

# Exploring the Impact of School Heads' Instructional Management, Emotional Intelligence, and Leadership Skills on the Teachers' Work Values

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## ABSTRACT

The study was conducted to determine the significance and combined influence of school heads' instructional management, emotional intelligence, and leadership skills on the work values of teachers in the Division of Davao Occidental, Philippines. To achieve the purpose of the study, the researchers employed the descriptive-predictive research design. The respondents to the study were public school teachers teaching basic education from each of the three districts within the Division of Davao Occidental. The researchers identified the schools using the cluster random sample approach. We modified the survey questions to primarily address the study's issues before administering them. While significant correlations and impacts were quantified using Pearson-r and multiple regression, respectively, the researchers determined the levels by computing the mean and standard deviation. The very high degree of instructional management exhibited by school leaders suggested that they constantly displayed instructional management. School leaders displayed a high degree of emotional intelligence, indicating that their emotional intelligence was noticeable. The heads of schools demonstrated a high degree of leadership, suggesting that their skills were apparent. Teachers consistently demonstrated their work values at a high level. Significant correlations were found between the instructional management of school heads and the work values of teachers, as well as between their emotional intelligence, teachers' work values, and their leadership skills. These showed that teachers' work values will rise in proportion to gains in school heads' instructional management, emotional intelligence, and leadership skills levels. The study found no significant correlation between leadership skills and teachers' work values, but a significant correlation existed between school heads' emotional intelligence and instructional management and teachers' work values. However, school heads' leadership abilities, emotional intelligence, and instructional management all had a substantial combined impact. The study underscores that instructional management, emotional intelligence, and leadership skills can impact positive work values in schools.

**Keywords:** Education, instructional management, emotional intelligence, leadership skills, work values, school heads, teachers, multiple regression, and the Philippines.

## INTRODUCTION

Every school employee should uphold the principle of positive work in order to ensure the school's excellence and well-being. Teachers are also the most important group of professionals for the citizenry's future. Therefore, it is shocking to see that many educators are still dissatisfied with their professions and often receive low work values (Lacerna, 2016). Similarly, the work value system that an individual represents is mostly responsible for their discontent at work, including any negative feelings they may have toward the organization to which they belong. Indeed, an employee's attitude towards the work itself is more likely to

contribute to an unsatisfactory job than a low-paying position. Arker (2018) and Fero (2019) found that educators have the capacity to enhance their comprehension of their profession. However, a significant portion of them encounter challenges when attempting to implement this knowledge in practice. They are unable to align themselves with acceptable and crucial work values. In addition, instructors perform their jobs at a level that falls short of excellence due to their disregard for work values, lack of commitment, and diminished work focus as they solely focus on compliance (Ramos, 2017).

A strong emphasis on positive work values is essential to achieving job success. Teachers' work values undergo significant negative changes as a consequence of globalization, technological advancement, rapid change, and varying societal demands (Tomlinson, 2016). Research done at schools in Raleigh, North Carolina, found that teachers are not happy about having to spend more of their time on work-related duties, even when they are on school property. This is one sign of low work values (Mitchell, 2013). However, as Raha (2017) found, Singaporean instructors set an example of excellent conduct and a worthy mindset that encourages people to successfully achieve the desired work-life balance because of the positive expression of work values. Aktwil (2019) conducted a study in Makati, Philippines, and found that enhancing teachers' efficiency requires them to uphold the highest standards established by their respective businesses. Similarly, Capri (2015) said that work values should be considered while evaluating teachers in the Province of Columbio, Mindanao, since their tardiness and absenteeism seem to indicate that they have weak work values.

Correspondingly, research on the benefits of a top-notch education provided by highly qualified and enthusiastic educators is essential in helping students become ready for their academic career (Reynolds, 2016). According to Cole (2017), all organizations place a high priority on training and development. However, each employee's personal values play a crucial role in enabling them to gradually pick up new teaching concepts and apply them to their instruction.

Principals' lack of extensive training for their roles as instructional managers, their time constraints for implementing educational practices, increased paperwork, and the community's intense pressure to meet expectations all contribute to ineffective instructional management (Flath, 2019). These elements, which stem from workplace conveniences, are important enough to affect teachers' job values (Hoy, 2018).

In addition, Cortes (2018) highlighted how providing teachers with a wide range of career advancement opportunities and enticing them to pursue professional development may have a positive influence on work values. Educators were presented with opportunities to improve their standing in the industry and inspire their students to give the best work they can come up with. Cole (2017) expressed a similar perspective, stating that every organization prioritizes training and development. However, the personal values each member of the organization embodies play a crucial role in enabling them to gradually learn new teaching concepts and effectively implement them in their instruction. In the same vein, an emotionally intelligent Principal is one who can identify and remain aware of their feelings as they come up, according to Adeniyi and Omoteso (2014).

Researchers have conducted numerous studies using a variety of study designs. First, Froese (2011)'s study investigating the mediating role of work values in organizational commitment and professional development demonstrated full mediation. Second, Matote (2018) conducted a study that explored work values using a mixed-methods approach, specifically utilizing a convergent design, and revealed a significant positive connection among variables. This study aimed to investigate the relationship between the teaching management, emotional intelligence, and leadership skills of school heads and the work values of teachers. Furthermore, poor organizational commitment and professional development may closely correlate with low work values. The above-cited scenarios guided the researchers to investigate and help address this problem. On the other hand, the researchers were unable to locate a study that sought to determine the multiple regression analysis for work values. They were also unable to locate published research on topics identical to those found in the literature involving teachers' work values.

## **Statement of the Problem**

This study investigated the influence of school heads' instructional management, emotional intelligence, and

leadership skills on teachers' work values.

Specifically, the study addressed the following questions:

1. What is the perception of teachers on level of instructional management of school heads in terms of:
    - 1.1 framing the school goals;
    - 1.2 communicating the school goals;
    - 1.3 supervising and evaluating instruction;
    - 1.4 coordinating the curriculum;
    - 1.5 monitoring students' progress;
    - 1.6 protecting instructional time;
    - 1.7 maintaining high visibility;
    - 1.8 providing incentives for the teachers; and
    - 1.9 providing incentives for learning?
  2. What is the perception of teachers on level of emotional intelligence among school heads in terms of?
    - 2.1 self-awareness;
    - 2.2 self-expression;
    - 2.3 emotional awareness of others;
    - 2.4 interpersonal connection;
    - 2.5 compassion; and
    - 2.6 integrity?
  3. What is the level of leadership skills of school heads in terms of:
    - 3.1 administrative skill;
    - 3.2 interpersonal skills; and
    - 3.3 conceptual skill;
  4. What is the level of work values of teachers in terms of:
    - 4.1 physical facilities;
    - 4.2 professional growth;
    - 4.3 interpersonal relationship;
    - 4.4 social environment;
    - 4.5 personal gratification;
    - 4.6 new challenges; and
    - 4.7 job security?
  5. Is there a significant relationship between:
    - 5.1 Instructional management school heads and work values of teachers?
    - 5.2 Emotional Intelligence of school heads and work values of teachers?
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### 5.3 Leadership skills of school heads and work values of teachers?

6. Do instructional management, emotional intelligence, and leadership skills of heads significantly predict the teachers work values?

## REVIEW OF RELATED LITERATURE

### Instructional Management

According to Hellriegel and Slocum (2018), teaching management is a changing process that involves getting and giving resources as well as using others to reach goals. In management, coworkers are driven to contribute to the accomplishment of a common goal and are advised and involved in decisions based on their knowledge and experience, according to Bell (2018). The administrator has specific, well-defined duties, including fostering effective teaching and learning, encouraging the pursuit of continuous improvement, and holding people accountable for the distribution and utilization of resources.

According to Glatthorn (2018), instructional management necessitates initiative, originality, and creativity from the leader. Giving teachers access to an up-to-date, comprehensive curriculum that aims to maximize students' academic achievements and provide high-caliber instructional materials is thought to have an effect on their commitment.

However, teachers' lack of training in relation to their role as instructional leaders, insufficient time to complete all tasks, an increase in paperwork, and intense community pressure to perform are the main causes of ineffective instructional management (Flath, 2019). Teachers will consequently put in less time and eventually lose interest in their profession (Fullan, 2019).

### Emotional Intelligence

Effective leadership roles require emotional intelligence because leaders want everyone to carry out their duties and obligations in a responsible manner. The direct impact of job satisfaction extends to an organization's productivity and efficiency, as well as its members' success (Suleman & Mahmood, 2020). Wijekoon et al. (2017) mentioned that academic and professional success depend on an individual's self-management and their interpersonal and intrapersonal emotions. Individuals with elevated levels of emotional intelligence have a greater propensity to understand, control, and manage both their own and other people's feelings.

Further, it is becoming more widely acknowledged that emotional intelligence—which is described as the capacity to detect, comprehend, regulate, and use emotions successfully (Mayer et al., 2016)—is an essential element of effective leadership in educational contexts. High EI school administrators are better able to manage the intricate interpersonal dynamics in their institutions, creating a supportive work environment that supports and upholds the professional values of their instructors (Taliadorou & Pashiardis, 2015). This congruence is essential because teachers' work values—which include their attitudes, beliefs, and priorities about their duties as professionals—have a big impact on their dedication to their jobs, job satisfaction, and overall performance (Kutsyuruba et al., 2019).

Moreover, school administrators who are able to control their emotions and show empathy might serve as role models for educators, encouraging them to use similar strategies in their professional contacts and impacting workplace ideals regarding emotional labour and interpersonal connections (Yin et al., 2013). In view of recent study by Lichtenfeld et al. (2023), which emphasizes the significance of instructors' emotion management for student results, this is especially pertinent.

### Leadership Skills

Leadership skill is defined as the tool, attitudes, and talents that a leader must acquire so that employee well-being will be promoted and for the business to grow (Kapur, 2020). Due to leadership, there are notable

variations in the organization, leadership attributes, and atmosphere. Dedication and leadership positively impact the functioning of a learning environment (Chang & Lee, 2017).

According to Kapur's (2020) study, job obligations, arising events, goals and objectives, and customer needs should all influence the development and use of effective leadership abilities. Both internal and external organizational stakeholders would benefit from taking on such a growth endeavor. Offering teachers, a wide range of opportunities for professional development and encouraging them to continue their education helps instructors enhance their work values and performance. This gives educators the opportunity to advance their careers and inspires students to give all to their work (Curtis, 2018).

Furthermore, Effective school administration is based on a broad set of talents, including strategic thinking, communication, emotional intelligence, and decision-making skills (Leithwood et al., 2020). Teachers' organizational commitment and work satisfaction were shown to be substantially influenced by school principals' transformational leadership behaviours, according to a thorough research by Yildirim and Yenipinar (2021). The significance of leadership philosophies that uplift and encourage educators and are consistent with their basic professional beliefs is highlighted by this research.

### **Work Values**

In order to increase organization competitiveness and promote desirable work values, Choi & Kim (2017) identified the individual human resource (HR) as a key asset of 39 organizational value creation. Adding on, Jia (2018) addressed the issue that organizational structure, human resources, and company culture could all be affected by generational shifts in work values and ideals. Chang & Lee (2017) recommended that educational workers should periodically update and refresh their knowledge about their jobs and gain insight into industry standards. This will enable them to make more informed decisions and establish essential values for their line of work.

Accordingly, Hallam (2019) noted that retaining new hires is one issue threatening the viability of businesses. Similar to this, many in the teaching profession quit when they have the opportunity to be hired by institutions that pay much more. Before leaving the company in quest of a more comfortable and better pasture, they could teach for one or two semesters. On a related note, Backie (2015) stressed that, other from earning a livelihood, one of their main objectives is fostering an atmosphere in schools that would motivate them to remain and give priority to their duty of shaping kids' malleable minds into responsible individuals in the future.

Furthermore, as the teaching profession faces ongoing challenges, including increasing workloads and accountability pressures, understanding and supporting teachers' work values becomes even more critical. Recent research by Collie and Perry (2023) suggests that school leaders who actively support teachers' core work values can enhance teacher wellbeing and reduce burnout, even in high-pressure educational environments.

### **Theoretical Framework**

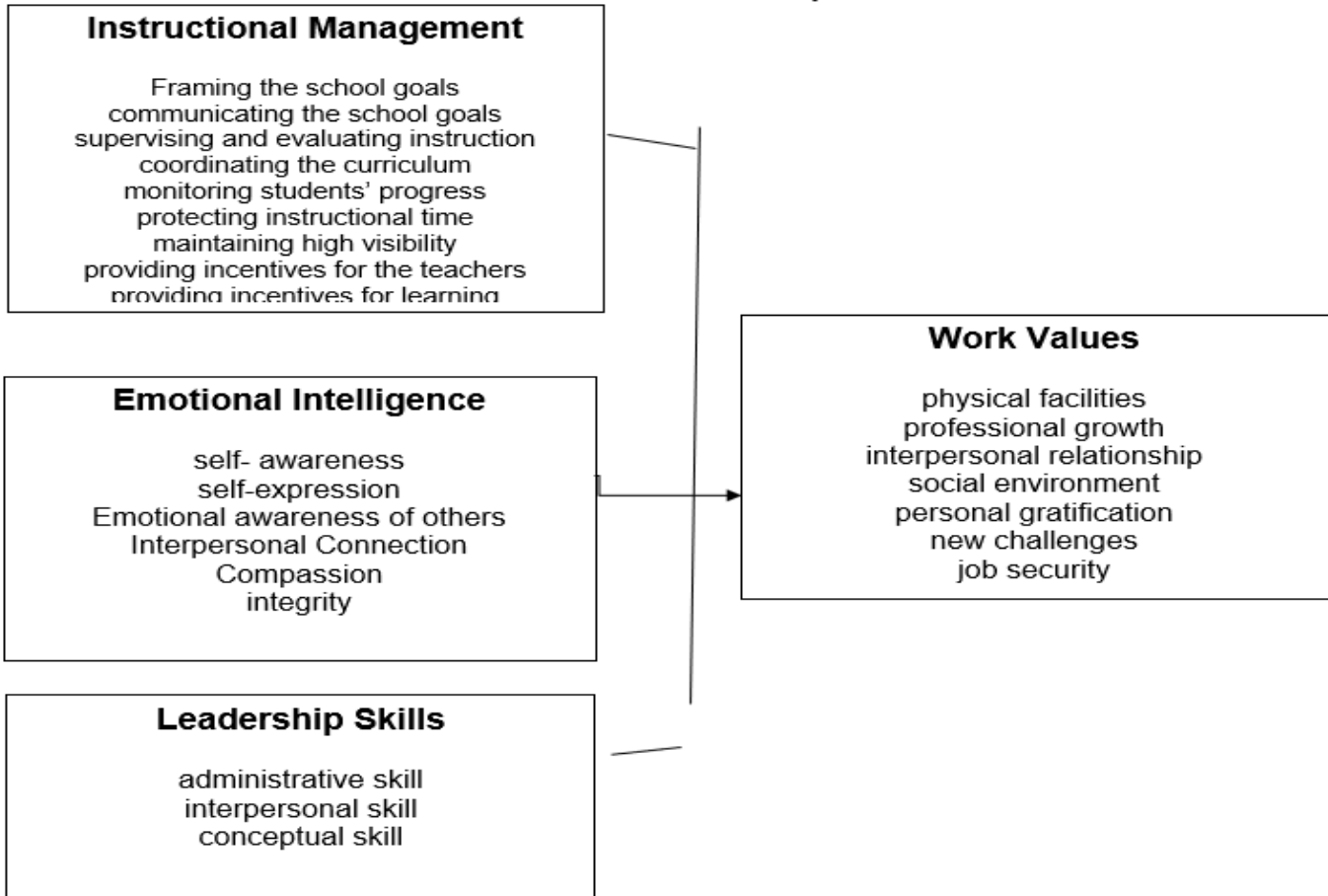
Leader-Member Exchange (LMX) theory (1975) serves as the foundation for this investigation. Dansereau and Associates (1975) established this idea. The Leader-Member Exchange (LMX) hypothesis explains how each subordinate and a leader build responsibilities and expectations through a dyadic process. As a result, the level of freedom that an organizational superior give to the member to negotiate their role in the relationship is indicative of the future actions of both the superior and the members. The idea also elaborates on the fact that superiors use both supervision and leadership strategies within their teams. Supervisors establish supervision connections (influence based largely upon authority) with certain members of their group, while they cultivate leadership exchanges (influence without authority) with others.

According to Yukl et al. (2019), high-exchange partnerships (employer-employee interactions) involve the expectation of reciprocal exchange. He added that these are characterized by a high degree of trust, liking, and respect. This is according to the Leader-Member Exchange (LMX). The leader gives subordinates what they want, like interesting jobs, more responsibility, and bigger benefits. In return, the subordinates work hard and



become loyal to the manager who runs the organization they are in. In this interaction, members of the organization become motivated to fulfill their assigned tasks without receiving any additional responsibilities from the boss. Furthermore, the actions of both the manager and the subordinates strengthen trade connections over time. The LMX theory posits that organizational qualities (instructional management, emotional intelligence, and leadership skills) relate to employee work values in the organization.

**Conceptual Framework**



**METHOD**

**Research Design**

This study specifically employed a descriptive-predictive design- a type of quantitative research. The quantitative research technique used data as well as other quantifiable information to examine phenomena and their connections to other variables in an organized manner. It provides answers to inquiries about connections within quantifiable variables, enabling understanding, forecasting, and regulation of a phenomenon (Leedy, 2016). Typically, a quantitative investigation culminates in the confirmation or refutation of the tested hypothesis. Researchers select one or a small number of variables to focus on in their study using the quantitative approach, then begin gathering information about those variables.

Additionally, as mentioned by Babbie (2015), the quantitative approach focuses on the measuring process because it connects the mathematical articulation of quantitative connections to actual observation. This strategy, often referred to as an iterative process, entails evaluating the data and refining ideas and hypotheses using technological advancements and statistical analysis. The quantitative technique started with data gathering based on a theory or hypothesis, followed by the application of descriptive or inferential statistics.

Furthermore, ex post facto investigations are another name for descriptive-predictive research. Literally speaking, this implies something after the fact. The phrase suggests that the study took place after the occurrence of relevant phenomena in the natural world. The primary goal of predictive research is to find

correlations between variables and, if such associations exist, figure out a regression equation that could generate population forecasts (Simon, 2011).

### **Research Locale**

The researchers conducted the study among public school teachers in Davao Occidental. The researchers purposefully chose representative schools from Davao Occidental's listed schools division. The researchers chose to conduct the survey in the Division of Davao Occidental for specific reasons. Firstly, the public schools in the division of Davao Occidental were selected due to the sufficient number of teachers who met the inclusion criteria for participant selection. Second, this is also a diverse division with different cultural practices, which can provide varied results and a broader perspective on the study. Third, the researchers deem it necessary to carry out the study in the Division of Davao Occidental, considering their current inability to locate studies within the local context. Finally, the researchers are familiar with the chosen districts of the Davao Occidental Division.

### **Research Respondents**

The study's respondents are three hundred (300) public school teachers from the JAS 1, JAS II, and Don Marcelino districts of the Davao Occidental division. Davao Occidental divides its territory into 10 districts. The aforementioned three districts are home to 622 teachers. The researchers utilized a cluster random sampling technique to select the respondents for the study from the public-school teachers of basic education. This method is a probability sampling technique that enables researchers to partition the population into several groups (clusters) for research (Thomas, 2020). After doing so, the researchers proceeded into using simple random or systematic random sampling techniques in order to select random groups for data collection and analysis. The respondents to the study were public school teachers. The inclusion criteria for these respondents included their employment in a specific public institution during the academic year 2023-2024, as well as their agreement to participate in the survey.

### **Statistical Tools**

The collected data underwent analysis through a range of statistical methods such as: Mean which was used to describe the level of school heads' instructional management, emotional intelligence, leadership skills and teachers' work values. Pearson product-moment correlation is a statistical method employed to identify the significant relationship between variables such as instructional management, emotional intelligence, leadership skills and the dependent variable which is organizational commitment of teachers. Multiple regression analysis was used to assess the individual impact of each independent variable (instructional management, emotional intelligence, and leadership skills of school heads) to the dependent variable (work values of teachers). The aim was to identify the most significant predictors that affect teachers' work values.

### **Research Instruments**

This study used modified survey questionnaires as research instruments. The respondents had the option to access the questionnaire both online and through mail. The questionnaires were divided into four sections: Part 1: Instructional Management for School Heads; Part 2: Emotional Intelligence; Part 3: Leadership Skills; and Part 4: Teachers' Work Values. We asked the respondents to score each item on the questionnaire using the following 5-point Likert scale: 1 = strongly disagree, 2 = disagree, 3 = somewhat agree, 4 = agree, and 5 = strongly agree. Four survey questionnaires were employed in this study, comprising items specifically crafted to address the research questions and elucidate the connections among the study variables. The researchers meticulously assessed the validity and reliability of the surveys, recognizing that altering even one indicator in the downloaded copies could impact the comprehensiveness and accuracy of the study's findings.

### **Ethical Consideration**

The researchers meticulously followed and strictly adhered to the ethical principles and guidelines established by the Philippine Health Research Ethics Board (PHREB, 2017). This unwavering commitment ensured that

the rights, welfare, and confidentiality of the research respondents were effectively safeguarded and that the research was carried out with the utmost integrity and transparency, aligning with ethical standards. The measures implemented by the researchers encompassed the ethical considerations prescribed by PHREB, demonstrating a comprehensive adherence to ethical guidelines and reinforcing the ethical conduct of the study.

## RESULTS AND DISCUSSIONS

### Level of Instructional Management of School Heads as Perceived by the Teachers.

Table 1 shows the level of instructional management among school heads, which includes various aspects such as framing and communicating the organizational goals, conducting instructional supervision and evaluation, coordinating the curriculum, monitoring the progress of the students, protecting time for instructional activities, maintaining high visibility, providing incentives to teachers, promoting professional development, and providing incentives for learning. The overall results revealed that the school has a very high level of instructional management among the teachers, with a mean of 4.36. In addition, the overall standard deviation result is 0.33, which is very minimal, denoting that the respondents have ratings that are practically almost the same. Furthermore, the highest among these indicators is framing the school goals and providing incentives for learning, with a mean of 4.46. It shows that the school heads lead the process of setting strategic goals, prioritizing the school, and recognizing the outstanding achievements and contributions of teachers and students. This demonstrates that school heads are critical in framing and leading the strategic planning process, defining priorities, directing the school's efforts towards achieving its goals, and recognizing and celebrating the exceptional efforts of teachers and students. This very high result agrees with the study of Glatthorn (2018), which stated that instructional necessitates that leaders exhibit initiative, creativity, and innovation. Providing educators with an up-to-date and thorough educational curriculum aimed at enhancing student learning and offering top-notch educational materials is believed to influence teachers' commitment.

Table 1. Level of Instructional Management

Indicators	SD	Mean	Description
framing the school goals	0.63	4.46	Very High
Communicating the school goals	0.48	4.52	Very High
supervising and evaluating instruction	0.58	4.22	Very High
coordinating the curriculum	0.58	4.37	Very High
monitoring students' progress	0.55	4.34	Very High
protecting instructional time	0.64	4.35	Very High
maintaining high visibility	0.54	4.29	Very High
providing incentives for the teachers	0.63	4.28	Very High
promote professional development	0.57	4.46	Very High
providing incentives for learning	0.58	4.36	Very High
<b>overall mean</b>	<b>0.33</b>	<b>4.36</b>	<b>Very High</b>

### Level of Emotional Intelligence as Perceived by the Teachers

Table 2 displays the emotional intelligence level of school heads as perceived by the teachers in terms of self-awareness, self-expression, emotional awareness of others, interpersonal connection, compassion, and integrity. As shown in the table, the overall mean of school heads' emotional intelligence is 3.84, described as high and interpreted as evident. Furthermore, the data set's data points exhibit a tight clustering around the mean, with minimal variability or dispersion, as indicated by the overall standard deviation of 0.54. This very



high result was consistent with Salim et al. (2020) study, which highlighted that emotionally intelligent school heads are better equipped to navigate the complexities of interpersonal relationships, motivate the staff of the organization and build a positive and supportive school climate. The study by Karaj and Rapti (2017), which linked emotional intelligence to various positive outcomes in educational settings such as improved teacher job satisfaction, enhanced student achievement, and a more collaborative and productive school environment, also aligns with the findings.

Table 2. Level of Emotional Intelligence

Indicators	SD	Mean	Description
Self- awareness	0.94	3.67	High
Self-expression	0.84	3.79	High
Emotional awareness of others	0.88	3.78	High
Interpersonal Connection	0.78	4.05	High
Compassion	0.82	3.86	High
Integrity	0.85	3.92	High
<b>Overall Mean</b>	<b>0.54</b>	<b>3.84</b>	<b>High</b>

### Level of Leadership Skills of School Heads as Perceived by the Teachers

Table 3 shows school heads' level of leadership skills in terms of administration, as wells as interpersonal and conceptual skills. The average score of 4.05 indicates that the instructors believe the head of the school has excellent leadership abilities. This indicates that school leaders possessed a high degree of leadership skills. Furthermore, the respondents' assessments are nearly identical, as indicated by the extremely low aggregate standard deviation result of 0.59. The high result agrees with the study of Radhika (2020), which emphasized that developing and implementing effective leadership skills should be based on job duties, situations involved, goals, and objectives.

Table 3. Level of Leadership Skills

Indicators	SD	Mean	Description
Administrative skill	0.65	4.13	High
Interpersonal skill	0.66	4.09	High
Conceptual skill	0.87	3.93	High
<b>Overall Mean</b>	<b>0.59</b>	<b>4.05</b>	<b>High</b>

### Level of Work Values of Teachers

Table 4 illustrates the findings of the study on teachers' work values in terms of physical facilities, professional development, interpersonal relationships, social environment, personal gratification, new challenges, and job satisfaction. The overall results revealed that teachers have a high level of work values in an organization, with a mean of 4.16. Furthermore, the total standard deviation result is 0.44, below 1.00, indicating that the respondents' ratings are nearly identical. The result implies that teachers in the public schools of the Division of Davao Occidental consistently exhibit their core values and principles in their work and interactions within educational settings. Teachers' responses also indicate that they feel satisfied just to have accomplished a day's job. Finally, the results suggest that these teachers are receptive to implementing innovative teaching methods. They also find comfort in the feeling of stability from their work and believe that their compensation is just and right based on the performance they deliver. At some point, the result coincides with Ubod's (2023) declaration, which states that a thankful mentality and a sense of personal contentment are the keys to positive

work values.

Table 4. Level of Work Values

Indicators	SD	Mean	Description
Physical facilities	0.70	4.13	High
Professional growth	0.69	4.12	High
Interpersonal relationship	0.71	4.24	Very High
Social environment	0.67	4.01	High
Personal gratification	0.81	4.16	High
New challenges	0.70	4.25	Very High
Job security	0.72	4.20	Very High
<b>Overall Mean</b>	<b>0.44</b>	<b>4.16</b>	<b>High</b>

### Relationship between the School Heads Instructional Management, Emotional Intelligence, Leadership Skills, and Work Values of Teachers

Table 5 presented the relationship among the study variables. The results indicate a significant positive relationship between the instructional management of the school heads and the work values of the teachers. Additionally, there is a significant relationship between the emotional intelligence of the school heads and the work values of teachers. Lastly, the leadership skills of school heads also show a significant relationship with teachers' work values. In particular, a significant relationship between the instructional management of school heads and the work values of teachers is found ( $r = .453, p < .05$ ). The correlation coefficient indicated the moderate correlation between the two variables. Also, there is a significant relationship between emotional intelligence of school heads and work values of teachers ( $r = .395, p < .05$ ). The correlation coefficient reveals a moderate strength of relationship. There is a significant correlation between leadership skills of the school heads and the work values of teachers ( $r = .360, p < .05$ ), and the strength of the correlation between the two variables is moderate, as shown by the correlation coefficient. The results indicate a correlation between an increase in school heads' instructional management, emotional intelligence, and leadership skills and an increase in teachers' work values.

The results are consistent with a study by Serin (2016), which found that one significant factor influencing teachers' commitment is the effective instructional management skills of school principals. This means that school heads should put in a significant amount of effort to increase teachers' commitment to the school as an organization that will help them achieve the school's goals. Furthermore, Francisco's study (2022) revealed a strong association between the holistic development of teachers and instructional leadership. Ofoegbu et. al (2018) found that the feeling of being happy with, devoted, and valued lead teachers to bring their best qualities to their schools, and in turn students, parents, and society can benefit from their services more. This further supports the positive association between organizational commitment and work values. Recognizing their moral responsibility for the nation's entire growth, including the success or failure of its educational system, motivates teachers to perform their best work. The results are consistent with Jimenez & Galicia's (2023) findings regarding the significant relationship between teachers' work values and the emotional intelligence of school heads. Specifically, a significant correlation between teachers' work values and the emotional competencies of school heads is found in the study, meaning that higher school heads' levels of emotional competencies translate into higher teacher performance. Furthermore, Chen and Guo's (2020) study made it clear that school principals not only encourage teachers to put in more effort into their work but also encourage them to engage in extracurricular activities. Additionally, instructors who demonstrate organizational citizenship behavior (OCB) typically report higher levels of satisfaction with the school, their work as teachers, and themselves.

Furthermore, the findings suggest that an increase in school heads' instructional management, emotional intelligence, and leadership skills is associated with an increase in teachers' work values. The outcome also shows that there may be a correlation between teachers' work values and the rise or fall of school heads' leadership competencies. The results corroborate the research by Jimenez and Galicia (2023), which found a strong correlation between teachers' job effectiveness and school administrators' leadership abilities. The findings suggest that instructors perform better at work when the school head has a high degree of leadership ability.

Table 5. Test of Significance on the Relationship between Instructional Management, Emotional Intelligence, Leadership Skills, and Work Values of Teachers.

INDEPENDENT VARIABLES	Work Values of Teachers			
	R	p-value	Decision on H <sub>0</sub> @ 0.05 level of significance	Interpretation
<b>Instructional Management</b>	0.453	0.000	reject H <sub>0</sub>	Significant
<b>Emotional Intelligence</b>	0.395	0.000	reject H <sub>0</sub>	Significant
<b>Leadership Skills</b>	0.360	0.000	reject H <sub>0</sub>	Significant

### Significance and Combined Influence Between the Predictor Variables and Work Values of Teachers

The findings from the regression analysis on the singular and combined impact of instructional management, emotional intelligence, and leadership skills on the work values of teachers are displayed in Table 6. The standardized beta values revealed the extent of the influence of the three variables on teachers' work values, and the p-values determined their significance. The study reveals that school heads' instructional management skills have the highest influence (beta value of 0.359) on teachers' work values. This result is statistically significant (F-value = 25.682, p-value = 0.000), rejecting the null hypothesis. This result is consistent with research by Glatthorn (2018), which demonstrated how school heads' instructional management affects teachers' effectiveness. Further, Fullan (2019) emphasized that the absence of efficient instructional management by school leaders diminishes teachers' commitment and dedication, resulting in a decrease in teachers' work values. Additionally, the emotional intelligence of school heads also has a significant positive impact (beta value of 0.244) on teachers' work values, supported by statistical significance (F-value = 25.682, p-value = 0.005). This finding aligns with a study by Suleman et al. (2020), which demonstrates a moderate, positive, and significant relationship between emotional intelligence and job satisfaction among teachers, which in turn influences their work values. On the other hand, school heads' leadership skills have the lowest influence (beta value of 0.065) on teachers' work values. This result is not statistically significant (F-value = 25.682, p-value = 0.454), leading to the acceptance of the null hypothesis. This finding is consistent with what Litz and Scott (2017) discovered. They say that one reason for the observed lack of significant influence might be due to mediating variables like organizational culture, teacher autonomy, or job satisfaction, which may have a more direct effect on teachers' work values.

Scrutinizing further the data in Table 6, the analysis illustrates that all independent variables, namely school heads, instructional management, emotional intelligence, and leadership skills, have a positive beta value. This explains further that while school heads' leadership abilities do not significantly affect teachers' work values, their instructional management and emotional intelligence do positively contribute to variations in teachers' work values. Both of these contributions are significant. Therefore, an improvement in school administrators' emotional intelligence, leadership abilities, and instructional management may translate into an improvement in teachers' work values. The regression findings demonstrate that the three predictor variables only account for 28.2% of the variation, as indicated by the R square of 0.282. This suggests that other factors account for 71.8% of the variation in performance output. These results align with Temaluru's (2017) research, which indicates that teachers who uphold positive work values contribute to the organization's objectives and values, ultimately promoting the realization of an exemplary school, strong community partnerships, and high performance.

Table 6. Test of Significance on the Influence of Instructional Management, Emotional Intelligence, Leadership Skills to Work Values of Teachers

	Work Values of Teachers						
	Unstandardized Coefficients		Standardized Coefficients			Decision on H <sub>0</sub>	Interpretation
	B	Std. Error	Beta	T	Sig.		
<b>Constant</b>	1.124	0.364		3.092	0.002		
<b>Instructional Management</b>	0.478	0.086	0.359	5.557	0.000	Reject H <sub>0</sub>	Significant
<b>Emotional Intelligence</b>	0.196	0.069	0.244	2.836	0.005	Reject H <sub>0</sub>	Significant
<b>Leadership Skills</b>	0.048	0.064	0.065	0.750	0.454	Accept H <sub>0</sub>	Not Significant

R = 0.531; R<sup>2</sup> = 0.282; F-value = 25.682; p-value = 0.000

## CONCLUSIONS

The following conclusions were made based on the study's results:

1. The level of instructional management demonstrated by the school heads of the three districts of the Division of Davao Occidental was very high. It demonstrates that the school heads are in charge of setting strategic goals and prioritizing the school. Furthermore, it suggests that school heads play a significant role in framing and leading the strategic planning process, defining priorities, directing the school's efforts towards achieving its goals, and recognizing and celebrating the exceptional efforts of teachers and students.
2. The high level of emotional intelligence attributed to school heads by their teachers implies that the teachers perceive their school leaders as possessing strong emotional competencies. This perception suggests that teachers generally view school heads as self-aware, able to manage their emotions effectively, empathetic towards others' feelings, and adept at building and maintaining positive relationships.
3. The level of leadership skills among school heads in the three districts of the Division of Davao Occidental denotes they possessed a high level of leadership skills. Further, it shows that the leadership skills of school heads empowered and guided teachers in recognizing their ethical responsibilities toward the students and the community.
4. The teachers' work values were high. This signifies that teachers value the importance of having a positive relationship with their school heads, their colleagues, and the entire school community, which led to their positive performance and contributed to the overall success of the institution.
5. The variables school heads, instructional management, and work values of teachers, emotional intelligence of school heads and work values of teachers, and leadership skills of school heads and work values of teachers all have a significant positive relationship. This implies that school heads play a critical role in shaping teachers' work culture and values, which can have far-reaching effects on various aspects of school functioning, including teacher performance, school climate, and ultimately student learning outcomes.
6. The results of the multiple regression analysis imply that effective instructional management and the high emotional intelligence of school heads positively influence teachers' work values. This implies that the way school heads manage and oversee instructional processes and possess strong emotional intelligence skills has a direct impact on shaping teachers' work values, including their professional attitudes, commitment, and work ethics. Interestingly, this suggests that while leadership skills are important for overall school management, they may not directly impact teachers' work values as much

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as instructional management and emotional intelligence do.

## RECOMMENDATIONS

Based on the results and conclusions, the researchers recommend the following:

1. Since the instructional management skills of school heads are very high, they should strive to maintain and further enhance their instructional management skills through participating in instructional leadership training programs that focus on curriculum development, assessment strategies, instructional technology integration, and fostering a culture of continuous improvement. Additionally, they should seek out experienced instructional coaches who can provide personalized support and guidance in enhancing instructional management skills. These instructional coaches can offer feedback, model effective instructional practices, and assist in developing strategies for improving teaching and learning outcomes.
2. Given the high level of emotional intelligence of school heads, the researchers suggest that the Department of Education provide an individual program that focuses on various aspects of emotional intelligence, such as psychological awareness, conflict management, and empathy. These programs offer personalized support to school leaders to enhance their emotional intelligence skills and leadership effectiveness. Additionally, school heads may learn how to use empathy and effective communication to resolve disagreements, handle difficult circumstances, and encourage good results.
3. With the high level of leadership skills among school heads based on the findings of the study, the researchers propose that school heads should engage in mentorship programs, peer learning networks, or leadership communities, where school heads can connect with colleagues facing similar challenges. These networks provide opportunities for sharing best practices, seeking advice, and collaborating on leadership initiatives, fostering professional growth and leadership development.
4. Since positive work values of teachers are basic in accomplishing goals in educational institutions, the researchers propose that school heads should consider organizing activities to enhance the work values of teachers. Such an initiative could involve implementing awards and recognition programs, as well as hosting assemblies focusing on topics such as spirituality and ethics in the work environment.
5. Given the significant positive relationships between instructional management, emotional intelligence, leadership skills of school heads, and teachers' work values, the researchers suggest that educators should continue to adhere to their best practices. This commitment greatly contributes to maintaining a strong working relationship between teachers and school heads, consequently impacting the performance of the latter in their roles.
6. Instructional management, emotional intelligence, and leadership skills of school heads have a notable positive influence on teachers' work values. To uphold a positive workplace culture, it is recommended that organizations provide a variety of opportunities for staff members to grow and become effective and productive team members. They should also create both short- and long-term learning development plans that allow teachers to reach their full potential.

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