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Correlation Between Principals' Emotional Quotient and Teachers' Team Cohesion: Impact on Instructional Delivery Effectiveness

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Abstract — This study aimed to determine the correlation between the principals' emotional quotient and teachers' team cohesion and its impact on teachers' instructional delivery effectiveness in the three (3) divisions of Zamboanga del Norte, Dipolog City, and Dapitan City during the first quarter of the school year 2022 – 2023. Method: The research employed a survey since it used a questionnaire checklist. It also utilized correlational to test the relationships between the variables under consideration. A total of 632 respondents were surveyed, of which 529 respondents were from the Division of Zamboanga del Norte, 51 respondents from the Division of Dipolog City, and 52 from the Division of Dapitan City. The instrument used in the study was composed of two sets. The first set was the research instrument for principals comprising four (4) parts: the profile, emotional quotient scale, teachers' team cohesion scale, and classroom observation of teachers scale. The research instrument for teachers, the second set, consisted of two (2) sections: principals' emotional quotient scale and teachers' team cohesion scale. The main statistical tools used in the study were frequency counting and percent, weighted mean, standard deviation, Mann-Whitney U test, Kruskal-Wallis H test, and Spearman Rank–Order Correlation Coefficient to analyze and interpret the data. Results: In schools in Zamboanga del Norte, Dipolog City, and Dapitan City, the emotional quotient of the principals was average, teacher-team cohesion was very high, and the effectiveness of the teachers' instructional delivery was on the consolidating level. Moreover, the emotional quotient of the principals was moderately and favorably correlated to and significantly related to the cohesion of the teaching staff and the effectiveness of the teachers' instructional delivery throughout the three (3) divisions surveyed at the medium level impact. Conclusions: The principals' emotional intelligence, which they regard as crucial to good school leadership, substantially influences their capacity to carry out their daily duties as leaders with a modest level of emotional understanding and self-control. On the other hand, teachers are forming teams to strengthen interpersonal relationships, define roles, and manage the interpersonal and task-related issues that hinder collaboration. Moreover, principals in all three divisions with incredibly high emotional quotients also have high teacher-team cohesion. Similarly, principals with high levels of emotional intelligence are excellent at motivating teachers to take responsibility for their classrooms and be productive.

Keywords — Principals' Emotional Quotient, Teachers' Instructional Delivery Effectiveness, cohesion

I. Introduction

The COVID-19 pandemic's dramatic change in the educational landscape and the individuals' emotional development necessitate immediate adjustment and resiliency. The pandemic prohibited face-to-face classes from minimizing contact and preventing the Novel Corona Virus Disease (COVID-19) spread, resulting in separation between the school and the students. Pupils, teachers, and principals have been forced to study and work from home because of community quarantine and lockdown. The phenomenon could have altered principals' emotional upbringing, teachers' team cohesion, and instructional delivery effectiveness. To ensure that teachers form a cohesive team for effective instructional delivery during this pandemic, principals should consider the emotional quotient as an essential defining trait that school leaders should foster.

Popovych, Halian, Pavliuk, Kononenko, Hrys, and Tkachuk (2022) define an emotional quotient as the level of a person's emotional intelligence. According to Ariyanti, Adha, Wiyono, Timan, Burhanuddin, and Mustiningsih (2021), it is a buzzword emphasizing that school leaders should possess a high amount of emotional quotient to become successful. It has been demonstrated that an organization's effectiveness is based on how well its managers perform in light of their emotional intelligence. Humans can experience love, hatred, anger, and happiness as emotions. Thus, a school leader must, to some extent, be able to control these emotions. An emotional quotient assesses a person's capacity to regulate emotions (Robles-Bello, Sánchez-Teruel, & Galeote Moreno, 2021).

Similarly, school leaders' emotional quotient (EQ), also known as emotional intelligence, is the ability to understand and control one's emotions (Segal, Smith, Robinson, & Shubin, 2021). Further, school leaders are better able to express themselves and understand how others are feeling because of this. Additionally, it enables them to establish more solid bonds with their subordinates and interact with them more efficiently. Wijoyo, Santamoko, Muliansyah, Yonata, and Handoko (2020) believe that school leaders can discover the expertise in compensating for emotional intelligence at any time. It is worth remembering, however, that leading different types of teachers requires flexibility, especially in times of emergency and health crisis, and that bolstering the role of school heads' EQ as a preventative variable can help teachers generate a cohesive team (Sadovyy, Sánchez-Gómez, and Bresó, 2021). Management is viewed the guidance and control of action and a system is seen as a set of components interconnected for a purpose. Unarguably, a management system is a set of components, interconnected for the guidance and control of action. This suggests that the interconnection has been planned for a reason, and that the purpose would not be achieved without the interconnection (Luza-Tabiolo,C.D.,2018).

With the implementation of limited face-to-face, delivery of instruction is of two modes: face-to-face and modular. Instruction is delivered face-to-face according to the scheduled in-person classroom meetings. Students are required to show up to class and get instruction in person. Modular instruction, on the other hand, is an alternative instructional design that uses developed

instructional materials based on the students' needs (Nardo, 2017). Students are urged to work on various intriguing and complex tasks, promoting independent study. Teachers function with duality, face-to-face, and modular distance instructional delivery.

However, teachers' instructional delivery effectiveness during the current teaching scenarios is understudied. The scarcity of evidence supports teachers' teaching effectiveness in the transition of limited face-to-face classes. Similarly, the link between instructional delivery effectiveness and school heads' emotional quotient has not been scientifically established. At the same time, the relationship between school heads' emotional quotient and the teachers' team cohesion has not been examined in the local setting, particularly in the three (3) divisions of Zamboanga del Norte, Dipolog City, and Dapitasn City.

Hence, the study was conducted to investigate the correlation between elementary school principals' emotional quotient and the teachers' team cohesion. Likewise, the study examined the relationship between the school principals' emotional quotient and the teachers' instructional delivery effectiveness. The research was done by allowing school principals to take the emotional quotient appraisal and conducted classroom observations of teachers. Moreover, the teachers' team cohesion is crucial since the implementation of the limited face-to-face classes. Significantly, the study was performed to offer research-based recommendations to benefit the researcher's counterparts.

II. Methodology

Research Design

The study employed the survey research approach, which a questionnaire checklist supplemented it. The American Society for Quality (2022) defines a survey as "examining a process or interrogating a selected sample of people to collect data about a service, product, or process." It is used to gather information on a specific group of people's attitudes, behavior, or knowledge. Similarly, the study used a correlational research strategy. According to Bhandari (2022), a correlational study examines correlations between variables without the researcher altering or manipulating them. It expresses the magnitude and/or direction of a relationship between two (or more) variables. Primarily, a correlational analysis was performed to determine the correlation between principals' emotional quotient and the teachers' team cohesion and their instructional delivery effectiveness in the divisions of Dipolog, Dapitan, and Zamboanga del Norte.

Setting

This investigation took off in the three (3) divisions of Dipolog City, Dapitan City, and Zamboanga del Norte.

Respondents of the Study

Using Slovin's formula determines the principal–respondents of the study. The survey's target principal population comprised seven hundred twenty-five (725). With a 5% margin of error, 258 principal respondents were obtained. Simple proportionate sampling by lottery method was used in getting the principal respondents from each district. The proportion was calculated by dividing 258 by 725, which yielded 0.3559 rounded off to the nearest ten thousandths. The number of principal representatives from each district was determined by getting the product of the proportion and the number of principals.

Likewise, the study's teacher-respondents were determined by using Slovin's formula. A total of five thousand seven hundred forty-three (5,743) public elementary school teachers were the target teacher population of the study. With a margin of error of 5%, 374 teacher-respondents were obtained. The proportion was calculated by dividing 374 by 5,743, which yielded 0.0651 rounded off to the nearest ten thousandths. The number of teacher-representatives from each district was computed by getting the product of the proportion and the total number of teachers.

Simple random sampling using the lottery method was employed in selecting teacher-respondents. Teacher-respondents were taken from the school, where the principal was chosen as a study respondent. Simple random sampling provided teachers an equal chance of being included as respondents in the survey.

Table 1
Respondents of the Study in the First Congressional District of Zamboanga del Norte

School Districts	Number of School Heads	Numbers of Teachers	Respondents School Heads	Teachers	Total	Percent
La Libertad	10	61	4	4	8	7.27
Mutia	13	74	5	5	9	8.18
Piñan	21	126	7	8	16	14.55
Polanco I	15	138	5	9	14	12.73
Polanco II	15	90	5	6	11	10.00
Rizal	17	86	6	6	12	10.91
S. Osmeña I	20	133	7	9	16	14.55
S. Osmeña II	18	82	6	5	12	10.91
Sibutad	15	116	5	8	13	11.82
Total	144	906	51	59	110	100

Research Instrument

The research used two (2) sets of instruments: a research instrument for principals and a research instrument for teachers. The principals' research instrument was composed of four (4) parts: the profile, school heads' emotional quotient scale, teachers' team cohesion scale, and classroom observation for teachers scale. On the other hand, the teachers' instrument comprised two (2) parts: the school heads' emotional quotient scale and the teachers' team cohesion scale.

The principals' emotional quotient scale used Bradberry and Greaves (2009) and Khalil's (2011) Emotional Quotient Appraisal containing four areas: self-awareness, self-management, social awareness, and relationship management. On the other hand, the teachers' team cohesion scale was adopted from the Framework of Cohesive Teams developed by Thiss (2017). Moreover, the classroom observation for teachers' scale was taken from the Department of Education Classroom Observation Tool-Results-Based Performance Management System (COT-RPMS) for the school year 2021-2022 (Llego, n.d.).

The instrument was no longer subjected to reliability and validity testing except for face validity, which the researcher's adviser of this dissertation instituted since the tool was adopted from reliable sources in which content and construct validity, as well as the reliability coefficients, were already established.

Scoring Procedure

The principals' emotional quotient scale was responded to by the respondents using the five-point Likert scale format with the indicated qualitative description of ratings as follows:

5 – Significantly Above Average. The score is selected when the respondent has felt the statement always.

4 – Above Average. The score is selected if the respondent has felt the statement almost always.

3 – Average. The score is selected when the respondent has felt the statement often.

2 – Below Average. The score is selected when the respondent has seldom felt the statement.

1 – Significantly Below Average. The score is selected when the respondent has felt the statement almost never.

Average rating per statement was computed by multiplying "significantly above average" by 5, "above average" by 4, "average" by 3, "below average" by 2, and "significantly below average" by 1. The weighted mean was described as follows.

Scale	Range	Description
5	4.21 – 5.00	Significantly Above Average
4	3.41 – 4.20	Above Average
3	2.61 – 3.40	Average
2	1.81 – 2.60	Below Average
1	1.00 – 1.80	Significantly Below Average

Furthermore, the responses of the respondents in the teachers' team cohesion scale applied the six-point Likert scale format with the indicated qualitative description of ratings as follows:

6 – Strongly Agree. The score is selected when the respondents find the strength of team cohesion at a very high level.

5 – Agree. The score is selected when the respondents find the strength of team cohesion at a high level.

4 – Slightly Agree. The score is selected when the respondents find the strength of team cohesion fairly high.

3 – Slightly Disagree. The score is selected when the respondents find the strength of team cohesion at a low level.

2 – Disagree. The score is selected when the respondents find the strength of team cohesion at a fairly low level.

1 – Strongly Disagree. The score is selected when the respondents find the strength of team cohesion at a very low level.

The average rating per statement was computed by multiplying "very high" by 6, "high" by 5, "fairly high" by 4, "low" by 3, "fairly low" by 2, and "very low" by 1. The weighted mean was described as follows.

Scale	Range	Description	Interpretation
6	5.16 – 6.00	Strongly Agree	Very High
5	4.33 – 5.15	Agree	High
4	3.50 – 4.32	Slightly Agree	Fairly High
3	2.67 – 3.49	Slightly Disagree	Low
2	1.84 – 2.66	Disagree	Fairly Low
1	1.00 – 1.83	Strongly Disagree	Very Low

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Data-Gathering Procedure

The researcher asked for an endorsement from the EMD Program Head of the Graduate School of St. Vincent's College Incorporated, Dipolog City, to the Schools Division Superintendents of the Divisions of Dipolog, Dapitan, and Zamboanga del Norte to gather data by administering the instrument of the study.

After the endorsement from the program head was taken, the researcher wrote a letter to the Superintendents of the Divisions of Dipolog, Dapitan, and Zamboanga del Norte, attaching the endorsement letter from the EMD Program Head asking for endorsement to the District Supervisors to gather data by administering the instrument of the study.

A letter from the researcher and the endorsement letter from the Superintendents were sent to the District Supervisors asking for approval to gather data by administering the instrument of the study. Upon approval, the researcher personally fielded out the emotional quotient instrument to the principal respondents.

Furthermore, the researcher asked the principal to conduct the classroom observation of the teacher-respondents of the study and direct the principal to administer the emotional quotient scale and the teachers' team cohesion scale just after the classroom observation. The researcher provided the principal with a list of teachers to observe based on the random selection performed before the distribution of the study instrument.

Moreover, the researcher and the principal agreed on when to retrieve the instrument at a convenient time for the principal. After the questionnaire's retrieval, the researcher conducted a statistical analysis of the collected data.

Statistical Treatment

Frequency Counting and Percent. The researcher used the tool to quantify the profile of principals in terms of age, sex, length of service, educational qualification, and seminars/training attended on sensitivity management. The percent was calculated by getting the frequency of each category divided by the total number of respondents.

Weighted Mean. It quantified the respondents' ratings in the principals' emotional quotient, teachers' team cohesion, and the teachers' instructional delivery effectiveness.

Standard Deviation. It was used to determine the degree of homogeneity and heterogeneity of the responses where $SD \leq 3$ is homogenous and $SD > 3$ is heterogeneous (Aiken & Susane, 2001; Galleto, Refugio, & Torres, 2019).

Mann-Whitney Test. It was utilized to test differences in the principals' emotional quotient when analyzed according to the sex of principals.

Kruskal-Wallis Test. It was employed to test differences in the principals' emotional quotient when analyzed according to the age, length of service, educational qualification, and seminars/training attended on sensitivity management of principals.

Spearman Rank-Order Correlation. It determined if principals' emotional quotient significantly correlates with the teachers' team cohesion and instructional delivery effectiveness.

The following guide for interpreting the value of ρ, suggested by Cohen, West, and Aiken (2014), was used.

Value	Size	Interpretation
±0.50 to ±1.00	Large	High positive/negative correlation
±0.30 to ±0.49	Medium	Moderate positive/negative correlation
±0.10 to ±0.29	Small	Low positive/negative correlation
±0.01 to ±0.09	Negligible	Slight positive/negative correlation
0.00		No correlation

The data collected for this study were encoded and analyzed using Statistical Package for the Social Sciences (SPSS version 27.0), Minitab Express, and Microsoft Excel Data Analysis ToolPak. Hence, posting the statistical formulas was not necessary. The statistical test was performed at the 0.05 level of significance.

III. Results and Discussion

The results of the survey confirmed the generally held view that seminars and training are excellent chances for educators to develop their careers (Arzadon & Nato, 2015).

Table 15

Level of Principals' Emotional Quotient in terms of Relationship Management

Zamboanga del Norte	Principals' Ratings			Teachers' Ratings		
	AWV	SD	Description	AWV	SD	Description
Directly faces confrontation with others in challenging situations.	3.17	0.752	Average	3.18	0.753	Average
Gets along well with other people.	3.13	0.696	Average	3.14	0.697	Average
Communicates with others clearly and successfully.	3.23	0.706	Average	3.24	0.707	Average
Makes it clear to others that their opinions are of value.	3.14	0.805	Average	3.15	0.806	Average
Efficiently resolves conflicts and challenges.	3.18	0.685	Average	3.19	0.686	Average
Shows attention to other feelings to govern the effective interaction.	3.16	0.729	Average	3.17	0.730	Average
Learns more about others to help them in coping better.	3.18	0.695	Average	3.19	0.696	Average
Tells others about his/her interactions and feelings.	3.20	0.705	Average	3.21	0.706	Average
Mean & SD	3.17	0.722	Average	3.18	0.723	Average

Dipolog City	Principals' Ratings			Teachers' Ratings		
	AWV	SD	Description	AWV	SD	Description
Directly faces confrontation with others in challenging situations.	3.18	0.747	Average	3.19	0.743	Average
Gets along well with other people.	3.14	0.691	Average	3.15	0.687	Average
Communicates with others clearly and successfully.	3.24	0.701	Average	3.25	0.697	Average
Makes it clear to others that their opinions are of value.	3.15	0.800	Average	3.16	0.796	Average
Efficiently resolves conflicts and challenges.	3.19	0.680	Average	3.20	0.676	Average
Shows attention to other feelings to govern the effective interaction.	3.17	0.724	Average	3.18	0.720	Average
Learns more about others to help them in coping better.	3.19	0.690	Average	3.20	0.686	Average
Tells others about his/her interactions and feelings.	3.21	0.700	Average	3.22	0.696	Average
Mean & SD	3.18	0.717	Average	3.19	0.713	Average

Dapitan City	Principals' Ratings			Teachers' Ratings		
	AWV	SD	Description	AWV	SD	Description
Directly faces confrontation with others in challenging situations.	3.16	0.761	Average	3.20	0.791	Average
Gets along well with other people.	3.12	0.705	Average	3.16	0.735	Average
Communicates with others clearly and successfully.	3.22	0.715	Average	3.26	0.745	Average
Makes it clear to others that their opinions are of value.	3.13	0.814	Average	3.17	0.844	Average
Efficiently resolves conflicts and challenges.	3.17	0.694	Average	3.21	0.724	Average
Shows attention to other feelings to govern the effective interaction.	3.15	0.738	Average	3.19	0.768	Average

Learns more about others to help them in coping better.	3.17	0.704	Average	3.21	0.734	Average
Tells others about his/her interactions and feelings.	3.19	0.714	Average	3.23	0.744	Average
Mean & SD	3.16	0.731	Average	3.20	0.761	Average

	Principals' Ratings			Teachers' Ratings		
Overall	AWV	SD	Description	AWV	SD	Description
Directly faces confrontation with others in challenging situations.	3.17	0.753	Average	3.19	0.762	Average
Gets along well with other people.	3.13	0.697	Average	3.15	0.706	Average
Communicates with others clearly and successfully.	3.23	0.707	Average	3.25	0.716	Average
Makes it clear to others that their opinions are of value.	3.14	0.806	Average	3.16	0.815	Average
Efficiently resolves conflicts and challenges.	3.18	0.686	Average	3.20	0.695	Average
Shows attention to other feelings to govern the effective interaction.	3.16	0.730	Average	3.18	0.739	Average
Learns more about others to help them in coping better.	3.18	0.696	Average	3.20	0.705	Average
Tells others about his/her interactions and feelings.	3.20	0.706	Average	3.22	0.715	Average
Mean & SD	3.17	0.723	Average	3.19	0.732	Average

The emotional quotient of the principals as it relates to relationship management is shown in Table 15. The emotional quotient of principals as measured by relationship management was scored on average by principals and teachers from schools in the divisions of Zamboanga del Norte, Dipolog City, and Dapitan City. It denotes a modest level of skill for principals to elicit the necessary responses from others. Relationship managers or principals gather and examine customer data to identify trends and problems that may help to enhance client communications.

The current finding supports Lasater's (2016) assertion that relationships are the foundation of many facets of educational leadership. According to Northouse (2015), every situation involving school leaders necessitates some relational managerial activity.

Table 16
Summary of the Level of Principals' Emotional Quotient

	Principals' Ratings			Teachers' Ratings		
Zamboanga del Norte	Mean	SD	Description	Mean	SD	Description
Self-awareness	3.56	0.620	Above Average	3.53	0.511	Above Average
Self-management	3.15	0.739	Average	3.13	0.729	Average
Social Awareness	3.07	0.739	Average	3.01	0.725	Average
Relationship Management	3.17	0.722	Average	3.17	0.723	Average
Overall Mean & SD	3.24	0.705	Average	3.21	0.672	Average
	Principals' Ratings			Teachers' Ratings		
Dipolog City	Mean	SD	Description	Mean	SD	Description
Self-awareness	3.52	0.541	Above Average	3.49	0.429	Above Average
Self-management	3.12	0.730	Average	3.10	0.720	Average
Social Awareness	3.05	0.730	Average	2.99	0.716	Average
Relationship Management	3.18	0.717	Average	3.19	0.713	Average

	Principals' Ratings			Teachers' Ratings		
Overall Mean & SD	3.22	0.680	Average	3.19	0.645	Average
Dapitan City	Mean	SD	Description	Mean	SD	Description
Self-awareness	3.49	0.565	Above Average	3.43	0.457	Above Average
Self-management	3.11	0.744	Average	3.08	0.734	Average
Social Awareness	3.06	0.744	Average	3.00	0.730	Average
Relationship Management	3.16	0.731	Average	3.20	0.761	Average
Overall Mean & SD	3.21	0.696	Average	3.18	0.671	Average
Overall	Mean	SD	Description	Mean	SD	Description
Self-awareness	3.52	0.575	Above Average	3.48	0.466	Above Average
Self-management	3.13	0.735	Average	3.10	0.727	Average
Social Awareness	3.06	0.738	Average	3.00	0.724	Average
Relationship Management	3.17	0.723	Average	3.19	0.732	Average
Grand Mean & SD	3.22	0.693	Average	3.19	0.662	Average

The summary of the emotional quotient of the principals is shown in Table 16. The table illustrates that the emotional quotient of principals in schools in Zamboanga del Norte, Dipolog City, and Dapitan City received an average rating. The principals and their teachers produced the ratings in unanimity. It denotes a modest level of emotional understanding and self-control on the part of principals. It also suggests that principals' emotional intelligence, which they regard as crucial to good school leadership, substantially influences their capacity to carry out their daily duties as leaders.

The current result corroborates Pimentel Soto's (2021) study, which revealed that principals recognized that, in addition to their technical and academic skills, their success as leaders is directly related to their capacity to manage themselves and relate to others, including their ability to inspire, motivate, and support people as they work toward their objectives.

Test of Difference in the Principals' Emotional Quotient
Table 17
Test of Difference in the Principals' Emotional Quotient Analyzed by Profile

Zamboanga del Norte	U-Value	H-Value	p-value @ 0.05	Interpretation
Sex	5424.00		0.985	Not Significant
Age		0.341	0.843	Not Significant
Length of Service		0.875	0.948	Not Significant
Educational Qualification		0.628	0.855	Not Significant
Seminars/Training Attended		0.239	0.768	Not Significant
Dipolog City	U-Value	H-Value	p-value @ 0.05	Interpretation
Sex	4554.50		0.625	Not Significant
Age		0.432	0.752	Not Significant
Length of Service		0.682	0.511	Not Significant
Educational Qualification		0.613	0.342	Not Significant
Seminars/Training Attended		0.293	0.243	Not Significant

Dapitan City	U-Value	H-Value	p-value @ 0.05	Interpretation
Sex	5342.00		0.521	Not Significant
Age		0.174	0.342	Not Significant
Length of Service		0.391	0.657	Not Significant
Educational Qualification		0.573	0.741	Not Significant
Seminars/Training Attended		0.457	0.942	Not Significant

Overall	U-Value	H-Value	p-value @ 0.05	Interpretation
Sex	5338.50		0.781	Not Significant
Age		0.584	0.466	Not Significant
Length of Service		0.612	0.724	Not Significant
Educational Qualification		0.385	0.633	Not Significant
Seminars/Training Attended		0.477	0.243	Not Significant

The table also shows no discernible difference between the principals in the three divisions tested when their emotional quotient was assessed by age. It implies that principals of all ages, young and old, have a comparable emotional quotient. It indicates that older principals feel and act similarly to youthful principals.

Table 32
Summary of the Strength of Teachers' Team Cohesion

Zamboanga del Norte	Principals' Ratings			Teachers' Ratings		
Task-Oriented Team Cohesion	Mean	SD	Interpretation	Mean	SD	Interpretation
Open communication	4.60	0.525	High	4.55	0.535	High
Commitment to the objectives	5.10	0.514	High	5.17	0.528	Very High
Respect of group members	5.50	0.524	Very High	5.60	0.718	Very High
Share common purpose	4.71	0.711	High	4.82	0.733	High
Trust	4.97	0.719	High	5.17	0.723	Very High
Supportive leaders	5.47	0.695	Very High	5.51	0.713	Very High
Social-Oriented Team Cohesion	Mean	SD	Interpretation	Mean	SD	Interpretation
Group efficacy and success	5.48	0.644	Very High	5.61	0.655	Very High
Camaraderie	5.42	0.648	Very High	5.56	0.660	Very High
Altruism towards members	5.02	0.632	High	5.34	0.668	Very High
Bonding	5.88	0.635	Very High	5.93	0.670	Very High
Sense of belonging	5.67	0.636	Very High	5.73	0.544	Very High
Identification with group members	5.53	0.477	Very High	5.68	0.478	Very High
Group pride	4.88	0.511	High	5.61	0.483	Very High
Leaders' cohesiveness builders	5.35	0.520	Very High	5.54	0.492	Very High
Overall Mean & SD	5.26	0.599	Very High	5.42	0.614	Very High
Dipolog City	Principals' Ratings			Teachers' Ratings		
Task-Oriented Team Cohesion	Mean	SD	Interpretation	Mean	SD	Interpretation
Open communication	4.66	0.536	High	4.61	0.546	High
Commitment to the objectives	5.23	0.525	Very High	5.30	0.539	Very High
Respect of group members	5.59	0.424	Very High	5.69	0.618	Very High
Share common purpose	4.80	0.611	High	4.95	0.744	High
Trust	5.10	0.730	High	5.30	0.734	Very High
Supportive leaders	5.60	0.706	Very High	5.57	0.724	Very High
Group efficacy and success	5.54	0.655	Very High	5.67	0.666	Very High
Social-Oriented Team Cohesion	Mean	SD	Interpretation	Mean	SD	Interpretation
Camaraderie	5.48	0.659	Very High	5.62	0.671	Very High

Altruism towards members	5.08	0.643	High	5.40	0.679	Very High
Bonding	5.90	0.645	Very High	5.95	0.680	Very High
Sense of belonging	5.69	0.646	Very High	5.75	0.554	Very High
Identification with group members	5.55	0.487	Very High	5.74	0.489	Very High
Group pride	4.94	0.522	High	5.67	0.494	Very High
Leaders' cohesiveness builders	5.41	0.531	Very High	5.60	0.503	Very High
Overall Mean & SD	5.33	0.594	Very High	5.49	0.617	Very High
Dapitan City	Principals' Ratings			Teachers' Ratings		
Task-Oriented Team Cohesion	Mean	SD	Interpretation	Mean	SD	Interpretation
Open communication	4.69	0.626	High	4.64	0.636	High
Commitment to the objectives	5.19	0.614	Very High	5.26	0.628	Very High
Respect of group members	5.62	0.539	Very High	5.72	0.733	Very High
Share common purpose	4.83	0.726	High	4.91	0.833	High
Trust	5.06	0.819	High	5.26	0.823	Very High
Supportive leaders	5.56	0.795	Very High	5.60	0.814	Very High
Group efficacy and success	5.57	0.745	Very High	5.70	0.756	Very High
Social-Oriented Team Cohesion	Mean	SD	Interpretation	Mean	SD	Interpretation
Camaraderie	5.51	0.749	Very High	5.65	0.761	Very High
Altruism towards members	5.11	0.733	High	5.43	0.769	Very High
Bonding	5.86	0.746	Very High	5.91	0.781	Very High
Sense of belonging	5.65	0.747	Very High	5.77	0.655	Very High
Identification with group members	5.58	0.588	Very High	5.77	0.579	Very High
Group pride	4.97	0.612	High	5.70	0.584	Very High
Leaders' cohesiveness builders	5.44	0.621	Very High	5.63	0.593	Very High
Overall Mean & SD	5.33	0.690	Very High	5.50	0.710	Very High
Overall	Principals' Ratings			Teachers' Ratings		
Task-Oriented Team Cohesion	Mean	SD	Interpretation	Mean	SD	Interpretation
Open communication	4.65	0.563	High	4.60	0.573	High
Commitment to the objectives	5.18	0.551	Very High	5.24	0.565	Very High
Respect of group members	5.57	0.495	Very High	5.67	0.690	Very High
Share common purpose	4.78	0.683	High	4.89	0.770	High
Trust	5.04	0.756	High	5.24	0.760	Very High
Supportive leaders	5.54	0.732	Very High	5.56	0.750	Very High
Group efficacy and success	5.53	0.681	Very High	5.66	0.692	Very High
Social-Oriented Team Cohesion	Mean	SD	Interpretation	Mean	SD	Interpretation
Camaraderie	5.47	0.686	Very High	5.61	0.697	Very High
Altruism towards members	5.07	0.670	High	5.39	0.705	Very High
Bonding	5.88	0.676	Very High	5.93	0.710	Very High
Sense of belonging	5.67	0.677	Very High	5.75	0.584	Very High
Identification with group members	5.55	0.518	Very High	5.73	0.516	Very High
Group pride	4.93	0.549	High	5.66	0.520	Very High
Leaders' cohesiveness builders	5.40	0.557	Very High	5.59	0.529	Very High
Grand Mean & SD	5.30	0.628	Very High	5.47	0.647	Very High

The strength of team cohesion among teachers is shown in Table 32. If one carefully examines the table, it reveals that teacher-team cohesion was very high in schools in Zamboanga del Norte, Dipolog City, and Dapitan City. The teachers' findings were also backed up by their principals, who revealed very high levels of team cohesion among the teachers. It indicates that teachers supported unity, both formally and informally, to enhance social interactions, clarify roles, and address the personal and work-related concerns that impede teamwork. It might also signify that teachers are forming teams to strengthen interpersonal relationships, define roles, and manage the interpersonal and task-related issues that hinder collaboration.

Test of Relationship between the Level of Principals' Emotional Quotient and the Strength of Teachers' Team Cohesion

Table 33

Relationship between the Level of Principals' Emotional Quotient and the Strength of Teachers' Team Cohesion

Zamboanga del Norte	ρ-value	p-value @0.05	Interpretation
Principals' Emotional Quotient and Teachers' Team Cohesion	0.32	0.000	Medium Moderate Positive Correlation Significant
Dipolog City	ρ-value	p-value @0.05	Interpretation
Principals' Emotional Quotient and Teachers' Team Cohesion	0.33	0.000	Medium Moderate Positive Correlation Significant
Dapitan City	ρ-value	p-value @0.05	Interpretation
Principals' Emotional Quotient and Teachers' Team Cohesion	0.37	0.000	Medium Moderate Positive Correlation Significant
Overall	ρ-value	p-value @0.05	Interpretation
Principals' Emotional Quotient and Teachers' Team Cohesion	0.32	0.000	Medium Moderate Positive Correlation Significant

Table 33 illustrates the test of the relationship between the emotional quotient of principals and the strength of team cohesion among teachers. A closer look at the data reveals that, throughout the three (3) divisions surveyed, the emotional quotient of the principals was moderately and favorably correlated to and significantly related to the cohesion of the teaching staff. The computed ρ-values, which have p-values below the 0.05 level of significance, support the conclusion. The connection also had a moderate impact. It suggests that how cohesively teachers had formed their teams was moderately influenced by the emotional quotient of the principals. It implies that principals in Zamboanga del Norte, Dipolog City, and Dapitan City who have incredibly high emotional quotients also have extremely high teacher-team cohesion.

The current finding concurs with Bower et al. (2018) study, which found that teachers with very high levels of team cohesion worked under principals with high levels of emotional intelligence.

In a similar way, this result supports Fakhrou et al. (2022). The study established a moderately positive association between collaborative work abilities and emotional intelligence.

Teachers' Instructional Delivery Effectiveness
Table 34
Level of Teachers' Instructional Delivery Effectiveness

Zamboanga del Norte	AWV	SD	Description
Apply knowledge of content within and across curriculum teaching areas	5.56	0.663	Consolidating
Display proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning	6.25	0.632	Interpreting
Use effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement	6.15	0.623	Consolidating
Establish safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures	6.56	0.687	Interpreting
Maintain learning environments that promote fairness, respect and care to encourage learning	6.45	0.571	Interpreting
Maintain learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning	6.54	0.763	Interpreting
Apply a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning	6.10	0.694	Consolidating
Design, adapt and implement teaching strategies that are responsive to learners with disabilities, giftedness and talents	5.54	0.622	Consolidating
Adapt and use culturally appropriate teaching strategies to address the needs of learners from indigenous groups	6.08	0.605	Consolidating
Mean & SD	6.14	0.651	Consolidating
Dipolog City	**AWV**	**SD**	**Description**
Apply knowledge of content within and across curriculum teaching areas	5.62	0.674	Consolidating
Display proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning	6.31	0.643	Interpreting
Use effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement	6.21	0.634	Interpreting
Establish safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures	6.62	0.698	Interpreting
Maintain learning environments that promote fairness, respect and care to encourage learning	6.51	0.582	Interpreting
Maintain learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning	6.60	0.774	Interpreting
Apply a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning	6.16	0.705	Consolidating
Design, adapt and implement teaching strategies that are responsive to learners with disabilities, giftedness and talents	5.60	0.633	Consolidating

Adapt and use culturally appropriate teaching strategies to address the needs of learners from indigenous groups	6.14	0.616	Consolidating
Mean & SD	6.20	0.662	Consolidating
Dapitan City	**AWV**	**SD**	**Description**
Apply knowledge of content within and across curriculum teaching areas	5.65	0.764	Consolidating
Display proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning	6.34	0.733	Interpreting
Use effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement	6.24	0.724	Interpreting
Establish safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures	6.65	0.788	Interpreting
Maintain learning environments that promote fairness, respect and care to encourage learning	6.54	0.672	Interpreting
Maintain learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning	6.63	0.864	Interpreting
Apply a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning	6.19	0.795	Consolidating
Design, adapt and implement teaching strategies that are responsive to learners with disabilities, giftedness and talents	5.63	0.723	Consolidating
Adapt and use culturally appropriate teaching strategies to address the needs of learners from indigenous groups	6.17	0.706	Consolidating
Mean & SD	6.23	0.752	Interpreting
Overall	**AWV**	**SD**	**Description**
Apply knowledge of content within and across curriculum teaching areas	5.61	0.700	Consolidating
Display proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning	6.30	0.669	Interpreting
Use effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement	6.20	0.660	Consolidating
Establish safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures	6.61	0.724	Interpreting
Maintain learning environments that promote fairness, respect and care to encourage learning	6.50	0.608	Interpreting
Maintain learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning	6.59	0.800	Interpreting
Apply a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning	6.15	0.731	Consolidating
Design, adapt and implement teaching strategies that are responsive to learners with disabilities, giftedness and talents	5.59	0.659	Consolidating

Adapt and use culturally appropriate teaching strategies to address the needs of learners from indigenous groups	6.13	0.642	Consolidating
Mean & SD	6.19	0.688	Consolidating

The effectiveness of teachers' instructional delivery is revealed in Table 34. The teachers' performance in this area was assessed based on observations made in the classroom by the principal. Teachers in the divisions of Zamboanga del Norte and Dipolog City were rated consolidating level on their instructional delivery effectiveness. On the other hand, the teachers in the Dapitan City division under investigation achieved their performance in terms of interpreting level of instruction.

The current finding is consistent with Barrogo's (2020) study, which discovered that teachers had reached the consolidating level in eight out of ten instances involving the standardized classroom observation tool.

Test of Relationship between the Level of Principals' Emotional Quotient and the Level of Teachers' Instructional Effectiveness
Table 35
Relationship between the Level of Principals' Emotional Quotient and the Level of Teachers' Instructional Effectiveness

Zamboanga del Norte	ρ-value	p-value @0.05	Interpretation
Principals' Emotional Quotient and Teachers' Instructional Effectiveness	0.41	0.000	Medium Moderate Positive Correlation Significant
Dipolog City	ρ-value	p-value @0.05	Interpretation
Principals' Emotional Quotient and Teachers' Instructional Effectiveness	0.45	0.000	Medium Moderate Positive Correlation Significant
Dapitan City	ρ-value	p-value @0.05	Interpretation
Principals' Emotional Quotient and Teachers' Instructional Effectiveness	0.48	0.000	Medium Moderate Positive Correlation Significant
Overall	ρ-value	p-value @0.05	Interpretation
Principals' Emotional Quotient and Teachers' Instructional Effectiveness	0.44	0.000	Medium Moderate Positive Correlation Significant

Table 35 depicts the test of the relationship between the teachers' instructional effectiveness and the principals' emotional quotient. A closer look at the table reveals that the emotional quotient of the principals was moderately and favorably connected to and significantly related to the effectiveness of the teachers' instructional delivery throughout the three (3) divisions surveyed.

The computed ρ-values, which have p-values below the 0.05 level of significance, support the conclusion. The connection also had a moderate impact.

The current finding is consistent with the research of Bower et al. (2018), which found that teachers view principals as more successful when they demonstrate and use high levels of emotional intelligence and less successful when they do not or fail to do so. The highest level of teacher performance in terms of instruction delivery was considered successful in their study.

IV. Conclusion

The principals' emotional intelligence, which they regard as crucial to good school leadership, substantially influences their capacity to carry out their daily duties as leaders with a modest level of emotional understanding and self-control. On the other hand, teachers are forming teams to strengthen interpersonal relationships, define roles, and manage the interpersonal and task-related issues that hinder collaboration. Moreover, principals in all three divisions with incredibly high emotional quotients also have high teacher-team cohesion. Similarly, principals with high levels of emotional intelligence are excellent at motivating teachers to take responsibility for their classrooms and be productive.

V. Recommendations

Following a detailed evaluation of the results and conclusions, the following recommendations are made:

School principals in Zamboanga del Norte, Dipolog City, and Dapitan City divisions should recognize their emotional blind spots because they will ultimately determine success. They should also develop their emotional intelligence skills and create leadership initiatives that emphasize emotional intelligence competencies and their general significance and applicability.

The four dimensions of emotional intelligence—self-emotion appraisal, others' emotional appraisal, use of emotion, and emotion regulation—could be added to principal preparation programs, college/university graduate and undergraduate curricula, and contentious training programs. The divisions can create interventions to support existing and future principals' capacity for emotional quotient. Additionally, the divisions can develop specific plans of action to improve administrators' abilities to interact regularly with the most important parties and to encourage teacher and school success through instructional leadership, especially during times of fast educational change.

Teachers in the divisions of Zamboanga del Norte, Dipolog City, and Dapitan City should model a solid team in which the members cooperate, recognize, and utilize one another's skills and

abilities, and enable and promote individuality. Team members should always be committed to achieving their shared objectives and show concern for one another.

All teachers should continue to receive professional development opportunities from school principals, superintendents, and supervisors to maintain or even raise teachers' competence in delivering instruction. With this, a learning action cell session focused on contextualization and a learning action cell session concentrating on instructional delivery and the art of questioning may be strengthened by the top-level management and delivered to teachers.

The idea of emotional quotient in school leadership is relatively new. To produce more broadly relevant findings, further study in this area utilizing sizable, random samples in various regions of the Philippines is required.

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