

ALTERNATIVE LEARNING SYSTEM TEACHERS' EMOTIONAL INTELLIGENCE AND MOTIVATIONAL SKILLS: ITS LEADERSHIP EFFICACY

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Abstract

The goal of this study was to examine the emotional intelligence and motivational abilities of alternative learning system teachers in Region XII, as well as their leadership efficacy. It employed a sequential explanatory research design. They had experienced emotional intelligence in terms of self-awareness, self-regulation, motivation, and empathy. In the extrinsic motivational skills in terms of external regulation, introjected regulation, identified regulation, and integrated regulation had a level of highly experienced in general aspect. The leadership skills in terms of administrative, interpersonal, and conceptual had experienced by the ALS teachers as a whole. They had a high degree of a significant relationship. This means that most of the dimensions of emotional intelligence showed a strong relationship. The relationship between extrinsic motivational skills and leadership skills manifests highly degree of significance. It manifested that if the extrinsic motivational skills increased there is also an increase in their leadership skills. It was revealed that in leadership in terms of administration, both motivation and self-regulation were the best predictors, while the best predictors are motivation and empathy in terms of interpersonal, and self-regulation, motivation, and empathy were found as to be the best predictors in terms of conceptual. The relationship between extrinsic motivational skills and leadership skills showed that all the dimensions had a highly significant. It manifested that when extrinsic motivational skills increase, there is also increase in leadership. In the interview results, teachers are still committed to the profession, selfless, and high motivated to serve their clientele in spite of pandemic.

Keywords: Emotional Intelligence, Motivational Skills, Leadership Efficacy, Mixed Method, Philippines.

1. INTRODUCTION

Emotionally strong teachers are highly needed in this time of pandemic. As they faced their learners and deliver lessons through different modalities, they have been the sources of motivation to move forward amidst the tests brought by the COVID-19 pandemic. Indeed, the Alternative Learning System Teachers need to find better ways so that Out-of-School Youths will be given enough education so that they could be the source of inspiration to everyone. Emotional intelligence defines as the capability, capacity, expertise, or self-perceived ability to identify, assess, and manage the emotions of one's self or others, and groups (Anari, 2012). In contrast, emphasizes the importance of intrinsic motivation in teachers through government organization control and administration. Teacher pay and promotions, without a doubt, are the incentives for teachers' hard work that encourages them in their professions, as Olowoselu, Hussin, and Kasa, (2016) have discovered. Most countries and communities see teachers as their most precious resource. Teachers should be inspired both intrinsically and extrinsically in the context of education since they may shape a child's destiny because their teacher has the first impression on learners in early life (Weinstein, Deci & Ryan, 2011).

In this regard, the researcher was motivated in this study to fill the gap of the associations among the variables of emotional intelligence and motivational skills to their leadership skills. As noted, there are no studies that directly correlate the emotional intelligence, extrinsic motivation, and leadership quotient of Alternative Learning System teachers in the Philippines. In addition, studies on emotional intelligence are of foreign origin to Boyd, (2005). The aforementioned reasons pushed the researcher to conduct this study in the local parlance.

2. STATEMENT OF THE PROBLEM

This study was conducted to investigate the teachers of Alternative Learning Systems, motivational skills, and their leadership association in Region XII. Specifically, it intends to answer the following questions:

1. What is the level of emotional intelligence of ALS teachers in terms of self-awareness, self-regulation, motivation, and empathy?
2. What is the level of extrinsic motivational skills of ALS teachers in terms of external regulation,

introjected regulation, identified regulation, and integrated regulation?

3. What is the level of ALS teachers' leadership skills in terms of administrative, interpersonal, and conceptual?
4. Is there a significant relationship between emotional intelligence and leadership skills of ALS teachers?
5. Is there a significant influence between extrinsic motivational and leadership skills of ALS teachers?
6. Which of the dimensions of emotional intelligence significantly influence the leadership skills of ALS teachers?
7. Is there a significant relationship between extrinsic motivational skills and leadership skills of ALS teachers?
8. Is there a significant relationship between emotional skills and the leadership skills of ALS teachers?
9. Which among the dimensions of extrinsic motivation skills significantly influence the leadership skills of ALS teachers?
10. What intervention plan can be proposed based on the findings of the study?

3. THEORETICAL FRAMEWORK

This research was founded on the notion of Emotional Intelligence (Goleman, 2001). Emotional intelligence is the capacity to understand and control one's own emotions as well as those of others. People (ALS instructors) with a high level of emotional intelligence understand their feelings and emotions, as well as how they may influence others.

Salovey and Grewal (2005) proposed four fundamental components of emotional intelligence. Self-awareness is the first step. This implies that being self-aware demonstrated a clear image of one's own talents and weaknesses, as well as behaving meekly. Second, self-regulation means properly regulating oneself so that one does not verbally attack others, make rash or emotional decisions, stereotype individuals, or compromise their beliefs. It all comes down to maintaining control.

Third, is the value of motivation. Here, a self-motivated person works constantly toward his goals, and he has extremely high values for the quality of his work. Fourth, this theory involves a sense of empathy. Having empathy

is serious to managing an efficacious team or organization. An empathic person can put himself in someone else's situation. He helps develop the people on his team, challenges others who are acting unfairly, gives a constructive response, and listens to those who need it (Salovey & Grewal, 2005).

4. CONCEPTUAL FRAMEWORK

Figure 1 portrays the conceptual framework for the investigation. It displays the interaction of the components. Emotional intelligence is the dependent variable, with characteristics including self-awareness, self-management, social awareness, and relationship management. Extrinsic motivational abilities include external regulation, introjected regulation, identified regulation, and integrated regulation. Meanwhile, the dependent variable will evaluate ALS teachers' administrative, interpersonal, and conceptual leadership qualities.

Self-centeredness, rage, and out-of-control emotions break away the finest of a person's daily life. Character growth, which is the cornerstone of humanity, is combined with emotional intelligence. Individuals who can control their emotional impulses may see things from another person's point of view, resulting in open-mindedness and acceptance of the change. These aspects are crucial in an increasingly mixed independent society. This has the capacity to turn a community into one where people respect and live in harmony with one another. Working with feelings to achieve positive results and stimulating children's emotional growth in the classroom is more crucial than ever Salovey and Grewal (2005).

Any exceptional institution is built on the innate motivation of its teachers. Everyone will have a similar goal and will be able to work together to achieve student success if everyone is thrilled to be there. Motivated teachers create classroom settings that use situational incentives to directly improve student learning. This is crucial because a motivated teacher is connected to student accomplishment, which is the ultimate goal of every school. Motivation is defined as someone's willingness to do something; yet, because everyone is unique, not everyone will be inspired in the same way or to the same extent Benabou and Tirole, (2003). While the quality of teaching has a significant impact on student motivation and achievement, it has long been argued that leadership has a role in determining teacher motivation and the value of teaching in the classroom Fullan, (2001).

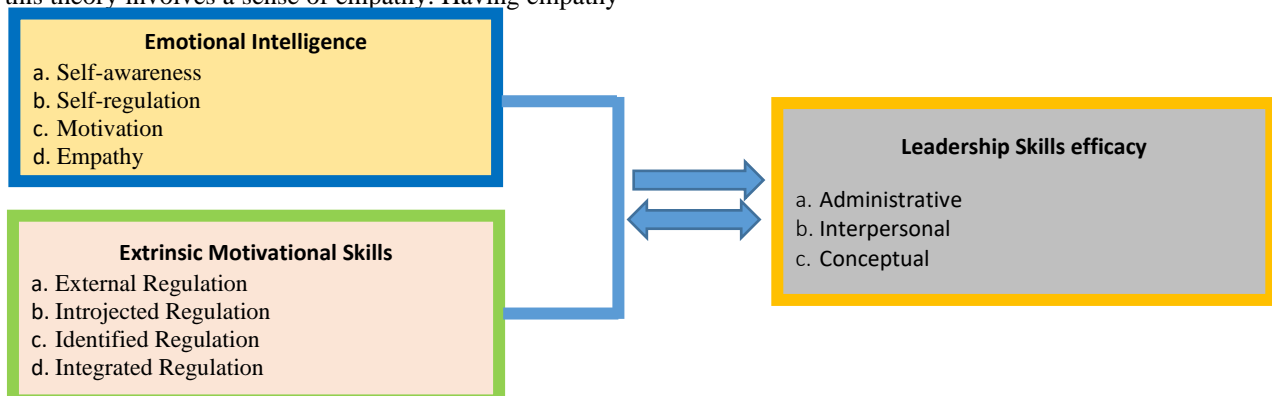


Figure 1 The conceptual framework of the study.

5. METHODS

Research Design

A sequential-explanatory mixed-method technique was used by the researcher. The integration of quantitative and qualitative data in a single study distinguishes mixed-methods research (Gay, Mills, & Airasian, 2009). There is one quantitative thread and one qualitative one (Creswell & Pano, 2011). A strand is a sub-study that covers the principles of quantitative or qualitative research, such as developing a research topic, gathering and analyzing data, and interpreting results.

In this study, the researcher used descriptive statistics to determine the level of respondents' replies on the variables, followed by a correlation test. Meanwhile, thematic analysis was used to assess the qualitative data, and the results were combined with the quantitative analysis.

Data Gathering Methods

The explanatory sequential design was used in this study to determine the emotional intelligence, extrinsic motivational skills, and leadership quotient of Alternative Learning System teachers in Region XII. Tashakkori and Teddlie (2008) well-defined varied methods as a type of study design in which QUAL and QUAN approaches are used in types of questions, research methods, data collection, and analysis procedures and inferences.

The quantitative technique determined the respondents' levels of emotional intelligence, extrinsic motivating abilities, and leadership skills. The correlation design was used to evaluate hypotheses involving the link and effect of variables. Correlational research is a non-experimental research strategy that uses statistical analysis to investigate the link between two variables. Correlational research does not investigate the impact of unrelated aspects on the variables under deliberation (Lappe, 2000).

This study, on the other hand, used qualitative phenomenology. Phenomenology assists us in comprehending the significance of people's lived experiences. A phenomenology inquiry investigates what individuals experienced and emphasizes on how they saw a phenomena Khan (2014). However, in this study, the replies of the participants were utilized to validate the quantitative data findings.

Participants of the Study

Table 1 Respondents of the respondents of the study

Division	No. of Respondents for	
	Quan	Qual
1. Cotabato province	103	5
2. Sarangani	60	3
3. South Cotabato	62	1
4. Sultan Kudarat	74	2
5. General Santos City	40	1
6. Kidapawan City	25	1
7. Koronadal City	19	1
8. Tacurong City	15	1
Total	398	15

The respondents of this study were the Alternative Learning System Teachers of Region XII. These

respondents of District ALS Coordinator and Mobile Teachers under the public district supervisor in the district. The number of implementers varies on the jurisdiction of the division. They were chosen using complete enumeration. Below is the table for possible respondents.

Statistical Tools and Data Analysis-Ethical Considerations

The researcher wrote a letter addressed to the Regional Director and to respective Schools Division Superintendents in Region XII about the objectives of the study. It was verbalized the utilization of the ALS teachers as the respondents of the study. In the same vein, the researcher wrote a separate letter to each of the Division ALS coordinators to easily disseminate information to all ALS teachers.

On the other hand, the researcher prepared Google Form where the questionnaire was shown and sent to the respective ALS teachers where they have to respond based on their experiences and perceptions. After they have returned the responded questionnaire, the researcher tallied the results and send it immediately to the statistician for analysis.

A consent-to-participate form was given to 15 ALS teachers for the qualitative aspect of the study. They were taken from each of the divisions. The interview was done via Google Meet. Their responses were properly recorded, transcribed, and analyzed. Generally, their narratives were used as support for the quantitative data findings.

6. RESULTS AND FINDINGS

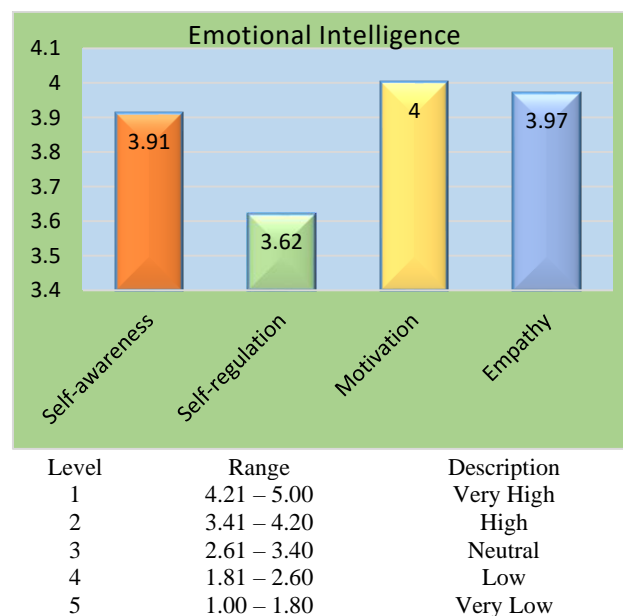
Quantitative Strand

This section dealt with the result of the quantitative data gathered through the survey questionnaires.

Summary of Results and Discussions

Research Problem No. 1

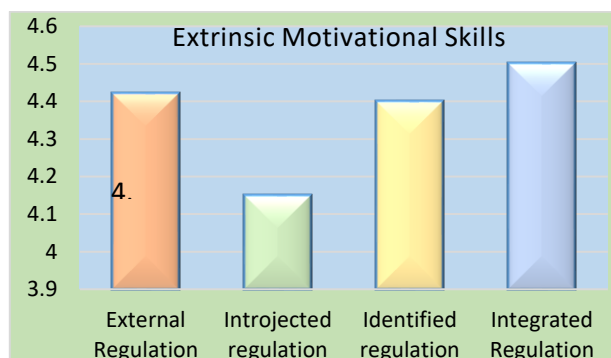
Level of emotional intelligence of ALS teachers in terms of self-awareness, self-regulation, motivation, and empathy.



To sum up the level of emotional intelligence of ALS teachers, motivation obtained the highest weighted mean with the value of 4.00 with a description of very high, followed by empathy, also with very high description then followed by self-awareness and self-regulation, both with high description. The general weighted mean for the emotional intelligence of ALS teachers is 3.87 interpreted as high.

Research Problem No. 2

Level of extrinsic motivational skills of ALS teachers in terms of external regulation, introjected regulation, identified regulation and integrated regulation.

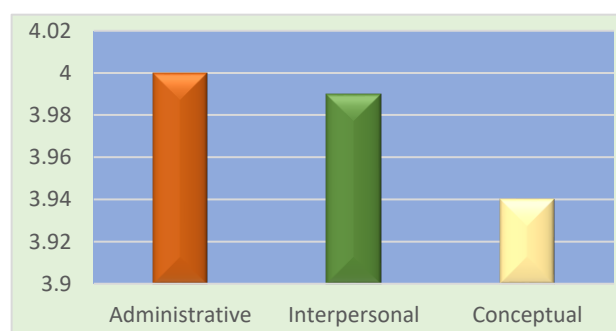


Level	Range	Description
1	4.21 – 5.00	Very High
2	3.41 – 4.20	High
3	2.61 – 3.40	Neutral
4	1.81 – 2.60	Low
5	1.00 – 1.80	Very Low

To summarize the level of extrinsic motivational skills of ALS teachers four (4) indicators, integrated regulation has the highest rating with a weighted mean of 4.5 interpreted as very high followed by the external regulation with a weighted value of 4.42 described as always, identified regulation with a weighted value of 4.4 described as very high, and introjected regulation weighted of 4.15 described as high.

Research Problem No. 3

Table 2 Level of leadership skills of ALS teachers in terms of Administrative, Interpersonal and Conceptual



Level	Range	Description
1	4.21 – 5.00	Very High
2	3.41 – 4.20	High
3	2.61 – 3.40	Neutral
4	1.81 – 2.60	Low
5	1.00 – 1.80	Very Low

To briefly present the level of leadership skills of ALS teachers in terms of Administrative, Interpersonal and Conceptual, it can be noted that administrative attained the highest rating with a weighted mean of 4.00 interpreted as high, followed by Interpersonal with 3.99 as a very high,

and conceptual with a weighted mean of 3.94 interpreted as also interpreted as High. The general weighted mean of leadership skills of ALS teachers is (3.98) interpreted as high.

Research Problem No. 4.

Relationship between emotional intelligence and Leadership skills of ALS Teachers

Emotional Intelligence		Admin-istrative	Interpersonal	Conceptual
Self-awareness	Correlation Coefficient	0.416**	0.463**	0.543**
	Sig. (2-tailed)	0.000	0.000	0.000
Self-regulation	Correlation Coefficient	0.407**	0.440**	0.478**
	Sig. (2-tailed)	0.000	0.000	0.000
Motivation	Correlation Coefficient	0.537**	0.574**	0.540**
	Sig. (2-tailed)	0.000	0.000	0.000
Empathy	Correlation Coefficient	0.575**	0.573**	0.511**
	Sig. (2-tailed)	0.000	0.000	0.000

The table reveals that there exists a highly significant relationship at the 0.01 level. All the dimensions of emotional leadership showed to have a strong relationship with the leadership skills of ALS teachers.

On the aspect of self-awareness, they are becoming efficient in terms of handling their roles and responsibility especially in handling their learners and the clientele. In the same manner, self-regulation showed to have a strong relationship with emotional intelligence in terms of administrative, interpersonal, and conceptual. ALS teachers tend to regulate themselves so that they could easily handle every situation. They always looked into solving the problems that made things complicated. As motivation played a significant role among the teachers, this strengthened their administrative skills as they develop not only their pedagogical skills but also their skills to make themselves ready to develop the skills of their learners. As they are motivated, they could easily perform their duties and responsibilities especially in dealing with other people.

Lastly, they showed empathy for other people. It means that leaders could understand the feelings of other people. Indeed, they could adjust to different situations which will make them someone who is a source of motivation where. Learners and stakeholders could be inspired to make their lives better.

Furthermore, the relationship between emotional leadership and leadership skills can be associated with the mere fact that they could be able to understand every situation (Hassan, 2015). They have the heart to understand others, especially their learners' needs. Giving them the best of their abilities means that they could make a difference in different facets of life (Hebert, 2010).

Research Problem No. 5.

Table presents the influence of extrinsic motivational skills on leadership skills (F-value=115.508, Probability=0.000**). The hypothesis of the study is rejected. 77.30% of the variation of leadership skills is associated with extrinsic motivational skills. Meanwhile, the remaining 22.70% is accounted for with other dimensions not indicated in the present study. Among the

dimensions of extrinsic motivational skills, only identified regulation showed to not influence the leadership skills of the ALS teachers.

Table 3 Influence of the Extrinsic Motivational Skills on Leadership Skills in terms of emotional intelligence.

Motivational Intelligence	Coef. β	Std. Error	t - value	Probability
(Constant)	1.000	0.141	7.106	0.000
External regulation	0.182	0.056	3.268	0.001
Introjected regulation	0.157	0.057	2.756	0.006
Identified regulation	0.013	0.054	0.244	0.807
Integrated regulation	0.351	0.055	6.397	0.000

Multiple $R = 0.773^*$ $F - \text{Value} = 115.508$ Probability = 0.000**, ** = Significant at 1% level

Moreover, this explains that the extrinsic motivational skills of the teachers strengthened their leadership skills as they deal with their learners and other groups of people. As they are highly motivated, they are becoming efficient in leading. Nonetheless, it can be inferred that when they do not have the extrinsic motivational skills it would be difficult for them to implement change in the educational milieu.

Hence, highly motivated teachers can be good leaders (Xiang, 2005). They have the vision to influence others whereby they could change their perspectives and become the sources of inspiration to move further to become productive. This means that they can see the different facets of life which are crucial for changing the community (Bull, 2019).

Statement of the Problem No. 6.

Table 4 Influence of emotional intelligence on the leadership skills of ALS teachers in terms of Administrative

Motivational Intelligence	Unstandardized B	Std. Error	Std. Coef. Beta	t - value	Sig.
(Constant)	1.038	0.194		5.339	0.000
Self-awareness	0.038	0.074	0.035	0.507	0.612
Self-regulation	0.152	0.064	0.143	2.352*	0.019
Motivation	0.479	0.068	0.475	7.089**	0.0000
Empathy	0.088	0.067	0.088	1.315*	0.189

Multiple $R = 0.452$; Prob = 0.000; $F = 64.240^{**}$

The table presents that emotional intelligence significantly influences the leadership skills of ALS teachers in terms of administrative (F -value=64.240**, Probability=0.000). This rejects the hypothesis. Moreover, it shows that 45.20% of the variation of leadership skills in terms of administrative is accounted for by emotional intelligence and 54.80% is associated with other dimensions not included in the study. Motivation was found to be the best predictor at 1% and self-regulation at 5%.

This means that when ALS teachers are highly motivated, they can lead their learners well. It is manifesting that even though the nature of their job is quite challenging, they still go forward because for them the fulfillment of seeing their learners grow is already a big achievement for them.

As a matter of fact, motivated teachers can make a difference in the lives of learners. It is easy for them to implement the programs and activities and have the drive to face the most difficult situation. Through this, they can be certain that things are on the right track and that at the end of the day they are fulfilled enough because they see

everything that they have done for their learners in general (Lubbadeh, 2020).

Statement of the Problem No. 7

Table 5 Relationship between extrinsic motivational skills and leadership skills of ALS teachers

		Admin.	Interpersonal	Conceptual
External regulation	Correlation Coefficient	0.484**	0.458**	0.506**
	Sig. (2-tailed)	0.000	0.000	0.000
Introjected regulation	Pearson Correlation (Sig. (2-tailed))	0.579**	0.523**	0.485**
		0.000	0.000	0.000
Identified regulation	Pearson Correlation (Sig. (2-tailed))	0.459**	0.415**	0.450**
		0.000	0.000	0.000
Integrated regulation	Pearson Correlation (Sig. (2-tailed))	0.606**	0.545**	0.523**
		0.000	0.000	0.000

** Highly significant

The relationship between extrinsic motivational skills and leadership skills of ALS teachers is presented in Table 15 below. It shows that all the dimensions of both variables are highly significant. This association manifested that indeed, as extrinsic motivational skills increased there is an increase in their leadership skills.

The relationship between introjected regulation and administrative is that they have a strong desire to bring changes into the lives of their learners. They could easily manage every situation and even challenges which could hamper their drive to continue their support for students' progress. With a higher interpersonal relation, they could partner with the stakeholders so that problems will easily be given attention.

Statement of the Problem No. 8

Table 6 Relationship between Emotional Intelligence and leadership skills of ALS teachers

Emotional Intelligence		Admin.	Interpersonal	Conceptual
Self-awareness	Correlation Coefficient	0.416**	0.463**	0.543**
	Sig. (2-tailed)	0.000	0.000	0.000
Self-regulation	Correlation Coefficient	0.407**	0.440**	0.478**
	Sig. (2-tailed)	0.000	0.000	0.000
Motivation	Correlation Coefficient	0.537**	0.574**	0.540**
	Sig. (2-tailed)	0.000	0.000	0.000
Empathy	Correlation Coefficient	0.575**	0.573**	0.511**
	Sig. (2-tailed)	0.000	0.000	0.000

** Highly Significant

Table presents the relationship between emotional intelligence and leadership skills. It reveals that there exists a highly significant relationship at the 0.01 level. All the dimensions of emotional leadership showed to have a strong relationship with the leadership skills of ALS teachers. The hypothesis of the study is rejected.

On the aspect of self-awareness, they are becoming efficient in terms of handling their roles and responsibility especially in handling their learners and the clientele. Also, it helped them to have strong interpersonal relationships with the people that surround them. This is also true with conceptual.

In the same manner, self-regulation showed to have a strong relationship with emotional intelligence in terms of administrative, interpersonal, and conceptual. ALS teachers tend to regulate themselves so that they could easily handle every situation. They always looked into solving the problems that made things complicated.

As motivation played a significant role among the teachers, this strengthened their administrative skills as they develop not only their pedagogical skills but also their skills to make themselves ready to develop the skills of their learners. As they are motivated, they could easily perform their duties and responsibilities especially in dealing with other people.

Lastly, they showed empathy for other people. It means that leaders could understand the feelings of other people. Indeed, they could adjust to different situations which will make them someone who is a source of motivation where. Learners and stakeholders could be inspired to make their lives better. Furthermore, the relationship between emotional leadership and leadership skills can be associated with the mere fact that they could be able to understand every situation (Hassan, Jani, Som, Hammid & Azizam, 2015). They have the heart to understand others, especially their learners' needs. Giving them the best of their abilities means that they could make a difference in different facets of life (Hebert, 2010).

Statement of the Problem No. 9

Table 7 Influence of the Extrinsic Motivational Skills on Leadership Skills

Motivational Intelligence	Coef. β	Std. Error	t - value	Probability
(Constant)	1.000	0.141	7.106	0.000
External regulation	0.182	0.056	3.268	0.001
Introjected regulation	0.157	0.057	2.756	0.006
Identified regulation	0.013	0.054	0.244	0.807
Integrated regulation	0.351	0.055	6.397	0.000

Multiple R = 0.773*; F - Value = 115.508 Probability = 0.000**;
** = Significant at 1% level

Table presents the influence of extrinsic motivational skills on leadership skills (F-value=115.508, Probability=0.000**). The hypothesis of the study is rejected. 77.30% of the variation of leadership skills is associated with extrinsic motivational skills. Meanwhile, the remaining 22.70% is accounted for with other dimensions not indicated in the present study. Among the dimensions of extrinsic motivational skills, only identified regulation showed to not influence the leadership skills of the ALS teachers.

Moreover, this explains that the extrinsic motivational skills of the teachers strengthened their leadership skills as they deal with their learners and other groups of people. As they are highly motivated, they are becoming efficient in leading. Nonetheless, it can be inferred that when they do not have the extrinsic motivational skills it would be difficult for them to implement change in the educational milieu. Hence, highly motivated teachers can be good leaders (Xiang, 2005). They have the vision to influence others whereby they could change their perspectives and become the sources of inspiration to move further to become productive. This means that they can see the different facets of life which are crucial for changing the community (Bull, 2019).

Statement of the Problem No. 10

Strengthen the emotional intelligence of ALS teachers through motivation.

Table 8 Intervention Plan

Areas of Concern and Database	Strengthening emotional intelligence through motivation	
Objective	Strengthen the emotional intelligence of ALS teachers through motivation	
Strategies	Conduct seminar-workshop among the ALS teachers in Region XII	
Time Frame	Second Semester 2021-2022	
Persons' Involved	ALS teachers	Speakers (preferably motivational coaches, or guidance counsellors)
Performance Indicator	95%	

Strengthening the emotional intelligence of teachers could make a gargantuan difference in the lives of their learners. Having this means that they could understand the different facets of teaching. The proper way of dealing with learners, clientele, colleagues, and immediate supervisors increases the level of optimism that everything can easily be achieved.

Just recently, emotional intelligence is one of the most essential things that teachers need to consider. The advent of the COVID-19 pandemic has also tested their patience especially in dealing with learners. Knowing that ALS teachers need to travel from one place to another, just to reach out to their learners, this aspect encouraged them to look into the brighter side of the story.

Hence, this intervention plan will eventually exonerate ALS teachers to strengthen their emotional intelligence. Teaching without love has a detrimental effect on students' quest for higher learning. Below is the matrix showing the proposed intervention plan that this study has developed.

7. CONCLUSIONS

Based on the foregoing findings, this study concluded that Alternative Learning System teachers have a high level of emotional intelligence in terms of self-awareness, self-regulation, motivations, and empathy. Thus, they have a big heart for fulfilling their duties. They have also a high degree of extrinsic motivational skills in terms of external regulation, introjected regulation, identified regulation, and integrated regulation. The leadership skills of ALS teachers are also high in terms of administrative, interpersonal, and conceptual thinking skills. It is easy for them to solve the problems and challenges amidst the new normal brought by their present job. Their leadership skills enabled them to handle different situations which gave them the doors of opportunities to make learning available for the Out-Of-School Youth in Region XII. It reveals also in the study that the relationship between emotional intelligence and leadership skills has a very high degree of significance and among the extrinsic motivational skills, self-regulation, motivation, and empathy contribute to influencing the leadership of ALS teachers.

8. RECOMMENDATIONS

This study recommends the following:

1. The Alternative Learning System teachers must sustain their higher level of emotional intelligence in terms of self-awareness to handle their emotions in all aspects of life; self-regulation to handle also situations easily, motivation to surpass every challenge that may come across, and empathy to empathize other people in the organization;
2. They must strengthen, and continue their external motivational skills in turning everything possible, especially in reaching learners, they give hearts to fulfill their duties and responsibilities;
3. More importantly, they must continue the higher level of leadership skills which empowers them to become more effective in leading their learners;
4. The DepEd should conduct training to strengthen the ALS teacher's motivation, empathy, and self-regulation in leading their learners even though the nature of their job is quite challenging.
5. Future researchers must include internal motivational skills as one of the variables of the study; and
6. This study must be published and be presented in the national and international fora.

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