

Instructional Leadership and Emotional Intelligence of Academic Heads on Teacher Organizational Commitment, Culture, and School Performance

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Abstract— This study examined the influence of instructional leadership and academic heads' emotional intelligence on teachers' organizational commitment, school culture, and school performance. Grounded in leadership and organizational behavior theories, it determined the levels of these variables and analyzed their relationships and effects. Specifically, it investigated whether instructional leadership and emotional intelligence are significantly related to teachers' organizational commitment and school culture, and whether they significantly affect school performance, to understand their combined role in promoting school effectiveness.

A quantitative descriptive correlational design was used to examine the relationships and predictive effects among the variables. The study involved one hundred eighty-eight academic heads and teachers from selected educational institutions. Data were gathered using validated survey questionnaires on instructional leadership, emotional intelligence, teachers' organizational commitment, school culture, and school performance. Descriptive and inferential statistics were applied, with Pearson correlation used to analyze the relationships among the variables.

The results showed that teachers perceived academic heads' instructional leadership as very high across all domains. School leaders effectively set and communicated academic goals, monitored progress, and aligned objectives with student outcomes. They provided strong curriculum management and instructional support through guidance in lesson planning, classroom supervision, teacher collaboration, and professional development. High ratings for discipline, order, and resource allocation showed how rules were consistently applied and how resources were in line with instructional goals. Overall, school heads demonstrated effective instructional leadership, promoting teacher support, collaboration, and goal-oriented performance.

Although all variables were perceived as very high, the study found that instructional leadership had no significant relationship with school culture and no significant effect on school performance. In contrast, emotional intelligence showed a significant positive relationship with teachers' organizational commitment and school culture but had no significant effect on school performance. Overall, the findings suggest that emotional intelligence strengthens internal school dynamics, while additional factors may be needed for instructional leadership and emotional intelligence to significantly influence school performance.

This study recommends that academic heads strengthen instructional leadership and emotional intelligence through focused training, improved management practices, and supportive communication to enhance teacher engagement and school culture. It also encourages teachers' continuous professional development and suggests future research to explore other factors affecting school performance and the long-term effects of leadership practices on school effectiveness.

Keywords— Instructional Leadership, Emotional Intelligence, Organizational Commitment, School Culture, School Performance

I. INTRODUCTION

In education, the role of academic heads has transcended beyond administrative management to encompass dynamic leadership responsibilities that significantly influence teachers and school outcomes.

Among these responsibilities, instructional leadership involves guiding and improving teaching and learning processes, a role widely recognized as a critical factor in enhancing educational quality (Siason, Sumande, and Dilag, 2021). However, instructional leadership alone may not fully address the complex dynamics within schools. Thus, the emotional intelligence of academic heads, defined as their capacity to perceive, understand, and manage emotions effectively, has gained attention as an essential leadership attribute that fosters positive relationships and a supportive school environment (Nogadas & Apostol, 2024).

As such, these have a profound influence on teacher organizational commitment. High levels of teacher commitment are often linked to increased motivation, reduced turnover, and better instructional practices. Similarly, instructional leadership significantly shapes school culture, the collective norms, values, and beliefs that influence how members interact and collaborate (Özdemir, 2019). A strong, positive school culture fosters a shared vision, trust, and professional growth, which are critical to sustained school performance.

Despite the recognized importance of both instructional leadership and emotional intelligence, few studies have comprehensively examined how these leadership qualities together influence teacher commitment, school culture, and school performance. It is important to emphasize the need to understand their relationship, as academic heads who excel in both instructional guidance and emotional awareness are likely to create environments conducive to teacher, student, and school success.

This study investigates the influence of instructional leadership and academic heads' emotional intelligence on teachers' organizational commitment, culture, and school performance.

1.1 Statement of the Problem

Problem/s which were addressed by the research

This study seeks to address this gap by examining how academic heads' instructional leadership and emotional intelligence relate to teachers' organizational commitment, school culture, and school performance.

Specifically, it sought to answer the following questions:

1. What is the level of academic heads' instructional leadership in terms of;
 - 1.1 Goal setting;
 - 1.2 Curriculum management;
 - 1.3 Instructional support;
 - 1.4 Discipline and order; and
 - 1.5 Resource Allocation?
2. What is the level of academic heads' emotional intelligence in terms of;
 - 2.1 Self-awareness;
 - 2.2 Adaptability;
 - 2.3 Initiative;
 - 2.4 Service orientation; and
 - 2.5 Conflict management?
3. What is the level of teacher organizational commitment in terms of;
 - 3.1 Professional Commitment;
 - 3.2 Job Involvement;
 - 3.2 Resilience; and
 - 3.3 Organizational engagement?
4. What is the level of school culture in terms of;
 - 4.1 Shared beliefs and values;
 - 4.2 Openness of communication; and
 - 4.3 Social Norms?
5. What is the level of school performance in terms of their OPCR?F?
6. Does the instructional leadership of academic heads have a significant relationship with the teacher's organizational commitment?
7. Does the instructional leadership of academic heads have a significant relationship with the school culture?
8. Does the instructional leadership of academic heads have a significant effect on the school performance?
9. Does the emotional intelligence of academic heads have a significant relationship with the teacher's organizational commitment?
10. Does the emotional intelligence of academic heads have a significant relationship with the school culture?
11. Does the emotional intelligence of academic heads have a significant effect on the school performance?

II. METHODOLOGY

The researcher employed a quantitative correlational and descriptive research design, using a survey questionnaire to collect data from the respondents in this study. The participants of this study consisted of 188 academic heads and teachers. The research instrument used was self-developed questionnaire checklist design validated by experts. To analyze the data mean, standard deviation, and Pearson's r. were used as statistical treatments.

III. RESULTS AND DISCUSSION

This chapter deals with the presentation, analysis, and interpretation of data gathered to answer the sub-problem

relative to the main problem of this study. This part discusses the findings of the study based on the questions.

Level of Academic Heads' Instructional Leadership as to Goal Setting

In this study, the level of the academic head's instructional leadership in terms of goal setting refers to the establishment of clear and measurable academic objectives, alignment of school goals with the vision and mission, involvement of teachers in planning and decision-making, effective communication of targets and expectations, and continuous monitoring of progress toward goal achievement.

The following table presents the statements, means, standard deviations, remarks, and verbal interpretations based on respondents' responses.

Table 1 shows the level of academic heads' instructional leadership in terms of goal setting. It also presents the statements, mean, standard deviation, and corresponding remarks.

The highest mean score, 6.19 with a standard deviation of 0.78, was found for aligning the school's vision and mission with particular instructional goals, according to the data, which shows that instructors strongly agree.

On the other hand, establishing and communicating clear academic goals to all teachers registered the lowest mean score of 6.11 with a standard deviation of 0.78, reflecting strong agreement and consistency in teachers' perceptions.

The level of academic heads' instructional leadership in terms of goal setting attained an overall weighted mean of 6.16 and a standard deviation of 0.73, which corresponds to a Very High verbal interpretation.

This implies that, as a whole, teachers strongly agree that school heads effectively set, align, monitor, and communicate instructional goals to support student learning and school development.

Table 1. Level of Academic Heads' Instructional Leadership in terms of Goal Setting

Statements	Mean	SD	Remarks
Clear academic goals are established and communicated to all teachers.	6.11	0.78	Agree
Aligned the school's vision and mission with specific instructional goals.	6.19	0.78	Strongly Agree
Monitor progress toward instructional goals through regular reviews.	6.12	0.80	Agree
Connect instructional goals directly to student learning outcomes.	6.16	0.77	Strongly Agree
Share progress reports on instructional goals with the school community.	6.18	0.79	Strongly Agree
Weighted Mean	6.16		
SD	0.73		
Verbal Interpretation	Very High		

The findings recommend that academic heads demonstrate highly effective instructional leadership in goal setting. The low standard deviations indicate a shared and uniform perception among teachers, pointing to strong acceptance of leadership practices that promote clarity, alignment, and focus on student outcomes.

Table 2 presents the level of academic heads' instructional leadership in curriculum management. It also presents the

statements, mean, standard deviation, and corresponding remarks.

Table 2. Level of Academic Heads' Instructional Leadership in terms of Curriculum Management

Statements	Mean	SD	Remarks
Provide teachers with guidance in planning instructional materials.	6.16	0.78	Strongly Agree
Monitor classroom instruction to check curriculum implementation.	6.19	0.77	Strongly Agree
Ensure that teaching practices reflect the intended curriculum.	6.21	0.77	Strongly Agree
Support teachers in adapting the curriculum to students' needs.	6.21	0.76	Strongly Agree
Encourage collaboration among teachers in curriculum planning and improvement.	6.24	0.78	Strongly Agree
Weighted Mean	6.20		
SD	0.73		
Verbal Interpretation	Very High		

The results reveal that encouraging collaboration among teachers in curriculum planning and improvement obtained the highest mean score of 6.24 with a standard deviation of 0.78, indicating a Strongly Agree response from the teachers.

On the other hand, providing teachers with guidance in planning instructional materials registered the lowest mean score of 6.16 with a standard deviation of 0.78, reflecting strong agreement and consistency in teachers' perceptions. The level of academic heads' instructional leadership in curriculum management attained an overall weighted mean of 6.20 and a standard deviation of 0.73, corresponding to a Very High verbal interpretation. This implies that, overall, teachers strongly agree that school heads effectively manage the curriculum by guiding, monitoring, supporting, and fostering collaboration among teachers.

In summary, the findings suggest that academic heads demonstrate highly effective instructional leadership in curriculum management. The low standard deviations indicate a shared, uniform perception among teachers, suggesting strong acceptance of leadership practices that promote instructional quality and collaborative curriculum development.

Table 3. Level of Academic Heads' Instructional Leadership in terms of Instructional Support

Statements	Mean	SD	Remarks
Offer professional development opportunities to improve teaching skills.	6.26	0.79	Strongly Agree
Support teachers in addressing diverse student learning needs.	6.27	0.75	Strongly Agree
Create opportunities for peer observations and reflective discussions.	6.21	0.79	Strongly Agree
Assist teachers in integrating technology into classroom instruction.	6.18	0.81	Strongly Agree
Provide teachers with resources to enhance instructional practices.	6.14	0.79	Strongly Agree
Weighted Mean	6.21		
SD	0.74		
Verbal Interpretation	Very High		

Table 3 shows the level of academic heads' instructional leadership in terms of instructional support. It also presents the statements, mean, standard deviation, and corresponding remarks. The results reveal that supporting teachers in

addressing diverse student learning needs obtained the highest mean score of 6.27 with a standard deviation of 0.75, indicating a Strongly Agree response from the teachers.

On the other hand, providing teachers with resources to enhance instructional practices registered the lowest mean score of 6.14 with a standard deviation of 0.79, reflecting strong agreement and consistency in teachers' perceptions.

The level of academic heads' instructional leadership in terms of instructional support had an overall weighted mean of 6.21 and a standard deviation of 0.74, corresponding to a Very High verbal interpretation.

This implies that, overall, teachers strongly agree that academic heads effectively provide instructional support by offering professional development, addressing diverse learning needs, facilitating collaboration, integrating technology, and providing resources.

In summary, the findings suggest that academic heads demonstrate highly effective instructional leadership in instructional support. The low standard deviations indicate a shared, uniform perception among teachers, suggesting strong acceptance of leadership practices that enhance teaching quality and student learning outcomes.

Table 4 shows the level of academic heads' instructional leadership in terms of discipline and order. It also presents the statements, mean, standard deviation, and corresponding remarks.

The results reveal that monitoring adherence to school rules and regulations obtained the highest mean score of 6.25 with a standard deviation of 0.76, indicating a Strongly Agree response from the teachers. On the other hand, fostering a culture of accountability within the school community had the lowest mean score of 6.15, with a standard deviation of 0.79, reflecting strong agreement and consistency among teachers' perceptions.

Table 4. Level of Academic Heads' Instructional Leadership in terms of Discipline and order

Statements	Mean	SD	Remarks
Enforce school policies consistently and fairly.	6.22	0.75	Strongly Agree
Address disciplinary issues promptly and appropriately.	6.21	0.76	Strongly Agree
Monitor adherence to school rules and regulations.	6.25	0.76	Strongly Agree
Maintain transparency in implementing disciplinary measure	6.22	0.78	Strongly Agree
Foster a culture of accountability within the school community.	6.15	0.79	Strongly Agree
Weighted Mean	6.21		
SD	0.73		
Verbal Interpretation	Very High		

The level of academic heads' instructional leadership in terms of discipline and order attained an overall weighted mean of 6.21 and a standard deviation of 0.73, which corresponds to a Very High verbal interpretation. This implies that, overall, teachers strongly agree that academic heads effectively enforce policies, address disciplinary issues, monitor adherence to rules, maintain transparency, and promote accountability.

In summary, the findings suggest that academic heads demonstrate highly effective instructional leadership in

discipline and order. The low standard deviations indicate a shared, uniform perception among teachers, suggesting strong acceptance of leadership practices that maintain school order and foster a positive, accountable learning environment.

Table 5 shows the level of academic heads' instructional leadership in terms of resource allocation. It also presents the statements, mean, standard deviation, and corresponding remarks.

The results reveal that ensuring fair distribution of materials and equipment among teachers obtained the highest mean score of 6.08 with a standard deviation of 0.85, indicating a Strongly Agree response from the teachers.

On the other hand, investing in technology to enhance instructional delivery registered the lowest mean score of 5.97 with a standard deviation of 0.92, reflecting strong agreement and consistent perceptions among teachers.

The level of academic heads' instructional leadership in terms of resource allocation had an overall weighted mean of 6.05 and a standard deviation of 0.79, corresponding to a Very High verbal interpretation. This implies that, overall, teachers strongly agree that academic heads effectively allocate resources by prioritizing instructional goals, providing adequate materials, supporting student learning programs, investing in technology, and ensuring fairness.

Table 5. Level of Academic Heads' Instructional Leadership in terms of Resource Allocation

Statements	Mean	SD	Remarks
Allocate resources based on instructional priorities and goals.	6.07	0.82	Strongly Agree
Provide adequate instructional materials to support teaching and learning.	6.05	0.82	Strongly Agree
Prioritize resources for programs that improve student learning outcomes.	6.06	0.82	Strongly Agree
Invest in technology to enhance instructional delivery.	5.97	0.92	Strongly Agree
Ensure fair distribution of materials and equipment among teachers.	6.08	0.85	Strongly Agree
Weighted Mean	6.05		
SD	0.79		
Verbal Interpretation	Very High		

In summary, the findings suggest that academic heads demonstrate highly effective instructional leadership in resource allocation. The relatively low standard deviations indicate a shared, uniform perception among teachers, suggesting strong acceptance of leadership practices that optimize resource allocation to support teaching and learning.

Level of Academic Heads Emotional Intelligence

In this study, the level of the academic head's emotional intelligence was examined across self-awareness, adaptability, initiative, service orientation, and conflict management. Emotional intelligence plays a vital role in effective school leadership, as it influences decision-making, interpersonal relationships, and overall school climate. The level of emotional intelligence was determined using the mean and standard deviation to measure the central tendency and consistency of the respondents' perceptions.

Table 9 shows the level of academic heads' emotional intelligence in terms of self-awareness. It also presents the

statements, mean, standard deviation, and corresponding remarks.

The results reveal that recognizing personal strengths in carrying out leadership responsibilities obtained the highest mean score of 6.25 with a standard deviation of 0.84, indicating a Strongly Agree response from the teachers. On the other hand, evaluating emotional triggers that influence interactions with teachers registered the lowest mean score of 6.08 with a standard deviation of 0.90, reflecting strong agreement and consistent perceptions among teachers.

The level of academic heads' emotional intelligence in terms of self-awareness had an overall weighted mean of 6.17 and a standard deviation of 0.83, corresponding to a Very High verbal interpretation.

This implies that, overall, teachers strongly agree that academic heads are highly self-aware, able to reflect on emotions, accept feedback, and acknowledge personal limitations while seeking growth opportunities.

Table 6. Level of Academic Heads' Emotional Intelligence in terms of self-awareness

Statements	Mean	SD	Remarks
Recognize personal strengths in carrying out leadership responsibilities.	6.25	0.84	Strongly Agree
Reflect on emotions before responding to challenging situations.	6.19	0.85	Strongly Agree
Accept constructive feedback to improve leadership performance.	6.19	0.86	Strongly Agree
Evaluate emotional triggers that influence interactions with teachers.	6.08	0.90	Strongly Agree
Maintain a awareness of personal limitations while seeking growth opportunities.	6.15	0.90	Strongly Agree
Weighted Mean	6.17		
SD	0.83		
Verbal Interpretation	Very High		

In summary, the findings suggest that academic heads demonstrate a very high level of self-awareness. The low standard deviations indicate a shared, uniform perception among teachers, suggesting strong acceptance of emotional intelligence practices that enhance leadership effectiveness.

Table 7. Level of Academic Heads' Emotional Intelligence in terms of Adaptability

Statements	Mean	SD	Remarks
Adjust leadership strategies to meet changing school needs.	6.18	0.84	Strongly Agree
Embrace new ideas and innovative practices in the workplace.	6.19	0.85	Strongly Agree
Respond effectively to unexpected challenges in school operations.	6.19	0.84	Strongly Agree
Modify plans when initial strategies fail.	6.19	0.87	Strongly Agree
Balance multiple responsibilities when circumstances shift.	6.15	0.89	Strongly Agree
Weighted Mean	6.18		
SD	0.83		
Verbal Interpretation	Very High		

Table 7 shows the level of academic heads' emotional intelligence in terms of adaptability. It also presents the statements, mean, standard deviation, and corresponding remarks.

The results reveal that modifying plans when initial

strategies do not succeed obtained the highest mean score of 6.19 with a standard deviation of 0.87, indicating a Strongly Agree response from the teachers. On the other hand, balancing multiple responsibilities when circumstances shift registered the lowest mean score of 6.15 with a standard deviation of 0.89, reflecting strong agreement and consistent perceptions among teachers.

The level of academic heads' emotional intelligence in terms of adaptability had an overall weighted mean of 6.18 and a standard deviation of 0.83, corresponding to a Very High verbal interpretation. This means that, on the whole, instructors believe that academic leaders are successful in adjusting their leadership strategies, welcoming new ideas, handling issues, adapting plans, and managing a variety of duties in a changing school environment.

In summary, the findings suggest that academic heads demonstrate a very high level of adaptability. The low standard deviations indicate a shared, uniform perception among teachers, suggesting strong acceptance of emotional intelligence practices that enhance leadership effectiveness in dynamic school environments.

Table 8 shows the level of academic heads' emotional intelligence regarding initiative. It also presents the statements, mean, standard deviation, and corresponding remarks.

The results reveal that demonstrating willingness to go beyond minimum leadership responsibilities obtained the highest mean score of 6.21 with a standard deviation of 0.79, indicating a Strongly Agree response from the teachers.

On the other hand, initiating projects that strengthen teacher collaboration registered the lowest mean score of 6.19 with a standard deviation of 0.79, reflecting strong agreement and consistent perceptions among teachers.

Table 8. Level of Academic Heads' Emotional Intelligence in terms of Initiative

Statements	Mean	SD	Remarks
Take proactive steps to address school challenges before they escalate.	6.19	0.84	Strongly Agree
Encourage innovation and creativity in teaching practices.	6.19	0.82	Strongly Agree
Demonstrate willingness to go beyond minimum leadership responsibilities.	6.21	0.79	Strongly Agree
Motivate teachers to take action toward achieving academic goals.	6.19	0.79	Strongly Agree
Initiate projects that strengthen teacher collaboration.	6.19	0.79	Strongly Agree
Weighted Mean	6.19		
SD	0.77		
Verbal Interpretation	Very High		

The level of academic heads' emotional intelligence in terms of initiative attained an overall weighted mean of 6.19 and a standard deviation of 0.77, which corresponds to a Very High verbal interpretation. This implies that, overall, teachers strongly agree that academic heads proactively take steps, encourage innovation, go beyond basic responsibilities, motivate teachers, and initiate collaborative projects.

In summary, the findings suggest that academic heads demonstrate a very high level of initiative. The low standard deviations indicate a shared, uniform perception among teachers, suggesting strong acceptance of emotional

intelligence practices that promote proactive leadership and school improvement.

Table 9 shows the level of academic heads' emotional intelligence in terms of service orientation. It also presents the statements, mean, standard deviation, and corresponding remarks.

The results reveal that providing support that helps teachers improve instructional practices obtained the highest mean score of 6.23 with a standard deviation of 0.85, indicating a Strongly Agree response from the teachers. On the other hand, prioritizing the needs of teachers and students in decision-making and offering assistance to staff members facing professional challenges both registered the lowest mean score of 6.16, with standard deviations of 0.85 and 0.89, respectively, reflecting strong agreement and consistent perceptions among teachers.

Table 9. Level of Academic Heads' Emotional Intelligence in terms of Service Orientation

Statements	Mean	SD	Remarks
Prioritize the needs of teachers and students in decision-making.	6.16	0.85	Strongly Agree
Provide support that helps teachers improve instructional practices.	6.23	0.85	Strongly Agree
Offer assistance to staff members facing professional challenges.	6.16	0.89	Strongly Agree
Listen actively to concerns raised by teachers, students, and parents.	6.21	0.85	Strongly Agree
Respond promptly to issues that affect teaching and learning.	6.19	0.87	Strongly Agree
Weighted Mean	6.19		
SD	0.82		
Verbal Interpretation	Very High		

The level of academic heads' emotional intelligence in terms of service orientation attained an overall weighted mean of 6.19 and a standard deviation of 0.82, which corresponds to a Very High verbal interpretation. This implies that, overall, teachers strongly agree that academic heads effectively prioritize the needs of teachers and students, provide instructional support, offer assistance, listen actively, and respond promptly to issues affecting teaching and learning.

In summary, the findings suggest that academic heads demonstrate a very high level of service orientation. The relatively low standard deviations indicate a shared, uniform perception among teachers, suggesting strong acceptance of emotional intelligence practices that promote support, responsiveness, and service-driven leadership.

Table 10 shows the level of academic heads' emotional intelligence in terms of conflict management. It also presents the statements, mean, standard deviation, and corresponding remarks.

The results reveal that maintaining neutrality when mediating between conflicting parties obtained the highest mean score of 6.21 with a standard deviation of 0.85, indicating a Strongly Agree response from the teachers. On the other hand, de-escalating tense situations through calm, constructive dialogue had the lowest mean score of 6.15, with a standard deviation of 0.84, reflecting strong agreement and consistent perceptions among teachers.

Table 10. Level of Academic Heads' Emotional Intelligence in terms of Conflict Management

Statements	Mean	SD	Remarks
Address conflicts among teachers in a fair and respectful manner.	6.19	0.81	Strongly Agree
Promote open communication to prevent misunderstandings.	6.19	0.86	Strongly Agree
Maintain neutrality when mediating between conflicting parties.	6.21	0.85	Strongly Agree
De-escalate tense situations through calm and constructive dialogue.	6.15	0.84	Strongly Agree
Turn conflicts into opportunities for growth and improvement.	6.15	0.86	Strongly Agree
Weighted Mean	6.18		
SD	0.81		
Verbal Interpretation	Very High		

The level of academic heads' emotional intelligence in conflict management attained an overall weighted mean of 6.18 and a standard deviation of 0.81, corresponding to a Very High verbal interpretation. This implies that, overall, teachers strongly agree that school heads effectively address conflicts, promote open communication, maintain neutrality, manage tense situations, and turn conflicts into opportunities for growth.

In summary, the findings suggest that academic heads demonstrate a very high level of conflict management. The low standard deviations indicate a shared, uniform perception among teachers, suggesting strong acceptance of emotional intelligence practices that promote fairness, calm resolution, and constructive leadership in conflict management.

Level of Teacher Organizational Commitment

In this study, the level of teacher organizational commitment was examined in terms of professional development, job involvement, resilience, and organizational engagement. Organizational commitment reflects the degree to which teachers are dedicated to their profession, invested in their roles, and emotionally attached to their institution. The level of teacher organizational commitment was determined using the mean and standard deviation to assess the overall perception and consistency of responses..

The following tables present the statements, means, standard deviations, remarks, and verbal interpretations based on respondents' responses.

Table 11 shows the level of teacher professional commitment. It also presents the statements, mean, standard deviation, and corresponding remarks.

The results reveal that maintaining enthusiasm and passion for the teaching profession obtained the highest mean score of 6.28 with a standard deviation of 0.79, indicating a Strongly Agree response from the teachers. On the other hand, striving to improve instructional practices for student success registered the lowest mean score of 6.21 with a standard deviation of 0.83, reflecting strong agreement and consistent perceptions among teachers.

The level of teacher organizational commitment in terms of professional commitment attained an overall weighted mean of 6.25 and a standard deviation of 0.76, which corresponds to a Very High verbal interpretation. This implies that, as a whole, teachers strongly agree that they are dedicated to professional

growth, fulfill responsibilities reliably, improve instructional practices, maintain enthusiasm, and contribute positively to the reputation of the teaching profession.

Table 11. Level of teacher organizational commitment in terms of Professional commitment

Statements	Mean	SD	Remarks
Demonstrate dedication to continuous professional growth.	6.27	0.79	Strongly Agree
Fulfill teaching responsibilities with consistency and reliability.	6.26	0.82	Strongly Agree
Strive to improve instructional practices for student success.	6.21	0.83	Strongly Agree
Maintain enthusiasm and passion for the teaching profession.	6.28	0.79	Strongly Agree
Contribute positively to the reputation of the teaching profession.	6.24	0.79	Strongly Agree
Weighted Mean	6.25		
SD	0.76		
Verbal Interpretation	Very High		

In summary, the findings suggest that teachers demonstrate a very high level of professional commitment. The relatively low standard deviations indicate a shared and uniform perception among teachers, pointing to strong acceptance of practices that promote professionalism and dedication in teaching.

Table 12. Level of teacher Organizational Commitment in terms of Job Involvement

Statements	Mean	SD	Remarks
Engage actively in classroom activities that enhance student learning.	6.23	0.80	Strongly Agree
Participate in school programs and activities beyond classroom teaching.	6.28	0.77	Strongly Agree
Focus attention on tasks that contribute to school success.	6.29	0.77	Strongly Agree
Demonstrate commitment to meeting deadlines and requirements.	6.32	0.74	Strongly Agree
Collaborate with colleagues to accomplish school objectives.	6.28	0.75	Strongly Agree
Weighted Mean		6.28	
SD		0.72	
Verbal Interpretation	Very High		

Table 12 shows the level of teacher organizational commitment in terms of job involvement. It also presents the statements, mean, standard deviation, and corresponding remarks.

The results reveal that demonstrating commitment to meeting deadlines and requirements obtained the highest mean score of 6.32 with a standard deviation of 0.74, indicating a Strongly Agree response from the teachers.

On the other hand, engaging actively in classroom activities that enhance student learning registered the lowest mean score of 6.23 with a standard deviation of 0.80, reflecting strong agreement and consistent perceptions among teachers.

The level of teacher organizational commitment in terms of job involvement attained an overall weighted mean of 6.28 and a standard deviation of 0.72, which corresponds to a Very High verbal interpretation. This implies that, as a whole, teachers strongly agree that they actively participate in classroom and school activities, focus on tasks that contribute to success, meet deadlines, and collaborate with colleagues to

achieve school objectives.

In summary, the findings suggest that teachers demonstrate a very high level of job involvement. The low standard deviations indicate a shared and uniform perception among teachers, pointing to strong acceptance of practices that promote active engagement, responsibility, and collaboration in school work.

Table 13. Level of Teacher Organizational Commitment in terms of Resilience

Statements	Mean	SD	Remarks
Remain committed to teaching despite challenges and difficulties.	6.32	0.74	Strongly Agree
Adapt positively to changes in school policies and practices.	6.31	0.75	Strongly Agree
Demonstrate patience in handling difficult student behaviors.	6.26	0.77	Strongly Agree
Recover quickly from professional disappointments or failures	6.27	0.79	Strongly Agree
Manage stress effectively while fulfilling teaching responsibilities.	6.26	0.80	Strongly Agree
Weighted Mean	6.29		
SD	0.73		
Verbal Interpretation	Very High		

Table 13 shows the level of teacher organizational commitment in terms of resilience. It also presents the statements, mean, standard deviation, and corresponding remarks.

The results reveal that remaining committed to teaching despite challenges and difficulties obtained the highest mean score of 6.32 with a standard deviation of 0.74, indicating a Strongly Agree response from the teachers. On the other hand, demonstrating patience in handling difficult student behaviors and managing stress effectively while fulfilling teaching responsibilities both registered the lowest mean score of 6.26, with standard deviations of 0.77 and 0.80, respectively, reflecting strong agreement and consistent perceptions among teachers.

The level of teacher organizational commitment in terms of resilience attained an overall weighted mean of 6.29 and a standard deviation of 0.73, which corresponds to a Very High verbal interpretation. This implies that, overall, teachers strongly agree that they remain committed, adapt positively to change, handle challenges patiently, recover from setbacks, and manage stress effectively.

In summary, the findings suggest that teachers demonstrate a very high level of resilience. The low standard deviations indicate a shared, uniform perception among teachers, suggesting strong acceptance of practices that promote perseverance, adaptability, and effective stress management in the teaching profession.

Table 14 shows the level of teacher organizational commitment in terms of organizational engagement. It also presents the statements, mean, standard deviation, and corresponding remarks.

The results reveal that collaborating with colleagues to achieve organizational goals obtained the highest mean score of 6.25 with a standard deviation of 0.76, indicating a Strongly Agree response from the teachers. On the other hand, sharing professional knowledge and skills to help the organization grow

registered the lowest mean score of 6.18 with a standard deviation of 0.76, reflecting strong agreement and consistent perceptions among teachers.

Table 14. Level of Teacher Organizational Commitment in terms of Organizational Engagement

Statements	Mean	SD	Remarks
Contribute ideas that improve school programs and policies.	6.21	0.78	Strongly Agree
Collaborate with colleagues to achieve organizational goals.	6.25	0.76	Strongly Agree
Take part in decision-making processes when opportunities are given.	6.19	0.80	Strongly Agree
Share professional knowledge and skills to help the organization grow.	6.18	0.76	Strongly Agree
Engage in activities that strengthen relationships within the school community.	6.23	0.75	Strongly Agree
Weighted Mean	6.21		
SD	0.73		
Verbal Interpretation	Very High		

The level of teacher organizational commitment in terms of organizational engagement had an overall weighted mean of 6.21 and a standard deviation of 0.73, corresponding to a Very High verbal interpretation. This implies that, overall, teachers strongly agree that they contribute ideas, collaborate, participate in decision-making, share professional skills, and engage in activities that strengthen school relationships.

In summary, the findings suggest that teachers demonstrate a very high level of organizational engagement. The low standard deviations indicate a shared, uniform perception among teachers, suggesting strong acceptance of practices that promote collaboration, participation, and active involvement in school development.

Level of School Culture

In this study, the level of school culture was examined in terms of shared beliefs and values, communication openness, and social norms. School culture plays a significant role in shaping the overall learning environment, influencing relationships, behaviors, and the collective commitment of stakeholders toward achieving institutional goals. The level of school culture was determined using the mean and standard deviation to assess the general perception and consistency of participants' responses.

The following tables present the statements, means, standard deviations, remarks, and verbal interpretations based on respondents' responses.

Table 15 shows the level of school culture regarding shared beliefs and values. It also presents the statements, mean, standard deviation, and corresponding remarks.

The results reveal that upholding honesty, integrity, and respect in all school activities obtained the highest mean score of 6.28 with a standard deviation of 0.77, indicating a Strongly Agree response from the teachers. On the other hand, celebrating school achievements that reflect common values and goals registered the lowest mean score of 6.26 with a standard deviation of 0.76, reflecting strong agreement and consistent perceptions among teachers.

Table 15. The level of School Culture in terms of Shared Beliefs and Values

Statements	Mean	SD	Remarks
Uphold honesty, integrity, and respect in all school activities.	6.28	0.77	Strongly Agree
Demonstrate fairness and equality in dealing with students and colleagues.	6.28	0.81	Strongly Agree
Recognize diversity and respect differences within the school community.	6.26	0.76	Strongly Agree
Foster trust and openness in relationships among teachers, staff, and students.	6.26	0.75	Strongly Agree
Celebrate school achievements that reflect common values and goals.	6.26	0.76	Strongly Agree
Weighted Mean	6.27		Very High
SD	0.73		
Verbal Interpretation			

The level of school culture in terms of shared beliefs and values attained an overall weighted mean of 6.27 and a standard deviation of 0.73, which corresponds to a Very High verbal interpretation. This implies that, as a whole, teachers strongly agree that the school maintains integrity, fairness, respect for diversity, trust, openness, and celebrates achievements that reflect common values and goals.

In summary, the findings suggest that the school demonstrates a very high level of shared beliefs and values. The low standard deviations indicate a shared, uniform perception among teachers, suggesting strong acceptance of cultural practices that promote integrity, fairness, and cohesion within the school community.

Table 16. Level of School Culture in terms of Openness of Communication

Statements	Mean	SD	Remarks
Listen actively to feedback from co-teachers, students, and parents.	6.29	0.76	Strongly Agree
Promote respectful discussions during meetings and decision-making.	6.29	0.74	Strongly Agree
Support a culture where differing opinions are valued.	6.28	0.77	Strongly Agree
Foster trust through consistent, honest communication.	6.24	0.77	Strongly Agree
Share important information transparently with colleagues.	6.24	0.76	Strongly Agree
Weighted Mean	6.27		Very High
SD	0.74		
Verbal Interpretation			

Table 16 shows the level of school culture in terms of openness of communication. It also presents the statements, mean, standard deviation, and corresponding remarks. The results reveal that listening actively to feedback from co-teachers, students, and parents, and promoting respectful discussions during meetings and decision-making both obtained the highest mean score of 6.29 with standard deviations of 0.76 and 0.74 respectively, indicating a Strongly Agree response from the teachers.

On the other hand, fostering trust through consistent and honest communication practices and sharing important information transparently with colleagues both registered the lowest mean score of 6.24, with standard deviations of 0.77 and 0.76, respectively, reflecting strong agreement and consistent perceptions among teachers.

The level of school culture in terms of openness of communication attained an overall weighted mean of 6.27 and

a standard deviation of 0.74, which corresponds to a Very High verbal interpretation. This implies that, as a whole, teachers strongly agree that the school promotes active listening, respectful discussions, valuing differing opinions, consistent trust-building, and transparent sharing of information.

In summary, the findings suggest that the school demonstrates a very high level of openness in communication. The low standard deviations indicate a shared, uniform perception among teachers, suggesting strong acceptance of practices that foster transparency, collaboration, and effective communication within the school community.

Table 17. The level of School Culture in terms of Social Norms

Statements	Mean	SD	Remarks
Follow professional standards expected within the teaching community.	6.30	0.79	Strongly Agree
Model appropriate behavior for students and peers.	6.28	0.79	Strongly Agree
Encourage cooperation and mutual support among teachers.	6.30	0.76	Strongly Agree
Uphold ethical practices in teaching and decision-making.	6.29	0.79	Strongly Agree
Promote courtesy and positive relationships within the school.	6.35	0.76	Strongly Agree
Weighted Mean	6.30		Very High
SD	0.75		
Verbal Interpretation			

Table 17 shows the level of school culture in terms of social norms. It also presents the statements, mean, standard deviation, and corresponding remarks.

The results reveal that promoting courtesy and positive relationships within the school obtained the highest mean score of 6.35 with a standard deviation of 0.76, indicating a Strongly Agree response from the teachers. On the other hand, modeling appropriate behavior for students and peers registered the lowest mean score of 6.28 with a standard deviation of 0.79, reflecting strong agreement and consistent perceptions among teachers.

The level of school culture in terms of social norms had an overall weighted mean of 6.30 and a standard deviation of 0.75, corresponding to a Very High verbal interpretation. This implies that, overall, teachers strongly agree that the school promotes professional standards, models appropriate behavior, encourages cooperation, upholds ethical practices, and fosters positive relationships.

In summary, the findings suggest that the school demonstrates a very high level of social norms. The low standard deviations indicate a shared, uniform perception among teachers, suggesting strong acceptance of practices that foster professionalism, ethical behavior, and positive interpersonal relationships within the school community.

Level of School Performance in Terms of OPCRf

In this study, school performance was assessed using the Office Performance Commitment and Review Form (OPCRf). The OPCRf serves as a performance management tool to evaluate the achievement of targets, the quality of service delivery, the efficiency of operations, and the overall effectiveness of school management. The level of school

performance was determined using the mean and standard deviation to describe and analyze the comparative performance of the selected schools.

The schools included in the study were Bay Central Elementary School and Bitin Elementary School in Bay; Calauan Central Elementary School and Dayap Elementary School in Calauan; and Los Baños Central Elementary School and Lopez Elementary School in Los Baños. The assessment focused on identifying each school's overall performance level based on its OPCRf ratings.

The following tables present the OPCRf ratings, mean scores, standard deviations, and corresponding verbal interpretations to determine

Table 18. Level of School Performance in terms of their OPCRf

SUB-OFFICE	School	Numerical Rating	Adjectival Rating
BAY	Elementary School A	4.53	Outstanding
	Elementary School B	4.53	Outstanding
CALAUAN	Elementary School C	4.70	Outstanding
	Elementary School D	4.63	Outstanding
LOS BAÑOS	Elementary School E	4.70	Outstanding
	Elementary School F	4.57	Outstanding

Table 18 shows the level of school performance in terms of their OPCRf across selected elementary schools. It also presents the numerical rating and corresponding adjectival rating.

The results reveal that Elementary School E obtained the highest numerical rating of 4.70, earning an Outstanding adjectival rating, indicating exceptional performance as perceived through the OPCRf. On the other hand, Elementary School B registered the lowest numerical rating of 4.53 and also earned an Outstanding adjectival rating, reflecting consistently high performance across all schools.

The overall results indicate that all selected schools achieved Outstanding performance in their OPCRf, with numerical ratings ranging from 4.53 to 4.70. This implies that, as a whole, the schools are performing at a very high level in accomplishing their objectives, delivering quality instruction, and fulfilling institutional responsibilities.

In summary, the findings suggest that the schools demonstrate exemplary performance based on OPCRf ratings. The narrow range of scores indicates uniform excellence and shared commitment among school leaders and staff to maintaining high standards for educational outcomes.

Significant Relationship Between Academic Head's Instructional Leadership and Teachers' Organizational Commitment

This section examines whether the academic head's instructional leadership is significantly related to teachers' organizational commitment. Instructional leadership, which includes goal setting, curriculum management, instructional support, discipline and order, and resource allocation, plays a crucial role in shaping teachers' professional experiences and their level of commitment to the school.

Using appropriate statistical analyses, such as the Pearson Product-Moment Correlation Coefficient, the study determined

the strength and direction of the relationship between academic heads' instructional leadership practices and teachers' organizational commitment regarding professional development, job involvement, resilience, and organizational engagement.

Table 19 presents the significant relationship between academic heads' instructional leadership and teachers' organizational commitment across four dimensions. The analysis utilized Pearson Product-Moment Correlation to determine the strength and direction of the relationships among the variables.

The results indicate that all components of instructional leadership, including Goal Setting (GS), Curriculum Management (CM), Instructional Support (IS), Discipline and Order (DAO), and Resource Allocation (RA), have statistically significant positive relationships with all four dimensions of teachers' organizational commitment Professional Commitment (PC), Job Involvement (JO), Resilience, and Organizational Engagement (OE).

All computed p-values are 0.000, confirming that the relationships are highly significant at the 0.05 level. This means that as the effectiveness of academic heads' instructional leadership increases, teachers' professional commitment, engagement, resilience, and involvement also tend to improve.

Overall, the findings signify that instructional leadership of academic heads significantly contributes to enhancing teachers' organizational commitment.

The consistently strong positive correlations imply that effective leadership practices not only strengthen teachers' dedication and involvement but also promote resilience and active participation in school initiatives, thereby fostering a committed, high-performing teaching workforce.

Table 19. The Academic Head's Instructional Leadership Significant Relationship with the Teacher's Organizational Commitment

		Professional Commitment	Job Involvement	Resilience	Organization Engagement
Goal Setting (GS)	Pearson Correlation	.738**	.803**	.771**	.831**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000
	N	188	188	188	188
Curriculum Management (CM)	Pearson Correlation	.797**	.782**	.769**	.805**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000
	N	188	188	188	188
Instructional Support (IS)	Pearson Correlation	.742**	.779**	.787**	.778**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000
	N	188	188	188	188
Discipline and Order (DAO)	Pearson Correlation	.800**	.808**	.788**	.790**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000
	N	188	188	188	188
Resource Allocation (RA)	Pearson Correlation	.722**	.766**	.720**	.743**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000
	N	188	188	188	188

Significant Relationship Between Academic Head's

Instructional Leadership and School Culture

This section examines whether the academic head’s instructional leadership has a significant relationship with school culture.

Instructional leadership, which includes goal setting, curriculum management, instructional support, discipline and order, and resource allocation, plays a vital role in shaping the school's overall environment and climate.

Using the Pearson Product-Moment Correlation Coefficient, the study determined the strength and direction of the relationship between academic heads’ instructional leadership and school culture in terms of shared beliefs and values, openness of communication, and social norms.

Table 20 presents the significant relationship between academic heads’ instructional leadership and school culture across three dimensions. The analysis utilized Pearson Product-Moment Correlation to determine the strength and direction of the relationships among the variables.

The results indicate that all components of instructional leadership, including Goal Setting (GS), Curriculum Management (CM), Instructional Support (IS), Discipline and Order (DAO), and Resource Allocation (RA), have statistically significant positive relationships with all three dimensions of school culture Shared Beliefs and Values (SBAV), Openness of Communication (OOC), and Social Norms (SN). All computed p-values are 0.000, confirming that the relationships are highly significant at the 0.05 level. This means that as the effectiveness of academic heads’ instructional leadership increases, the levels of shared beliefs and values, openness of communication, and adherence to social norms within the school also tend to improve.

Table 20. The academic head’s instructional leadership significant relationship with the school culture

		Shared Beliefs and Values	Openness Of Communication	Social Norms
Goal Setting (GS)	Pearson Correlation	.725**	.749**	.722**
	Sig. (2-tailed)	0.000	0.000	0.000
	N	188	188	188
Curriculum Management (CM)	Pearson Correlation	.754**	.785**	.740**
	Sig. (2-tailed)	0.000	0.000	0.000
	N	188	188	188
Instructional Support (IS)	Pearson Correlation	.719**	.736**	.702**
	Sig. (2-tailed)	0.000	0.000	0.000
	N	188	188	188
Discipline and Order (DAO)	Pearson Correlation	.779**	.801**	.786**
	Sig. (2-tailed)	0.000	0.000	0.000
	N	188	188	188
Resource Allocation (RA)	Pearson Correlation	.763**	.749**	.727**
	Sig. (2-tailed)	0.000	0.000	0.000
	N	188	188	188

The results indicate that all components of instructional leadership, including Goal Setting (GS), Curriculum

Management (CM), Instructional Support (IS), Discipline and Order (DAO), and Resource Allocation (RA), have statistically significant positive relationships with all three dimensions of school culture Shared Beliefs and Values (SBAV), Openness of Communication (OOC), and Social Norms (SN). All computed p-values are 0.000, confirming that the relationships are highly significant at the 0.05 level. This means that as the effectiveness of academic heads’ instructional leadership increases, the levels of shared beliefs and values, openness of communication, and adherence to social norms within the school also tend to improve.

Overall, the findings signify that instructional leadership of academic heads significantly contributes to the development of a positive school culture. The consistently strong positive correlations imply that effective leadership practices not only promote clarity, collaboration, and fairness but also strengthen the shared values, communication practices, and social norms that sustain a cohesive and high-functioning school community.

Significant Effect of Academic Head’s Instructional Leadership on School Performance

This section examines whether the academic head’s instructional leadership has a significant effect on school performance. Instructional leadership, which encompasses goal setting, curriculum management, instructional support, discipline and order, and resource allocation, is considered a critical factor in influencing overall school effectiveness and achievement of performance targets.

Using appropriate statistical analysis, the study assessed the extent to which instructional leadership practices predict or influence school performance as measured by the Office Performance Commitment and Review Form (OPCRF).

Table 21. Academic Heads’ instructional leadership significant effect on the school performance

		OPCRF
Goal Setting (GS)	Pearson Correlation	-0.004
	Sig. (2-tailed)	0.953
	N	188
Curriculum Management (CM)	Pearson Correlation	-0.048
	Sig. (2-tailed)	0.517
	N	188
Instructional Support (IS)	Pearson Correlation	-0.054
	Sig. (2-tailed)	0.463
	N	188
Discipline and Order (DAO)	Pearson Correlation	-0.029
	Sig. (2-tailed)	0.694
	N	188
Resource Allocation (RA)	Pearson Correlation	-0.013
	Sig. (2-tailed)	0.862
	N	188

Table 21 presents the significant relationship between academic heads’ instructional leadership and school performance as measured by the OPCRf. The analysis utilized Pearson Product-Moment Correlation to determine the strength and direction of the relationships among the variables.

The results indicate that all components of instructional leadership, including Goal Setting (GS), Curriculum Management (CM), Instructional Support (IS), Discipline and Order (DAO), and Resource Allocation (RA), have very low

and non-significant correlations with school performance. The computed p-values range from 0.463 to 0.953, all of which exceed the 0.05 level of significance. This means that there is no statistically significant relationship between the academic heads' instructional leadership and the OPCRf ratings of school performance. The results indicate that all components of instructional leadership, including Goal Setting (GS), Curriculum Management (CM), Instructional Support (IS), Discipline and Order (DAO), and Resource Allocation (RA), have very low and non-significant correlations with school performance. The computed p-values range from 0.463 to 0.953, all of which exceed the 0.05 level of significance. This means that there is no statistically significant relationship between the academic heads' instructional leadership and the OPCRf ratings of school performance.

Overall, the findings indicate that instructional leadership by academic heads does not have a measurable effect on schools' OPCRf performance. The near-zero correlation values imply that, despite strong leadership practices, other factors beyond instructional leadership may play a more decisive role in determining the schools' performance outcomes as assessed through the OPCRf.

Significant Relationship Between Academic Head's Emotional Intelligence and Teachers' Organizational Commitment

This section examines whether school heads' emotional intelligence is significantly related to teachers' organizational commitment. Emotional intelligence, which includes self-awareness, adaptability, initiative, service orientation, and conflict management, reflects the school leader's ability to understand and manage emotions effectively, both personally and in interactions with staff.

The analysis revealed a significant positive relationship between academic heads' emotional intelligence and teachers' organizational commitment.

Table 22 presents the significant relationship between academic heads' emotional intelligence and teachers' organizational commitment across four dimensions. The analysis utilized Pearson Product-Moment Correlation to determine the strength and direction of the relationships among the variables.

The results indicate that all components of emotional intelligence, including Self-Awareness (SA), Adaptability (ADAPT), Initiative, Service Orientation (SO), and Conflict Management (CONFMGT), have statistically significant positive relationships with all four dimensions of teachers' organizational commitment: Professional Commitment (PC), Job Involvement (JO), Resilience, and Organizational Engagement (OE). All computed p-values are 0.000, confirming that the relationships are highly significant at the 0.05 level. This means that as academic heads' emotional intelligence increases, teachers' professional commitment, job involvement, resilience, and organizational engagement also tend to improve.

Overall, the findings signify that academic heads' emotional intelligence significantly contributes to enhancing teachers' organizational commitment. The consistently strong positive correlations imply that effective emotional intelligence

practices, such as self-awareness, adaptability, proactive initiative, service orientation, and conflict management, not only foster teachers' dedication and involvement but also strengthen their resilience and active participation in school programs.

Table 22. Academic Heads' emotional intelligence significant relationship on the teacher's organizational commitment

		Professional Commitment	Job Involvement	Resilience	Organization Engagement
Self-Awareness (SA)	Pearson Correlation	.787**	.736**	.765**	.784**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000
	N	188	188	188	188
Adaptability (ADAPT)	Pearson Correlation	.794**	.737**	.746**	.756**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000
	N	188	188	188	188
Initiative	Pearson Correlation	.828**	.841**	.837**	.856**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000
	N	188	188	188	188
Service Orientation (SO)	Pearson Correlation	.768**	.803**	.811**	.773**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000
	N	188	188	188	188
Conflict Management (CONFMGT)	Pearson Correlation	.771**	.724**	.706**	.744**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000
	N	188	188	188	188

Significant Relationship Between Academic Head's Emotional Intelligence and School Culture

This section examines whether the emotional intelligence of academic heads is significantly related to the prevailing school culture. Emotional intelligence, encompassing self-awareness, adaptability, initiative, service orientation, and conflict management, reflects the leader's ability to manage their own emotions and those of others, influencing interpersonal relationships and organizational climate. The analysis revealed a significant positive relationship between school heads' emotional intelligence and school culture.

Table 23 presents the significant relationship between academic heads' emotional intelligence and school culture across three dimensions.

The analysis utilized Pearson Product-Moment Correlation to determine the strength and direction of the relationships among the variables. The resulting coefficients indicate that as leaders demonstrate greater emotional maturity, the institutional culture tends to become more cohesive and mission-driven.

Overall, the findings signify that academic heads' emotional intelligence significantly contributes to the development of a positive school culture. The consistently

strong positive correlations imply that effective emotional intelligence practices, such as self-awareness, adaptability, proactive initiative, service orientation, and conflict management, foster a cohesive and collaborative school environment that supports shared values, transparent communication, and professional social norms

Table 23. The academic head’s emotional intelligence significant relationship on the school culture

		Shared Belief and Values	Openness Of Communication	Social Norms
Self-Awareness (SA)	Pearson Correlation	.793**	.793**	.747**
	Sig. (2-tailed)	0.000	0.000	0.000
	N	188	188	188
Adaptability (ADAPT)	Pearson Correlation	.741**	.768**	.729**
	Sig. (2-tailed)	0.000	0.000	0.000
	N	188	188	188
Initiative	Pearson Correlation	.827**	.884**	.832**
	Sig. (2-tailed)	0.000	0.000	0.000
	N	188	188	188
Service Orientation (SO)	Pearson Correlation	.764**	.814**	.787**
	Sig. (2-tailed)	0.000	0.000	0.000
	N	188	188	188
Conflict Management (CONFMGT)	Pearson Correlation	.746**	.739**	.705**
	Sig. (2-tailed)	0.000	0.000	0.000
	N	188	188	188

Significant Effect of Academic Head’s Emotional Intelligence on School Performance

This section investigates whether the emotional intelligence of academic heads significantly affects school performance. Emotional intelligence, measured through self-awareness, adaptability, initiative, service orientation, and conflict management, represents the leader’s capacity to understand and regulate emotions in themselves and others, influencing decision-making, staff motivation, and school operations.

The findings indicate that academic heads’ emotional intelligence has a significant positive effect on school performance.

Table 24 presents the significant relationship between academic heads’ emotional intelligence and school performance as measured by the OPCR. The analysis utilized Pearson Product-Moment Correlation to determine the strength and direction of the relationships among the variables.

The results indicate that all components of emotional intelligence, including Self-Awareness (SA), Adaptability (ADAPT), Initiative, Service Orientation (SO), and Conflict Management (CONFMGT), have very low and non-significant correlations with school performance. The computed p-values range from 0.600 to 0.933, all exceeding the 0.05 level of

significance. This means that there is no statistically significant relationship between academic heads’ emotional intelligence and the OPCR ratings of school performance.

Table 24. Academic head’s emotional intelligence significant effect to the school performance

		OPCR
Self-Awareness (SA)	Pearson Correlation	-0.027
	Sig. (2-tailed)	0.712
	N	188
Adaptability (ADAPT)	Pearson Correlation	-0.015
	Sig. (2-tailed)	0.842
	N	188
Initiative	Pearson Correlation	-0.039
	Sig. (2-tailed)	0.600
	N	188
Service Orientation (SO)	Pearson Correlation	-0.033
	Sig. (2-tailed)	0.649
	N	188
Conflict Management (CONFMGT)	Pearson Correlation	0.006
	Sig. (2-tailed)	0.933
	N	188

Overall, the findings signify that academic heads’ emotional intelligence does not have a measurable effect on the schools’ OPCR performance. The near-zero correlation values imply that, despite strong emotional intelligence practices, other factors beyond emotional intelligence may play a more decisive role in determining the schools’ performance outcomes as assessed through the OPCR.

IV. CONCLUSION AND RECOMMENDATIONS

Based on the results, the following conclusion was drawn: Academic heads’ instructional leadership shows no significant relationship with school culture, thereby rejecting the hypothesis. This implies that effective instructional leadership directly contributes to fostering a positive, collaborative, and value-driven school environment.

The hypothesis that academic heads’ instructional leadership has no significant effect on school performance was accepted, since the results indicate no significant impact on measurable school outcomes. This implies that while instructional leadership strengthens teachers and school culture, other factors may determine formal performance measures.

Academic heads’ emotional intelligence has no significant relationship with teachers’ organizational commitment, which was rejected, as the study shows a significant positive relationship. This implies that emotionally intelligent leaders motivate teachers to be more dedicated, engaged, and resilient in achieving school objectives.

The hypothesis that academic heads’ emotional intelligence has no significant relationship with school culture was rejected, because emotional intelligence significantly influences school culture. This implies that leaders’ emotional skills help build a cooperative, ethical, and supportive environment, enhancing collaboration and shared values.

The idea that academic heads’ emotional intelligence has no significant effect on school performance was accepted, as emotional intelligence does not significantly affect formal performance measures. This implies that while emotional intelligence improves teacher commitment and school culture,

additional factors may drive measurable school outcomes. Based on the drawn conclusions resulted to the following recommendations: Academic heads are encouraged to strengthen their instructional leadership practices, particularly in goal setting, curriculum management, instructional support, discipline, and resource allocation. They should promote collaborative planning, align priorities with student outcomes, and provide continuous guidance to teachers. It is also recommended that the Department of Education (DepEd) and school administrators offer leadership training programs focused on participatory goal setting, curriculum innovation, and efficient resource management to enhance teaching and learning outcomes.

Academic heads should continue developing their emotional intelligence, as it strengthens teachers' organizational commitment and school culture. They are encouraged to practice self-reflection, support teachers, and manage conflicts effectively. DepEd and school administrators should also provide training and mentoring on emotional intelligence to enhance leadership and promote a positive school environment.

Teachers are encouraged to sustain high levels of commitment by actively participating in professional development, collaborating with colleagues, and engaging in school programs that strengthen organizational goals. It is recommended that academic heads and school administrators create programs that recognize teacher achievements, provide incentives for professional growth, and cultivate a supportive environment to further enhance resilience and engagement.

To maintain and strengthen a positive school culture, school leaders should uphold shared values, encourage transparent communication, and promote ethical practices. It is recommended that school leaders, administrative staff, and DepEd supervisors facilitate activities, workshops, and team-

building initiatives that reinforce trust, collaboration, and adherence to social norms, ensuring that the school community remains cohesive, motivated, and goal-oriented.

While instructional leadership and emotional intelligence were not found to directly affect measurable school performance, it is recommended that academic heads, administrators, and DepEd supervisors focus on integrating performance-monitoring systems, data-driven decision-making, and continuous evaluation of instructional strategies. Providing additional support, resources, and targeted interventions may help translate strong leadership and cultural improvements into higher performance outcomes.

Future studies are encouraged to explore additional factors that may influence school performance, such as community involvement, student socio-economic background, or resource availability, to better understand the complex relationships between leadership, emotional intelligence, school culture, and measurable outcomes. Researchers may also consider longitudinal studies to assess the long-term impact of leadership and emotional intelligence on school effectiveness.

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