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Teachers' Perceptions of Educational Leaders' Emotional Intelligence and Its Relationship with Decision-Making and Conflict Resolution

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ABSTRACT

Emotional intelligence is believed to shape how leaders interpret situations, make decisions, and resolve interpersonal conflicts within school settings. This study determined teachers' perceptions of educational leaders' emotional intelligence and its relationship with decision-making and conflict resolution at Tabok Elementary School, Mandaue City, Cebu, during the school year 2025–2026 as a basis for an action plan. Utilizing a quantitative descriptive-correlational research design, 30 teachers participated through purposive sampling. A structured questionnaire adapted from Shah et al. (2021) measured the respondents' demographic profile, the extent of emotional intelligence across five domains (self-awareness, self-regulation, self-motivation, empathy, and social skills), and the extent of decision-making and conflict resolution across four dimensions (rational and ethical decision-making, participative and collaborative decision-making, problem-solving and critical thinking, and conflict management and resolution strategies). Data were analyzed using descriptive and inferential statistics. The findings revealed that teacher-respondents were predominantly female, aged 46 and above, holding Teacher 3 positions, with master's units and thirteen or more years of teaching experience. Teachers perceived educational leaders as demonstrating a very high extent of emotional intelligence and decision-making and conflict resolution practices as Very High Extent. However, self-regulation and conflict management and resolution strategies received the lowest ratings among their respective variables. All correlations between emotional intelligence dimensions and decision-making and conflict resolution dimensions were positive and statistically significant, leading to the rejection of the null hypothesis. Based on the findings, an action plan was proposed to enhance educational leaders' emotional intelligence, particularly self-regulation and social skills, and strengthen their conflict management and resolution practices, specifically in prompt addressing, documentation, and follow-up.

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KEYWORDS: *Administration and Supervision, Emotional Intelligence, Decision- Making, Conflict Resolution, Descriptive-Correlational Design, Action Plan, Mandaue City, Cebu.*

INTRODUCTION

Educational leadership is increasingly recognized as a complex process that extends beyond administrative tasks to encompass the nuanced management of human interactions and organizational dynamics (Zhou et al., 2025). In this context, the capacity of leaders to understand and manage emotions their own and those of others has emerged as a pivotal competency for navigating the multifaceted challenges inherent in school administration (Polestina et al., 2025). Specifically, emotional intelligence is believed to shape how leaders interpret situations, make decisions, and resolve interpersonal conflicts within school settings (Ulutaş, 2024). Research indicates that principals possessing high levels of emotional intelligence demonstrate superior conflict management behaviors and are better equipped to handle the pressures of school management compared to their counterparts with lower EI traits (Zhou et al., 2025).

The concept of emotional intelligence originated from the work of Peter Salovey and John D. Mayer, who first introduced the term in 1990 to describe an individual's ability to perceive, understand, manage, and utilize emotions effectively in oneself and others. Their framework emphasized that emotions play a crucial role in guiding thinking and behavior, particularly in complex social environments such as organizations and educational institutions. The concept gained widespread recognition through the work of Daniel Goleman, who expanded the theory by highlighting its practical implications in leadership and organizational performance. Goleman (1995) argued that emotional intelligence significantly influences leaders' decision-making processes because emotionally intelligent leaders are better able to regulate their emotional responses, interpret the emotional cues of others, and make balanced, rational decisions even under pressure. He further emphasized that competencies such as self-awareness, self-regulation, empathy, and social skills enable leaders to analyze situations more objectively, manage conflicts constructively, and make decisions that consider both organizational goals and the well-being of stakeholders.

The school environment functions as a dynamic social system where administrators, teachers, and students engage in continuous interactions aimed at achieving educational goals (Taukeni, 2021). As modern educational institutions evolve into open systems intricately connected with the external environment, the role of the principal has shifted from a mere administrative figure to a critical agent responsible for guiding school development, implementing curriculum reform, and promoting teacher well-being (Zhou et al., 2025). This shift necessitates that leaders not only manage instructional and logistical operations but also mediate the complex interpersonal conflicts that inevitably arise within diverse school communities. The principal acts as the central figure in managing these interpersonal dynamics, where individuals with varying cultural and social attributes converge, making the effective handling of disputes essential for maintaining a conducive learning atmosphere (Zhou et al., 2025). However, the potential for conflict remains an inherent reality in school communities due to the differing needs, views, interests, and values held by stakeholders (Maguid-Kusin & Kusin, 2021). Consequently, the ability of educational leaders to navigate these disagreements and foster a collaborative climate is heavily dependent on their emotional competence, particularly in recognizing and regulating emotions to mitigate tension and sustain organizational change (Sepiriti, 2023).

Globally, the integration of emotional intelligence into educational leadership is recognized as a vital predictor of job performance and a cornerstone for creating positive, sustainable relationships within school environments (Ulutaş, 2024). In the Philippine educational context, the Department of Education emphasizes the need for school heads to possess not only administrative acumen but also the interpersonal skills necessary to manage diverse stakeholder expectations and address the psychological needs of the school community (Mehmood et al., 2023).

At the local level, specifically within Tabok Elementary School in Mandaue City, Cebu, the high the teacher-to-student ratio presents distinct challenges that require leaders to adeptly navigate complex interpersonal dynamics to ensure institutional harmony and academic success. This high student-to-teacher ratio places significant pressure on both teachers and school leaders, as larger class sizes are associated with increased interpersonal tensions, higher stress levels among faculty, and greater demands on administrative time for conflict mediation and resource allocation decisions.

Therefore, this study aims to determine the perceived role of emotional intelligence in educational leaders' decision-making & conflict resolution at Tabok Elementary School I, Mandaue City, Cebu during the school year 2025–2026 as a basis for an action plan. Specifically, the study aims to provide a contextualized understanding of how emotional intelligence influences leadership practices, thereby informing the development of targeted interventions and action plans to enhance decision-making and conflict resolution among school leaders.

Theoretical and Conceptual Framework

This study assumes that educational leaders who possess higher levels of emotional intelligence are more likely to demonstrate effective decision-making and constructive conflict resolution practices, and that teachers' perceptions of these leadership behaviors can be reliably measured to inform institutional improvement.

This study is anchored on the Emotional Intelligence Theory (1990), and Goleman's Model of Emotional Intelligence (1995).Emotional Intelligence Theory proposed by Salovey and Mayer, which posits that emotional intelligence involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and action (Acosta, 2024). This theoretical perspective provides a robust foundation for understanding how educational leaders process emotional data to enhance cognitive functions

and behavioral responses within the school setting (Pattiasina et al., 2024).

Furthermore, the study incorporates Goleman's model of emotional intelligence, which delineates the construct into five core domains self-awareness, self-regulation, motivation, empathy, and social skills to provide a comprehensive framework for analyzing leadership behavior in educational settings (Raharjo & Aisyah, 2025).

The conceptual framework illustrates the relationship between the independent variable, emotional intelligence, and the dependent variable, decision-making and conflict resolution, as perceived by the teacher-respondents at Tabok Elementary School. The conceptual paradigm presents a schematic diagram that illustrates the relationship between the independent variable, which is the emotional intelligence of educational leaders measured across the domains of self-awareness, self-regulation, self-motivation, empathy, and social skills, and the dependent variable, which pertains to their decision-making and conflict resolution practices encompassing rational and ethical decision-making, participative and collaborative decision-making, problem-solving and critical thinking, and conflict management and resolution strategies.

The five domains of emotional intelligence such as self-awareness, self-regulation, self-motivation, empathy, and social skills are grounded in the foundational emotional intelligence theory developed by Peter Salovey and John D. Mayer, and later expanded in leadership contexts by Daniel Goleman. According to this theoretical framework, emotional intelligence is not merely the awareness of emotions but the capacity to utilize emotional information to guide reasoning and behavior in social environments.

Self-awareness refers to the leader's ability to recognize and understand their own emotional states and how these emotions influence thoughts and actions, which is essential in reflective leadership and ethical decision-making.

Self-regulation involves the capacity to control or manage emotional responses, enabling leaders to remain composed and objective when addressing conflicts or making complex administrative decisions.

Self-motivation pertains to an individual's internal drive to achieve goals and maintain commitment despite challenges, which supports persistence in problem-solving and organizational improvement.

Empathy, another central component of emotional intelligence, allows leaders to understand the emotional perspectives of teachers, students, and other stakeholders, fostering supportive relationships and collaborative school environments.

Finally, social skills refer to the leader's ability to build networks, manage relationships, and facilitate effective communication, which are critical in conflict resolution and participative decision-making processes. Within the context of educational leadership, these domains collectively influence how leaders interpret emotional cues, manage interpersonal dynamics, and implement administrative decisions that promote harmony and productivity within the school community. Thus, the inclusion of these emotional intelligence domains in the present study provides a theoretical lens for examining how affective competencies shape leadership effectiveness in decision-making and conflict resolution.

Goleman's Model of Emotional Intelligence (1995). These models posit that an educational leader's ability to perceive and regulate emotions directly mediates their capacity to execute rational decisions and navigate interpersonal conflicts effectively (Kashaka, 2025). Specifically, Goleman's framework provides a taxonomy for these competencies, suggesting that self-awareness and social skills serve as the foundational drivers for the participative decision-making styles and collaborative conflict resolution strategies required in modern school settings (Jihan et al., 2024; Paschal et al., 2024). By integrating these components, the study establishes a conceptual link where emotional regulation and empathy function as precursors to the strategic communication and cooperation necessary for maintaining a positive organizational climate (Alharbi & Alnoor, 2022; Macaday-Quioco, 2024).

Consequently, this research hypothesizes that higher proficiency in these EI domains correlates with more objective, evidence-based decision-making and more constructive engagement during institutional disputes (Chaudhary et al., 2024; Günçavdı, 2023). Such competencies enable leaders to transform emotional turbulence into constructive dialogue, thereby preserving executive function when navigating complex administrative challenges (Khandelwal & Karuna, 2025). Furthermore, the application of these emotional competencies facilitates a more inclusive approach to problem-solving, which is essential for fostering school-wide psychological safety and operational stability (Lesole & Mthanti, 2026; Polestina et al., 2025). By fostering this supportive relational environment, leaders can effectively mitigate teacher burnout and enhance overall organizational resilience (Xiao, 2025). This framework further suggests that the ability to align

personal values with institutional goals, mediated by emotional intelligence, is critical for sustained administrative effectiveness and professional performance (Deviana et al., 2026). Drawing upon these theoretical underpinnings, the study examines whether variations in leadership effectiveness manifested through conflict management and pedagogical decision-making are statistically tied to these core emotional competencies (Ulutaş, 2024; Yuan, 2024).

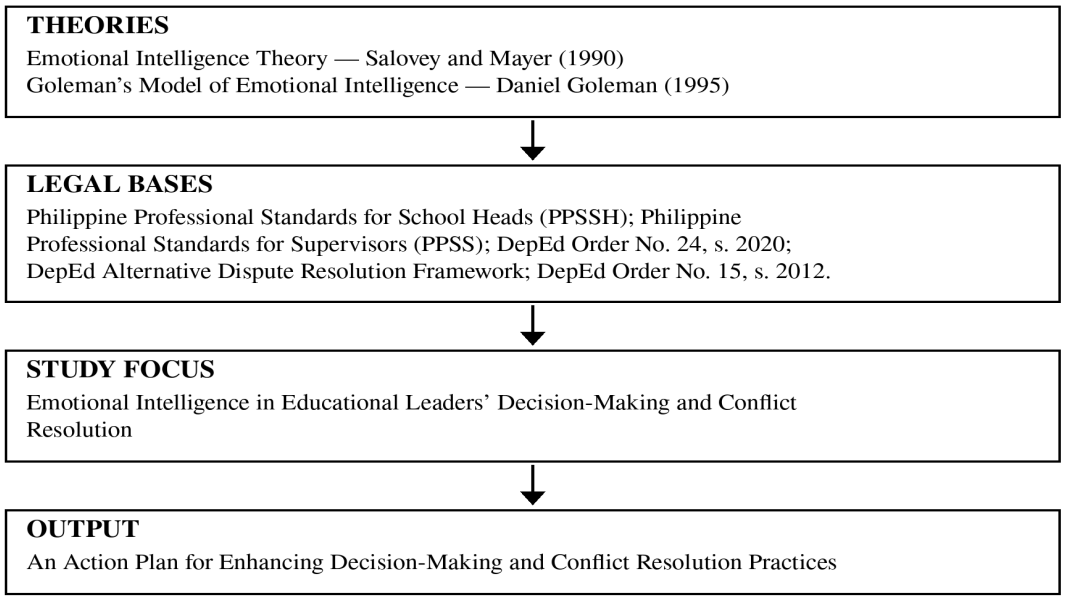


Figure 1 Theoretical Framework of the Study

Legal Bases

Emotional intelligence significantly enhances educational leaders' decision-making and conflict resolution capabilities, aligning with recent DepEd policies that emphasize professional standards and alternative dispute mechanisms in Philippine public schools.

DepEd Order No. 24, s. 2020 adopts the Philippine Professional Standards for School Heads (PPSSH), which outlines competencies for school heads in strategic management and interpersonal skills, implicitly requiring emotional intelligence for sensing emotional dynamics and promoting collaboration (Department of Education, 2020a, as cited in Manalang & Garcia, 2024). Manalang and Garcia (2024) confirmed that high PPSSH implementation among school heads correlates with superior school performance, underscoring its value in ethical and participative decision-making. Likewise, Santos (2025) highlighted PPSSH's promotion of emotionally intelligent leadership to boost teacher engagement and innovative problem-solving.

DepEd Order No. 25, s. 2020 institutionalizes the Philippine Professional Standards for Supervisors (PPSS), establishing accountability frameworks for supervisors under RA 9155 to support ethical oversight and conflict management (Department of Education, 2020b). This standard ties into professional development priorities from 2020-2023, integrating emotional competencies to build resilient school cultures (Department of Education, 2020c, as cited in Reyes et al., 2022). Cruz and Lim (2025) further demonstrated PPSS's role in enhancing leadership effectiveness through emotional intelligence in basic education settings.

DepEd Order No. 15, s. 2012-DepEd Alternative Dispute Resolution Framework mandates mediation units for timely, impartial conflict resolution among personnel, emphasizing win-win solutions and professionalism (Department of Education, 2012). Bolstered by DepEd Order No. 22, s. 2007 and national ADR laws, it encourages participative methods reliant on leaders' emotional regulation (as discussed in Torres, 2024). Recent analyses by Fernandez (2024) advocate pairing this framework with EI training to improve school conflict outcomes.

THE PROBLEM

Statement of the Problem

This study determined teachers' perceptions of educational leaders' emotional intelligence and its relationship with decision-making and conflict resolution at Tabok Elementary School, Mandaue City, Cebu during the school year 2025–2026 as a basis for an action plan for enhancing decision-making and conflict resolution practices.

Specifically, the study sought to answer the following questions:

1. What is the profile of the teacher-respondents in terms of:
1.1. age and gender;
1.2. position rank;
1.3. highest educational attainment; and
1.4. years of teaching experience?

2. What is the teacher's perceived extent of school leaders' emotional intelligence in terms of:
2.1. self-awareness;
2.2. self-regulation;
2.3. self-motivation;
2.4. empathy; and
2.5. social skills?

3. What is the teacher's perceived extent of school leaders' decision-making and conflict resolution in terms of:
3.1. rational and ethical decision-making;
3.2. participative and collaborative decision-making;
3.3. problem-solving and critical thinking; and
3.4. conflict management and resolution strategies?

4. Is there a significant relationship between teachers' perceptions of educational leaders' emotional intelligence and their decision-making and conflict resolution?

5. Based on the findings, what action plan for enhancing decision-making and conflict resolution practices can be proposed?

Null Hypothesis

Given the null hypothesis was tested at 0.05 level of significance:
Ho: There is no significant relationship between teachers' perceptions of educational leaders' emotional intelligence and their decision-making and conflict resolution?

Methodology

Research Design

This study utilized a quantitative, descriptive–correlational design to explore the perceived role of emotional intelligence in educational leaders' decision-making and conflict resolution at Tabok Elementary School, Mandaue City, Cebu during the School Year 2025–2026.

The descriptive component of the design was used to determine and describe the profile of the teacher-respondents in terms of age, sex, position rank, highest educational attainment, and years of teaching experience. It also described the extent of emotional intelligence across the domains of self-awareness, self-regulation, self-motivation, empathy, and social skills, as well as the extent of decision-making and conflict resolution practices in terms of rational and ethical decision-making, participative and collaborative decision-making, problem-solving and critical thinking, and conflict management and resolution strategies.

The correlational component was employed to examine whether a significant relationship existed between emotional intelligence and decision-making and conflict resolution practices among educational leaders. This design was appropriate because it allowed the researcher to determine the degree and direction of association between variables without manipulating them.

This research design was deemed suitable for the study as it enabled the researcher to systematically describe existing conditions and determine the relationship between emotional intelligence and leadership practices, serving as a basis for the development of an action plan to enhance educational leadership effectiveness.

Input–Process–Output Model

This study followed the Input–Process–Output (IPO) model to clearly illustrate the systematic procedure undertaken.

Input. The inputs of the study consisted of the essential data needed to address the research problem. These included the profile of the teacher-respondents in terms of age and sex, position rank, highest educational attainment, and years of teaching experience. It also included the respondents' perceived extent of emotional intelligence across the domains of self-awareness, self-regulation, self-motivation, empathy, and social skills. Furthermore, the inputs covered the perceived extent of decision-making and conflict resolution practices in

terms of rational and ethical decision-making, participative and collaborative decision-making, problem-solving and critical thinking, and conflict management and resolution strategies. Lastly, the study examined the significant relationship between emotional intelligence and decision-making and conflict resolution among educational leaders.

Process. The process involved the systematic procedures undertaken to gather and analyze the data. First, approval of the transmittal letter was secured from the appropriate authorities. Upon approval, the questionnaires were distributed to the identified respondents. After completion, the questionnaires were retrieved for data consolidation. The collected data then underwent statistical treatment using appropriate tools such as frequency count, percentage, weighted mean, and correlation analysis. Finally, the results were analyzed and interpreted to determine patterns, relationships, and significant findings relevant to the objectives of the study.

Output. The output of the study was the development of a proposed action plan based on the findings. This action plan aimed to enhance emotional intelligence competencies and strengthen decision-making and conflict resolution practices among educational leaders, ultimately contributing to improved leadership effectiveness and a more positive school environment.

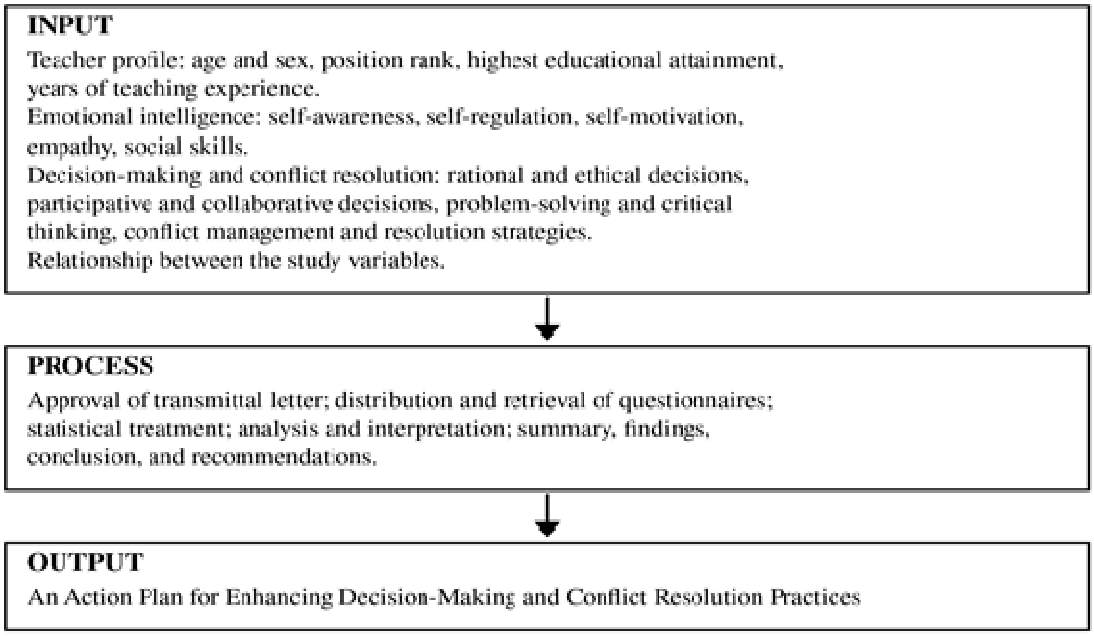


Figure 2 Flow of the Study

Research Environment

This study was conducted at Tabok Elementary School I, located in Upper Tabok, Barangay Tabok, Mandaue City, 6014 Cebu, under the Department of Education (DepEd) Division of Mandaue City. The school operates within an urban community and serves as one of the public elementary institutions providing accessible and quality basic education to learners in the area.

Tabok Elementary School is situated in Barangay Tabok, a populated area in Mandaue City, Cebu. Its location makes it accessible to residents within the barangay and nearby communities.

Being part of an urban setting, the school caters to a diverse population of learners from different socio-economic backgrounds. The accessibility and community-centered environment of the school provide a relevant context for examining leadership practices, emotional intelligence, and conflict resolution among educational leaders.

The school is led by a School Principal supported by Master Teachers who serve as instructional leaders, collectively responsible for strategic planning, curriculum implementation, resource management, and fostering a positive school climate amidst the demands of a large student population. The teaching force consists of 40 teachers, the majority of whom are female, aged 46 and above, holding Teacher 3 positions, with master's units or graduate degrees, and possessing thirteen or more years of teaching experience—a profile indicating substantial institutional memory, professional maturity, and the capacity to provide well-grounded perceptions of leadership behaviors based on years of interaction with various administrators. This environment, characterized by a high student-to-teacher ratio and a veteran, academically oriented teaching staff, provides an appropriate

context for examining how educational leaders' emotional intelligence influences their decision-making and conflict resolution practices, as the experienced teachers are well-positioned to discern genuine leadership competence and offer authentic assessments of administrative effectiveness.

In terms of student population, Tabok Elementary School serves approximately 1,500 pupils enrolled in Kindergarten to Grade 6, offering complete basic elementary education. The school implements a single-shift schedule, operating both morning and afternoon classes to accommodate the large number of learners while maximizing available classroom space.

Tabok Elementary School is equipped with adequate facilities that support effective teaching and learning. The school has 50 classrooms, enabling it to accommodate its student population efficiently. It also has an E-Class/ICT Room, a Science Laboratory, and a Learning Resource Center, which enhance instructional delivery and promote technology-integrated and inquiry-based learning. Additionally, each classroom is equipped with a television set to support multimedia-based instruction.

These facilities and resources contribute to a dynamic learning environment and reflect the administrative and leadership responsibilities of school leaders. The school setting therefore provides an appropriate environment for examining how emotional intelligence influences decision-making and conflict resolution in an educational context.

Respondents and Sampling

The respondents of this study consisted of 30 teachers from Tabok Elementary School who met the inclusion and exclusion criteria selected through purposive sampling based on specific inclusion and exclusion criteria to ensure the collection of informed and reliable perceptions. Inclusion criteria required that respondents be permanently employed, full-time classroom teachers with at least one year of teaching experience at the school, capable of understanding the English questionnaire, not on extended leave or official business during data gathering, and willing to provide informed consent. Conversely, exclusion criteria disqualified probationary or substitute teachers, part-time teachers, those with less than one year of experience at the school, teachers on extended leave or official business, those unable to complete the questionnaire, school administrators and master teachers, and non-teaching personnel. These criteria ensured that respondents possessed sufficient institutional experience and regular interaction with school leaders to provide authentic assessments, while excluding those who might introduce response bias or lack adequate exposure to leadership practices.



Figure 3 ***Location Map of the Research Environment***



Figure 4 ***School Photograph Included in the Research Environment***

Table 1 ***Distribution of the Respondents***

Grade Level	f	%
Kindergarten	4	13.33
Grade 1	4	13.33
Grade 2	4	13.33
Grade 3	4	13.33
Grade 4	4	13.33
Grade 5	5	16.67
Grade 6	5	16.67
Total	30	100.00

Research Instrument and Validation

The primary instrument that was used in this study was a structured questionnaire adapted from the work of Shah, et al. (2021). The instrument was modified to align with the objectives of the present study and to suit the context of Tabok Elementary School. It was designed to explore the perceived role of emotional intelligence in educational leaders' decision-making and conflict resolution. The questionnaire consisted of three main parts.

Part 1. The first part gathered the demographic profile of the respondents, including age, sex, position rank, highest educational attainment, and years of teaching experience. This information was used to describe the characteristics of the teacher-respondents.

Part 2. The second part of the instrument measured the perceived extent of emotional intelligence across five domains: self-awareness, self-regulation, self-motivation, empathy, and social skills. Each domain contained several statements that described behaviors and competencies associated with emotional intelligence.

Part 3. The third part assessed the perceived extent of decision-making and conflict resolution practices in terms of rational and ethical decision-making, participative and collaborative decision-making, problem-solving and critical thinking, and conflict management and resolution strategies.

All items in Parts 2 and 3 were rated using a five-point Likert scale, where 5 corresponded to Strongly Agree, 4 to Agree, 3 to Neutral, 2 to Disagree, and 1 to Strongly Disagree. This scaling method allowed for quantitative measurement and statistical analysis of the responses. Prior to its administration, the adapted questionnaire underwent content validation to ensure clarity, relevance, and appropriateness to the local school setting.

Data Collection and Analysis

Preliminary Stage. The researcher first secured formal approval from the School Principal of Tabok Elementary School I to conduct the study within the school. The research proposal, including its objectives, significance, methodology, and ethical considerations, was presented to obtain informed consent. Coordination with the school administration was done to schedule the distribution and collection of the questionnaires. Teacher-respondents were oriented about the purpose of the study, the content of the questionnaire, and the confidentiality of their responses. Ethical considerations such as voluntary participation and anonymity were emphasized to ensure respondents' rights were respected.

Data Gathering Stage. The researcher distributed the questionnaires to the selected teacher-respondents, providing clear instructions for each section, including demographic profile, emotional intelligence, and decision-making and conflict resolution. Respondents were given sufficient time to answer all items thoughtfully and honestly. The researcher monitored the process to clarify any misunderstandings while maintaining privacy.

Once completed, the questionnaires were collected and checked for completeness to minimize missing data. The responses were then organized and coded, using numerical values for the 5-point Likert scale, to prepare the data for statistical analysis.

Post–Data Gathering Stage. The researcher entered the coded data into statistical software, ensuring accuracy through double-checking procedures. The data were analyzed to determine the demographic profile of the respondents, the perceived extent of their emotional intelligence across its various domains, self-awareness, self-regulation, self-motivation, empathy, and social skills as well as their perceived practices in decision-making and conflict resolution, including rational and ethical decision-making, participative and collaborative decision-making, problem-solving and critical thinking, and conflict management strategies. The relationship between emotional intelligence and decision-making and conflict resolution among educational leaders was also examined. Based on the findings, a comprehensive report was prepared, and an action plan was proposed to enhance emotional intelligence and strengthen decision-making and conflict resolution practices among educational leaders at Tabok Elementary School.

Frequency and Percentage. This was used to determine the distribution and demographic profile of the teacher-respondents in terms of age, sex, position rank, highest educational attainment, and years of teaching experience. It provided a clear numerical overview of the respondents under each category.

Weighted Mean. This statistical tool was employed to determine the extent of teachers' emotional intelligence across its domains—self-awareness, self-regulation, self-motivation, empathy, and social skills—as well as their practices in decision-making and conflict resolution, including rational and ethical decision-making, participative and collaborative decision-making, problem-solving and critical thinking, and conflict management strategies.

Standard Deviation. This was calculated to measure the variability or dispersion of responses from the mean, indicating the degree of consistency or diversity in teachers' perceptions of emotional intelligence and decision-making and conflict resolution practices.

Pearson Product-Moment Correlation Coefficient (r). This was used to determine the significant relationship between emotional intelligence and decision-making and conflict resolution among educational leaders, providing insight into how these variables were associated. All statistical analyses were interpreted carefully to ensure accurate conclusions and to inform the development of an actionable plan for enhancing emotional intelligence and strengthening decision-making and conflict resolution practices among the respondents.

Scoring Procedure

After data collection, the weighted mean for each indicator were computed to determine the overall level of perception for each dimension. The resulting mean scores were interpreted according to the following scale and descriptive equivalents:

Table S1 Scale and Descriptive Equivalents

Scale	Range	Verbal Description	Interpretation
5	4.21–5.00	Very High Extent	The statement is highly evident and consistently observed 81%–100% of the time.
4	3.41–4.20	High Extent	The statement is evident and often observed 61%–80% of the time.
3	2.61–3.40	Moderate Extent	The statement is moderately evident and sometimes observed 41%–60% of the time.
2	1.81–2.60	Low Extent	The statement is slightly evident and rarely observed 21%–40% of the time.
1	1.00–1.80	Very Low Extent	The statement is not evident or never observed 0%–20% of the time.

Ethical Considerations

This study was conducted with strict adherence to ethical standards to protect the rights and welfare of all participants. Teachers were informed of the purpose, objectives, and procedures of the study and provided voluntary informed consent, with the option to withdraw at any time without penalty. Respondents' personal information and responses were treated with confidentiality and anonymity, and all data were securely stored in compliance with the Data Privacy Act of 2012 (Republic Act No. 10173). The study ensured that participation

did not cause any physical, psychological, or social harm, and that the data collected were used solely for academic purposes, reported objectively, and credited appropriately to all sources.

Findings

Profile of the Teacher-Respondents

Table 2 ***Age and Gender***

Age (in years)	Female	Male	f	%
26-30	4		4	13.33
31-35	1		1	3.33
36-40	7	1	8	26.67
41-45	5	1	6	20.00
46 and above	8	3	11	36.67
Total	25	5	30	100.00

Note. Source-reported mean age category: 36-40; SD = 1.38.

The data revealed that the largest age group among the teacher-respondents was the “46 and above” category, which comprised 11 individuals (36.67% of the total). This was followed by the “36–40” age bracket with 8 respondents (26.67%), and the “41–45” bracket with 6 respondents (20.00%). The youngest age group, “26–30,” accounted for 4 respondents (13.33%), while the “31–35” bracket had the smallest representation, with only 1 respondent (3.33%). Regarding gender, the teaching staff was predominantly female, with 25 female teachers (83.33%) compared to only 5 male teachers (16.67%). Notably, the majority of male teachers (3 out of 5) were concentrated in the “46 and above” age category.

Table 3 Position Rank

Position Rank	f	%
Master Teacher 1	3	10
Teacher 3	20	66.67
Teacher 1	7	23.33
Total	30	100.00

The data showed that the majority of teacher-respondents held the position of Teacher 3, with 20 individuals accounting for 66.67% of the total. This was followed by Teacher 1 rank, which comprised 7 respondents or 23.33% of the sample. The smallest group was Master Teacher I, with only 3 respondents representing 10.00% of the total. Notably, no respondents were reported in the Teacher 2 position rank. The distribution indicated a heavy concentration at the Teacher 3 level, while Master Teacher positions were minimally represented among the teaching staff.

Table 4 Highest Educational Attainment

Highest Educational Attainment	f	%
Doctorate Degree	4	13.33
With Doctorate Units	2	6.67
Master’s Degree	5	16.67
With Masters Units	15	50.00
Bachelor’s Degree	4	13.33
Total	30	100.00

The data revealed that the largest group of teacher-respondents fell under the category "With Master's Units," comprising 15 individuals or 50.00% of the total. Those who had completed a Master's Degree numbered 5 respondents (16.67%), followed by teachers holding a Doctorate Degree and those with only a Bachelor's Degree, each with 4 respondents (13.33% respectively). The smallest category was "With Doctorate Units," which included only 2 respondents (6.67%). Cumulatively, 26 out of 30 teachers (86.67%) had pursued or completed graduate-level education beyond the bachelor's degree, while only 4 teachers (13.33%) stopped at the baccalaureate level.

Table 5 Years of Teaching Experience

Years of Teaching Experience	f	%
13 and above	18	60.00
10-12	3	10.00
7-9	3	10.00
4-6	3	10.00
1-3	3	10.00
Total	30	100.00

Note. Source-reported mean teaching-experience category: 10-12; SD = 1.44.

The data revealed that the vast majority of teacher-respondents, numbering 18 individuals or 60.00% of the total, had accumulated 13 years or more of teaching experience. The remaining four experience categories—10–12 years, 7–9 years, 4–6 years, and 1–3 years—each contained exactly 3 respondents, accounting for 10.00% of the sample per category. No teachers fell into the 0 years or less than 1 year category, indicating that all respondents had at least one full year of teaching experience. The distribution was heavily skewed toward the highest experience bracket, with the other 12 teachers (40.00%) spread evenly across the four lower experience ranges.

Emotional Intelligence of Educational Leaders

Table 6 Self-Awareness

Self-Awareness	WM	Sd	VD
Demonstrates awareness of personal emotions in various situations.	4.37	0.67	VHE
Recognizes how emotions influence decisions.	4.50	0.63	VHE
Shows awareness of personal strengths and weaknesses.	4.40	0.67	VHE
Reflects on actions and their impact on others.	4.37	0.72	VHE
Identifies emotional triggers.	4.30	0.70	VHE
Acknowledges mistakes when committed.	4.67	0.61	VHE
Understands how mood affects performance.	4.57	0.68	VHE
Accepts constructive criticism positively.	4.50	0.63	VHE
Evaluates behavior before responding.	4.47	0.63	VHE
Displays confidence in leadership abilities.	4.10	0.71	HE
Aggregate	4.42	0.66	VHE

Legend: 4.21–5.00=Very High Extent (VHE); 3.41–4.20=High Extent (HE); 2.61–3.40=Moderate Extent (ME); 1.81–2.60= Low Extent (LE); 1.00–1.80=Very Low Extent (VLE)

The data revealed that the aggregate mean score for self-awareness was 4.42 (SD = 0.66), which fell within the "Very High Extent" range. Among the ten indicators, nine received mean scores classified as Very High Extent, while one indicator was rated as High Extent. The highest-rated indicator was "Acknowledges mistakes when committed," which obtained a mean of 4.67 (SD = 0.61). This was closely followed by "Understands how mood affects performance" (WM = 4.57, SD = 0.68) and two indicators tied at 4.50: "Recognizes how emotions influence decisions" (SD = 0.63) and "Accepts constructive criticism positively" (SD = 0.63). The lowest-rated indicator was "Displays confidence in leadership abilities," which received a mean of 4.10 (SD = 0.71), categorized as High Extent. The standard deviations across all indicators ranged from 0.61 to 0.72, indicating relatively homogeneous responses among the teacher-respondents.

Table 7 Self-Regulation

Self-Regulation	WM	Sd	VD
Remains calm during stressful situations.	4.20	0.61	HE
Controls emotions when facing conflict.	4.20	0.61	HE
Thinks carefully before acting.	4.37	0.61	VHE
Manages anger effectively.	4.30	0.65	VHE
Adapts easily to change.	4.27	0.64	VHE
Maintains professionalism under pressure.	4.53	0.68	VHE
Avoids impulsive decisions.	4.10	0.61	HE
Handles criticism without defensiveness.	4.23	0.63	VHE
Remains objective when resolving issues.	4.33	0.71	VHE
Practices patience in challenging situations.	4.43	0.68	VHE
Aggregate	4.30	0.64	VHE

Legend: 4.21–5.00=Very High Extent (VHE); 3.41–4.20=High Extent (HE); 2.61–3.40=Moderate Extent (ME); 1.81–2.60= Low Extent (LE); 1.00–1.80=Very Low Extent (VLE)

The data revealed that the aggregate mean score for self-regulation was 4.30 (SD = 0.64), which fell within the "Very High Extent" range. Among the ten indicators, seven received mean scores classified as Very High Extent, while three indicators were rated as High Extent. The highest-rated indicator was "Maintains professionalism under pressure," which obtained a mean of 4.53 (SD = 0.68). This was followed by "Practices patience in challenging situations" (WM = 4.43, SD = 0.68) and "Thinks carefully before acting" (WM = 4.37, SD = 0.61). The lowest-rated indicators were "Avoids impulsive decisions" (WM = 4.10, SD = 0.61) and two indicators tied at 4.20: "Remains calm during stressful situations" (SD = 0.61) and "Controls emotions when facing conflict" (SD = 0.61), all of which fell within the High Extent range. The standard deviations across all indicators ranged from 0.61 to 0.71, indicating relatively consistent responses among the teacher-respondents.

Table 8 Self-Motivation

Self-Motivation	WM	Sd	VD
Sets clear professional goals and works consistently to achieve them.	4.53	0.68	VHE
Remains committed to school objectives despite challenges.	4.33	0.61	VHE
Demonstrates initiative in improving school programs and activities.	4.23	0.57	VHE
Maintains a positive attitude even during difficult situations.	4.50	0.57	VHE
Perseveres in accomplishing tasks despite obstacles.	4.43	0.63	VHE
Seeks opportunities for personal and professional growth.	4.37	0.76	VHE
Takes responsibility for achieving desired outcomes.	4.40	0.67	VHE
Inspires self to perform beyond minimum expectations.	4.37	0.72	VHE
Displays enthusiasm in carrying out leadership responsibilities.	4.43	0.63	VHE
Stays focused and motivated even under pressure.	4.37	0.67	VHE
Aggregate	4.40	0.65	VHE

Legend: 4.21–5.00=Very High Extent (VHE); 3.41–4.20=High Extent (HE); 2.61–3.40=Moderate Extent (ME); 1.81–2.60= Low Extent (LE); 1.00–1.80=Very Low Extent (VLE)

The data revealed that the aggregate mean score for self-motivation was 4.40 (SD = 0.65), which fell within the "Very High Extent" range. All ten indicators received mean scores classified as Very High Extent, with no indicators falling into the High Extent or lower categories. The highest-rated indicator was "Sets clear professional goals and works consistently to achieve them," which obtained a mean of 4.53 (SD = 0.68). This was closely followed by "Maintains a positive attitude even during difficult situations" (WM = 4.50, SD = 0.57). Other notably high ratings included "Perseveres in accomplishing tasks despite obstacles" (WM = 4.43, SD = 0.63) and "Displays enthusiasm in carrying out leadership responsibilities" (WM = 4.43, SD = 0.63). The lowest-rated indicator was "Demonstrates initiative in improving school programs and activities," which received a mean of 4.23 (SD = 0.57), still comfortably within the Very High Extent range. Standard deviations ranged from 0.57 to 0.76, with the widest variation observed for "Seeks opportunities for personal and professional growth" (SD = 0.76), indicating slightly less consensus among teachers on this particular item.

Table 9 Empathy

Empathy	WM	Sd	VD
Understands the feelings of teachers and staff.	4.67	0.48	VHE
Listens attentively to concerns.	4.73	0.52	VHE
Considers others' perspectives before making decisions.	4.63	0.56	VHE
Shows concern for the well-being of teachers and staff.	4.70	0.60	VHE
Demonstrates sensitivity to others' emotional needs.	4.57	0.57	VHE
Responds compassionately during conflicts.	4.47	0.68	VHE
Values diverse opinions.	4.60	0.62	VHE
Recognizes when someone is experiencing distress.	4.47	0.68	VHE
Support when colleagues face difficulties.	4.53	0.73	VHE
Fosters a supportive working environment.	4.60	0.56	VHE
Aggregate	4.60	0.60	VHE

Legend: 4.21–5.00=Very High Extent (VHE); 3.41–4.20=High Extent (HE); 2.61–3.40=Moderate Extent (ME); 1.81–2.60= Low Extent (LE); 1.00–1.80=Very Low Extent (VLE)

The data revealed that the aggregate mean score for empathy was 4.60 (SD = 0.60), which fell within the "Very High Extent" range. All ten indicators received mean scores classified as Very High Extent, with no indicators falling into the High Extent or lower categories. The highest-rated indicator was "Listens attentively to concerns," which obtained a mean of 4.73 (SD = 0.52). This was closely followed by "Shows concern for the well-being of teachers and staff" (WM = 4.70, SD = 0.60) and "Understands the feelings of teachers and staff" (WM = 4.67, SD = 0.48). The lowest-rated indicators were "Responds compassionately during conflicts" (WM = 4.47, SD = 0.68) and "Recognizes when someone is experiencing distress" (WM = 4.47, SD = 0.68), both of which still fell within the Very High Extent range. Standard deviations ranged from 0.48 to 0.73, with the widest variation observed for "Provides support when colleagues face difficulties" (SD = 0.73), indicating somewhat less consensus among teachers on this particular item.

Table 10 Social Skills

Social Skills	WM	Sd	VD
Communicates clearly and effectively.	4.30	0.79	VHE
Builds positive professional relationships.	4.47	0.63	VHE
Resolves misunderstandings constructively.	4.37	0.61	VHE
Encourages teamwork and collaboration.	4.43	0.63	VHE
Manages disagreements professionally.	4.27	0.58	VHE
Positively influences others.	4.43	0.63	VHE
Handles difficult conversations tactfully.	4.27	0.69	VHE
Promotes open communication.	4.33	0.71	VHE
Establishes trust among staff members.	4.50	0.57	VHE
Motivates others toward shared goals.	4.47	0.68	VHE
Aggregate	4.38	0.65	VHE

Legend: 4.21–5.00=Very High Extent (VHE); 3.41–4.20=High Extent (HE); 2.61–3.40=Moderate Extent (ME); 1.81–2.60= Low Extent (LE); 1.00–1.80=Very Low Extent (VLE)

The data revealed that the aggregate mean score for social skills was 4.38 (SD = 0.65), which fell within the "Very High Extent" range. All ten indicators received mean scores classified as Very High Extent, with no indicators falling into the High Extent or lower categories. The highest-rated indicator was "Establishes trust among staff members," which obtained a mean of 4.50 (SD = 0.57). This was followed by "Builds positive professional relationships" (WM = 4.47, SD = 0.63) and "Motivates others toward shared goals" (WM = 4.47, SD = 0.68). The lowest-rated indicators were "Manages disagreements professionally" (WM = 4.27, SD = 0.58) and "Handles difficult conversations tactfully" (WM = 4.27, SD = 0.69), both of which still fell within the Very High Extent range. The indicator "Communicates clearly and effectively" received a mean of 4.30 (SD = 0.79), which was also among the lower-rated items. Standard deviations ranged from 0.57 to 0.79, with the widest variation observed for "Communicates clearly and effectively" (SD = 0.79), indicating the least consensus among teachers on this particular item.

Table 11 Summary of School Leaders' Emotional Intelligence

School Leaders' Emotional Intelligence	WM	Sd	VD
Self-Awareness	4.42	0.66	VHE
Self-Regulation	4.30	0.64	VHE
Self-Motivation	4.40	0.65	VHE
Empathy	4.60	0.60	VHE
Social Skills	4.38	0.65	VHE
Aggregate	4.42	0.64	VHE

Legend: 4.21–5.00=Very High Extent (VHE); 3.41–4.20=High Extent (HE); 2.61–3.40=Moderate Extent (ME); 1.81–2.60= Low Extent (LE); 1.00–1.80=Very Low Extent (VLE)

The data revealed that the aggregate mean score for school leaders' emotional intelligence across all five dimensions was 4.42 (SD = 0.64), which fell within the "Very High Extent" range. Among the five dimensions, Empathy obtained the highest mean score of 4.60 (SD = 0.60), followed by Self-Awareness with 4.42 (SD = 0.66), Self-Motivation with 4.40 (SD = 0.65), and Social Skills with 4.38 (SD = 0.65). Self-Regulation received the lowest mean score among the five dimensions at 4.30 (SD = 0.64), though this still fell within the Very High Extent range. All five dimensions were consistently classified as Very High Extent, with no dimension falling

into the High Extent or lower categories. The standard deviations across the five dimensions ranged from 0.60 to 0.66, indicating relatively homogeneous responses from the teacher-respondents across all emotional intelligence components.

Decision-Making and Conflict Resolution

Table 12 Rational and Ethical Decision-Making

Rational and Ethical Decision-Making	WM	Sd	VD
Decisions are based on facts and evidence.	4.50	0.68	VHE
School policies are considered before making decisions.	4.57	0.63	VHE
Possible consequences are evaluated before action is taken.	4.47	0.63	VHE
Fairness is observed in decision-making.	4.57	0.63	VHE
Ethical standards are upheld when resolving issues.	4.57	0.68	VHE
Favoritism is avoided in decision processes.	4.40	0.81	VHE
Relevant data are consulted before finalizing decisions.	4.50	0.73	VHE
Decisions are aligned with school goals.	4.57	0.63	VHE
Decisions are made in a timely manner.	4.47	0.68	VHE
Well-justified decisions are firmly upheld.	4.43	0.68	VHE
Aggregate	4.50	0.68	VHE

Legend: 4.21–5.00=Very High Extent (VHE); 3.41–4.20=High Extent (HE); 2.61–3.40=Moderate Extent (ME); 1.81–2.60= Low Extent (LE); 1.00–1.80=Very Low Extent (VLE)

The data revealed that the aggregate mean score for rational and ethical decision-making was 4.50 (SD = 0.68), which fell within the "Very High Extent" range. The highest-rated indicators were four items tied at 4.57: "School policies are considered before making decisions" (SD = 0.63), "Fairness is observed in decision-making" (SD = 0.63), "Ethical standards are upheld when resolving issues" (SD = 0.68), and "Decisions are aligned with school goals" (SD = 0.63). These were followed closely by "Decisions are based on facts and evidence" (WM = 4.50, SD = 0.68) and "Relevant data are consulted before finalizing decisions" (WM = 4.50, SD = 0.73). The lowest-rated indicator was "Favoritism is avoided in decision processes," which received a mean of 4.40 (SD = 0.81), though this still fell within the Very High Extent range. Standard deviations ranged from 0.63 to 0.81, with the widest variation observed for "Favoritism is avoided in decision processes" (SD = 0.81), indicating the least consensus among teachers on this particular item.

Table 13 Participative and Collaborative Decision-Making

Participative and Collaborative Decision-Making	WM	Sd	VD
Teachers are involved in important decisions.	4.60	0.62	VHE
Suggestions from staff are encouraged.	4.67	0.61	VHE
Collaborative problem-solving is practiced.	4.57	0.63	VHE
Majority input is considered when appropriate.	4.53	0.63	VHE
Shared leadership is promoted.	4.57	0.63	VHE
Opportunities for dialogue are created.	4.60	0.62	VHE
Consensus-building is facilitated.	4.53	0.63	VHE
Differing viewpoints are respected.	4.60	0.67	VHE
Decisions are communicated transparently.	4.50	0.68	VHE
Feedback is sought after implementing decisions.	4.37	0.76	VHE
Aggregate	4.55	0.65	VHE

Legend: 4.21–5.00=Very High Extent (VHE); 3.41–4.20=High Extent (HE); 2.61–3.40=Moderate Extent (ME); 1.81–2.60= Low Extent (LE); 1.00–1.80=Very Low Extent (VLE)

The data revealed that the aggregate mean score for participative and collaborative decision-making was 4.55 (SD = 0.65), which fell within the "Very High Extent" range. The highest-rated indicator was "Suggestions from staff are encouraged," which obtained a mean of 4.67 (SD = 0.61). This was followed by three indicators tied at 4.60: "Teachers are involved in important decisions" (SD = 0.62), "Opportunities for dialogue are created" (SD = 0.62), and "Differing viewpoints are respected" (SD = 0.67). The lowest-rated indicator was "Feedback is sought after implementing decisions," which received a mean of 4.37 (SD = 0.76), though this still fell within the Very High Extent range. Other lower-rated items included "Decisions are communicated transparently" (WM = 4.50, SD = 0.68). Standard deviations ranged from 0.61 to 0.76, with the widest variation observed for "Feedback is

sought after implementing decisions" (SD = 0.76), indicating the least consensus among teachers on this particular item.

Table 14 Problem-Solving and Critical Thinking

Problem-Solving and Critical Thinking	WM	Sd	VD
Root causes of problems are identified.	4.53	0.68	VHE
Issues are analyzed systematically.	4.37	0.67	VHE
Alternative solutions are generated.	4.53	0.63	VHE
Pros and cons of options are evaluated.	4.43	0.68	VHE
Objectivity is maintained when solving problems.	4.47	0.63	VHE
Potential challenges are anticipated.	4.47	0.68	VHE
Logical judgment is applied in decision-making.	4.47	0.68	VHE
Previous experiences are used to address new problems.	4.47	0.73	VHE
Innovative solutions are encouraged.	4.40	0.72	VHE
Outcomes of implemented solutions are monitored.	4.43	0.73	VHE
Aggregate	4.46	0.68	VHE

Legend: 4.21–5.00=Very High Extent (VHE); 3.41–4.20=High Extent (HE); 2.61–3.40=Moderate Extent (ME); 1.81–2.60= Low Extent (LE); 1.00–1.80=Very Low Extent (VLE)

The data revealed that the aggregate mean score for problem-solving and critical thinking was 4.46 (SD = 0.68), which fell within the "Very High Extent" range. The highest-rated indicators were two items tied at 4.53: "Root causes of problems are identified" (SD = 0.68) and "Alternative solutions are generated" (SD = 0.63). These were followed by five indicators tied at 4.47: "Objectivity is maintained when solving problems" (SD = 0.63), "Potential challenges are anticipated" (SD = 0.68), "Logical judgment is applied in decision-making" (SD = 0.68), and "Previous experiences are used to address new problems" (SD = 0.73). The lowest-rated indicator was "Issues are analyzed systematically," which received a mean of 4.37 (SD = 0.67), followed closely by "Innovative solutions are encouraged" (WM = 4.40, SD = 0.72). Standard deviations ranged from 0.63 to 0.73, with the widest variations observed for "Previous experiences are used to address new problems" (SD = 0.73) and "Outcomes of implemented solutions are monitored" (SD = 0.73), indicating slightly less consensus among teachers on these items.

Table 15 Conflict Management and Resolution Strategies

Conflict Management and Resolution Strategies	WM	Sd	VD
Conflicts are addressed promptly.	4.40	0.72	VHE
Neutrality is maintained during disputes.	4.50	0.68	VHE
All parties involved are given the opportunity to be heard.	4.47	0.68	VHE
Conflicts are mediated fairly.	4.47	0.73	VHE
Win-win solutions are pursued.	4.43	0.73	VHE
Professionalism is maintained during disagreements.	4.47	0.68	VHE
Escalation of conflicts is prevented.	4.47	0.73	VHE
Conflict situations are documented when necessary.	4.40	0.77	VHE
Follow-up is conducted after resolving conflicts.	4.37	0.76	VHE
A culture of mutual respect is promoted.	4.43	0.68	VHE
Aggregate	4.44	0.72	VHE

Legend: 4.21–5.00=Very High Extent (VHE); 3.41–4.20=High Extent (HE); 2.61–3.40=Moderate Extent (ME); 1.81–2.60= Low Extent (LE); 1.00–1.80=Very Low Extent (VLE)

The data revealed that the aggregate mean score for conflict management and resolution strategies was 4.44 (SD = 0.72), which fell within the "Very High Extent" range. The highest-rated indicator was "Neutrality is maintained during disputes," which obtained a mean of 4.50 (SD = 0.68). This was followed by four indicators tied at 4.47: "All parties involved are given the opportunity to be heard" (SD = 0.68), "Conflicts are mediated fairly" (SD = 0.73), "Professionalism is maintained during disagreements" (SD = 0.68), and "Escalation of conflicts is prevented" (SD = 0.73). The lowest-rated indicators were "Follow-up is conducted after resolving conflicts" (WM = 4.37, SD = 0.76), followed by "Conflicts are addressed promptly" (WM = 4.40, SD = 0.72) and "Conflict situations are documented when necessary" (WM = 4.40, SD = 0.77). Standard deviations ranged from 0.68 to 0.77, with the widest variation observed for "Conflict situations are documented when necessary"

(SD = 0.77) and "Follow-up is conducted after resolving conflicts" (SD = 0.76), indicating the least consensus among teachers on these items.

Table 16 Summary of Decision-Making and Conflict Resolution

School Leaders' Decision-Making and Conflict Resolution	WM	Sd	VD
Rational and Ethical Decision-Making	4.50	0.68	VHE
Participative and Collaborative Decision-Making	4.55	0.65	VHE
Problem-Solving and Critical Thinking	4.46	0.68	VHE
Conflict Management and Resolution Strategies	4.44	0.72	VHE
Aggregate	4.49	0.68	VHE

Legend: 4.21–5.00=Very High Extent (VHE); 3.41–4.20=High Extent (HE); 2.61–3.40=Moderate Extent (ME); 1.81–2.60= Low Extent (LE); 1.00–1.80=Very Low Extent (VLE)

The data revealed that the aggregate mean score for school leaders' decision-making and conflict resolution across all four dimensions was 4.49 (SD = 0.68), which fell within the "Very High Extent" range. Among the four dimensions, Participative and Collaborative Decision-Making obtained the highest mean score of 4.55 (SD = 0.65), followed by Rational and Ethical Decision-Making with 4.50 (SD = 0.68), Problem-Solving and Critical Thinking with 4.46 (SD = 0.68), and Conflict Management and Resolution Strategies with 4.44 (SD = 0.72). All four dimensions were consistently classified as Very High Extent, with no dimension falling into the High Extent or lower categories. The standard deviations across the four dimensions ranged from 0.65 to 0.72, with Conflict Management and Resolution Strategies showing the widest variation (SD = 0.72), indicating slightly less consensus among teacher-respondents on this dimension compared to the others.

Relationship Between Emotional Intelligence and Leadership Practices

Table 17 Relationship Between Teachers' Perceptions of Educational Leaders' Emotional Intelligence and Their Decision-Making and Conflict Resolution

Variables	r-alue	p-value	Decision	Interpretation
Emotional Intelligence and their Decision-Making and Conflict Resolution	0.806	< .001	Reject Ho	Significant

Table 17 reports a positive and statistically significant overall relationship between perceived emotional intelligence and decision-making and conflict resolution ($r = 0.806$, $p < .001$), with rejection of the null hypothesis at the .05 level.

The findings suggest that teachers who perceived educational leaders as demonstrating high levels of self-awareness, self-regulation, self-motivation, empathy, and social skills also tended to perceive them positively in terms of rational decision-making, collaboration, problem-solving, and conflict management. This confirms a significant association between perceived emotional intelligence and leadership practices within the school setting.

The significant relationship implied that emotional intelligence is an important leadership attribute associated with effective decision-making and conflict-resolution practices. The findings highlight the need for professional development programs that strengthen emotional intelligence competencies, particularly self-regulation and social skills, to support positive leadership practices and a collaborative school environment.

Output of the Study

The proposed output is an Action Plan for Enhancing Decision-Making and Conflict Resolution Practices among educational leaders at Tabok Elementary School. Teachers rated emotional intelligence and leadership practices as Very High Extent overall, while self-regulation and conflict management and resolution strategies received the lowest domain ratings. These relative areas for improvement provide the focus for the proposed plan.

The action plan provides training in emotional regulation, stress management, communication, and conflict management, together with decision-making checklists, conflict documentation, and post-resolution follow-up. It also proposes quarterly monitoring, coaching, feedback, and integration into professional development to sustain leadership practices. The plan is proposed for implementation and evaluation; its expected outcomes are not measured results of this study.

Objectives of the Proposed Action Plan

This action plan aims to achieve the following objectives within one school year: first, to enhance the self-regulation competencies of educational leaders at Tabok Elementary School as measured by an increase in the

mean score for self-regulation on the post-implementation assessment; second, to strengthen the social skills of educational leaders, particularly in managing disagreements professionally and handling difficult conversations tactfully; third, to improve the conflict management and resolution practices of educational leaders, specifically in the areas of prompt conflict addressing, documentation, and post-resolution follow-up; fourth, to establish a sustainable system for monitoring and evaluating the implementation of emotional intelligence and conflict management practices through quarterly assessments and feedback mechanisms; and fifth, to align all leadership development interventions with the Philippine Professional Standards for School Heads, the Philippine Professional Standards for Supervisors, and the DepEd Alternative Dispute Resolution Framework.

Scheme of Implementation

The implementation of this action plan shall be carried out over four quarters of the school year, following a phased approach that includes preparation, capacity building, application and coaching, and evaluation and sustainability. The preparation phase shall involve the orientation of all educational leaders and teachers on the action plan, the formation of an Emotional Intelligence Leadership Committee, the administration of a baseline assessment using the same validated questionnaire, and the procurement of necessary materials and resources. The capacity building phase shall consist of a series of structured training workshops focused on self-regulation strategies including mindfulness training, stress management protocols, and decision-making checklists that build in reflective pauses; social skills development including nonviolent communication, interest-based negotiation, structured feedback protocols, and de-escalation techniques; and conflict management systems including documentation procedures, follow-up protocols, and timeline standards for conflict response. The application and coaching phase shall involve the implementation of learned strategies in actual school situations, with monthly coaching sessions provided by external consultants or master trainers, peer observation and feedback among leaders, and the establishment of a conflict log system with designated coordinator. The evaluation and sustainability phase shall include a post-implementation assessment using the same questionnaire, a comparison of pre-test and post-test results, the documentation of best practices and lessons learned, the integration of successful strategies into the school's regular operating procedures, and the presentation of the action plan's outcomes to the Schools Division of Mandaue City for potential replication. The success of this action plan shall be measured through quantitative indicators such as increases in mean scores for each domain and indicator, and qualitative indicators such as feedback from teachers through focus group discussions, documented reductions in unresolved conflicts, and improved satisfaction ratings on school climate surveys.

Proposed Action Plan

An Action Plan for Enhancing Decision-Making and Conflict Resolution Practices

Table 18 Self-Regulation – Specifically: avoiding impulsive decisions, remaining calm during stressful situations, controlling emotions when facing conflict

Planning component	Source action-plan details
Objectives	To increase the mean score for self-regulation from High Extent to Very High Extent by the end of the school year
Strategies	Conduct mindfulness and stress management training; implement "pause-and-reflect" protocol before major decisions; establish structured decision-making checklist tool; provide cognitive bias recognition training; conduct scenario-based conflict simulation exercises
Persons Involved	School Principal, Master Teachers, External EI Trainer, Guidance Counselor
Budget (PHP)	25,000
Source of Budget	School MOOE, Division Training Fund
Time Frame	Quarter 2
Expected Outcome	Leaders demonstrate improved impulse control; structured decision-making checklist consistently applied; mean score for self-regulation increases to Very High Extent

Table 19 Social Skills – Specifically: managing disagreements professionally, handling difficult conversations tactfully, communicating clearly and effectively

Planning component	Source action-plan details
Objectives	To increase the mean scores for disagreement management and difficult conversation handling from High Extent to Very High Extent
Strategies	Conduct nonviolent communication training workshop; provide interest-based negotiation training; implement structured feedback protocols; conduct de-escalation technique simulations; establish standardized communication channels
Persons Involved	School Principal, Communication Specialist, HR Officer
Budget (PHP)	20,000
Source of Budget	School MOOE, Parent-Teacher Association
Time Frame	Quarter 2
Expected Outcome	Leaders demonstrate improved communication clarity; reduction in communication-related misunderstandings; mean scores for social skills indicators increase to Very High Extent

Table 20 Conflict Management and Resolution Strategies – Specifically: conducting follow-up after resolving conflicts, addressing conflicts promptly, documenting conflict situations when necessary

Planning component	Source action-plan details
Objectives	To increase mean scores for follow-up, prompt addressing, and documentation from High Extent to Very High Extent
Strategies	Establish clear timeline standards for conflict response; implement triage procedures to distinguish urgent versus non-urgent disputes; create standardized conflict documentation forms and conflict log; designate a Conflict Log Coordinator; schedule mandatory check-in meetings after resolution; conduct after-action reviews for major conflicts
Persons Involved	School Principal, Department Heads, Conflict Log Coordinator
Budget (PHP)	15,000
Source of Budget	School MOOE
Time Frame	Quarter 3
Expected Outcome	All conflicts documented within established timeline; all resolved conflicts receive follow-up; mean scores for conflict management indicators increase to Very High Extent

Table 21 Problem-Solving and Critical Thinking – Specifically: analyzing issues systematically, encouraging innovative solutions, monitoring outcomes of implemented solutions

Planning component	Source action-plan details
Objectives	To increase mean scores for systematic analysis and outcome monitoring from High Extent to Very High Extent
Strategies	Conduct training on structured problem-solving protocols; establish regular problem-solving review sessions; create decision matrices for major school issues; implement solution outcome monitoring templates; establish innovation grants or action research incentives
Persons Involved	School Principal, Academic Coordinator, Master Teachers
Budget (PHP)	12,000
Source of Budget	School MOOE, Research Fund
Time Frame	Quarter 3
Expected Outcome	Leaders demonstrate use of structured problem-solving tools; mean scores for systematic analysis and monitoring increase to Very High Extent

Table 22 Rational and Ethical Decision-Making – Specifically: avoiding favoritism in decision processes

Planning component	Source action-plan details
Objectives	To increase mean score for avoiding favoritism to Very High Extent and reduce variability in teacher perceptions
Strategies	Publish decision criteria for major school decisions; document rationales for significant administrative decisions; rotate opportunities for teacher input across grade levels; conduct anonymous staff feedback surveys on perceived fairness; establish transparent decision-making protocols
Persons Involved	School Principal, Administrative Officer, Faculty Representatives
Budget (PHP)	8,000
Source of Budget	School MOOE
Time Frame	Quarter 2 and Quarter 4
Expected Outcome	Increased transparency in decision-making; reduced perception of favoritism; mean score for avoiding favoritism increases to Very High Extent; reduced standard deviation

Table 23 Participative and Collaborative Decision-Making – Specifically: seeking feedback after implementing decisions

Planning component	Source action-plan details
Objectives	To increase mean score for post-decision feedback-seeking to Very High Extent
Strategies	Establish structured post-implementation feedback mechanisms; conduct "lessons learned" faculty meetings after major decisions; create decision-implementation tracking sheets; implement anonymous feedback collection systems; close the feedback loop by communicating how input influenced outcomes
Persons Involved	School Principal, Faculty Council, Grade Level Chairpersons
Budget (PHP)	7,000
Source of Budget	School MOOE
Time Frame	Quarter 3 and Quarter 4
Expected Outcome	Increased feedback-seeking behavior; mean score for feedback-seeking increases to Very High Extent; improved teacher satisfaction with decision processes

Table 24 Professional Development Integration and Sustainability

Planning component	Source action-plan details
Objectives	To ensure long-term sustainability of emotional intelligence and conflict management improvements
Strategies	Integrate emotional intelligence competencies into annual Individual Professional Development Plans of school leaders; establish quarterly emotional intelligence and conflict management review sessions; develop a mentorship program pairing experienced leaders with emerging leaders; create a resource library on emotional intelligence and conflict resolution; present outcomes to the Schools Division of Mandaue City for potential replication
Persons Involved	School Principal, Master Teachers, Division Supervisor, External Consultant
Budget (PHP)	10,000
Source of Budget	Division Training Fund, School MOOE
Time Frame	Quarterly
Expected Outcome	Sustainable leadership development system established; action plan replicated in additional Mandaue City schools; continued improvement in emotional intelligence and conflict management scores in subsequent years

Monitoring and Evaluation

The implementation of this action plan shall be monitored through the following mechanisms: quarterly review meetings of the Emotional Intelligence Leadership Committee to assess progress against objectives; semi-annual administration of the validated questionnaire to measure changes in teachers' perceptions; monthly documentation of conflict log entries to track response times, resolution rates, and follow-up completion; focus group

discussions with teachers at the end of each quarter to gather qualitative feedback; and an annual report submitted to the Schools Division of Mandaue City documenting outcomes, challenges, and recommendations. The success of the action plan shall be determined by achieving all target mean score increases as specified in the matrix, along with qualitative indicators such as documented reductions in unresolved conflicts, improved teacher satisfaction ratings, and successful replication in at least one additional school within the division.

Discussion

The aggregate Very High Extent rating for self-awareness suggests that teachers perceived their educational leaders as possessing strong introspective abilities and emotional recognition skills. The exceptionally high rating for "Acknowledges mistakes when committed" indicates that leaders were viewed as humble and accountable, willing to admit errors rather than deflecting blame, a behavior that likely fosters trust and psychological safety among staff. Similarly, the high ratings for understanding mood-performance connections and recognizing emotions' influence on decisions suggest that leaders demonstrated metacognitive awareness of their emotional states. The relatively lower rating for "Displays confidence in leadership abilities" implies that while leaders were perceived as self-aware, they may have exhibited occasional hesitation or modesty in asserting their leadership authority. The consistently low standard deviations reflect a high degree of consensus among teachers across different age groups, position ranks, and experience levels.

The Very High Extent rating for self-awareness, particularly the acknowledgment of mistakes, has positive implications for school climate and leader-teacher relationships. Leaders who openly admit errors model vulnerability and continuous improvement, which can encourage teachers to engage in honest self-reflection and collaborative problem-solving without fear of punitive repercussions. However, the lower rating for displayed confidence suggests a potential leadership development area: self-aware leaders must also project sufficient confidence to inspire staff during crises or difficult decisions. Furthermore, because self-awareness is strongly correlated with both effective decision-making and constructive conflict resolution, the high existing level provides a solid foundation upon which to build interventions targeting the other emotional intelligence dimensions (self-regulation, empathy, and social skills). Leaders should be encouraged to continue modeling mistake acknowledgment while also participating in structured feedback sessions where teachers can reinforce or challenge specific self-awareness behaviors.

The aggregate Very High Extent rating for self-regulation suggests that teachers perceived their educational leaders as generally capable of managing their emotions and maintaining control in challenging situations. The exceptionally high rating for "Maintains professionalism under pressure" indicates that leaders were viewed as composed and dignified even when facing demanding circumstances, a quality that likely reassures staff during difficult times. The high ratings for patience, careful thinking, and objectivity further suggest that leaders demonstrated deliberate rather than reactive behaviors. However, the three indicators rated only as High Extent, remaining calm, controlling emotions during conflict, and avoiding impulsive decisions—reveal areas where leaders were perceived as competent but not exceptional. Notably, "Avoids impulsive decisions" received the lowest rating (4.10), implying that teachers occasionally observed their leaders making hasty choices without full deliberation. The consistently low standard deviations again reflected strong consensus among respondents.

While the overall Very High Extent rating for self-regulation is positive, the specific finding that "Avoids impulsive decisions" was the lowest-rated indicator carries important implications for the relationship between emotional intelligence and decision-making. Impulsive decisions can undermine trust, create confusion, and exacerbate conflicts—particularly in a school setting where teachers expect transparent, well-reasoned administrative actions. The action plan should therefore prioritize strategies to enhance leaders' impulse control and decision-making deliberation, such as implementing a "pause-and-reflect" protocol before major decisions, establishing a structured decision-making checklist, or providing training on cognitive bias recognition. Additionally, the High Extent ratings for remaining calm and controlling emotions during conflict suggest that while leaders are generally composed, there is room for improvement in high-stakes interpersonal situations. The action plan could include scenario-based conflict simulation exercises where leaders practice regulated responses to emotionally charged staff interactions. Because self-regulation directly influences both rational decision-making and conflict resolution effectiveness, strengthening this dimension will likely produce measurable improvements in the two outcome variables of this study.

The aggregate Very High Extent rating for empathy, with all ten indicators in the highest category,

indicates that teachers perceived their educational leaders as highly attuned to their emotional states and needs. The exceptionally high rating for attentive listening suggests that leaders were viewed as genuinely present during conversations, giving teachers full attention rather than rushing to solutions or dismissing concerns. The similarly high ratings for showing concern for well-being and understanding feelings imply that leaders demonstrated care beyond professional obligations, recognizing teachers as whole persons with personal and emotional lives. The relatively lower ratings for compassionate responses during conflicts and recognition of distress, while still Very High Extent, suggest that teachers perceived leaders as slightly more empathetic in routine supportive interactions than in high-tension conflict situations. The wider standard deviation for providing support indicates that some teachers may have experienced more tangible assistance from leaders than others, possibly reflecting differential access or varying degrees of need across the staff.

The aggregate Very High Extent rating for social skills indicates that teachers perceived their educational leaders as generally competent in interpersonal interactions, relationship-building, and team facilitation. The highest rating for establishing trust suggests that leaders successfully created an environment where teachers felt psychologically safe and confident in their leaders' integrity, a foundational element for both effective decision-making and conflict resolution. The strong ratings for building relationships and motivating others toward shared goals imply that leaders were viewed as collaborative and inspiring rather than directive or isolating. However, the relatively lower ratings for managing disagreements professionally, handling difficult conversations tactfully, and communicating clearly and effectively reveal areas where leaders, while still perceived positively, showed relative weakness compared to other social skill dimensions. The notably wider standard deviation for clear communication suggests that teachers had differing experiences with leaders' communication clarity, possibly reflecting inconsistent messaging across different grade levels, meetings, or individual interactions.

The aggregate Very High Extent rating for rational and ethical decision-making indicates that teachers perceived their educational leaders as consistently making decisions that were evidence-based, policy-aligned, fair, and ethically grounded. The highest ratings for considering school policies, observing fairness, upholding ethical standards, and aligning with school goals suggest that leaders were viewed as principled decision-makers who operated within established frameworks rather than arbitrarily or capriciously. The strong ratings for fact-based and data-consulted decisions further imply that leaders were perceived as objective and deliberate. However, the relatively lower rating for avoiding favoritism, while still Very High, was the lowest among the indicators and also showed the greatest variation in teacher responses. This suggests that while most teachers perceived decisions as impartial, a subset of respondents may have observed instances where personal relationships influenced outcomes, or there may have been differential access to decision-making information or opportunities.

The aggregate Very High Extent rating for participative and collaborative decision-making indicates that teachers perceived their educational leaders as highly inclusive, democratic, and collaborative in their decision-making approach. The exceptionally high rating for encouraging staff suggestions suggests that leaders actively invited teacher input and created an environment where voice was welcomed rather than suppressed. The strong ratings for involving teachers in important decisions, creating dialogue opportunities, and respecting differing viewpoints imply that leaders valued teacher perspectives as legitimate inputs into the decision process rather than merely performing token consultation. However, the relatively lower rating for seeking feedback after implementing decisions was the lowest among all indicators and also showed the greatest variation. This suggests that while leaders were strong at front-end participation (gathering input before decisions), they were less consistent or visible in their follow-through efforts to evaluate decision outcomes and adjust based on post-implementation feedback.

The aggregate Very High Extent rating for problem-solving and critical thinking indicates that teachers perceived their educational leaders as highly capable analytical thinkers and effective problem-solvers. The highest ratings for identifying root causes and generating alternative solutions suggest that leaders were viewed as thorough in diagnosing problems and creative in considering multiple response options rather than settling on the first available solution. The strong ratings for maintaining objectivity, anticipating challenges, applying logical judgment, and using past experiences imply that leaders demonstrated disciplined, evidence-based thinking that drew on accumulated wisdom. However, the relatively lower rating for systematic issue analysis was the lowest among all indicators, suggesting that while leaders were effective at root cause identification and

solution generation, they may have been less methodical or structured in their analytical processes. The similarly lower rating for encouraging innovative solutions and the wider variation in monitoring outcomes indicate areas where leader practices were less consistent or visible to all teachers.

The aggregate Very High Extent rating for conflict management and resolution strategies indicates that teachers perceived their educational leaders as highly competent in handling disputes and maintaining harmonious working relationships. The highest rating for maintaining neutrality during disputes suggests that leaders were viewed as impartial arbiters who did not take sides or allow personal relationships to influence their handling of conflicts. The strong ratings for giving all parties opportunities to be heard, mediating fairly, maintaining professionalism, and preventing escalation imply that leaders followed fair processes, de-escalated tensions effectively, and preserved respectful interactions even under adversarial conditions. However, the relatively lower ratings for follow-up after conflict resolution, prompt addressing of conflicts, and documentation of conflict situations suggest areas where leaders were perceived as less consistent or visible. The wider variations in follow-up and documentation indicate that some teachers experienced more thorough post-conflict processes than others, or that these practices were applied unevenly across different types of disputes.

These findings suggest that leaders with high self-motivation tend to make ethical and prudent decisions, while strong social skills are associated with effective problem-solving and conflict management (Abe, 2025; Jihan et al., 2024). Moreover, principals with higher emotional intelligence are better equipped to manage crises, resolve conflicts constructively, and foster a positive school climate (Zhou et al., 2025; Yuan, 2024). By integrating these competencies, school leaders can effectively address complex organizational and interpersonal challenges within the school environment (Shehhi et al., 2021).

The study identified a significant positive association between teachers' perceptions of emotional intelligence and decision-making and conflict resolution. The descriptive-correlational design examines perceptions and associations; it does not establish that changes in emotional intelligence caused changes in leadership practices. The proposed action plan translates the identified relative areas for improvement into activities for subsequent implementation and evaluation.

Conclusion

Teachers perceived educational leaders' emotional intelligence and their decision-making and conflict resolution practices as Very High Extent. Empathy received the highest emotional intelligence mean, while self-regulation received the lowest. Participative and collaborative decision-making received the highest practice rating, while conflict management and resolution strategies received the lowest. The reported overall correlation was positive and statistically significant. These findings informed the proposed action plan to strengthen emotional regulation, communication, conflict documentation, and follow-up practices.

These findings support the principles of Emotional Intelligence Theory of Salovey and Mayer (1990) and Goleman's Emotional Intelligence Model (1995), which emphasize that effective leaders possess the ability to recognize, understand, regulate, and appropriately utilize emotions in managing relationships and organizational concerns. The study therefore concludes that emotional intelligence is a vital leadership competency that contributes to effective school administration and the promotion of positive interpersonal relationships within the school organization. The high level of emotional intelligence demonstrated by school leaders suggests their capability to foster a supportive, collaborative, and productive educational environment, thereby affirming the relevance and applicability of these theoretical perspectives in educational leadership.

Recommendations

Based on the findings and conclusions of this study, it is recommended that the proposed action plan entitled "Strengthening Emotional Intelligence for Effective Leadership: An Action Plan for Enhancing Decision-Making and Conflict Resolution Practices among Educational Leaders at Tabok Elementary School" be implemented. This action plan is designed to address the specific areas of concern identified in the study, particularly the lower-rated dimensions of self-regulation and social skills in emotional intelligence, as well as the lower-rated practices in conflict management and resolution strategies, including follow-up, documentation, and prompt addressing of conflicts. The action plan provides a localized, context-specific training framework that aligns with DepEd policies (PPSSH, PPSS, and the ADR Framework) and responds to the unique demographic realities, including its veteran teaching force, predominantly female staff, and high student-to-teacher ratio. School administrators are encouraged to adopt and implement the action plan as part of their regular professional development activities, while the

Schools Division of Mandaue City may consider replicating the action plan across other elementary schools with similar demographic profiles.

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