

# School Leaders' Emotional Intelligence Expertise in Cultivating Teachers' Pro-Active Interpersonal Behavior Performance

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*Abstract- This study determined the school leaders emotional intelligence expertise and the teachers interpersonal behavior practices and performance of the select public schools in the division of Bohol, Kanlaon City and Bayawan City during the school year 2023-2024. There were fifty nine (59) total respondents. The researcher employed descriptive design using the quantitative and qualitative approach. This study utilized researcher-adapted and modified instruments. There are five questionnaires used. (1) the respondents' profile, the second one is the Genos EI Inventory The Genos EI self-report inventory. The third tool is the interpersonal behavior practices followed by the classroom management practices manifested by the teachers (4) focus group discussion (FGD) interview. As to the level of emotional intelligence of the school heads the data illustrates that school heads "Usually" demonstrate emotional self-awareness. High mean values were observed as well as moderately lower scores in some other values as reflected in the data. Participative interpersonal behavior of teachers, the data highlights that teachers show a strong participative interpersonal behavior. The extent of classroom management practices manifested as to teaching procedure in the aspect of Introduction of the lesson, consistently demonstrate effective lesson introductions, Students' participation level is high. Results demonstrate that classrooms foster a highly engaging atmosphere. the level of emotional expertise manifested by the school heads, as reflected in teacher performance, is generally moderately expressed. It is concluded that there is significant correlation between heads' emotional intelligence and the teachers' interpersonal behavior and performance. Implementation of output will be implemented.*

**Keywords:** Administration and Supervision, School Leaders Emotional Intelligence Expertise, Cultivating Teachers' Pro-active Interpersonal Behavior Practices, Descriptive Design, Bohol and Negros Oriental, Philippines.

## I. INTRODUCTION

### Rationale of the Study

Numerous studies have highlighted the relevance of Emotional intelligence in facilitating interpersonal communication, empathy, conflict resolution, and the formation of meaningful bonds. Understanding how emotional intelligence impacts our interactions with friends, family, colleagues, and acquaintances is crucial to deciphering the complex web of human relationships. In addition to its influence on interpersonal connections, emotional intelligence has proven to be an essential factor in determining personal and professional success. Individuals with higher levels of Emotional Intelligence are often better equipped to cope with stress, adapt to change, and display greater resilience in the face of challenges. Consequently, these individuals tend to experience greater satisfaction and productivity in their careers and are more likely to achieve their goals. (Dr. Umesh U et.al, 2023). The role of Emotional intelligence in an ineffective leadership has been a topic of increasing interest and importance in various fields, including education. School principals, as leaders of educational institutions are expected to possess not only cognitive and technical skills but also emotional competencies that enable them to effectively manage themselves, relate to the subordinates and navigate complex social situations. However, the extent to which EI contributes to leadership effectiveness among school principals, particularly those from urban areas, remains largely unexplored. The role of the educator continues to be a challenge (Carroll et al., 2022). Although some studies have explored the impact of school principals' EI on instructional strategies (Chen & Guo, 2020; Kouhsari et al., 2022) and curriculum implementation (Grobler

et al., 2017; Khokhar et al., 2023), the relationship between perceived principal's EI and teachers' proactive behaviors remains a gap in the literature.

Principals with high levels of emotional intelligence can effectively manage various workplace challenges, in line with Bar-On's assertion that emotional intelligence is a component of non-cognitive abilities or competencies that regulate an individual's response to the situations, demands, and environmental pressures they encounter (Nurdin et al., 2021). A school principal with strong emotional intelligence will be capable of discerning emotional states and expressing them appropriately toward teachers, consciously motivating them to exhibit good work behavior. Emotional factors more significantly influence human relationships within any organization than rational ones. Therefore, emotional intelligence is paramount for human resources within an organization or company. As the builders of the nation's future generations, schools must rely heavily on emotional intelligence because it unconsciously shapes students' character. Consequently, school principals, as primary role models, must possess strong emotional intelligence because it significantly impacts teacher work behavior, affecting teachers' performance. The researchers seek to study school heads emotional intelligence towards teachers interpersonal behavior practices interpersonal quality performance where the performance of the teachers is the most priority.

The researchers had been serving the select schools under study as teachers for many years are concerned with the effect of emotional intelligence to the interpersonal behavior practices and performance of teachers. The result of the study would aid as the basis for the proposal that will be employed by the researchers.

#### Theoretical Background

This study is anchored on the theory of John Mayer, 1990, a psychologist (now at the University of New Hampshire) and Peter Salovey of Yale theorized that a unitary intelligence underlay those other skill sets. They coined the term, emotional intelligence, which they broke down into four "branches": Identifying emotions on a nonverbal level. using emotions to guide cognitive thinking, understanding the

information emotions convey and the actions emotions generate, regulating one's own emotions, for personal benefit and for the common good. This is being supported on Daniel Goleman's emotional intelligence theory. It was popularized in 1995 by psychologist and behavioral science journalist Dr. Daniel Goleman in his book Emotional Intelligence. Goleman's 1995 by psychologist and behavioral science journalist Dr. Daniel Goleman in his book Emotional Intelligence. (1998a, 1998b, 2000, 2013) research on EI undergirded this research. A number of other works, including Bar-On's mixed model, and Salovey and Mayer's ability model of EI, contributed seminal findings to the field of EI and will be discussed in greater detail in Chapter 2. Goleman's (1998a, 1998b, 2000, 2013) focused study on EI in the workplace framed this dissertation. Goleman noted that, "the rules for work are changing," and 12 those rules "[focus] instead on personal qualities, such as initiative and empathy, adaptability and persuasiveness" (Goleman, 1998b, p. 4). Goleman expanded: "emotional competence is particularly central to leadership, a role whose essence is getting others to do their jobs effectively" (Goleman, 1998b, p. 32). With regard to emotional intelligence, Daniel Goleman was not the first to articulate the concept. However, in the double role of psychologist and journalist, Goleman made the elements of emotional intelligence accessible to broad segments of society. His best-selling books beginning with "Emotional Intelligence" (1995) have already changed how some businesses interact with clients and some managers recruit employees. Hiimpact has been even more profound on education. For decades, researchers have studied the reasons why a high IQ does not necessarily guarantee success in the classroom or the boardroom. By the 1980s, psychologists and biologists, among others, were focusing on the important role other skill sets needed to process emotional information played in promoting worldly success, leadership, personal fulfillment and happy relationships. In 1990, psychologists John Mayer (now at the University of New Hampshire) and Peter Salovey of Yale theorized that a unitary intelligence underlay those other skill sets. They coined the term, emotional intelligence, which they broke down into four "branches": Identifying emotions on a nonverbal level. using emotions to guide cognitive thinking, understanding the information emotions convey and the actions

emotions generate, regulating one's own emotions, for personal benefit and for the common good. As a science reporter for the New York Times, Goleman was exposed to Mayer's and Salovey's work and took the concept of emotional intelligence a step further. In his eponymous book from 1995, he argued that existing definitions of intelligence needed to be reworked. IQ was still important, but intellect alone was no guarantee of adeptness in identifying one's own emotions or the emotional expressions of others. It took a special kind of intelligence, Goleman said, to process emotional information and utilize it effectively whether to facilitate good personal decisions, to resolve conflicts or to motivate oneself and others.

Another supporting theory is the theory of interpersonal behavior, also known as the interpersonal theory, is a psychological theory that seeks to understand the dynamics of human interactions and relationships. The theory proposes that individuals have different needs and expectations that guide their behavior in social interactions, and that these needs and expectations influence the way they communicate and relate to others.

The theory of interpersonal behavior was first proposed by Carl Rogers in the 1950s, and it has since been developed and expanded upon by other researchers. The theory is based on the idea that individuals have innate needs for positive self-regard, and that these needs drive their behavior in social interactions. According to the theory, individuals have a need for positive self-regard, and they strive to maintain positive self-concepts by seeking out positive feedback and avoiding negative feedback from others.

One of the key strengths of the theory of interpersonal behavior is its ability to explain the dynamics of human interactions and relationships. The theory proposes that individuals have different needs and expectations that guide their behavior in social interactions, and that these needs and expectations influence the way they communicate and relate to others. This can be a useful lens for understanding the underlying reasons for interpersonal conflicts and for developing strategies for resolving conflicts and improving relationships.

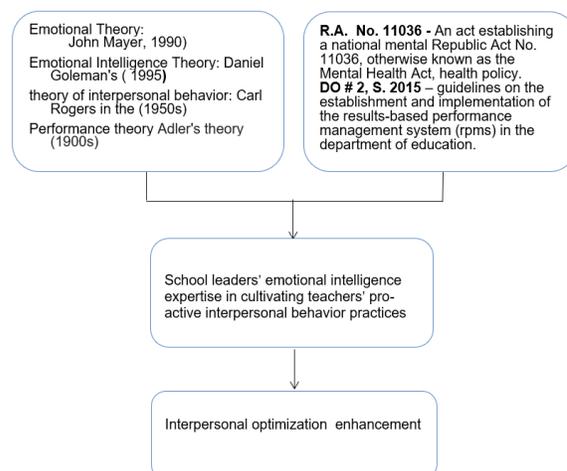


Figure 1 Theoretical Framework of the Study

The theory of interpersonal behavior has been applied in various settings, including counselling and therapy, education, and organizational behavior. Research has shown that the theory can be a valuable tool for understanding and improving interpersonal relationships, and for identifying strategies for resolving conflicts.

Performance theory Adler's theory 1900s. According to Adler, when we are discouraged, we may act in unhealthy ways by competing, withdrawing, or giving up. Adlerian theory is a holistic approach to psychology that emphasizes the importance of overcoming feelings of inferiority and gaining a sense of belonging in order to achieve success and happiness. Adlerian theory purports that humans are social beings and therefore all behavior is socially embedded and has social meaning (Watts, 2000b). Adler emphasized the importance of relationships and being connected to others, including the larger community in which people reside. Adlerian psychology emphasizes the h to create human need and ability to create positive social change and impact. Adler's work stressed the importance of nurturing feelings of belonging and striving for superiority. He held equality, civil rights, mutual respect, and the advancement of democracy as core values.

Republic Act No. 11036 - An act establishing a national mental health policy for the purpose of enhancing the delivery of integrated mental health services, promoting and protecting the rights of persons utilizing psychiatric, neurologic and

psychosocial health services, appropriating funds therefor, and for other purposes." section 1.

The Department of Health (DOH) today signed the implementing rules and regulations of Republic Act No. 11036, otherwise known as the Mental Health Act, which was signed into law on June 20, 2018 and took effect on July 5, that same year.

The State commits itself to promoting the well-being of people by ensuring that: mental health is valued, promoted and protected; mental health conditions are treated and prevented; timely, affordable, high-quality, and culturally- appropriate mental health care is made available to the public; mental health services. DO # 2, S. 2015 – guidelines on the establishment and implementation of the results-based performance management system (rpms) in the department of education. This Department issues the enclosed Guidelines on the Establishment and Implementation of the Results-Based Performance Management System (RPMS) in the Department of Education (DepEd). It aims to provide comprehensive guidelines for the adoption of the Civil Service Commission's (CSC) Strategic Performance Management System (SPMS) in DepEd. These guidelines stipulate the specific mechanisms, criteria and processes for the performance target setting, monitoring, evaluation and development planning for schools and offices, covering all officials and employees, school-based and non- school-based, in the Department holding regular plantilla positions.

These theories, concepts and ideas guided the researcher to formulate the conceptual framework of the study.

## II. THE PROBLEM

### Statement of the Problem

This study determined the school leaders emotional intelligence expertise and the teachers interpersonal behavior performance of the select public schools in the divisions of Bohol, Kanlaon City and Bayawan City during the school year 2023-2024. Findings of the study served as basis for a proposed teachers interpersonal behavior, emotional intelligence expertise of lead as basis for enhancement plan.

Specifically, it sought to answer the following queries:

1. What is the profile of the school heads and teachers in terms of:
  - 1.1 age;
  - 1.2 gender;
  - 1.3 civil status;
  - 1.4 highest educational attainment;
  - 1.5 length in service;
  - 1.6 performance rating and
  - 1.7 relevant trainings, seminars and workshops attended?
2. As perceived by the respondents groups what is the level of emotional intelligence of the school heads in terms of the following dimensions:
  - 2.1 self-awareness;
  - 2.2 expression;
  - 2.3 awareness of others;
  - 2.4 reasoning;
  - 2.5 self-management;
  - 2.7 management of others; and
  - 2.7 self-control?
3. As perceived by the respondent groups, what is the level of the interpersonal behavior of the teachers of the following types in terms of:
  - 3.1 traditional;
  - 3.2 participative; and
  - 3.3 individualistic?
4. As perceived by the teachers, to what extent are their classroom management and performance through practices manifested in the following tasks:
  - 4.1 teaching p
    - 4.1.1 introd e lesson;
    - 4.1.2 students on?
  - 4.2 Practice
    - 4.2.1 teaching integration; and
    - 4.2.2 maintains friendly and conducive to learning
5. Is there a correlation on the school heads' emotional intelligence and teachers interpersonal behavior performance?
6. What are the issues and concerns related to emotional expertise manifested by the school heads in relation to teachers behavior performance?

7. Based on the findings, what enhancement plan can be crafted?

Statement of the Null Hypothesis

Ho2: There is no correlation on the school heads' emotional expertise and teachers interpersonal behavior practices and performance.

Significance of the Study

The study is beneficial to the following:

DEPED- This study gave more visions to the DEPED personnel to include emotional intelligence in the curriculum as well as discussions and trainings not only to school heads but also teachers.

School Administrators. Results helped of advantage and benefit the school administrations because they came to understand how their teaching personnel felt the way they recognized their accomplishment the chance to decide and work cooperatively among the group to build a kind of atmosphere that was supportive or enlightened that will create good relationship in the school community. This study helped improve relationship between the school administration and faculty members to work toward organization betterment.

School officials. This study enhanced involvement of some other school offices especially to programs and projects formulated by the teaching personnel that would helped students' learning experienced in the institution became worth remembering and favorable. Providing situations for growth and development of the well-being of every students in the school do not only concerned the teacher but also the participation of the whole school staff.

Teachers. This study made college teaching personnel realized that the administration needed support and cooperation among them to make school empowered to become an organization who were interested to their needs in order to build an institution where everybody loves to help one another where understanding and trust in the organization would prevail.

Community. The findings was also served as guides to those people who were interested in helping teachers who were mentors of the future generations to support how they built a convenient and happy workplace

where teachers exercised their profession to the highest expectations as per required of them.

Researcher. The results of this study was provided the researcher some insights and understanding on how to deal with people how to help empowered the school, and how to maintain an enlightened and supportive organizational climate as well as how to behave in an acceptable manner to be one of the members of the family worth to be respected and cared.

Future Researcher. This research was a benchmark on their related studies about job satisfaction towards teachers' performance not only in terms of education industry but also as basis for further research in different fields.

Future Researchers. They benefited from this study because they used this as reference and guide to their future studies that have significant relevance to this study.

### III. RESEARCH METHODOLOGY

This section presented the research design, research environment, respondents of the study, instrumentation, data gathering and procedure and data analysis. This research was designed to collect data in order to provide comprehensive responses to the research questions on the school heads emotional intelligence and teachers' interpersonal behavior practices.

Design

The researchers employed descriptive design using the quantitative and qualitative approach in this research study. This frequency distribution research made used of quantitative and qualitative approach and interview method in qualitative approach.

Quantitative data collection methods were entered on the quantification of relationships between variables. Quantitative data gathering instruments established relationship between measured variables. When these methods were used, the researchers were usually detached from the study and the final output was context free.

Qualitative data was concerned with non-statistical methods of inquiry and analysis of social phenomena. It drawn on an inductive process in which themes and categories emerged through analysis or data collected by such techniques such as interviews.

Samples were usually small and were often purposively selected. Qualitative research used detailed descriptions from the perspective of the research participants themselves as a means of examining specific issues and problems under study.

**Flow of the Study**

**Input.** The inputs in the study were the profile of the respondents in terms of age, gender, civil status, highest educational attainment, length in service, performance rating, and relevant trainings/seminars or workshops. Level of emotional intelligence of school heads in terms of emotional self-awareness, emotional expression, emotional awareness of others, emotional reasoning, emotional self-management, emotional

management of others, Emotional Self-Control. The interpersonal behavior practices of the teachers in terms of traditional, Participative, and Individualistic and teachers' classroom management and practices in terms of teaching procedure as to introduction of the lesson and students' participation, practice as to teaching integration and maintains friendly and conducive to learning. Lastly, the interview guide questionnaire.

**Process.** The process of the study included the permission from the schools division superintendent and the principals from each school for the administration of the questionnaire, validating the data, presenting the data including the statistical treatment thereof and analysis and interpretation of data.

**Output.** The results of the data that served as bearing for the interpersonal optimization enhancement, which was served as the output of the study that the researcher was proposed.

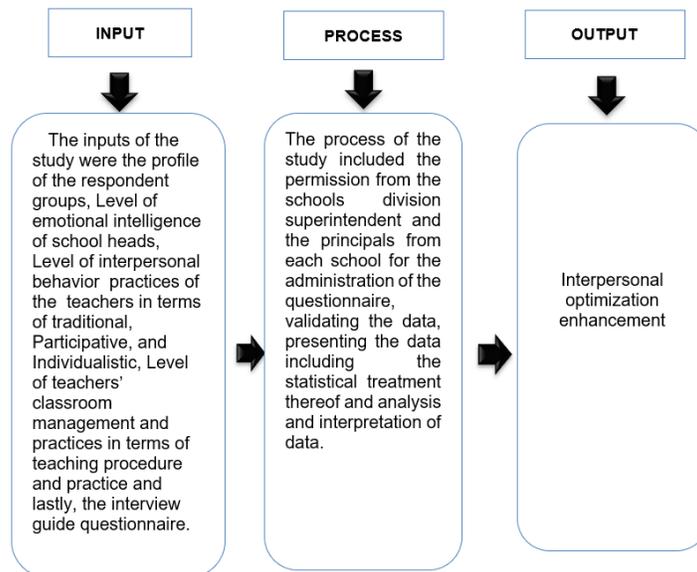


Figure 2 FLOW OF THE STUDY

**Environment**

Calinginan Sur Primary School was established in 1994 situated in Calinginan Sur, Sevilla, Bohol. It is 3 kilometers away from the proper town and 48 kilometers from the the heart of the city. It is a multigrade school offering from Kindergarten to

Grade IV headed by the School Head Mrs. Charlyn S. Morales.

At present, Calinginan Sur Primary School has a population of only thirty one (31) learners with two (2) classrooms, two (2) teachers and one (1) Administrative Aid funded by school MOOE.

Established in 1993, Guinob-an Primary School is located at Purok Centro, Guinob-an, Sevilla, Bohol. It is three kilometers from the town center and is situated alongside the highway.

There are three classrooms at the school. The cluster leader, Mrs. Janet T. Cutin, is currently in charge of managing it. There is a kindergarten teacher, a master teacher for the first and second grades, and a school in charge handling the third and fourth grades. Due to its proximity to two large institutions, enrollment has always been a problem since it was founded. There are currently just 35 students enrolled. Four kindergarten students, seven first-graders, four second-graders, ten third-graders, and ten fourth-graders.

Because of the small population, teachers were able to provide each student individualized attention, and everyone has the chance to take part in all school events. The school has fostered intelligence and good talent. Everyone has benefited from its small population as it has always served as a location for charitable events. Many generous individuals, organizations, and even foreigners stopped by to donate students school materials and other items. Additionally, the school budget is sufficient to meet its needs. Parents, community members, and stakeholders are invited to get involved, especially in larger events that foster collaboration and camaraderie.

Jose B. Cardenas Memorial High School was formerly known as Canlaon City National High School. It was originally established at Barangay Mabigo, Canlaon City without a school site of its own. It only shared / occupied a limited space of the Elementary Campus. The school received the permit to operate on July 23, 1971. Wherein Dr. Marigomen, the superintendent of the Division of Negros Oriental appointed Three (3) Teachers to handle classes and other related activities. By the year 2002, the name Kanlaon City National High School was changed to Jose B. Cardenas Memorial High School thru the Resolution No. 7 series of 2001 as recommended by the Local School Board and unanimously approved as Ordinance No. 02 series of 2002.

Jose B. Cardenas Memorial High School Uptown Campus was nestled in the serene Barangay of Mabigo, Canlaon City, a thriving community known

for its natural beauty and agricultural heritage. Established to serve the educational needs of the city and nearby areas, the campus is strategically located, making it accessible to students from various barangays through public and private transportation. The school occupies a spacious area surrounded by lush greenery, providing a peaceful environment conducive to learning. Its setting, in a slightly elevated area, allows for a refreshing ambiance and a stunning view of the nearby Mount Kanlaon, enhancing its charm and appeal.

At present, the school adopting / localizing the content of the BEC (Basic Education Curriculum) more especially in the Case of TLE (Technology and Livelihood Education) which is indeed a big possibility for advancement considering that it is everyone's desire / objective to uplift his life standards not to be left behind by the growing need of this competitive world. It is for this purpose that TLE has offered specialization subjects as; Computer Literacy, Culinary Arts, Agriculture, Cosmetology, and other Livelihood Programs and income – generating activities, not only to the students alone but also to the community as well if logistic needs and support are at home.

Recently our school was managed by School Principal-1. It has Twenty-four (24) Junior High School Teachers. Six (6) Master Teacher I, three (3) Teacher III, two (2) Teacher II and thirteen (13) Teacher I. We have Academic classrooms. Some are equipped with television and projector that accommodates students learning.

Despite the challenges faced by students residing in remote areas, including traversing uneven terrain and dealing with seasonal weather conditions, the school community remains resilient. The school continues to play a pivotal role in shaping the future of its learners by fostering an environment of inclusivity, innovation, and academic excellence.

Cabancalan is a barrio in the Sevilla Municipality. The school occupies 350 square meters and is accessible by land transportation because it is located about 3 kilometers from the town center.

The school is managed by Mrs. Arlen D. Maluya, the school head, who is in charge of both its strategic direction and daily operations. Cabancalan Primary School currently has three (3) teachers, one (1) support staff member, and forty-six (46) students.

The institution has one makeshift kindergarten room and two regular multigrade classrooms. Adapt the design to the educational requirements of the institution. Every classroom has a smart television, which integrates the latest technology into the curriculum to improve teaching and learning. A more dynamic and captivating learning environment is made possible by this set up.

Even though the school is small, its technical resources and accessibility let it provide high-quality instruction. Modern teaching resources, a small but effective infrastructure, and a dedicated leadership make

Cabancalan Primary School a valuable educational resource in the community.

BAYAWAN NATIONAL HIGH SCHOOL – SENIOR HIGH SCHOOL was established in 2016 as a separate department from Bayawan National High School – Junior High School during the administration of Dr. Anelito A. Bongcawil, Schools Division Superintendent and Mr. Julie L. Espares the school head of Bayawan National High School – Junior High School. The school is the pilot of Senior High School before it was fully implemented in all schools in the city. The situated is situated in the heart of the city.

At present, Bayawan National High School – Senior High School has almost 1864 students with 4 storey 20 CL, 4 storey 16 CL, 4 storey 8 CL and 5 workshops, thirty (55) teachers, three (3) ADAS, one (AO) three (3) security guards from LGU, and five (5) utilities funded by the school MOOW.



Figure 3 Location Map for the Research Site Environment (Bohol Division)



Figure 4 Location Map for the Research Site Environment (Kanlaon & Bayawan Division)

#### Respondents

There were sixty two (62) total respondents headed by five (5) females principal for each school and fifty seven (57) total teaching staff of the five (5) selected public schools of Bohol, Kanlaon City and Bayawan Division.

Displayed below were the schools and the number of respondents involved in this study.

Table 1 Distribution of Respondents

NAME OF SCHOOL	GROUPS OF RESPONDENTS					Percent (%)
	Principal		Teaching Staff		Total	
	M	F	M	F		
Calinginan Sur Primary School	-	1.00	1.00	3.00	5.00	8.07
Guinob-an Primary School	-	1.00		3.00	4.00	6.45
Jose B. Cardenas Memorial High School – Junior & Senior High School	-	1.00	14.00	16.00	31.00	50.00
ENZO NICOLAI T. TEVES HIGH SCHOOL	-	1.00	8.00	8.00	17.00	27.42
Cabancalan, Primary School	-	1.00		4.00	5.00	8.06
TOTAL	-	5.00	23.00	34.00	62.00	100.00

**Instrument**

This study utilized researcher-adapted and modified instruments. The questionnaire was divided into four (4) parts: (1) the respondents’ profile, The second one was the Genos EI Inventory The Genos EI self-report inventory consists of 70 items designed to measure the frequency with which an individual displays emotionally intelligent behaviors across seven dimensions.<sup>1</sup> The items are scored on a five-point Likert scale, from ‘Almost Never’ to ‘Almost Always’. The English reading level of the items has been determined to be associated with a 1 The Genos EI Selection inventory consists of an additional 12 items for the purposes of measuring socially desirable responding. Additionally, the Genos EI Selection inventory is scored on a 7-point Liker scale, with the extra two points corresponding to ‘Never’ and ‘Always’.<sup>2</sup> grade level of 7.4, based on Flesch-Kincaid Grade Level analysis (Flesh, 1948). The normative sample consists of individuals ranging in age from 18 to 76. Thus, the Genos EI inventory is considered applicable to adults (18+) in the workplace. The inventory can produce an inconsistency index score, two socially desirable responding scores, a Total EI score, and seven subscale scores. The names of the seven EI subscales are: 1) Emotional Self-Awareness 2) Emotional Expression 3) Emotional Awareness of Others 4) Emotional Reasoning 5) Emotional Self-Management 6) Emotional

Management of Others 7) Emotional Self-Control In the absence of a very detailed knowledge of the statistical properties. This is being followed Interpersonal behavior practices. This research instrument is designed to measure the level of interpersonal relations which is considered to be an important element in dealing with people. This is one of the dependent variables of the study and this instrument is prepared in a questionnaire. This questionnaire consists of 26 statements. It is being followed by the classroom management practices manifested questionnaire deals with the classroom management practices of teachers, the researcher makes use of the standardized questionnaire developed by Sugai and Colvin (2004) and revised by Washburn, S. (2010). Survey was slightly modified by the researcher to suit the level of the respondents who were rating the teachers. Instrument assessed a variety of classroom management practices such as classroom structure and predictability, classroom expectation, effective instructional delivery, classroom engagement, instructional evaluation, positive interaction, strategies for appropriate behavior, strategies for inappropriate behavior, development of caring and supportive environment, and building responsibility and provision of opportunities to students to improve management skills of teachers.

(4) The guide questions. A self-constructed interview guide is to be used for each focus group discussion (FGD) interview.

#### Data Gathering Procedures

To gather the needed data, the researchers asked a letter of permission from the Schools Division Superintendent to seek approval for the conduct of the study. Permission was secured from each principal or school heads of the respondent-schools to facilitate the identification of the teacher-respondents. Similarly, teachers were given a letter of consent to indicate that they were willing to serve as respondents of the study. The respondents were given a set of questionnaires for the needed data. They were scheduled for personal interviews depending upon the availability of their time and place where they were convenient. The researchers administered the open-ended questionnaires so that follow up questions were raised based on the responses gathered. The researchers personal observations were taken down to validate the answers and the narrations given by the key informants. Hence, this study made use of observations, in-depth interviews, discussions and narrative analysis of the experiences.

Likewise, the filled-out questionnaires were personally gathered by the researchers on the dates scheduled by the respective school heads after consulting with the teacher-respondents and their students.

After which, the data were collated, tallied, and subjected to statistical analysis for further interpretation of data.

#### Statistical Treatment of Data

The gathered data were tabulated for the analysis using the following:

1. Frequency and Simple Percentage was used to determine the profile, distribution of the respondents in the public elementary schools of the three select schools of Samar Leyte Division.
2. The Weighted Mean and Standard Deviation was used to determine the accurate job satisfaction and the teachers' performance.
3. Pearson r correlation coefficient using SPSS was used to determine the relationship between job satisfaction towards teachers' performance.

4. Chi-square test was used to determine the significant relationship between teachers' level of emotional intelligence towards teachers' performance.

#### Scoring Procedure

In order to determine the level of school heads emotional intelligence in terms of emotional expression and teachers' the following ranges and categories are to be used.

The interpretations of findings were based on the following parameters:

#### A. LEVEL OF EMOTIONAL INTELLIGENCE OF SCHOOL HEADS

Scale	Range	Adjective Rating	Verbal Description
5	4.21 – 5.00	– Almost Always	Aware of his actions always
4	3.41 – 4.20	– Usually	Aware regularly
3	2.61 – 3.40	– Sometimes	Occasionally aware
2	1.81 – 2.60	– Seldom	Rarely aware
1	1.00 – 1.80	– Almost Never	Not aware

#### B. LEVEL OF INTERPERSONAL BEHAVIOR OF TEACHERS'

Scale	Range	Category
5	4.21 – 5.00	Always
4	3.26 – 4.00	Most of the time
3	2.51 – 3.25	Half of the time
2	1.76 – 2.50	Less than half of the time
1	1.00 – 1.75	Never

#### IV. DEFINITION OF TERMS

In view having a common frame of understanding among readers, the following terms are defined operationally:

To avoid confusion and misinterpretation, the following terms are defined operationally.

**Administration and Supervision.** The administration is all about defining the policies and goals of an organization while supervision is all about overseeing works and processes.

**Descriptive design.** It is a strategy that teaches the concepts behind context specific vocabulary by using high-frequency, reusable, common words.

**Level of emotional wisdom.** It is the ability to understand, use, and manage your own emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges and defuse conflict.

**Emotional Self-Awareness (ESA).** Measures the relative frequency with which an individual consciously identifies their emotions at work. It also represents the frequency with which an individual is aware that their emotions may motivate or affect their thoughts and behavior at work.

**Emotional Expression (EE).** Measures the relative frequency with which an individual expresses their emotions in an appropriate way at work. Appropriate, in this context, implies the right way, at the right time, and to the right people.

**Emotional Awareness of Others (EAO).** Measures the relative frequency with which an individual identifies the emotions expressed by others in the workplace. The emphasis is on the awareness of both verbal and non-verbal expressions of emotions by others. Further, there is also an emphasis on understanding the nature of the emotions that may motivate or affect the behaviours of others at work.

**Emotional Reasoning (ER).** Measures the relative frequency with which an individual incorporates emotionally relevant information in the process of decision making or problem solving at work.

**Emotional Self-Management (ESM).** Measures the relative frequency with which an individual manages their own emotions at work, successfully. A substantial emphasis is placed upon the successful

adjustment to negative emotional states at work, although there is some focus relevant to the engagement in activities to maintain a positive emotional state while at work. Emotional Self-Management often involves moving on from an emotional set-back, rather than dwelling or ruminating over the situation.

**Emotional Management of Others (EMO).** Measures the relative frequency with which an individual manages the emotions of others at work, successfully. Actions taken to motivate colleagues or subordinates are included within this subscale, as are demonstrations of modifying the emotions of others for their own personal betterment at work. Emotional Management of Others involves creating a positive working environment for others, or specifically helping an individual resolve an issue that is causing them distress.

**Emotional Self-Control (ESC).** Measures the relative frequency with which an individual controls their strong emotions appropriately in the workplace.

**Enhancement Plan.** It means that the plan under which End-Users are eligible to receive enhancements to the Software Product.

**Interpersonal behaviors -** refers to how individual teacher deals with other teachers in the group. It shows how they relate socially within the group. They might be Traditional (T); Participative (P) or Individualistic (I). Traditional individuals have high standards of conduct that are best exemplified.

Participative styles of interpersonal relations are caring about people and serving others are high on this group of teachers.

Individualistic the other style of interpersonal relations where individuals manifested love of freedom and personal independence.

**Interpersonal behavior enhancement plan.** The output of the study.

**Performance.** It is defined as how an employee fulfills their job duties and executes their required tasks. It refers to the effectiveness, quality, and efficiency of

their output. Performance also contributes to our assessment of how valuable an employee is to the organization.

Teaching Commitment. It emphasizes that teacher commitment is their contribution to student achievement and school goals, and in turn in creating quality education.

Teachers' Performance. It is a demonstrated impact on students' learning as established through student achievement test scores and observed pedagogical practices.

Content knowledge and policy. Pedagogical content knowledge is a type of knowledge that is unique to teachers, and is based on the manner in which teachers relate their pedagogical knowledge (what they know about teaching) to their subject matter knowledge (what they know about what they teach).

Learning Environment. These are places where people learn. It can include physical spaces such as classrooms, schools, or workplaces

Curriculum and planning. Curriculum planning is a complex process where faculty define intended learning outcomes, assessments, content and pedagogic requirements necessary for student success across an entire curriculum.

Assessment and reporting. These variables must be defined in accordance to the statements stipulated in the tool from the division office submitted by the researcher.

## V. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

### RESPONDENTS PROFILE

#### School Heads and Teachers

Understanding the demographic and professional profiles of the respondents is crucial in interpreting their perspectives and behaviors within the educational environment. The data in this section provide insights into the age, gender, civil status, educational attainment, length of service, performance rating, and the nature of trainings attended by the

school heads and teachers involved in the study. These characteristics offer foundational context to understand how individual and collective backgrounds may relate to emotional intelligence and interpersonal behavior practices.

Table 2 Age

Age	<i>f</i>	%
over 55 years old	5	8.06
51 – 55 years old	4	6.45
46 – 50 years old	7	11.29
41 – 45 years old	9	14.52
36 – 40 years old	12	19.35
31 – 35 years old	12	19.35
25 – 30 years old	9	14.52
Under 25 years old	4	6.45
Total	62	100.00
Average		38.86
Std Dev		9.23

The data in Table 2 illustrates that the respondents come from a wide age range, with the majority (38.7%) falling between the ages of 31 and 40. This suggests a workforce that is relatively young to mid-career, with an average age of approximately 39 years. The presence of both early-career professionals (under 30) and those nearing retirement age (over 50) indicates a diverse age distribution, which may influence workplace dynamics, openness to change, and adaptation to emotional intelligence strategies. Mid-aged professionals may play a pivotal role in balancing traditional and modern interpersonal practices.

Table 3 Gender

Gender	<i>f</i>	%
Male	23	37.10

	39	62.90
Female		
Total	62	100.00

From the data shown in Table 3, it is evident that the teaching and leadership workforce is predominantly female (62.90%). This reflects the continuing trend in the education sector where female professionals often outnumber their male counterparts. Gender dynamics can influence communication styles, emotional labor, and interpersonal relationships, which are key in exploring emotional intelligence and proactive behaviors in schools.

Table 4 Civil Status

Civil Status	<i>f</i>	%
Single	10	16.13
Married	51	82.26
Separated	0	0.00
Widow/Widower	1	1.61
Single Parent	0	0.00
Total	62	100.00

Table 4 highlights that most respondents are married (82.26%). Marital status may influence emotional stability, interpersonal interactions, and workplace commitments. Being in a stable family environment may contribute to more mature emotional responses and supportive behaviors in a professional setting, reinforcing the importance of emotional intelligence in collaborative environments.

Table 5 Highest Educational Attainment

Highest Educational Attainment	<i>f</i>	%
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Doctorate Degree	1	1.61
Master's Degree	20	32.26
Bachelors Degree	41	66.13
Total	62	100.00

The data in Table 5 illustrates that most respondents hold a Bachelor's degree (66.13%), with a significant portion also having attained a Master's degree (32.26%). The relatively high educational qualifications may reflect a workforce with a solid academic foundation, capable of understanding and applying advanced interpersonal and emotional strategies. This can enhance receptiveness to leadership styles that promote emotional intelligence and proactivity.

Table 6 Length of Service

Length of Service	<i>f</i>	%
above 36 years	0	0.00
31 – 35 years	0	0.00
26 – 30 years	2	3.23
21 – 25 years	3	4.84
16 – 20 years	7	11.29
11 – 15 years	16	25.81
6 – 10 years	21	33.87
2 – 5 years	11	17.74
1 year and below	2	3.23
Total	62	100.00
Average		10.77

Table 6 highlights that most respondents have served between 6 to 15 years in the profession, with an average service length of 10.77 years. This suggests that the respondents are experienced but still in their developmental prime professionally. Such tenure

allows for both exposure to different leadership styles and the opportunity to reflect on how emotional intelligence plays a role in shaping interpersonal behavior across different career stages.

Table 7 Performance Rating

Performance Rating	<i>f</i>	%
Outstanding(Above 93)	17	27.42
Very Satisfactory(75-92)	43	69.35
Satisfactory(50-74)	2	3.23
Moderately Satisfactory(30-49)	0	0.00
Unsatisfactory(10-29)	0	0.00
Total	62	100.00
Average		85.41

From the data shown in Table 7, a significant portion of respondents were rated as “Very Satisfactory” (69.35%), with a notable 27.42% achieving “Outstanding.” The high performance ratings reflect a competent and motivated workforce. Such levels of performance may be influenced by effective leadership and emotionally intelligent school heads who foster positive interpersonal behaviors and professional growth.

Table 8 Related Trainings and Seminars Attended

Relevant Trainings/Seminars Attended	<i>f</i>	%
National	11	17.74
Regional	14	22.58
Local	51	82.26
Total	76	122.58

The data in Table 8 illustrates that a majority of the respondents have attended local trainings (82.26%), with a smaller percentage participating in regional and national programs. While this shows strong participation in community-level professional

development, it also suggests potential for broader exposure to national best practices in emotional intelligence and interpersonal skills training. Enhancing access to higher-level training can further strengthen teacher responsiveness to emotionally intelligent leadership.

## VI. LEVEL OF EMOTIONAL INTELLIGENCE OF THE SCHOOL HEADS

Understanding the level of emotional intelligence (EI) among school heads provides insight into how they perceive, regulate, and utilize emotions in a professional setting. Emotional intelligence plays a crucial role in shaping leadership behavior and influences how school leaders guide, motivate, and interact with teachers. This section evaluates the school heads across seven domains of EI: Emotional Self-Awareness, Emotional Expression, Emotional Awareness of Others, Emotional Reasoning, Emotional Self-Management, Emotional Management of Others, and Emotional Self-Control.

Table 9 Emotional Self-Awareness

Emotional Awareness	Self-Me an	Std Dev	Description
I am aware of things that upset me at work.	4.53	0.6706	Almost Always
I am aware of when I am feeling negative at work.	4.00	1.1594	Usually
I express how I feel to the wrong people at work.	3.66	0.9572	Usually
I fail to get colleagues to cooperate.	3.60	1.0782	Usually
I am aware of how my feelings influence the way I respond to colleagues.	3.26	0.7452	Sometimes
I express positive emotions I experience at work inappropriately.	2.85	1.0534	Sometimes

I fail to identify the way people respond to me when building rapport.	3.23	0.9821	Sometimes
I am aware of my body language at work.	3.90	0.8974	Usually
I demonstrate excitement at work appropriately.	3.56	0.8612	Usually
I am aware of my mood state at work.	3.94	0.6983	Usually
I am aware of the tone of voice I use to communicate with others at work.	3.79	0.8896	Usually
I identify others' non-verbal emotional cues (e.g., body language).	3.58	0.7798	Usually
I demonstrate positive moods and emotions at work.	3.69	0.9160	Usually
I am aware of things that make me feel positive at work.	4.02	0.6400	Usually
Average Weighted Mean	3.69		Usually

Legend: 4.21 – 5.00 Almost Always, 3.41 – 4.20 Usually, 2.61 – 3.40 Sometimes, 1.81 – 2.60 Seldom, 1.00 – 1.80 Almost Never

The data in Table 9 illustrates that school heads “Usually” demonstrate emotional self-awareness ( $M = 3.69$ ). High mean values were observed for statements such as “I am aware of things that upset me at work” ( $M = 4.53$ ,  $SD = 0.6706$ ), and “I am aware of my mood state at work” ( $M = 3.94$ ,  $SD = 0.6983$ ), indicating a strong ability to identify and track emotional states.

However, moderately lower scores such as “I fail to identify the way people respond to me when building rapport” ( $M = 3.23$ ,  $SD = 0.9821$ ) and “I express positive emotions I experience at work inappropriately” ( $M = 2.85$ ,  $SD = 1.0534$ ) reflect areas where emotional awareness is less consistent. These discrepancies suggest that while school heads are generally in tune with their emotions, their awareness

of how emotions affect interpersonal relationships needs further development.

Table 10 Emotional Expression

B. Emotional Expression	Mean	Std Dev	Description
I effectively express how I feel about issues at work.	3.47	0.7622	Usually
When necessary I effectively demonstrate empathy to colleagues.	3.76	0.6939	Usually
I help people find effective ways of responding to upsetting events.	3.85	0.7861	Usually
I appropriately respond to colleagues who frustrate me at work.	3.27	0.8902	Sometimes
When I am happy at work I express how I feel effectively.	3.73	0.7718	Usually
I help people deal with issues that cause them frustration at work.	3.47	0.8818	Usually
When someone upsets me at work I express how I effectively.	3.47	1.2250	Usually
I consider the way others may react to decisions when communicating them.	3.71	0.7550	Usually
I fail to handle stressful situations at work effectively.	3.56	0.8800	Usually
I respond to events that frustrate me appropriately.	3.77	0.7557	Usually
I identify the way people feel about issues at work.	3.31	0.8794	Sometimes

I explore the cause of things that upset me at work.	2.97	1.1303	Sometimes
Average Mean	3.53	Usually	
Legend: 4.21 – 5.00 Almost Always, 3.41 – 4.20 Usually, 2.61 – 3.40 Sometimes, 1.81 – 2.60 Seldom, 1.00 – 1.80 Almost Never			

Table 10 highlights that the school heads “Usually” express emotions appropriately (M = 3.53). Highest agreement was seen in helping others with frustration (M = 3.85, SD = 0.7861) and demonstrating empathy (M = 3.76, SD = 0.6939), showing a strong foundation in emotional communication.

However, responses such as “I explore the cause of things that upset me at work” (M = 2.97, SD = 1.1303) and “I appropriately respond to colleagues who frustrate me at work” (M = 3.27, SD = 0.8902) indicate areas of reduced emotional expression. These findings suggest that school heads can express emotions but may struggle with deeper emotional introspection or handling interpersonal tension constructively.

Table 11 C. Emotional Awareness of Others

C. Emotional Awareness of Others	Mean	Std Dev	Description
I am aware of things that make colleagues feel satisfied at work.	3.53	0.9871	Usually
I ask others how they feel about different solutions when problem solving at work	3.92	0.8158	Usually
When I am under stress I become impulsive.	3.39	1.0918	Sometimes
I demonstrate an understanding of other’s feelings at work.	3.81	0.6736	Usually
When colleagues are disappointed about something I help them feel differently about the situation.	3.85	0.7432	Usually

I appropriately communicate decisions to stakeholders.	2.97	1.0859	Sometimes
I don’t know what to do or say when colleagues get upset at work.	2.90	0.7832	Sometimes
I understand what makes people feel valued at work.	3.89	0.7037	Usually
I have trouble finding the right words to express how I feel at work.	3.50	1.0362	Usually
Average Weighted Mean	3.53	Usually	

Legend: 4.21 – 5.00 Almost Always, 3.41 – 4.20 Usually, 2.61 – 3.40 Sometimes, 1.81 – 2.60 Seldom, 1.00 – 1.80 Almost Never

From the data shown in Table 11, school heads “Usually” demonstrate awareness of others' emotions (M = 3.53). Notably high scores are shown in “I help colleagues feel differently about disappointing situations” (M = 3.85, SD = 0.7432) and “I understand what makes people feel valued at work” (M = 3.89, SD = 0.7037), which reflect a capacity for emotional attunement.

On the other hand, items like “I don’t know what to do or say when colleagues get upset” (M = 2.90, SD = 0.7832) and “I appropriately communicate decisions to stakeholders” (M = 2.97, SD = 1.0859) fall into the “Sometimes” range, suggesting inconsistency in emotional response during sensitive communication or crisis situations.

Table 12 D. Emotional Reasoning

D. Emotional Reasoning	Mean	Std Dev	Description
I create a positive working environment for others.	3.76	0.9354	Usually
I demonstrate to others that I have considered	3.65	0.9250	Usually

their feelings in decisions I make at work.				feelings on issues at work.				
I consider the organization's values when making important decisions.	4.23	0.6876	Almost Always	I fail to resolve emotional situations at work effectively.	2.71	1.0771	Sometimes	
I understand the things that cause others to feel engaged at work.	3.60	0.9314	Usually	I focus solely on facts and technical information related to problems when trying to derive a solution.	3.21	1.0579	Sometimes	
I communicate decisions at work in a way that captures other's attention.	3.61	0.8751	Usually	Average Weighted Mean	3.52		Usually	
I provide positive feedback to colleagues.	4.16	0.7508	Usually	Legend: 4.21 – 5.00 Almost Always, 3.41 – 4.20 Usually, 2.61 – 3.40 Sometimes, 1.81 – 2.60 Seldom, 1.00 – 1.80 Almost Never				
I fail to recognize when colleagues' emotional reactions are inappropriate.	3.16	0.8530	Sometimes	Table 12 illustrates that school heads “Usually” engage in emotional reasoning (M = 3.52). The highest-rated item, “I consider the organization's values when making important decisions” (M = 4.23, SD = 0.6876), reflects alignment between institutional goals and emotional input.				
I gain stakeholders' commitment to decisions I make at work.	3.40	1.0156	Sometimes	In contrast, lower scores for items such as “I fail to resolve emotional situations at work effectively” (M = 2.71, SD = 1.0771) and “I focus solely on facts and technical information” (M = 3.21, SD = 1.0579) imply that a segment of school heads relies more heavily on logical reasoning, potentially sidelining emotional perspectives when under stress.				
I fail to recognize how my feelings drive my behaviour at work.	3.10	0.8817	Sometimes	Table 13 Emotional Self-Management				
I find it difficult to identify my	3.61	0.9470	Usually	E. Emotional Management	Self-Management	Mean	Std Dev	Description

I demonstrate enthusiasm appropriately at work.	3.74	0.7668	Usually	I motivate others toward work related goals.	3.63	0.8377	Usually
I engage in activities that make me feel positive at work.	3.98	0.7127	Usually	I demonstrate to others that I have considered my own feelings when making decisions at work.	3.35	0.7035	Sometimes
I effectively deal with things that annoy me at work.	3.82	0.9839	Usually	I ruminate about things that anger me at work.	3.40	0.8388	Sometimes
I am impatient when things don't get done as planned at work.	3.29	1.0211	Sometimes	I am effective in helping others feel positive at work.	3.84	0.7723	Usually
Average Mean	3.71		Usually	I am aware of how my feelings influence the decisions I make at work.	3.61	0.6617	Usually

Legend: 4.21 – 5.00 Almost Always, 3.41 – 4.20 Usually, 2.61 – 3.40 Sometimes, 1.81 – 2.60 Seldom, 1.00 – 1.80 Almost Never

The data in Table 13 illustrates that school heads “Usually” manage their own emotional responses effectively (M = 3.71). High mean values in items such as “I engage in activities that make me feel positive” (M = 3.98, SD = 0.7127) and “I effectively deal with things that annoy me” (M = 3.82, SD = 0.9839) reflect emotional resilience.

However, the item “I am impatient when things don't get done as planned” (M = 3.29, SD = 1.0211) drops into the “Sometimes” category, indicating a tendency toward impulsivity or frustration during delays, which can affect decision-making under time pressure.

Table 14 Emotional Management of Other

F. Emotional Management of Other	Mean	Std Dev	Description				
I find it difficult to identify the things that motivate people at work.	3.77	0.9307	Usually	I take into account both technical information and the way I feel about different choices when making decisions at work.	3.53	0.7622	Usually
				When I get frustrated with something at work I discuss my frustration appropriately.	3.53	0.7622	Usually
				Average Weighted Mean	3.65		Usually

Legend: 4.21 – 5.00 Almost Always, 3.41 – 4.20 Usually, 2.61 – 3.40 Sometimes, 1.81 – 2.60 Seldom, 1.00 – 1.80 Almost Never

Table 14 highlights that school heads “Usually” demonstrate emotional management skills when working with others (M = 3.65). Strong indicators include “I understand the things that make people feel optimistic” (M = 3.71, SD = 0.6868) and “I adjust to new conditions at work quickly” (M = 4.06, SD = 0.7214).

However, less favorable results for “I ruminate about things that anger me at work” (M = 3.40, SD = 0.8388) and “I demonstrate that I have considered my own feelings in decisions” (M = 3.35, SD = 0.7035) suggest that while school heads are generally responsive to others' needs, they may not always process their own emotions before influencing others.

Table 15 Emotional Self-Control

G. Emotional Self-Control	Mean	Std Dev	Description
I take criticism from colleagues personally.	3.03	0.7886	Sometimes
I remain focused when anxious about something at work.	3.08	1.0291	Sometimes
I behave inappropriately when angry at work.	2.39	1.0613	Seldom
I fail to control my temper at work.	2.37	1.2017	Seldom
I hold back my initial reaction when something upsets me at work.	3.32	0.8641	Sometimes
When upset at work I still think clearly.	3.27	1.0428	Sometimes

I effectively express optimism at work.	3.85	0.8067	Usually
I fail to keep calm in difficult situations at work.	2.48	1.0202	Seldom
Average Weighted Mean	2.98		Sometimes

Legend: 4.21 – 5.00 Almost Always, 3.41 – 4.20 Usually, 2.61 – 3.40 Sometimes, 1.81 – 2.60 Seldom, 1.00 – 1.80 Almost Never

From the data shown in Table 15, emotional self-control is the weakest domain among school heads, falling within the “Sometimes” range (M = 2.98). While “I effectively express optimism at work” (M = 3.85, SD = 0.8067) indicates a positive outlook, several items like “I fail to control my temper at work” (M = 2.37, SD = 1.2017) and “I behave inappropriately when angry” (M = 2.39, SD = 1.0613) reveal challenges in emotional regulation.

These findings imply that under high emotional strain or criticism, school heads may struggle to remain composed, which could negatively affect professional relationships and decision-making consistency.

#### VII. LEVEL OF THE INTERPERSONAL BEHAVIOR OF THE TEACHERS

Understanding the level of teachers' interpersonal behavior is crucial in determining how they interact within the learning community. Interpersonal behavior shapes collaboration, communication, conflict resolution, and the creation of positive educational environments. This section evaluates the teachers' interpersonal tendencies across three distinct behavior types: Traditional, Participative, and Individualistic. Each type highlights how teachers perceive themselves and others, make decisions, and engage socially in the school setting.

Table 16 Traditional Interpersonal Behavior of Teachers

Item	Traditional			Participative			Individualistic			General Characteristics
	Most	Least	Total	Most	Least	Total	Most	Least	Total	
People see me as:										
a. team player.										
b. free spirit.	18	26	44	28	15	43	16	21	37	Traditional
c. a dependable person.										
I try to avoid										
a. not being myself										
b. disappointing those in authority.	31	26	57	26	28	54	10	8	18	Traditional
c. arguments with my friends										
Overtime I have learned										
a. no person is an island.										
b. old paths are true paths.	14	36	50	18	13	31	30	13	43	Traditional
c. you pass this way only once.										
To be financial success, one should										
a. relax; money is not important.										
b. work in cooperation with others.	37	7	44	18	18	36	7	37	44	Traditional
c. work harder than others.										
If I suddenly received a large sum of money, I would										
a. use most of it now for the things I want.	36	7	43	23	17	40	3	38	41	Traditional
b. invest most of it for the things I want.										
c. spend half of it now and save the rest.										

I am known for											
a. making my decisions	25	25	50	15	17	32	22	20	42	Traditional	
b. sharing with others.											
c. upholding traditional values.											
	26.8	21.2	48.0	21.3	18.0	39.3	14.7	22.8	37.5	Traditional	

Legend: Traditional, Participative, Individualistic

The data in Table 16 illustrates that teachers predominantly demonstrate Traditional interpersonal behavior, with a total score of 48.0, surpassing the Participative (39.3) and Individualistic (37.5) behaviors. Teachers characterized as Traditional tend to uphold structured values, follow established norms, and emphasize cooperation and responsibility within groups.

Indicators such as valuing teamwork, avoiding arguments to maintain harmony, and believing in traditional financial work ethics reflect a strong orientation towards stability and collective

responsibility. For instance, high scores were noted in preferring cooperative financial success and acknowledging that "no person is an island," reinforcing a socially connected professional stance.

However, the relatively close scores for Participative and Individualistic behaviors suggest that while Traditionalism is dominant, elements of openness to collaboration (Participative) and independent action (Individualistic) are also emerging. This slight blend highlights a progressive shift where traditional values are being supplemented, although not fully replaced, by more adaptive behaviors suited to modern educational demands.

Table 17 Participative Interpersonal Behavior of Teachers

Item	Traditional			Participative			Individualistic			General Characteristics
	Mos	Leas	Tota	Mos	Leas	Tota	Mos	Leas	Tota	
When I enter new situations, I let my actions be guided by										
a. my own sense of what I want to do.	11	9	20	29	24	53	22	29	51	Participative
b. the direction of those who are responsible.										
c. discussion with others.										
When faced with a decision, I consider										
a. precedent and traditions.	19	32	51	37	20	57	6	10	16	Participative
b. the opinions of the people affected.										
c. my own judgment.										

I feel most satisfied when										
a. I am working on personal goals.	13	31	44	24	21	45	25	10	35	Participative
b. I do things according to standards.										
c. I contribute to a project.										
I want to be treated a. as a unique	14	31	45	42	13	55	6	18	24	Participative
b. as an equal.										
c. with respect.										
What the world needs is										
a. more people who think independently	25	24	49	32	21	53	5	17	22	Participative
b. more understanding among diverse people.										
c. more people who respect and abide by the law.										
I am most happy when										
a. I am free to choose what I want to do.	16	24	40	24	21	45	22	17	39	Participative
b. there are clear										
c. share good times with others.										
I am most responsible to ___ for my actions. a. family and friends	8	17	25	39	36	75	15	9	24	Participative
b. higher authorities										
c. myself										
I believe										
a. there is a time and place for everything.	12	27	39	24	26	50	26	9	35	Participative
b. promises to friends are debts to keep.										
c. the one who travels fastest travels										
I want the value of my work to be known										
a. soon after completion.	22	21	43	25	23	48	15	13	28	Participative
b. with the passage of time.										
c. while I am doing it.										

The people I enjoy working with are

a. free-thinking	17	35	52	37	17	54	8	10	18	Participative
b. well organized										
c. friendly										

I believe in the saying

a. all work and no play makes jack a dull boy	25	24	49	33	23	56	4	15	19	Participative
b. united we stand, divided we fall.										
c. there are no gains without pains.										

My workday goes best when I

a. have freedom of operation.	18	24	42	29	21	50	15	17	32	Participative
b. know what is expected of me.										
c. experience fellowship with good companions.										

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	16.7	24.9	41.6	31.3	22.2	53.4	14.1	14.5	28.6	Participative
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Legend: Traditional, Participative, Individualistic

Table 17 highlights that teachers show a strong Participative interpersonal behavior, with a total score of 53.4, which is markedly higher than the scores for Traditional (41.6) and Individualistic (28.6) tendencies. Participative teachers prefer decision-making that involves collaboration, value equality, and seek emotional and professional connections within their groups.

Items that contributed to this behavior include favoring discussions over unilateral decision-making, seeking mutual respect in treatment, emphasizing understanding among diverse people, and preferring

work environments where cooperation and fellowship thrive. The tendency to believe in sayings like "united we stand, divided we fall" exemplifies the teachers' commitment to collective success over individual gain.

Despite the dominance of participative traits, some teachers still show inclinations towards Traditional values, which slightly tempers full participative behavior. This coexistence reflects that while participative approaches are prevalent, many teachers still appreciate the structure and security traditional norms offer, balancing innovation with respect for conventional practices.

Table 18 Individualistic Interpersonal Behavior of Teachers

Item	Traditional			Participative			Individualistic			General Characteristics
	Mos t	Leas t	Tota l	Mos t	Leas t	Tota l	Mos t	Leas t	Tota l	
In my opinion, people need										
a. guidelines and rules for conduct.	18	20	38	21	20	41	23	22	45	Individualistics
b. warm and supportive human relationships										
c. freedom to grow										
I avoid										
a. not meeting my responsibilities.	19	24	43	17	13	30	26	25	51	Individualistics
b. compromising my personality										
c. the loss of good friends										
A group member should support										
a. the decision of the majority.	11	38	49	9	14	23	42	10	52	Individualistics
b. only those policies with which he or she personally agrees. Those who are in charge.										
I believe feelings and emotions										
a. should be shared with discretion.	10	32	42	16	18	34	36	12	48	Individualistics
b. should be shared openly.										
c. should be kept to oneself.										
I value										
a. teamwork	2	18	20	15	33	48	45	11	56	Individualistics
b. independent thinking.										
c. order and organization										

I grow best by											
a. following established truths.											
b. interacting with others	31	13	44	6	16	22	25	33	58	Individualistics	
c. spend half of it now and save the rest.											
It is important that I											
a. plan a year or two ahead.											
b. live my life to the fullest now	5	12	17	35	16	51	22	34	56	Individualistics	
c. think about life in a long term way.											
I work best											
a. with structure and organization	21	19	40	12	20	32	29	23	52	Individualistics	
b. as a member of a team.											
c. an independent agent.											
	14.6	22.0	36.6	16.4	18.8	35.1	31.0	21.3	52.3	Individualistics	

Legend: Traditional, Participative, Individualistic

From the data shown in Table 18, it is evident that Individualistic behavior surfaces prominently among a significant portion of the teachers, with a total score of 52.3, exceeding both Participative (35.1) and Traditional (36.6) behaviors in this cluster of items. Teachers exhibiting Individualistic tendencies prioritize independence, personal growth, and autonomy over group conformity or authority guidance.

This is demonstrated through responses that favored independent thinking, living life to the fullest in the present, valuing personal freedom, and preferring to work as an independent agent rather than strictly as a team member. Items like valuing discretion in emotional sharing and prioritizing personal agreement over majority decisions underscore a strong self-directed philosophy.

While the strength of Individualistic tendencies is noteworthy, the concurrent presence of moderate

Traditional and Participative behaviors suggests that teachers strive to balance self-assertion with group responsibilities. This dynamic tension reveals an evolving professional identity where individuality and collaboration are seen not as opposites but as complementary forces within the modern teaching profession.

#### VIII. MANIFESTATION OF CLASSROOM MANAGEMENT AND PERFORMANCE THROUGH PRACTICES

Effective classroom management practices are essential for ensuring high-quality teaching and learning experiences. This section explores how well classroom management strategies are manifested among the teachers as observed through their instructional procedures and classroom behaviors. The analysis includes four key areas: Introduction of the Lesson, Students' Participation, Teaching Integration, and Maintaining a Friendly and Conducive Learning Environment. These components reflect the structured, interactive, and emotionally intelligent

conduct of educators that influence both student engagement and academic success.

Teaching Procedure

The teaching procedure refers to the systematic and intentional actions carried out by teachers to introduce lessons, engage students, and ensure that learning objectives are met. This aspect of classroom management focuses on how lessons are opened, how prior knowledge is activated, and how students are encouraged to participate. Effective teaching procedures set the tone for student involvement and create a structured yet flexible environment that fosters curiosity, critical thinking, and purposeful learning. Analyzing this component helps to evaluate how well teachers implement strategies that encourage active engagement and stimulate intellectual exploration at the start of instruction.

Table 19 Introduction of the lesson

A. Introduction of the lesson	Mean	Std Dev	Description
The teacher introduces the topic in an interesting and engaging way.	4.27	0.5483	Always
The teacher elicits the students' prior knowledge, perceptions and experiences about the topic.	4.24	0.4318	Always
The teacher encourages students to explain the ideas or ask questions about the topic. The teacher displays a genuine interest in understanding their views.	4.56	0.5901	Always
The teacher asks thought provoking questions which lead the students' to examine their ideas.	4.37	0.5793	Always

The teacher explains the purpose of particular activity and its relationship with another part of the lesson.

a. with structure and organization	4.58	0.4975	Always
b. as a member of a team.			
c. an independent agent.			

Average Mean 4.41 Always

Legend: 4.21 – 5.00 Always, 3.41 – 4.20 Most of the time, 2.61 – 3.40 Half of the time, 1.81 – 2.60 Less than of the time, 1.00 – 1.80 Never

The data in Table 19 illustrates that teachers consistently demonstrate effective lesson introductions, with an average weighted mean of 4.41 (Always). The highest indicator (Item 5, M = 4.58, SD = 0.4975) reflects clarity in connecting activities with learning objectives. Similarly, the ability to foster student inquiry (Item 3, M = 4.56) suggests that teachers create a participative environment from the start of the lesson. These practices indicate that classroom routines are purpose-driven, organized, and learner-centered. It shows teachers' mastery in setting the tone for the class and activating student engagement from the onset.

Table 20 Students' Participation

B. Students' Participation	Mean	Std Dev	Description
The class is attentive.	4.29	0.5836	Always
The students are active and engage with the different learning tasks.	4.44	0.5317	Always
Students are able to share their ideas and ask question.	4.60	0.5856	Always
Students have time to practice and learn from their mistakes.	4.21	0.6043	Most of the time

The teacher encourages students to explore their ideas and find the answer.	4.58	0.529 4	Always
The teacher provides opportunities for students to interact and collaborate with each other.	4.61	0.523 4	Always
The teacher processes students' understanding by asking probing questions and discussing their answer or work.	4.42	0.559 5	Always
Average Weighted Mean	4.45		Always

Legend: 4.21 – 5.00 Always, 3.41 – 4.20 Most of the time, 2.61 – 3.40 Half of the time, 1.81 – 2.60 Less than of the time, 1.00 – 1.80 Never

Table 20 highlights a high level of students' participation, with an average mean of 4.45 (Always). Teachers excel in facilitating peer collaboration (Item 6, M = 4.61) and creating opportunities for expression and inquiry (Item 3, M = 4.60). Although practicing and learning from mistakes rated slightly lower (Item 4, M = 4.21), the value still falls within the "Always" threshold. These results demonstrate that classrooms foster a highly engaging atmosphere that promotes exploration, reflection, and meaningful interaction key components of constructivist and student-centered learning.

#### Practice

Practice refers to the application of strategies that sustain learning throughout the lesson, promote integration of values, and foster a positive classroom climate. It encompasses how teachers reinforce learning through real-life connections, creativity, collaboration, and emotional support. A key component of this domain is the teacher's ability to maintain an environment conducive to learning one that is friendly, affirming, and well-managed. Examining this area offers insights into how teachers

translate lesson plans into dynamic experiences, manage student behaviors constructively, and reinforce a culture of respect, discipline, and academic responsibility.

Table 21 Teaching Integration

A. Teaching Integration	Mea n	Std Dev	Description
The teacher conducts values clarification and integration.	4.58	0.497 5	Always
The teacher enables the students to relate the new knowledge with their daily life or see its application varied real – world situations.	4.39	0.491 1	Always
The teacher encourages the students to be creative and revise and improve their work.	4.65	0.482 4	Always
The teacher has students demonstrate mastery of their lesson or explain the new knowledge in a meaningful way.	4.27	0.631 7	Always
The teacher has students really or compares their prior knowledge and explains them changes that they develop.	4.21	0.604 3	Most of the time
Average Weighted Mean	4.42		Always

Legend: 4.21 – 5.00 Always, 3.41 – 4.20 Most of the time, 2.61 – 3.40 Half of the time, 1.81 – 2.60 Less than of the time, 1.00 – 1.80 Never

From the data shown in Table 21, it is evident that teaching integration is consistently implemented, with an average weighted mean of 4.42 (Always). Teachers scored highest in promoting creativity and improvement (Item 3, M = 4.65), reflecting innovative and adaptive teaching. The connection to real-life application (Item 2, M = 4.39) reinforces experiential learning. Slightly lower but still commendable is the reflection on prior knowledge (Item 5, M = 4.21), which remains at the threshold of “Always.” These practices show that teachers embed value-oriented and real-world connections into instruction, empowering learners to make meaningful links to everyday life.

The teacher is organized and manages the class time well. The teacher accomplishes the objectives and procedures set for the time period.

Average	4.29	0.6868	Always
Weighted Mean	4.44		Always

Legend: 4.21 – 5.00 Always, 3.41 – 4.20 Most of the time, 2.61 – 3.40 Half of the time, 1.81 – 2.60 Less than of the time, 1.00 – 1.80 Never

Table 22 Maintains friendly and Conducive to Learning

B. Maintains friendly and Conducive to Learning	Mean	Std Dev	Description
The teacher has a pleasing personality.	4.27	0.6317	Always
The teacher avoids making embarrassing remarks about the student’s ideas or action.	4.50	0.5654	Always
The teacher explains the lesson in clear and well – modulated voice.	4.50	0.5041	Always
The teacher praises the students for their sharing of efforts.	4.69	0.4648	Always
The teacher answers the students’ questions in simple and understandable way.	4.40	0.6643	Always

Table 22 illustrates that the respondents “Always” maintain a friendly and conducive classroom climate, with an average mean of 4.44. The highest mean was for praising students (Item 4, M = 4.69, SD = 0.4648), indicating that teachers are affirming and motivational in their approach. Other consistently high ratings include voice clarity (Item 3, M = 4.50) and emotional sensitivity (Item 2, M = 4.50), which contribute to respectful, safe learning spaces. These findings affirm that emotionally intelligent classroom environments are being cultivated, where learners are supported and instruction is managed with professionalism and care.

#### IX. SIGNIFICANT CORRELATION BETWEEN THE EXTENT OF PARENTAL PARTICIPATION AND STATUS OF LEARNERS’ STUDY HABITS

The relationship between school heads’ emotional intelligence and the teachers’ interpersonal behavior and performance is a critical area of exploration in understanding how leadership qualities influence teaching practices and professional outcomes. Emotional intelligence, encompassing skills such as self-awareness, expression, empathy, reasoning, self-management, and emotional regulation, is believed to create ripple effects that affect how teachers behave, interact, and perform their roles. This section analyzes the significant associations across different interpersonal behavior types Traditional, Participative, and Individualistic while highlighting the key emotional intelligence components that show strong or weak correlations with teachers' practices.

Traditional			
Multiple R	0.9368		
R Square	0.8776		
	<i>Coefficients</i>	<i>P-value</i>	
Self-Awareness	0.4719	0.057	6 ns
Expression of Awareness of Others	-0.5430	0.004	9 negative, sig
Reasoning	0.3280	0.160	4 ns
Self-Management of Management of Others	-0.1428	0.476	2 negative, ns
	-0.3209	0.203	5 negative, ns
	0.1568	0.351	0 ns
		<	
Self-control	0.6857	0.000	0 <i>highly sig</i>

Participative			
Multiple R	0.8970		
R Square	0.8046		
	<i>Coefficients</i>	<i>P-value</i>	
Self-Awareness	0.2428	0.446	5 ns
Expression of Awareness of Others	-0.3046	0.211	6 negative, ns
Reasoning	0.3890	0.200	4 ns
Self-Management of Management of Others	-0.0194	0.940	4 negative, ns
	-0.1539	0.637	3 negative, ns
	-0.0078	0.971	4 negative, ns
		0.000	
Self-control	0.5168		2 <i>highly sig</i>

Individualistics			
Multiple R	0.9353		
R Square	0.8747		
	<i>Coefficients</i>	<i>P-value</i>	

Self-Awareness	0.4594	0.079	6 ns
Expression of Awareness of Others	-0.5036	0.012	8 negative, sig
Reasoning	0.2779	0.259	1 ns
Self-Management of Management of Others	-0.2993	0.160	6 negative, ns
	-0.1193	0.652	7 negative, ns
	0.3749	0.038	0 sig
		<	
Self-control	0.5687	0.000	0 <i>highly sig</i>

X. ISSUES AND CONCERNS related TO EMOTIONAL EXPERTISE MANIFESTED BY THE SCHOOL HEADS IN RELATION TO TEACHERS PERFORMANCE

The emotional intelligence of school heads plays a crucial role in influencing teachers' interpersonal behavior and their professional performance.

The findings revealed consistently strong correlations across all behavior types. For Traditional behavior, the relationship was highly robust. Among the dimensions, self-control emerged as a highly significant factor ( $p < 0.0000$ ), strongly reinforcing that teachers' consistent adherence to teamwork, authority, and established practices is closely tied to the leaders' ability to regulate their emotions. Interestingly, emotional expression showed a significant negative relationship ( $p = 0.0049$ ), suggesting that excessive or poorly managed emotional expression from school heads could potentially diminish the traditional-oriented behaviors among teachers. Other dimensions such as self-awareness, awareness of others, reasoning, self-management, and management of others, although not statistically significant individually, contributed collectively to the strong overall association.

Similarly, for Participative behaviors, a strong association was also observed, with a Multiple R of 0.8970 and an R Square of 0.8046. This implies that 80.46% of the variation in teachers' collaborative,

open, and democratic behaviors can be attributed to their leaders' emotional intelligence. Here again, self-control stood out as the primary emotional factor showing a highly significant positive correlation ( $p = 0.0002$ ). Teachers appear to participate more openly and willingly in group activities and decision-making when their school heads model composure, patience, and emotional restraint. Other emotional intelligence components like emotional expression, reasoning, and management of others did not significantly influence participative behavior individually, though the high combined correlation suggests that the emotional climate set by the leader plays a vital supporting role. For Individualistic behavior, the results were consistent with earlier findings, with a Multiple R of 0.9353 and an R Square of 0.8747, meaning 87.47% of the variance in teachers' independent, self-directed behaviors could be attributed to the emotional intelligence dimensions measured. Self-control once again showed a highly significant relationship ( $p < 0.0000$ ), highlighting that teachers' capacity for autonomy and personal responsibility flourishes when school heads demonstrate strong emotional regulation. Moreover, management of others showed a positive and significant correlation ( $p = 0.0380$ ), indicating that effective leadership in influencing others also nurtures independence among teachers. However, emotional expression again reflected a significant negative relationship ( $p = 0.0128$ ), suggesting that when emotional expression from school heads is excessive or poorly handled, it undermines the confidence needed for teachers to exercise independent judgment. Although self-awareness, awareness of others, reasoning, and self-management were not individually significant, they remain relevant in forming the overall emotional environment that supports or weakens individualistic behaviors.

Taken together, the findings consistently demonstrate that self-control is the most critical aspect of school heads' emotional intelligence influencing teachers' interpersonal behavior, regardless of the behavior style. Teachers tend to perform better, whether in traditional, participative, or independent roles, when their leaders exercise calmness, stability, and emotional maturity. The persistent negative correlation with emotional expression also signals a need for more mindful and appropriately timed emotional displays among leaders, as unchecked

expressions can erode trust and cohesion. Overall, the study affirms that enhancing the emotional self-regulation of school heads is likely to produce significant improvements in the professional conduct, collaboration, and personal agency of teachers, contributing to a healthier, more effective educational environment.

Table 23 ISSUES AND CONCERN

	Mea n	Std Dev	Description
I. Teachers with lack of emotional expertise fails to:			
1. Accurately identify emotions	2.39	0.8368	Moderately Expressed
2. Recognize how other people feel	2.60	0.8190	Moderately Expressed
3. Identify the way people respond to me when building rapport.	2.84	0.7058	Moderately Expressed
4. Recognize when colleagues' emotional reactions are inappropriate	2.74	0.8481	Moderately Expressed
5. Recognize how my feelings drive my behavior at work	2.23	0.8763	Moderately Expressed
6. Identify my feelings	2.35	0.7913	Moderately Expressed

on issues at work			
7. Resolve emotional situations at work effectively	2.34	0.7453	Moderately Expressed
8. Demonstrate understanding and empathy towards learners, parents, peers	2.24	0.6190	Moderately Expressed
9. Manage a classroom more successfully	2.18	0.6408	Moderately Expressed
Average Weighted Mean	2.43		Moderately Expressed

Legend: 1:00 Very Well Expressed, 2:00 Well Expressed, 3:00 Moderately Expressed, 4:00 Somewhat Expressed, 5:00 Fairly Expressed

The data in Table 23 illustrates that the level of emotional expertise manifested by the school heads, as reflected in teacher performance, is generally moderately expressed, with an average weighted mean of 2.43. This suggests that while some degree of emotional awareness is observable, the consistency and depth of these behaviors remain underdeveloped across many aspects of teaching performance.

Notably, the lowest ratings were recorded for classroom management success ( $M = 2.18$ ,  $SD = 0.6408$ ) and recognizing how emotions drive work behavior ( $M = 2.23$ ,  $SD = 0.8763$ ). These indicators point to a challenge in translating emotional awareness into effective teaching actions. Teachers may be struggling to regulate their emotions or interpret classroom dynamics appropriately, particularly in stressful situations, which can lead to diminished effectiveness in managing students and fostering a productive learning environment.

Additionally, items concerning empathy and relationship-building, such as the ability to demonstrate understanding toward learners and peers ( $M = 2.24$ ), reflect a general lack of emotional responsiveness that can impair collaboration and communication. Even relatively higher-rated items like recognizing others' responses when building rapport ( $M = 2.84$ ) still fall within the "Moderately Expressed" category, indicating that even the strongest aspects are not fully realized.

The patterns in the data suggest that emotional intelligence is not being consistently modeled by school heads or adequately reinforced through institutional culture. As a result, teachers may not be developing the emotional tools needed to foster positive relationships, manage conflicts, or adapt behavior in line with emotional cues. When left unaddressed, these gaps can subtly but significantly impact overall teacher performance, classroom climate, and student outcomes.

This underscores the need for deliberate and structured emotional intelligence development, beginning with leadership and extending to the entire teaching staff. Strengthening school heads' emotional competence can create a ripple effect that empowers teachers to regulate emotions effectively, empathize with students and colleagues, and respond to professional challenges with greater emotional agility.

## XI. SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary, findings, conclusions and propose appropriate recommendations.

### SUMMARY

This study determined the school leaders emotional intelligence expertise and the teachers interpersonal behavior practices and performance of the select public schools in the division of Bohol, Kanlaon City and Bayawan City during the school year 2023-2024. Findings of the study served as basis for a proposed teachers interpersonal behavior, emotional intelligence expertise of lead as basis for interpersonal optimization enhancement.

The study surveyed the following areas of concern: the level of emotional intelligence of the school heads in terms of the following dimensions includes the self-awareness; expression; awareness of others; reasoning; self-management; management of others; and self-control, the level of the interpersonal behavior of the teachers of the following types in terms of: traditionalists; participatives; and individualistics. The teachers' extent of classroom management practices manifested in the following tasks as to teaching procedure and students' participation, in terms of practice as to teaching integration; and maintains friendly and conducive to learning. The researcher made use of the qualitative of research with the use of the questionnaire as the main tool in the gathering of important data. Quantitative method of research is the method of research in which data were quantified from the response of the questionnaire which were presented, analyzed and interpreted.

#### FINDINGS

As to the level of emotional intelligence of the school heads. The data illustrates that school heads "Usually" demonstrate emotional self-awareness. High mean values were observed as well as moderately lower scores in some other values as reflected in the data.

**Emotional Expression** the data highlights that the school heads "Usually" express emotions appropriately. Highest agreement was seen in helping others with frustration and demonstrating empathy, showing a strong foundation in emotional communication. However, there are emotions of disappointments responses reflected in the data. When it comes to Emotional Awareness of Others from the data, school heads "Usually" demonstrate awareness of others' emotions. Notably high scores are shown in "I help colleagues feel differently about disappointing situations" and "I understand what makes people feel valued at work", which reflect a capacity for emotional attunement. Other emotions rated lower scores as reflected in the data. Emotional reasoning illustrates that school heads "Usually" engage in emotional reasoning. The highest-rated item, "I consider the organization's values when making important decisions", reflects alignment between institutional goals and emotional input.

In contrast, lower scores for items such as "I fail to resolve emotional situations at work effectively" and "I focus solely on facts and technical information" imply that a segment of school heads relies more heavily on logical reasoning, potentially sidelining emotional perspectives when under stress. When it comes to emotional Self-management, the data illustrates that school heads "Usually" manage their own emotional responses effectively. However, the item "I am impatient when things don't get done as planned" drops into the "Sometimes" category, indicating a tendency toward impulsivity or frustration during delays, which can affect decision-making under time pressure.

**Emotional Management of Other** The data highlights that school heads "Usually" demonstrate emotional management skills when working with others with strong indicators as reflected in the data

However, less favorable results suggest that while school heads are generally responsive to others' needs, they may not always process their own emotions before influencing others.

**Emotional Self-Control.** From the data shown, emotional self-control is the weakest domain among school heads.

As to the level of the interpersonal behavior of the teachers in terms of Participative Interpersonal Behavior of Teachers. The data highlights that teachers show a strong Participative interpersonal behavior. Participative teachers prefer decision-making that involves collaboration, value equality, and seek emotional and professional connections within their groups.

Items that contributed to this behavior include favoring discussions over unilateral decision-making, seeking mutual respect in treatment, emphasizing understanding among diverse people, and preferring work environments where cooperation and fellowship thrive. The tendency to believe in sayings like "united we stand, divided we fall" exemplifies the teachers' commitment to collective success over individual gain.

Despite the dominance of participative traits, some teachers still show inclinations towards Traditional values, which slightly tempers full participative behavior.

In the Individualistic Interpersonal Behavior of Teachers data shown, it is evident that Individualistic behavior surfaces prominently among a significant portion of the teachers

This is demonstrated through responses that favored independent thinking, living life to the fullest in the present, valuing personal freedom, and preferring to work as an independent agent rather than strictly as a team member.

As to the extent of classroom management practices manifested. Effective classroom management practices are essential for ensuring high-quality teaching and learning experiences.

*As to Teaching Procedure in the aspect of* Introduction of the lesson The data illustrates that teachers consistently demonstrate effective lesson introductions, when it comes to students' participation the data highlights a high level of students' participation. Results demonstrate that classrooms foster a highly engaging atmosphere that promotes exploration, reflection, and meaningful interaction key components of constructivist and student-centered learning.

*Practice in this aspect* Teaching Integration data shown, it is evident that teaching integration is consistently implemented. Practices show that teachers embed value-oriented and real-world connections into instruction, empowering learners to make meaningful links to everyday life.

As to friendly and conducive to Learning It reflected as maintained. It is illustrated that the respondents "Always" maintain a friendly and conducive classroom climate. Findings affirm that emotionally intelligent classroom environments are being cultivated, where learners are supported and instruction is managed with professionalism and care.

As to the relationship between school heads' emotional intelligence and the teachers' interpersonal

behavior and performance is a critical area of exploration in understanding how leadership qualities influence teaching practices and professional outcomes. Emotional intelligence, encompassing skills is believed to create ripple effects that affect how teachers behave, interact, and perform their roles. This section analyzes the significant associations across different interpersonal behavior types Traditional, Participative, and Individualistic while highlighting the key emotional intelligence components that show strong or weak correlations with teachers' practices.

Issues and concerns related to emotional expertise manifested by the school heads in relation to teachers performance.

The emotional intelligence of school heads plays a crucial role in influencing teachers' interpersonal behavior and their professional performance. This study assessed the degree of association between various dimensions of emotional intelligence such as self-awareness, emotional expression, awareness of others, reasoning, self-management, management of others, and self-control and the interpersonal behavior practices of teachers categorized as Traditional, Participative, and Individualistic.

The findings revealed consistently strong correlations across all behavior types. For Traditional behavior, the relationship was highly robust, with a Multiple R value of 0.9368 and an R Square of 0.8776, indicating that 87.76% of the variance in traditional interpersonal practices could be explained by the emotional intelligence of school heads. Among the dimensions, self-control emerged as a highly significant factor ( $p < 0.0000$ ), strongly reinforcing that teachers' consistent adherence to teamwork, authority, and established practices is closely tied to the leaders' ability to regulate their emotions. Interestingly, emotional expression showed a significant negative relationship ( $p = 0.0049$ ), suggesting that excessive or poorly managed emotional expression from school heads could potentially diminish the traditional-oriented behaviors among teachers. Other dimensions such as self-awareness, awareness of others, reasoning, self-management, and management of others, although not statistically significant individually, contributed collectively to the strong overall association.

Similarly, for Participative behaviors, a strong association was also observed, with a Multiple R of 0.8970 and an R Square of 0.8046. This implies that 80.46% of the variation in teachers' collaborative, open, and democratic behaviors can be attributed to their leaders' emotional intelligence. Here again, self-control stood out as the primary emotional factor showing a highly significant positive correlation ( $p = 0.0002$ ). Teachers appear to participate more openly and willingly in group activities and decision-making when their school heads model composure, patience, and emotional restraint. Other emotional intelligence components like emotional expression, reasoning, and management of others did not significantly influence participative behavior individually, though the high combined correlation suggests that the emotional climate set by the leader plays a vital supporting role. For Individualistic behavior, the results were consistent with earlier findings, with a Multiple R of 0.9353 and an R Square of 0.8747, meaning 87.47% of the variance in teachers' independent, self-directed behaviors could be attributed to the emotional intelligence dimensions measured. Self-control once again showed a highly significant relationship ( $p < 0.0000$ ), highlighting that teachers' capacity for autonomy and personal responsibility flourishes when school heads demonstrate strong emotional regulation. Moreover, management of others showed a positive and significant correlation ( $p = 0.0380$ ), indicating that effective leadership in influencing others also nurtures independence among teachers. However, emotional expression again reflected a significant negative relationship ( $p = 0.0128$ ), suggesting that when emotional expression from school heads is excessive or poorly handled, it undermines the confidence needed for teachers to exercise independent judgment. Although self-awareness, awareness of others, reasoning, and self-management were not individually significant, they remain relevant in forming the overall emotional environment that supports or weakens individualistic behaviors.

Taken together, the findings consistently demonstrate that self-control is the most critical aspect of school heads' emotional intelligence influencing teachers' interpersonal behavior, regardless of the behavior style. Teachers tend to perform better, whether in traditional, participative, or independent roles, when their leaders exercise calmness, stability, and

emotional maturity. The persistent negative correlation with emotional expression also signals a need for more mindful and appropriately timed emotional displays among leaders, as unchecked expressions can erode trust and cohesion. Overall, the study affirms that enhancing the emotional self-regulation of school heads is likely to produce significant improvements in the professional conduct, collaboration, and personal agency of teachers, contributing to a healthier, more effective educational environment.

Issues and concerns related to emotional expertise manifested by the school heads in relation to teachers performance.

The emotional intelligence of school heads plays a crucial role in influencing teachers' interpersonal behavior and their professional performance.

The findings revealed consistently strong correlations across all behavior types. For Traditional behavior, the relationship was highly robust. Among the dimensions, self-control emerged as a highly significant factor strongly reinforcing that teachers' consistent adherence to teamwork, authority, and established practices is closely tied to the leaders' ability to regulate their emotions. Interestingly, emotional expression showed a significant negative relationship.

Here again, self-control stood out as the primary emotional factor showing a highly significant positive correlation. Other emotional intelligence components like emotional expression, reasoning, and management of others did not significantly influence participative behavior individually, though the high combined correlation suggests that the emotional climate set by the leader plays a vital supporting role. For Individualistic behavior, the results were consistent with earlier findings teachers' independent, self-directed behaviors could be attributed to the emotional intelligence dimensions measured. Self-control once again showed a highly significant relationship ( $p < 0.0000$ ), highlighting that teachers' capacity for autonomy and personal responsibility flourishes when school heads demonstrate strong emotional regulation. Moreover, management of others showed a positive and significant correlation.

However, emotional expression again reflected a significant negative relationship. Although self-awareness, awareness of others, reasoning, and self-management were not individually significant, they remain relevant in forming the overall emotional environment that supports or weakens individualistic behaviors.

Taken together, the findings consistently demonstrate that self-control is the most critical aspect of school heads' emotional intelligence influencing teachers' interpersonal behavior, regardless of the behavior style. Teachers tend to perform better, whether in traditional, participative, or independent roles, when their leaders exercise calmness, stability, and emotional maturity. The persistent negative correlation with emotional expression also signals a need for more mindful and appropriately timed emotional displays among leaders, as unchecked expressions can erode trust and cohesion. Overall, the study affirms that enhancing the emotional self-regulation of school heads is likely to produce significant improvements in the professional conduct, collaboration, and personal agency of teachers, contributing to a healthier, more effective educational environment.

The data in Table 1 illustrates that the level of emotional expertise manifested by the school heads, as reflected in teacher performance, is generally moderately expressed.

Notably, the lowest ratings were recorded for classroom management success and recognizing how emotions drive work behavior. These indicators point to a challenge in translating emotional awareness into effective teaching actions.

Additionally, items concerning empathy and relationship-building, reflect a general lack of emotional responsiveness that can impair collaboration and communication. Emotional intelligence is not being consistently modeled by school heads or adequately reinforced through institutional culture. As a result, teachers may not be developing the emotional tools needed to foster positive relationships, manage conflicts, or adapt behavior in line with emotional cues. When left unaddressed, these gaps can subtly but significantly

impact overall teacher performance, classroom climate, and student outcomes.

## CONCLUSION

There is significant correlation between heads' emotional intelligence and the teachers' interpersonal behavior and performance.

## RECOMMENDATIONS

In the light of the findings, it is recommended that the output of the study would be implemented.

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