

# School Heads' Awareness and Management of Emotional Intelligence in Strengthening Leadership Competencies

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**Abstract**—This study, “School Heads’ Awareness and Management of Emotional Intelligence in Strengthening Leadership Competencies,” examined the correlation between school heads’ emotional intelligence (EI) and leadership competencies, focusing on how EI influences key leadership skills. It involved school heads from the 2nd district of DepEd, Division of Quezon as respondents. Findings revealed that they exhibit above-average levels of emotional intelligence awareness, particularly in self-awareness and empathy. Additionally, emotional intelligence management skills, such as relationship management and stress management, were found to be strong predictors of leadership effectiveness. A significant positive correlation was established between EI awareness and leadership competencies, with self-awareness and self-regulation having a notable impact on team management and decision-making. Furthermore, relationship management showed a strong connection with leadership effectiveness, emphasizing the role of interpersonal skills in team unification and trust-building within organizations. In terms of leadership competencies, the study revealed that school heads have above-average proficiency in decision-making, team management, emotional communication, and accountability. Additionally, adaptability to change and stakeholder engagement emerged as critical areas where EI plays a significant role. The findings suggest that school heads who excel in emotional intelligence also exhibit stronger leadership competencies, particularly in fostering collaborative environments, strategic planning, and effective communication. Moreover, emotional intelligence was found to be crucial in stress and conflict management, with stress regulation influencing rational decision-making. Qualitative findings indicated that while school heads recognize the importance of emotional regulation, external pressures and workload challenges hinder effective stress management. Overall, the study confirms that EI significantly strengthens leadership competencies, particularly in decision-making, adaptability, emotional communication, and accountability. The triangulation of quantitative and qualitative data highlights the need for EI training programs to enhance conflict resolution, stress management, and stakeholder engagement among school leaders. Strengthening these areas will contribute to more effective leadership and a positive school environment.

**Keywords**— Emotional intelligence, emotional intelligence awareness, emotional intelligence management, leadership competencies, school heads.

## I. INTRODUCTION

“Leaders’ ability to inspire comes not from their position but from their emotional intelligence—their ability to connect, empathize, and lead with heart. (Maxwell, 2018)

Expectedly leaders must build connections, lead and direct diverse teams, and handle the emotional complexities that arise within the school environment. School heads who possess high emotional intelligence are greatly believed to manage stress as well as build resilient, trusting relationships that causes a series of positive effects in the schools—strengthening morale, enhancing collaboration, and shaping a positive, thriving community (Goleman, Boyatzis, & McKee, 2015)."

In an educational institution where school leaders face relentless challenges ranging from academic success to creating an environment with respect and unity, the role of school is indeed crucial. The traditional, managerial approach is not any more effective in today’s educational landscape. Most studies have built a significant connection between emotional intelligence and leadership effectiveness as Goleman (2015) reiterates that EI is an important trait for school leaders to manage effectively complicated emotional landscapes in schools. School heads are not only regarded as managers or leaders in school but also considered as emotional guides for the staff, teachers and students as well. Leaders with higher EI are better in conflict resolution, and team motivation (Gkonou, Mercer, & Dewaele, 2020). In addition, leaders’ competencies are strengthened that usually lead to an improved school performance. On the contrary, leaders with low emotional intelligence may find it difficult to deal with stress and interpersonal relationships. This has a negative impact to both school climate and academic outcomes (Côté & Miners, 2016).

While most early literatures are concentrated on the broader concept of leadership, there are recent studies that focused on how emotional intelligence positively contributes to educational leadership. Matthews, Roberts, and Zeidner (2018) suggest that emotional intelligence is a versatile tool that educational leaders can use to build resilience and manage the emotional challenges of their roles. Some researchers also suggest that EI can be developed through constant practice and professional development (Zysberg & Schwabsky, 2020). The findings emphasize the significance of school heads becoming fully aware of their emotional intelligence and learn how to manage them effectively to improve their leadership capabilities.

This study “School Heads’ Awareness and Management of Emotional Intelligence in Strengthening Leadership

Competencies," is initiated on the assumption that awareness and management of emotional intelligence among school heads play an important role in strengthening leadership competencies. Understanding how school heads perceive and manage their emotional intelligence can offer new insights into how they lead effectively and establish positive school environment that benefits both students and staff (Fiori & Vesely-Maillefer, 2018). It also seeks to address gaps in understanding how school heads can be emotionally literate to enhance their leadership capabilities and contribute meaningfully to overall school success. Focussing on the ongoing educational leadership challenges, the researcher is of great belief that this study could contribute to the literature by exploring how the awareness, management and development of emotional intelligence can strengthen leadership competencies, leading to more effective school leadership in the present educational set - up (Chin et al., 2020).

Moreover this provides a framework for Emotional Intelligence-Based Leadership Training Program (EILTP) for School Heads. A framework that school heads can utilize in setting goals of improving their EI and strengthening their leadership competencies. Through this leaders can identify their strengths and areas for development in terms of EI setting measurable goals, and tracking progress over time.

### 1.1 Statement of the Problem

Specifically, the study sought to answer the following questions.

1. What is the level of emotional intelligence awareness among school heads, as measured by.
  - 1.1 self-awareness,
  - 1.2 self-regulation
  - 1.3 self -motivation
  - 1.4 empathy, and
  - 1.5 social skills awareness?
2. What is the level of emotional intelligence management among school heads as measured by.
  - 2.1 emotional literacy
  - 2.2 self- concept
  - 2.2 autonomy
  - 2.4 relationship management
  - 2.5 stress management, and
  - 2.6 conflict management?
3. What is the level of leadership competencies among school heads in relation to.
  - 3.1 decision-making skills
  - 3.2 team management
  - 3.3 emotional communication skills
  - 3.4 accountability
  - 3.5 adaptability to change and,
  - 3.6 community and stakeholder engagement
  - 3.7 visionary and strategic thinking?

## II. METHODOLOGY

The study employed the sequential mixed methods which involved collecting and analyzing quantitative data first, followed by qualitative data collection and analysis. This approach allows researchers for a deeper exploration of quantitative findings through qualitative insights. It started by

surveying school leaders to gather quantitative data on their awareness and management of emotional intelligence as well as their leadership competencies. It was followed by the conduct of individual interviews to get into the participants experiences, perceptions, and practices related to emotional intelligence in leadership roles. This design was chosen because it allows the researcher for a systematic and in-depth exploration of the research problem, ensuring that both numerical trends and personal experiences are considered in analyzing the role of emotional intelligence in leadership effectiveness.

## III. RESULT AND DISCUSSION

This chapter discusses the results, findings and discussion of the research data. Specific questions under the statement of the problem were answered in this chapter, supported by tables which present the data gathered about the levels and significant relationships of emotional intelligence awareness and management to leadership competencies of school heads in the six municipalities of the 2nd district of the division of Quezon.

Additionally, it provides details about the analysis of both quantitative and qualitative findings which offer insights on how emotional intelligence influences leadership effectiveness. Statistical interpretations supported by related literature, highlighting key patterns and implications were integrated in each discussion. The research offers a promising perspective on gaining a thorough understanding of the crucial function that emotional intelligence serves in enhancing school leadership. The study addressed the following:

### Level of School Heads Emotional Intelligence Awareness

In this study, the level of school heads emotional intelligence awareness refers to the following components: self- awareness, self -regulations, self-motivation, empathy and social skills awareness.

The following tables show the distribution and percentage of respondents in terms of their emotional intelligence awareness as well as the statements from the survey questionnaire with its mean, standard deviation, verbal interpretation and EIA level of respondents based on their responses to NHS Leadership Toolkit.

TABLE 1. Distribution of the Respondents Emotional Intelligence Awareness in terms of Self- Awareness

Range	Frequency	Percentage	Interpretation	Level
35-50	87	88.78%	<b>Strength</b> for you	Above - average
18-34	11	11.22%	<b>Giving attention</b> to where you are weak/est	Average
10-17	0	0	<b>Development Priority</b> area	Below Average
<b>TOTAL</b>	<b>98</b>	<b>100%</b>		

Interpretation of scores

Level	Verbal Interpretation
35 – 50	Above- average <i>Strength for you</i>
18 – 34	Average <i>Giving Attention to where you feel weak</i>
10 -17	Below Average <i>Make this area a Development Priority</i>

Table 1 presents the distribution of respondents' emotional intelligence awareness in terms of Self-Awareness. Self-awareness is a significant component of emotional intelligence, as it helps leaders to recognize their emotions, understand their influence on decision-making, and regulate their responses effectively.

The results suggest that 87 out of 98 respondents (88.78%) scored within the range of 35-50, which falls on the "Above-Average" level and is interpreted as *Strength* for them. This means that most school heads have a strong self-awareness, meaning they are fully aware of their emotions, recognize their strengths and weaknesses, and can manage their leadership capabilities with clarity. Leaders with strong or high level of self-awareness are more likely to be reflective, flexible, and emotionally intelligent in handling different school leadership challenges.

There are only 11 respondents (11.22%) scored within the range of 18-34, which falls on the "Average" level and is interpreted that a certain area requires attention and improvement. The respondents in this range have a moderate level of self-awareness and may find difficulties in other aspects, such as recognizing emotional prompts or accurately assessing their leadership impact. In this aspect, professional development in emotional intelligence, such as self-reflection activities and coaching sessions, could help them enhance their self-awareness is greatly encouraged.

Notably, none of the respondents (0%) scored within the range of 10-17, which would be classified as "Below Average" or in need of priority development. This means that all school heads in this study possess at least an average understanding of their emotions and their effect on leadership.

The findings indicate that while most school possessed strong self-awareness, there is still a small percentage (11.22%) in this area who need further development. Enhancement of self-awareness through self-reflection exercises, mentoring programs, and targeted training on emotional intelligence can further strengthen school leadership competencies.

Additionally, including self-awareness assessments into leadership evaluation processes can help school heads to further improve their emotional intelligence and effectiveness in leading and managing their schools.

Table 2 presents the level of emotional intelligence awareness in terms of self-awareness among school heads. Among the individual statements, the highest-rated item, "I know when I am happy" (Mean = 4.59), suggests that respondents have a strong awareness of their positive emotions, which is essential for maintaining motivation and a positive leadership outlook. Similarly, "Awareness of my own emotions is very important to me at all times" (Mean = 4.40) further supports their high level of emotional self-recognition.

On the other hand, the lowest-rated statement, "When I feel anxious, I usually can account for the reasons" (Mean = 3.82), indicates that while respondents generally recognize their emotions, there may be instances where understanding the root cause of anxiety is challenging. Likewise, "I always know when I am being unreasonable" (Mean = 3.87) suggests that while self-awareness is present, some individuals may struggle

with recognizing moments of irrationality in certain situations.

TABLE 2. Level of Emotional Intelligence Awareness in terms of Self-Awareness

<i>Statements</i>	<i>Mean</i>	<i>Description</i>
<i>I realize immediately when I lose my temper</i>	3.95	0.99 Often Applies
<i>I know when I am happy</i>	4.59	0.73 Always Applies
<i>I usually recognize when I am stressed</i>	4.17	0.94 Often Applies
<i>When I am emotional, I am aware of this</i>	4.21	0.83 Often Applies
<i>I always know when I am being unreasonable</i>	3.87	0.84 Often Applies
<i>When I feel anxious, I usually can account for the reasons</i>	3.82	0.85 Often Applies
<i>Awareness of my own emotions is very important to me at all times</i>	4.40	0.83 Always Applies
<i>I can tell if someone upset or annoyed me</i>	3.98	0.88 Often Applies
<i>I can let anger 'go' quickly so that it no longer affects me</i>	3.99	0.86 Often Applies
<i>I know what makes me happy</i>	4.35	0.90 Always Applies
<i>Total Mean Score</i>	41	
<i>Verbal Description</i>	<i>Often Applies</i>	
<i>Interpretation/Level</i>	Strength/Above Average	
<i>Verbal Description of the Mean Score</i>		
<i>1.00 - 1.25 - Does not apply</i>		
<i>1.26 - 2.25 - Rarely Applies</i>		
<i>2.26 - 3.25 - Applies half of the time</i>		
<i>3.26 - 4.25 - Often Applies</i>		
<i>4.26 - 5.00 - Always Applies</i>		

Overall, the findings imply that school heads demonstrate a strong capability for recognizing one's emotions, which is a fundamental aspect of emotional intelligence. However, there remains room for improvement in areas such as identifying the sources of stress and managing emotional responses in challenging situations. Enhancing self-awareness through reflective practices and self-assessment tools can further strengthen their leadership effectiveness.

TABLE 3. Distribution of the Respondents Emotional Intelligence Awareness in terms of Self-regulations

Range	Frequency	Percentage	Interpretation	Level
35-50	76	77.55%	Strength for you	Above - average
18-34	22	22.45%	Giving attention to where you are weak/est	Average
10-17	0	0	Development Priority area	Below Average
TOTAL	98	100%		

Interpretation of scores

Level	Verbal Interpretation
35 - 50	Above- average Strength for you
18 - 34	Average Giving Attention to where you feel weak
10 - 17	Below Average Make this area a Development Priority

Table 3 illustrates the distribution of respondents' Emotional Intelligence (EI) awareness in terms of Self-Regulation. The majority of the respondents, 76 out of 98 (77.55%), fall within the *Above Average* category, indicating that self-regulation is a strength for them. This suggests that most school heads demonstrate strong emotional control, adaptability, and the ability to manage impulses effectively.



Meanwhile, 22 respondents (22.45%) belong to the Average category, highlighting areas where they may need to improve their ability to regulate emotions, particularly in high-pressure situations. Notably, none of the respondents scored in the *Below Average* range, meaning that self-regulation is not a major developmental concern for this group.

Overall, these findings suggest that while most respondents exhibit commendable self-regulation skills, targeted interventions or training could further enhance the emotional intelligence of those in the Average category.

TABLE 4. Level of Emotional Intelligence Awareness in terms of Self - regulations

Statements	Mean	SD	Description
<i>I can reframe bad situations quickly</i>	3.87	0.82	Often Applies
<i>I do not wear my heart on</i>	3.71	0.97	Often Applies
<i>Others can rarely tell what kind of mood I am in</i>	3.71	0.91	Often Applies
<i>I rarely 'fly off the handle' at other people</i>	3.77	0.93	Often Applies
<i>Difficult people do not annoy me</i>	3.44	1.04	Often Applies
<i>I can consciously after my frame of mind or mood</i>	3.93	0.78	Often Applies
<i>I do not allow stressful situations or people affect me once I have left work</i>	4.08	0.85	Often Applies
<i>I rarely worry about work or life in general</i>	3.56	0.91	Often Applies
<i>I can suppress my emotions when I need to</i>	3.97	0.87	Often Applies
<i>Others often do not know how I am feeling about things</i>	3.88	0.82	Often Applies
Average Score	38		
SD	.89		
Verbal Description	Often Applies		
Interpretation/Level	Strength/Above-average		

Table 4 presents the respondents' level of emotional intelligence awareness in the aspect of Managing Emotions. The highest-rated statement, "*I do not let stressful situations or people affect me once I have left work*" (Mean = 4.08, SD = 0.85), interpreted as "*Applies most of the times*" implies that respondents have a well-developed coping mechanism, allowing them to maintain emotional balance after work hours. The lowest-rated statement, "*Difficult people do not annoy me*" (Mean = 3.44, SD = 1.04) interpreted as "*Applies most of the times*", indicates that while respondents strive to manage their emotions, they still have difficulty dealing with challenging individuals. The standard deviation (1.04) which is slightly higher than others also suggest variability in responses, that means some individuals struggle more than others in controlling their reactions to difficult people. The overall weighted mean of 3.79 with a standard deviation of 0.89 suggests that respondents generally have a good ability to regulate their emotions.

In summary, the findings with the average score of 38 indicate that respondents have an *Above-average* ability to manage emotions, but challenges remain in handling interpersonal conflicts and difficult situations.

Table 5 presents the distribution of respondents' Emotional Intelligence (EI) awareness in terms of Self-Motivation. The majority of the respondents, 84 out of 98 (85.71%), fall within the *Above Average* category, indicating that self-motivation is a strength for them. This means that most school heads have

strong drive to achieve goals and persistent in the face of challenges, and maintain a positive outlook in their professional responsibilities.

TABLE 5. Distribution of the Respondents Emotional Intelligence Awareness in terms of Self- Motivation

Range	Frequency	Percentage	Interpretation	Level
35-50	84	85.71%	Strength for you	Above - average
18-34	14	14.29%	Giving attention to where you are weak/est	Average
10-17	0	0	Development Priority area	Below Average
TOTAL	98	100%		

Interpretation of scores

Level	Verbal Interpretation
35 – 50	Above- average Strength for you
18 – 34	Average Giving Attention to where you feel weak
10 - 17	Below Average Make this area a Development Priority

Meanwhile, 14 respondents (14.29%) belong to the Average category, suggesting that while they demonstrate some level of self-motivation, there may be areas where they struggle with sustaining enthusiasm or resilience. Notably, no respondents scored in the *Below Average* range, indicating that self-motivation is not a critical concern for this group.

Overall, this suggests that while most respondents exhibit high levels of self-motivation, further development opportunities could be beneficial for those in the Average level to strengthen their ability and focused in their roles.

TABLE 6. Level of Emotional Intelligence Awareness in terms of Self - Motivation

Statements	Mean	SD	Description
<i>I am always motive myself to do difficult tasks</i>	4.09	0.83	Often Applies
<i>I am usually able to prioritize important activities at work and get on with them</i>	4.19	0.83	Often Applies
<i>I always meet deadline</i>	4.14	0.97	Often Applies
<i>I never waste time</i>	3.88	0.90	Often Applies
<i>I do not prevaricate</i>	3.69	0.98	Often Applies
<i>I believe you should do the difficult things first</i>	3.84	0.82	Often Applies
<i>Delayed gratification is a virtue that I hold to</i>	3.77	0.93	Often Applies
<i>I believe in action this day</i>	4.35	0.86	Often Applies
<i>I can always motivate myself even when I feel low</i>	4.04	0.79	Often Applies
<i>Motivation has been the key to my success</i>	4.39	0.86	Always applies
Weighted Mean	4.04		
SD	0.88		
Verbal Description	Often Applies		
Interpretation/Level	Strength/Above average		

Table 6 presents the respondents' level of emotional intelligence awareness in terms of Self-motivation. The highest-rated statement, "*Motivation has been the key to my success*" (Mean = 4.39, SD = 0.86) interpreted as *Often Applies*, suggests that respondents recognize motivation as an important factor in achieving their goals. This indicates a high

level of intrinsic motivation, which is essential for sustained personal and professional growth.

The lowest-rated statement, "*I do not prevaricate*" (Mean = 3.69, SD = 0.98) interpreted also as *Often Applies*, suggests that some respondents occasionally struggle with procrastination or delaying tasks. The standard deviation (0.98) implies variability in responses, indicating that while some individuals manage their time effectively, others may still face challenges in avoiding distractions or postponing responsibilities.

The overall weighted mean of 4.04, with a standard deviation of 0.88, indicates that respondents generally demonstrate a strong ability to motivate themselves, with the verbal interpretation of "*Often Applies*." This suggests that most respondents possess the drive and discipline needed to accomplish their tasks, but there is still room for improvement in certain areas.

Overall, the results indicate that respondents exhibit an *Above-average* level of self-motivation, particularly in completing important tasks and meeting deadlines. However, challenges in managing procrastination and maintaining long-term motivation could be addressed through goal-setting strategies and time management techniques.

These insights suggest that while the respondents are generally *self-motivated*, addressing procrastination and fostering long-term resilience could further enhance their emotional intelligence in this domain.

TABLE 7. Distribution of the Respondents Emotional Intelligence Awareness in terms of Empathy

Range	Frequency	Percentage	Interpretation	Level
35-50	86	87.76%	Strength for you	Above - average
18-34	12	12.24%	Giving attention to where you are weak/est	Average
10-17	0	0	Development Priority area	Below Average
TOTAL	98	100%		

Interpretation of scores Level

35 – 50	Above- average	Verbal Interpretation Strength for you
18 – 34	Average	Giving Attention to where you feel weak
10 -17	Below Average	Make this area a Development Priority

Table 7 presents the distribution of respondents' Emotional Intelligence (EI) awareness in terms of Empathy. The majority of the respondents, 86 out of 98 (87.76%), fall within the *Above Average* category, indicating that empathy is a strong attribute among them. This suggests that most school heads are highly attuned to the emotions and perspectives of others, allowing them to build strong relationships, foster inclusivity, and effectively support their staff and students.

Meanwhile, 12 respondents (12.24%) belong to the *Average* category, suggesting that while they demonstrate empathy, there may be instances where they struggle with fully understanding or responding to the emotional needs of others. Notably, no respondents scored in the *Below Average* range, indicating that empathy is not a major concern for this group.

Overall, these findings highlight that while most respondents exhibit strong empathetic abilities, those in the *Average* category could benefit from further development in active listening and emotional responsiveness.

TABLE 8. Level of Emotional Intelligence Awareness in terms of Empathy

Statements	Mean	SD	Description
<i>I am always able to see things from the other person's point of view</i>	4.06	0.87	Often Applies
<i>I am excellent at empathizing with someone else's problem</i>	3.89	0.85	Often Applies
<i>I can tell if someone is not happy with me</i>	3.94	0.87	Often Applies
<i>I can tell if a team of people is not getting along with each other</i>	4.09	0.81	Often Applies
<i>I can always understand why people are being difficult towards me</i>	3.71	0.89	Often Applies
<i>Other individuals are not difficult just different</i>	4.01	0.83	Often Applies
<i>I can understand why I am being unreasonable</i>	4.13	0.78	Often Applies
<i>I can understand why my actions sometimes offend others</i>	4.04	0.86	Often Applies
<i>I can sometimes see things from others point of view</i>	4.09	0.86	Often Applies
<i>Reasons for disagreement are always clear to me</i>	4.71	0.90	Always Applies
Weighted Mean	4.07		
SD	0.85		
Verbal Interpretation Interpretation/Level	Often Applies		Strength/Above average

Table 8 indicates that the respondents' level of emotional awareness in terms of Empathy. The highest-rated statement, "*Reasons for disagreement are always clear to me*" (Mean = 4.71, SD = 0.90) interpreted as *Always applies* suggests that respondents are highly aware of the underlying causes of conflicts. This indicates a strong cognitive empathy, allowing them to navigate interpersonal disagreements effectively. However, the relatively higher standard deviation (0.90) implies variability in responses, indicating that some individuals may still struggle with consistently identifying reasons for disagreements.

On the other hand, the lowest-rated statement, "*I can always understand why people are being difficult towards me*" (Mean = 3.71, SD = 0.89) interpreted as "*Often Applies*" suggests that while respondents generally display empathy, there are instances where they find it challenging to fully grasp the motivations behind others' difficult behavior. This could indicate that while they understand emotions in general, dealing with conflict or challenging personalities remains an area for improvement.

With the weighted mean of 4.07 and a standard deviation of 0.85, the result indicates a strong level of empathy which is verbally interpreted as "*Always applies*." This suggests that most respondents are capable of understanding others' emotions and perspectives, which is a significant component of emotional intelligence.

Overall, the findings suggest that respondents exhibit an *Above-average* level of empathy, particularly in recognizing emotions in others and understanding interpersonal conflicts.

However, challenges remain in fully comprehending the motivations behind difficult behaviors, which could be further enhanced through active listening and perspective-taking exercises.

TABLE 9. Distribution of the Respondents Emotional Intelligence Awareness in terms of Social Skills Awareness

Range	Frequency	Percentage	Interpretation	Level
35-50	83	84.69%	Strength for you	Above - average
18-34	14	14.29%	Giving attention to where you are weak/est	Average
10-17	1	1.02%	Development Priority area	Below Average
TOTAL	98	100%		

Interpretation of scores

Level	Verbal Interpretation
35 – 50	Above- average Strength for you
18 – 34	Average Giving Attention to where you feel weak
10 -17	Below Average Make this area a Development Priority

Table 9 presents the distribution of respondents' Emotional Intelligence (EI) awareness in terms of Social Skills Awareness. Majority of the respondents, 83 out of 98 (84.69%), fall within the *Above Average* category, indicating that social skills are a strength for them. This suggests that most school heads are effective in building relationships, communicating, and collaborating with others, which are essential traits for successful leadership.

Meanwhile, 14 respondents (14.29%) belong to the *Average* category, implying that while they possess social skills, there may be areas where they struggle with interpersonal interactions, conflict resolution, or team dynamics. Notably, only one (1) respondent (1.02%) falls into the *Below Average* category, indicating a need for significant development in social skills to enhance their ability to interact effectively.

The presence of respondents in the *Average* and *Below Average* categories suggests that some school heads may benefit from targeted training in active listening, emotional regulation, and team collaboration. Implementing professional development programs that focus on effective communication, conflict resolution, and relationship management could help enhance their leadership effectiveness, ultimately contributing to a more harmonious and productive school environment.

Among the statements in Table 10, "*I generally build solid relationships with those I work with*" received the highest mean score (Mean = 4.23, SD = 0.88) interpreted as *Always applies*, indicates that respondents prioritize establishing and maintaining strong relationships with colleagues. This implies a high level of interpersonal competence, which is essential for effective teamwork and leadership. On the other hand, the lowest-rated statement was "*I see working with difficult people as simply a challenge to win them over*" (Mean = 3.81, SD = 1.02) interpreted as "*Often Applies*", indicates that while respondents still agree with the statement, the slightly lower score suggests that they encounter challenges in handling difficult individuals or resolving conflicts. This finding is important because dealing with diverse personalities is an

important component of emotional intelligence in the workplace.

TABLE 10. Level of emotional intelligence awareness in terms of social skills awareness

Statements	Mean	SD	Description
<i>I am an excellent listener</i>	4.20	0.85	Often Applies
<i>I never interrupt other peoples conversation</i>	4.08	0.95	Often Applies
<i>I am good at adapting and mixing with a variety of people</i>	4.17	0.93	Often Applies
<i>People are the most interesting thing in life for me</i>	4.03	1.02	Often Applies
<i>I love to meet new people and get to know what makes them tick</i>	4.05	0.88	Often Applies
<i>I need a variety of work colleagues to make my job interesting</i>	3.82	0.97	Often Applies
<i>I like to ask questions to find out what is important to people</i>	4.16	0.96	Often Applies
<i>I see working with difficult people as simply a challenge to win them over</i>	3.81	1.02	Often Applies
<i>I am good at reconciling differences with other people</i>	4.08	0.96	Often Applies
<i>I generally build solid relationships with those I work with</i>	4.23	0.88	Always applies
Weighted Mean	4.06		
SD	0.94		
Verbal Description	Often Applies		
Interpretation/ Level	Strength Above Average		

The results also indicate that respondents have a strong level of social skills, with a weighted mean of 4.06 and a standard deviation of 0.88, interpreted as "*Often Applies*." It means that respondents are generally skilled in interpersonal interactions, active listening, relationship-building, and adapting to different social settings. Overall, the findings suggest that respondents have an *Above Average* or a strong social skills, which enable them to build meaningful relationships, communicate effectively, and adapt to different social settings. However, further development in managing difficult people and conflict resolution could enhance their emotional intelligence, aligning with existing research on leadership and interpersonal effectiveness.

TABLE 11. Overall Distribution of the Respondents Emotional Intelligence Awareness

Range	Frequency	Percentage	Interpretation	Level
35-50	87	88.78%	Strength for you	Above - average
18-34	11	11.22%	Giving attention to where you are weak/est	Average
10-17	0	0%	Development Priority area	Below Average
TOTAL	98	100%		

Interpretation of scores

Level	Verbal Interpretation
35 – 50	Above- average Strength for you
18 – 34	Average Giving Attention to where you feel weak
10 -17	Below Average Make this area a Development Priority

Table 11 presents the overall distribution of respondents' Emotional Intelligence (EI) awareness. The majority of the respondents, 87 out of 98 (88.78%), fall within the *Above Average* category, indicating that EI is a significant strength



for them. This suggests that most school heads demonstrate strong emotional awareness, self-regulation, motivation, empathy, and social skills, which are essential for effective leadership and decision-making. Meanwhile, 11 respondents (11.22%) belong to the Average category, implying that while they exhibit emotional intelligence, there are specific areas where improvement is needed, such as managing stress, enhancing interpersonal relationships, or resolving conflicts. Notably, no respondents scored in the Below Average range, indicating that EI is not a major area of concern within this group. Overall, these findings highlight that while the majority of school heads possess well-developed emotional intelligence, targeted training or development programs could further strengthen the EI skills of those in the Average category, ensuring more effective leadership and workplace harmony.

TABLE 12. Mean Perception of the Respondents Emotional Intelligence Awareness

EIA Components	Mean	Interpretation	Level
Self-Awareness	41.07	Strength for you	Above -average
Self- Regulations	37.80	Strength for you	Above -average
Self- Motivation	40.44	Strength for you	Above -average
Empathy	39.84	Strength for you	Above -average
Social Skills Awareness	40.54	Strength for you	Above -average
TOTAL	40	Strength for you	Above -average

Interpretation of scores

Level	Verbal Interpretation
35 – 50	Above- average Strength for you
18 – 34	Average Giving Attention to where you feel weak
10 -17	Below Average Make this area a Development Priority

Table 12 presents the Mean Perception of the Respondents' Emotional Intelligence Awareness across its key components. The results indicate that all five components—Self-Awareness (41.07), Self-Regulation (37.80), Self-Motivation (40.44), Empathy (39.84), and Social Skills Awareness (40.54)—fall within the Above Average category, with corresponding interpretations as strengths for the respondents. The overall mean score of 40.00 further reinforces that Emotional Intelligence (EI) is a well-developed attribute among the school heads. These findings suggest that the respondents possess strong self-awareness, effectively regulate their emotions, remain highly motivated, demonstrate empathy, and exhibit strong social skills, all of which are crucial for effective leadership. However, while all components are categorized as strengths, Self-Regulation (37.80) has the lowest mean, indicating a potential area for further enhancement, particularly in managing stress and emotional control in challenging situations. Overall, the results highlight that school heads have a high level of emotional intelligence, contributing positively to their leadership effectiveness and professional interactions.

Overall, the findings of this study support previous research demonstrating that emotional intelligence is a key determinant of leadership effectiveness. However, given the slightly lower score in self-regulation, future training programs could focus on enhancing stress management and impulse control, ensuring that school heads continue to

develop their EI competencies for sustained professional growth and school success.

TABLE 13. Overall Level of Emotional Intelligence Awareness

Components	Mean	SD	Remarks	Total Mean Score	Interpretation/Level
Self-Awareness	4.12	0.87	Often Applies	41	Strength/Above average
Self-Regulations	3.79	0.89	Often Applies	38	Strength/Above average
Self-Motivation	4.04	0.88	Often Applies	40	Strength/Above average
Empathy	4.07	0.85	Often Applies	41	Strength/Above average
Social Skills Awareness	4.06	0.88	Often Applies	41	Strength/Above average
Weighted Mean				4.02	
SD				0.87	
Verbal Description				Often Applies	
Total				40	
Interpretation/Level					Strength/Above average

Table 13 presents the overall level of Emotional Intelligence Awareness of the respondents. It suggests that among the five components of emotional intelligence, Self-Awareness received the highest mean score (Mean = 4.12, SD = 0.87) interpreted as "Often Applies" indicating that respondents are most proficient in recognizing and understanding their own emotions. This suggests that they have a high degree of introspection, allowing them to assess their emotional states and reactions effectively. Furthermore, the table indicates that respondents exhibit an *Above-average* level of emotional intelligence awareness, with a weighted mean of 4.02 and a standard deviation of 0.87, interpreted as "Applies most of the times". This also suggests that respondents generally demonstrate a strong ability to understand and regulate their emotions, motivate themselves, empathize with others, and navigate social interactions effectively.

On the other hand, Managing Emotions received the lowest mean score (Mean = 3.79, SD = 0.89), suggesting that while respondents are generally skilled at handling emotions, they may sometimes struggle with emotional regulation in challenging situations. This aligns with previous findings in Table 2, where statements related to controlling emotions, such as "Difficult people do not annoy me" (Mean = 3.44, SD = 1.04), were rated lower than other aspects of emotional intelligence. Other components, such as Motivating Oneself (Mean = 4.04), Empathy (Mean = 4.07), and Social Skills (Mean = 4.06), also scored relatively high, reinforcing that respondents exhibit strong interpersonal and intrapersonal competencies. Their ability to motivate themselves, understand others' emotions, and engage in effective social interactions contributes to their overall emotional intelligence.

The overall findings suggest that respondents have a solid foundation in emotional intelligence awareness, particularly in self-awareness and empathy. However, the lower score in managing emotions indicates that there may be room for improvement in coping strategies, stress management, and emotional resilience.

Moving forward, training programs on emotional regulation and stress management could enhance the respondents' overall emotional intelligence and further strengthen their interpersonal effectiveness.

#### Level of School Heads' Emotional Intelligence Management

In this study, the level of School Heads Emotional Intelligence Management refers to Emotional Literacy, Self-Concept, Autonomy, Relationship Management, Stress Management and Conflict Management

The following tables show the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of respondents.

TABLE 14. Level of Emotional Intelligence Management in terms of Emotional Literacy

Statements	Mean	SD	Description
<i>I am aware of my emotions even in stressful situations</i>	5.76	1.16	Agree
<i>I can express my emotions clearly to others</i>	5.38	1.27	Agree
<i>I understand how my emotions affect my decisions.</i>	5.88	1.22	Agree
<i>I recognize when my emotions are influencing my behavior</i>	5.79	1.10	Agree
<i>I actively seek feedback from others on how my emotions impact my leadership.</i>	5.52	1.19	Agree
Weighted Mean	5.67		
SD	1.19		
Verbal Description	Agree		
Interpretation/Level	Strength/Above Average		

Table 14 presents the level of Emotional Intelligence Management in terms of Emotional Literacy. The statement, "*I understand how my emotions affect my decisions*" received the highest mean score (Mean = 5.88, SD = 1.22), interpreted as "Agree" indicates that respondents are particularly adept at recognizing the impact of emotions on their choices. This implies that they are mindful of how emotions can shape their judgments, leading to more thoughtful and self-regulated decision-making.

On the other hand, "*I can express my emotions clearly to others*" had the lowest mean score (Mean = 5.38, SD = 1.27) interpreted as "Agree", suggests that while respondents generally agree that they can articulate their emotions, there may still be challenges in effectively communicating emotions in certain situations.

In general, the results indicate that respondents possess an *Above-average* level of emotional literacy, with a weighted mean of 5.67 and a standard deviation of 1.19, interpreted as "Agree." This means that respondents have a strong awareness of their emotions, understand how their emotions influence their decision-making and behavior, and can effectively express their emotions to others. However, targeted training in expressing emotions more clearly could further enhance their leadership and interpersonal effectiveness.

Table 15 presents the level of Emotional Intelligence Management in terms of Self-Concept. The highest-rated item was "*I regularly reflect on my personal and professional growth*" (Mean = 6.00, SD = 1.07), interpreted as "Agree", indicating that respondents prioritize self-reflection as a tool for continuous improvement. This supports the idea that

emotional intelligence is deeply connected to personal insight and the ability to adapt and grow from experiences.

TABLE 15. Level of Emotional Intelligence Management in Terms of Self-Concept

Statements	Mean	SD	Description
<i>I have a clear understanding of my strengths and weaknesses</i>	5.99	1.08	Agree
<i>I am confident in my ability to overcome challenges</i>	5.87	1.01	Agree
<i>I maintain a positive self-image even during setbacks.</i>	5.87	1.04	Agree
<i>I know how my beliefs about myself impact my leadership.</i>	5.92	1.05	Agree
<i>I regularly reflect on my personal and professional growth</i>	6.00	1.07	Agree
Weighted Mean	5.93		
SD	1.05		
Verbal Description	Agree		
Interpretation/Level	Strength/ Above Average		

On the other hand, the lowest-rated statements, though still relatively high and interpreted as "Agree", were "*I am confident in my ability to overcome challenges*" and "*I maintain a positive self-image even during setbacks*" (Mean = 5.87, SD = 1.01 and 1.04, respectively). This suggests that while respondents generally have a strong sense of self-confidence, they may still experience self-doubt or emotional struggles when faced with difficulties.

The results indicate that respondents have a strong and positive self-concept, with a weighted mean of 5.93 and a standard deviation of 1.05, interpreted as "Agree." This suggests that respondents possess an "Above Average" level of self-awareness, confidence, and a clear understanding of their personal and professional growth.

TABLE 16. Level of Emotional Intelligence Management in terms of Autonomy

Statements	Mean	SD	Description
<i>I make decisions independently without relying on others for approval</i>	5.18	1.37	Agree
<i>I take responsibility for my decisions and actions</i>	6.16	1.20	Strongly Agree
<i>I feel confident when making decisions, even in uncertain situations</i>	5.59	1.16	Agree
<i>I resist pressure from others when it conflicts with my values</i>	5.60	1.19	Agree
<i>I evaluate the outcomes of my decisions to improve future decision-making.</i>	5.99	1.23	Agree
Weighted Mean		5.70	
SD		1.23	
Verbal Description		Agree	
Interpretation/Level		Strength/Above Average	

Table 16 presents the level of Emotional Intelligence Management in terms of Autonomy. Among the statements, the highest-rated item was "*I take responsibility for my decisions and actions*" (Mean = 6.16, SD = 1.20) interpreted as "Strongly Agree", highlights that respondents prioritize accountability in their leadership and personal choices. This aligns with the idea that emotionally intelligent individuals take ownership of their actions and use self-regulation to navigate challenges.

On the other hand, the lowest-rated item was "*I make decisions independently without relying on others for*



approval" (Mean = 5.18, SD = 1.37) "Agree", suggesting that while respondents value independence, they may still seek external validation or support when making critical decisions.

The results suggest that respondents have a strong sense of autonomy, with a weighted mean of 5.70 and a standard deviation of 1.23, interpreted as "Agree." This indicates that respondents demonstrate independent decision-making, accountability, and confidence in their choices, which are key aspects of emotional intelligence management. Overall, the result indicates that respondents exhibit a high level of autonomy, confidence, and accountability in their decision-making.

TABLE 17. Level of Emotional Intelligence Management in terms of Relationship Management

Statements	Mean	SD	Description
<i>I am good at resolving conflicts between colleagues or staff.</i>	5.52	1.11	Agree
<i>I build strong and supportive relationships with my colleagues.</i>	5.99	1.15	Agree
<i>I understand how to motivate and inspire my team.</i>	5.87	1.25	Agree
<i>I manage the emotional dynamics in the workplace effectively.</i>	5.77	1.04	Agree
<i>I actively seek to improve my interpersonal skills</i>	5.93	1.23	Agree
Weighted Mean	5.81		
SD	1.16		
Verbal Description	Agree		
Interpretation/Level	Strength/Above Average		

Table 17 presents the level of Emotional Intelligence Management in terms of Relationship Management. The highest-rated statement was "I build strong and supportive relationships with my colleagues" (Mean = 5.99, SD = 1.15) interpreted as "Agree", emphasizing that respondents prioritize meaningful workplace relationships, which are essential for collaboration and a positive work environment.

The lowest-rated statement was "I am good at resolving conflicts between colleagues or staff" (Mean = 5.52, SD = 1.11) interpreted as "Agree", which suggests that while respondents are generally skilled at relationship management, there may be room for improvement in conflict resolution strategies.

The results indicate that respondents exhibit a high level of emotional intelligence in relationship management, with a weighted mean of 5.81 and a standard deviation of 1.16, interpreted as "Agree." This means that respondents are skilled at building relationships, managing conflicts, and fostering a supportive work environment—all of which are key components of effective leadership and teamwork.

Overall, respondents demonstrate *Above-average* level of emotional intelligence in terms of relationship management, particularly in building strong workplace connections, inspiring teams, and improving interpersonal skills. This suggests that enhancing conflict resolution techniques could further strengthen their leadership effectiveness and emotional intelligence management.

Table 18 presents the Emotional Intelligence Management Level in terms of Stress Management. The highest-rated statements were "I use strategies to cope with work-related

stress" (Mean = 5.84, SD = 1.24) and "I encourage my team to adopt stress management techniques" (Mean = 5.84, SD = 1.10) interpreted as "Agree". This indicates that school heads not only manage their own stress effectively but also promote a culture of well-being.

TABLE 18. Level of Emotional Intelligence Management in terms of Stress Management

Statements	Mean	SD	Description
<i>I manage stress effectively in my role as a school head</i>	5.51	1.26	Agree
<i>I maintain my composure when dealing with stressful situations</i>	5.66	1.17	Agree
<i>I balance my work and personal life to minimize stress</i>	5.81	1.13	Agree
<i>I use strategies to cope with work-related stress.</i>	5.84	1.24	Agree
<i>I encourage my team to adopt stress management techniques</i>	5.84	1.10	Agree
Weighted Mean	5.73		
SD	1.18		
Verbal Description	Agree		
Interpretation/Level	Strength/Above Average		

The lowest-rated statement was "I manage stress effectively in my role as a school head" (Mean = 5.51, SD = 1.26), suggesting that while respondents generally handle stress well, they may experience challenges in fully managing the pressures of their leadership roles.

The results indicate that respondents demonstrate a high level of stress management skills, with a weighted mean of 5.73 and a standard deviation of 1.18, interpreted as "Agree." This suggests that respondents are capable of handling stress effectively in their leadership roles, maintaining composure under pressure, and implementing strategies to minimize work-related stress.

Overall, respondents exhibit an *Above-average* emotional intelligence in stress management, particularly in implementing coping strategies, maintaining work-life balance, and fostering a stress-aware team culture.

Providing further leadership stress management training could enhance their ability to handle stress in high-pressure situations.

TABLE 19. Level of Emotional Intelligence Management in terms of Conflict Management

Statements	Mean	SD	Description
<i>I am effective in resolving conflicts between staff members</i>	5.36	1.24	Agree
<i>I approach conflict situations calmly and objectively</i>	5.64	1.35	Agree
<i>I can mediate disagreements and find solutions that satisfy everyone involved</i>	5.54	1.23	Agree
<i>I help others work through their conflicts in a constructive manner.</i>	5.70	1.29	Agree
<i>I encourage open communication to prevent conflicts from escalating.</i>	5.93	1.32	Agree
Weighted Mean	5.63		
SD	1.29		
Verbal Description	Agree		
Interpretation/Level	Strength/ Above Average		

Table 19 presents the level of Emotional Management in terms of Conflict Management. The highest-rated statement

was "I encourage open communication to prevent conflicts from escalating" (Mean = 5.93, SD = 1.32) interpreted as "Agree". This finding indicates that school heads prioritize proactive communication as a key strategy in conflict resolution.

The lowest-rated statement was "I am effective in resolving conflicts between staff members" (Mean = 5.36, SD = 1.24), which, although still rated positively, suggests that some respondents may encounter challenges in fully resolving interpersonal conflicts.

The results indicate that respondents demonstrate a high level of conflict management skills, with a weighted mean of 5.63 and a standard deviation of 1.29, interpreted as "Agree." This suggests that respondents are effective in handling conflicts, maintaining a calm and objective approach, and promoting open communication to prevent disputes from escalating.

Overall, respondents exhibit an *Above-average* emotional intelligence in conflict management, particularly in fostering open communication, mediating disagreements, and maintaining a calm approach in conflicts.

Providing further training in mediation techniques and advanced conflict resolution strategies could further enhance their leadership effectiveness.

TABLE 20. Overall Level of Emotional Intelligence Management

Components	Mean	SD	Description
Emotional Literacy	5.66	1.19	Agree
Self-Concept	5.93	1.05	Agree
Autonomy	5.70	1.23	Agree
Relationship Management	5.81	1.16	Agree
Stress Management	5.73	1.18	Agree
Conflict Management	5.63	1.29	Agree
Weighted Mean		5.74	
SD		1.18	
Verbal Description		Agree	
Interpretation/Level		Strength/ Above Average	

Table 20 provides an overview of the overall level of the respondents' emotional intelligence management across six key components, with a weighted mean of 5.74 and a standard deviation of 1.18, interpreted as "Agree." This suggests that school heads possess above-average emotional management skills, indicating their ability to recognize, regulate, and apply emotional intelligence effectively in leadership and decision-making.

The highest-rated component was the *Self-Concept* (Mean = 5.93, SD = 1.05) interpreted as "Agree". This means that respondents exhibit strong self-awareness regarding their strengths, weaknesses, and professional growth. This also suggests a high self-confidence and resilience in leadership roles.

On the other hand, the lowest-rated component was the *Conflict Management* (Mean = 5.63, SD = 1.29) interpreted as "Agree". While still rated positively, conflict management skills received the lowest mean score. This indicates that some respondents may encounter challenges in resolving staff conflicts or mediating disputes effectively.

Overall, school heads exhibit an *Above-average* emotional intelligence management, particularly in self-concept,

relationship management, and stress management. However, improving conflict resolution skills through targeted training could further enhance their leadership effectiveness.

#### Level of School Heads' Leadership Competencies

In this study, the level of School Heads' Leadership Competencies refer to Decision Making Skills, Team Management, Emotional Communication Skills, Adaptability to Change, Accountability, Community and Stakeholder Engagement and Visionary and Strategic Thinking Skills.

The following tables show the statement, mean, standard deviation remarks and verbal interpretation from the perspectives of respondents

TABLE 21. Level of School Heads' Leadership Competencies in terms of Decision-Making Skills

Statements	Mean	SD	Description
I involve my team in making important decisions	6.37	.95	Strongly Agree
I am confident in making decisions even under pressure	5.88	.83	Agree
My decisions are data-driven and based on factual evidence	6.09	1.09	Agree
I evaluate multiple options before finalizing a decision.	6.17	1.07	Agree
I regularly review the outcomes of decisions to learn and improve	6.11	.97	Agree
Weighted Mean	6.12		
SD	.98		
Verbal Description	Agree		
Interpretation/Level	Strength/Above Average		

Table 21 presents the level of school heads' Leadership Competencies in terms of Decision-Making Skills. The highest-rated Statement was the "Involvement of Team in Decision-Making" (Mean = 6.37, SD = 0.95, *Strongly Agree*). This suggests that school heads actively engage their team in the decision-making process, fostering collaboration, inclusivity, and shared leadership.

On the other hand the lowest-rated statement was "Confidence in Decision-Making Under Pressure" (Mean = 5.88, SD = 0.83, *Agree*). This means that while still rated positively, this score suggests that some school heads may experience challenges in maintaining confidence during high-pressure situations. This indicates the importance of ongoing training in crisis decision-making and adaptive leadership techniques.

Overall, the weighted mean of 6.12 and standard deviation of .98 indicate that school heads possess an *Above-average* leadership competencies in decision-making, particularly in team involvement, evidence-based decision-making, and continuous improvement.

The results suggest that enhancing confidence in high-pressure decision-making scenarios through leadership development programs could further strengthen their effectiveness.

Table 22 presents the school heads' Leadership Competencies in terms of Team Management. With the highest-rated statement "Creating a Positive and Collaborative Team Environment" (Mean = 6.08, SD = 1.10, *Agree*). This suggests that school heads prioritize fostering a

culture of collaboration, teamwork, and shared responsibility. A positive team environment enhances staff motivation, engagement, and overall school performance.

TABLE 22. Level of School Heads' Leadership Competencies in terms of Team Management

Statements	Mean	SD	Description
<i>I create a positive and collaborative team environment.</i>	6.08	1.10	Agree
<i>I delegate tasks effectively, ensuring team members understand their roles</i>	6.02	1.19	Agree
<i>I provide constructive feedback to improve team performance</i>	5.96	1.20	Agree
<i>I resolve conflicts within the team quickly and effectively.</i>	5.93	1.07	Agree
<i>My team is motivated and committed to achieving the school's goals</i>	6.02	1.14	Agree
Weighted Mean	6.00		
SD	1.14		
Verbal Description	Agree		
Interpretation/Level	Strength/ Above Average		

On the other hand, the lowest-rated statement was "*Resolving Conflicts Quickly and Effectively*" (Mean = 5.93, SD = 1.07, Agree). While still rated positively, this rating suggests that some school heads encounter challenges in managing team conflicts efficiently. Conflict resolution training and strategies could further enhance their ability to address disputes constructively.

The result indicates that the level of school heads' leadership competencies in terms of team management has a weighted mean of 6.00 and a standard deviation of 1.14, interpreted as "Agree." This indicates that school heads demonstrate *Above-average* leadership competencies in managing their teams effectively.

Overall, school heads demonstrate Above-average competencies in team management, particularly in creating a positive work environment, effective delegation, and motivating their teams.

Strengthening conflict resolution strategies through targeted training programs could further enhance their leadership effectiveness.

TABLE 23. Level of School Heads' Leadership Competencies in terms of Emotional Communication Skills

Statements	Mean	SD	Description
<i>I actively listen to my staff's concerns and needs.</i>	6.30	1.23	Strongly Agree
<i>I communicate clearly and respectfully with staff, students, and the community</i>	6.30	1.11	Strongly Agree
<i>I manage my emotions effectively when dealing with stressful situations</i>	6.04	.91	Agree
<i>I adjust my communication style based on the emotional state of my staff</i>	6.19	.98	Strongly Agree
<i>My communication helps create a positive and open environment in the school</i>	6.23	1.03	Strongly Agree
Weighted Mean	6.21		
SD	1.05		
Verbal Description	Agree		
Interpretation/Level	Strength/ Above Average		

Table 23 presents the school heads' self-assessment of Leadership Competencies in terms of Emotional Communication Skills. The highest-rated statements were "I

actively listen to my staff's concerns and needs" (Mean = 6.30, SD = 1.23, Strongly Agree) and "I communicate clearly and respectfully with staff, students, and the community" (Mean = 6.30, SD = 1.11, Strongly Agree) These ratings indicate that school heads prioritize active listening and clear, respectful communication, which are critical components of effective leadership.

The lowest-rated statement was "I manage my emotions effectively when dealing with stressful situations" (Mean = 6.04, SD = 0.91, Agree). While still rated positively, this suggests that some school heads may struggle with emotional regulation under pressure. Leadership training on emotional intelligence and stress management could further enhance their communication effectiveness.

The results indicate that the Emotional Communication Skills of the respondents gained a weighted mean of 6.21 and a standard deviation of 1.05, interpreted as "Agree." This indicates that the respondents demonstrate *Above-Average* competency in effectively managing emotional communication within their school communities.

Overall, school heads demonstrate strong emotional communication skills, particularly in active listening, respectful dialogue, and adaptability. Strengthening emotional regulation strategies under stress could further enhance their leadership effectiveness and school climate. Leadership training on emotional intelligence and stress management could further enhance their communication effectiveness.

TABLE 24. Level of School Heads' Leadership Competencies in terms of Adaptability to Change

Statements	Mean	SD	Description
<i>I embrace changes in policies and practices with a positive mind set.</i>	6.03	1.12	Agree
<i>I encourage staff to be flexible and open to new ideas</i>	6.20	1.14	Agree
<i>I quickly adapt to unexpected situations and adjust plans as needed</i>	5.96	1.10	Agree
<i>I lead the school through change by providing clear guidance and support</i>	6.12	1.12	Agree
<i>I actively seek out opportunities for innovation and improvement</i>	6.08	1.11	Agree
Weighted Mean	6.08		
SD	1.12		
Verbal Description	Agree		
Interpretation/Level	Strength/Above Average		

Table 24 presents the level of School Heads' Leadership Competencies in terms of Adaptability to Change. The highest-rated statement was "I encourage staff to be flexible and open to new ideas" (Mean = 6.20, SD = 1.14, Agree). This suggests that school heads actively foster a culture of innovation and adaptability among their staff, which is essential in dynamic educational environments.

On the other hand, the lowest-rated statement, "I quickly adapt to unexpected situations and adjust plans as needed" (Mean = 5.96, SD = 1.10, Agree). While still rated positively, this suggests that some school heads may experience challenges in rapidly adjusting to unforeseen circumstances.

The results indicate that the level of the school heads' leadership competencies in terms of adaptability to change has a weighted mean of 6.08 and a standard deviation of 1.12,



interpreted as "Agree." This means that school heads demonstrate an *Above-average* competency in embracing and managing change within their schools. Overall, school heads demonstrate strong adaptability, particularly in encouraging staff flexibility, leading change initiatives, and seeking innovation.

TABLE 25. Level of School Heads' Leadership Competencies in terms of Accountability

Statements	Mean	SD	Description
<i>I hold myself accountable for the successes and failures of the school</i>	6.10	1.10	Agree
<i>I set clear expectations and hold staff accountable for their roles</i>	6.06	1.01	Agree
<i>I take responsibility for my actions and decisions without placing blame on others</i>	6.18	1.08	Strongly Agree
<i>I ensure that staff members are aware of their responsibilities and the consequences of their actions.</i>	6.19	1.03	Strongly Agree
<i>I foster a culture of accountability and transparency among my team.</i>	6.27	.97	Strongly Agree
Weighted Mean	6.16		
SD	1.04		
Verbal Description	Agree		
Interpretation/Level	Strength/ Above Average		

Table 25 presents the school heads' self-assessment of their Leadership Competencies in terms of Accountability. The highest-rated statement was "*I foster a culture of accountability and transparency among my team.*" (Mean = 6.27, SD = 0.97, *Strongly Agree*). This suggests that school heads highly prioritize openness, integrity, and responsibility within their teams, ensuring that accountability is a fundamental value in school leadership.

On the other hand, the lowest-rated statement was "*I set clear expectations and hold staff accountable for their roles.*" (Mean = 6.06, SD = 1.01, *Agree*). While still rated positively, this suggests that some school heads may face challenges in consistently enforcing accountability among staff. The overall school heads' accountability has a mean of 6.16 and a standard deviation of 1.04, interpreted as "Agree." This indicates that school heads demonstrate above-average competency in fostering a culture of accountability and responsibility within their schools.

In summary, school heads demonstrate an *Above Average* level or strong accountability, particularly in fostering transparency, taking responsibility for their actions, and ensuring staff accountability.

Table 26 presents the school heads' self-assessment of their leadership competencies in terms of their community and stakeholders' engagement. The statement "*I maintain positive relationships with the local community to support school initiatives.*" (Mean = 6.01, SD = 1.17, *Agree*) earned the highest rate or mean. This indicates that school heads recognize the importance of community partnerships in enhancing school programs and student success. On the other hand, the lowest-rated statement was "*I actively participate in community events and encourage staff to do the same.*" (Mean = 5.92, SD = 1.14, *Agree*). While still rated positively, this suggests that some school heads may face challenges in fully engaging in community activities due to time constraints or competing priorities.

TABLE 26. Level of School Heads' Leadership Competencies in terms of Community and Stakeholders' Engagement

Statements	Mean	SD	Description
<i>I regularly engage with parents and the community to gather feedback.</i>	5.96	1.11	Agree
<i>I involve community stakeholders in school decision-making processes</i>	5.93	1.16	Agree
<i>I maintain positive relationships with the local community to support school initiatives</i>	6.01	1.17	Agree
<i>I actively participate in community events and encourage staff to do the same.</i>	5.92	1.14	Agree
<i>I communicate the school's vision and goals clearly to external stakeholders.</i>	5.98	1.25	Agree
Weighted Mean	5.96		
SD	1.17		
Verbal Description	Agree		
Interpretation/Level	Strength/ Above Average		

School heads community and stakeholders' engagement earned a weighted mean of 5.96 and a standard deviation of 1.17, interpreted as "Agree." This suggests that school heads demonstrate an *Above-average* competency in fostering strong relationships with parents, community members, and external stakeholders

In summary, school heads demonstrate strong leadership competencies, *Above -average* level in engaging with the community and external stakeholders.

Table 27. Level of School Heads' Leadership Competencies in terms of Visionary and Strategic Thinking

Statements	Mean	SD	Description
<i>I regularly communicate a clear and inspiring vision for the school that aligns with its goals and values.</i>	6.08	1.12	Agree
<i>I effectively develop long-term plans to address both current and future challenges in the school community.</i>	6.01	1.06	Agree
<i>I actively encourage innovative approaches and creative solutions to improve school programs and student outcomes.</i>	6.05	1.08	Agree
<i>I ensure that the school's activities, resources, and initiatives are aligned with its strategic priorities</i>	6.13	.96	Agree
<i>I anticipate potential opportunities and risks and proactively adjust strategies to achieve the school's vision</i>	6.13	.98	Agree
Weighted Mean	6.08		
SD	1.04		
Verbal Description	Agree		
Interpretation/Level	Strength/ Above Average		

Table 27 presents the school heads' leadership competencies in terms of Visionary and Strategic Thinking Skills. Highest-rated statements were "*I ensure that the school's activities, resources, and initiatives are aligned with its strategic priorities.*" (Mean = 6.13, SD = 0.96, *Agree*) and "*I anticipate potential opportunities and risks and proactively adjust strategies to achieve the school's vision.*" (Mean = 6.13, SD = 0.98, *Agree*). These responses indicate that school heads prioritize strategic alignment and adaptability in their leadership approach.

On the other hand, the lowest-rated statement was "*I effectively develop long-term plans to address both current and future challenges in the school community.*" (Mean = 6.01, SD = 1.06, *Agree*). While still rated positively, this

suggests that some school heads may encounter challenges in creating comprehensive long-term strategies. Overall, the respondents visionary and thinking skills has a weighted mean of 6.08 and a standard deviation of 1.04, interpreted as "Agree." This indicates that school heads demonstrate above-average competency in setting a clear vision, developing strategic plans, and fostering innovation.

In summary, school heads demonstrate *Above – average* level or strong leadership competencies in visionary and strategic thinking.

While school heads excel in communicating vision, aligning initiatives with strategic goals, and fostering innovation, additional focus on long-term strategic planning and risk management strategies could enhance their leadership effectiveness.

TABLE 28. Overall Level of School Heads' Leadership Competencies

Components	Mean	SD	Description
Decision Making Skills	6.12	.98	Agree
Team Management	6.00	1.14	Agree
Emotional Communication Skills	6.21	1.05	Strongly Agree
Adaptability to Change	6.08	1.12	Agree
Accountability	6.16	1.04	Agree
Community and Stakeholder Engagement	5.96	1.17	Agree
Visionary and Strategic Thinking Skills	6.08	1.04	Agree
Weighted Mean	6.09		
SD	1.08		
Verbal Description	Agree		
Interpretation/Level	Strength/Above Average		

Table 28 presents the overall assessment of school heads' leadership competencies. Highest-Rated Component, *Emotional Communication Skills* (Mean = 6.21, SD = 1.05, Strongly Agree) indicates that school heads excel in effectively communicating with staff, students, and stakeholders while managing their emotions in professional interactions.

Lowest-rated component was *Community and Stakeholder Engagement* (Mean = 5.96, SD = 1.17, Agree). While still positive, this suggests that school heads may need to further strengthen their engagement with parents, community members, and external stakeholders.

Overall, the respondents leadership competencies has a weighted mean of 6.09 and a standard deviation of 1.08, interpreted as "Agree." This suggests that school heads possess above-average leadership competencies across different dimensions, demonstrating strong decision-making, team management, emotional communication, adaptability, accountability, stakeholder engagement, and strategic thinking skills.

#### IV. CONCLUSION AND RECOMMENDATION

The correlation analysis confirmed a statistically significant correlation between emotional intelligence awareness and leadership competencies

The correlation analysis further validated that a statistically significant relationship exists between emotional intelligence management and leadership competencies.

The result and findings of the study reject the null hypotheses, affirming that emotional intelligence awareness

and management have significant correlation on leadership competencies.

The qualitative findings supported the quantitative results, highlighting that emotionally intelligent school heads foster a positive school culture, build strong professional relationships, and handle conflicts constructively. School heads acknowledged the positive impact of emotional intelligence in enhancing communication, maintaining composure, and making sound decisions that benefit both teachers and students.

Overall, emotional intelligence is a critical component of school leadership competencies.

Based on the findings and conclusions of this study, the following recommendations are suggested to improve school heads' emotional intelligence (EI) awareness and management to strengthen their leadership competencies:

1. Implementation of Emotional Intelligence Training Programs
  - Develop targeted EI training workshops focused on self-regulation, stress management, and conflict resolution, as these areas showed the most need for improvement.
  - Incorporate case studies, simulations, and peer coaching to enhance practical application.
  - Provide regular refresher courses to ensure continuous improvement in emotional intelligence and leadership skills.
2. Incorporation of EI in Leadership Development Initiatives
  - Integrate emotional intelligence assessment and training into existing professional development programs for school heads.
  - Encourage the use of self-reflection tools such as journaling, coaching sessions, and emotional intelligence self-assessments to improve self-awareness.
  - Establish mentoring programs where experienced school heads can guide and support new or struggling leaders in managing emotions effectively.
3. Enhancing Decision-Making and Communication Strategies
  - Conduct workshops on decision-making under pressure using real-life school leadership scenarios.
  - Strengthen emotional communication skills by providing training on active listening, constructive feedback, and empathetic leadership.

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