability to identify and manage your own emotions and the emotions of others. It is said to include three skills: emotional awareness; capacity to harness emotions and apply them to tasks like thinking and problem solving; and the ability to manage emotions, which includes regulating your own emotions and cheering up or calming down other people.

Emotion is derived from the word “*emover*” which means to move or excite. More recently, the term relates to any subjective experience. Emotions can relate to the expression of love, hate, attraction, aggression, and disappointment. “Emotions are internal events that coordinate many psychological subsystems including physiological responses, cognitions, and conscious awareness. Emotions arise in response to a person’s changing relationships. (Adams, 2011)

According to David Wechsler, intelligence can be defined as the aggregate of an individual to act with purpose and to deal effectively with the environment. Wechsler also postulated in 1943 that non-intellective abilities were important predictors of success in one’s life (Cherniss, 2000). The seeds of EQ have been embedded in what is known as social intelligence (SI) which was first proposed by Thorndike in 1920 (cited in Adams, 2011) and is defined as the ability to understand and manage men and women, boys, and girls.

Emotional Intelligence (EI) or EQ; Why it can matter more than IQ (Goleman, 1995) is the basis of a revolutionary aspect just not in Medical, Nursing or Health but globally in all domains. Goleman revealed the foundation text of worldwide movement that claims what has been universally regarded as “Intelligence” is merely one type of Intelligence – Cognitive intelligence, and is not as important as another type of Intelligence –Emotional Intelligence (Daniel Goleman’s Emotional Intelligence, 1995):

Goleman (1998) has suggested an EI framework that consists of four clusters: (1) Self-awareness –being aware of emotions and its significance; having a realistic knowledge of strengths and weaknesses; having self-confidence. (2) Self-management – control over emotions; being honest and trustworthy; being flexible and dedicated. (3) Social awareness – being empathetic and perceiving another’s thoughts and points of view. (4) Relationship – helping others to

develop themselves; effective leadership; influencing skills and excellent interpersonal communication skills.

It cannot be denied that emotional strengths and social abilities often contribute to Social and Occupational success. It can be sensed in Goldman’s writings. “this mapping (of emotional intelligence) offers a challenge to those who subscribe to a narrow view of Intelligence; arguing that IQ is a genetic inheritance that cannot be changed by life experience....That argument ignores the more challenging question; What can we change that will help our children fare better in life?, He also argues that the difference quite often lies in the abilities called Emotional Intelligence, which include Self-Control, Zeal and Persistence, and the ability to motivate oneself and their skills; as we shall see, can be taught to children, giving them a better chance to use whatever intelligence potential the genetic lottery may have given them”.

“To feel good about oneself, experience one’s emotions directly, and grow emotionally,” to be the most urgent need of humankind (Herman, 1992). According to Gardner, intelligence is “the bio psychological potential to process information that can be activated in a cultured setting to solve problems or create products that are of value in culture.” Gardner (1983) proposed the ‘theory of multiple intelligences’ to analyze and better describe the concept of intelligence.

Later, it was recognized that ‘emotion’ and ‘cognition’ are integral and inseparable parts of each other and, though it is useful to use different names for the various aspects of the generation of emotion. (Zajonc,1980). LeDoux (1996) has shown the existence of a fast, non-conscious emotion circuit and a slow, cortical emotion circuit.

Salovey and Mayer (1990) define Emotional Intelligence as the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions. Emotional Intelligence has four main components, namely, the ability to: (1) Perceive emotions; (2) Utilize these emotional perceptions to accomplish various activities or tasks; (3) Understand emotional variations;and (4) Manage emotions to achieve goals.

Dalip Singh (2003) defines Emotional intelligence as “the ability of an individual to appropriately and successfully respond to a vast variety of emotional stimuli being elicited from the inner self and immediate environment. Emotional intelligence

constitutes three psychological dimensions-emotional competency, emotional maturity and emotional sensitivity-which motivate an individual to recognise truthfully, interpret honestly and handle tactfully the dynamics of human behaviour.

The lack of Emotional Intelligence explains why people who, despite having a high IQ, have been such utter failures and disastrous in their personal and professional lives. In contrast, individuals high on Emotional Intelligence are poised, outgoing, committed to other people and worthy causes, sympathetic and caring, with a rich and fulfilling emotional life. They are comfortable with themselves, others, and the social universe they inhabit. It is often said that a high IQ may assure you a top position, but it may not make you a top person.

There are at least four major aspects of emotional intelligence: the appraisal and expression of emotion, the use of emotion to enhance cognitive processes and decision making, knowledge about emotions, and management of emotions (George, 2000).

The ability to appraise emotion pertains to both the self and other people. People differ in terms of the degree to which they are aware of the emotions they experience and the degree to which they can verbally and nonverbally express these emotions to others. Accurately appraising emotions facilitates the use of emotional input in forming judgments and making decisions. The accurate expression of emotion ensures that people can effectively communicate with others to meet their needs and accomplish their goals or objectives.

Related to the appraisal and expression of emotion in others is the concept of empathy, the ability to understand and experience another person's feelings or emotions. Empathy, a contributor to emotional intelligence, is an important skill which enables people to provide useful social support and maintain positive interpersonal relationships (Batson, 1987).

The ability to regulate own emotion pertains to how people regulate emotions affects their relationships, well-being, and stress. Individuals differ in their ability to regulate emotions, some choosing more successful strategies than others (Mayer and Salovey, 1997). The ability to regulate emotions entails modulating emotional experience to attain desired affective states and adaptive outcomes. Of all the four emotional abilities, emotion regulation is the most important for social interaction because it influences emotional expression and behavior directly. One inappropriate outburst of anger can destroy a relationship forever. In

contrast, the ability to perceive and understand emotions influences social interaction more indirectly, by helping people interpret internal and social cues and thereby guiding emotional self-regulation and social behavior.

Emotion regulation can influence social interaction through several mechanisms. Most saliently, it colors the emotional tone of social encounters. Displays of pleasant emotions tend to elicit favorable responses from others whereas the expression of negative emotions often drives other people away. In one recent study, college students scoring higher on an ability measure of emotional regulation reported having more positive relationships with others; less conflict and antagonism in their relationship with a close friend; and greater companionship, affection, and support in their relationship with a parent (Lopes, et.al., 2005)

Ability to Manage Other's Emotion is one's ability to influence the emotions of other people. For example, an emotionally intelligent politician might increase her own anger and use it to deliver a powerful speech to arouse righteous anger in others. Therefore, the emotionally intelligent person can harness emotions, even negative ones, and manage them to achieve intended goals (Mayer, 2004). Ability to Utilize Own Emotion is 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 to best fit the task at hand.

In essence, Mayer, et.al. (2000) described the ability model of EI as mostly a unitary concept, sub-divisible into four levels of branches. It begins with the first branch, perception, and expression of emotion, which involves identifying and expressing emotions in oneself and in other people. The second branch, assimilating emotion in thought, involves using emotions to improve thought. Branch three, understanding and analyzing emotion, involves using thought to process emotions. The final branch, reflective regulation of emotion, concerns emotional self-management and

Work Commitment. Commitment is complex and a multi-faceted construct and can take different forms. Work commitment has been defined as the relative importance between work and oneself (Loscoco, 1989). Work commitment is seen as a person's adherence to work ethic, commitment to a career/profession, job involvement, and organizational commitment (Morrow, 1993). Individuals can feel committed to an organization, top management,

supervisors, or a particular work group. Commitment has been examined regarding "career, union and profession" (Darolia, et.al., 2010). Studies showing instances of high work commitment have also proven to highly relate to organizational performance. It is the second most studied job attitude in I/O psychology for this reason (PSUWC, 2013). It affects all organizations at some level and enables companies to evaluate issues like turnover during times of varying economic stability. All these attitudes interact to shape the conceptual framework of everyone's work commitment.

Work commitment is sometimes taken as synonymous organizational commitment which has been defined as an employee's valuing the organizational benefits more than their personal benefits (Özsoy, et.al., 2004). McDonald and Makin (2000) have defined organizational commitment as a psychological treaty signed between the person and the organization, while Valentine, Godkin, and Lucero (2002) have defined it as the inclination of employees' interests and commitments to the organization. Organizational commitment can also be defined as the adoption of the goals of the organization by the employees and their commitment to the organization to achieve these goals.

From these definitions, organizational commitment can be summarized with the following remarks (İnce and Gül, 2005): (1) Acceptance of the organizational goals and values, and strong belief in them. (2) Working harder than expected for the organization's benefit. (3) Building an enthusiasm for continuing to be a part of the organization. Previous work in the area has stated that there are two major parts of organizational commitment: behavioral and attitudinal (Çöl, 2004). Behavioral commitment occurs because of a process during which individuals adopt, confirm, and integrate organizational behaviors. On the other hand, attitudinal commitment is the emotional response resulting from an individual's evaluation attitudes adopted and confirmed by the organization. This type of commitment occurs because of 1) adoption and assimilation of the organization's goals by the individual, 2) participation in organizational processes, and 3) loyalty to the organization (Özsoy et al., 2004).

Psychologists have been interested in the commitment construct for many years and within many contexts. Examples of commitment areas that have been studied include commitment to individual goals (Donovan & Radosevich, 1998), to one's friends and relatives (Sprecher, et.al., 1995), to one's religion and one's community (Greer & Stephens, 2001). Commitment in

the workplace is also an important topic to consider. Given that the major portion of an individual's life revolves around organizations and work, investigations of commitment forms in the workplace are vital for understanding the psychology of human behavior. It is not surprising that psychologists have devoted voluminous efforts to studying commitment in the workplace (Cohen, 2003; Morrow, 1993).

Several forms of commitment have been proposed, measured, and tested for correlations with other important outcomes (e.g., job performance, job satisfaction, and turnover). Organizational commitment, occupational commitment, and career saliency are some of the constructs that have been investigated in the literature. These different commitment forms have been found to have modest correlations with outcome variables such as performance and satisfaction.

Based on the argument that organizational commitment can be better understood as a multidimensional concept, Meyer, and Allen (1984) proposed a two-dimensional measure of organizational commitment. The first dimension was termed affective commitment and was defined as "positive feelings of identification with attachment to, and involvement in, the work organization" (Meyer and Allen, 1984). The second termed "continuance commitment" and was defined as "the extent to which employees feel committed to their organizations by virtue of the costs that they feel are associated with leaving (e.g., investments or lack of attractive alternatives)" In a subsequent article, Allen, and Meyer (1990) added a third dimension: normative commitment, defined as the employees' feelings of obligation to remain with the organization. The factor analysis of Allen and Meyer (1990) supported the proposed three-dimensional scales. In their assessment of the scales, Hackett, Bycio, and Hausdorf (1994) also supported the existence of three dimensions. Despite the attention paid to the Meyer and Allen scales, one aspect that has not been examined is its relationship to commitment foci other than the organization and especially its discriminant validity.

In recent literature there has been a strong tendency to focus on the broader concept of work commitment that includes specific objects of commitment such as organization, occupation, union, and one's job (Morrow, 1983). Work Commitment forms have been shown to predict important work outcomes such as withdrawal, performance, absenteeism, and tardiness. One important line of research regarding commitment concentrated on examining its discriminant validity.

This trend started with the work of Morrow (1983), who in a thorough review of the literature pointed to concept redundancy problems among several definitions and measures of work commitment foci. Morrow (1983) concluded that more attention to the way different measures of commitment is conceptualized and operationalized is warranted to prevent overlap among the concepts.

In 1987, Morrow and McElroy identified four measures of work commitment such as (1) job involvement, (2) organizational commitment, (3) work ethic endorsement, and (4) intention to remain. Job involvement is defined as the extent to which a person's work performance affects his or her self-esteem. The job involved person is one for whom paid employment plays a central part in life and who is affected personally by his or her employment circumstances (Cook, et.al., 1981).

Methodology

Design

This study made use of a descriptive-correlational research design utilizing standardized questionnaires to measure the main variables of this study, namely: social competence, emotional intelligence, and work commitment. To measure the respondents' level of social competence, the researcher adapted McClellan & Katz's (2001) Assessing Social Competence. Emotional Intelligence was measured using the Schutte Emotional Intelligence Scale or Assessing Emotions Scale (ASS) which anchors from Mayer and Salovey's (1990) Ability Model Theory. The third variable, which is work commitment, is measured using Meyer and Allen's (1991) Three Commitment Model (TCM) Questionnaire.

Respondents

The respondents of this study will be the 49 school administrators from the districts of Candijay, Alicia, Mabini, Anda, and Guindulman (CAMAG), Bohol. The respondents were chosen purposively wherein only those who are currently serving as school administrators.

Environment

The locale of the study is the province of Bohol, particularly the following districts: Candijay, Alicia, Mabini, Anda, and Guindulman (CAMAG) which are all located in the 3rd Congressional District of the

province.

Instrument

This study adapted three standardized tools to measure its main variables. The questionnaire used in this study consisted of four parts. The first part captures the respondents' demographic profile as to age, sex, civil status, highest educational attainment, length of service as administrator and position.

The second part of the questionnaire adapted from the tool on Assessing Social Competence of McClellan and Katz's (2001). The questionnaire was in a checklist form wherein the participants were made to reflect their personal level of perception of the different items included in each aspect using the corresponding weight equivalent of 4,3,2,1 to the different description used.

The third part utilized the Schutte Emotional Intelligence Scale or the Assessing Emotions Scale (SAS) which anchors from Salovey and Mayer's Ability Model of Emotional Intelligence.

The fourth and last part adapted the Three Commitment Model (TCM) Questionnaire of Meyer and Allen's (1991), one of the leading instruments for empirical research measuring employee's commitment to an organization in the following dimensions: affective, normative, and continuance.

Data Gathering

The first step undertaken by the researcher was to ask permission from the Schools Division Superintendent and Public Schools District Supervisor to conduct the study in the chosen locale. After getting the permission, the questionnaires were then distributed to the respondents. The respondents were given enough time to answer the questionnaire and afterwards they were retrieved. The responses were then tallied and collated in tables and then subjected to statistical treatment for hypothesis testing. The findings and results of the study became the bases for conclusions and recommendations for proposed enhancement measures.

Ethical Considerations

Besides gathering the data and information needed for the study, the researcher emphasized ensuring the respondents' safety and rights throughout the data gathering process. The researcher obtained authorization from their research advisor before distributing the questionnaires for the data collection



procedures and tools utilized in their study. After that, the participants were informed of the study's primary objectives. The researcher's and respondents' rights will be maintained by adhering to ethical research principles throughout this investigation. Furthermore, the researcher conducted the study in accordance with Republic Act 10173, commonly referred to as the Data Privacy Act of 2012. This legislation thereby safeguards the fundamental human right to privacy and communication while promoting progress through sharing of information.

Results and Discussion

This section sequentially presents analyses and interprets the findings of this research study which aimed to ascertain the social competence, emotional intelligence, and work commitment levels among school administrators in the selected districts in the division of Bohol.

Analysis of Relationship Among Social Competence, Emotional Intelligence, and Work Commitment

Table 1 presents the analysis of the relationship between social competence and emotional intelligence, social competence and work commitment, and emotional intelligence and work commitment.

emotional intelligence level.

Correlation between Social Competence and Work Commitment. The Pearson table shows that it produced a resultant value of 0.68508 which is greater than its critical value of 0.28178 with 47 degrees of freedom at 0.05 margin of error; hence, the null hypothesis is rejected. There is a significant relationship between the two paired variables. It suggests that an increase in the respondents' social competence level also incurs an increase of their work commitment.

Correlation between Emotional Intelligence and Work Commitment. The Pearson computation gave an r value of 0.77694 which is greater than its tabular value of 0.28178; hence, the null hypothesis is rejected. There is a significant relationship between the respondents' emotional intelligence and work commitment. The result suggests that emotional intelligence is a determinant of their work commitment.

Analysis of Difference of Perception between the Elementary and Secondary School Administrators on their Social Competence

Table 2 presents the difference of perception between the Elementary and Secondary School Administrators on their social competence level.

Table 1. Analysis of Relationship Among Social Competence, Emotional Intelligence, and Work Commitment

| Paired Variables | Pearson r value | Critical Value of r @ 47df (0.05) | Result | Decision |
|--|-----------------|-----------------------------------|-------------|--------------|
| Social Competence & Emotional Intelligence | 0.78147 | 0.28178 | Significant | Ho: Rejected |
| Social Competence & Work Commitment | 0.68508 | 0.28178 | Significant | Ho: Rejected |
| Emotional Intelligence & Work Commitment | 0.77694 | 0.28178 | Significant | Ho: Rejected |

Table 2. Difference of Perception between the Elementary and Secondary School Administrators on their Social Competence

| | Elementary | Secondary |
|------------------------------|------------|-----------|
| Mean | 3.36 | 3.49 |
| Variance | 0.17615 | 0.18082 |
| Observations | 29 | 20 |
| Pooled Variance | 0.17804 | |
| Hypothesized Mean Difference | 0 | |
| df | 47 | |
| t Stat | -0.00994 | |
| P(T<=t) one-tail | 0.15885 | |
| t critical one-tail | 1.67793 | |
| P(T<=t) two-tail | 0.31769 | |
| T critical two-tail | 2.01174 | |
| Result: Insignificant | | |
| Ho: Accepted | | |

Correlation between Social Competence and Emotional Intelligence. It can be gleaned from the table that the respondents obtained a Pearson r value of 0.78147 which is greater than the tabular value of 0.28178 at 0.05 alpha level with 47 degrees of freedom; hence the null hypothesis was rejected in favor of the research hypothesis. It indicates that there is a significant relationship between the respondents' level of social competence and emotional intelligence. Higher level of social competence also entails higher

The t-test for uncorrelated means resulted in a *t Stat* value of -1.00994 which is lesser than its tabular value (*t Critical one-tail*) of 2.01174 at 0.05 alpha level with 47 degrees of freedom. This result is insignificant; hence, the null hypothesis was accepted. There is no



significant degree of difference between the perception of elementary and secondary school administrators as to their social competence level. Both groups possess high social competence level.

Analysis of Difference of Perception between the Elementary and Secondary School Administrators on their Emotional Intelligence Level

Table 3. *Difference of Perception between the Elementary and Secondary School Administrators on their Emotional Intelligence*

| | Elementary | Secondary |
|------------------------------|------------|-----------|
| Mean | 3.47 | 3.68 |
| Variance | 0.16215 | 0.10376 |
| Observations | 29 | 20 |
| Pooled Variance | 0.13854 | |
| Hypothesized Mean Difference | 0 | |
| Df | 47 | |
| t Stat | -1.78393 | |
| P(T<=t) one-tail | 0.04045 | |
| t critical one-tail | 1.67793 | |
| P(T<=t) two-tail | 0.08089 | |
| T critical two-tail | 2.01174 | |
| Result: Insignificant | | |
| Ho: Accepted | | |

The t-test for uncorrelated means resulted in a *t Stat* value of -1.78393 which is lesser than its tabular value (*t Critical one-tail*) of 1.67793 at 0.05 alpha level with 47 degrees of freedom. This result is insignificant; hence, the null hypothesis was accepted. There is no significant degree of difference between the perception between elementary and secondary school administrators as to their emotional intelligence level. Both groups rated themselves as having “Very High” emotional intelligence level.

Analysis of Difference of Perception between the Elementary and Secondary School Administrators on their Work Commitment

Table 4. *Difference of Perception between the Elementary and Secondary School Administrators on their Work Commitment*

| | Elementary | Secondary |
|------------------------------|------------|-----------|
| Mean | 3.36 | 3.58 |
| Variance | 0.21397 | 0.17943 |
| Observations | 29 | 20 |
| Pooled Variance | 0.20001 | |
| Hypothesized Mean Difference | 0 | |
| Df | 47 | |
| t Stat | -1.62333 | |
| P(T<=t) one-tail | 0.05560 | |
| t critical one-tail | 1.67793 | |
| P(T<=t) two-tail | 0.11121 | |
| T critical two-tail | 2.01174 | |
| Result: Insignificant | | |
| Ho: Accepted | | |

The t-test for uncorrelated means resulted in a *t Stat* value of -1.62333 which is lesser than its tabular value (*t Critical one-tail*) of 1.67793 at 0.05 alpha level with 47 degrees of freedom. This result is insignificant; hence, the null hypothesis was accepted. There is no significant degree of difference between the perception of elementary and secondary school administrators as to their work commitment level. Both groups perceived themselves as possessing “Very High” work commitment level.

Analysis of Variance in the Different Dimensions of Emotional Intelligence

Table 5 presents the analysis of variance in the different dimensions of emotional intelligence: ability to appraise emotion, ability to regulate own emotion, ability to manage others’ emotion, and ability to utilize own emotion.

Table 5. *Analysis of Variance in the Different Dimensions of Emotional Intelligence*

| SUMMARY | | | | |
|---------|-------|----------|---------|----------|
| Groups | Count | Sum | Average | Variance |
| A | 49 | 172.1000 | 3.51 | 0.15193 |
| B | 49 | 174.5556 | 3.56 | 0.17922 |
| C | 49 | 172.3750 | 3.52 | 0.19661 |
| D | 49 | 177.1667 | 3.62 | 0.19584 |

| ANOVA | | | | | | |
|-----------------------|----------|-----|---------|---------|---------|---------------|
| Source of Variation | SS | df | MS | F | P-value | F crit (0.05) |
| Between Groups | 0.33831 | 3 | 0.11277 | 0.62338 | 0.60069 | 2.65164 |
| Within Groups | 34.73305 | 192 | 0.18090 | | | |
| Result: Insignificant | | | | | | |
| Total | 35.07136 | 195 | | | | |
| Ho: Accepted | | | | | | |

Since the computed F-Value of 0.62338 is lesser than its F critical value of 2.65164 at 0.05 level of significance with 3 and 192 degrees of freedom, the null hypothesis is accepted which means that there is no significant variance in their responses in the different dimensions of emotional intelligence. The respondents possess very high emotional intelligence

in all aspects of the trait emotional intelligence scale.

Analysis of Variance in the Different Dimensions of Work Commitment

Table 6 present the analysis of variance in the different dimensions of work commitment among school administrators.

Table 6. *Analysis of Variance in the Different Dimensions of Work Commitment*

| SUMMARY | | | | | | |
|---------|-------|----------|---------|----------|--|--|
| Groups | Count | Sum | Average | Variance | | |
| A | 49 | 173.6667 | 3.54 | 0.2625 | | |
| B | 49 | 163.8333 | 3.34 | 0.3373 | | |
| C | 49 | 169.6667 | 3.46 | 0.2781 | | |

| ANOVA | | | | | | |
|---------------------|----------|-----|---------|---------|---------|---------------|
| Source of Variation | SS | df | MS | F | P-value | F crit (0.05) |
| Between Groups | 0.99811 | 2 | 0.49906 | 1.70552 | 0.18533 | 3.05893 |
| Within Groups | 42.13605 | 144 | 0.29261 | | | |
| Total | 43.13416 | 146 | | | | |

Result: Insignificant
Ho: Accepted

Since the computed F-Value of 1.70552 is lesser than its F critical value of 3.05893 at 0.05 level of significance with 2 and 144 degrees of freedom, the null hypothesis is accepted which means that there is no significant variance in their responses in the different dimensions of work commitment. The respondents possess very high level of work commitment in affective, continuance, and normative components.

Conclusion

Based on the results, the following conclusions were drawn out: (1) Most of the respondents are dominated with female school administrators. In terms of educational attainment, majority of them obtained only few Masteral units. (2) Both elementary and secondary school administrators possess “High Social Competence” level. (3) All dimensions of emotional intelligence were rated “Very High”. In general, they obtained “Very High” emotional intelligence level. (4) The respondents have very high affective, continuance, and normative commitment levels. Overall, they possess “Highly” commitment level. (5) The respondents’ profile (as to age, sex, civil status, highest educational attainment and length of service as administrator) did not correlate with the respondents’ social competence, emotional intelligence, and work commitment levels.

Furthermore, (6) there is a significant relationship between the respondents’ level of social competence

and emotional intelligence. Higher level of social competence also entails higher emotional intelligence level. (7) There is a significant relationship between the respondents’ social competence and work commitment levels. (8) There is a significant relationship between the respondents’ emotional intelligence and work commitment. Emotional intelligence is a determinant of their work commitment.

Moreover, (9) there is no significant degree of difference between the perception of elementary and secondary school administrators as to their social competence level. Both groups possess high social competence level. (10) There is no significant degree of difference between the perception between elementary and secondary school administrators as to their emotional intelligence level. Both groups rated themselves as having “Very High” emotional intelligence level. (11) There is no significant degree of difference between the perception of elementary and secondary school administrators as to their work commitment level. Both groups perceived themselves as possessing “Very High” work commitment level. (12) There is no significant variance in their responses in the different dimensions of emotional intelligence. They possess very high emotional intelligence in all aspects of the trait emotional intelligence scale. (13) There is no significant variance in their responses in the different dimensions of work commitment. The respondents possess very high level of work commitment in affective, continuance, and normative components.

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