

Emotional Intelligence as Predictor of Administrative Performance of School Principals in Public Elementary Schools in Region III

Felisa Valiente Franco

Bataan Peninsula State University

Jose C. Payumo Jr. Elementary School

DOI: <https://doi.org/10.47772/IJRISS.2026.100500469>

Received: 02 May 2026; Accepted: 07 May 2026; Published: 04 June 2026

ABSTRACT

Emotional intelligence (EI) has been increasingly recognized as a critical leadership competency in educational administration, particularly in school settings characterized by complex interpersonal and organizational demands (Goleman, 1998; Mayer et al., 2004). This study examined the relationship between emotional intelligence and the administrative performance of school principals in public elementary schools in the western part of Region III, Philippines. A quantitative descriptive–correlational research design was employed. Emotional intelligence was assessed across five domains—intrapersonal, interpersonal, adaptability, stress management, and general mood—while administrative performance was examined using the Philippine Professional Standards for School Heads (PPSSH) (DepEd, 2020). Respondents included 50 school principals and 300 permanent teachers selected through purposive sampling. Data were collected using the Bar On Emotional Quotient Inventory–Short Form (Bar On, 2006) and a researcher-developed administrative performance questionnaire aligned with national leadership standards. Results revealed effective emotional functioning among principals and excellent administrative performance. Emotional intelligence showed a strong, statistically significant relationship with administrative performance, with intrapersonal intelligence and general mood serving as significant predictors. These findings reinforce the importance of integrating emotional intelligence into educational leadership development.

Keywords: *emotional intelligence, administrative performance, school principals, educational leadership*

INTRODUCTION

School leadership in contemporary educational systems extends beyond managerial competence and instructional expertise to include emotional and relational dimensions (Berkovich & Eyal, 2017). School principals are expected to manage instructional improvement, human relations, community engagement, and policy implementation while navigating emotionally demanding environments. As a result, emotional intelligence has emerged as a central factor in determining leadership effectiveness (Goleman, 1995; Salovey & Mayer, 1990).

Emotional intelligence refers to an individual's capacity to perceive, understand, regulate, and utilize emotions constructively in oneself and others (Mayer et al., 2004). In educational contexts, emotionally intelligent principals are better able to handle conflict, motivate teachers, manage stress, and foster positive school climates (Leal et al., 2020; Quitalig, 2025). These competencies are particularly important in public schools where leaders balance administrative accountability with the emotional needs of teachers and learners.

The COVID 19 pandemic further highlighted the role of emotional intelligence in school leadership. Principals were required to respond to prolonged uncertainty, heightened anxiety among stakeholders, and rapid shifts in instructional delivery, emphasizing the need for resilience, empathy, and adaptability (Haumahu et al., 2024; Hsieh et al., 2024). Research indicates that emotionally intelligent leaders were more successful in sustaining organizational stability and teacher morale during crises (Nwagwu & Henry, 2025).

Despite growing international evidence, localized studies on emotional intelligence and administrative performance within the Philippine public school system remain limited (Ulutaş, 2024). While leadership effectiveness is assessed using the Philippine Professional Standards for School Heads (PPSSH), emotional intelligence is not consistently embedded in leadership training and evaluation frameworks (DepEd, 2020). Addressing this gap, the present study examined the relationship between emotional intelligence and the administrative performance of school principals in the western part of Region III, integrating emotional intelligence theory with nationally defined leadership standards.

METHOD

Research Design

This study employed a quantitative descriptive–correlational research design, which is appropriate for examining the nature, degree, and direction of relationships between variables as they naturally occur, without manipulating the research setting or participants (McCombes, 2023). Specifically, the design enabled the researcher to determine the relationship between school principals’ emotional intelligence and their administrative performance within authentic public-school contexts. Because the study sought to describe existing conditions and explore associations rather than establish causality, the descriptive–correlational approach was well suited to the research objectives.

The descriptive component of the design allowed for a systematic assessment of the levels of emotional intelligence and administrative performance demonstrated by school principals. Through quantitative measures, the study was able to present a detailed profile of principals’ emotional functioning across the domains of intrapersonal intelligence, interpersonal intelligence, adaptability, stress management, and general mood, as well as their performance across leadership domains outlined in the Philippine Professional Standards for School Heads (PPSSH). This descriptive analysis provided a comprehensive picture of prevailing leadership and emotional intelligence characteristics among public elementary school principals in the western part of Region III.

The correlational component of the design made it possible to examine the degree to which emotional intelligence was related to administrative performance. By analyzing statistical relationships between emotional intelligence domains and leadership performance indicators, the study identified whether higher levels of emotional intelligence were associated with stronger administrative effectiveness. This approach is commonly used in educational leadership research to explore relationships among psychological and leadership variables that cannot ethically or practically be manipulated in real world school environments (Berkovich & Eyal, 2017).

A key strength of the descriptive–correlational design lies in its ability to preserve the ecological validity of the research. School principals were evaluated within their actual professional settings, reflecting genuine leadership behaviors, emotional responses, and administrative practices. This authenticity enhances the relevance and applicability of the findings to real educational contexts, particularly within the Philippine public school system. By avoiding experimental manipulation, the study respected ethical constraints while still allowing for rigorous statistical analysis of leadership patterns.

Furthermore, the quantitative nature of the design enabled the use of objective statistical tools—such as descriptive statistics, Pearson correlation, and multiple regression—to determine significant relationships and predictors. These analyses strengthened the empirical foundation of the study by providing measurable evidence of the role emotional intelligence plays in shaping administrative performance. As noted by Berkovich and Eyal (2017), quantitative correlational designs are particularly effective in leadership research where emotional, cognitive, and behavioral constructs interact in complex organizational systems.

Overall, the descriptive–correlational research design provided a balanced methodological framework that supported both the detailed description of leadership characteristics and the empirical examination of relationships between emotional intelligence and administrative performance. This design choice ensures

methodological rigor, ethical integrity, and practical relevance, making it suitable for addressing the study's research questions and contributing meaningful insights to educational leadership research.

Participants

The respondents of the study consisted of 50 public elementary school principals and 300 permanent public elementary school teachers from selected schools in the divisions of Bataan, Balanga City, Olongapo City, and Zambales in the western part of Region III. These divisions were chosen to represent a range of public elementary school contexts within the region, including urban and semiurban settings, thereby providing a diverse and meaningful sample for examining emotional intelligence and administrative performance among school leaders.

A purposive sampling technique was employed to ensure that participants possessed the necessary experience and direct involvement in school administration and instructional practice relevant to the objectives of the study (Cabodil, 2020). School principals were selected based on their official designation and active leadership roles in public elementary schools, while teacher respondents were limited to permanent teachers to ensure familiarity with long-term school leadership practices and administrative routines. This sampling approach strengthened the validity of the data by including respondents who were well positioned to provide informed and reliable assessments of leadership behaviors and school administration.

The inclusion of both principals and teachers allowed for a multi-perspective assessment of administrative performance. Principals served as self-report respondents for emotional intelligence, providing insight into their emotional awareness, regulation, and coping capacities in leadership roles. Teachers, on the other hand, functioned as evaluators of principals' administrative performance, offering an external and practice-based perspective on leadership effectiveness. This multisource data collection approach enhanced the credibility of the findings by reducing single respondent bias and allowing comparison between leaders' self-perceptions and teachers' observed experiences of leadership in practice (Hsieh et al., 2024).

Teacher respondents varied in age, years of teaching experience, and grade level assignments, enabling a well-rounded evaluation of principals' leadership performance across different instructional contexts. Their regular interaction with school principals through supervision, instructional planning, implementation of school policies, and professional development activities positioned them as credible evaluators of administrative effectiveness. The relatively larger number of teacher respondents also increased the stability of performance ratings and strengthened the representativeness of leadership performance assessments.

Overall, the composition of the participants supported the study's goal of examining the relationship between emotional intelligence and administrative performance in authentic school leadership environments. By drawing data from both leaders and subordinates within the same institutional contexts, the study ensured a balanced, contextually grounded, and methodologically sound evaluation of school principals' emotional and administrative competencies.

Instruments

Emotional intelligence was measured using the Bar On Emotional Quotient Inventory–Short Form (EQi:S), a standardized and psychometrically validated instrument widely used in leadership and educational research (Bar On, 2006; Petrides & Furnham, 2001). The EQi:S consists of 51 items designed to assess individuals' emotional and social functioning across five composite domains: intrapersonal, interpersonal, adaptability, stress management, and general mood. These domains collectively capture the core emotional competencies necessary for effective leadership, including self-awareness, emotional regulation, empathy, flexibility, resilience, and optimism.

The Bar On EQ i:S has been extensively utilized in studies examining leadership effectiveness, organizational performance, and educational administration due to its strong psychometric properties and practical applicability (Baron, 2006). The instrument employs a five-point Likert type scale, allowing respondents to rate the frequency with which statements reflect their behaviors and emotional experiences. Its reliability

coefficients have consistently met acceptable standards, making it a suitable tool for assessing emotional intelligence among school principals whose roles require sustained emotional engagement and decision-making under pressure. In this study, the EQi:S provided a comprehensive measure of principals' emotional competencies that are theorized to influence leadership effectiveness.

Administrative performance, on the other hand, was measured using a researcher developed questionnaire aligned with the Philippine Professional Standards for School Heads (PPSSH). The PPSSH serves as the national framework defining leadership expectations for school heads in the Philippine basic education system (Department of Education [DepEd], 2020). The instrument assessed principals' performance across five leadership domains: leading strategically, managing school operations and resources, focusing on teaching and learning, developing self and others, and building connections. These domains reflect essential leadership functions related to strategic vision, instructional leadership, human resource development, and stakeholder engagement.

The administrative performance questionnaire was subjected to content validation by experienced school administrators and education experts to ensure clarity, relevance, and alignment with national leadership standards. Teachers' evaluations of principals' administrative performance provided an external perspective that complemented principals' self-reported emotional intelligence, thereby strengthening the validity of the findings by incorporating multiple sources of data.

Procedure

Prior to data collection, formal approval to conduct the study was secured from the appropriate Department of Education (DepEd) regional and division offices. Coordination with school heads was undertaken to schedule the administration of the research instruments in a manner that minimized disruption to school operations. Questionnaires were personally administered by the researcher to ensure standardized instructions and to address any clarifications needed by the respondents.

Ethical standards governing educational and social science research were strictly observed throughout the data gathering process. All participants were provided with an informed consent form detailing the purpose of the study, the voluntary nature of participation, and their right to withdraw at any time without penalty. Respondents were assured that all information collected would be treated with strict confidentiality and used solely for academic purposes. No identifying information was included in the data analysis to protect participants' privacy.

Participation in the study was entirely voluntary, and no incentives or coercive measures were employed. These ethical safeguards were implemented in accordance with DepEd research guidelines and established ethical principles for educational research, ensuring respect, transparency, and protection of respondents' rights (Department of Education, 2020).

Data Analysis

The data collected were subjected to appropriate statistical analyses using standard quantitative techniques consistent with descriptive correlational research designs. Descriptive statistics, including mean and standard deviation, were employed to determine the levels of emotional intelligence and administrative performance among school principals. These measures provided a clear profile of respondents' emotional competencies and leadership performance across the identified domains.

To examine the relationship between emotional intelligence and administrative performance, Pearson product-moment correlation analysis was utilized. This statistical method determined the strength and direction of the association between the two variables, indicating whether higher levels of emotional intelligence were related to increased administrative effectiveness. Pearson correlation is widely used in educational research to assess relationships among continuous variables and is appropriate when assumptions of normality are reasonably met (Alvarez et al., 2020).

Furthermore, multiple regression analysis was conducted to identify which emotional intelligence domains significantly predicted administrative performance. This analysis allowed for the examination of the relative contribution of intrapersonal intelligence, interpersonal intelligence, adaptability, stress management, and general mood to leadership effectiveness. By determining significant predictors, the regression analysis provided deeper insight into how specific emotional competencies influence school principals' administrative practices. Collectively, these statistical procedures supported a comprehensive and rigorous analysis of the study's research questions and hypotheses.

RESULTS

The results of the study indicate that school principals in public elementary schools in the western part of Region III demonstrated effective emotional functioning across all emotional intelligence domains, namely intrapersonal, interpersonal, adaptability, stress management, and general mood. The overall emotional intelligence scores suggest that the principals possess adequate emotional awareness, self-regulation, relational competence, and resilience necessary for managing the multifaceted demands of school leadership. These findings are consistent with previous studies reporting high levels of emotional intelligence among effective and experienced school leaders (Mokwe, 2023; Omotayo, 2024).

Among the emotional intelligence domains, intrapersonal functioning reflected principals' ability to understand their own emotions, maintain self-confidence, and regulate emotional responses in professional contexts. Effective stress management and adaptability scores further indicated principals' capacity to cope with pressure, manage workload demands, and adjust to organizational changes. The general mood domain suggested a positive emotional outlook characterized by optimism and motivation, which is essential for sustaining leadership effectiveness in emotionally demanding school environments. Collectively, these results indicate that the respondents were emotionally equipped to navigate interpersonal challenges, administrative responsibilities, and instructional leadership tasks.

In terms of administrative performance, the principals were rated excellent across all five PPSSH leadership domains. High ratings were observed in leading strategically, managing school operations and resources, focusing on teaching and learning, developing self and others, and building connections. These results demonstrate strong leadership capacity in areas such as strategic planning, instructional supervision, human resource development, and stakeholder engagement. The consistently excellent ratings provided by teachers indicate that principals were perceived as effective leaders who could align school goals with national policies, support instructional improvement, and foster collaborative school communities. These findings are strongly supported by prior research emphasizing that effective school leadership is characterized by strategic clarity, instructional focus, and stakeholder collaboration (Leal et al., 2020).

Correlation analysis revealed a strong, positive, and statistically significant relationship between emotional intelligence and administrative performance, indicating that higher levels of emotional intelligence were associated with higher levels of leadership effectiveness. This result suggests that principals who are more emotionally aware, empathetic, adaptable, and emotionally balanced tend to perform better in their administrative roles. The finding aligns with both Philippine and international studies that have documented significant associations between emotional intelligence and leadership effectiveness among school heads (Abdullah, 2020; Quitalig, 2025). The strength of the correlation underscores emotional intelligence as a critical factor influencing not only interpersonal leadership behaviors but also administrative and instructional decision-making.

Further analysis using multiple regression revealed that intrapersonal intelligence and general mood were significant predictors of administrative performance. Intrapersonal intelligence emerged as a strong predictor, highlighting the importance of self-awareness, emotional self-control, and reflective capacity in effective school leadership. Principals who possess a clear understanding of their own emotions are better able to regulate behavior, make sound decisions, and model professionalism, which in turn positively influences school operations and staff performance. This finding supports earlier research linking self-awareness with leadership effectiveness and ethical decision-making (Goleman, 1998; Rizeanu et al., 2022).

Similarly, general mood was found to be a significant predictor of administrative effectiveness, emphasizing the role of optimism, motivation, and emotional well-being in leadership performance. Principals who maintain a positive general mood are more likely to inspire teachers, foster supportive school climates, and sustain energy for long-term improvement initiatives. This result reinforces existing evidence suggesting that leaders' emotional dispositions directly influence organizational morale and performance (Rizeanu et al., 2022). Together, these findings indicate that emotional intelligence—particularly intrapersonal competence and positive emotional disposition—plays a pivotal role in enhancing principals' administrative effectiveness.

DISCUSSION

The purpose of this study was to examine the relationship between emotional intelligence and the administrative performance of school principals in public elementary schools in the western part of Region III. The findings revealed that school principals demonstrated effective emotional functioning across all emotional intelligence domains and exhibited excellent administrative performance across all leadership dimensions identified in the Philippine Professional Standards for School Heads (PPSSH). Moreover, emotional intelligence was found to have a strong, positive, and statistically significant relationship with administrative performance. Intrapersonal emotional intelligence and general mood emerged as significant predictors of leadership effectiveness. These results provide empirical support for emotional intelligence as a foundational competence in educational leadership.

Emotional Intelligence as a Foundation of Effective School Leadership

The finding that school principals demonstrated effective emotional functioning aligns with existing literature emphasizing emotional intelligence as a defining attribute of effective educational leaders (Goleman, 1998; Mayer et al., 2004). Principals with well-developed intrapersonal skills—such as self-awareness and self-regulation—are better equipped to assess their emotional responses, manage stress constructively, and maintain professionalism in complex and high-pressure situations. This capacity is particularly important in public school settings where leaders frequently confront competing demands, limited resources, and heightened accountability (Mokwe, 2023; Ulutaş, 2024).

The effectiveness observed in the interpersonal domain highlights principals' ability to establish positive relationships with teachers, students, parents, and community stakeholders. Prior studies have consistently shown that emotionally intelligent leaders foster trust, collaboration, and open communication within schools, which directly contribute to improved organizational climate and teacher satisfaction (Leal et al., 2020; Quitalig, 2025). This study's findings reinforce the view that interpersonal competence is not merely a desirable leadership trait but a necessary skill for sustaining productive school communities.

Relationship Between Emotional Intelligence and Administrative Performance

One of the most significant contributions of this study is the confirmation of a strong and positive relationship between emotional intelligence and administrative performance. This result supports both international and local research suggesting that emotionally intelligent principals are more effective in fulfilling administrative responsibilities such as strategic planning, instructional supervision, and stakeholder engagement (Abdullah, 2020; Rizeanu et al., 2022). The strong correlation suggests that emotional intelligence enhances not only relational leadership behaviors but also technical and managerial aspects of school administration.

This finding resonates with transformational leadership theory, which posits that effective leaders inspire, motivate, and empower followers by understanding and responding to emotional needs (Goleman, 1995). In the context of the PPSSH, emotionally intelligent principals are better positioned to lead strategically, manage school operations responsibly, and focus on teaching and learning through supportive and inclusive approaches. The results affirm that emotional intelligence functions as a catalyst that strengthens principals' ability to translate leadership standards into effective practice.

Intrapersonal Intelligence and General Mood as Predictors of Leadership Effectiveness

The regression analysis indicated that intrapersonal intelligence and general mood significantly predicted administrative performance. Intrapersonal intelligence encompasses emotional self-awareness, self-confidence, and emotional self-regulation, all of which are critical for reflective leadership. Principals who understand their emotional strengths and limitations are more likely to make balanced decisions, demonstrate ethical judgment, and respond calmly to conflict and adversity (Mayer et al., 2004; Petrides & Furnham, 2001).

Similarly, the predictive value of general mood underscores the importance of optimism, motivation, and emotional well-being in sustaining effective leadership. Leaders with a positive general mood tend to model enthusiasm, perseverance, and resilience—qualities that influence teacher morale and organizational climate (Extremera & Fernández Berrocal, 2006; Nwagwu & Henry, 2025). In school settings, where emotional demands are continuous, maintaining a positive outlook enables principals to navigate challenges while fostering a supportive and hopeful school environment.

These findings suggest that emotional intelligence operates not only as a social skill but also as an internal psychological resource that sustains leadership effectiveness over time. Principals' ability to regulate internal emotional states directly influences how they engage with others, manage crises, and sustains instructional improvement efforts.

Implications for the Philippine Educational Context

The results of this study are particularly relevant within the Philippine public education system, where school principals are expected to meet the standards outlined in the PPSSH while addressing diverse learner and stakeholder needs (DepEd, 2020). Although the PPSSH emphasizes leadership competencies such as strategic planning, instructional leadership, and relationship-building, emotional intelligence is not always explicitly foregrounded in leadership preparation programs. The findings suggest that integrating emotional intelligence development into leadership training initiatives—particularly those facilitated by the National Educators Academy of the Philippines (NEAP)—could enhance principals' capacity to meet PPSSH expectations more effectively.

Additionally, the absence of significant differences in administrative performance across demographic variables such as age, sex, educational attainment, and length of service supports previous research indicating that emotional competencies transcend demographic factors (Bašan, 2023; Louis Omiyi & Igenegbai, 2021). This finding implies that effective leadership is less dependent on tenure or rank and more closely associated with emotional awareness, adaptability, and resilience. Consequently, emotional intelligence assessment and development should be prioritized alongside technical and academic qualifications in leadership selection and promotion systems.

Contribution to Educational Leadership Research

This study contributes to educational leadership research by providing localized empirical evidence linking emotional intelligence with administrative performance among public elementary school principals in Region III. By anchoring emotional intelligence within the PPSSH framework, the study bridges theoretical constructs with nationally recognized leadership standards. The findings support earlier assertions that emotional intelligence is a key mechanism through which leadership behaviors influence organizational outcomes (Chen & Guo, 2018; Haumahu et al., 2024).

Furthermore, the results underscore the importance of focusing on intrapersonal and affective dimensions of leadership, which are sometimes underestimated in traditional administrative training. In doing so, the study strengthens the argument for a more holistic approach to leadership development—one that integrates emotional, relational, and managerial competencies to support sustainable school improvement.

CONCLUSION

This study demonstrated that emotional intelligence is significantly related to the administrative performance of school principals in public elementary schools in the western part of Region III. The findings revealed that principals who exhibited higher levels of emotional intelligence—particularly in terms of intrapersonal awareness and positive emotional disposition (general mood)—were more effective in fulfilling their administrative responsibilities. These responsibilities included leading schools strategically, managing operations and resources efficiently, supporting teaching and learning, developing teachers and staff, and building strong partnerships with stakeholders. The results affirm the central role of emotional intelligence in strengthening leadership effectiveness within the Philippine public school system.

The strong relationship identified between emotional intelligence and administrative performance highlights the importance of emotional competencies as foundational elements of school leadership. Principals who demonstrated self-awareness, emotional self-regulation, adaptability, and optimism were better able to navigate the complex interpersonal and organizational demands of their roles. These emotional competencies enabled principals to make informed and balanced decisions, manage stress constructively, inspire teachers, and foster positive school climates conducive to collaboration and continuous improvement. The predictive influence of intrapersonal intelligence and general mood underscores the value of reflective leadership and emotional well-being in sustaining effective administrative practice.

Furthermore, the consistently excellent ratings of administrative performance across all leadership domains of the Philippine Professional Standards for School Heads (PPSSH) suggest that emotionally intelligent principals are more capable of translating national leadership standards into effective day-to-day practice. Emotional intelligence serves as a catalyst that enhances principals' capacity to align vision and strategy, support instructional quality, and maintain productive relationships within and beyond the school community. As such, emotional intelligence complements the technical, instructional, and managerial competencies required of school leaders.

Considering these findings, emotional intelligence should be explicitly recognized as a core leadership competency within Philippine basic education. Its integration into leadership selection, preparation, and professional development programs may contribute to more resilient, adaptive, and effective school leadership. By cultivating school principals' emotional competencies, the education system can strengthen leadership capacity, improve organizational performance, and ultimately enhance teaching and learning outcomes for learners.

Overall, this study contributes empirical evidence supporting the vital role of emotional intelligence in educational leadership. It reinforces the need for a more holistic approach to school administration—one that values not only cognitive and technical skills but also emotional awareness, empathy, and well-being as essential components of effective and sustainable school leadership.

RECOMMENDATIONS

Consistent with prior research emphasizing the critical role of emotional intelligence in educational leadership (Kashaka, 2025; Ulutaş, 2024), the findings of this study warrant several key recommendations aimed at strengthening school leadership practice, policy development, and future research. Given the significant relationship between emotional intelligence and administrative performance, the following recommendations are proposed:

First, emotional intelligence should be systematically integrated into leadership preparation and development programs for aspiring and practicing school principals. Institutions responsible for leadership training—particularly the National Educators Academy of the Philippines (NEAP)—may consider embedding emotional intelligence competencies such as self-awareness, emotional regulation, empathy, resilience, and adaptability into pre-service and in-service training curricula. Structured learning experiences, including reflective practice,

coaching, mentoring, and scenario-based leadership simulations, may help school leaders develop emotional competencies that enhance decision-making, conflict management, and instructional leadership.

Second, emotional intelligence should be considered in principal selection, appointment, and promotion criteria. While academic qualifications, leadership experience, and performance records remain essential, incorporating emotional intelligence assessment tools may provide a more holistic evaluation of leadership readiness. Screening for emotional competencies such as intrapersonal awareness and positive emotional disposition can help ensure that school leaders possess not only technical expertise but also the emotional capacity to manage people, support teacher well-being, and foster inclusive school cultures. This approach aligns with global leadership best practices that emphasize emotional competence as a predictor of leadership effectiveness.

Third, emotional intelligence development should be prioritized within continuous professional development (CPD) initiatives for currently serving school principals. Professional learning programs may focus on stress management, emotional resilience, mindfulness, reflective leadership, and relationship management, particularly in response to the increasing emotional demands placed on school leaders. Ongoing support through leadership coaching, peer learning communities, and wellness-focused interventions can help principals sustain emotional well-being while maintaining high levels of administrative performance.

Finally, future researchers are encouraged to conduct mixed methods and longitudinal studies examining emotional intelligence and school leadership. While this study employed a quantitative descriptive–correlational design, qualitative methods such as interviews and case studies could provide deeper insights into how principals experience and apply emotional intelligence in everyday leadership practice. Longitudinal studies may also examine how emotional intelligence develops over time and how it influences leadership effectiveness, teacher retention, organizational climate, and student outcomes. Expanding research across different educational levels and regional contexts would further strengthen the evidence based on emotional intelligence in educational leadership.

Collectively, these recommendations underscore the need to recognize emotional intelligence as an essential leadership competency that complements instructional, managerial, and policy-oriented skills. By institutionalizing emotional intelligence within leadership preparation, evaluation, and professional development systems, the Philippine basic education sector may enhance the effectiveness, resilience, and sustainability of school leadership.

REFERENCES

1. Abdullah, S. L. (2020). Emotional intelligence, social competence, and transformational leadership qualities of secondary school principals in Region XII. *International Journal of Educational Management*, 34(6), 1041–1056.
2. Adams, C. M., Olsen, J. J., & Ware, J. K. (2017). The school principal and student learning capacity. *Educational Administration Quarterly*, 53(4), 556–584.
3. Agustin, W., Rahayuningsih, I., & Sholichah, I. (2021). The effect of emotional intelligence on the quality of administrative services. *UMGESHC Conference Proceedings*, 1(2), 591–598.
4. Alvarez, M., Martos, M., & Extremera, N. (2020). A meta-analysis of the relationship between emotional intelligence and academic performance. *Frontiers in Psychology*, 11.
5. Bar-On, R. (2006). The Bar-On model of emotional-social intelligence (ESI). *Psicothema*, 18(Suppl.), 13–25.
6. Goleman, D. (1995). *Emotional intelligence*. Bantam Books.
7. Goleman, D. (1998). *Working with emotional intelligence*. Bantam Books.
8. Mayer, J. D., Salovey, P., & Caruso, D. R. (2004). Emotional intelligence. *Psychological Inquiry*, 15(3), 197–215.
9. Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition and Personality*, 9(3), 185–211.
10. Ulutaş, H. (2024). Review of emotional intelligence in school principals. *International Journal of Educational Research Review*, 9(1), 115–131.