

# The Social Context of Interaction among School Heads in Calbayog City Division

Dr. Erwin L. Purcia

**Abstract—** This study was conducted to determine the social context of interaction among school heads in Calbayog city Division during the school year 2015-2016. This identified the socio-demographic profile of the respondents, their emotional intelligence, communication register and strategies from where the deduced errors of school heads in their interactions with stakeholders came from as basis for language training design.

This mixed methodological research incorporated an in-depth analysis of the errors the respondents committed. It also utilized a questionnaire both for the profiling and emotional intelligence.

**Keywords—**Social Context, Error Analysis, Emotional Intelligence

## I. INTRODUCTION

All life forms somehow possess knowledge and skills for survival and propagation. Such knowledge and skills are transmitted from generation to generation in various ways. For most entities, inheritance and education are the dominant modes of transmission of knowledge and skills, hence, a child is never born without potentials transmitted through education.

It is with this very reason that formal education in more complex societies gave rise to teachers, schools, and out-of-context learning in classes, because this specialization allows a more efficient transmission of knowledge. Over the centuries, the entire school systems have been developed with their own educational philosophies.

The School Heads as the prime movers of any academic institution take the full responsibility of providing this transformative education that any pupil/student aspires for. With tough responsibilities, their interactions with every stakeholder both internal and external are another concern they face. Since interaction requires effective use of certain language, most of them find difficulties to express their thoughts and ideas with utmost understanding and clarity. These difficulties proliferate especially when they express ideas in various places, role relationships and topics or in diverse social contexts in general, hence finding hitches in communicating ideas that circumstantially arise (Roble, 1998). Most of them find difficulties in communicating ideas especially using the English language. Sadly, this dilemma proliferates not just among themselves but in every person/stakeholder they get to encounter with and interact in their day to day activities (Moore, 2001).

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As in the case of Calbayog City division school heads, certain sociological factors are genuinely relevant in accounting for language variations among them. These could be related to the four basic sociolinguistic components namely: participants (users of language), setting (social context of the interaction), topic, and function (uses of language). These ingredients would indicate that in any community, like Calbayog City, the distinguishable varieties (or codes) which are available for use in different social contexts form one's distinctive linguistic repertoire. When one converses s/he has a wide range of varieties from which s/he selects according to the context in which s/he is communicating.

The fact that school heads' daily routine is usually consumed to sending communication letters, attending to parents and other stakeholders' queries, and many other concerns, communication through language is imperative. With the presence of participants in the conversation, language is utile. Each participant in every conversation has different ways of thinking and so different means of expressing mind through language, as school head s/he has to remarkably effect good impression to each one of them to establish rapport and in turn be provided with support to any program the school implements. Needlessly, the setting defines the place to where conversation takes place, the more conducive and welcoming the place is, the better exchange of ideas may take place. Meanwhile, topic and function rely much on certain situations that need communication. Every school head has to provide a healthy conversation among every clientele, and chances are, topics that arise in such conversation should be relevant to the needs of the clienteles. Otherwise, communication breakdown might occur.

As one of their advisors, the researcher conducted this study to provide them information on the value of effective communication. This was conducted to sufficiently provide a feasible framework in identifying the language the Calbayog City division school heads use in various social contexts in different speech situations. More importantly, language is not only a means of communicating information but also a means of communicating experience, of being emotionally and intellectually involved in the subject of communication. Utilizing sociological approach in this endeavor, the social context of interaction as reflected in communication of Calbayog City division school heads could be easily identified. Identifying then of the errors from their interactions become the basis for a language training design.

## II. RESEARCH METHODOLOGY

### A. Research Method

This study was conducted using qualitative method of research. It is qualitative because observation was used in order

to determine the social context of interaction in communication among school heads. As such, the natural way of how school heads interact with their stakeholders through observation was determined. It was an in-depth analysis of the corpus of utterances of school heads in various interactions with stakeholders. This also included the socio-demographic profile of the respondents and their emotional intelligence as a means to enrich discussion of profiling. Hence, the data were gathered, analyzed, and interpreted in the light of the problems established in this endeavor.

#### B. Research Instruments

The following are the instruments to be used in obtaining the desired data, to wit:

1. **Questionnaire.** To gather viable information on the social context of interactions of the respondents, the researcher adopted but modified some items in a questionnaire composed of three (3) parts, such as: **Part I deals with the demographic profile of the subjects; Part II** is on measuring the emotional intelligence of the respondents.

2. **Emotional Intelligence Questionnaire (EQ).** To determine the level of emotional intelligence of the respondents, the researcher adopted the works of Segal (1997) and Goleman (1995) to elicit four emotional skills: emotional awareness, acceptance, active awareness, and empathy. However, to suit to the needs of his respondents, some questions were modified and revised to elude from culture load before this set of questionnaire was administered to the respondents. The questionnaire had fifteen (15) items distributed in the four involved emotional skills: item numbers 1, 7, 9, 11, and 12 fell under the dimension of Active Awareness (AA), taken together has a total of 5 items or 33 percent; item numbers 2, 8, and 15 belonged to the dimension Emotional Awareness (EA), taken together has a total of 3 items or 20 percent; item numbers 3, 10, 13, and 14 fell within the dimension of Acceptance (A), taken together has a total number of 4 items or 27 percent; and item 4, 5, and 6 belonged to the dimension of Empathy (E), taken together has a total number of 3 items or 20 percent.

3. **Direct Observation.** This data gathering procedure is a process of collecting necessary information about certain problems that involves actual observation of the daily activities of the respondents. An observation checklist/note plus tape recording will be made used by the researcher in order to account daily routines of the school heads in every interaction they make with their stakeholders. This instrument forms the qualitative part of this study.

#### C. Data Gathering

In gathering data for this study, the researcher conducted a monitoring and supervision activity for almost two weeks to the schools which were recipients of the Gulayan sa Paaralan Program, PTA Transparency Board and Reports, SSG Reports, DRRM Updates and BuB School Repair (programs which are under the supervision of the researcher). In the monitoring phase, the researcher also distributed the questionnaires to the school heads and observed through recording the conversations school heads do and how they interacted to teachers, visitors (including the researcher and the other Education Program Supervisors) and parents who visited schools.

The observation through tape recording of the actual interactions of the school heads with their stakeholders substantially provided the data on the administration domain as one of the settings that school heads respond to stakeholders' queries and resolve educational issues.

#### D. Data Analysis

The various data gathered on profile and emotional intelligence were subjected to statistical treatment in order to answer questions proposed in this study. The following statistical techniques were used:

**Frequency and Percentage Distribution.** This was used to describe the profile of the respondents and the errors they committed in their interaction with their stakeholders. **Mean** was utilized to determine the level of emotional intelligence of the respondents.

However for the observed existence of the problem, thematic analysis was done on determining the different communication registers and strategies schools heads use in their conversations with stakeholders. Error Analysis using Hendrickson's Model on the other hand was also utilized to deduce the errors that they have committed in these conversations as basis for the Language Development Training.

### III. RESEARCH OBJECTIVES

This study aimed to determine the social context of interaction among school heads in Calbayog City Division.

Specifically, it tried to achieve the following objectives:

1. Identify the respondents' profile in terms of:
  - 1.1 sex
  - 1.2 age
  - 1.3 educational attainment
  - 1.4 position held
  - 1.5 length of service
2. Determine the emotional intelligence of the respondents in terms of:
  - 2.1 active awareness
  - 2.2 emotional awareness
  - 2.3 acceptance
  - 2.4 empathy
3. Analyze corpus of utterances of school heads in terms of:
  - 3.1 register
  - 3.2 strategies
4. Deduce common errors committed by school heads in communicating;
5. Propose a language training design based on the findings of the study.

### IV. RESULTS AND DISCUSSIONS

#### On Socio-demographic Profile of the Respondents

Table 1 presents the frequency distribution of the profile of the respondents in terms of sex, age, educational obtainment, position held, length of service, linguistic group and religious affiliation.

#### Sex

Regarding sex, 50 or 61.0 percent were female and only 32 or 39.0 percent were male. Based on this data, DepEd Calbayog City is dominated by female respondents.

Age

In terms of age, 53 or 64.6 percent had age ranging from 36-45 years old, while only six (6) or 7.3 percent ranged from 56 and above years old. This can be inferred that the majority were on the middle age.

Highest Educational Attainment

Based on this data, 58 or 70.8 percent were master’s degree holders; while 18 or 22.0 percent were holders of certificate of academic requirement in the master’s program. This indicates that the respondents were educationally qualified.

Present Position Held

Regarding the present position of the respondents, 39 or 47.6 percent were Principal 1, followed by Principal 2 about 16 or 19.5 percent. However, only 1 or 1.2 percent was Principal 3. This means that a majority were holders of principalship position.

Length of Service

In terms of length of service, 32 or 39 percent have been 20-24 years in service followed by 20 or 24.4 percent whose length of service was from 15-19 years. It can be inferred that a majority of the respondents have been 15-24 years in the service.

TABLE 1  
FREQUENCY DISTRIBUTION ON THE PROFILE OF THE RESPONDENTS

Profile	Frequency	Percent
<b>Sex</b>		
Male	32	39.0
Female	50	61.0
<b>Total</b>	<b>82</b>	<b>100.0</b>
<b>Age</b>		
56 and above	6	7.3
46-55	14	17.1
36-45	53	64.6
26-35	8	11.0
<b>Total</b>	<b>82</b>	<b>100.0</b>
<b>Highest Educational Attainment</b>		
PH.D/Ed.D	3	3.6
PH.D-CAR	2	2.4
PH.D/Ed.D units	1	1.2
MAED	58	70.8
MA-CAR	18	22.0
<b>Total</b>	<b>82</b>	<b>100.0</b>
<b>Present Position Held</b>		
P <sub>3</sub>	1	1.2
P <sub>2</sub>	16	19.5
P <sub>1</sub> /U <sub>1</sub>	39	47.6
TIC/T <sub>3</sub>	6	7.3
HT <sub>3</sub>	10	3.3
HT <sub>2</sub>	1	1.2
HT <sub>1</sub>	9	10.9
<b>Total</b>	<b>82</b>	<b>100.0</b>
<b>Length of Service</b>		
30 and above	9	11.0
25-29	16	19.5
20-24	32	39.0
15-19	20	24.4
10-14	5	6.1
<b>Total</b>	<b>82</b>	<b>100.0</b>

On Emotional Intelligence

Table 2 presents the frequency distribution of the emotional intelligence of the respondents in the terms of active awareness, emotional awareness, acceptance and empathy. The respondents had high emotional intelligence.

Active Awareness

Regarding active awareness, 44 or 53.6 percent had “high active awareness”, 18 or 22.0 percent had very “high active awareness”, while 3.7 percent had “low active awareness”.

Emotional Awareness

As to the emotional awareness of the respondents, 44 or 53.6 percent had “very high emotional awareness”, 25 or 30.5 percent had “high emotional awareness”, 12 or 14.7 percent had “moderate emotional awareness”, while one (1) or 1.2 percent had “low emotional awareness”

Acceptance

Regarding acceptance, 37 or 45.2 percent had “Very high acceptance”, 32 or 39.0 percent had “high acceptance”, while only one (1) or 1.2 percent had “Low acceptance”.

Empathy

Regarding empathy, 37 or 42.2 percent had “high empathy”, 23 or 28.0 percent had “very high empathy”, while one (1) or 1.2 percent had “Low empathy”.

These results conform to the findings of the study conducted by Salovey & Mayer (1990) and Fullan (2001). Fullan (2001) stated, “In a culture of change, emotions frequently run high,” and added that emotional intelligence, creating successful relationships and leading change will be the responsibility of all future principals.

TABLE 2  
FREQUENCY DISTRIBUTION ON THE EMOTIONAL INTELLIGENCE OF THE RESIDENTS IN TERMS OF ACTIVE AWARENESS, EMOTIONAL AWARENESS, ACCEPTANCE AND EMPATHY

EMOTIONAL INTELLIGENCE	FREQUENCY	PERCENT
<b>For active awareness</b>		
Very high active awareness (3.25-4.0)	18	22.0
High active awareness (2.50-3.24)	44	53.6
Moderate active awareness (1.75-2.49)	18	22.0
Low active awareness (1.00-1.74)	3	3.7
<b>Total</b>	<b>82</b>	<b>100.0</b>
<b>For emotional awareness</b>		
Very high emotional awareness (3.25-4.0)	44	53.6
High emotional awareness (2.50-3.24)	25	30.5
Moderate emotional awareness (1.75-2.49)	12	14.7
Low emotional awareness (1.00-1.74)	1	1.2
<b>Total</b>	<b>82</b>	<b>100.0</b>
<b>For Acceptance</b>		
Very high acceptance (3.25-4.0)	37	45.2
High acceptance (2.50-3.24)	32	39.0
Moderate acceptance (1.75-2.49)	12	14.6
Low acceptance (1.00-1.74)	1	1.3
<b>Total</b>	<b>82</b>	<b>100.0</b>
<b>For Empathy</b>		
Very high empathy (3.25-4.0)	37	45.2
High empathy (2.50-3.24)	32	39.0
Moderate empathy (1.75-2.49)	12	14.6
Low empathy (2.50-3.24)	1	1.2
<b>Total</b>	<b>82</b>	<b>100.0</b>

Regarding the profile of the respondents, a majority were female, at the middle age, master's degree holders, principals as to position held, and have been in the service for more than 20 years. Regarding the emotional intelligence of the respondents, a majority had high active awareness, a majority had high emotional intelligence, a majority had high acceptance and a majority had high empathy.

#### On Communication Register and Strategies

As to communication register, school heads had formal/technical, vulgar, slang and colloquial registers. Meanwhile, they resorted to using fillers when expressing ideas or conversing with people; they had regional inflections; most of them stuttered and stammered during interrogations by supervisors; they had double negative expressions, found difficulties in vowel, consonant and stress sound productions as forms of fossilization and finally, they were also into overgeneralization both past-tense and pluralization and grammatical difficulties.

As regards communication strategies, school heads used code-switching, use of politeness markers, discursive attitude markers, social-affective strategy, accuracy-oriented strategy, circumlocution, asking for clarification and hedging.

Using Hendrickson's Model of error analysis identifying phonological and grammatical errors, it was found out that school heads found difficulties in grammar. Based on the corpus of utterances in the observations conducted by the researcher, the majority of the school heads had hard times of expressing their ideas hence they resorted to creating fillers as a form of language gap and that they even stammered and stuttered when financial issues were sought. Most of them had fossilized difficulties among stress, consonant and vowel sounds brought about by regional inflection. They also committed double negative and overgeneralization both in past-tense and pluralization morphemes. Finally, they also committed grammatical errors based on the written representations of their utterances which has the highest value among all the errors identified.

The social context of interaction among school heads in the administration domain was largely affected by their communication register and strategies used and that in every interaction they made with their stakeholders, most of them committed errors especially grammatical ones.

#### V. CONCLUSION AND IMPLICATIONS

Regarding profile of the respondents, a majority are female. It can be implied that female school heads dominate the Schools Division of Calbayog City.

The age of the school heads is between 36 to 45 years, which can be implied that they are all mature. They are master's degree holders with principal position. It can be implied that they are pursuing higher education and that they are qualified to hold their present positions. Most of them have been more than twenty years in the service which implies that they are already long in the service.

Regarding emotional intelligence, a majority have high active awareness, very high emotional awareness, while a few have high acceptance and have high empathy. It can be implied that the

school heads utilize emotional self-awareness in effectively performing their duties and responsibilities.

The majority of the respondents utilized communication strategies to express their minds through words of mouth. They also expressed themselves through various registers. This can be implied that the manner by which school heads interact differs in accordance to the persons they are communicating with and the place where such communication takes place.

The utterances of the school heads have both phonological and grammatical errors but have manifested much difficulties in grammar. This implies that school heads have poor knowledge in grammatical concepts.

Even though a majority of the school heads have high emotional intelligence, qualified in their posts, they have been in the service for that long, and are mature enough to face managerial issues and concerns, they are still poor in communication. Thus, there is a need for them to undergo a training in English communication and language skills.

#### VI. RECOMMENDATIONS

Based on the findings of this study the following recommendations were arrived at:

1. Second language learners must be acquainted of the various communication register and strategies that would help them express their ideas understandably.
2. Teachers and school heads must also recognize the emanation of errors in second language learning. Hence, they must know how to address these errors.
3. It is recommended that school heads should use English medium in communication while they are in school and inside their office whenever they talk to teachers and students especially during formal occasions like conferences and gatherings even in school.
4. School heads should also be discouraged from using code-switching when they are communicating with visitors and other stakeholders.
5. It is likewise recommended that school heads should provide activities among teachers and themselves that intensify grammar as a critical feature of certain languages.
6. It is also recommended that using English in school premises must be practiced in order for the students, teachers and staff to be skillful in using the universal language.
7. School heads should be trained on communication skills development especially on expressing their ideas to stakeholders focusing on grammar.

#### ACKNOWLEDGMENT

The author wishes to extend his heartfelt gratitude to all the schools heads of Calbayog City Division for widely opening your doors as the respondents of this humble academic toil.

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