



School Administrators' Emotional Leadership and Teachers' Performance

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ABSTRACT

School administrators' emotional leadership plays an important role in creating supportive educational environments and strengthening professional relationships within academic institutions. Accordingly, this study determined the level of school administrators' emotional leadership and its relationship with teachers' performance among instructors at an external campus of a medium-sized university in the Negros Island Region during the first semester of the academic year 2025–2026. The study employed a descriptive research design and utilized a validated researcher-made questionnaire. The findings revealed that school administrators demonstrated a high level of emotional leadership in terms of self-awareness, self-management, social awareness, and relationship management. Teachers' performance was rated as very satisfactory. Significant differences in emotional leadership were observed when respondents were grouped according to age, while no significant differences were found based on sex, length of service, educational attainment, and average family monthly income. Furthermore, no significant relationship was found between school administrators' emotional leadership and teachers' performance. The study concludes that although school administrators exhibited strong emotional leadership practices and teachers demonstrated very satisfactory performance, emotional leadership alone did not significantly predict teachers' performance within the context of the study. The findings provide valuable insights for strengthening leadership development programs, institutional support systems, and continuous professional development initiatives in higher education.

Keywords: emotional leadership, school administrators, teachers' performance, emotional intelligence, higher education

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INTRODUCTION

Derived from the theory of emotional intelligence, emotional leadership is the capacity of a school leader to recognize, understand, manage, and apply emotions to influence others (Goleman, 2021) positively. It comprises the dimensions of emotional self-awareness and self-management, social awareness, and relationship management. This enables school leaders to respond to teachers' issues and better manage professional relationships, creating a supportive work environment that promotes collaboration and instructional efficacy.

Effective teaching encompasses the full spectrum of academic and professional duties, including teaching, curriculum implementation, and assessment, as well as research and other forms of active participation in the life of the institution. Prior research has shown the positive impact of emotional competency on teaching, work, professional participation, and overall faculty performance (Sumicad et al., 2023). To situate this research in the context of emotionally competent leadership in higher education, particular reference is made to Republic Act No. 7722 (Higher Education Act of 1994), and the research is aligned with the institutional objectives of STI West Negros University, as well as the United Nations Sustainable Development Goals (SDGs), specifically Goals 4 (Quality Education) and 8 (Decent Work and Economic Growth).

Although studies have examined both emotional leadership and teacher performance, little research has examined the two in combination on the external campuses of mid-sized universities in the Negros Island Region. External campuses have unique institutional contexts because both administrators and faculty experience different forms of leadership and teaching. This justifies the need for research in this area. This is further supported by the researcher's background as a college instructor and her desire to become an educational administrator, which has motivated this research to explore the influence of emotional leadership by educational administrators on teaching performance and their contribution to leadership and quality of education in the higher education domain.

OBJECTIVES OF THE STUDY

This study focused on measuring the emotional leadership of school administrators and the performance of teachers at one external campus of a medium-sized university in the Negros Island Region during the first semester of the academic year 2025–2026. Specifically, it aimed to determine the level of school administrators' emotional leadership in terms of self-awareness, self-management, social awareness, and relationship management; assess the level of teachers' performance during the first semester of the academic year 2025–2026; determine whether there is a significant difference in the level of school administrators' emotional leadership when grouped according to the aforementioned profile variables; determine whether there is a significant difference in the level of teachers' performance when grouped according to the aforementioned profile variables; and examine whether there is a significant relationship between school administrators' emotional leadership and teachers' performance.

LITERATURE REVIEW

School administrators' emotional leadership is increasingly recognized as an essential component of effective educational management because it enables leaders to understand, regulate, and appropriately use emotions in guiding people toward institutional goals. Unlike traditional leadership approaches that emphasize authority, emotional leadership focuses on emotional intelligence, social awareness, relationships, and adaptability (Goleman et al., 2021). The Primal Leadership model explains that leaders' emotional states influence organizational climate through emotional contagion, affecting employees' motivation, participation, and workplace experiences. Emotional intelligence enables leaders to recognize and regulate emotions, understand others, and manage interpersonal interactions effectively (Boyatzis et al., 2021). Research further indicates that emotional intelligence supports communication, decision-making, leadership effectiveness, and organizational climate (Gómez-Leal et al., 2021; Miao et al., 2021; Harms & Credé, 2022). Contemporary leadership therefore emphasizes collaboration, flexibility, and relationships rather than command and control (Diano & Calbi, 2024; Bastardoz & Van Vugt, 2023).

Emotional leadership consists of four interconnected competencies: self-awareness, self-management, social awareness, and relationship management (Goleman et al., 2021). Self-awareness enables administrators to recognize their emotions, values, strengths, weaknesses, and behavioral effects, supporting reflective practice and sound professional judgment (Boyatzis et al., 2021; Sánchez Gómez & Bresó, 2021; Hsieh et al., 2024). Self-management involves emotional regulation, flexibility, composure, and responsible responses to difficult situations, allowing leaders to remain effective during organizational challenges (Goleman



et al., 2021; Bastardo & Van Vugt, 2023). Social awareness emphasizes empathy and understanding teachers' emotions, needs, and perspectives, which promotes inclusion, trust, well-being, and supportive school environments (Cherniss et al., 2021; Banwo et al., 2022; Floman et al., 2024). Relationship management applies these competencies to communication, collaboration, conflict resolution, and motivation, strengthening organizational unity and teachers' commitment and performance (Goleman et al., 2021; Kolleck et al., 2021; Nguyen et al., 2021; Tan et al., 2024).

In the Philippine context, emotional leadership has likewise become important in promoting effective school governance, teacher involvement, collaboration, and institutional development. Studies found that emotionally intelligent school administrators demonstrate stronger leadership, better interpersonal relationships, improved decision-making, and greater teacher involvement (Estrellan & Loja, 2021; Malaga, 2021; Paglinawan et al., 2021). Local research further associates emotional intelligence with instructional supervision, school culture, teacher motivation, collaboration, and teaching performance (Callo & Asilo, 2024; Lumawag & Bautista, 2024; Basilio, 2025; Llaban & Doronio, 2025, 2026). Self-awareness promotes authentic and equitable leadership, while self-management helps administrators remain composed, adaptable, and professional during challenges (Estrellan & Loja, 2021; Escañó, 2025; Galvez, 2025). Social awareness and empathy strengthen trust, inclusion, collaboration, and ethical decision-making, while relationship management supports conflict resolution, teacher commitment, teamwork, and organizational cohesion (Paglinawan et al., 2021; Callo & Asilo, 2024; Escañó, 2025; Galvez, 2025).

Teachers' performance is a multidimensional construct involving instructional competence, professional commitment, classroom and learning management, assessment, student engagement, institutional service, and adaptability. International literature emphasizes that effective teaching depends not only on individual competence but also on leadership, organizational support, professional development, emotional well-being, and workplace conditions (Ingersoll et al., 2021; OECD, 2023; UNESCO, 2024; World Bank, 2022). Teachers' emotional competence, motivation, resilience, and psychological well-being contribute to effective teaching, while supportive leadership and professional learning communities promote collaboration and continuous improvement (Burić et al., 2021; Chen & Lee, 2022; Collie, 2021; Ma & Marion, 2024). Digital competence and continuing professional development are also increasingly important dimensions of teaching effectiveness (Sun & Yoon, 2025; Vogt, 2025). Thus, teacher performance is best understood as the combined outcome of professional skills, emotional capacities, organizational climate, leadership support, and opportunities for professional growth.

Philippine studies similarly show that teacher performance is shaped by pedagogical competence, evaluation, professional development, research engagement, workplace support, and emotionally intelligent leadership. Faculty performance includes commitment, content mastery, teaching for independent learning, and management of the learning process (Bautista & Villanueva, 2021), while teaching effectiveness is strengthened by professional commitment and continuous improvement (Bangcaya et al., 2023). Systematic evaluation encourages teachers to identify strengths and weaknesses and improve their practice (Gutierrez, 2023), while research engagement contributes to teaching quality and professional service (Magallanes et al., 2022; Nobleta, 2025). Local studies also indicate that emotionally responsive and collaborative leadership improves teacher motivation, resilience, professional relationships, instructional practice, and performance (Jacoba et al., 2022; Garcia & Alicia, 2024; Tatoy, 2025; Llaban & Doronio, 2026). Teacher performance is likewise supported by positive teacher–student relationships, conflict management, and professional collaboration (Hu et al., 2021; Cuevas et al., 2024; Ma & Marion, 2024).

Overall, the reviewed literature and research establish that emotional leadership and teachers' performance are closely connected through emotional, relational, professional, and organizational processes. International evidence shows that emotionally intelligent leaders strengthen school climate, trust, teacher well-being, commitment, and instructional effectiveness (Al Shehhi & Alzouebi, 2021; Floman et al., 2024; Treglown & Furnham, 2023; Tan et al., 2024). Philippine studies reinforce these findings by demonstrating that emotional intelligence among school leaders contributes to instructional leadership, collaboration, conflict management, teacher motivation, and teaching performance (Grande et al., 2024; Llaban & Doronio, 2026; Docena & Guhao, 2026). Related local studies further demonstrate that leadership, management skills, innovation, professional conduct, and organizational support influence teachers' effectiveness (Tiauzon et al., 2023; Gernalin et al., 2023; Dunque et al., 2025). Although some studies report limited or nonsignificant relationships between particular leadership practices and teacher performance, the broader literature suggests that emotional leadership provides an important foundation for creating supportive conditions in which teachers can perform effectively. Consequently, examining school administrators' emotional leadership in relation to teachers' performance is warranted to determine how self-awareness, self-management, social awareness, and relationship management contribute to improved professional practice and institutional effectiveness.



METHODOLOGY

This section presents the discussion of the research methodology used, the subjects and respondents of the study, the research instruments used, the validity and reliability of the instruments, the procedure for data gathering, and the statistical tools and procedure for data analysis.

Research Design

This study employed a descriptive research design to assess the emotional leadership of university school administrators and its effects on teachers' performance at an external campus of a university in the Negros Island Region during the first semester of the 2025–2026 academic year. Descriptive research systematically observes, describes, and analyzes existing conditions, behaviors, and characteristics of a population without manipulating or controlling the variables (Creswell & Creswell, 2023). This design was appropriate because it enabled the researcher to objectively examine the current emotional leadership practices of school administrators and the performance of teachers within their natural school setting, providing a clear understanding of their existing conditions and potential relationships that may contribute to effective educational management.

Study Respondents

The study participants consisted of 139 instructors from five departments, including 7 temporary, 35 permanent, and 97 part-time employees. Using the Cochran formula, a sample of 103 respondents was determined to ensure adequate precision and confidence in representing the population (Naing et al., 2022). To enhance representativeness, stratified sampling was employed to proportionately allocate respondents across the five departments, ensuring that each subgroup was sufficiently represented (Howell et al., 2020). Respondents were then selected through a random number table to provide an unbiased and systematic selection process.

Instruments

This study utilized a self-designed survey instrument based on Daniel Goleman's Emotional Leadership Theory and relevant literature to measure school administrators' emotional leadership and teachers' performance. The questionnaire consisted of two parts: demographic information covering age, gender, tenure, educational attainment, and family's average monthly income, and 40 items measuring emotional leadership across four dimensions as follows: self-awareness, self-management, social awareness, and relationship management using a five-point Likert scale ranging from 5 (Always) to 1 (Almost Never). Content validity was established through the evaluation of three experts in educational leadership and administration, whose recommendations were incorporated into the final instrument. Using the Good and Scates criteria, the instrument obtained an overall validity rating of 4.55, interpreted as Excellent. Reliability was established through a dry run involving 30 instructors from the same external campus who were excluded from the actual study, and Cronbach's Alpha yielded a coefficient of 0.975, indicating excellent internal consistency and high reliability of the instrument.

Data Gathering Procedure

To gather data, study-related permission request letters were sent to the Campus Director, Assistant Campus Director for Academics, Research, Development, and Extension, Student Affairs Services, the Human Resource Officer, and the respective department deans at one external campus of a medium-sized university in the Negros Island Region. After permission was granted and the signed informed consent forms were obtained, the researcher distributed the researcher-developed survey during the first semester of the 2025–2026 academic year. The survey, consisting of two sections, utilized a tailored five-point Likert scale.

Data Analysis and Statistical Treatment

The researcher employed appropriate analytical methods to address the different research problems in accordance with the objectives of the study. The descriptive-analytical scheme and mean were used for Objectives 1 and 2 to determine the levels of school administrators' emotional leadership in terms of self-awareness, self-management, social awareness, and relationship management, and teachers' performance during the first semester of the 2025–2026 school year, respectively. The comparative-analytical scheme and Mann–Whitney U test were utilized for Objectives 3 and 4 to determine differences in school



administrators' emotional leadership and teachers' performance, respectively, in relation to the demographic variables of the study. Finally, Objective 5 employed relational analysis and Spearman's rho to determine the relationship between school administrators' emotional leadership and teachers' performance.

Ethical Consideration

Throughout the study, the researcher upheld ethical considerations regarding the study participants. To protect participants, the researcher ensured that participation was voluntary, informed consent was obtained, risks, harm, and discomfort were mitigated, and private information was protected. Respondents' right to remain anonymous was upheld. The researcher ensured voluntary participation by requesting that respondents sign a consent form or provide consent verbally, with the understanding that participants could withdraw from the study without reason. Regarding informed consent, the researcher provided a detailed summary of the study and its risks. The researcher ensured minimal risk by not placing participants in a position that could cause physical, emotional, or psychological discomfort. The respondents also had the right to refrain from answering the researcher's questions and to withdraw from participation in the study at any time. The researcher ensured respondents' right to anonymity and to remain unidentified by restricting access to the information to the study's parties who needed it and by permitting respondents to include their names on the questionnaire in a separate form.

RESULTS AND DISCUSSION

This section deals with the presentation, analysis and interpretation of data gathered to carry out the objectives of this study. All these were made possible by following certain appropriate procedures so as to give the exact data and solution to each specific problem.

Level of School Administrators' Emotional Leadership According to Self-awareness, Self-Management, Social Awareness, and Relationship Management

Table 1

Level of School Administrators' Emotional Leadership in Self-Awareness

Items	Mean	Interpretation
<i>In recognizing and understanding personal emotions, the school administrator...</i>		
1. recognizes personal emotions and their effects on teachers.	4.04	High
2. reflects on personal strengths and areas for improvement.	4.30	High
3. acknowledges how administrative decisions affect teachers' work.	4.14	High
4. communicates decisions clearly and transparently.	4.31	High
5. seeks feedback from teachers to improve leadership practices.	4.18	High
6. monitors emotional responses in professional situations.	4.12	High
7. understands how their actions influence teacher motivation.	4.18	High
8. considers teachers' perspectives when evaluating behavior.	4.21	High
9. identifies personal limitations and seeks guidance from fellow administrators, the program chair, and the department head when necessary.	4.29	High
10. acts consistently with personal values and professional ethics.	4.48	High
Mean	4.22	High



Table 1 presents the level of school administrators' emotional leadership in terms of self-awareness, with an overall mean of 4.22, interpreted as High, indicating that administrators consistently recognized and understood their emotions and their influence on leadership practices. Item 10 obtained the highest mean of 4.48, reflecting strong adherence to personal values and professional ethics, while Item 1 had the lowest mean of 4.04, indicating that recognizing how personal emotions affect teachers was comparatively less evident, although still rated High. Overall, the findings demonstrate that school administrators possess strong self-awareness, which is essential for effective emotional leadership. This finding is supported by Miao et al. (2021), who associated emotional intelligence with effective leadership behaviors, and Pretorius and Plaatjies (2023), who emphasized self-awareness as a key emotional intelligence competency that enables school principals to recognize their emotions and understand their influence on leadership actions.

Table 2

Level of School Administrators' Emotional Leadership in Self-Management

Items	Mean	Interpretation
<i>In managing emotions and behavior, the school administrator...</i>		
1. remains composed under pressure.	4.39	High
2. takes responsibility for decisions affecting teachers.	4.37	High
3. adapts effectively to organizational changes.	4.41	High
4. sets clear expectations and models accountability.	4.24	High
5. demonstrates resilience that motivates teachers.	4.14	High
6. manages stress without affecting teachers negatively.	4.08	High
7. maintains professionalism in challenging situations.	4.38	High
8. shows patience in difficult circumstances.	4.31	High
9. balances responsibilities while supporting teachers.	4.22	High
10. practices self-discipline in daily interactions.	4.46	High
Mean	4.30	High

Table 2 presents the level of school administrators' emotional leadership in terms of self-management, with an overall mean of 4.30, interpreted as High, indicating that administrators consistently regulated their emotions and behavior in performing their leadership responsibilities. Item 10 obtained the highest mean of 4.46, reflecting strong self-discipline in daily interactions, while Item 6 had the lowest mean of 4.08, indicating that managing stress without negatively affecting teachers was comparatively less evident, although still rated High. Overall, the findings demonstrate that administrators possess effective self-management skills in maintaining composure and regulating emotions. This is consistent with Goleman (2021), who emphasized self-management as the ability to regulate emotions during challenging situations, and with Chen et al. (2021), Silbaugh et al. (2021), and Collie (2021), who highlighted the role of emotional capabilities in managing leadership demands, emotional labor, stress, and emotional exhaustion.

Table 3

Level of School Administrators' Emotional Leadership in Social-Awareness

Items	Mean	Interpretation
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In understanding teachers, the school administrator...

1.	recognizes teachers' needs and concerns.	4.22	High
2.	demonstrates empathy toward teachers.	4.14	High
3.	respects diversity among teaching staff.	4.43	High
4.	identifies issues affecting teachers' performance.	4.23	High
5.	promotes an inclusive and respectful work environment.	4.49	High
6.	listens attentively to teachers' concerns.	4.34	High
7.	considers teachers' workload in decision-making.	4.32	High
8.	recognizes group dynamics among teachers.	4.33	High
9.	adapts communication to teachers' needs.	4.28	High
10.	supports teachers' professional and emotional well-being.	4.25	High
Mean		4.30	High

Table 3 presents the level of school administrators' emotional leadership in terms of social awareness, with an overall mean of 4.30, interpreted as High, indicating that administrators consistently recognized teachers' needs, concerns, and interpersonal dynamics. Item 5 obtained the highest mean of 4.49, reflecting a strong commitment to fostering an inclusive and respectful work environment, while Item 2 had the lowest mean of 4.14, indicating that demonstrating empathy toward teachers was comparatively less evident, although still rated High. Overall, the findings demonstrate that administrators possess strong social awareness and interpersonal sensitivity. This finding is consistent with Estrellan and Loja (2021), who emphasized emotionally intelligent principals' ability to understand and respond appropriately to others' needs, as well as Arteaga-Cedeño et al. (2025) and Miao et al. (2021), who highlighted the contribution of emotional intelligence to teachers' well-being, supportive school environments, interpersonal effectiveness, and relationship management.

Table 4

Level of School Administrators' Emotional Leadership in Relationship Management

Items		Mean	Interpretation
<i>In working with teachers, the school administrator...</i>			
1.	builds positive and collaborative relationships.	4.54	Very High
2.	provides timely and constructive feedback.	4.24	High
3.	resolves conflicts fairly and effectively.	4.13	High
4.	encourages teamwork and collaboration.	4.49	High
5.	motivates teachers toward shared goals.	4.33	High
6.	fosters trust and openness in professional interactions.	4.50	Very High
7.	acknowledges and appreciates teachers' contributions.	4.36	High



8.	supports teachers' professional development.	4.43	High
9.	involves teachers in relevant decision-making.	4.22	High
10.	creates a supportive environment that enhances engagement.	4.25	High
Mean		4.35	High

Table 4 presents the level of school administrators' emotional leadership in terms of relationship management, with an overall mean of 4.35, interpreted as High, indicating that administrators consistently fostered positive relationships, collaboration, and effective communication with teachers. Item 1 obtained the highest mean of 4.54, interpreted as Very High, reflecting a strong commitment to teamwork and collegiality, while resolving conflicts fairly and effectively had the lowest mean of 4.13, although still rated High, suggesting that conflict resolution was comparatively less evident. Overall, the findings demonstrate effective relationship management among administrators and are supported by Goleman (2021), who emphasized constructive conflict management as a key component of relationship management, as well as Gallego (2024), Cuevas et al. (2024), and Kolleck et al. (2021), who highlighted the roles of ethical leadership, emotional intelligence, and collaborative professional interactions in promoting trust, cooperation, constructive conflict management, and positive workplace relationships.

Level of Teachers' Performance in the First Semester of the Academic Year 2025–2026

Table 5

Level of Teachers' Performance

Variable	Mean	Interpretation
Teachers' Performance	4.23	Very Satisfactory

Table 5 presents the level of teachers' performance at the medium-sized school, as evaluated using the Quality Assurance Management Center (QuAMC) Form 16A. The instrument assesses key areas of teaching performance, including commitment, subject knowledge, teaching for independent learning, and management of learning. The overall mean of 4.23, interpreted as Very Satisfactory, indicates that teachers consistently demonstrated competence and effectiveness in carrying out their instructional responsibilities and meeting the institution's expected performance standards.

The present finding is supported by previous empirical studies on teachers' performance in higher education. Francisco (2024) found that teachers demonstrated high levels of instructional competence, reflecting strong teaching performance. Similarly, favorable teacher work performance has been reported in schools with effective leadership practices (Cusi et al., 2023). Likewise, Jacoba et al. (2022) found that faculty members demonstrated effective teaching performance in higher education institutions. In addition, faculty members have been shown to perform effectively in instructional roles, as indicated by institutional evaluation systems (Gutierrez, 2023). Consistent with these findings, Quismundo (2026) reported that teachers' professional competencies were reflected in their effective teaching practices and overall instructional performance.

Level of Teachers' Performance When Grouped According to the Respondents' Profile Variables

Table 6

Level of Teachers' Performance

Variable	Category	Mean	Interpretation
Age	Younger (below 30 years old)	4.12	Very Satisfactory
	Older (30 years old & above)	4.33	Very Satisfactory
Sex	Male	4.26	Very Satisfactory
	Female	4.20	Very Satisfactory



Length of Service	Shorter (less than 4 years)	4.21	Very Satisfactory
	Longer (4 years or more)	4.24	Very Satisfactory
Educational Attainment	Lower (Bachelor's Degree)	4.18	Very Satisfactory
	Higher (Master's or Doctorate Degrees)	4.32	Very Satisfactory
Average Family Monthly Income	Lower (less than Php20,000)	4.14	Very Satisfactory
	Higher (Php20,000 or more)	4.28	Very Satisfactory
Overall Mean		4.23	Very Satisfactory

Table 6 presents teachers' performance when grouped according to profile variables, with an overall mean of 4.23, interpreted as Very Satisfactory, indicating consistently high performance across demographic and professional groups. Although all groups received the same descriptive interpretation, slight variations in mean scores were observed. Older teachers obtained a higher mean (4.33) than younger teachers (4.12) in instructional delivery and classroom management, while teachers with graduate studies scored higher (4.32) than those with bachelor's degrees (4.18) in professional competence and instructional effectiveness. Similarly, higher-income teachers obtained a slightly higher mean (4.28) than lower-income teachers (4.14) in task performance and professional engagement, whereas minimal differences were noted according to sex and length of service.

Overall, the findings indicate that teachers maintained strong professional performance regardless of age, sex, length of service, educational attainment, or family income, suggesting that they possess the competencies, adaptability, and commitment necessary to fulfill their instructional responsibilities under varying circumstances. This finding is supported by Magallanes et al. (2022), who noted that teachers' performance may remain consistent despite demographic and professional differences, and Chen and Lee (2022), who emphasized that teachers' adaptability and resilience enable them to sustain effective work practices amid diverse workplace demands and conditions.

Comparative Analysis of the Level of School Administrators' Emotional Leadership in the Areas of Self-awareness, Self-Management, Social Awareness, and Relationship Management When Grouped According to the Aforementioned Variables

Table 7

Difference in the Level of School Administrators' Emotional Leadership in Self-Awareness When Grouped and Compared According to the Aforementioned Variables

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	Sig. level	Interpretation
Age	Younger	51	53.16	1267.000	0.696	0.05	Not Significant
	Older	52	50.87				
Sex	Male	45	48.83	1162.500	0.342	0.05	Not Significant
	Female	58	54.46				
Length of Service	Shorter	53	50.72	1257.000	0.652	0.05	Not Significant
	Longer	50	53.36				
Educational Attainment	Lower	69	49.28	985.000	0.186	0.05	Not Significant
	Higher	34	57.53				
Average Family Monthly Income	Lower	40	50.60	1204.000	0.704	0.05	Not Significant
	Higher	63	52.89				



Table 7 presents the difference in school administrators' emotional leadership in terms of self-awareness when grouped according to profile variables. The Mann–Whitney U test yielded p-values of 0.696 for age, 0.342 for sex, 0.652 for length of service, 0.186 for educational attainment, and 0.704 for average monthly family income. Since all p-values were greater than the 0.05 level of significance, the null hypothesis was not rejected, indicating no significant differences in administrators' self-awareness across the identified demographic and professional groups. This suggests that administrators consistently demonstrated self-awareness in their leadership practices, resulting in similar perceptions among instructors regardless of their backgrounds.

The consistent assessments may be attributed to administrators' regular interactions with faculty through supervision, meetings, policy implementation, and other professional activities, which provide shared opportunities to observe their emotional awareness and responses to workplace situations. This finding aligns with Gómez-Leal et al. (2022), Llaban and Doronio (2026), Miao et al. (2021), and Callo and Asilo (2024), who emphasized that emotional intelligence and self-awareness promote reflective leadership, effective relationships, emotional regulation, and positive workplace interactions. However, the finding differs from Larsson et al. (2023), who found that demographic characteristics such as age and gender may influence perceptions of leadership behaviors, suggesting that in the present setting, administrators' consistently observable leadership practices may have contributed to similar faculty perceptions across profile groups.

Table 8

Difference in the Level of School Administrators' Emotional Leadership in Self-Management When Grouped and Compared According to the Aforementioned Variables

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	Sig. level	Interpretation
Age	Younger	51	54.62	1192.500	0.377	0.05	Not Significant
	Older	52	49.43				
Sex	Male	45	52.11	1300.000	0.973	0.05	Not Significant
	Female	58	51.91				
Length of Service	Shorter	53	52.20	1314.500	0.945	0.05	Not Significant
	Longer	50	51.79				
Educational Attainment	Lower	69	50.10	1042.000	0.357	0.05	Not Significant
	Higher	34	55.85				
Average Family Monthly Income	Lower	40	53.73	1191.000	0.639	0.05	Not Significant
	Higher	63	50.90				

Table 8 presents the difference in school administrators' emotional leadership in terms of self-management when grouped according to profile variables. The Mann–Whitney U test showed no significant differences based on age ($p = 0.377$), sex ($p = 0.973$), length of service ($p = 0.945$), educational attainment ($p = 0.357$), or average monthly family income ($p = 0.639$). Since all p-values exceeded the 0.05 level of significance, the null hypothesis was not rejected, indicating that instructors shared similar perceptions of administrators' self-management regardless of their demographic and professional characteristics.

The findings suggest that administrators demonstrated consistent emotional regulation, composure, and self-control across various workplace situations, resulting in comparable faculty perceptions across groups. Regular interactions through academic supervision, meetings, policy implementation, and resolution of instructional and administrative concerns may have provided instructors with shared opportunities to observe these behaviors. This interpretation is supported by Silbaugh et al. (2021),



Pretorius (2024), and Gregorio (2025), who emphasized that self-management and emotional intelligence promote emotional regulation, stable leadership behaviors, sound decision-making, and effective administrative performance regardless of workplace circumstances.

Table 9

Difference in the Level of School Administrators' Emotional Leadership in Social Awareness When Grouped and Compared According to the Aforementioned Variables

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	Sig. level	Interpretation
Age	Younger	51	52.65	1293.000	0.826	0.05	Not Significant
	Older	52	51.37				
Sex	Male	45	51.53	1284.000	0.888	0.05	Not Significant
	Female	58	52.36				
Length of Service	Shorter	53	52.27	1310.500	0.923	0.05	Not Significant
	Longer	50	51.71				
Educational Attainment	Lower	69	50.00	1035.000	0.329	0.05	Not Significant
	Higher	34	56.06				
Average Family Monthly Income	Lower	40	54.86	1145.500	0.435	0.05	Not Significant
	Higher	63	50.18				

Table 9 presents the difference in school administrators' emotional leadership in terms of social awareness when grouped according to profile variables. The Mann–Whitney U test showed no significant differences based on age ($p = 0.826$), sex ($p = 0.888$), length of service ($p = 0.923$), educational attainment ($p = 0.329$), or average monthly family income ($p = 0.435$). Since all p-values exceeded the 0.05 level of significance, the null hypothesis was not rejected, indicating that instructors shared similar perceptions of administrators' social awareness regardless of their demographic and professional characteristics.

The absence of significant differences suggests that administrators consistently demonstrated empathy, responsiveness, and awareness of teachers' needs across various workplace situations. Regular interactions through academic supervision, faculty meetings, collaborative planning, policy implementation, and the resolution of concerns may have provided instructors with shared opportunities to observe administrators' interpersonal behaviors. This finding is supported by Miao et al. (2021), Callo and Asilo (2024), Gómez-Leal et al. (2022), and Gregorio (2025), who emphasized that emotional intelligence and social awareness promote stable interpersonal behaviors, productive relationships, supportive leadership, and responsiveness to the needs of teachers and stakeholders.

However, the finding differs from Bastardoz and Van Vugt (2023), who suggested that leadership evaluations may vary according to followers' expectations and contextual conditions. In contrast, the present study indicates that instructors developed a common assessment of administrators' social awareness, possibly because administrators consistently demonstrated empathy, concern, and responsiveness in their day-to-day leadership practices. Thus, shared professional experiences may have contributed to comparable perceptions across respondent groups.



Table 10

Difference in the Level of School Administrators' Emotional Leadership in Relationship Management When Grouped and Compared According to the Aforementioned Variables

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	Sig. level	Interpretation
Age	Younger	51	53.65	1242.000	0.575	0.05	Not Significant
	Older	52	50.38				
Sex	Male	45	49.28	1182.500	0.410	0.05	Not Significant
	Female	58	54.11				
Length of Service	Shorter	53	51.13	1279.000	0.759	0.05	Not Significant
	Longer	50	52.92				
Educational Attainment	Lower	69	50.37	1060.500	0.425	0.05	Not Significant
	Higher	34	55.31				
Average Family Monthly Income	Lower	40	50.96	1218.500	0.777	0.05	Not Significant
	Higher	63	52.66				

Table 10 presents the difference in school administrators' emotional leadership in terms of relationship management when grouped according to profile variables. The Mann–Whitney U test showed no significant differences based on age ($p = 0.575$), sex ($p = 0.410$), length of service ($p = 0.759$), educational attainment ($p = 0.425$), or average monthly family income ($p = 0.777$). Since all p-values exceeded the 0.05 level of significance, the null hypothesis was not rejected, indicating that instructors shared comparable perceptions of administrators' relationship management regardless of their demographic and professional characteristics.

The findings suggest that administrators consistently fostered teamwork, effective communication, collaboration, and positive professional relationships across various workplace situations. Their regular engagement with faculty through collaborative planning, committee work, consultations, policy implementation, and academic and administrative activities may have provided shared experiences that shaped instructors' evaluations more strongly than their individual characteristics. This interpretation is supported by Burić and Kim (2021), Baog and Cueme (2026), Gómez-Leal et al. (2022), and Gregorio (2025), who emphasized that emotional intelligence, empathetic leadership, relational transparency, and positive professional interactions strengthen trust, collaboration, supportive relationships, and leadership effectiveness.

However, the finding contrasts with Wang (2021), who suggested that perceptions of principals' interpersonal leadership may vary according to the nature and quality of their interactions with school members. In the present study, instructors provided similar evaluations of administrators' relationship management across all profile groups, possibly because administrators consistently demonstrated collaborative leadership, open communication, and responsiveness to faculty concerns. Thus, shared workplace experiences may have contributed to the uniform perceptions observed among the respondents.

Table 11

Difference in the Level of Teachers' Performance When Grouped and Compared According to the Aforementioned Variables



Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	Sig. level	Interpretation
Age	Younger	51	44.80	959.000	0.015	0.05	Significant
	Older	52	59.06				
Sex	Male	45	53.02	1259.000	0.760	0.05	Not Significant
	Female	58	51.21				
Length of Service	Shorter	53	51.23	1284.000	0.787	0.05	Not Significant
	Longer	50	52.82				
Educational Attainment	Lower	69	48.91	960.000	0.135	0.05	Not Significant
	Higher	34	58.26				
Average Family Monthly Income	Lower	40	45.68	1007.000	0.087	0.05	Not Significant
	Higher	63	56.02				

Table 11 presents the differences in teachers' performance when grouped according to profile variables. The Mann–Whitney U test revealed a significant difference by age, with younger teachers obtaining a mean rank of 44.80 and older teachers 59.06 ($U = 959.000$, $p = 0.015$). Since the p-value was below 0.05, the null hypothesis for age was rejected, indicating that teachers' performance differed significantly according to age. In contrast, no significant differences were found in terms of sex ($p = 0.760$), length of service ($p = 0.787$), educational attainment ($p = 0.135$), or average monthly family income ($p = 0.087$), as all p-values exceeded the 0.05 significance level.

The findings indicate that age was the only profile variable associated with differences in teachers' performance, with older instructors demonstrating higher performance than their younger counterparts. This may be attributed to greater exposure to classroom instruction, curriculum implementation, student advising, committee work, and other academic responsibilities, which may strengthen instructional competence, professional judgment, and confidence in addressing teaching demands. Meanwhile, the absence of significant differences across the other variables suggests that institutional policies, performance expectations, and professional support mechanisms may promote relatively consistent teaching standards among faculty members.

The finding is consistent with Francisco (2024) and Gore et al. (2024), who emphasized that continuous professional engagement and accumulated teaching experience contribute to stronger instructional competence, pedagogical decision-making, and classroom management. However, it differs from Treglown and Furnham (2023), who found that demographic characteristics do not consistently predict workplace performance, as individual competencies and organizational factors may have greater influence. The present results therefore suggest that, within the study institution, professional maturity associated with age may contribute to higher teaching performance, while sex, length of service, educational attainment, and family income do not significantly differentiate teachers' performance.

Relational Analysis Between the Level of School Administrators' Emotional Leadership and Teachers' Performance

Table 12

Relationship Between the Level of School Administrators' Emotional Leadership and Teachers' Performance

Variable	Rho	p-value	Sig. level	Interpretation
	-0.054	0.587	0.05	Not Significant



Level of School Administrators'
Emotional Leadership

Level of Teachers' Performance

Table 12 presents the relationship between the level of school administrators' emotional leadership and teachers' performance. The Spearman's rho analysis yielded a rho of -0.054 and a p-value of 0.587, which is greater than the 0.05 significance level. This indicates that there is no statistically significant relationship between the level of school administrators' emotional leadership and teachers' performance. Hence, the null hypothesis stating that no significant relationship exists between the two variables was not rejected.

From a statistical standpoint, the result indicates a very weak, if not negligible, association between the variables, suggesting that corresponding variations in teachers' performance did not accompany variations in school administrators' emotional leadership. Within the medium-sized higher education institution where the study was conducted, instructors fulfill their academic responsibilities in accordance with established institutional policies, performance evaluation systems, and professional standards. These organizational mechanisms may have enabled instructors to maintain consistent performance levels regardless of differences in how they perceived their administrators' emotional leadership. Consequently, teachers' performance in the institution appears to be influenced more by their fulfillment of instructional responsibilities, adherence to institutional expectations, and professional accountability than by administrators' emotional leadership alone.

This finding is consistent with Llaban and Doronio (2026), who reported that although school administrators' emotional intelligence contributes to leadership effectiveness, its influence on teacher-related outcomes is not always direct and may depend on specific leadership dimensions and organizational conditions. Similarly, the influence of empathy, relational transparency, and management support on teacher outcomes often operates indirectly through the development of trust and supportive professional relationships (Baog & Cueme, 2026). Likewise, Silbaugh et al. (2021) explained that emotional intelligence primarily strengthens school leaders' emotional regulation and leadership effectiveness, which may improve administrative functioning without necessarily translating into measurable improvements in teachers' performance.

A broader perspective was provided by Collazos Ugarte et al. (2025), who noted that the effects of emotionally intelligent leadership on teacher-related outcomes are often mediated by school climate, organizational support, and interpersonal relationships. This suggests that emotional leadership may exert an indirect rather than an immediate influence on teachers' performance. In the context of the present study, these mediating organizational factors were not included among the variables examined, which may explain why no significant relationship was observed.

CONCLUSION

The study found that most respondents were female, held a bachelor's degree, and belonged to the higher-income category, with varied ages and lengths of service. School administrators demonstrated a high level of emotional leadership across self-awareness, self-management, social awareness, and relationship management, while teachers achieved a very satisfactory performance during the first semester of Academic Year 2025–2026. Emotional leadership did not significantly differ across respondents' demographic variables, and teachers' performance remained very satisfactory across most profile variables, although age significantly influenced performance. Overall, the findings revealed no significant relationship between school administrators' emotional leadership and teachers' performance, indicating that demographic characteristics generally did not affect administrators' emotional leadership, while teachers' performance was influenced primarily by age.

RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are advanced for implementation within the medium-sized institution where the study was conducted: differentiated faculty development programs should be developed to address the diverse demographic and professional needs of faculty members; emotional leadership development programs for school administrators should be institutionalized through regular training, coaching, and reflective activities to strengthen self-awareness, self-management, social awareness, and relationship management; faculty learning and development initiatives should be expanded to promote innovative teaching strategies, effective classroom management, and authentic assessment;



emotional leadership competencies should be integrated into administrators' leadership development plans and performance evaluations; instructional supervision should be strengthened through classroom observations, coaching, and constructive feedback; a periodic leadership feedback system should be established to allow faculty members to assess administrators' emotional leadership and identify areas for improvement; structured mentoring and peer-support programs should be implemented for younger faculty members to strengthen instructional competence and address age-related differences in performance; and follow-up studies should examine organizational, instructional, and individual factors that may influence teachers' performance and further explain the absence of a significant relationship between school administrators' emotional leadership and teachers' performance.

Conflict of Interest

The authors declare the absence of any conflict of interest that could have influenced the content or conclusions of this paper. They affirm that no financial, personal, or professional relationships with other individuals or organizations have compromised the objectivity, integrity, or impartiality of the research work. As a final point, no external parties influenced the study design, data collection, analysis, or interpretation.

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