EPRA International Journal of Environmental Economics, Commerce and Educational Management
Journal DOI: 10.36713/epra0414 |ISI I.F Value: 0.815|SJIF Impact Factor (2024): 8.481 ISSN: 2348 – 814X
Volume: 11 | Issue:6 |June 2024

SOCIO-EMOTIONAL SKILLS OF SCHOOL HEADS AND SCHOOL-COMMUNITY RELATIONSHIP

Ree John S. Retardo[1]
[1]*Student, Graduate School, The Rizal Memorial Colleges, Inc.*

Article DOI: https://doi.org/10.36713/epra17461
DOI No: 10.36713/epra17461

ABSTRACT

This study sought to determine the level of socio-emotional skills of school heads and the level school-community relationship. Eventually, it also seeks to determine the significant relationship between the independent and the dependent variables. This study made use of a descriptive-co-relation non-experimental quantitative research method. It is descriptive because the data are presented in quantitative descriptions on the "Socio-emotional Skills of School Heads and School-Community Relationship". According to Gay (2021) descriptive-correlation design determines and supports the way things are. Using a questionnaire in conducting a survey, interview or observations usually collects the data. The study was conducted in 24 Elementary Schools of Sulop District, Division of Davao del Sur. The respondents of this study were the 24 school heads of the research locale to answer the questionnaire. Universal sampling procedure has been utilized in this study in determining the respondents considering the small number of school heads of Sulop District. This revealed that school heads manifest commendable socio-emotional skills which lead to a closer relationship of the school and the community. The school-community relationship is very important in delivering quality education to achieve high academic outcomes.

KEYWORDS: *socio-emotional skills, school heads, level school-community relationship*

INTRODUCTION

School principals have substantial impacts on many aspects of their schools, including school climate and culture, teacher well-being and retention, and students' school success. As such, the personal and professional development of principals is a key element in creating a caring school in which adults and children feel welcomed, cared for, and challenged. It is now recognized that principals experience substantial job-related stress which can compromise their personal well-being as well as their leadership. Surprisingly, the social and emotional development and well-being of principals has received little attention.

Principals experience substantial job-related stress, yet they often lack the guidance and resources necessary to develop their own social and emotional competencies (SECs) that could help them respond appropriately. A large proportion of principals feel that they lack the requisite skills to effectively lead their schools, and high turnover rates create a significant financial and operational burden.

Asserted that by developing the five social and emotional skills framed by the Collaborative for Academic, Social, and Emotional Learning (CASEL), which include the ability to regulate their emotions and behavior, increase their social awareness, cultivate healthy relationships, and improve their decision-making skills, principals can increase their effectiveness and develop the skills to lead the implementation of SEL programs, policies, and practices in their buildings and throughout the school community.

Globally, the role of the principal in U.S. schools has become increasingly complex over the past two decades of educational reform. Principals substantially influence student well-being and achievement as well as the lives of teachers and other staff. In a recent survey, state-level educational policymakers overwhelmingly reported that school principals play a central role in supporting social and emotional learning (SEL) and in creating healthy, caring schools.

EPRA International Journal of Environmental Economics, Commerce and Educational Management
Journal DOI: 10.36713/epra0414 |ISI I.F Value: 0.815|SJIF Impact Factor (2024): 8.481 ISSN: 2348 – 814X
Volume: 11 | Issue:6 |June 2024

Currently, SEL is recognized as an essential component of education viewed by educators and policymakers as foundational to school success and student learning outcomes.

In the Philippines, in the current educational environment characterized by growing social inequality, violence, bullying and aggression ,and high stakes-accountability, principals are recognizing the value of SEL for improving their skills as leaders, building a caring school climate, and improving student performance. In a recent national survey, 98% of K–12 principals agreed that SEL skills are teachable and recognize that SEL could help promote equality and reduce educational disparities; however, they also reported needing substantial guidance on how to implement SEL. This lack of training and confidence to support students' SEL was confirmed in a 2017 Gallup Poll. In a 2018 survey, over 90% of principals felt that student learning and applying SEL skills was very important and most principals saw SEL as a priority for their school.

In a one of the talks the researcher had with his principal, the former discussed of how important social and emotional competence is however it seems to be having less attention on the field of research. Mostly, researches in the area is affront with the idea of how once leadership affects school performance, and satisfaction of employees forgetting the very factor why leadership is effective and this is all because of competence, to narrow it down the social and emotional once (Luna, 2020).

In the division of Davao del Sur, the researcher has observed that there is scarce information in research about social and emotional competence works in the management of school principals in their school organizations. The researcher has thought of exploring this and making sure that this qualitative research will deal on the phenomenology of their experiences, strategies and insights about one's social and emotional competence towards managing the school they are assigned. Hence, this study.

This study seeks to determine the level of socio-emotional skills of school heads and the level school-community relationship. Eventually, it also seeks to determine the significant relationship between the independent and the dependent variables. Specifically, it seeks answers to the following sub- problems.

1. What is the level of socio-emotional skills of school heads in terms of:
    1. Decision Making,
    2. Conflict Management ?
2. What is the level of the school-community relationship of the respondents in terms of:
    1. School-community Communication,
    2. School-community Collaboration ?
3. Is there significant relationship between socio-emotional skills of school heads and school-community relationship?

METHODOLOGY

Research Design

This study will make use of a descriptive-co-relation non-experimental quantitative research method. It is descriptive because the data are presented in quantitative descriptions on the "Socio-emotional Skills of School Heads and School-Community Relationship". According to Gay (2021) descriptive-correlation design determines and supports the way things are. Using a questionnaire in conducting a survey, interview or observations usually collects the data.

Respondents and Sampling

The study will be conducted in Sulop District, Division of Davao del Sur. The respondents of this study will be the 24 school heads of the research locale to answer the questionnaire. Universal sampling procedure will be utilized in this study in determining the respondents considering the small number of school heads of Sulop District.

EPRA International Journal of Environmental Economics, Commerce and Educational Management
Journal DOI: 10.36713/epra0414 |ISI I.F Value: 0.815|SJIF Impact Factor (2024): 8.481 ISSN: 2348 – 814X
Volume: 11 | Issue:6 |June 2024

Table 1. Distribution of Respondents

School	Number of School Heads
1. Antonio Cabatingan Elementary School	1
2. Balasinon Elementary School	1
3. Buguis Elementary School	1
4. Carre Elementary School	1
5. Clib Elementary School	1
6. Jornales Elementary School	1
7. Katipunan Elementary School	1
8. Kiblagon Elementary School	1
9. Labon Elementary School	1
10. Laperas Elementary School	1
11. Litos Elementary School	1
12. Luparan Elementary School	1
13. McKinley Elementary School	1
14. New Cebu Elementary School	1
15. Osmeña Elementary School	1
16. Palili Elementary School	1
17. Parami Elementary School	1
18. Solonvale Elementary School	1
19. Sulop Central Elementary School	1
20. Tagolilong Elementary School	1
21. Talao Elementary School	1
22. Talas Elementary School	1
23. Tanwalang Elementary School	1
24. Waterfall Elementary School	1
Total	24

Research Instruments

In this study, Two (2) set of questionnaire will be used. They are researcher-made questionnaires which will be validated by experts of the study and will be subjected later to a reliability test using cronbach alpha. The first set of questionnaire focuses on the socio-emotional skills of school heads while the second set of questionnaires is test type that will focusing on school community relationship.

To determine the level of socio-emotional skills of school heads, the following continuum will be used:

Range of Means	Level	Description
4.30 – 5.00	Very High	When the socio-emotional skills of school headsis manifested all the time.
3.30 – 4.29	High	When the socio-emotional skills of school heads is frequently manifested.
2.30 - 3.29	Fair	When the socio-emotional skills of school heads is sometimes manifested.
1.30 – 2.29	Low	When the socio-emotional skills of school heads is rarely manifested.
0 – 1.29	Very Low	When the socio-emotional skills of school heads is never manifested.

Data Gathering Procedure

The steps involved in this investigation are as follows:

A letter seeking for permission that this research study be conducted will be sent to the DepED superintendent of Davao del Sur, SDS Lorenzo E. Mendoza, CESO V and to the School Principals concerned.

While letters seeking for permission were delivered to the schools division superintendent and principals concerned, the researcher constructed a questionnaire and have it validated by the experts and eventually subjected it to reliability test using cronbach alpha.

EPRA International Journal of Environmental Economics, Commerce and Educational Management
Journal DOI: 10.36713/epra0414 |ISI I.F Value: 0.815|SJIF Impact Factor (2024): 8.481 ISSN: 2348 – 814X
Volume: 11 | Issue:6 |June 2024

After permission has been granted that this study be conducted in Sulop District, the division of Davao del Sur and after the research questionnaire has been thoroughly examined by the expert validators, the researcher will launch the questionnaire into the field and retrieve them from the respondents personally after few days.

The data generated from the survey will be collated and tallied personally by the researcher. The raw scores will be submitted to the statistician for statistical computation after which the researcher subjected it to analysis and interpretation.

Data Analysis
The following statistical tools will used:
Average Weighted Mean will be used to determine the socio-emotional skills of school heads and school – community relationship.

Pearson-r will be used to determine the significant relationship between the socio-emotional skills of school heads and school community.

RESULTS AND DISCUSSION

This chapter displays the summary of the findings, conclusions and recommendations drawn out by the researcher after the analysis and interpretation of the findings had been made.

This study sought to determine the level of socio-emotional skills of school heads and the level school-community relationship. Eventually, it also seeks to determine the significant relationship between the independent and the dependent variables.
This study made use of a descriptive-co-relation non-experimental quantitative research method. It is descriptive because the data are presented in quantitative descriptions on the "Socio-emotional Skills of School Heads and School-Community Relationship". According to Gay (2021) descriptive-correlation design determines and supports the way things are. Using a questionnaire in conducting a survey, interview or observations usually collects the data.

The study was conducted in 24 Elementary Schools of Sulop District, Division of Davao del Sur. The respondents of this study were the 24 school heads of the research locale to answer the questionnaire. Universal sampling procedure has been utilized in this study in determining the respondents considering the small number of school heads of Sulop District.

This revealed that school heads manifest commendable socio-emotional skills which lead to a closer relationship of the school and the community. The school-community relationship is very important in delivering quality education to achieve high academic outcomes.

Conclusions
Based on the collective findings on this study, the following conclusions are drawn:
The socio-emotional skills of school heads in terms of the following: decision-making is High, Conflict management is High. On the other hand, on the school-community relationship in terms of school-community communication is Very High, school-community collaboration is Very High and that there is a significant relationship between socio-emotional skills of school heads and the school-community relationship.

Recommendations
In the light of the findings drawn out by the researcher in this study, the following recommendations are offered:
It is recommended that DepEd Officials should strengthen the policy on partnerships in school as this is one very important area to be given more attention to invite more stakeholders to adopt school programs so that these programs will be implemented in school for our children to achieve more in their academic endeavor.

EPRA International Journal of Environmental Economics, Commerce and Educational Management
Journal DOI: 10.36713/epra0414 |ISI I.F Value: 0.815|SJIF Impact Factor (2024): 8.481 ISSN: 2348 – 814X
Volume: 11 | Issue:6 |June 2024

The school heads should have conducted stakeholders forum to extend to a larger community and their needs, thus, inviting external stakeholders to forge a Memorandum of Understanding to embark on a partnership program where the learners are the beneficiary. These programs will help the school in giving quality education to the learners giving them lifelong learning they can use even after they left school.

For future researchers, it is strongly recommended that a relative study on the socio-emotional skills and school community relationship will be conducted.

REFERENCES

1. *Ayeni, A.J. (2018) Principals' decision making strategies and teachers' productivity in secondary schools in Ondo Central Senatorial district of Ondo State, Nigeria.Global Journals*
2. *Ball, S. J. (2022). Global education inc.: New policy networks and the neo-liberal imaginary. Routledge.*
3. *Blank, M. J. (2023). Making the difference: Research and practice in community schools. Coalition for Community Schools.*
4. *Bryk, A. S. (2022). Trust in schools: A core resource for improvement. Russell Sage Foundation.*
5. *Calabrese, et al. (2020). Decision-making assessment: improving principal performance.*
6. *https://www.emerald.com/insight/publication/issn/0951-354X*
7. *Cohen, A. M. (2020). Strategies for managing conflict in schools: Building trust and community. Jossey-Bass.*
8. *Cristovao A.M. et al. (2020). Development of socio-emotional and creative skills in primary education: Teachers' perceptions about the gulbenkian XXI school learning communities project. Educational Psychology https://doi.org/10.3389/feduc.2019.00160*
9. *Davis, T. (2021). Principals who learn: asking the right questions, seeking the best solutions. Corwin Press.*
10. *Delmonte C.R., (2022). decision-making styles of school heads and their perceived*
11. *work performance of teachers in public elementary schools. Article*
12. *http://www.gnosijournal.com/index.php/gnosi/article/view/176*
13. *Elmore, R. F. (2020). Building a new structure for school leadership. Albert Shanker Institute.*
14. *Epstein, J. L. (2018). School, family, and community partnerships: Your handbook for action. Corwin Press.*
15. *Findley N.M.(2014). Discretion in student discipline: insight into elementary principals' decision making. https://doi.org/10.1177/0013161X14523617*
16. *Gay, G. (2021). Culturally responsive teaching: Theory, research, and practice. Teachers College Press.*
17. *Glickman, C. D. (2022). Supervision and instructional leadership: A developmental approach. Pearson.*
18. *Gutierrez-Cobo M.J., et al.(2019). A comparison of the ability emotional intelligence of head teachers with school teachers in other positions. https://doi.org/10.3389/fpsyg.2019.00841*
19. *Henderson, A. T. (2020). A new wave of evidence: The impact of school, family, and community connections on student achievement. Southwest Educational Development Laboratory.*
20. *Jadhav, P.S., et al. (2020). A study on decision making styles of secondary school heads.*
21. *d1wqtxts1xzle7.cloudfront.net*
22. *Jones, S. M. (2021). Promoting social and emotional competencies in children. Future of Children, 26(1), 39-53.*
23. *Kargi, S. (2021). Conflict management skills of school principals: A sample from Turkey. Educational Sciences: Theory and Practice, 12(1), 110-115.*
24. *Koutouzis M. (2017) Teachers' job satisfaction: the effect of principal's leadership and decision- making style. International Journal of Education*
25. *Lunenburg, F. C. (2021). Conflict resolution and peer mediation programs in elementary and secondary schools: A review of the research. International Journal of Educational Management, 24(4), 305-309.*
26. *Mapp, K. L. (2021). A new wave of evidence: The impact of school, family, andcommunity connections on student achievement. National Center for Family and Community Connections with Schools.*
27. *Mella, N. et al. (2021) Socio-emotional competencies and school performancein adolescence: what role for school adjustment? Volume 12 - 2021 https://doi.org/10.3389/fpsyg.2021.640661*
28. *Miller A. et al (2021). Brief functional screening for transition difficulties prior to enrolment predicts socio-emotional competence and school adjustment in head start preschoolers. https://doi.org/10.1080/0300443032000178636*
29. *Nieto, S. (2020). Language, culture and teaching. Critical Perspectives. Routledge.*
30. *Sanders, M. G. (2023). Community involvement in schools: From concept to practice. Routledge.*
31. *Singh K, et al (2016). decision making styles of the secondary school heads in relation to their problem solving ability and self esteem. Serials Publications*
32. *Shapiro S. (2020). Mindfulness Practices for challenging times: Emotion regulation, shifting perspective, compassion for empathy distress. Alternative and Complementary Therapies 26(3):109-11*

33. *Starratt, R. J. (2021). Ethical leadership. Jossey-Bass.*
34. *Villaseñor P. (2020). The different ways that teachers can influence the socio-emotional development of their students: A literature review. d1wqtxts1xzle7.cloudfront.net*
35. *Wayman, J. C., (2022). Leadership for data-based decision making: Collaborative educator teams. Teachers College Press.*
36. *Zikhali J. et al. (2021). Leading in disadvantaged Zimbabwean school contexts: Femaleschool heads' experiences of emotional labour. https://doi.org/10.1177/1741143214558572*