

Emotional Intelligence and Leadership Effectiveness of Administrators Among the Selected Schools in the Schools Division of Mountain Province

ANDRES MOCATE CUYASAN

Project Development Officer II
School of Advanced Education
Mountain Province State Polytechnic College

Abstract — Emotional intelligence is very critical to leadership effectiveness and has become increasingly popular as a measure to identify potentially effective leaders and as a tool to develop effective leadership skills. This study aimed to delve into the emotional intelligence and leadership effectiveness of school administrators in the Schools Division of Mountain Province purposely to ensure good governance and quality curriculum implementation. The descriptive method was used with a survey questionnaire as the main data gathering tool. There were 529 respondents who are composed of 141 school administrators and 388 teachers chosen through random sampling.

Findings reveal that the school administrators have a very high level of emotional intelligence as perceived by both school administrators and teachers. There is no significant difference in their emotional intelligence as perceived by both groups. Further, there is no significant difference also in the level of emotional intelligence of the elementary and secondary school administrators which are both described as very high. In terms of leadership effectiveness, the school administrators rated their level of leadership effectiveness as moderately effective while the teachers gave a rating of very high level. Using the t-test, there is a significant difference in the ratings given by the school heads and the teachers. Further, there is no significant difference in the level of leadership effectiveness of elementary and secondary school heads. Using Pearson r, there is a strong positive relationship between emotional intelligence and the leadership effectiveness of the school administrators.

To further enhance the emotional intelligence and leadership effectiveness of the school heads, a leadership development plan is proposed which covers mental health programs, enhancement of socio-emotional competence, coaching and mentoring activities, establishing dynamic school recognition programs, and streamlining procedures in schools.

Keywords — *Emotional Intelligence, Leadership Effectiveness, School Administrators, mental health*

I. Introduction

Societal changes have transformed the school into a more dynamic and complex institution than what was previously experienced (Crow, 2006). Hence, effective leadership is vital for today's rapidly changing organizations.

The primary role of School Administrators is to lead organizational change smoothly, which is not easy. They need to lead the schools they handle to greater heights amidst all the

challenges it experiences. They need to have the maturity to work with school personnel, learners, and stakeholders with varied personalities.

Effective leadership is vital in today's rapidly changing organizations operating within dynamic environments. Organizations must be flexible and resilient to survive and excel in this vulnerable, uncertain, chaotic, and ambiguous world. Leadership effectiveness makes a profoundly positive difference in people's commitment and performance at work. (Kouzes & Posner, 1987, 2012). Studies showed that the intelligence quotient is not sufficient to indicate leadership effectiveness and organizational success (Goleman, 1997; Cooper & Sawaf, 1997; Druskat & Wolff, 2001).

Emotional intelligence is defined as the 'ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth (Mayer & Salovey, 1997, p. 10).

Emotional intelligence has emerged as the understanding of one's own and others' feelings and emotions, the feature of control, and the emotional reasoning ability. There are three dimensions of emotional intelligence: Evaluation Emotion, Emotion Regulation, and Ability to Use the Emotions as Intelligence (Gürbüz & Yüksel 2008, 176). It has also been used to describe the emotional attributes such as "empathizing, expression and comprehension of emotions, controlling temperament, ability to adapt, admiration, solving interpersonal problems, persistence, compassion, and respect" (Yesilyaprak, 2001).

Emotional Intelligence is widely recognized as an essential component of effective leadership. The ability to be perceptively in tune with oneself and one's emotions and have good situational awareness can be a powerful tool for team school administrators. Emotional intelligence is a powerful tool for exceeding objectives, improving critical work relationships, and fostering a healthy, productive workplace and organizational culture.

Studies also have shown that 90% of the success in leadership positions is attributed to emotional intelligence (Fatt & Howe, 2003). Further, emotional Intelligence can predict a high level of success, happiness, and health (Cartwright & Pappas, 2008; Bardzill & Slaski, 2003). Hence, emotional intelligence is significant for success as it predicts job performance and Leadership skills (Bardzill & Slaski, 2003; Goleman, 1997; Edelman and van Knippenberg, 2018).

In Bhutan, the qualitative study of Zing, Dorje, and Zangmo (2021) revealed that there is a significant relationship between emotional intelligence and the leadership effectiveness of 265 supervisors. The study further revealed that emotional intelligence acts as a partial mediator for transactional leaders and a full mediator for transformational leaders in making them effective leaders.

Kouzes and Posner (1996) asserted that leadership could mobilize followers to achieve shared aspirations and goals. They found out that there is a positive influence of emotional intelligence on the school administrators' performance and success. The study by Parish (2013) found that emotional intelligence is recognized as a highly relevant and important requirement for academic leadership in higher education. It further ascertained that emotional intelligence traits related to empathy, inspiring and guiding others, and responsibly managing oneself were most applicable for academic leadership.

The study by Kurniawan and Syakur (2017) showed that there is a significant relationship between emotional intelligence on the effectiveness of the leadership of the head of state high school in the city of Surabaya, Indonesia with a correlation coefficient of 0.848 and the effective contribution of 85.3%.

Supervisors of selected universities and colleges in Region III for the S.Y. 2010-2011 have very high perceived emotional competency in the five areas: self-awareness, self-management, self-motivation, empathy, and relationship management. They also have very satisfactory in their job performance as educational leaders (Viscarra, Meer & Meer, 2017).

Cerado and Abdullah (2015) conducted a descriptive correlational survey covering the school administrators of big schools in Region X11 in SY 2014-2015 to determine the relationships of emotional intelligence and social competence of administrators on their transformational leadership qualities. The study revealed strong relationships of the principals' emotional intelligence and social competence to their transformational leadership qualities.

Given the importance of the school's role in molding the emotional intelligence of students, who will be the country's future workers, it is necessary that the level of administrator's emotional intelligence be determined and studied. To do so would provide answers to some issues on the matter of administrators' emotional intelligence development such as the issue as to whether future administrators are adequately prepared to convey emotional knowledge can be determined. The results can lead to the formulation of an intervention program which can help enhance the emotional intelligence of the school administrators.

According to Goleman (2005), one can increase or decrease his or her emotional intelligence during lifetime. Serrat (2017) shared that by developing their emotional intelligence, individuals can become more productive and successful at what they do, and help others become successful too. Emotional intelligence development may contain stress management, moderating conflict, promoting and understanding conflicts, and fostering harmony, love, and spirituality.

Being able to relate emotional intelligence behaviors and challenges to the workplace is a huge advantage in building an exceptional team. Data from the Health Section of the Schools Division of Mountain Province reveals that many of the personnel suffer from depression, anxiety and stress which are elements of emotional intelligence. Out of 27,04 personnel, 1915 personnel responded to a survey at the start of SY 2021-2022. In terms of depression, records show that 387

suffer from mild depression, 287 from moderate depression, 19 from severe depression, and 10 from extremely severe depression. In terms of anxiety, 367 have mild, 397 moderate, 233 severe, and 123 extremely severe anxiety. Records on the level of stress reveal that 195 encounters mild level, 96 moderate level, 23 severe level, and 7 extremely severe. These results are quite alarming as it shows that the personnel has challenges in dealing with their emotions. While there is no separate data for the school heads only, they are included in these results. There are also limited studies on emotional intelligence and leadership effectiveness in basic education and probably none in the context of the schools' Division of Mountain Province, this study is conceptualized. Hence, the main purpose of this study is to understand the significance of emotional intelligence in leadership and explore the relationship between emotional intelligence and leadership effectiveness in the realm of basic education in Mountain Province.

This study will have practical and theoretical contributions to the development activities and related training provided to administrators. It is believed that while there is enough cognitive development provided to training administrators, it is not enough to prepare them for the workplace environment. As research has shown, the leader's emotional intelligence spells the difference between successful teachers, students, and graduates.

II. Methodology

This study was conducted among the selected public elementary and secondary schools from the 13 Mountain Province districts this 2021-2022. The school head respondents are composed of the teacher-in-charge, head teachers, and principals who have been school heads for at least three years in any public school in Mountain Province. The teacher respondents chosen have permanent status in any public school in Mountain Province for at least three years.

The Raosoft Calculator was used to determine the actual sample size of the respondents. Simple random sampling was used in this study wherein each member of the subset of the statistical population has an equal probability of being chosen.

The respondents were composed of school heads and teachers. There were 141 school head respondents composed of principals, head teachers, and teachers-in-charge from the different districts of the Schools Division of Mountain Province. There were 338 teacher respondents from the public elementary and secondary schools in the Schools Division of Mountain Province, composed of 202 elementary teachers and 136 secondary teachers.

Data Gathering Tool

The researcher used two parallel sets of questionnaires, one set for the school heads and one set for the teachers. The questionnaires cover the level of emotional intelligence and level of leadership effectiveness of administrators.

The first part is on the emotional intelligence of school administrators is based on Cooper's emotional quotient map, an extensively researched instrument, statistically reliable and norm tested on an employee workforce in the United States and Canada (Cooper 1996 &1997). It was modified by the researcher so that instead of 33 items, it contains 12 questions, with four questions each for others' emotional appraisal, use of emotion and regulation of emotion. The second part was formulated by the researcher to elicit data on the leadership effectiveness along Teamwork and Supervision, Operating Procedures, and Communication. It is composed of 21 questions. The questionnaire for the teachers was formulated parallel to the questionnaire for the school head. There were 13 items on emotional intelligence which were divided along with others' emotional appraisal, use of emotion and regulation of emotion. In the leadership effectiveness component, there were 12 questions which covered teamwork and supervision, operating procedures, and communication. The content validity of the questionnaires was established with the assistance of three supervisors of the Schools Division of Mountain Province, a registered guidance counselor, and two school heads.

The questionnaires were administered to 56 school heads and 56 teachers at the Schools Division of Ifugao to determine their reliability. A letter from the researcher is attached with the tool which explained the purpose of the study and informs them that their participation in the survey is voluntary. The data were treated using Cronbach's Alpha Coefficient with a rating of 0.925 and 0.922 for the questionnaire for school heads and teachers, respectively. As both coefficients are higher than 0.700, both questionnaires are described to have high internal consistency.

Data Gathering Procedure

Permission was requested from the Schools Division Superintendent before the researcher administered the questionnaire through email and other online platforms or on-site to the different administrators and teachers in the public elementary and secondary schools of Mountain Province and were retrieved through the help of the district supervisors.

The researcher explained the purpose of the research to the respondents through a letter attached to the questionnaire both printed and online. It was stated in the letter that participation in the study was on a voluntary basis. An online survey was done through the use of Google Sheets. Further, the anonymity and confidentiality of the data from the respondents were strictly observed by the researcher. Their names were not included in the study as the overall summary was used. After data gathering, the answers were consolidated and ready for analysis.

Treatment of Data

Statistical computations were done through the Statistical Package for Social Sciences (SPSS). The weighted mean and the standard deviation were used to describe the levels of emotional intelligence and the leadership effectiveness of the selected school administrators.

To determine if there is a significant difference in the level of emotional intelligence and level of effectiveness as perceived by the school heads and the teachers, a two-tailed t-test was used. To compare the level of emotional intelligence and level of leadership effectiveness as perceived by the elementary and secondary school heads, a two-tailed t-test was also used.

If the computed t-value is greater than the critical t-value, the null hypothesis is rejected and the alternative hypothesis is accepted. On the other hand, if the computed t-value is less than the critical t-value, the null hypothesis is accepted. Moreover, the larger the t-value means that the more difference there is between groups. The smaller the t score means that there is more similarity between groups (Clark-Foos,n.d.).

To test the extent of the relationship between the level of emotional intelligence and leadership effectiveness, the Pearson's Product-moment correlation coefficient was computed. According to Pathak (2020), this is also referred to as Pearson's r or bivariate correlation. It is a statistic that measures the linear correlation between two variables. Like all correlations, it also has a numerical value that lies between -1.0 and +1.0 which indicates the strength of the relationship between the two variables.

Pathak (2020) further stated that when two variables are correlated, it means that there exists a definable relationship between the two. If there is a positive correlation between the two variables, it means that when the value of one variable goes up, the value of the other goes up as well and conversely when the value of one variable goes down, the value of the other variable goes down as well. If there is a negative correlation between the two variables, this means that as the value of one variable goes up, the value of the other variable falls and conversely when the value of one variable falls, the value of the other variable goes up. Further, the leadership development plan was formulated with the assistance of three Public Schools District Supervisors and seven school heads of the Schools Division of Mountain Province.

Lastly, the views or opinions of the researcher were not included in the study since he is an employee of the Schools Division of Mountain Province.

III. Results and Discussion

Emotional Intelligence of the Administrators as Perceived by Administrators and Teachers

This subsection is on the level of emotional intelligence of the administrators as rated by the administrators and the teachers.

The weighted mean of the ratings given by the school heads themselves and the teachers was taken to describe the overall level of emotional intelligence of the school administrators. The mean of each indicator was also computed together with the mean along with the three categories which are Other's Emotional Appraisal, Use of Emotion, and Regulation of Emotion.

Both the school administrators and the teachers rated the emotional intelligence of administrators as very high with the former giving a weighted mean of 3.40 and the latter, 3.44. Further, the ratings given by both groups in the three categories of emotional intelligence which are other's emotional appraisal, use of emotion, and regulation of emotion correspond to a very high level.

The above data imply that the school administrators of Mountain Province reflect their emotional intelligence, strengths, effectiveness, and creativity under pressure. They are very much aware of their emotions. They are sensitive to the emotions of the teachers, and they empathize with them. They know how to manage their emotions and use them to build relationships. They can also create a positive learning environment for the teachers and students to excel. Salovey and Mayer (1990) stated that people with a high degree of emotional intelligence can understand their feelings, the meaning of their beliefs, and their effects. It was also mentioned by Muyia (2008) and Bar-On (2001) that school administrators who have high emotional intelligence can inspire their followers to perform well.

The results show that the teacher-respondents rated the emotional intelligence of their school heads as very high. As Waruwu (2015) indicated, educators who perceive their leaders as having a high degree of emotional intelligence have higher morale, experienced increased student success, and the overall campus operated more effectively.

In the category of Other's Emotional Appraisal, the statement "I am a good observer of teachers' emotions" got the lowest rating followed by "I know the teachers' emotions from their behaviors" as rated by the school administrators. Both have a descriptive rating of moderately high. This result is affirmed by the results of the survey of the teachers as respondents, as the statement "My school head is sensitive to my emotional situations" got the lowest rating which corresponds to moderately high.

In Use of Emotion, all the indicators have a very high descriptive rating in both the survey answered by the school administrators and the teachers. Among the three categories of emotional intelligence, the use of emotion ranked the highest. This implies that one of the strengths of the school administrators is appealing to the emotions of the teachers and the stakeholders which are needed in daily interaction and in building relationships.

In the third category which is Regulation of Emotion, the indicators with the lowest ratings in the self-assessment of the school heads are "I handle difficulties rationally" and "I have good control of my own emotions". Both statements are rated as moderately high. On the other hand, the teachers gave a very high rating to all the indicators under this category.

The findings are consistent with the study of Acosta-Pradio and Zarate Tores (2017) among Latin managers wherein they were rated as having a very high capacity to assess and recognize their emotions, a high capacity for self-control of their emotions and a high capacity to direct their emotions towards achieving competence. However, the Latin managers registered a low capacity

to assess and understand the emotions of their teams which is also the lowest in the survey among the teachers. Ashworth (2013) agrees that a principal's awareness of his/her emotions as well as others' emotions and how to deal with them are vital to relationship building and positive leadership. Further, George (2000) stated that a leader has to use emotional input in decision-making and manage emotions that interfere with making effective decisions.

The ratings on the emotional intelligence of the administrators given by the school heads and the teachers were used for comparison.

The computed t-value, 1.52, is lower than the critical t-value which is 1.97. The null hypothesis is therefore accepted. Hence, there is no significant difference in the perceived level of emotional intelligence of administrators as rated by the administrators and the teachers. This implies that the enhancement of the emotional intelligence of the school heads is being addressed in the learning and development program of DepEd-CAR and the Schools Division of Mountain Province. The findings also imply that both elementary and secondary school heads are given professional development opportunities in this area.

The results are in contrast with the study of Abdullah (2020) where the very high-level self-assessment ratings of the principals in region 12 on their emotional intelligence and social competence is significantly higher than the high-level ratings given by the teachers. The study also recommended that in the hiring of teachers, emotional intelligence be given great emphasis since school administrators usually emanate from the teachers.

The very high descriptive rating given by the teachers on the emotional intelligence of their school heads shows that the latter demonstrate understanding of the emotional intelligence of others, used emotion effectively, and demonstrate acceptable regulation of their emotions. It implies that the school administrators are able to address the socio-emotional needs of the learners, teachers, and stakeholders. They establish rapport with their customers. Further, they are also able to gain the respect of the teachers.

The findings contradict the study of Hogan and Kaiser (2005) as cited by Acosta-Pradio and Zarate Torres (2017) that 65-75% of employees believe that the worst aspect of their job is their immediate supervisor due to their supervisor's coldness, arrogance, and poor interpersonal skills.

Emotional Intelligence of the Elementary and Secondary Administrators

To describe the level of emotional intelligence of elementary and secondary school heads, the self-assessment ratings of the school administrators were analyzed.

The emotional intelligence of both elementary and secondary school heads is described as very high with 3.41 and 3.38 as their weighted mean ratings, respectively.

This further affirms that both the elementary and secondary school administrators of Mountain Province are capable of establishing a culture characterized by trust, respect, and unity. As Hejase et al. (2017) said, school administrators who have emotional intelligence establish a high level of trust among the members of the organization which lead to a high level of teamwork and job satisfaction among the employees.

The elementary school heads have a very high level of emotional intelligence in the three categories namely, Other's Emotional Appraisal, Use of Emotion, and Regulation of Emotion. On the other hand, secondary school heads have very high emotional intelligence along with Use of Emotions and Regulation of Emotion. They, however, registered moderately high levels along with others' emotional intelligence. This implies that the elementary school heads are more understanding of other people's emotional states as compared with the secondary teachers. They are more empathetic in dealing with other people as compared to their counterparts in high school.

To determine if there is a significant difference in the ratings, a t-test for independent groups was used. The computed t-value, 0.43, is less than the critical t-value, 1.99. The null hypothesis then is accepted. Therefore, there is no significant difference in the level of emotional intelligence of the elementary and secondary school heads. This shows that the emotional intelligence of both elementary and secondary principals is basically the same.

Leadership Effectiveness of the Administrators in the Schools Division of Mountain Province

This part presents the data on the level of the leadership effectiveness of the administrators as rated by the administrators and the teachers.

The result of the responses shows that the school administrators rated their leadership effectiveness with an overall mean of 3.07 or moderately high. To the school administrators, they perceive that they demonstrate steady and balanced leadership effectiveness in most situations. The teachers, on the other hand, gave an overall mean of 3.33 which is described as very high. The teachers perceive that their school heads reflect their strengths, leadership effectiveness, and creativity under pressure.

The self-assessment of the school administrators reveals a moderately high level of teamwork and supervision (M=2.93), operating procedures (M=3.14), and communication (M=3.17). On the other hand, the survey among teachers reveals the perceived level of leadership effectiveness of their school administrators along with teamwork and supervision (M=3.29), operating procedures (M=3.33), and communication (3.41) are all very high levels.

Under teamwork and supervision, the indicator for school heads "I enjoy the challenge of facing and solving problems at work" with a mean described as very high level. All the other indicators in this category have a mean described as moderately high. The indicator with the lowest mean is "I am good at organizing and motivating groups of people." In the survey conducted among the teachers, the statement with the highest mean is "My school head acknowledges the

efforts of the learners, school personnel and the stakeholders.” On the other hand, the statement “My school head coaches the school personnel in their areas of improvement” has the only mean described as moderately high.

Under operating procedures in the survey among the school administrators, “I listen to criticism with an open mind and use such to improve school processes” got the highest mean. On the other hand, “Feedback on activities and procedures are solicited from colleagues and stakeholders” got the lowest mean. Hence, while the school administrators recognize the importance of feedback, the findings imply that getting feedback from internal and external stakeholders is still an area of improvement. In the survey of the teachers, all the indicators have a mean equivalent to very high. “Concerns are addressed immediately by the concerned personnel.” got the highest mean, while “The procedures are simplified and easy to understand” has the lowest mean.

In the category Communication, “I let other people know when they are doing a good job” got the highest mean among the school heads. The indicator “I would not express my feelings if I believe they would cause disagreement” has the lowest mean. In the teachers’ responses, all the indicators are rated very high. “The teachers provide timely and substantial feedback to the parents” has the highest mean and “The internal and external stakeholders provide feedback and suggestions to the school” got the lowest mean.

The self-assessment of moderately high indicates that the school administrators are aware of their areas of improvement in leadership effectiveness. They may need the help of their supervisors and other educational leaders to help them enhance their effectiveness. As Wallace Foundation (2013) stated many principals may know what practices they should be engaging in, however, they may not know how to effectively implement them.

The data were subjected to statistical analysis using a t-test to determine if there is a significant difference in the ratings given by the school heads and the teachers.

The computed t-value, 7.24, is higher than the critical t-value, 1.97. The null hypothesis, therefore, is rejected, and the alternative hypothesis is accepted. Hence, there is a significant difference in the level of leadership effectiveness of administrators as perceived by the school heads and the teachers. The teachers’ perceived leadership effectiveness of their school heads is significantly higher than the self-assessment ratings of the school heads.

The ratings given by the teachers on the leadership effectiveness of the administrators are higher than the self-assessment of the administrators. The difference in the ratings may be attributed to the lens used by both groups in assessing. The school heads did self-assessments while the teachers used the lens of a subordinate. John Dewey’s social learning theory states that educational experience shapes educational judgment in contrast to the popular notion that judgment shapes educational outlook (Williams, 2017).

The findings are, on the other hand, in contrast to the study of Evers (2011) where the principals rated their leadership effectiveness higher than the classroom teachers.

Leadership Effectiveness of the Elementary and Secondary School Administrators

Both elementary and secondary school heads have a moderately high level of leadership effectiveness with the former having a rating of 3.08 and the latter 3.06. Their perceived leadership effectiveness along with teamwork and supervision, operating procedures, and communication are also described as moderately high for both groups.

Under teamwork and supervision, the indicator with the highest rating in the elementary group is “My closest colleagues would say I express my appreciation of them.” For the secondary administrators, the indicator with the highest rating is “I enjoy the challenge of facing and solving problems at work.” Both groups have the lowest mean in “I can fully trust the school team to get things done.” The findings suggest that both groups of school heads need to empower the school personnel such as training them well in implementing school programs.

Under operating procedures, the indicator with the highest mean for both groups is “I listen to criticism with an open mind and use such to improve school processes.” On the other hand, the indicator with the lowest mean for both groups is “Feedback on activities and procedures are solicited from colleagues and stakeholders.” This implies that both elementary and secondary school administrators still have to provide more opportunities for the internal and external stakeholders in assessing school activities and procedures.

In communication, “I let other people know when they are doing a good job” has the highest mean in both groups. For the elementary school heads, “I do not let things build up to crisis point before talking about it” has the lowest mean. For the secondary school administrators, “I would not express my feelings if I believe they would cause disagreement” is the lowest.

The findings are in contrast with the qualitative study of Kempa, Ulorlo and Wenno (2017) which states that the school administrators of the 2nd State Junior High School of Ambon, Indonesia have not been effective. Some of the reasons identified are that they have not built communication and networking with stakeholders, they are less rewarding for the teachers and the students, and evaluation and quality control have not been done well by the school. The authors suggested that special training be given to the principals to make them more competent in their work.

The ratings given by the school heads were analyzed using a t-test in determining if there is a significant difference in the level of leadership effectiveness of administrators in the elementary and secondary schools.

The null hypothesis is accepted since the computed t-value, 0.49, is lower than the critical t-value, 1.99. Therefore, there is no significant difference in the perceived level of leadership

effectiveness of the elementary and secondary school administrators. This means that the leadership effectiveness of both elementary and secondary school heads is the same.

Emotional Intelligence and Leadership Effectiveness of the Administrators

The relationship between the emotional intelligence and the leadership effectiveness of the school administrators of the Schools Division of Mountain Province was determined using the perceived ratings given by the school heads. This set of data was used instead of the ratings given by the teachers because the perceived leadership effectiveness of the school heads is lower than the rating given by the teachers. Pearson's Product-moment correlation coefficient, or Pearson r , was used to establish the relationship between emotional intelligence and leadership effectiveness.

The computed Pearson r , 0.68, indicates a strong positive relationship between emotional intelligence and leadership effectiveness. This shows that as emotional intelligence increases, there is a corresponding increase in leadership effectiveness. On the other hand, an increase in leadership effectiveness results in an increase in emotional intelligence.

This finding is aligned with the study of Aldawsari (2020) a survey of 36 items comprising 5 dimensions of self-awareness, self-regulation, motivation, social skills, and leadership effectiveness was administered to a population sample of 110 leaders and faculty members from different colleges in the University of Hafr Al Batin in Saudi Arabia. Findings revealed that there is a positive relationship between the level of emotional intelligence and the level of leaders' effectiveness. The author further stated that it is important to consider people with high emotional intelligence in leadership positions to ensure ultimate goals are achieved with ease and effectiveness. The author further stated that this can be done by adopting a scientific-based approach when identifying and selecting potential leaders in leadership positions; this may include establishing standards that indicate the level of emotional intelligence as an indicator of leadership efficiency.

Berkovich and Eyal (2017) showed empirical evidence that the principal's ability to recognize emotions is directly related to leadership behaviors. Williams (2008) stated that principals and vice-principals who were rated as having higher levels of emotional intelligence ability were also rated as more effective or above average in their leadership abilities.

Thrasher (2020) also showed a positive relationship between the level of emotional intelligence and the level of leaders' effectiveness and practices. Olcer, Florescu, and Nastase (2014) also highlighted those managers with significant levels of emotional intelligence have remarkably positive effects on their workers.

Jimlan (2018) also supports the study where findings revealed that emotional intelligence is directly related to conflict management and transformational leadership skills which are both elements of leadership effectiveness. Abdullah (2020) stated that principals with higher emotional and social competence are more likely to improve their transformational leadership qualities.

Further, the study by Bower, O'Connor, Harris, & Frick (2018) showed that principals are perceived to be more successful when they display a high level of emotional intelligence.

IV. Conclusion

Based on the findings of the study, the following conclusions are drawn:

1. The administrators, having a very high emotional intelligence as perceived by administrators and teachers, are very much aware of their emotions which made them sensitive to the emotions of their teachers and were able to empathize with them. The administrators were able to use this to build excellent working relationships with their teachers
2. Both elementary and secondary school administrators, as perceived by the school heads, have a very high emotional intelligence, corroborating that both elementary and secondary school administrators in Mountain Province are capable of establishing a culture of trust, respect, and unity. Although they did register a moderately high level of other people's emotional intelligence, this suggests that elementary school principals are more understanding of other people's emotional states than secondary school teachers. They are more empathic in dealing with others than their high school counterparts.
3. The leadership effectiveness of administrators is rated moderately high by administrators, who believe they demonstrate consistent and balanced leadership effectiveness in most situations, and very high by teachers. The perceived level of leadership effectiveness as rated by teachers, on the other hand, is significantly higher than that of school administrators, indicating that teachers believe their school leaders reflect their strengths, leadership effectiveness, and creativity under pressure. The moderately high self-assessment indicates that the school administrators are aware of their areas for improvement in leadership effectiveness. They may require the assistance of supervisors and other educational leaders to improve their effectiveness.
4. As perceived by school administrators, both elementary and secondary school heads have a moderately high level of leadership effectiveness, implying that both groups of school heads need to empower the school personnel by training them well in implementing school programs. Furthermore, it was concluded that there is a strong positive correlation between the level of emotional intelligence and the level of leadership effectiveness of school administrators.
5. A leadership development plan is proposed to further enhance the emotional intelligence and leadership effectiveness of school heads. The plan is focused on a mental health program, enhancement of socio-emotional competence, coaching and mentoring activities,

establishing a dynamic school recognition program, and streamlining procedures in schools.

V. Recommendations

1. The school administrators need to be aware of and reflect on their emotional intelligence.
2. Emotional intelligence is suggested to be given emphasis in choosing school administrators at both the elementary and secondary levels.
3. Further studies on the leadership effectiveness of school administrators are suggested to be conducted using other tools to further validate the results of the study.
4. Both elementary and secondary school heads benefit from boosting their leadership effectiveness through participation in various developmental activities.
5. Deliberate efforts have to be undertaken to enhance the emotional intelligence and leadership effectiveness of the school heads and that funding be allotted for these.
6. The activities in the proposed leadership developmental plan are recommended for the Schools Division of Mountain Province to include their Learning and Development for school heads. It is also recommended that the Philippine Elementary School Principals Association (PESPA) and National Association of Public Secondary School Heads, Inc. (NAPSSHI) consider the suggested activities in their action plans.

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