

Emotional Intelligence and Management Effectiveness of School Heads in Eastern Kayapa District: Basis for a Leadership Development Initiative

Lovely Carpio Obniala

Aldersgate College, Inc., Solano, Nueva Vizcaya
lovelycarpio06@gmail.com

ABSTRACT

This study examined the relationship between the emotional intelligence (EI) of school heads and the effectiveness of school management in Eastern Kayapa District to inform a leadership development initiative for the school year 2025-2026. Using a descriptive-correlational research design, the researchers gathered data from 88 respondents, comprising school heads and teachers. The study measured emotional intelligence in terms of self-awareness, self-regulation, empathy, and social skills and assessed school management effectiveness in curriculum and teaching, learning environment, leadership, governance and accountability, human resource and team development, and finance and resource management and mobilization. Results showed that school heads had a very high level of emotional intelligence, with overall median ratings of 3.85 from school heads and 3.90 from teachers. School management was also perceived as highly effective, although teachers generally gave higher ratings than school heads. The correlation results showed significant positive relationships between emotional intelligence and all areas of school management, with correlation coefficients ranging from 0.429 to 0.651 and significance levels of $p < .001$. The findings suggest that emotionally intelligent leadership is strongly associated with effective school management. Based on the results, a training-workshop for both teachers and school heads focusing on emotional intelligence and management effectiveness is proposed.

Keywords: emotional intelligence, school leadership, school management, school heads, descriptive-correlational study, Eastern Kayapa

INTRODUCTION

School heads play an important role in ensuring effective teaching, learning, and school management. Their leadership responsibilities require not only administrative skills but also the ability to understand and manage emotions. Emotional intelligence (EI) is therefore considered an important component of effective school leadership (Gómez-Leal et al., 2021; Angwaomadoko, 2024). In the Philippine education system, school heads are responsible for providing instructional leadership and managing school operations under Republic Act 9155 (2001). These responsibilities require school leaders to effectively work with teachers, learners, parents, and other stakeholders. Recent studies have shown that EI is associated with effective leadership and school management. School heads with stronger EI are better able to develop relationships, manage conflicts, communicate effectively, and support a positive school environment (Sasere & Matashu, 2024; Bacolod, 2025; Gerhardt et al., 2025). A recent systematic review also highlights the importance of EI in educational leadership and its contribution to leadership effectiveness (Mugabekazi et al., 2026). In Eastern Kayapa District, teachers have expressed the importance of school heads who demonstrate emotional intelligence, particularly in understanding teachers' needs, managing conflicts, and maintaining supportive working relationships. However, there remains a need to examine how school heads' EI relates to specific aspects of school management effectiveness within the local context. Thus, this study sought to determine the perceived level of emotional intelligence of school heads, assess their management effectiveness, and determine whether a significant relationship exists between emotional intelligence and school management effectiveness. The findings may provide evidence that may support professional development programs aimed at strengthening emotionally intelligent and effective school leadership.

METHODS

The study used a descriptive-correlational research design. This design was appropriate because the study described the current levels of emotional intelligence and management effectiveness and examined the relationship between the two variables without manipulating them. The study was conducted in Eastern Kayapa District, which consists of 20 public elementary schools, 132 teachers and school heads, and 2,153 learners. The district office is located at Pingkian Central School. The study covered selected schools in the district, including Pingkian Central School, Baan Elementary School, Acacia Elementary School, Babadi Elementary School, San Fabian Elementary School, Binalian Elementary School, Caritas Village Elementary School, Luclucos Integrated School, Macdu Elementary School, Mapayao Integrated School, and Nansiakan Elementary School. A total of 88 respondents participated in the study. Of these, 11 were school heads and 77 were teachers. Purposive sampling was used, with approximately 80% of the accessible public elementary school teacher population included in the study. Two questionnaires were used. The first was an Emotional Intelligence Questionnaire, adopted from Bradberry (2025), which measured four dimensions: self-awareness, self-regulation, empathy, and social skills. The second was a School Management Questionnaire, adopted from DepEd Order No. 7, series 2024. It assessed curriculum and teaching, learning environment, leadership, governance and accountability, human resource and team development, and finance and resource management and mobilization. Both instruments used a four-point Likert scale ranging from one (Highly Not Effective) to four (Highly Effective). Median scores described the perceived emotional intelligence and management effectiveness of school heads. The Pearson Product-Moment Correlation Coefficient (r) was used to determine the relationship between the variables, with statistical tests interpreted at a 5% level of significance.

RESULTS AND DISCUSSION

Table 1

Demographic Profile of the School Heads and Teachers

Variable	Category	f	%
Age Group	30 Years Old and Below	12	13.60
	31 - 35 Years Old	22	25.00
	36 - 40 Years Old	15	17.00
	41 - 45 Years Old	16	18.20
	More than 45 Years Old	23	26.10
Sex	Female	79	89.80
	Male	9	10.20

Present Position	School Head	11	12.50
	Teacher	77	87.50
Years in Service	5 Years and Below	14	15.90
	6 - 10 Years	38	43.20
	11 - 15 Years	14	15.90
	More than 15 Years	22	25.00
Highest Educational Attainment	Undergraduate Degree Holder	47	53.40
	Undergraduate with Graduate Units	28	31.80
	Graduate Degree Holder	13	14.80

The table 1 shows that greatest percentage, 26.10% (23 respondents), is in the more than 45 years old group, second most prevalent age group, 31–35 years old with 26.10% (22 replies), comes in third with 18.20% of respondents are between the ages of 41 and 45, while 17.00% are between the ages of 36 and 40 (15 respondents), 30 years old and under is the smallest category, with only 13.60% (12 responders); with 79 participants (89.80% of the total) being female and only 9 men (10.20%); 11 individuals (12.50%) hold the position of school head, while the remaining 77 (87.50%) are teachers; 38 respondents or 43.20%, falls within the 6-10 years category, those with 5 years and below (14 respondents, 15.90%) and 11-15 years (another 14 respondents, 15.90%) represent equal and smaller shares, while the most experienced group—more than 15 years—accounts for 22 respondents or 25.00%; undergraduate degree holders form the largest group at 47 individuals, accounting for 53.40% of the total sample followed by those with an undergraduate degree plus graduate units, numbering 28 or 31.80%, while graduate degree holders represent the smallest segment with 13 individuals, comprising just 14.80%.

Table 2
Perceived Level of Emotional Intelligence of the School Heads as Perceived by the School Heads and Teachers

Domain	Present Position	Median	IQR	Qualitative Description
Self-Awareness	School Head	3.80	0.200	Very High
	Teacher	3.80	0.800	Very High
Self-Regulation	School Head	4.00	0.400	Very High
	Teacher	3.80	0.800	Very High
Empathy	School Head	4.00	0.200	Very High
	Teacher	4.00	0.800	Very High
Social Skills	School Head	3.80	0.500	Very High
	Teacher	4.00	0.400	Very High
Overall Emotional Intelligence	School Head	3.85	0.300	Very High
	Teacher	3.90	0.650	Very High

Legend. 3.50–4.00 (Very High), 2.50–3.49 (High), 1.50–2.49 (Low), and 1.00–1.49 (Very Low)

Table 2 reveals a high perceived level of emotional intelligence (EI) among school heads, as rated by both school heads themselves and their teachers across all domains. Medians range from 3.80 to 4.00 for both groups, with qualitative descriptions consistently labeled "High," indicating strong agreement on self-awareness (both at 3.80), self-regulation (school heads at 4.00, teachers at 3.80), empathy (both at 4.00), and social skills (school heads at 3.80, teachers at 4.00). The overall EI median is slightly higher from teachers' perspectives (3.90) than school heads' (3.85), accompanied by narrow interquartile ranges (IQR: 0.200–0.800), suggesting minimal variability in perceptions and robust consensus.

Table 3
Level of Effectiveness of School Management as Perceived by the School Heads and Teachers

Domain	Present Position	Median	IQR	Qualitative Description
Curriculum and Teaching	School Head	3.38	0.688	Highly Effective
	Teacher	3.63	0.625	Highly Effective
Learning Environment	School Head	3.50	0.600	Highly Effective
	Teacher	3.70	0.700	Highly Effective
Leadership	School Head	3.75	0.875	Highly Effective
	Teacher	4.00	0.750	Highly Effective
Governance and Accountability	School Head	3.83	0.500	Highly Effective
	Teacher	4.00	0.333	Highly Effective
Human Resource and Team Development	School Head	3.86	0.357	Highly Effective
	Teacher	4.00	0.286	Highly Effective
Financial and Resource Management and Mobilization	School Head	3.29	0.286	Highly Effective
	Teacher	3.57	0.714	Highly Effective

Overall School Management	School Head	3.47	0.409	Highly Effective
	Teacher	3.80	0.472	Highly Effective

Legend. 3.50–4.00 (Highly Effective), 2.50–3.49 (Effective), 1.50–2.49 (Not Effective), and 1.00–1.49 (Highly Not Effective)

Table 3 shows that both school heads and teachers perceive school management across all domains as "Highly Effective," indicating strong consensus. Teachers consistently rated each domain higher than school heads, with the largest differences in leadership (teachers at 4.00 vs. heads at 3.75), governance and accountability (4.00 vs. 3.83), human resource and team development (4.00 vs. 3.86), and overall management (3.80 vs. 3.47); the smallest gap appeared in financial and resource management and mobilization (3.57 vs. 3.29).

Table 4

Spearman Rank Correlation Between the Perceived Level of Emotional Intelligence and Effectiveness of School Management

Variables	A1- Self - Awareness	A2- Self- Regulation	A3- Empathy	A4- Social Skills	EOI- Overall Emotional Intelligence
B1-Curriculum	0.576***	0.600***	0.577***	0.529***	0.611***
B2- Learning Environment	0.529***	0.600***	0.549***	0.511***	0.584***
B3- Leadership	0.429***	0.458***	0.528***	0.482***	0.490***
B4- Governance	0.477***	0.502***	0.515***	0.505***	0.517***
B5- Human Resource and Team Development	0.464***	0.491***	0.589***	0.507***	0.526***
B6- Financial and Resource Management and Mobilization	0.482***	0.467***	0.565***	0.562***	0.524***
OSM	0.597***	0.625***	0.651***	0.601***	0.649***

*Note. *** $p < .001$*

Table 4 reveals strong positive Spearman rank correlations between the perceived level of emotional intelligence (OEI) components—self-awareness (A1), self-regulation (A2) empathy (A3), and social skills (A4)—and all dimensions of school management effectiveness (OSM), as well as the overall OSM score. Specifically, correlations range from moderate to strong, with the highest values observed for self-regulation (A2) and empathy (A3) across most management areas, such as curriculum and teaching (B1: 0.600*** for A2), learning environment (B2: 0.600*** for A2), and overall OSM (0.625*** for A2; 0.651*** for A3). The lowest correlation appears between self-awareness (A1) and leadership (B3: 0.429***), yet all coefficients are statistically significant at $p < .001$, indicating a robust monotonic relationship where higher emotional intelligence perceptions consistently align with enhanced school management effectiveness across domains like governance (B4), human resources (B5), and financial management (B6).

CONCLUSIONS AND RECOMMENDATIONS

The study found that most teachers and school heads in Eastern Kayapa are female, over 45 years old, have 6–10 years of experience, and hold undergraduate degrees, suggesting a need for continuous professional development. School heads demonstrated high emotional intelligence, with strong agreement between their self-assessments and teachers' perceptions. Both groups also rated school management as highly effective, with only minimal differences in their assessments. Furthermore, the study found strong positive correlations between school heads' emotional intelligence and school management effectiveness, although these relationships do not establish causation. Based on these findings, the study recommends conducting training workshops to further strengthen the emotional intelligence and management skills of both teachers and school heads.

RECOMMENDATIONS

Based on the findings, schools may prioritize targeted professional development programs for teachers and school heads to enhance their instructional and leadership capacities. They may also pursue master's and doctoral degrees for personal and professional development. School administrators may institutionalize emotional intelligence development through focused seminars, mentorship programs, coaching sessions, and professional development activities that strengthen self-awareness, empathy, communication, and relationship management. They may also implement organized, data-driven professional development programs, including reflective practice, calibration workshops, and standardized assessment instruments, to improve self-assessment and leadership effectiveness. Finally, school heads may conduct the proposed training workshop for both teachers and school heads to sustain and strengthen their emotional intelligence and management effectiveness.

AI DECLARATION STATEMENT

AI-supported tools helped with grammar and structure in creating this article. No AI tools were used to collect, analyze, or interpret data; all authors are credited for their academic contributions.

REFERENCES

- Angwaomaodoko, E. (2024). Examining the Place and Role of Emotional Intelligence in Effective School Leadership and Administration. *Path of Science: International Electronic Scientific Journal*, Vol 10, No 8. <https://pathofscience.org/index.php/ps/article/view/3247>
- Bacolod, M. B. (2025). School heads' awareness and management of emotional intelligence and instructional leadership competencies. *International Journal of Multidisciplinary Research and Analysis (IJMRAP)*, 7(11), 117. <http://ijmrmap.com/wp-content/uploads/2025/05/IJMRAP-V7N11P117Y25.pdf>
- Carden, J., Jones, R. J., & Passmore, J. (2022). Defining self-awareness in the context of adult development: A systematic literature review. *Journal of Management Education*, 46(1), 140–177. <https://doi.org/10.1177/1052562921990065>
- Gerhardt, K., Bauwens, R., & van Woerkom, M. (2025). Emotional intelligence and leader outcomes: A comprehensive review and roadmap for future inquiry. *Human Resource Development Review*, 24(1), 1–32. <https://doi.org/10.1177/15344843251342689>

- Gómez-Leal, R., Holzer, A. A., Bradley, C., Fernández-Berrocal, P., & Patti, J. (2021). The relationship between emotional intelligence and leadership in school leaders: A systematic review. *Cambridge Journal of Education*, 52(1), 1–21. <https://doi.org/10.1080/0305764X.2021.1927987>
- Grabde, H., Pore, N., Tangapa, B., Maiz, D., & Bauyot, M. (2024). Exploring the Impact of School Heads' Instructional Management, Emotional Intelligence, and Leadership Skills on the Teachers' Work Values. *International Journal of Research and Innovation in Social Sciences*. <https://dx.doi.org/10.47772/IJRIS.2024.806215>
- Mugabekazi, J. C., Mukanziza, J., Nizeyimana, P., & Manirahari, P. (2026). Emotional intelligence in educational leadership: A systematic literature review. *Cogent Education*, 13(1), Article 2615486. <https://doi.org/10.1080/2331186X.2026.2615486>
- Newport International Journal of Current Issues in Arts and Management. (2025). The impact of financial management on school performance. *NIJCIAM*, 6(1), 1–15. <https://nijournals.org/wp-content/uploads/2025/05/NIJCIAM-61-2025-P17.pdf>
- Ogenyi, F.C., Eze, V.H., Ugwu, C.N. (2023). Navigating Challenges and Maximizing Benefits in the Integration of Information and Communication Technology in African Primary Schools. *International Journal of Humanities, Management and Social Science (IJ-HuMaSS)*. Dec 20; 6 (2):101-8.
- Olaivar, R., & Loayon, L. D. (2022). School heads' human resource management practices, teachers' school engagement, and teaching performance. SSRN. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=4235725
- Organization for Economic Co-operation and Development. (2024). Material resources. OECD. <https://www.oecd.org/en/topics/sub-issues/material-resources.html>
- Owens, J. (2015). *Principal and teacher perceptions of instructional leadership and organizational health* [Doctoral dissertation, Baker University]. Baker University Digital Commons. https://www.bakeru.edu/images/pdf/SOE/EdD_Theses/Owens_Jill.pdf
- Paguio, J. P. (2022). Adaptation in the new normal: Middle-aged teaching employees' experiences in a state university. *International Journal of Research and Innovation in Social Science*. <https://rsisinternational.org/journals/ijriss/articles/adaptation-in-the-new-normal-middle-aged-teaching-employees-experiences->
- Panganiban, D. (2025, May 16). Dr. Panganiban urges new school heads to lead with integrity. DepEd Batangas City. <https://depedbatangascity.org/news/dr-panganiban-urges-new-school-heads-to-lead-with-integrity/>
- Pretorius, A. (2021). *Exploring emotional intelligence as a leadership skill for school principals* [Unpublished master thesis]. University of the Free State. http://www.jssshonline.com/wp-content/uploads/2022/11/JSSSH_Vol.8_No.2_2022_246-259_Sr.-No.7.pdf
- Pretorius, A., & Plaatjies, B. (2023). Self-awareness as a key emotional intelligent skill for secondary school principals' leadership toolkit. *Research in Educational Policy and Management*, 5(2), 52-74. <https://doi.org/10.46303/repam.2023.9>
- Pretorius, A., & Plaatjies, B. O. (2022). The potential of emotional intelligence skills amongst school principals to manage conflict. *Journal of Studies in Social Sciences and Humanities*, 8(2), 246-259.
- Punia, N., Dutta, J., & Sharma, Y. (2015). Emotional Intelligence: A Theoretical framework. *International Journal of Scientific and Engineering Research*, 6(5), 967-1006.
- Quintalig, P. A. C. (2025). Emotional intelligence, conflict management styles of school heads and organizational climate of secondary schools. *International Journal on Advanced Management Systems*, 5(5), 109–121.
- Research Rebels. (2025). The beginner's guide to descriptive correlational research that works. <https://research-rebels.com/blogs/get-research-done/the-beginner-s-guide-to-descriptive-correlational-research-that-works>
- Robert, C.H., Jennifer, L.K. & Todd, M. (2023). Analysis for financial management. McGraw-Hill Education.
- RSIS International. (2024). Exploring the impact of school heads' instructional management, emotional intelligence, and leadership skills on the teachers' work values. *International Journal of Research in Social Sciences*.
- Saga, J. G. (2025). A structural model on school management effectiveness. *International Journal of Research in Innovative Social Sciences*, 9(3), 3303-3313. <https://dx.doi.org/10.47772/IJRIS.2025.90300259>
- Salmi J. & D'Addio, A. (2021). Policies for achieving inclusion in higher education. *Policy Reviews in Higher Education*. Jan 2;5(1):47-72.
- Sasere, O. B., & Matashu, M. (2024). Transcending traditional metrics: Evaluating school leadership effectiveness through emotional intelligence and qualitative instruments. *Interdisciplinary Journal of Education Research*, 6, 1–24. <https://doi.org/10.38140/ijer-2024.vol6.34>
- Sebidi SD, Aina AY, Kgwete EM. (2023). Auditing public schools' financial records: A study of financial management from the eyes of relevant stakeholders. *Perspectives in Education*;41(4):237-51.
- Selected Reads. (2025). What is quantitative research according to authors? <https://www.selectedreads.com/what-is-quantitative-research-according-to-authors/>
- Shrank WH, DeParle NA, Gottlieb S, Jain SH, Orszag P, Powers BW, Wilensky GR. (2021). Health Costs And Financing: Challenges And Strategies For A New Administration: Commentary recommends health cost, financing, and other priorities for a new US administration. *Health Affairs*, 40(2):235-42. healthaffairs.org
- Smith, R., Lane, R. D., Alkozei, A., Bao, J., Smith, C., Sanova, A., ... & Killgore, W. D. S. (2022). Higher emotional awareness is associated with greater domain-general reflective cognition. *Scientific Reports*, 12, Article 3419. <https://doi.org/10.1038/s41598-022-071413>
- Stern, C. (2022). *The emotionally strong leader: An inside-out journey to transformational leadership*. Figure 1 Publishing Strum, R. E., Taylor, S. N., Atwater, L. E., & Braddy, P. W. (2014). Leader self-awareness: An examination and implications of women's under-prediction. *Journal Of Organizational Behavior*, 35(5), 657-677. <https://doi.org/10.1002/job.1915>
- Suleman, Q. & Mahmood, (2020). The impact of emotional intelligence on job satisfaction and job performance: A study of public and private sector universities of Khyber Pakhtunkhwa, Pakistan. *International Journal of Educational Management*, 34(6), 1045-1058. <https://doi.org/10.1108/IJEM-06-2019-0219>
- Torres-Macho, J., Fernández-García, J. C., & López-García, E. (2024). Managing school resources and financial competencies of school administrators in the Philippines. *Journal of Educational Administration and Accountability*, 16(3), 45–62.
- Turk, E.W., & Wolfe, Z.M. (2019). Principal's Perceived Relationship Between Emotional Intelligence, Resilience, and Resonant Leadership Throughout Their Career. *International Journal of Educational Leadership Preparation*, 14(1), 147-169. <https://files.eric.ed.gov/fulltext/EJ1218931.pdf>
- U.S. Census Bureau. (2023). Educational attainment in the United States: 2022. <https://www.census.gov/newsroom/press-releases/2023/educational-attainment-data.html>
- Wadasen, R. F. P. (2024). Financial management challenges and best practices of school heads of public high schools. *International Journal for Multidisciplinary Research*, 6(1). <https://doi.org/10.36948/ijfmr.2024.v06i01.13420>
- Yuan, X. (2024). Exploring the role of emotional intelligence in effective school leadership. *Journal of Education and Educational Research*, 9(1), 47-60. <https://drpress.org/ojs/index.php/jeer/article/view/22430/21985>