

# Emotional Intelligence of Educational Leaders: Basis for Proposed Enhancement Program

Carmelita G. Escaño

Bataan Peninsula State University, Philippines

**Abstract**— Emotional intelligence (EI) plays a crucial role in the leadership effectiveness of educational leaders, influencing decision-making, conflict resolution, and relationship-building within academic institutions. This study examines the emotional intelligence of school principals in the Division of Balanga, Bataan, to determine its impact on their leadership performance and to identify areas for improvement. Using a quantitative research design, data were gathered through a Likert-scale questionnaire assessing key EI components such as self-awareness, self-regulation, motivation, empathy, and social skills. Findings reveal strengths and challenges in the application of emotional intelligence among school leaders, highlighting the need for targeted development programs. Based on the results, a proposed enhancement program is formulated to strengthen EI competencies, thereby fostering more effective leadership practices. The study underscores the significance of emotional intelligence in educational leadership and its potential to improve school management and organizational climate.

**Keywords**— educational leaders, Balanga, emotional intelligence, school management.

## INTRODUCTION

Emotional intelligence has come out as a facet in the aspect of educational leadership, changing the dynamics that supports effective school management. As defined by Shin (2023), Emotions hold significant importance in the workplace, influencing the well-being, motivation, productivity, relationships among colleagues, and the overall culture. Addressing emotional concerns at work involves creating a tool that can identify and manage emotions efficiently.

In the modern educational landscape, school faculty's responsibilities extend beyond administrative tasks to significantly impact the learning environment, interactions between teachers and students, and the safety of the entire school community. Berkovich and Eyal (2020) mentioned that there is a systematic review that investigates the complex relationship between emotional intelligence and school leadership. The authors emphasize that effective school leaders must navigate a variety of emotional landscapes, managing their own emotions while also recognizing and responding to the emotions of staff and students. The findings suggest that emotional intelligence is critical for fostering positive school environments and enhancing educational outcomes. Consequently, for a team to perform optimally, both its members and particularly its leader need to attune themselves to the team's emotional state and requirements. As educational leaders, school faculty are tasked with navigating a multifaceted array of challenges inherent in their role. This includes fostering positive teacher-student

connections and making crucial decisions that influence the educational journey of students in significant ways. Emotional intelligence stands as the pinnacle of achievement, encapsulating awareness, resilience, integrity, interpersonal connections, and valuable job-related competencies.

In addition, the main problem focuses on the understanding of the heartfelt influence of emotional intelligence on the success of school faculty's leadership roles within the ever-evolving outlook of 21st-century education. A central issue pertains to the alignment of school faculty's self-perception of their emotional intelligence and how external evaluations assess it. The discrepancy emphasizes the significance of quantifying their emotional intelligence, as it is believed to support the difficult part of educational leadership.

Moreover, the researcher seeks to reveal how emotional intelligence adds to the creation of a constructive school culture, as functional leadership often leads to a more comprehensive, sympathetic, and encouraging educational environment. This exploration is pivotal in understanding the potential impact of emotional intelligence on the broader school community. Ultimately, the findings of this research have implications for policy development and practice in educational management. Thru elucidating the intricate relationship between emotional intelligence and educational leadership, the research's study aspires to provide insights that can inform leadership development programs, leading to a deeper understanding of the

indispensable role of emotional intelligence in the leadership of schools in the 21st century.

As a consequence, one possible solution involves the development and implementation of comprehensive Emotional Intelligence training programs specifically tailored for school faculty. These programs should include workshops, coaching, and self-assessment tools aimed at improving emotional intelligence competencies. Through investing in such training initiatives, school faculty can enhance their self-awareness and strengthen their ability to self-regulate, empathize, and build better interpersonal relationships. The proposed solutions for enhancing emotional intelligence in educational leadership will benefit school teachers, students, parents, policymakers, educational institutions, researchers, and the broader community by creating more effective, empathetic, and accountable educational environments.

Conducting research on emotional intelligence in educational leadership is strongly supported by various resources and entities. National and international educational legislation and policy documents, such as the "Every Student Succeeds Act" (2015) stated that consuming too much instructional time creates undue stress for educators and students, while UNESCO's "Education 2030 Framework for Action," (2015) Highlighting the importance of teachers, educators, and their institutions as vital collaborators who should actively participate in every phase of policy development, planning, execution, and evaluation. The research offers a vital contribution to the Doctor of Education program by extending wide insights into the difficult relationship between emotional intelligence and effective leadership in the field of educational institutions. Through an in-depth consideration of school faculty's experiences, this study sheds light on the practical outcome of emotional intelligence in decision-making, school climate, and the motivation of teachers and students. The research provides doctoral candidates with an in-depth knowledge of the overview and opportunities that school leaders face in the 21st century, cultivating empathy and self-awareness essential for effective leadership. Furthermore, this topic allows the researcher to bridge the research-practice gap by informing the development of more tailored leadership development programs and influencing education policies and practices, thereby improving their ability to contribute to ingenious and compassionate educational environments.

Moreover, Cohen (2020) explores the impact of emotional intelligence on school leadership effectiveness. He highlights how emotionally intelligent leaders are better equipped to handle conflicts, motivate staff, and create supportive learning environments. Through examining various leadership styles, Cohen illustrates that integrating emotional intelligence into leadership training can significantly enhance the capabilities of educational leaders.

According to Leithwood et. al (2020), emotions may affect the surrounding people if not positively managed. The authors further observed that emotional intelligence enables effective team management, whereby team dynamics are acknowledged, and everyone is given a voice. In addition, the culture of a given place is improved with open communication, where stronger relationships are encouraged.

Furthermore, Morrison and Ronnerman (2021) believe that leaders can use emotional intelligence to build trust and collaboration among staff. The authors emphasize that leaders with high emotional intelligence can foster a positive school culture, ultimately leading to improved student outcomes.

### *Statement of the Problem*

The general problem of the study is how emotional intelligence influence the level of effectiveness of school principals within the City of Balanga Elementary Schools.

Specifically, it aims to answer the following:

1. What is the level of emotional intelligence of the school principal in terms of:
  - 1.1. self-emotional appraisal (SEA);
  - 1.2. others' emotional appraisal (OEA)?
2. How may the following principal related factors be described in terms of:
  - 2.1. academic outcomes;
  - 2.2. decision-making ability;
  - 2.3. avoiding burnout;
  - 2.4. interpersonal relationship?
3. Is there any significant relationship between the principal related factors and the emotional intelligence of the principal?
4. What are the primary challenges faced by school principals in developing and applying emotional intelligence in their leadership roles?
5. What is the specific professional enhancement program maybe proposed based on the findings of the study?

## *Significance of the study*

This study on the role of emotional intelligence of school principals holds significant relevance for the academic community at Balanga Bataan Elementary Schools. For school principals, the study offers valuable insights into how Emotional Intelligence (EI) influences their management effectiveness. Thru understanding the role of EI, principal can develop better strategies for managing their teachers, improving communication, and fostering a supportive work environment. This awareness will help them recognize the importance of self-awareness, empathy, and emotional regulation in their daily management practices, ultimately enhancing their emotional capacity.

This study holds significant value for Educator Preparation Programs (EPPs) as it underscores the critical role of emotional intelligence in the effective leadership of school principals. Thru examining how emotional intelligence impacts various aspects of educational leadership, this research can inform EPPs on essential skills and competencies that future educational leaders should develop. Understanding the role of emotional intelligence can help these programs tailor their curricula to better prepare aspiring school principals for the complexities of school leadership.

Additionally, the study's findings may provide EPPs with insights into the specific emotional intelligence competencies that contribute to successful leadership outcomes. This can guide EPPs in integrating targeted training and development opportunities focused on self-awareness, empathy, resilience, and relationship management into their courses. Moreover, the study's recommendations for an enhancement program could serve as a model for EPPs to adopt or adapt in their own programs, ultimately fostering emotionally intelligent leaders who can create positive and productive learning environments within schools. Faculty members, who directly experience the impact of leadership, will also benefit from this study. It will provide them with a deeper understanding of how EI influences their relationships with academic leaders and colleagues, enabling them to work more effectively within their teams. Moreover, it may encourage faculty to cultivate their own EI, which could lead to better professional relationships and increased job satisfaction. On a broader institutional level, the findings of this research could inform leadership training and professional development programs, helping BPSU and similar institutions foster a more emotionally intelligent management culture. This, in turn, can promote

collaboration, reduce conflict, and increase overall organizational effectiveness.

This study is highly significant for school administrators, as it highlights the impact of emotional intelligence (EI) on effective educational leadership. Thru understanding the role that EI plays in leadership, administrators can gain insights into how their own emotional competencies influence their ability to make decisions, communicate effectively, resolve conflicts, and foster a positive school culture. This awareness is essential for administrators to enhance their leadership capabilities and better support their staff and students.

The findings can also provide administrators with a framework for self-assessment and professional development, helping them identify specific areas where they might benefit from further EI training. Additionally, as the study aims to inform the development of an enhancement program, administrators can use these insights to advocate for or implement training initiatives that support the emotional and professional growth of their leadership teams. Thru prioritizing EI, administrators can create more empathetic, resilient, and collaborative school environments, which can contribute to improved overall school performance and a more supportive atmosphere for all members of the school community.

Moreover, the study is significant also for the for teachers, as it sheds light on how the emotional intelligence (EI) of school principals influences their leadership style and, subsequently, the school environment. Understanding the role of EI in educational leadership can help teachers appreciate the emotional and interpersonal dynamics that contribute to effective school management. When principals demonstrate high levels of emotional intelligence, it can lead to a more positive and supportive workplace, directly impacting teachers' job satisfaction, motivation, and overall well-being.

Furthermore, the study's findings can encourage teachers to advocate for professional development opportunities that focus on emotional intelligence within their schools. Thru recognizing the importance of EI in their principals, teachers may also be inspired to develop their own EI skills, fostering stronger relationships with their colleagues, students, and administrators. Ultimately, emotionally intelligent leadership can contribute to a collaborative and compassionate school

culture where teachers feel valued, understood, and empowered to perform their best in the classroom.

In addition, the study shows significant for the students, as it explores how the emotional intelligence (EI) of school principals can influence the overall school climate, which directly affects their learning experiences. When principals demonstrate high levels of emotional intelligence, they are better equipped to create a positive, supportive, and inclusive school environment. This, in turn, fosters a culture of respect, understanding, and emotional safety, allowing students to feel more comfortable, engaged, and motivated in their academic pursuits.

This study focuses on the role of emotional intelligence (EI) in the educational leadership of school principals within the Division of Balanga, Bataan. It aims to investigate how EI influences various aspects of leadership, including decision-making, communication, conflict resolution, and the ability to foster a positive school environment. The study will utilize a sample of school principals in public elementary schools within the division, ensuring a diverse representation of leadership experiences and challenges. The research will analyze the extent to which principals possess and utilize emotional intelligence in their roles, and how these competencies impact their overall effectiveness as leaders. The data will be gathered using Standard Likert Scale questionnaires to gain a comprehensive understanding of EI in educational leadership.

The study is delimited to elementary public-school principals within the Division of Balanga, Bataan, and will not cover other educational divisions or private schools. It focuses specifically on elementary principals and does not include other administrative staff or teachers in its scope. The study centers on emotional intelligence as the primary variable, and other leadership competencies or personality traits are beyond its scope. Furthermore, while it aims to provide insights for an enhancement program, the study will not involve the actual implementation of such a program but rather offer recommendations based on its findings. Data collection will occur over a defined period, limiting the ability to account for long-term changes or trends in emotional intelligence and leadership effectiveness over time.

## METHODS AND TECHNIQUES

Emotional intelligence in educational leadership: basis for enhancement program employs to glean insightful data. According to Saunders, Lewis, and Thornhill,

(2020) surveys as a quantitative tool allows a structured data collection and provides objective measurement of variables. They highlight the importance of statistical analysis in interpreting survey data and establishing trends or patterns. Furthermore, Rodríguez-López, and Zepeda-López, (2021) used a survey to quantify emotional intelligence among school principals and its correlation with stress management. They state that surveys are valuable in collecting large-scale data, offering a reliable method to measure emotional intelligence across a population of educational leaders.

A structured survey will be developed to assess the elementary principals' emotional intelligence. The survey will include standardized instruments such as the Wong and Law Emotional Intelligence Scale (WLEIS). Wong (2020) asserts that the WLEIS is efficient for capturing workplace-relevant EI dimensions, especially in leadership and organizational studies. Wong also measures various dimensions of EI, including self-Emotional Appraisal (SEA); others' Emotional Appraisal (OEA); principal related factors be described in terms of: enhancing academic outcomes; improving decision-making; and avoiding burnout? Additionally, it will also include the primary obstacle faced by elementary school principals in developing and applying emotional intelligence in their leadership roles?

The population comprises of 10 different elementary school principals from 10 different elementary school within Balanga Bataan area. The sample ideally consist of a diverse selection of school principals, potentially drawn from various primary public schools and representing different demographic backgrounds or leadership experiences.

A suitable sample size might involve a purposive selection of 10 principals, allowing for a comprehensive exploration of experiences and insights regarding emotional intelligence in leadership.

These principals offer a range of perspectives and practices, enriching the quantitative investigation and providing a well-rounded understanding of the role of emotional intelligence in educational leadership across different contexts.

Creswell, (2020) describe quantitative surveys as structured tools that collect numerical data to measure variables and examine relationships across populations, allowing for objective analysis through statistical techniques. They emphasize the role of large sample sizes in achieving generalizable results.

On the other hand, Alshenqeeti, (2021) supports that surveys provide an efficient way to collect quantifiable data, especially in large populations, and are well-suited for statistical analysis that enables researchers to measure and compare responses objectively. This study will use survey method using a standardized self-Emotional Appraisal (SEA); and others' Emotional Appraisal (OEA) instrument which will delve into their experiences, perceptions, and practices concerning the influence of emotional intelligence on their leadership positions.

Camplisson, (2022) mentioned that the process of developing and validating an assessment instrument for measuring emotional intelligence in educational leadership would involve several important steps. One of the initial steps would be to conduct a thorough review of existing theories and frameworks that pertain to emotional intelligence, with a specific focus on its application in educational contexts. Thru utilizing established models, researchers have the opportunity to create an initial set of items or questions that aim to capture various aspects of emotional intelligence relevant to the roles of school principals. Following this, a panel of experts in educational leadership and emotional intelligence can assess the initial instrument for content validity. This evaluation ensures that the items effectively measure the intended constructs.

Afterwards, a pilot test would be conducted with a limited sample of school principals to evaluate the clarity, comprehensibility, and relevance of the instrument. Using the standard survey, the reliability and validity would be implemented. Subsequently, a more extensive study involving a diverse group of school principals would be conducted to further validate the instrument. This validation process would involve statistical analyses to evaluate its psychometric properties, including internal consistency, construct validity, and reliability. These analyses would ensure that the instrument accurately captures the intricacies of emotional intelligence in the context of educational leadership.

The data gathering procedure could entail several structured steps. Initially, securing ethical approvals and participant consent would precede the commencement of data collection. Following this, employing purposive sampling techniques, a diverse selection of elementary school principals would be identified and invited to participate in the study. Standard questionnaire, would be utilized in person allowing for in-depth exploration

of principals' experiences with emotional intelligence in leadership. The data gathered from standard questionnaire, would provide comprehensive insights into the role of emotional intelligence on elementary school principals' experiences within the realm of educational leadership.

The analysis and treatment of data would primarily involve quantitative analysis techniques which will deal on statistical methods. This method involves survey, a quantitative research technique that involves gathering data, analyzing it, and using the results to identify trends or issues.

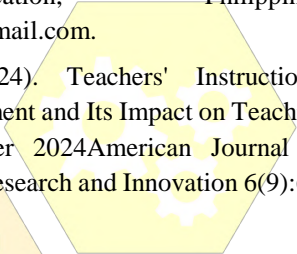
In doing so, researcher can uncover recurring ideas, perspectives, or experiences that are relevant to emotional intelligence in educational leadership.

## REFERENCES

- [1] Bakker, A. B., & Demerouti, E. (2014b). Job Demands-Resources Theory. *Well Being*, 1– 28. <https://doi.org/10.1002/9781118539415.wbwell019>.
- [2] Gallagher, M. (2012). Self-Efficacy. In Elsevier eBooks (pp. 314–320). <https://doi.org/10.1016/b978-0-12-375000-6.00312-8>
- [3] Ames, C. (1992). Achievement goals and the classroom motivational climate. In D. H. Schunk, & J. L. Meece (Eds.), *Student perceptions in the classroom* (pp. 25-57).
- [4] Hillsdale, NJ Lawrence Erlbaum. - References - Scientific Research Publishing. (n.d.). <https://www.scirp.org/reference/referencespapers?referenceid=658726>
- [5] Harwin, A. (2024). Teachers Say the Public Views Them Negatively. *Education Week Article*.
- [6] Akiba, M; Byun, S; and Moran, A. (2024). Do Teachers Feel Valued in Society? Occupational Value of the Teaching Profession in OECD Countries. AERA open access. <https://doi.org/10.1177/23328584231179184>
- [7] The Department of Education Order No. 005 series of 2024. Rationalization of Teachers' Workload in Public Schools and Payment of Teaching Overload. Department of Education (DepEd) [https://www.deped.gov.ph/wp-content/uploads/PDF Apr 29, 2024 — III](https://www.deped.gov.ph/wp-content/uploads/PDF%20Apr%2029,%202024---III).
- [8] Wang, Y. (2024). Exploring the impact of workload, organizational support, and work

engagement on teachers' psychological wellbeing: a structural equation modeling approach. Original research article. Front. Psychol., Sec. Organizational Psychology. Volume 14 - 2023 | <https://doi.org/10.3389/fpsyg.2023.1345740>.

- [9] Kenwal, A. (2023). Impact of Workload on Teachers' Efficiency and Their Students' Academic Achievement at the University Level. Gomal University Journal of Research 39(2):131 DOI:10.51380/gujr-39-02-02.
- [10] Tarraya, H. (2022). Teachers' Workload Policy: Its Impact on Philippine Public School Teachers (Public Policy Analysis and Review). Department of Education, Philippines. hilgertarrayasc@gmail.com.
- [11] Embodo, E. (2024). Teachers' Instructional Workload Management and Its Impact on Teaching Efficacy. September 2024 American Journal of Multidisciplinary Research and Innovation 6(9):63-75.



# UIJRT

ISSN: 2582-6832