

Exploring the Role of Emotional Intelligence in Effective School Leadership

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Abstract: This study set out to explore the influence of EI on leadership practices, decision-making, and overall leadership effectiveness. Through a correlational research design, the study engaged 285 teachers to provide insights into the manifestation of EI in school leadership and its perceived impact. The findings of this study, the study advocates for the "Leadership Excellence through Emotional Intelligence (LEEI)" program, aimed at enhancing the EI competencies of school leaders to foster improved leadership dynamics within educational settings. This recommendation aligns with the evidence underscoring EI as a cornerstone of leadership efficacy, suggesting that investment in such developmental programs can lead to significant advancements in educational leadership.

Keywords: Emotional Intelligence; School Leadership; Developmental programs.

1. Introduction

The effectiveness of educational institutions as a whole, as well as the educational experiences and outcomes of students, are significantly influenced by effective school leadership. Effective leaders need a varied set of abilities and qualities to overcome the many-faceted issues they confront in today's complicated and changing educational environment. Of these qualities, emotional intelligence (EI) has come to be recognized as a crucial element that may greatly affect leadership performance. In order to better understand the complex and fluid link between emotional intelligence and effective school leadership, this study examines how emotional competences affect leaders' capacity to motivate and inspire others in educational contexts.

Goleman popularized the idea of emotional intelligence in the 1990s. According to Goleman (1995), emotional intelligence is the ability to successfully identify, comprehend, regulate, and use one's own emotions as well as the emotions of others[1]. A variety of emotional competences are included by this idea, including self-awareness, self-control, empathy, and social abilities. Emotional intelligence's importance in leadership has drawn significant attention across a variety of industries, and educational leadership is no exception.

The role of emotional intelligence in leadership research has been widely discussed. Research shows that emotional intelligence is very important for the success and effective leadership of leaders. Leaders with high EQ are more likely to perform well in relationships, conflict management, teamwork, etc. Goleman, D. (1995)[1]. Emotional Intelligence: Why It Can Matter More Than IQ. This book is one of the milestones in emotional intelligence research, discussing the impact of emotional intelligence in various fields, including leadership and education. The book presents the concept of emotional intelligence and explores how it works in a leadership role. Kouzes, J. M., & Posner, B. Z. (2017). The Leadership Challenge: How to Make Extraordinary Things Happen in Organizations[2]. This book not only explores various aspects of effective leadership, but also highlights the key role of emotional intelligence in the leadership role. The authors discuss how emotional

intelligence influences leaders' interpersonal relationships, influence, and decision-making skills. Cherniss, C. (2010). The Emotionally Intelligent Workplace: How to Select for, Measure, and Improve Emotional Intelligence in Individuals, Groups, and Organizations [3]. This book explores how emotional intelligence plays a role in organizational and leadership roles. It provides practical advice on how to choose, measure, and improve emotional intelligence, providing guidance to school leaders on how to apply the concept of emotional intelligence.

From analysis, although EQ has been extensively studied, there remains a clear gap in understanding the specific contribution of EQ to effective school leadership. Although EQ is widely recognized as an important feature of effective leadership in a variety of settings, the precise impact of EQ on leadership behavior, decision-making, and overall effectiveness in the educational leadership field warrants further exploration. This gap presents challenges for educators, managers, and policy makers seeking to optimize their leadership skills.

School leaders, such as principals and administrators, have responsibilities that go beyond the usual administrative activities of supervising budgets and scheduling. Effective school leaders are required to establish a healthy school culture, to inspire and encourage employees, to interact with students and parents, and to make strategic decisions that improve teaching and learning. To manage the complexity of interpersonal relationships, settle disagreements, and generate good change, this diverse profession requires a high level of emotional intelligence.

Although the subject of emotional intelligence has been well researched in business and organizational settings, research on its applicability to educational leadership is still relatively young. Emotional intelligence has the ability to influence leadership practices and results in schools, according to scholars and educators in recent years (Goleman et.al, 2001) [4]. There is still much to learn about the ways in which emotional intelligence emerges in educational leadership, as well as the effects it has on school climate, teacher morale, student achievement, and overall school success. The purpose of this research is to add to the

expanding body of knowledge in this subject by investigating the function of emotional intelligence in effective school leadership. This study aims to shed light on the complicated linkages between emotions and leadership in the educational setting by evaluating the emotional competences of school leaders and their influence on various areas of school leadership.

The role of emotional intelligence in effective leadership in schools is also attracting increasing attention in educational research and practice. EQ covers abilities such as emotion recognition, emotion management, empathy, self-motivation, and social skills that play a role in interactions between leaders and various educational stakeholders like employees, students, and parents. In the school environment, leaders such as principals, education institutions management, teachers leadership need to deal with all kinds of emotional and interpersonal problems, they need to establish contact with staff, students, parents, and other stakeholders, resolve conflicts, promote the positive emotional atmosphere, to support the effective operation of education institutions, emotional intelligence to create a positive campus atmosphere, cultivate meaningful relationship and promote effective decision-making is crucial.

Amidst the swiftly transforming educational and societal landscape in China, the exploration of the role of emotional intelligence in effective school leadership assumes heightened significance. The researcher, a Chinese teacher affiliated with the China Ministry of Education, embarks on this study with a nuanced understanding of the current situation in China's education sector. The ongoing modernization and emphasis on innovation in education underscore the crucial need for school leaders to possess emotional intelligence as they navigate the complexities of evolving educational paradigms.

Moreover, within the global discourse on educational excellence, China's position as a leading educational powerhouse amplifies the significance of the findings. The insights derived from this research have the potential not only to inform local educational practices but also to contribute to international conversations on effective school leadership. As China's influence on the global stage continues to grow, the study becomes a key contributor to the broader dialogue on the essential role of emotional intelligence in effective leadership, shaping practices and discussions both domestically and internationally.

The researcher's exploration of emotional intelligence in effective school leadership within the current situation in China responds directly to the evolving needs and aspirations of the Chinese educational system. This research initiative not only contributes to the scholarly understanding of leadership dynamics but also holds practical implications for fostering positive and effective school leadership in the rapidly changing educational landscape of contemporary China, contributing to both national and global conversations on educational excellence.

The goal of this study was to explore the role of emotional intelligence in school leadership and how it influences leaders' behavior, decision-making, and interactions with educational stakeholders. Through this study, on the one hand, it can provide leaders with key insights about how to better connect with teachers, students and parents, encourage participation and promote a positive learning atmosphere. On the other hand, examining how emotional intelligence influences the school atmosphere and learning outcomes

helps to guide leader training and development programs, as well as educational policy development.

Looking into available literature, it appears to have longer spans of disparity of studies being undertaken under this discipline, which reflects a similarly big gap in the years of the related literatures and studies. Although the researcher acknowledges this fact, more updated studies are still sought out, but unlike common practice in the field of this study, older studies are still recognized given their relations with the current state of the topic.

The following is seen to benefit from this study: Students. The outcomes of this study may lead to school leaders who are more sensitive to children's emotional needs, resulting in a caring and supportive learning environment. This can improve kids' well-being, academic achievement, and school experience overall. Teachers. Examining the function of emotional intelligence in school leadership might help instructors cooperate with administrators more successfully, producing a peaceful and productive educational environment. Administrators' increased interpersonal skills and empathy may aid teachers, resulting in better communication and decision-making. School Administrators. Understanding the importance of emotional intelligence in leadership may help administrators improve their capacity to build a healthy school culture, settle conflicts, and make informed decisions, resulting in more successful school administration. Academic Institution. The findings of the study can help academic institutions understand the value of emotional intelligence in leadership development programs for school administrators. Institutions may contribute to more competent and capable educational leaders by stressing emotional intelligence abilities, hence boosting overall school governance and effectiveness. Researcher. Research benefits the researcher by expanding knowledge, refining skills, and fostering professional growth. Successful projects elevate the researcher's standing, offering networking opportunities and potential collaborations. This cycle of knowledge creation establishes the researcher as a key contributor to their field, fostering continuous learning and development. Future Researchers. This study provides a fundamental knowledge of the diverse impact of emotional intelligence in school leadership, laying the path for future research to delve further into specific components. Based on this understanding, researchers may study subtle relationships and potential treatments linked to emotional intelligence and leadership in educational contexts.

2. Statement of the Problem

Effective school leadership is vital for educational success, encompassing administrative prowess and emotional intelligence. While emotional intelligence's importance is recognized across sectors, its distinct role and impact in school leadership require focused exploration. This study aims to fill this gap by investigating how emotional intelligence influences leadership practices, decision-making, and overall effectiveness, offering insights to enhance leadership development in educational settings.

Specifically, it tries to answer the following:

1. What is the profile of the respondents based on:
Sex/Age/Year level handled
2. What is the assessment of the teacher-respondents' on school leaders' state of emotional intelligence in terms of:
 - 2.1 Self-awareness
 - 2.2 Self-Regulation

- 2.3Empathy
- 2.4Motivation
- 2.5Social Skills

3.Is there a significant difference in the assessment of teacher-respondents' on school leaders' state of emotional intelligence when their profile is taken as test factors?

4.What is the assessment of teacher-respondents on the impact of emotional intelligence of school leaders in delivering effective school leadership in terms of:

- 4.1Leadership Style
- 4.2Organizational Culture
- 4.3Cultural Context

5.Is there a significant difference in assessment of teacher-respondents on the impact of emotional intelligence of school leaders in delivering effective school leadership when their profile is taken as test factors?

6.Is there a significant relationship between school leaders' state of emotional intelligence and delivering effective school leadership?

7.What model can be used to further develop the effect of emotional intelligence in the improvement of effective school leadership?

Hypotheses

H1: There is no significant difference in of teacher-respondents' on school leaders' state of emotional intelligence when their profile is taken as test factors; H2: There is no significant difference in assessment of teacher-respondents on the impact of emotional intelligence of school leaders in delivering effective school leadership when their profile is taken as test factors; H3: There is no significant relationship between school leaders' state of emotional intelligence and delivering effective school leadership.

3. Scope and Delimitation

The purpose of this study is to investigate the impact of emotional intelligence on leadership behaviors, practices, and results at Yichun College in Jiangxi Province, China. The study looked into how emotional intelligence affects several elements of school leadership, such as communication, decision-making, dispute resolution, connection development, and organizational effectiveness. While the study covers only the tertiary level, it takes into account the influence of varied cultural backgrounds, and it is confined to specific institution and location.

Furthermore, the research primarily gathers perspectives from teachers as key respondents, without extensively exploring the viewpoints of other stakeholders, such as the administrators themselves, students, parents or community members. The scope of this study is concentrated on the educational sector, specifically leadership within educational institutions, and does not delve into broader leadership contexts beyond education. Lastly, due to resource constraints, the study may not comprehensively cover every dimension of emotional intelligence and leadership, potentially leaving out specific sub-factors or nuanced interactions.

4. Results and Analysis

Statistical analyses were conducted using the SPSS V.20 software, applying various methods. Frequency and percentage were utilized to describe the demographic profile of the respondents and to address the first Specific Objective of the study (SOP 1). The mean and standard deviation were employed to depict the teachers-respondent's assessments of

emotional intelligence and its influence on effective school leadership. Additionally, the standard deviation indicated the dispersion of individual scores around the mean, with a small standard deviation pointing to homogeneous responses and a large one indicating a wide range of responses.

The Independent Samples T-Test was used to determine any significant differences across the variables and indicators. For identifying differences among more than two groups, the ANOVA Test was applied. Where significant results emerged, Post Hoc ANOVA tests such as Scheffe and Least Significant Difference were utilized to determine the significance of these findings.

The Pearson Product-Moment Correlation was executed to discern the relationships between the variables. The criteria for assessing the null hypothesis were based on the significance (sig) value: a sig value equal to or less than 5% indicated significant results, leading to the rejection of the null hypothesis; conversely, a sig value greater than 5% suggested no significant findings, and the null hypothesis was accepted.

4.1. Demographic Profile of the Respondents

Table 1 presents the demographic data of 285 respondents. The data is categorized into three main sections: sex, age, and year level handled.

Table 1. Demographic Profile of the Respondents

Demographic Profile	Categories	Frequency	Percentage
Sex	Male	139	48.77
	Female	146	51.23
	Total	285	100.00
Age	Below 18 years old	0	0.00
	18-21 years old	0	0.00
	22-24 years old	0	0.00
	Above 25 years old	285	100.00
	Total	285	100.00
Year Level Handled	1st year	60	21.05
	2nd year	76	26.67
	3rd year	98	34.39
	4th year	51	17.89
	Total	285	100.00

Table 1, which outlines the demographic profiles of respondents, it can be connected to the notion that EI is not dependent on demographic factors such as sex or age (Goleman, 1995; Mayer et al., 2008) [1,5]. The findings in Table 13 reinforce this, showing no significant differences in leadership effectiveness based on sex or year level handled, suggesting that EI's influence transcends these demographics.

4.2. Self-Awareness

Table 2 delves into the assessment of emotional intelligence, specifically focusing on the self-awareness component of school leaders. The table is structured with various indicators of self-awareness, accompanied by statistical measures that include the mean score on a Likert scale, the standard deviation (SD) reflecting response variability, and a rank that orders the indicators based on the mean scores. Each indicator is also qualitatively described

with a verbal interpretation.

The *overall* mean score for Self-Awareness stands at 3.13 with a standard deviation of 0.32, not assigned a rank as it represents the composite assessment of the section. The consistent verbal description of "Agree/Manifested" across the board reflects a general consensus that school leaders are perceived as having a significant degree of self-awareness in

their roles. This table serves to quantify and qualify the self-perception of emotional intelligence among school leaders, providing insights into their self-awareness. Self-awareness is crucial for leaders to understand and manage their own emotions effectively and influence others positively, as suggested by Goleman (1995) [1] and Bar-On (Bar-On Emotional Quotient Inventory, EQ-i).

Table 2. Assessment of Emotional Intelligence – Self-Awareness

Indicators	Mean	SD	Verbal Description/ Interpretation	Rank
School leaders are always keep an open mind when communicating with teachers and the community.	3.24	0.58	Agree/Manifested	1
School leaders know their emotional triggers which they avoid.	3.08	0.56	Agree/Manifested	6
School leaders have trust in their intuition and practice it regularly.	3.09	0.64	Agree/Manifested	5
School leaders have utmost self-discipline in everything they do.	3.05	0.35	Agree/Manifested	7
School leaders have certain boundaries for themselves and others.	3.16	0.65	Agree/Manifested	3
School leaders try to be a role model for others to emulate in their way of embracing a growth mindset.	3.16	0.65	Agree/Manifested	3
School leaders pay attention to their destructive habits and try to eliminate or minimize them as much as they can.	3.17	0.66	Agree/Manifested	2
Self-Awareness (Composite Mean)	3.13	0.32	Agree/Manifested	-

Scale: 1-1.50: Strongly Disagree/Not Manifested 1.51-2.50: Disagree/Slightly Manifested; 2.51-3.50: Agree/Manifested; 3.51-4.00: Strongly Agree/Very Manifested

4.3. Self-Regulation

Table 3 evaluates the self-regulation aspect of emotional intelligence among school leaders, encompassing various

strategies and behaviors associated with managing one's emotions and responses. This component is quantified through mean scores, standard deviations (SD), and ranks, alongside qualitative verbal interpretations.

Table 3. Assessment of Emotional Intelligence – Self-Regulation

Indicators	Mean	SD	Verbal Description/ Interpretation	Rank
School leaders use breathing patterns and practice relaxation in controlling their emotions.	3.08	0.70	Agree/Manifested	6
School leaders use journals in managing their emotions and write memorable emotions to release it and their respective reactions.	3.06	0.71	Agree/Manifested	7
School leaders enhance their skills to cope up with adversity through self-reflection and experience of others.	3.14	0.66	Agree/Manifested	2
School leaders are optimistic and broaden their perspectives in understanding their teachers behaviors and actions.	3.14	0.66	Agree/Manifested	2
School leaders practice utmost empathy towards teachers.	3.14	0.65	Agree/Manifested	2
School leaders are physically active and have a healthy lifestyle.	3.15	0.65	Agree/Manifested	1
School leaders self-reflective and always consider the impact of their actions first before acting on their emotion.	3.12	0.66	Agree/Manifested	5
Self-Regulation (Composite Mean)	3.12	0.38	Agree/Manifested	-

Scale: 1-1.50: Strongly Disagree/Not Manifested 1.51-2.50: Disagree/Slightly Manifested; 2.51-3.50: Agree/Manifested; 3.51-4.00: Strongly Agree/Very Manifested

The composite score for Self-Regulation is noted as a mean of 3.12 with an SD of 0.38. Although not assigned a rank as it is an aggregate measure, this score falls within the

"Agree/Manifested" verbal interpretation, underscoring a general consensus that the school leaders possess qualities of self-regulation in their professional behavior. This suggests a

collective view that school leaders are seen as managing their emotions and behaviors effectively in the context of their roles. This table reveals that school leaders also agree on their ability to self-regulate, managing their emotions and behaviors in line with situational demands. The highest mean score relates to physical activity and a healthy lifestyle, reflecting an understanding that self-care is an integral part of self-management, an aspect aligned with the Genos Emotional Intelligence test's emphasis on workplace applications of EI.

4.4. Empathy

Table 4 provides an analysis of empathy as a component of emotional intelligence among school leaders, represented by various indicators that were assessed for their presence in leadership behavior. The indicators are quantified by their mean scores, evaluated for the consistency of responses via standard deviations (SD), and ranked based on the means. Each is also given a verbal description or interpretation that qualitatively summarizes the level of agreement among respondents.

Table 4. Assessment of Emotional Intelligence – Empathy

Indicators	Mean	SD	Verbal Description/ Interpretation	Rank
School leaders lines are always open to anyone who may need it.	3.13	0.66	Agree/Manifested	2
School leaders pay attention to non-verbal cues of their faculty and staff, and the community.	3.09	0.67	Agree/Manifested	7
School leaders try to understand people from the latter's perspective.	3.12	0.62	Agree/Manifested	3
School leaders try to learn about people by having pep talks with them.	3.12	0.64	Agree/Manifested	3
School leaders try to understand people even when they are in a disagreement.	3.11	0.64	Agree/Manifested	5
School leaders try boost character of people whenever possible.	3.16	0.65	Agree/Manifested	1
School leaders try to catch up with people every now and then or clarify any potential misunderstanding with them.	3.10	0.66	Agree/Manifested	6
Empathy (Composite Mean)	3.12	0.38	Agree/Manifested	-

Scale: 1-1.50: Strongly Disagree/Not Manifested 1.51-2.50: Disagree/Slightly Manifested; 2.51-3.50: Agree/Manifested; 3.51-4.00: Strongly Agree/Very Manifested

The overall assessment of Empathy has a mean of 3.12 with a standard deviation of 0.38, reflecting a general agreement across respondents that empathetic behavior is a notable trait of school leaders. The lack of a rank for this composite score indicates that it serves as a benchmark against which the individual indicators are measured, and in this case, demonstrates a consistent perception of empathy among school leaders. Leaders show a high level of empathy, the ability to understand and share the feelings of others. Empathy is directly related to improved interpersonal relationships and conflict resolution in educational settings, echoing Cherniss's (2023) findings on the importance of EI in

organizational roles [6].

4.5. Motivation

Table 5 quantitatively and qualitatively examines the motivational aspect of emotional intelligence among school leaders, through various behaviors that aim to inspire and support their teachers and the wider community. Each indicator is scored with a mean, which is further contextualized with a standard deviation (SD) reflecting the spread of responses, a rank indicating the relative position among the indicators, and a verbal description capturing the essence of the collective perception.

Table 5. Assessment of Emotional Intelligence – Motivation

Indicators	Mean	SD	Verbal Description/ Interpretation	Rank
School leaders encourage teachers and community to share ideas, opinions and experiences with each other.	3.14	0.62	Agree/Manifested	5
School leaders put together a reward program for teachers achievements and accolades.	3.14	0.62	Agree/Manifested	5
School leaders praise the work and contributions of teachers and employees.	3.18	0.59	Agree/Manifested	1
School leaders show support for teachers endeavors for their professional and academic development.	3.18	0.58	Agree/Manifested	1
School leaders are approachable regarding teachers feedbacks about their possible needs for their classes.	3.14	0.61	Agree/Manifested	5
School leaders try to manage the workload and stress of teachers through specific programs.	3.14	0.65	Agree/Manifested	5
School leaders actively seek and implement teacher suggestions to improve the educational environment and student outcomes.	3.15	0.62	Agree/Manifested	3
Motivation (Composite Mean)	3.15	0.33	Agree/Manifested	-

Scale: 1-1.50: Strongly Disagree/Not Manifested 1.51-2.50: Disagree/Slightly Manifested; 2.51-3.50: Agree/Manifested; 3.51-4.00: Strongly Agree/Very Manifested

The composite score for Motivation is noted as a mean of 3.15 with an SD of 0.33, not assigned a rank as it represents

the aggregate assessment of this section. Falling within the "Agree/Manifested" category, this score reflects a consensus

that motivational elements are actively present in the leadership style of school leaders, indicating that such traits are an integral part of their emotional intelligence repertoire. The overall data from Table 5 highlights a leadership profile that is actively engaged in fostering an environment of encouragement, recognition, and constructive feedback, aiming to motivate teachers and improve the educational setting. Motivation within school leaders is manifested through encouragement and recognition of teachers' efforts. High motivation is associated with higher performance and persistence through challenges, supporting Goleman's (1995)

and Krogh & Posner's (2017) discussions on EI's influence on leaders' motivational capacity [1,2].

4.6. Social Skills

Table 6 scrutinizes the social skills aspect of emotional intelligence in school leaders, measured through various communicative and interpersonal behaviors. The data consists of mean scores and standard deviations (SD) for each indicator, along with their assigned ranks, and a verbal description that encapsulates the collective perception of the respondents regarding each social skill.

Table 6. Assessment of Emotional Intelligence – Social Skills

Indicators	Mean	SD	Verbal Description/ Interpretation	Rank
School leaders can easily communicate their goals and aspirations for the institution to the students.	3.18	0.62	Agree/Manifested	2
School leaders establish rapport with their teachers to foster open communication lines.	3.16	0.63	Agree/Manifested	5
School leaders listen effectively to their teachers and try to understand their points.	3.14	0.61	Agree/Manifested	6
School leaders encourage collaborations among teachers and colleagues.	3.18	0.61	Agree/Manifested	2
School leaders build a network among the group that would foster better relationships.	3.17	0.63	Agree/Manifested	4
School leaders acknowledge feedbacks from teachers and the group.	3.22	0.62	Agree/Manifested	1
School leaders initiate small talks with teachers and members of the group when time and everyone's tasks permit.	3.10	0.64	Agree/Manifested	7
Social Skills (Composite Mean)	3.16	0.38	Agree/Manifested	-

Scale: 1-1.50: Strongly Disagree/Not Manifested 1.51-2.50: Disagree/Slightly Manifested; 2.51-3.50: Agree/Manifested; 3.51-4.00: Strongly Agree/Very Manifested

The composite score for Social Skills stands at a mean of 3.16 with an SD of 0.38, encapsulated by the description "Agree/Manifested" without an assigned rank, indicating an overall agreement that school leaders display strong social skills. This overall assessment suggests that leaders are perceived as competent in managing interpersonal relations and in creating an environment conducive to effective communication and collaboration. The table suggests school leaders are adept at social skills, aligning with the mixed model of EI that incorporates interpersonal skills as a component of emotional intelligence. The highest agreement on feedback acknowledgment highlights the significance of constructive communication, a vital leadership trait for fostering positive organizational climates.

4.7. Level of Emotional Intelligence

Table 7 offers a consolidated overview of the emotional intelligence levels among school leaders, aggregating the scores of the five key components: Self-Awareness, Self-Regulation, Empathy, Motivation, and Social Skills. The assessment is based on the mean scores, standard deviations (SD), and ranks assigned to each element, along with a verbal interpretation of the scores.

The composite score for Emotional Intelligence stands at a mean of 3.14 with an SD of 0.28. While not assigned an individual rank, this score provides an overall indication of the general level of emotional intelligence as perceived in the school leaders. The score falls under the "Agree/Manifested" verbal description, suggesting a positive agreement across the board on the presence and effectiveness of emotional intelligence in the leadership evaluated. Table 7's ranking of the various EI components, with social skills at the top, supports the assertion from Goleman (1995) [1] that these

skills can be more crucial than technical skills in effective leadership. Tables 2-6 and Table 7 demonstrate that school leaders possess varying levels of EI, consistent with the literature that suggests EI contributes to relationship management, teamwork, and leadership success (Chan, Joanne C. Y., Sit, Emily N. M., & Lau, W. M. (2013)[7].

Table 7. Level of Emotional Intelligence

Indicators	Mean	SD	Verbal Description/ Interpretation	Rank
Self-Awareness	3.13	0.32	Agree/Manifested	3
Self-Regulation	3.12	0.38	Agree/Manifested	4
Empathy	3.12	0.38	Agree/Manifested	4
Motivation	3.15	0.33	Agree/Manifested	2
Social Skills	3.16	0.38	Agree/Manifested	1
Emotional Intelligence (Overall)	3.14	0.28	Agree/Manifested	-

Scale: 1-1.50: Strongly Disagree/Not Manifested 1.51-2.50: Disagree/Slightly Manifested; 2.51-3.50: Agree/Manifested; 3.51-4.00: Strongly Agree/Very Manifested

4.8. Difference in Emotional Intelligence

The table presents a statistical analysis comparing the mean levels of emotional intelligence (EI) across different demographic categories, specifically looking at sex and the year level handled by the respondents. The analysis uses a t-test for comparing means between male and female respondents and an ANOVA (F-test) for comparing means across different year levels handled.

Table 8. Difference in Emotional Intelligence Based on Demographic Profile

Demographic Profile	Categories	Mean	SD	Stat. Value	p- value	Interpretation/ Decision
Sex	Male	3.13	0.30	$t=-0.20$	0.84	Not significant/ Accept H0
	Female	3.14	0.26			
Year Level Handled	1st year	3.16	0.28	$F= 2.17$	0.09	Not significant/ Accept H0
	2nd year	3.08	0.25			
	3rd year	3.18	0.29			
	4th year	3.12	0.31			

4.9. Effective School Leadership

Table 9 evaluates the perceptions of the effectiveness of school leadership style based on various indicators, utilizing

Table 9. Assessment of Effective School Leadership – Leadership Style

Indicators	Mean	SD	Verbal Description/ Interpretation	Rank
I am given enough confidence in making sound judgements and decisions.	3.21	0.60	Agree/Effective	1
I am encouraged to share my ideas especially about relative topics to my specialty and field.	3.11	0.68	Agree/Effective	7
Trust is built between school leaders and teachers through continuous collaboration and communication.	3.15	0.66	Agree/Effective	3
I have established a positive rapport with my school leader since we have constant communication.	3.13	0.65	Agree/Effective	6
Tasks are properly delegated to each member of the group based on their respective specializations.	3.18	0.65	Agree/Effective	2
I want to model the leadership style of our school leader because I am inspired by it.	3.13	0.71	Agree/Effective	5
Teachers are empowered by having their voices heard by the school leaders.	3.14	0.66	Agree/Effective	4
Leadership Style (Composite Mean)	3.15	0.36	Agree/Effective	-

Scale: 1-1.50: Strongly Disagree/Not Effective; 1.51-2.50: Disagree/Slightly Effective; 2.51-3.50: Agree/Effective; 3.51-4.00: Strongly Agree/Very Effective

Overall, the composite score for Leadership Style stands at a mean of 3.15 with an SD of 0.36, not assigned a rank as it represents the aggregate view of leadership effectiveness. The consistent verbal description "Agree/Effective" across all indicators conveys that there is a general consensus on the effectiveness of the leadership style practiced by school leaders, with specific strengths in areas such as confidence in judgment, task delegation, and trust through collaboration.

mean scores, standard deviations (SD), and ranks to quantify the data, along with a verbal description that interprets the level of agreement and perceived effectiveness.

Leaders agree they are effectively applying their leadership style, giving enough confidence for sound judgments and decisions. This aligns with the literature on EI where leadership style is often influenced by a leader's emotional competencies (Goleman, 1995) [1].

4.10. Organizational Culture

Table 10. Assessment of Effective School Leadership – Organizational Culture

Indicators	Mean	SD	Verbal Description/ Interpretation	Rank
It is ensured that employees are heard and there is consistent dialogue between them and the school leaders.	3.15	0.66	Agree/Effective	4
Appreciation has become a norm for the group and individuals in the institution.	3.14	0.65	Agree/Effective	6
Positivist culture is set in the institution and is fostered by teachers.	3.14	0.63	Agree/Effective	6
There is a spirit of belongingness that is being promoted within the institution.	3.19	0.61	Agree/Effective	1
Creativity and innovation has become a main point in organizational culture of the organization.	3.19	0.57	Agree/Effective	1
Transparency is encouraged among the group especially about essential details that would foster the school goals.	3.15	0.63	Agree/Effective	4
Achievements of teachers and their development are recognized and rewarded.	3.17	0.64	Agree/Effective	3
Organizational Culture (Composite Mean)	3.16	0.38	Agree/Effective	-

Scale: 1-1.50: Strongly Disagree/Not Effective; 1.51-2.50: Disagree/Slightly Effective; 2.51-3.50: Agree/Effective; 3.51-4.00: Strongly Agree/Very Effective

Table 10 analyzes the effectiveness of the organizational culture within a school setting as perceived by the

respondents, with various indicators evaluated through mean scores, standard deviations (SD), and ranks. Each indicator also has a verbal description which gives an interpretative summary of the perceived effectiveness.

The composite score for Organizational Culture is a mean of 3.16 with an SD of 0.38. Although it is not assigned a rank as it represents the aggregate view, the score falls within the "Agree/Effective" verbal description, emphasizing a general consensus on the positive and effective organizational culture upheld by school leadership. This suggests that the respondents view the overall culture within their educational institution as conducive to dialogue, creativity, transparency, and recognition, all of which are foundational for a thriving and collaborative work environment. This table reflects a positive perception of the leaders in shaping organizational

culture. Indicators such as fostering a sense of belongingness and encouraging creativity resonate with the literature on EI's role in creating supportive and innovative work environments (Goleman, D. 2019) [8].

4.11.Cultural Context

Table 11 evaluates the effectiveness of school leadership within a specific cultural context, with a focus on how the leadership addresses the diversity, cultural differences, and local educational objectives. Mean scores and standard deviations (SD) are provided for each indicator, along with a rank that indicates the relative level of agreement among respondents on each aspect. A verbal description also accompanies each score to interpret the overall effectiveness.

Table 11. Assessment of Effective School Leadership – Cultural Context

Indicators	Mean	SD	Verbal Description/ Interpretation	Rank
The diversity of specialized fields among teachers is recognized by acknowledging each's needs.	3.17	0.64	Agree/Effective	5
Cultural differences are respected and considered within the workplace.	3.17	0.60	Agree/Effective	5
Dialogues are done in a two-way system and exchange.	3.14	0.60	Agree/Effective	7
Professional etiquette remains as the predominant policy in institutional ethics.	3.19	0.60	Agree/Effective	4
Employees are oriented with language training and cross-cultural communication.	3.21	0.61	Agree/Effective	3
Goals of the Chinese Ministry of Education are highly considered in the setting of the institutions own goals.	3.24	0.62	Agree/Effective	1
Local needs are prioritized in selecting specific objectives for the institution.	3.24	0.61	Agree/Effective	1
Cultural Context (Composite Mean)	3.19	0.35	Agree/Effective	-

Scale: 1-1.50: Strongly Disagree/Not Effective; 1.51-2.50: Disagree/Slightly Effective; 2.51-3.50: Agree/Effective; 3.51-4.00: Strongly Agree/Very Effective

The overall assessment of the Cultural Context has a mean of 3.19 and the lowest SD of all indicators, 0.35, indicating a strong and consistent perception of the effectiveness of the school leadership in addressing the cultural aspects of the educational environment. This composite score reflects the respondents' consensus that the cultural context is effectively managed within their institution, promoting inclusivity, respect for diversity, and alignment with broader educational objectives. The findings suggest that leaders are effective in considering the cultural context within their leadership roles. The acknowledgment of cultural differences and local educational goals supports the cross-cultural research insights that EI varies across cultures and is essential for leaders to navigate different cultural settings (Marshall& Hwang, 2011)[9].

4.12.Level of Effective School Leadership

Table 12 presents an aggregated view of the levels of effective school leadership, encompassing three key aspects: Leadership Style, Organizational Culture, and Cultural Context. The table displays mean scores and standard deviations (SD) for each aspect, assigning ranks based on the mean scores. Each category includes a verbal description summarizing the general agreement on its effectiveness as perceived by the respondents.

the table indicates that while all aspects of leadership assessed are considered effective, Cultural Context stands out as the area with the strongest agreement on its effectiveness,

followed by the overall leadership effectiveness, and then Organizational Culture and Leadership Style. These insights provide a comprehensive view of the areas of strength and potential areas for development within the school's leadership practices. The composite view suggests that cultural context is perceived as the most effective aspect of school leadership. This supports the literature that effective school leadership is not only about academic achievement but also about leading with emotional and cultural understanding (Lepard , 2003)[10].

Table 12. Level of Effective School Leadership

Indicators	Mean	SD	Verbal Description/ Interpretation	Rank
Leadership Style	3.15	0.36	Agree/Effective	4
Organizational Culture	3.16	0.38	Agree/Effective	3
Cultural Context	3.19	0.35	Agree/Effective	1
Effective School Leadership	3.17	0.31	Agree/Effective	2
Leadership Style (Overall)	3.15	0.36	Agree/Effective	-

Scale: 1-1.50: Strongly Disagree/Not Effective; 1.51-2.50: Disagree/Slightly Effective; 2.51-3.50: Agree/Effective; 3.51-4.00: Strongly Agree/Very Effective

4.13. Difference in Effective School Leadership

Table 13 provides a statistical analysis of the perceived effectiveness of school leadership across different demographic groups, specifically looking at differences based

on sex and the year level handled by the respondents. Mean scores and standard deviations (SD) are presented, and statistical significance is tested using a t-test for the sex category and an ANOVA (F-test) for the year level handled.

Table 13. Difference in Effective School Leadership Based on Demographic Profile

Demographic Profile	Categories	Mean	SD	Stat. Value	p- value	Interpretation/ Decision
Sex	Male	3.17	0.34	t= 0.21	0.83	Not significant/ Accept H0
	Female	3.16	0.28			
Year Level Handled	1st year	3.12	0.27	F= 1.26	0.29	Not significant/ Accept H0
	2nd year	3.14	0.28			
	3rd year	3.20	0.33			
	4th year	3.20	0.34			

based on the data presented in Table 13, there is no significant difference in the perceptions of effective school leadership when comparing across gender or the different year levels handled by the respondents. This suggests that the leadership is viewed consistently across these demographic variables.

Summary of Results

Table 14 displays the result of a statistical analysis to determine the relationship between Emotional Intelligence (EI) and Effective School Leadership. The Pearson r Coefficient for the relationship is 0.75, which is considered a moderate to strong positive correlation. This suggests that as EI in school leaders increases, so does the effectiveness of their leadership.

Table 14. Relationship between Emotional Intelligence and Effective School Leadership

Pearson Coefficient	r	P-Value	Decision/ Interpretation
0.75 (moderate, positive)		0.00	Significant/Reject H0

The p-value associated with this correlation is 0.00, indicating that the results are statistically significant. In the context of hypothesis testing, a p-value less than the commonly accepted alpha level of 0.05 (or 5%) suggests that there is a very low probability that the observed correlation is due to random chance. Therefore, the decision is to "Significant/Reject H0," which means that the null hypothesis (H0) — the hypothesis that there is no relationship between EI and Effective School Leadership — is rejected. The interpretation of these results is that there is a significant positive relationship between Emotional Intelligence and the effectiveness of school leadership. This implies that improvements in Emotional Intelligence are associated with enhancements in leadership effectiveness within the school setting. This finding aligns with the plethora of research that suggests EI is very important for leaders' success and is more likely to influence the overall effectiveness of leadership.

5. Recommendations

Based on the results of this study, which demonstrate a strong link between emotional intelligence (EI) and effective school leadership, here are some general recommendations to further enhance leadership development in educational settings:

1. EI Training Programs for Leaders: Educational institutions should implement ongoing training programs

focused on developing emotional intelligence skills among school leaders. These programs should focus on key EI competencies such as self-awareness, empathy, motivation, social skills, and self-regulation.

2. Incorporate EI into Leadership Evaluation: Schools and educational bodies should consider integrating emotional intelligence assessments into their leadership evaluation frameworks. This integration would help in identifying current competencies and areas needing improvement, providing a more comprehensive evaluation of leadership effectiveness.

3. Support Systems for Emotional Development: Establish formal support systems that encourage school leaders to engage in reflective practices and peer mentoring. This could include the creation of discussion forums and regular workshops where leaders can share experiences and strategies for managing emotional challenges in leadership roles.

4. Research and Feedback Mechanisms: Encourage continuous research on the impact of emotional intelligence in school leadership. Feedback mechanisms should also be set up to assess the effectiveness of implemented EI programs and to ensure that these initiatives are meeting their objectives in enhancing leadership quality.

5. Customize Leadership Development: Recognize the diversity in leadership roles across different educational contexts and customize emotional intelligence training to address specific needs. This could involve tailoring training modules to suit the unique challenges faced by leaders at various levels within educational institutions.

A comprehensive program called "Leadership Excellence through Emotional Intelligence (LEEI)" could be developed. This program would aim to enhance the EI competencies of current and aspiring school leaders.

6. Conclusion

In conclusion, this study offers a comprehensive examination of the relationship between Emotional Intelligence (EI) and effective school leadership. Through the analysis of survey responses across various tables, it has become evident that the components of EI—self-awareness, self-regulation, empathy, motivation, and social skills—are significantly manifested in school leaders and are correlated with their effectiveness. The data consistently supports the contention that school leaders with higher EI are more adept at fostering a positive school culture, managing relationships, and promoting academic and social success within their institutions.

The findings align with seminal works in the field that

identified EI as a critical factor in leadership success. School leaders' ability to understand and manage their own emotions, as well as recognize and influence the emotions of others, is indicative of their leadership style, organizational culture, and cultural context adaptability.

Moreover, the study reveals that these EI competencies are perceived uniformly across different demographic groups, implying that the impact of EI on leadership effectiveness transcends sex and the educational levels handled. This universality emphasizes the importance of EI development programs for leaders in educational settings.

Additionally, the strong correlation between EI and effective leadership, as shown in the data, points towards EI being an essential element in the current and future training of educational leaders. Recognizing the significant role EI plays not just in educational leadership but also in shaping the broader school environment, it would be beneficial for educational institutions to integrate EI competencies into their professional development programs and leadership models.

This study contributes to the growing body of research affirming the centrality of EI in effective school leadership and underscores the potential benefits of EI development as a strategic focus for enhancing educational outcomes. It also sets the stage for further research to explore the specific impacts of EI on various aspects of educational leadership and school functioning, with the ultimate goal of improving the educational experience for all stakeholders.

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