Research Article

School Head's Professional Identity, Emotional Intelligence and Perfectionism: Three-Tier Factors to Advance Pedagogical Leadership

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ABSTRACT

This study is focused on the school head's professional identity, emotional intelligence, and perfectionism as three tier factors to advance pedagogical leadership. The study employed the quantitative descriptive methodology, combining descriptive and multiple linear regression analysis. The researchers-made online survey instrument, via a google form. Responses from 132 school heads were analyzed using descriptive statistics such as mean, and standard deviation. Multiple linear regression analysis was employed to determine the significant relationships of the variables. The results reveal that professional identity has a positive relationship with pedagogical leadership. Contradicting result is the emotional intelligence which has a negative relationship with pedagogical leadership. Lastly, perfectionism has a positive relationship with pedagogical leadership. It is concluded that a school head's professional identity, emotional intelligence and perfectionism significantly predict pedagogical leadership. Hence, the department (DepEd) may conduct series of training and workshops for teachers as a capacity building to equip them with knowledge and competencies to handle the numerous challenges in the delivery of quality, relevant, inclusive, and liberating education to the Filipino learners. Further, during Gender and Development programs one activity to consider is the training in emotional development among teachers and school heads.

Keywords: Emotional intelligence, Pedagogical leadership, Perfectionism, Professional identity

Introduction

Education is "a fundamental human right, a global common good and a primary driver of progress as a bedrock of just, equal, inclusive, peaceful societies", stated in the 2030 Agenda for Sustainable Development, adopted by all United Nations Member States. Good leadership in school fosters nurturing learning environments that help children grow and develop. Consequently, to cultivate such an

environment, school heads must navigate and promote collaboration across the often-complex network of stakeholders: education authorities, teachers, students, parents and local communities. In a sense, school heads are the glue that holds everyone together, the heart in every school education system, connecting education authorities, teachers, students, and communities.

This is in consonance with the DepEd's vision of producing Filipinos who passionately love their country and whose values and competencies enable them to realize their full potential and contribute meaningfully to building the nation (DO No. 36, s. 2013).

Exploring how principals build their professional identity is crucial to understanding their influence on school performance. School performance improves when leadership is successfully exercised by the principal (Cowie and Crawford, 2008 The school head's skill to listen requires emotional intelligence to interpret information accurately, thus preventing the chance of being misunderstood or misquoted by teachers and students.

This naturally means that understanding an inward gaze on a leaders' professional identity,

emotional intelligence and perfectionism are factors necessary to consider in a holistic pedagogical leadership. It is a disposition that pervades all areas of life, particularly work and school, and may also affect one's personal appearance and social relationships (Stoeber & Stoeber, 2009). All these are within the compass of school heads pedagogical leadership under the lens of this study.

Results and Discussions

The researcher presents, analyses, and interprets the data collected which aims to provide a clear and detailed presentation of the patterns and relationships, and interpret the findings to answer the research questions and test the hypotheses.

I. Professional Identity

The results indicate that the school heads in the study have a very high level of professional identity in terms of intrinsic value identity, (Mean=4.71, SD =.375) which relates to their personal beliefs and values about teaching as a profession.

Table 1. Summary Table for the Level of School Head's Professional Identity

Parameters	Mean	SD	VI
1. Intrinsic Value Identity	4.71	.375	Very High
2. Extrinsic Value Identity	4.33	.477	High
3. Volitional Behavior Identity	4.33	.481	High
Overall	**4.46**	**.362**	**High**

*Legend: **SD**- (Standard Deviation) **VI** (Verbal Interpretation)*
*5.0-4.50 **Very High** 4.49-3.50 **High** 3.49 -2.50 **Average** 2.49-1.50 **Below Average** 1.49-1.0 **Low***

They also have a high level of professional identity in terms of extrinsic value identity, (Mean=4.33, SD=.477) which relates to external factors such as salary and social status, but this dimension is not as strong as the intrinsic value identity. Lastly, they have a high level of professional identity in terms of volitional behavior identity, (Mean=4.33, SD=.481) which relates to their commitment to ongoing learning and improvement. Overall, the high level of professional identity (Mean=4.46, SD=.382) among school heads in this study suggests that

they are committed to their roles and to ongoing learning and improvement, which may have positive implications for teacher development and student learning outcomes. The findings of the study reveal and emphasized the importance of professional identity in terms of the intrinsic value identity. The school heads in the study have a strong sense of the intrinsic value of teaching and believe that it is a rewarding profession with limitless opportunities for development and growth. School heads also have a high level of confidence in the way they live

and work and view the work as exciting and fulfilling. Intrinsically motivated leaders act with passion, dedication and the urgency to extend beyond what is described of a leader. The focus is directed on the attainment of mission, goals and values set by the institution. The researcher also found out that the extrinsic value identity is significant and proves that school heads value the external rewards and recognition associated with the teaching profession. These findings may also have implications for leadership and policy decisions related to the compensation and support of school heads and the promotion of the teaching profession as a desirable career choice. The study reveals that volitional behavior identity of school leaders suggests that they are committed to ongoing learning and improvement in their professional practice. These findings may have implications for leadership and policy decisions related to professional development opportunities for teachers and school leaders.

Overall, the high level of professional identity (Mean=4.46, SD=.382) among school heads in this study suggests that they are committed to their roles and to ongoing learning and improvement, which may have positive implications for teacher development and student learning outcomes. However, it is important to continue to support the development and maintenance of professional identity among teachers and school leaders through ongoing professional development opportunities and support.

II. Emotional Intelligence

Table 2. Summary Table for the Level of School Head's Emotional Intelligence

Parameters	Mean	SD	VI
1. Self-awareness	4.09	.521	High
2. Self-regulation	4.39	.476	High
3. Social Skills	4.48	.455	High
4. Empathy	4.41	.530	High
5. Motivation	4.66	.454	Very High
Overall	**4.40**	**.387**	**High**

*Legend: **SD**- (Standard Deviation) **VI** (Verbal Interpretation)*
*5.0-4.50 **Very High** 4.49-3.50 **High** 3.49 -2.50 **Average** 2.49-1.50 **Below Average** 1.49-1.0 **Low***

Table 2 provides a summary of the level of emotional intelligence of school heads in terms of four parameters, namely self-awareness, self-regulation, social skills, empathy, and motivation. The mean score for each parameter is above 4, which indicates a high level of emotional intelligence among school heads. The highest mean score was observed for empathy (4.66), indicating a very high level of empathy among school heads. The overall mean score of emotional intelligence is 4.40 with a standard deviation of 0.387, which is also categorized as high. This indicates that school heads possess a high level of emotional intelligence, which could potentially contribute to effective leadership and positive outcomes for schools. Overall, the findings suggest that emotional intelligence is an essential aspect of effective leadership, particularly for school heads. It can positively influence how school heads interact with teachers, students, and other stakeholders, and can enhance their decision-making and problem-solving abilities. Hence, developing emotional intelligence should be considered a crucial aspect of school head training and development programs.

Emotionally intelligent school leaders can effectively support and motivate their teaching staff by understanding their emotional needs, providing constructive feedback, and fostering a culture of professional growth. This leads to increased job satisfaction, reduced stress and burnout, and improved teacher performance. A principal's leadership skills in curriculum and instruction link teacher efficacy to student achievement. Emotional intelligence is the cornerstone of every decision a principal makes; solving problems and making judgments are part of a leader's system of values and beliefs. Mayer and Salovney (1997) described

emotionally intelligent leaders as those who are able to perceive and understand emotions and to regulate emotions to foster emotional and intellectual growth. Despite misconceptions, school leaders have always used emotional intelligence to make and enforce decisions. affecting their organizations. A leader's awareness of feelings and their intensity is integral to both functions. George (2000) found that feelings have been shown to influence the judgments that people make; when people are in positive moods, their perceptions and evaluations are likely to be more favorable. Emotional Intelligence is not a fixed trait that an individual is born with. It can change and grow throughout life, depending on the experiences and learning from the surrounding circumstances.

III. Perfectionism

Table 3. Summary Table for the Level of School Head's Perfectionism

Parameters	Mean	SD	VI
1. Self-efficacy and Self-Esteem	2.99	1.090	Average
2. Autonomy	2.97	.996	Average
3. Acceptance of Emotions, Self-Direction, and Trust in Interpersonal Relations	4.35	.448	High
4. Responsibility in Interpersonal Relations and Self-acceptance	1.99	1.187	Average
Overall	**3.07**	**.761**	**Average**

*Legend: **SD**- (Standard Deviation) **VI** (Verbal Interpretation)*
*5.0-4.50 **Very High** 4.49-3.50 **High** 3.49 -2.50 **Average** 2.49-1.50 **Below Average** 1.49-1.0 **Low***

The mean score for acceptance of emotions, self-direction, and trust in interpersonal relations is 4.35, considered high. This implies that school heads have a high level of emotional intelligence and can manage their emotions, setting goals, and building trust in relationships. The mean score for responsibility interpersonal relations and self-acceptance is 1.99, which is an average score. This suggests that school heads have an average level of self-awareness and acceptance of their weaknesses and responsibilities towards others. The overall score of 3.07 indicates an average level of perfectionism among school heads, implying that there is room for improvement in some areas such as self-efficacy, autonomy, responsibility interpersonal relations and self-acceptance.

Perfectionism is the drive to appear, feel, and be perfect. Although society generally views perfectionism as a positive attribute, it also can have negative effects. Someone with a perfectionist personality is more critical of themselves and others and often spots mistakes and imperfections. Perfectionists have a greater fear of failure because they place so much stock in results and become disappointed by anything less than perfection; failure becomes a scary prospect. And since anything less than perfection is seen as a failure, it makes it difficult to get started on anything new. The positive aspects of perfectionism include moral talent. Unhealthy perfectionism can make it difficult to achieve goals and can also lead to worry, stress, anxiety, and depression, among other negative outcomes. These traits based on the results of the study are not present among the respondent school heads, which means that school heads possess healthy perfectionism and can drive people to perform their best whereby the development of positive traits and characteristics of teachers depend upon the exemplary traits shown by a pedagogic leadership. but unhealthy perfectionism can lead to stress, anxiety, low self-esteem, and other issues that can affect their quality of life.

IV. Pedagogical Leadership

Table 4. Summary Table for the Level of School Head's Pedagogical Leadership

Parameters	Mean	SD	VI
1. Learning Centric	4.62	.400	Very High
2. Designing Content Vision and Dynamics	4.55	.428	Very High
3. Developing Professional Learning Communities	4.63	.427	Very High
4. Providing Thought Leadership	4.65	.426	Very High
5. Commitment to Change Management	4.56	.455	Very High
6. Ensuring Order in Chaos	4.60	.442	Very High
Overall	**4.60**	**.367**	**Very High**

*Legend: **SD**- (Standard Deviation) **VI** (Verbal Interpretation)*
*5.0-4.50 **Very High** 4.49-3.50 **High** 3.49 -2.50 **Average** 2.49-1.50 **Below Average** 1.49-1.0 **Low***

Table 4 shows the level of school head's pedagogical leadership, with an overall mean of 4.60 and a standard deviation of .367, indicating a very high level of pedagogical leadership. The parameters with the highest means are providing thought leadership (4.65), developing professional learning communities (4.63), and learning centric (4.62), which are all rated as very high. Meanwhile, designing content vision and dynamics (4.55), commitment to change management (4.56), and ensuring order in chaos (4.60) also received high ratings. Based on the results, the school head has a very high level of pedagogical leadership across all six categories. In terms of designing content vision and dynamics, the school head has a very high level of competence in developing social and academic capital for teachers, attending both academic and non-academic formation of teachers, possessing a broad vision and recognizing good efforts of teachers, having a deep understanding of diversity and knowledge management, influencing teachers' performance, and guiding the process of curriculum and assessment design.

In developing professional learning communities, the school head has a very high level of competence in talking clearly and concisely to get the point across, establishing standards to optimize teaching and learning environments, using data to evaluate teacher effectiveness, encouraging teacher professional growth and development, sending teachers to participate in workshops and seminars, and encouraging the exploration of current topics in subject areas or classroom practices. The school head also has a very high level of competence in providing thought leadership, specifically in willingness to share expertise with teachers and letting others gain knowledge from experiences, promoting the collaboration of public and private institutions, generating motivation and creating better pathways for learning, going deep on a few topics versus many, listening to and learning from others, and influencing teachers to integrate the arts using a creative process that includes imagination, design, innovation, and originality. Regarding commitment to change management, the school head has a very high level of competence in forming strategic visions and initiatives, creating a sense of urgency to accomplish plans, developing and supporting a project to deliver a change, driving the need to reorganize the work culture to meet teaching and learning demands, identifying opportunities for improvement and securing approval from stakeholders, and guiding the school changes from preparation through implementation and resolution or implementation. Lastly, in terms of ensuring order in chaos, the school head has a very high level of competence in maintaining clarity of thought to safeguard the rights and welfare of the school community, organizing problems to create solutions, working to make schools safer, more secure, and child-friendly, speaking with mentors who have handled pressure, being passionate to solve puzzles and intimidating challenges, and strengthening the creation of safe, inclusive, and conflict-sensitive learning environments. A high level of pedagogical leadership among school heads is crucial for improving the quality of education and student outcomes. A study by Daud et al. (2021) found

that effective pedagogical leadership positively impacts teachers' motivation, job satisfaction, and professional development, which, in turn, leads to better student performance. Additionally, a study by Ngidi and Ndlovu (2020) emphasized the importance of school leaders' pedagogical knowledge in improving teaching and learning processes. The findings of Table 24 highlight the need for school heads to possess pedagogical leadership competencies to promote quality education in their schools.

Regression Analysis of Variables

The regression equation on **Table 5** is significant (F (1, 130) = 49.096, p <.01), indicating that the model can significantly predict pedagogical leadership. The model explains 26.9% of the variance in pedagogical leadership, as indicated by the adjusted R^2 value of. 269.The results show that the school heads' volitional behavior identity significantly predicts pedagogical leadership (B = .400, SE = .057, β = .524, t = 7.007, p < .001). This indicates that the more the school heads identify themselves as having volitional behavior, the more likely they are to demonstrate pedagogical leadership.

Table 5. Regression of Pedagogical leadership significantly predicted by School Heads' Professional Identity

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.869	.249		11.530	<.001
Volitional Behavior Identity	.400	.057	.524	7.007	<.001

R = .524; Adj. R^2 = .269   F (1, 130) = 49.096; p <.01

Table 6. Regression of Pedagogical Leadership significantly predicted by School Heads' Emotional Intelligence

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.080	.285		7.290	<.001
Self-awareness	.826	.097	.872	8.562	<.001
Overall Emotional Intelligence	-.274	.072	-.389	-3.815	<.001

R = .637; Adj. R2 = .334 F (2, 129) = 44.089; p <.01

Table 6 reveals the unstandardized coefficients, standardized coefficients, t-values, and p-values for each predictor variable. The analysis included two predictor variables: self-awareness and overall emotional intelligence. The results further showed that both self-awareness (B = 0.826, p < .001) and overall emotional intelligence (B = -0.274, p < .001) significantly predicted pedagogical leadership. Self-awareness had a positive and strong effect on pedagogical leadership (β = 0.872), while overall emotional intelligence had a negative but still significant effect (β = -0.389).

The overall model was also statistically significant (R = 0.637, Adj. R^2 = 0.334, F (2, 129) = 44.089, p < .01), indicating that the combination of self-awareness and overall emotional intelligence explained a significant amount of the variance in pedagogical leadership.

Table 7. Regression of Pedagogical Leadership significantly predicted by School Heads' Perfectionism

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	3.003	.274		10.965	<.001
Acceptance of Emotions, Self-direction, and Trust in Interpersonal Relations	.435	.065	.531	6.668	<.001
Overall Perfectionism	-.095	.038	-.198	-2.485	<.001
R = .507; Adj. R^2 = .246 F (2, 129) = 22.358; p <.01					

Table 7 shows the regression results for pedagogical leadership predicted by school heads' perfectionism. The results show that acceptance of emotions, self-direction, and trust in interpersonal relations significantly predicts pedagogical leadership, as indicated by the standardized beta coefficient of .531 (p < .001). This suggests that as school heads exhibit greater acceptance of emotions, self-direction, and trust in interpersonal relations, they are more likely to demonstrate effective pedagogical leadership.

However, the results also show that overall perfectionism has a negative relationship with pedagogical leadership, as indicated by the standardized beta coefficient of -.198 (p < .001). The adjusted R^2 of .246 indicates that the model accounts for approximately 24.6% of the variance in pedagogical leadership.

Table 8 presents the results of a regression analysis examining the relationship between school heads' professional identity, emotional intelligence, perfectionism, and their collective influence on pedagogical leadership. Specifically, professional identity has a positive relationship with pedagogical leadership, as indicated by the standardized beta coefficient of .239 (p = .005). The emotional intelligence has a negative relationship with pedagogical leadership, as indicated by the standardized beta coefficient of -.280 (p < .001). Finally, perfectionism has a positive relationship with pedagogical leadership, as indicated by the standardized beta coefficient of .531 (p < .001).

Table 8. Regression of Pedagogical Leadership significantly predicted by School Heads' Professional Identity, Emotional Intelligence, and Perfectionism

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.721	.323		5.327	<.001
Professional Identity	.242	.085	.239	2.841	.005
Emotional Intelligence	-.135	.034	-.280	-3.960	<.001
Perfectionism	.503	.082	.531	6.151	<.001
R = .661; Adj. R^2 = .424 F (3, 128) = 33.110; p <.01					

This suggests that as school heads exhibit greater acceptance of emotions, self-direction, and trust in interpersonal relations, they are more likely to demonstrate effective pedagogical leadership. The adjusted R^2 of .424 indicates that the model accounts for approximately 42.4% of the variance in pedagogical leadership. This suggests that the combination of these three variables is a strong predictor of effective pedagogical leadership.

Conclusion

The study underlined that the high level of professional identity among school heads suggests that they are committed to their roles and to the ongoing learning and improvement, which may have positive implications for teachers' development and students' learning outcomes.

However, emotional intelligence is not a fixed trait that an individual is born with. It can

change and grow throughout life, depending on the experiences and learning from the surrounding circumstances. Emotional intelligence can have a surprisingly powerful effect on human lives, from the ability to foster long-term relationships, as well as to succeed in school and pursue meaningful work that gives a sense of purpose.

Furthermore, the findings highlight the importance of school heads' professional identity, emotional intelligence, and perfectionism in promoting effective pedagogical leadership. However, the negative relationship between emotional intelligence and pedagogical leadership is somewhat unexpected and may warrant further exploration.

In conclusion, the null hypothesis is rejected, the school heads' professional identity, emotional intelligence, and perfectionism significantly predict pedagogical leadership.

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