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LEADERSHIP STYLE AND EMOTIONAL COMPETENCE OF SCHOOL ADMINISTRATORS OF COMMUNITY COLLEGES IN NORTHERN MINDANAO

By:

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Abstract

Leadership style and emotional competence in administrating different walk of life are factors that are considered very vital as it serves as the backbone of every success-driven effort. In this study, it can be gleaned from the findings that the pillars like the administrative practices of the instructional leaders are balanced. The mechanism of control and directing is evident that it is in practice that serves as paramount and resolute that drive a clear pathway leading to sustain the frame of blueprint and landscape. Good leadership is tantamount to making the plan half done at the start and hence, the careful and strategic review will contribute to a milestone of success. As the academic environment nowadays faces some turbulence as they dwell in a life-changing environment, every step of managerial leadership will always be accounted for and valued to some extent since possessing these skills and implementing them properly will result in bountiful success.

Keywords; *Leadership style and emotional competence of school administrators*

Introduction

Today's leaders faced demands unlike any ever before faced. Standard leadership approaches that have served well throughout history are quickly becoming liabilities. Our world is characterized by unprecedented intricacy, absurdity, and unpredictability, for change is rapid and permanent. The challenges and opportunities of the new millennium call for a new type of leader and leadership, indeed an entirely new and different way of thinking about leadership and developing future leaders. (Hays and Kim 2008). As we enter the new millennium, traditional leaders and management of the past were inadequate to meet the demands of the 21st Century. Conventional wisdom regarding leadership and many of its behavior must be unlearned. Effective and innovative leaders can understand and control their own emotions, recognize and manage those of others; introduce changes and innovations so that human resources can be as effective and productive as possible in their individual and respective works.

The key to effective and successful leadership of organizational resources especially human resources is the ability to help manage people better, equip individuals with skills to be more successful, facilitate espousal of technological innovations, create more productive teams and enable better communication throughout the organization (Furnham, 2001). As Petrides (2001) puts it, one of the best attributes of organizational leaders is the ability to coach, manage, and develop more effective people. The productive activities of any business organization and academic institution are centered and built on people. The management, therefore, has to be evaluated if they can communicate and relate well with the members of the organization, introduce change, and systematize human resources as a team.

The administrative leaders' emotional maturity as evidence of their emotional competencies greatly influences their ability to communicate and relate well with the team players of the organization. Emotionally mature leaders easily relate with other team players, control their emotions, professionally cope and deal with stress, manage conflict, and work better with low-morale employees. (Bradberry, et al.,

2005). School administrators in the same manner are tasked and responsible to take an active role in translating policies, plans, and programs of academic institutions into work operations for the attainment of the school's thrusts and objectives. Organizational effectiveness is dependent on how leaders perform their leadership styles of the new millennium; leader as a learner and teacher, transformational potency, capacity for complexity and strategic thought, integrator, servant leadership, leader as wise, virtuous, ethical, social engineer, and relationship-builder. Greaves (2005) has espoused that behavior and emotional competence have a large part to play in administrative performance. His finding was supported by Bradberry (2005) whose research revealed that emotionally competent leaders cope better with stress, low morale, conflict, and performance issues. An assessment of the emotional competence of school administrators, who are responsible for carrying out the task of translating instructional policies into work operations for organizational effectiveness, would provide information on whether they can communicate and relate well and collaborate with their teachers as team players for institutional success, handle conflict and change, and introduce instructional innovations. It is in light of the afore-cited circumstances, the researcher is determined to assess how leadership style and emotional competency influence the administrative functions of the school administrators in Northern Mindanao. This paper explores the leadership style of an administrator the nature of the nascent millennium and the emotional competence expected to be crucial in the uncertain decades ahead in managing schools.

Conceptual Framework

The framework of the study is anchored on the premise that leadership style and emotional competence greatly influence the administrative functions of the school administrators in community colleges in Northern Mindanao. This premise was supported by the study of Farnham (2002) who espoused that leadership style and emotional competence are predictors of employees' efficacy and efficiency in the workplace (Hays and Kim, 2008) in the new millennium and how the new leadership style bridge the gap between the conventional leadership and reformed leadership styles to answer the emerging conceptions of leadership and the leadership qualities expected to be of great value in the nascent millennium. Mayer (2001) emphasized that leaders with emotional maturity manage employees better and successfully, facilitate productive teams and enable better communication throughout the organizations.

Moreover, the study of Salvoes (2002) and Caruso (2002) lend support to the conceptual framework of the study by arguing that emotions can be the best source of information to help make sense of and navigate the social environment and facilitate various cognitive activities such as thinking and problem-solving.

In addition, Goleman (2005), Greaves (2005), and Bar-on (2006) vehemently argued that an emotionally competent person can harness emotions and manage them to achieve intended goals. An emotionally mature person can also understand, react, inspire and influence others to work effectively and develop work competencies. Furthermore, Reid, et al. (2006) and Payne (2006) pointed out that emotionally competent leaders can motivate themselves to complete what they need to do to reach their goals and effectively deal with stress, interact with others and communicate adequately, thus, they can effectively perform their administrative functions.

It refers to one's ability to express or release one's inner feelings (**emotions**). It implies ease around others and determines one's ability to effectively and successfully lead the organization.
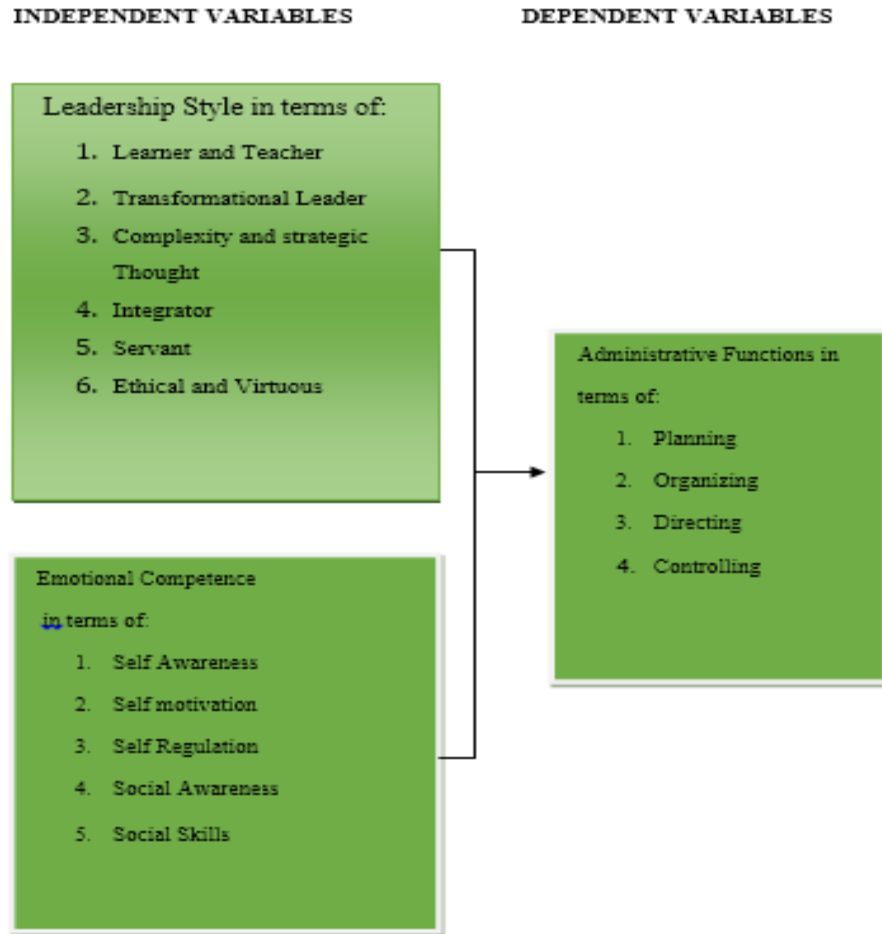
INDEPENDENT VARIABLES   DEPENDENT VARIABLES

Figure 1 Schematic diagram of the study

Statement of the Problem

The study sought to assess the leadership style and emotional competence of the school administrators and their implications on the administrative functions of the administrators of local colleges in Northern Mindanao. Specifically, it sought to answer the following questions:

1. What is the profile of the school administrators in terms of?
    a.) age;
    b.) gender;
    c.) civil status;
    d.) highest educational attainment;
    e.) number of years as a school administrator?
2. What is the level of the leadership style of the school administrators of Community Colleges in Northern Mindanao in terms of?
    a.) learner and teacher
    b.) transformational leader
    c.) complexity and strategic thought
    d.) integrator
    e) servant leader

f) ethical and virtuous

3   What is the level of emotional competence of the school administrators of Community Colleges in Northern Mindanao in terms of:

a.) self-Awareness
b.) self-Motivation
c) Self-Regulation
d.) Social Awareness
)   Social Skills

4) What is the level of the administrative function of the school administrators of Community Colleges in Northern Mindanao in terms of:

a.) planning
.) organizing
c.) directing
d.) controlling?

5)   Is there a significant relationship between the leadership style and emotional competence of school administrators in the administrative functions of community colleges in Northern Mindanao?

6) What leadership style and emotional competence singly or collectively influence the administrative functions of the administrators in the Community Colleges in Northern Mindanao?

Research Hypothesis

The null hypothesis was formulated by the researcher:

Is there no significant relationship between the leadership style and emotional competence in the administrative functions of school administrators of community colleges in Northern Mindanao?

Significance of the Study

The study on leadership style and emotional competence and its implication for administrative function of the school administrators in Northern Mindanao provide indispensable information to the following:

School Administrator the results of this study will provide insights to administrative leaders in community colleges in Northern Mindanao of the information on the level of leadership style and emotional competence. Quantitative information is also provided on the radical impact of how people in their organization perceive them as leaders and the impact of their emotional maturity on their administrative performance.

The Board of Trustees is afforded information on the predictors of the administrative performance of administrators so that they may provide necessary administrative intervention to ensure effective administrative performance.

Professors and instructors of the institutions in the province of Misamis Oriental are given an accurate as well as an objective account of the administrators' skills for managerial success and in attaining its institutional objectives.

Stakeholders and alumni of the community colleges are afforded information on how their administrative leaders successfully facilitate productive teams and as well as promote personal growth and appreciate complicated relationships among emotions.

Future researchers the results of the study will be used by the future researcher to deeply know what correct leadership style and know what emotional competence to apply given a particular situation. Furthermore, the result of the study will also benefit entrepreneurs as their basis in the selection of administrators in the enterprise either a service industry manufacturing or merchandising.

Scope and Delimitation of the Study

a.) on the subject and respondents of the study

The study was delimited only to the leadership style and emotional competence and administrative functions of the school administrators of Northern Mindanao. The primary objective of the researcher was to determine the level of leadership style and emotional competence of the school administrators in Northern Mindanao that influences their administrative functions so that work performance will attain its institutional and organizational thrust and objectives. Only five community colleges of Northern Mindanao were included in the study duly recognized by the Commission on Higher Education (CHED) and Technical Education Skills and Development Authority (TESDA), namely, Tagoloan Community College; Opol Community College; Initao Community College; Northern Mindanao Community College; Don Carlos Polytechnic College.

b.) on the research instruments

The items of the research instruments on leadership style which are adapted from the study of Hays and Kim (2008); and emotional competence were adapted from Goleman (2005) were limited to ten questions in the area of learner and teacher, strategic thinking, integrator, servant leader and ethical leader. The items were properly selected to fit the need in evaluating the leadership style and emotional competence of the respondents in the area of self-awareness, self-motivation, self-regulation, social awareness, and social skills.

The administrative functions questionnaire was adapted from Hays and Kim's (2008) research on renaissance leadership styles and administrative and managerial functions. The items were limited to ten questions in the areas of planning, organizing, directing, and controlling that are regularly practiced by the school administrator of community colleges in Northern Mindanao.

Methods

This study utilized the descriptive survey method. Interpretation of data solely dependent on the data gathered through the use of research instruments on leadership styles adapted from Hays and Kim (2008) and emotional intelligence which was adapted from Goleman (2005) and administrative performance which was adapted from Drama (2005). Said instruments were revised by the researcher and properly validated to test the reliability of each item using the Cronbach alpha analysis. The study also utilized the weighted mean values, Pearson-Product moment correlation or Pearson r, and Regression.

The respondents

The respondents of the study were the college presidents, deans, and coordinators with administrative functions from the five community colleges located in Northern Mindanao. Currently, there are only five community colleges in Northern Mindanao; hence, universal sampling was used.

Table 1 presents the sample size and respondents of the study

Community Colleges	Location	No. Of Respondents
1. Tagoloan Community College	Tag. Mis Or.	24
2. Opol Community College	Opol Mis. Or.	15
3. Initao Community College	Initao Mis Or.	12
4. Don Carlos Polytechnic Community College	Don Carlos Bukidnon	13
5. Manolo Fortich Community College	Manolo Fortich Bukidnon	11
TOTAL		75

The table above presents the respondents of the study and they were the school administrators of the selected five community colleges in Northern Mindanao.

Frequency and Percentage Distribution of the Respondents Across the Variable Profile

Variables	Categories	Frequency	Percentage
Age	28-35	14	19
	36-43	25	33
	44-51	24	32
	52 yrs and above	12	16
	Total	75	100
Gender	M	25	33
	F	50	67
	Total	75	100
Civil Status	S	15	20
	M	60	80
	Total	75	100
Highest Educational Attainment	Baccalaureate Degree with MA Units	10	13
	Completed MA with Ed. D. Units	50	67
	Completed Doctorate Degree	15	20
	Total	100	100
Years of Service	9 or more	20	27
	7-8	25	33
	5-6	15	20
	3-4	10	13
	1-2	5	7
	Total	75	100

Scoring Procedure

The following were the scoring procedures utilized in the study.

1) The leadership styles questionnaires utilized the five-point rating scale with the following qualifying description.

Range	Qualitative Description	Qualitative Description
4.51 - 5.00	Most of the time	Outstanding
3.51 - 4.50	Often	Very Satisfactory
2.51 - 3.50	Sometimes	Satisfactory
1.51 - 2.50	Rarely	Moderately Satisfactory
1.00- 1.50	Never	Needs Improvement

2.) The emotional competencies questionnaire utilized the five-point rating scale with the following qualifying descriptions and interpretations.

Range	Qualitative Description	Qualitative Description
4.51 - 5.00	Most of the time	Highly Competent
3.51 - 4.50	Often	Competent
2.51 - 3.50	Sometimes	Moderately Competent
1.51 - 2.50	Rarely	Less Competent
1.00- 1.50	Never	Incompetent

3.) The administrative functions' questionnaire utilized the five-point rating scale with the following qualifying descriptions and interpretation

Range	Qualitative Description	Qualitative Description
4.51 - 5.00	Always	Outstanding
3.51 - 4.50	Frequently	Very Satisfactory
2.51 - 3.50	Occasionally	Satisfactory
1.51 - 2.50	Seldom	Moderately Satisfactory
1.00- 1.50	Never	Needs Improvement

Reliability Test Results

The results of the tried-out instruments were subjected to reliability analysis to test the reliability of each item. Results showed that all items were highly reliable using Cronbach's alpha with a reliability coefficient of 0.87.

Data-Gathering Procedures

The research instruments were personally administered by the researcher to five administrative leaders from five community colleges of Northern Mindanao.

The researcher made a brief introduction of herself and the rationale for conducting the study. After the administrative leaders answered the items in the research instruments, the researcher immediately retrieved said instruments to ensure 100% return.

Statistical Tools and Treatment

The following statistical techniques were used and utilized in this study:

1. Mean values, frequency counts, and standard deviations were utilized to describe the level of leadership styles and emotional competence of school administrative leaders of community colleges in Northern Mindanao.

2. Mean values, frequency counts, and standard deviations were utilized to describe the level of administrative functions of school administrative leaders of community colleges in Northern Mindanao.

3. Pearson-Product moment correlation or Pearson r was utilized to ascertain the significant relationship between leadership style and administrative functions and the same was used tool was used to measure the relationship between emotional competence to the administrative functions of the school administrator community colleges in Northern Mindanao.

4. Multiple Regression Analysis was utilized to ascertain specific factors of leadership style and emotional competence that significantly or collectively affect or influenced the administrative functions of administrators of community colleges in Northern Mindanao.

Findings and discussion

Problem 1. What is the level of the leadership style of school administrators in community colleges of Northern Mindanao?

Table 3 depicts the ability of the school administrator as a learner and teacher, as a learner and administrator to be able to unlearn learn and bring more knowledge to impart. A teacher, an administrator, and a leader must be able to coach and teach from all perspectives. One must be able to demonstrate lifelong learning and help students achieve tier goals.

Gregg Thompson (2012) cited that leaders cannot just simply rely upon their positional power, domain knowledge, technical expertise, and exclusive access to information. Leaders need to become great learners as well to cope with the volatile market, short- supply of talents, and the rapidly and broadly dispersed information.

The findings reveal that administrators of the community colleges in Northern Mindanao are competent as learners and teachers, able to learn and teach new paradigms to both students and colleagues with an overall weighted mean of 3.596

Item number 8 got the highest weighted mean of 4.60 that school administrators were able to learn through experiences of management by walking around (MBWA) according to Ramasamy, 2009 in his Total Quality Management that MBWA helped improve production by direct supervision as well as management were able to know the grievances of employees, however, item number 7 got the lowest weighted mean of 3.47; this means that administrator is critical to every information especially when this information is not favorable to their administration as shown by the table below.

Table 3

Level of Leadership Competence of the School Administrator of Community Colleges in Northern Mindanao in terms of Learner and Teacher

Indicators	Weighted Mean	Interpretation
1. Use the curriculum in planning instruction and assessment.	3.90	Very Satisfactory
2. Helped colleagues by sharing instructional resources.	4.13	Very Satisfactory
3. Help colleagues implement effective teaching strategies.	3.93	Very Satisfactory
4. Demonstrate lifelong learning, and use what they learn to help all students achieve goals.	3.89	Very Satisfactory
5. Never content with the status quo but rather always looking for a better way.	4.40	Very Satisfactory
6. Believe that they can be instrumental in creating a tomorrow that will be better than today.	4.00	Very satisfactory
7. Welcome all relevant information, good or bad.	3.47	Satisfactory
8. Walk around trying to find people doing things right.	4.60	Very Satisfactory
9. Operate with noble intentions, and able to boldly dive into uncertainty.	3.87	Very Satisfactory
10. Craft the best plans possible and then set out to execute these plans.	3.67	Very satisfactory
Total	**3.597**	**Very Satisfactory**

Table 4

Level of Leadership Style of the School Administrator of Community Colleges in Northern Mindanao in terms of Transformational Leader

Indicators	Weighted Mean	Interpretation
1. **Gives empathy and support, keeps communication open, and places challenges before the followers.**	3.86	Very Satisfactory
2. **Encourage new ideas from their followers and never criticize them publicly for the mistakes committed.**	2.45	Moderate Satisfactory
3. **Challenge followers to leave their comfort zones, communicate optimism about future goals, and provide meaning for the task at hand.**	3.68	Very Satisfactory
4. **Embody the values that the followers should be learning and mimicking back to others.**	2.45	Moderately Satisfactory
5. **Work enthusiastically and optimistically to foster the spirit of teamwork and commitment.**	3.95	Very Satisfactory
6. **Provide meaning for the task at hand.**	3.70	Very Satisfactory
7. **Have no hesitation in discarding an old practice set by them if it is found ineffective.**	3.75	Very satisfactory
8. **Encourage their followers to be innovative and creative.**	2.75	Satisfactory
9. **Approach problems as learning opportunities.**	2.75	Satisfactory
10. **The leader encourages followers to explore new ways of doing things and new opportunities to learn.**	2.75	Satisfactory
Total	**3.209**	**Satisfactory**

Table 4 shows the transformational leadership of the school administrators in leading their colleges toward the attainment of their organizational goals. Administrators must strive for innovation and be a catalyst of change. One who can encourage subordinates to accept changes and explore new ways of doing things and new opportunities to learn for development. The findings reveal that school administrators portray a satisfactory leadership style as to transformational leadership, administrators in community colleges in Northern Mindanao with an overall weighted mean of 3.209.

Item number 5 got the highest weighted mean of 3.95 which means that administrators of the community colleges in Northern Mindanao were enthusiastic about implementing changes and improvement. And that they are capable of bringing new things into the organization, thus making it competent and proficient and these can be construed by the accomplishment of the school.

The leader transforms and motivates followers through idealized influence (earlier referred to as charisma), intellectual stimulation, and individual consideration. In addition, this leader encourages followers to come up with new and unique ways to challenge the status quo and to alter the environment to support being successful, Burns (2012).

However, item number 2 and 4 got the lowest weighted mean of 2.45 which means that administrators were not able to exemplify the values expected from them as a role models to the followers. Administrators must demonstrate motivation by reprimanding employees in private and praising the latter in public thus motivating the employees to be more loyal, diligent, and efficient, and give merits what is due to them (Hertzberg 2009).

Table 5

Level of Leadership Competence of the School Administrator of Community Colleges in Northern Mindanao in terms of Complexity and Strategic Thought

Indicators	Weighted Mean	Interpretation
1. Has a clear and comprehensive grasp of external opportunities and challenges.	4.20	Very Satisfactory
2. Create a customer-focused strategic vision and clear quality values.	3.80	Very Satisfactory
3. Create and sustain a leadership system and environment for empowerment, innovation, and organizational learning.	3.66	Very Satisfactory
4. Set high expectations and demonstrate personal commitment and involvement in quality.	3.75	Very Satisfactory
5. Integrate quality values into daily leadership and management and communicate extensively.	2.95	Satisfactory
6. Integrate public responsibilities and community support into business practices.	3.20	Satisfactory
7. Define and communicate business directions.	2.89	Satisfactory
8. Review business performance and take appropriate action	3.69	Very Satisfactory
9. Optimize the use of resources and ensure bridging between short-term and longer-term requirements	2.30	Moderately Satisfactory
10. Ensure that work organizations and structures will facilitate the	3.25	Satisfactory

accomplishment of the strategic plan		
AVERAGE	**3.40**	**Satisfactory**

Table 5 illustrate the ability how school administrator generates and apply unique organizational insights and opportunities to create a competitive advantage for the organization. Administrators that can translate organizational mission vision internally and externally make linkages in all sectors making them part of the organization's development and success. One who can identify then creates and sustain a competitive advantage in a globally-connected environment.

Thought leaders are those who can move strategy from concept into reality, develop the leadership capacities of the top team and beyond, and drive change while remaining vigilant about countermeasures by the competition. The findings disclose that administrators of community colleges in Northern Mindanao depict a satisfactory result with an overall weighted mean of 3.40, this means that administrators have the strategic thought in managing, planning, and implementing these plans to attain the organizational objective. (Foster, 2012).

Item number 1 got the highest weighted mean of 4.20 interpreted as very satisfactory, that administrators have a clear and comprehensive grasp of external opportunities and challenges, they do not limit themselves to what can be seen within the organization but can explore the outside environment. While item number 9 got the lowest weighted mean of 2.30 with an interpretation of moderately satisfactory, administrators then, were not able to optimize the use of resources however this can be justified because community colleges depend on the local government unit's annual budget thus, subject for the approval of the board of trustees.

Table 6

Level of Leadership Styles of the School Administrator of Community Colleges in Northern Mindanao in terms of Leader as Integrator

Indicators	Weighted Mean	Interpretation
1. **Adapts multiple roles and seeks new talent and new teams to create new directions.**	3.50	Satisfactory
2. **Empower teams with kinetic energy created by their constant motion.**	3.51	Satisfactory
3. **Takes accountability for results without the traditional formal authority.**	2.40	Moderately Satisfactory
4. **Bend the internal structure to meet their needs for initiative achievement.**	2.65	Satisfactory
5. **Understand the language of strategy and growth and innovation.**	3.65	Very Satisfactory
6. **Understand the dynamics of their organization's environment by thinking through and beyond the obvious.**	2.75	Satisfactory
7. **Focus on supporting and monitoring instead of controlling or reining in.**	2.50	Moderately Satisfactory

8. **More than adept observers and rational analysts**	3.31	Satisfactory
9. **Bring together disparate groups and resources to solve problems.**	3.25	Satisfactory
10. **Developing people who can think critically.**	2.75	Satisfactory
AVERAGE	**3.03**	**Satisfactory**

Table 6 give a picture of school administrators as leader who can integrate ideas, beliefs, and emotions they continually engage with the people of their organizations, identifying opportunities and aligning resources toward common objectives. The school administrator should be able to see the possibilities these trends may portend, particularly in combination, by weaving seemingly disparate information into new combinations. They use their structural insight to communicate within their organizations and collaborate with their staff to formulate high-leverage strategies that result in market-dominating products and services. Explore developments in other industries, in a variety of sciences, and worldwide markets and collect ideas from both conventional and obscure sources. (Savage and Sales, 2008)

Findings reveal that administrators are satisfactorily able to understand and integrate the organization's dynamic environment by thinking through and beyond the obvious with an overall average weighted mean of 3.03. Item 5 got the highest weighted mean of 3.65, administrators of community colleges in Northern Mindanao understand the language of strategy and growth, and innovation, but mostly they understand the language of motivation and brought changes to their organization. As a community college, it hungers for changes that can make them compete with state colleges and universities given the right resources and support from the local government and all other stakeholders.

Item number 3 got the lowest weighted mean of 2.40 which means that administrators do not assume all the responsibility of taking accountability for results without the traditional formal authority especially when all actions taken and implementations of plans passed through a board meeting so that any result thereof is an accountability of the management, especially in the hierarchical structure where the chain of command is observed.

Supported by The Office Management and Budget Circular A -123 released that as employees develop and implement strategies for re-engineering agency programs and operations, they should design management structures that help ensure accountability for results, and include appropriate, cost-effective controls. However, management accountability is the expectation that managers are responsible for the quality and timeliness of program performance, increasing productivity, controlling costs, and mitigating adverse aspects of agency operations thereby making the administrator accountable for any result of the organization.

Furthermore, the order in which authority and power in an organization are wielded and delegated from top management to every employee at every level of the organization. Instructions flow downward along the chain of command and accountability flows upward.

Table 7

**Level of Leadership Competence of the School Administrator of
Community Colleges in Northern Mindanao in terms of
Servant Leader**

Indicator	Weighted Mean	Interpretation
1. Communicate and listen intently to employees	3.89	Very Satisfactory
2. Understand and empathize with others.	3.60	Very Satisfactory
3. Can heal emotionally one's self and others.	3.89	Very Satisfactory
4. Commit to fostering awareness.	3.85	Very Satisfactory
5. Rely on persuasion, rather than positional authority.	3.50	Satisfactory
6. Seek to nurture abilities to "dream great dreams."	3.88	Very Satisfactory
7. Understand lessons from the past, and the realities of the present.	3.70	Very Satisfactory
8. Play a significant role in holding institutional trust for the great good of society.	3.82	Very Satisfactory
9. Committed to the personal, professional, and spiritual growth of employees.	3.90	Very Satisfactory
10. Seek to identify a means for building community among those who work within.	3.87	Very Satisfactory
AVERAGE	3.79	Very Satisfactory

Servant leadership interacts with others - either in a management or fellow employee capacity - to achieve authority rather than power. The authority figure intends to promote the well-being of those around. It involves the individual demonstrating the characteristics of empathy, listening, stewardship, and commitment to personal growth toward others. Table 7 depicts school administrators of the community colleges in Northern Mindanao as very satisfactory servant leadership with a weighted mean of 3.79.

Item number 9 got the highest weighted mean of 3.90 which means that administrators are committed to the personal, professional, and spiritual growth of employees. Servant leadership stresses the importance of stewardship of the human resources of a business or other organization and teaches leaders to serve others while still achieving the goals set forth by the business. (Peter Block 2012)

While item number 5 got the lowest mean of 3.50 which means that administrators of community colleges were satisfactorily portrayed as servant leaders by motivating employees through persuasion rather than positional authority. An analysis of servant leadership theory's strengths and weakness reveals that while servant leadership fosters organizational growth, individual development, and values, it does not resolve goal conflict and remains a soft approach, Robert Greenleaf 2012.

Table 8 below demonstrates the leadership style of the administrator as ethical and virtuous. School administrators in community colleges should not only possess intellectual capacity but as well as an upright attitude being the thrust of the institution. Where decision-making is based on honesty and integrity, leaders and administrators must be magnanimous and humble to face diverse people and environments. The findings revealed that administrators of community colleges in Northern Mindanao portrayed satisfactory

leadership manifested by virtue and integrity and humility in their administration with an average rating of 3.345.

Table 8

**Level of Leadership Competence of the School Administrator of
Community Colleges in Northern Mindanao in terms
Ethical and Virtuous Leader**

Indicator	Weighted Mean	Interpretation
1. They used sound judgment and is patient, knowing there is a right time to act and there are times to wait.	2.50	Moderately Satisfactory
2. Places a high value on character and integrity.	3.00	Satisfactory
3. Understands the value of a big picture, and keeps an eye on something worth attaining.	2.75	Satisfactory
4. Risk-taking intentionally encourages innovation, change and forward progress.	3.80	Very Satisfactory
5. Continues despite adversity.	3.85	Very Satisfactory
6. Realizes that no dream becomes reality without strategic planning.	3.90	Very Satisfactory
7. Able to continually reframe and reinterpret events.	3.90	Very Satisfactory
8. Develop a flexible and resilient mindset that makes them act and lead with wisdom.	3.65	Very Satisfactory
9. Guided by broadly focused long-term visions.	3.80	Very Satisfactory
10. Use social power to serve the greater good instead of self-serving interests·	2.30	Moderately Satisfactory
AVERAGE	**3.345**	**Satisfactory**

Item number 7 and number 10 got the highest weighted mean that administrators were able to continually reframe and reinterpret events linking past to present situations. Use social power to serve the greater good instead of self-serving interests. They were cautious in all undertakings based on past experiences and prudent enough not to mislead the organization. In addition, Henri Fayol said in his 14 principles of management that administrators must practice subordination of individual interest to the general interest and welfare of the whole organization: The interests of one person should not take priority over the interests of the organization as a whole. Decision-making should be for the well-being of the whole organization and not for personal interest.

Item number 10 got the lowest weighted mean of 2.30 with an interpretation of moderately satisfactory which depicts that administrators use social power and self-serving interests which negates the principles of Henri Fayol said in his 14 principles of management that subordination of individual interest to the general interest: The interests of one person should not take priority over the interests of the organization as a whole. Decision-making should be for the welfare of the whole organization and not for personal interest. With the current position as administrator, sometimes administrator's decision-making unconsciously will inevitably be tainted with personal interest.

Problem 2. What is the level of emotional competence of school administrators of community colleges in Northern Mindanao?

Table 9 below showcases the computed mean values and interpretation of the emotional competence of school administrators of community colleges in Northern Mindanao in the area of Self-awareness. It refers to Self-assessment and self-recognition of one's emotional capacity to understand the organization as a whole.

As shown in the table, school administrators are emotionally competent, they were able to recognize how their emotions and feelings affect the performance of the organization thus, started to change and adopt a diverse environment and can face obstacles that hinder the growth of the organization.

Table 9

Level of Emotional Competence of School Administrators of Community Colleges in Northern Mindanao in terms of Self-Awareness

Indicators	Weighted Mean	Interpretation
1. Recognized how their feelings affect their performance.	3.90	Competent
2 Have a guiding awareness of their values and goals.	4.75	Competent
3. Able to show a sense of humor and perspective about themselves	4.00	Competent
4. Open candid feedback and new perspectives,	2.85	Moderately Competent
5. Can voice unpopular views and go out on a limb for what is right.	3.95	Competent
6. Are decisive, and able to make sound decisions despite uncertainties and pressures.	2.65	Moderately Competent
7. Aware of their strength and weaknesses	3.65	Moderately Competent
8. Actively seek out opportunities to fulfill the group's mission.	4.56	Moderately Competent
9. Present themselves with self-assurance.	3.60	Competent
10. Asked for help from friends and family members	4.50	Highly Competent
AVERAGE	**3.84**	**Competent**

Item 2 garnered the highest weighted mean of 4.75 it reflects the ability of the school administrator as fully aware of their values and goals. Administrators of the community colleges in Northern Mindanao as depicted in table 9 can portray a person who is fully aware of their emotional capacity as displayed in their behavior in the way they treat their subordinates, the organization, and other stakeholders.

Talia Ziv, a doctor in psychology said that administrators should be able to express or release their inner feelings, for it implies ease around others and determines one's ability to effectively and successfully lead and manage.

Item number 6 got the lowest weighted mean of 2.65 which showed a moderately competent emotional competence on self-awareness, administrators here are somewhat hesitant on candid feedback, and new perspectives, sometimes administrators tend to be selective in the kind of feedback they want to hear and discourage to embrace new perspectives and change especially when they were not able to get the full support of the board of trustees and the organization, thus, affects decision making.

Table 10

**Level of Emotional Competence of School Administrators of
Community Colleges in Northern Mindanao
in terms of Self-Motivation**

Indicators	Weighted Mean	Interpretation
1. Results-oriented with a high drive to meet objectives and standards.	3.90	Competent
2. Set challenging goals and take calculated risks.	2.59	Moderately Competent
3. Learn how to improve performance.	3.90	Competent
4. Acknowledge and reward people's strength, accomplishments, and development.	2.50	Fairly Competent
5. Give timely coaching, and offer assignments that challenge and grow a person's skills.	3.87	Competent
6. Respect and relate well to people from varied backgrounds.	2.90	Moderately Competent
7. See diversity as an opportunity.	3.15	Moderately Competent
8. Accurately read key power and relationships.	2.89	Moderately Competent
9. Challenge bias and intolerance	2.75	Moderately Competent
10. Offer useful feedback and identify people's needs for development.	2.80	Moderately Competent
AVERAGE	**3.12**	**Moderately Competent**

Table 10 depicts the emotional competence of school administrators in community colleges in Northern Mindanao as perceived by their subordinates in terms of self-motivation, findings reveal that

administrators are moderately competent with a 3.12 average weighted mean. This can be understood that there are some aspects of their administration that they are not fully motivated especially when there is no full support from the board of trustees and the organization.

Frederick I. Hertzberg, (2009) said in his theory of motivation that the latter is an important factor that will affect the performance of an individual. A duly motivated person is more productive and efficient in decision-making, thus the success and failure of an organization depend on how motivated the management or administrator is, this can be gauged by how they lead and manage the organization.

Two items garnered the highest weighted mean, item number 1 and item number 3. Item number 1 described the ability of the administrator as results-oriented with a high drive to meet objectives and standards. It is just right for an administrator to be result-oriented otherwise the organization will not accomplish nor attain its goal. Item number 3 is about the aptitude of the administrator to learn how to improve performance. Precisely, it relates to item number 1 school administrators always aimed for improved performance of the school academically and even in other school-related activities.

Item number 4, earned the lowest weighted mean of 2.50, showing the behavior of the administrator that fails to acknowledge and reward people's strengths, accomplishments, and development. Administrators who instead of giving merits to the subordinate for the accomplishments take the credit instead, hence demotivating the subordinate thus affecting the whole organization. (Hertzberg, 2009)

Table 11

**Level of Emotional Competence of School Administrators
of Community Colleges in Northern Mindanao
in terms of Self-Regulation**

Indicators	Weighted Mean	Interpretation
1. Stay composed, positive, and unflappable, even in trying moments	2.50	Fairly Competent
2. Think clearly and stay focused under pressure.	2.56	Moderately Competent
3. Act ethically and are above reproach	2.90	Moderately Competent
4. Build trust through reliability and authenticity.	3.90	Competent
5. Meet commitments and keep promises.	2.54	Moderately Competent
6. Are organized and careful in their work.	3.90	Competent
7. Seek out fresh ideas from a wide variety of sources.	3.88	Competent
8. Are result-oriented with a high drive to meet objectives and standards.	3.75	Competent
9. Set challenges and goals and take calculated risks.	3.96	Competent
10. Admit their own mistakes and confront unethical actions in others.	3,40	Moderately Competent

AVERAGE	3.33	Moderately Competent

Payne (2006) posits that effective administrative leaders should not just be optimistic and positive but above all must introduce and bring about effective change to the organization. Greaves (2005) insisted that self-regulated administrative leaders can bring positive change to academic institutions.
In addition, self-regulated leaders can stay focused on their desired tasks despite distractions and other environmental factors.

As asserted by McFarland (2006), the most effective leaders are alike in one crucial way; they can stay focused on their work; they all have a high degree of what has come to be known as self-regulation. Self-regulation allows administrative leaders often put things aside for a while to get a perspective on them and sometimes show love and affection to subordinates, friends, and members of the immediate family.
Greaves (2005) confirmed that administrative leaders who are committed to their administrative job set challenging goals and take a calculated risks and are organized and careful in their work as evidenced by 3.90 and 3.96 weighted mean.
It is further reflected on the table that administrative leaders fail to meet commitments and keep promises. However, they are not afraid to try something again when they have failed at it before as evidenced by the computed weighted mean value of 2.54

On the other hand table, 12 below reflects the computed weighted mean and qualitative description of emotional competence in terms of social awareness of administrative leaders in community colleges in Northern Mindanao.
The table reveals that administrative leaders are moderately competent in terms of social awareness. These findings were supported by the study of Salovey (2002) who revealed that administrative leaders recognize and respect subordinates and grasp the clientele perspective.
It is also shown in the table that school administrators do not only seek ways to increase customer satisfaction and loyalty but as well as Grasp a clientele perspective acting as a   trusted reflected in the computed mean values of 4.50 and 4.28 respectively create loyalty of the clientele and another stakeholder of the organization as part of the society.
Inspiring and influencing subordinates to perform their tasks, especially in the institutional thrusts of community colleges in Northern Mindanao is an indication that school administrator has trusted and recognized their subordinates' potential and capabilities as well as their sense of responsibility.
The earlier-stated findings have gained support from the popular works of Greaves (2005) and Bar-on (2006) who keeps on arguing that emotional intelligence has moved instructional leaders to recognize and trust their subordinates' potential and competencies cognizant of their outstanding performance.
Moreover, school administrators competently see the challenges of their administrative work as opportunities for learning to improve their craft and strongly believed that everything that happens in the organization will work out for the good of the academic institution as showcased by the computed mean values of 4.67 and 4.61 respectively.

Table 12

**Level of Emotional Competence of School Administrators
of Community Colleges in Northern Mindanao
in terms of Social Awareness**

Indicators	Weighted Mean	Interpretation
1. Are attentive to emotional cues and listen well.	2.80	Moderately Competent
2. Show sensitivity and understanding others Perspective.	3.00	Moderately Competent
3. Gladly offer appropriate assistance	4.20	Competent
4. Help out based on understanding other people's needs and feelings.	3.56	Moderately Competent
5. Understand students' needs and match them to services or products.	4.23	Competent
6. Seek ways to increase customer satisfaction and loyalty.	4.50	Competent
7. Grasp a clientele perspective acting as a trusted advisor.	4.38	Competent
8. Take an active interest in students' concerns.	3.90	Competent
9. Able to sense others; feelings and. perspective.	2.89	Moderately Competent
10. Anticipate and recognize customers' Needs.	4.25	Competent
AVERAGE	3.77	Competent

In addition, administrative leaders often read their subordinates' emotions from their body language as revealed by the computed mean value of 2.80. This shows that instructional leaders develop maturity in their social awareness because they can easily perceive, detect, and decipher subordinates' emotions.
As posited by Caruso (2002), emotionally mature instructional leaders easily perceive, detect, and decipher emotions. They can also harness emotions to facilitate cognitive activities.

With this, administrative leaders can easily tap their subordinates to perform other functions inherent to their positions or to delegate some of the administrative functions when it is needed.
 It is also revealed that administrative leaders rarely feel the need to be recognized by their subordinates to be effective in their administrative work.

Furthermore, instructional leaders of community colleges in Northern Mindanao revealed that they never experienced and did things in the course of their administrative performance that are against their beliefs and work values. It was also shown on the table that they are never envious of their subordinates or other people in the school community and immediate environment especially those who have more than what they already have.

These findings suggest that administrative leaders of community colleges in Northern Mindanao have developed a considerable extent of social awareness competency.

It is always an argument of Reid, et al. (2006) that emotionally competent and socially aware administrators spark performance in their subordinates. They can stay focused and develop a greater sense of responsibility in their administrative jobs (McFarland, 2006).

The findings would mean that performance of their administrative functions is based on personal convictions and desirable work values and beliefs. Moreover, they strongly believed that to be effective in their administrative functions is never to compete with themselves, with their subordinates, and with others. As Salovey (2005) pointed out, emotionally competent and socially aware leaders can perform their administrative work systematically.

Table 13

**Level of Emotional Competence of School Administrators
of Community Colleges in Northern Mindanao in terms of Social Skills**

Indicator	Weighted Mean	Interpretation
1. Are skilled at persuasion.	4.54	Competent
2. Fine-tuned presentations to appeal to the listener	3.65	Competent
3. Use complex strategies like indirect influence to build consensus and support	3.80	Competent
4. Articulate and arouse enthusiasm for a shared vision and mission.	4.00	Competent
5. Guide the performance of others while holding them accountable.	3.70	Competent
6. Make and maintain personal friendships among work associates.	3.90	Competent
7. Build rapport and keep others in the loop.	3.92	Competent
8. Seek out relationships that are mutually beneficial.	3.89	Competent
9. Promote a friendly cooperative climate.	4.50	Competent
10. Draw all members into active and enthusiastic participation.	3.81	Competent
AVERAGE	**3.87**	**Competent**

As showcased in table 13, school administrators can easily find people to socialize with as evidenced by the computed mean value of 3.87. This means that administrators 'are good at understanding and persuading with the highest weighted mean of 4.54.

School administrators work closely with their teachers and represent their school to the outside community. They continuously work to improve organizational communication and make linkages.

The finding has gained support on the argument of Reuven (2006) speculated that school administrators can effectively relate with people and adapt easily to the social environment. This suggests that administrative leaders have to improve their interpersonal communication skills. That is, socializing and getting along with others in the social environment.

The school administrators' ability to develop their interpersonal communication skills is shown in the way they socialized with others in the academic and outside community and also in their ability to facilitate good communication among the members of their work groups as shown in the computed mean value of 3.87.

The results show that school administrators are good at persuasion their ideas Developing and enhancing social skills among school administrators necessitate emotional competence and emotional maturity. Studies show that emotionally mature and intelligent people can easily regulate, inspire, and influence others to collaborate with the team for any productive and meaningful activities.

As confirmed by Greaves (2005), an emotionally competent and mature person can control the emotions and impulses of others and easily adapt to changing environments. He also emphasized that emotional competence allows a person to maintain communication to effect productive and meaningful change in the organization.

. The table also shows that school administrator finds it easy to tell their subordinates how they care about them and how the management care about their personal and professional growth in the challenging ministry of educating the youth as reflected in the table.

The earlier-stated findings show that school administrators took good care of their subordinates by considering in their management programs the professional development of their teachers to proactively effect change in the lives of students. In addition, as part of promoting personal and professional growth, the management has sent them to seminars, conferences, meetings, and other in-service and in-house training programs.

Furthermore, the data show that school administrators never criticized, blamed, or ridiculed their subordinates in public and felt distant or uninvolved in any school's activities as well as felt difficulty in meeting commitments of completing their administrative tasks as depicted in item number 2 with a lowest weighted mean of 3.65.

These show that school administrators observed and maintained professionalism and showed respect to their subordinates by objectively giving comments about them in public. They are also actively involved in school-related activities and professionally meet commitments to other functions inherent to their administrative work.

Table 13 showed the consolidated mean values of emotional competence of administrative leaders of community colleges in the province of Northern Mindanao.

The results explain that instructional leaders are more often aware of the immediate environment that greatly influences their effective administrative performance. They also are aware of their ability to focus on work and share information or ideas with their subordinates.

Moreover, they also know how when to argue and disagree with their subordinates and other members of their organization. The results also suggest that instructional leaders can effectively do things and bring about change in the organization.

School administrators do not only easily find people to socialize and effectively communicate with their group members but also manifest satisfaction and meaning in their work as shown in their administrative performance.

Furthermore, instructional leaders are self-aware of their own emotions and feelings and that of their subordinates and other members of their school organization. They also enhanced their job commitment to their administrative functions such as planning, organizing, directing, and controlling.

Problem 3. What is the level of administrative functions of the school administrator of community colleges in Northern Mindanao?

Administrative functions are functions inherent to the position of the school administrator like planning, organizing, directing, and controlling that will lead to the attainment of the organizational goal and the success of the institution as a whole. The tables below illustrate the functions of school administrators of community colleges in Northern Mindanao on how they portray their functions in congruence with the institutional goal.

Table 14

Level of Administrative Functions of School Administrators In Community Colleges in Northern Mindanao in terms of Planning

Indicators	Weighted Mean	Interpretation
1. Promote the accomplishment of enterprise objectives.	4.27	Very Satisfactory
2. Identify the needs and set objectives that are clear, attainable, and verifiable and must be meaningful to people.	4.44	Very Satisfactory
3. Strategies and policies are clearly understood and implemented in practice.	4.27	Very Satisfactory
4. Recognize and allow factors that are critical to the attainment of the desired goal.	3.42	Very Satisfactory
5 Plan logically and cover a period and properly communicated.	3.33	Very Satisfactory
6. Plans are flexible that lessen the danger of losses and attain the organizational objective.	4.47	Very Satisfactory
7. Forecast and draw plans far enough into the future.	4.35	Very Satisfactory
8 Determine the resources needed to achieve the organization's goals &objectives.	4.20	Very Satisfactory
9. Decide what type of activities the school will engage in.	4.15	Very Satisfactory
10. Understand and agree to utilize consistent planning premises.	3.89	Very Satisfactory
AVERAGE	**4.32**	**Very Satisfactory**

Table 14 presents the mean values, and interpretation of the administrative functions of the administrative leaders of community colleges in the area of planning. The table indicates that the school administrator of community colleges in Northern Mindanao make certain that the plan is going according to expectations and make necessary adjustments as evidenced by its computed mean value of 4.47. This means that instructional leaders frequently make certain that all the organized plans of the school and academic activities are following what is expected by the school and immediate communities.

This finding was supported by the study conducted by Rafols (2006) which emphasizes the school administrator's managerial capabilities. Rafols stresses that effective school administration and management is best measured on their ability to make strategic plans and evaluate the same so that desired and expected output is achieved. A similar study conducted by Bangas (2006) revealed that the quality of work done by teachers and other school personnel is influenced by the proper orientation and planning of instructional leaders and managers. Ruiz (2007) suggests that instructors' fulfillment and teaching

effectiveness are attributed to their ability to initiate plans and make certain that plans are following what is best expected by the recipient of the teaching-learning processes.

It was insisted by Ravanera (2005) that for an academic institution succeed in its economic undertakings, management has to make certain that workable plans should be following the expectations of all its members or beneficiaries and if necessary needed adjustments are made to accomplish instructional and academic goals.

Item number 2 describe the ability of the administrative leaders to set objectives that are clear, attainable, verifiable, and meaningful to people with a weighted mean value of 4.44 hence administrator of the community colleges were able to come up with strategic plans, set clear objectives that are attainable and verifiable and meaningful to subordinates. The study of Senar (2003) revealed that administrators of academic institutions should be able to intelligently set school goals, outline school objectives, and make sure that school objectives are attainable. Ornieta (2005) purported that administrative leaders should be able to identify the needs as well as the problems of the school and must quickly respond and address said needs and concerns by outlining problem-based solutions to every organizational or school problem.

The study of Almonia (2001) supported the earlier findings. The latter argued that foreseeing and anticipating organizational or school problems and their alternative course of action is one of the best leadership traits and skills of instructional leaders. Madronal (2004) purported that instructional managers set attainable goals, and outline workable objectives as well as plans and programs of activities for the entire school year.

The study conducted by Races (2005) on school administrators reveals that instructional leaders or school administrators must anticipate future activities and problems. They must also provide workable solutions to the problems. Item number 4 on the ability of the school administrators to recognize and allow other aspects that are critical to the attainment of the desired goal With a computed weighted mean value of 4.33 which indicates that administrative leaders of community colleges frequently recognize and are open for suggestions and other ideas for the attainment of the desired goal.

Administrative leaders of the community colleges of Northern Mindanao came up with strategies and policies that are clearly understood and implemented for effective performance and better accomplishment as revealed by its computed mean value of 4.27. This means that strategic planning and policies are extremely important in the accomplishment of the objective in both academic and non-academic activities of the school. The result further show that administrative leaders have properly communicated to classroom teachers what is most expected from them by the school administration and how they can improve and be effective in their teaching performance.

The study conducted by Nang (2004) has shed the light on the present study by arguing that instructional leaders' effectiveness is gauged by how they provide details to their teachers on how to be on top in instructional leadership. Proper communication as Nang (2004) purported would result in the effective performance of a teacher's teaching job. Milano (2005) reported that providing details on work performance effectiveness by instructional leaders helps teachers to be directed in planning instruction and eventually increases their teaching effectiveness. Mercado (2005) purported that successful organizational managers in the region manifest their adeptness in communicating details on how work must and should be done. The results also reveal that school administrators frequently construct a list of possible courses of action in achieving goals and determine resources needed by the institution as evidenced by its computed mean values of 4.22. This means that instructional leaders of private higher educational institutions in Northern Mindanao are familiar with outlining possible alternative courses of action to problems and issues of their academic institutions and are also particular about determining or identifying needed resources in academic institutions' operation. The study of Rey (2006) showed that the best possible way of achieving good results is to determine possible courses of action and identify needed institutional resources. She further exemplified that organizational resources should properly be mobilized. Okit (2004) reported that mobilizing institutional resources and determining the best possible outcome of every administrative action are the best manifest skills of empowered instructional leaders.

A similar study conducted by Potinas (2007) revealed that an administrator's effectiveness is best measured by their ability to anticipate the results of the action taken and to provide alternatives for achieving

results. Martinez's (2004) management literature discusses that effective managers are equipped with the knowledge of identifying alternative courses of action to achieve results. Mercado's (2005) on organizational leadership reveals that instructional leaders should identify and determine the best possible way of achieving instructional and organizational goals and objectives. By outlining its possible courses of action, the tendency of achieving results is relatively high. Item number described the school administrator does not communicate all relevant information to employees not directly involved with the plan.

Table 15

**Level of Administrative Functions of School Administrators
In Community Colleges in Northern Mindanao
in terms of Organizing**

Indicators	Weighted Mean	Interpretation
1. See to it members of the organization were able to contribute to enterprise objectives.	4.16	Very Satisfaction
2. Communicate with employees, individually & in groups.	4.08	Very Satisfactory
3. Emphasize a clear line of authority.	4.15	Very Satisfactory
4. Delegate authority, assign work, and provide direction to the team.	4.18	Very Satisfactory
5. Able to exercise discretion and create an environment for individual performance.	4.03	Very Satisfactory
6. Ensure that organizational roles are filled by qualified personnel.	4.02	Very Satisfactory
7. Appraise and train employees.	3.90	Very Satisfactory
8. Channel responsibility and communication, and staffing.	4.00	Very Satisfactory
9. Work with and through people.	4.05	Very Satisfactory
10. Create a favorable work environment	4.15	Very Satisfactory
AVERAGE	**4.07**	**Very Satisfactory**

One of the best functions of management is to mobilize the materials and human resources of the organization to put plans into action. This function of management follows planning. It is a function in which the synchronization and combination of human, physical, and financial resources take place. (Waltman,2004). Table 13 showcases the computed weighted mean values, and interpretation of the administration functions of administrative leaders of community colleges in Northern Mindanao in the area of organizing. The table shows that instructional leaders see to it that members of the organization were able to contribute to enterprise objectives as indicated by its computed mean value of 4.36. This means that members of the organization participated and contributed to the success of the school in both academic and off-campus activities. Wankel (2003) provides support to this finding by purporting that organizing organizational activities involves the involvement of the members of the organization. The study conducted by Namoc (2006) revealed that administrators need to communicate to subordinates and employees the line of authority and delegate such authority, assign work, and provide direction to the team. Nang (2004) suggests that effective instructional leaders adeptly identify the work activities in the organization and mobilize work activities to accomplish institutional objectives.

A similar study conducted by Ortiga (2002) reveals that administrative leaders as players of instructional resources of the school environment need to identify different work-related activities and properly channel said activities toward the attainment or accomplishment of the school's objectives. It was also revealed in table 9 that instructional leaders classify the type of work needed and grouping of work into manageable work units so that teachers and other school personnel can effectively and successfully perform their assigned tasks and be able to exercise discretion and create an environment for individual performance. This result is supported by its computed mean value of 4.23. Work classification and grouping the same help facilitate the accomplishment of work into manageable work units. This will contribute to managerial effectiveness (Martires, 2005). The study of Balbuena (2006) shows that instructional leaders who are well-trained develop the managerial capabilities of classifying the type of work needed in accomplishing school goals and grouping the same into manageable work units. As argued by Baliaso (2006), Instructional leaders should emphasize managing the work performance of their teachers. In giving extra assignments to teachers, instructional leaders should consider whether work can be classified and grouped into manageable to teachers' concerns. The table also reveals that instructional leaders of community colleges in Region X do not just classify the type of work needed and group them into manageable work units but they also assigned the work to individual teachers and delegate some of their basic functions to their subordinates as shown in its computed mean values of 4.28.

The results reveal that avenues for the professional development of instructors and professors of private higher educational institutions in the province of Bukidnon are afforded by instructional leaders. This indicates that instructional leaders are supportive of employees' professional growth by delegating some of their authority. Administrative leaders recognized the need to delegate some of their administrative work to their subordinates to help develop and enrich their professional and personal competencies as the institution's best resources. According to Almonia (2001), professionally-trained instructional leaders properly assigned other functions to subordinates who can be trusted and those who showed commitment to their work. As argued by Awa (2003) instructional leaders should provide professional development to their teachers by assigning them more challenging tasks outside of their usual classroom functions. It was also revealed that instructional leaders frequently send and recommend teachers to seminars, conferences, meetings, and in-service training to improve their instructional competencies and performance as shown in its computed mean value of 4.20. This means that instructional leaders continue to encourage instructors and professors to keep abreast with new instructional technology by sending them to seminar workshops and by designing in-house training

.

The study conducted by Banguis (2004) shows that instructional leaders should empower their instructors and professors by sending them to teaching fora, conferences, and seminar workshops. Empowered instructors and professors tend to increase their instructional competencies and performance. Chavez (2002) reported that the most challenging part of the instructional leader's job is to train and develop faculty and to design a faculty development program. Instructional competencies can be best developed through training and conferences. As argued by Dalima (2004), a functional faculty development program should include the identification of faculty's training needs and professional development. Training should be made supportive of the need of improving the instructional quality of the school. Instructional leaders of private higher education institutions in Northern Mindanao frequently recommend promotion or merit increase to deserving instructors or professors as provided by its computed mean value of 3.80. The results indicate that instructional leaders implemented the promotion and merit policies of the private higher education institutions in the province.

Garces (2005) study revealed that instructors who were promoted in rank with a corresponding increase in compensation based on the school's promotion and merit policies tend to increase work effectiveness. Promotion in rank and pay motivate instructors to improve performance. The report of Ruiz (2007) shows that teachers' promotion based on merit motivates them to work more effectively in their teaching careers. She further emphasized that the ranking system should be observed and its monetary equivalent should properly be implemented. A similar study conducted by Potinas (2007) revealed that instructional leaders' support in the implementation of the ranking and promotion system of the school help

promote teachers' self-esteem and job satisfaction. Highly motivated and satisfied teachers tend to increase teaching and work performance.

Gregorio (2004) who works on the effect of leadership behavior and teacher's teaching performance espoused that instructional leaders who are fair in giving promotion and salary increments based on standard and established promotion policies of the school and implement the same develop not only a culture of trusts in the school environment but also a culture of production and effectiveness Luistro (2005) suggests that instructional leaders should be extra careful in the implementation of the ranking and promotion of their teachers because of its implication to their self-worth which influences their teaching effectiveness.

Item number 4, delegate authority, assign work, and provide direction to team got the highest weighted mean of 4.47, this means that administrators of community colleges in Northern Mindanao practice delegation of authority and assign tasks to subordinates, train them and equip employees so that in the absence of any members of the organization the latter could still operate, hence no one is indispensable in every organization. While item number 6 got the lowest weighted mean of 4.02 that administrators of community colleges under the supervision of the board of trustees share responsibility in the hiring and firing of employees, through the recommendation of the administrator. Directing is a process in which the managers instruct, guide, and oversee the performance of the workers to achieve predetermined goals. Directing is said to be the heart of the management process. (Hertzberg, 2008) According to Earnest Dale, "Directing is what has to be done and in what manner through dictating the procedures and policies for accomplishing performance standards". Therefore, it is rightly said that direction is the essence of the management process.

Table 15 reflects the computed weighted mean values and the interpretation of the administrative functions of administrative leaders of community colleges in Northern Mindanao in the area of directing. Directing functions give directions and guidelines to subordinates and colleagues on their respective tasks to accomplish. Through monitoring and directing administrators harmonizes the individual's objectives with the objective of the organization, thus attaining the common objective as well as the mission vision of the school.

Table 16

**Level of Administrative Functions of School Administrators
In Community Colleges in Northern Mindanao
in terms of Directing**

Indicators	Weighted Mean	Interpretation
1. Harmonize the personal goals of individuals with the goals of the enterprise.	4.31	Very Satisfactory
2. Open and complete communication using both formal and informal channels and making policies, rules, and regulations.	4.35	Very Satisfactory
3. Understand what motivates their subordinates and how these motivators operate.	3.87	Very Satisfactory
4. Set priorities according to which tasks should be dealt with.	3.90	Very Satisfactory
5. Initiates action and it is from here actual work starts.	4.40	Very Satisfactory

6. Provides guidance and inspiration to his subordinates.	4.10	Very Satisfactory
7. Oversee the performance of the workers to achieve a predetermined goal.	4.01	Very Satisfactory
8. Helps in clarifying the role of every subordinate towards his work	3.85	Very Satisfactory
9. He must continuously take steps to make sure that orders and instructions are carried out properly.	4.40	Very Satisfactory
10. He has to continuously guide, supervise and motivate his subordinates.	3.85	Very Satisfactory
AVERAGE	**4.10**	**Very Satisfactory**

The table shows that school administrators provide open and complete communication using both formal and informal channels and make policies, rules, and regulations for the operation of the academic institutions as evidenced in its computed mean values of 4.34. The results indicate that school administrators of community colleges in Northern Mindanao maintain good communication with their subordinates and properly outlined and communicated to their teachers and employees the rules and regulations as well as the policies of their schools set by the board of directors. The earlier findings were supported by the study of Rey (2006) who revealed that a culture of open communication in the school environment should be created and policies, rules, and regulations of the school should properly be communicated to its teachers. Maintaining proper and open communication according to Rey (2006) helps teachers in understanding not only their instructional roles but will also provide them with the direction of their instructional and academic works. Ruiz (2007) suggests that one of the best factors that describe a teacher's career fulfillment and teaching effectiveness is the ability of instructional leaders to communicate effectively. Communication builds favorable relationships and develops trust among its subordinates its superiors. It was also shown on the table that school administrators of community colleges in Northern Mindanao frequently encourage and motivate teachers to give more efforts to accomplish effectively their teaching goals and the goals of the academic institution as evidenced by its computed mean value of 4.31, harmonize the personal goals of individuals with the goals of the enterprise.

This means that administrative leaders keep on encouraging teachers to improve their teaching for the benefit of the learners. There are maintenance motivating factors that instructional leaders can provide to their teachers to keep them at their best. As Garces (2005) puts it, teachers should love their teaching profession. This is the first reason why teachers go into the teaching profession, to effect change, to change lives, and to be an instrument of building the edifice of a new and reborn society. Monetary compensation so to speak is just a secondary motivating factor for teachers to perform at their best in every contact hour a teacher has to spend with their students. In addition, instructional leaders frequently issue memoranda for the teachers and other employees to follow the desired courses of action and frequently exercise clarity, courtesy, and correctness in sending messages as reflected by its computed mean values of 4.29 and 4.21 respectively. This means that school administrators of community colleges in Northern Mindanao want to place all things in their proper order by sending or issuing memoranda and notices for teachers and other school employees for action. This was also done so that teachers and other school employees as well will be more informed of the matters concerning the school. Limbo's (2004) study, shows that the issuance of office memoranda, circulars, and notices is necessary for developing an understanding of what the school management is trying to communicate in a more formal channel. It is also made to establish a more well-informed community. However, according to Madronal (2004) memoranda and written notices that are something visual may help retain information from teachers and other employees of the school. Moreover,

issued memoranda will be used as a reference of action by the management whenever an employee or teacher maliciously and deliberately fails to follow management prescription.

The table also reveals school administrators speak fluently and communicate properly within the group with a computed mean value of 4.20 and show by example to their teachers in improving their work output with a computed mean value of 4.17. These findings indicate that instructional leaders are well understood by their subordinates because they can communicate their ideas vividly and they also showed by themselves how their teachers improve their teaching jobs. Administrators of community colleges in Northern Mindanao also frequently maintain professionalism by calling a closed-door meeting with erring employees or teachers, advising and guiding them, especially those who have shown untoward and unbecoming behaviors in school as reflected by the computed mean value of 4.14. Gregorio (2004) purported that administrators gain respect and loyalty from their constituents or subordinates if a climate and atmosphere of professionalism are felt within the work organization. Calling a closed-door conference with erring teachers is needed so that teachers can air out and be given a chance to present their sentiments and be given proper advice and guidance by their superiors without letting other members of the school community be aware. Luistro (1999) reported that administrators of any organization should maintain professionalism in their jobs. They need to withhold a gesture of reprimand to any employees in front of their co-employees. He further added that embarrassed employees lower their self-image and self-worth and tend to lower their production and work effectiveness.

The school administrators are modest in dealing with teachers and other school employees coupled with their gentleness in body language and gestures in dealing with school personnel as reflected in the computed mean value of 4.03 and provide technical assistance to employees in improving their work output with a computed mean value of 3.99. The results explain that school administrators are careful in expressing themselves using their body language to their teachers. They are also particular about their bodily expressions so that they will not be misinterpreted by their subordinates. In addition, they are not hesitant to share their technical expertise and knowledge on how their teachers and other school personnel improve their work activities. Baliaso (2006) espoused that body expression is part of enhancing human and administrative relations in the organization. She further argued that employees can easily notice whether the boss wants prompt action of an order even without speaking it but through his body language. The study of Rey (2006) suggests that administrative leaders do not just provide proper direction for the entire operation of an academic institution but also provide technical assistance to their teachers and other school personnel.

Controlling consists of verifying whether everything occurs in conformities with the plans.

As gleaned in table 11, instructional leaders frequently practiced controlling as revealed in their obtained average mean value of 4.18. It can be seen among the items that "keeping records of employees' attendance, daily activities, accomplishment, and preparation of reports of the same" is frequently practiced by the instructional leaders as evidenced by the computed mean value of 4.39. This means that school administrators of community colleges in Northern Mindanao are particular about records keeping and management as first of all their controlling functions. They are records and reports oriented because they are considered vital in instructional leaders' reports to the board of directors of academic institutions. The research also revealed that instructional leaders frequently implement school activities following the approved activities as reflected in its computed mean value of 4.31. Studies by Bangas (2006) and Ruiz (2007) suggest that records keeping and management are part and parcel of schools' administration and management. Records are needed administrative resources that are helpful for future decisions. In addition, they argued that the school's activities and other academic-related programs of the school should be implemented under the approved top performance objectives of the school and the board of directors of the institution. Controlling consists of verifying whether everything occurs in conformities with the plan. Controlling ensures that there is effective and efficient utilization of organizational resources to achieve the planned goals. It measures the deviation of actual performance from the standard performance, discovers the causes of such deviations, and helps in taking corrective actions. (Donnel, 2013. A similar investigation conducted by Namoc (2006) showed that school activities should be well-designed and cognizant of the general goals and thrusts of academic institutions. Rafols (2006) exemplified that institutional activities

should be following the well-deliberated objectives of the members of the institution's academic community. Said activities should also be in line with the school's thrusts and are development-oriented.

Table 17

**Level of Administrative Functions of School Administrators
In Community Colleges in Northern Mindanao
in terms of Controlling**

Indicators	Weighted Mean	Interpretation
1. See to it that the right things happen, in the right ways, and at the right time.	4.24	Very Satisfactory
2. Compare results with objectives and standards.	4.18	Very Satisfactory
3. Establish objectives and standards.	4.08	Very Satisfactory
4. Take necessary action	4.17	Very Satisfactory
5. Measure actual performance.	4.20	Very Satisfactory
6. Ensures that the overall directions of individuals and groups are consistent with plans as expected.	4.36	Very Satisfactory
7. Ensure adequate progress and record such experience as a contribution to possible future needs.	4.22	Very Satisfactory
8. Ensures that there is effective and efficient utilization of organizational resources	4.15	Very Satisfactory
9. Apply corrective measures so that performance takes place according to plans.	4.42	Very Satisfactory
10. Makes sure that everyone follows the plan strictly.	4.23	Very Satisfactory
AVERAGE	**4.22**	**Very Satisfactory**

Table 17 shows the administrative leaders of community colleges in Northern Mindanao frequently steer performance towards desired effective results as reflected in its computed weighted mean value of 4.32. This indicates that administrators are particular that school activities are implemented properly following its approved plan but they are also concerned about how their teachers bring and facilitate learning to their students.

The table also showcases that school administrators frequently supervise and see to it that the right things happen, in the right ways, and at the right time. School administrators see that all assigned tasks are done and accomplished. Furthermore, compare results with objectives and standards and accomplishment of the school's goals as shown by the computed weighted mean values of 4.24 and 4.18 respectively. Dalima (2004) suggests that proper supervision of school activities creates a climate of support among faculty members and their immediate superiors and makes sure that everyone follows the plan strictly. Instructional

leaders of community colleges in Northern Mindanao frequently make routinary schedules of monitoring and observing the daily activities of the teachers and they also evaluate their teaching performance. These findings are supported by the results of the computed mean value of 4.13 which means that instructional leaders always monitor teachers' teaching activities and evaluate their teaching performance. School administrators' jobs do not end with administration and management of the physical and material resources of the school organization they must also take the role of instructional leadership where they have to be the main players in the instructional processes (Baliaso, 2006). Instructional leaders need to conduct class observation to monitor teachers' teaching competencies and performance which include the mastery of the subject matter, mastery of the instructional methodology, and language facility (Luistro, 2005).

As we can glean from the table, instructional leaders frequently develop research activities procedures, and work habits that use time more effectively and frequently make systematic office recordings through the use of management information systems with an overall computed mean value of 4.01 and 3.97 respectively. The results reveal that instructional leaders have emphasized research development and systematic office recording. Madronal (2004) emphasized that academic institutions should create an environment of research and an atmosphere of inquiry. Research initiatives should be propelled by instructional leaders to encourage members of the academic community to do research activities. As reported by Martires (2005), managers of business organizations should institutionalize research development to propel the economic progress of the organization. Its financial and economic benefits can be best secured and anticipated if proper research activities are conducted. Waltman (2004) reports that the future and even the status of academic institutions can be best anticipated and predicted through research activities. He added that programming all its economic and business activities that require time and other indispensable resources should properly be made. The investigation conducted by Awa (2003) reveals that the adoption of systematic office recording through the use of a management system is more advantageous to school organizations. Instructional leaders gain a competitive advantage if records are made available at the time they are best needed through an updated records system. Banguis (2004) always argued that proper keeping of data for information processing is best needed in every office or school organization. Many school organizations in the region establish their database system to facilitate the business transaction and information processing.

Problem 4. Is there a significant relationship between the leadership style and emotional competence in the administrative functions of school administrators of community colleges in Northern Mindanao?

As can glean in table 14, school administrators of community colleges in Northern Mindanao are more inclined to planning as reflected in its average mean value of 4.32 and qualifying description of frequently or often practiced with an interpretation very satisfactory.

Results indicate that school administrators properly planned the different academic activities to attain the desired schools' goals and objectives. It also showed that controlling follows the planning function of the administrative leaders of community colleges in Northern Mindanao with an average mean value of 4.22 Directing function followed controlling with an average mean value of 4.10. Among the four management practices, organizing obtained the lowest average mean value of 4.07. These results show that the school administrators were used to plan for their schools. Most of their work was to set goals and objectives, feasible plans, and programs of activities for their schools. Along with their planning function, they performed their directing and were able to control the different activities in their schools and were able to organize work activities. Since the administrative leaders have frequently or often practiced their administrative functions, they are performing their duties and responsibilities very satisfactorily.

In other words, the administrative leaders of community colleges in Northern Mindanao are observing the proper standards in the operation of their respective schools as mandated by the school's board. It is good enough that there is a balance between the four administrative practices of the instructional leaders because they are important in any organization. Moreover, it is good that controlling and directing were frequently or often practiced by the instructional leaders because directing in an organization without

any means of regulating certain activities will not always work well. This must be done to make sure that the objectives of the schools as well as the plans devised to attain them are being carefully executed and accomplished.

Table 18

Correlation between Leadership Style and Administrative Functions

Variables correlated with administrative functions	Correlation Coefficient (p)	Probability
1. Learner and Teacher	.686	0.15
2. Transformational Leader	.513	0.39
3. Strategic Thought	.521	0.12
4. Integrator	.540	0.25
5. Servant leader	.506	0.13
6. Wise Virtuous and Ethical	.586	0.20

Table 18 shows the implication of the leadership style of the school administrator to their functions. The result confirms that there is a significant relationship between the leadership styles of the school administrator to its functions. The r-critical value is lesser than the r-calculated value as a result the null hypothesis was rejected. This implies that leadership style and administrative function are related to each other; hence an effective and efficient administrator must possess essential leadership styles for the accomplishment of the organizational goal.

Table 19 below shows that there is a significant relationship between emotional competence and to administrative function of administrative leaders the r-critical value is lesser than the r-calculated value; hence the null hypothesis is rejected. The emotional competence of an administrator can greatly affect the administrative functions as a leader of the institution. The data show that transformational leaders significantly affect the administrative function of the school administrator as evidenced by the significant value of 0.039, which is significant at 0.05 level. Leader integrator, also significantly affects the administrative function of school administrators with a significant value of 0.025, which is significant at 0.05 level.

Table 19

Correlation Between Emotional Competence and Administrative Functions

Variables correlated with an administrative function	Correlation Coefficient (*p*)	Probability
1. Self Awareness	.449	.012
2. Self Motivation	.771	.041
3. Self Regulation	. 734	.030
4. Social Awareness	. 665	. 022
5. Social Skills	. 556	.033

Moreover, social awareness significantly affects administrative performance as evidenced by a significant value of 0.031, which is significant at 0.05 significant levels. It was also shown that Emotional competence values and beliefs significantly affect instructional leaders' administrative performance with a significant value of 0.020, which is significant at 0.05 level.

Further, social regulation and control significantly affect administrative performance as evidenced by a significant value of 0.019, which is highly significant at 0.05 level. The finding suggests that emotional competence significantly affects administrative leaders' performance. Thus, the null hypothesis which states that "there is no significant relationship between emotional competence and administrative performance of administrative leaders of community colleges in Northern Mindanao is hereby neglected. Landy (2005) and McFarland (2006) strongly support the earlier-stated findings that emotional competence is predictive of the administrative performance of administrative leaders because they are cognisant about themselves other people and the whole environment thus, can say focus on their work. Further, they have argued that emotionally stable persons can systematically perform their tasks.

Table 14 shows the mean difference, the F-value, and the significant level between emotional competence and administrative performance of administrative leaders of community colleges in Northern Mindanao. Further, the table shows a significant value of 0.041, which is significant at a 0.05 level. The results suggest that there is a significant difference between emotional competence and the administrative performance of administrative leaders of community colleges in Northern Mindanao. Thus, the null hypothesis that states "there is no significant difference between emotional competence and administrative performance of administrative leaders of community colleges in Northern Mindanao is rejected. The results further suggest that the significant difference can be attributed to the fact that instructional leaders' administrative performance is influenced by their emotional competence. As Reuven (2006) suggested, an emotional competence person can effectively understand oneself and others, relate well to people, and adapt to and cope with the immediate surroundings to be more successful in dealing with demands and pressures. Moreover, Goleman (2006) purported that an emotionally intelligent person developed emotional competencies which are not innate talents but rather learned capabilities that must be worked on and developed to achieve outstanding administrative performance. To determine which area of emotional competence has a significant effect on instructional leaders' administrative performance, table 20 is presented

Problem 5. To what extent do leadership competence and emotional competence singly and collectively influence the administrative functions of the school administrators in local colleges in Northern Mindanao?

Table 20

Regression analysis of emotional competence and administrative functions of

Factors	ß	Std error	Beta	sig. t	Significance
1. Self Awareness	12.90	3.779	0.306	3.414	0.001
2. Self Motivation	2.116	1.012	0.319	2.367	0.02
3. Self Regulation	2.10	1.21	0.315	2.32	0.03
4. Social Awareness	2.2	0.804	0.313	2.31	0.031
5. Social Skills	2.0	.091	0.310	2.30	0.112

R = 0.824
R^2 =0.778
F-value = 22.2
p<0.001

As can be gleaned from table 20, the results of regression analysis reveal the best predictor of administrative performance of administrative leaders of community colleges in Northern Mindanao. The best predictor of administrative performance is self-motivation with a beta weight of 0.319. This is followed by self-regulation with a beta weight of 0.315; followed by social awareness with a beta weight of 0.313; and self-regulation with a beta weight of 0.310, with social skills as the least predictor of administrative performance of administrative leaders. Examination of the correlation of coefficients of determination reveals that 78% of the administrative performance of leaders can be attributed to emotional competence. About 22% can be accounted for other factors not included in the study. Where X1 is self-awareness, X2 is self-motivation, X3 is self-regulation, X4 is social awareness, and X5 is emotional literacy. Meaning, for every increase in administrative performance test scores using the current environment there is a corresponding increase of 2.10 in the test score of instructional leaders' EQ competencies and a corresponding increase of 2.2 in their EQ outcomes, 2.0 in their EQ values and beliefs, and 1.23 for their emotional literacy. The table further reveals that self-motivation has a significant effect on the administrative performance of school administrators as evidenced by its Beta weight of 0.319 and significant value of 0.02. In addition, self-regulation shows a significant effect on administrative performance based on its Beta weight value of 0.315 and significant value of 0.03. Further, social awareness shows a significant effect on the administrative performance of instructional leaders based on its Beta weight value of 0.313 and significant value of 0.031.

Table 21

Regression analysis of leadership competence and administrative functions of

Factors	ß	Std error	Beta	sig. t	Significance
1. Learner and Teacher	2.90	3.779	0.431	3.414	0.001
2. Transformational leader	2.116	1.012	0.320	2.367	0.02
3. Complexity and Strategic Thought	2.10	1.21	0.315	2.32	0.03
4. Leader Integrator	2.2	0.804	0.313	2.31	0.031
5. Servant Leader	2.0	.091	0.310	2.30	0.112
6. Wise, Virtuous, and Ethical	2.13	1.23	0.351	2.41	0.015

R = 0.9353
R = 0.887
F-value = 23.3
$p < 0.001$

Table 21 reveals that transformational leadership can greatly influence the administrative function of the school administrator hence administrator transformational leadership enhances the motivation, morale, and job performance of the teachers. These include connecting the teacher's sense of identity and self to the project and the collective identity of the organization; being a role model for followers that inspires them and makes them interested; challenging followers to take greater ownership of their work, and understanding the strengths and weaknesses of followers, so the leader can align followers with tasks that enhance their performance.

Conclusion

Based on the finding of the study, it is concluded that Emotional Intelligence is vital to all school administrators, especially in an academic institution in assessing the performances of the faculty. It is the ability to recognize and understand the emotions of self and others. It's a critical soft skill for effective collaboration, interpersonal relationships, and good communication.

Recommendations

Based on the result of the study, it is safe to recommend that the Faculty personality enhancement development plan should be integrated into the long-term development plan of the school. The development plan of the school will serve as the guide as to where the school is going. Create some school activities that will enhance the competencies of the school administrators like a workshop, attend seminars and symposia that will enhance their capabilities, especially on how they deal with a good sound their teachers and colleagues Open communication with the group as a team solicit ideas, brainstorm to come up with a good and sound decision making for the common good and welfare of the whole organization.

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