

Relationship of Emotional Intelligence (EI) And Administrative Performance of Private School Principals: Basis for EI Training Program

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DOI: <https://dx.doi.org/10.47772/IJRISS.2025.903SEDU0363>

Received: 22 June 2025; Accepted: 25 June 2025; Published: 28 July 2025

ABSTRACT

This study explored the relationship between emotional intelligence (EI) and the administrative performance of private school principals in the City of Meycauayan, Bulacan. Recognizing the increasingly complex demands on school leaders, especially in private education settings where expectations from stakeholders are multifaceted, the study aimed to determine how principals' emotional competencies influenced their effectiveness in managing schools. Emotional intelligence, defined through Goleman's framework, encompasses self-awareness, self-regulation, motivation, empathy, and social skills, which are essential traits in fostering a positive and productive school environment.

A descriptive-correlational research design was employed to examine the relationship between EI and administrative performance. The study involved 16 private school principals and 203 teachers, selected through purposive sampling. Data were gathered using two validated survey instruments: the Quick Emotional Intelligence Self-Assessment and the Administrator Evaluation Questionnaire. Emotional intelligence was measured across four domains—emotional awareness, emotional management, social emotional awareness, and relationship management—while administrative performance was assessed in terms of general administration, personnel management, budget and resource management, and academic program management.

The findings revealed that private school principals demonstrated a very high level of emotional intelligence, as perceived by both themselves and their teaching staff. Similarly, their administrative performance was rated as outstanding, indicating effective school leadership practices. Statistical analysis using Pearson's correlation coefficient showed a significant positive relationship between emotional intelligence and administrative performance. Specifically, principals with higher EI scores exhibited stronger competencies in managing staff, resolving conflicts, inspiring motivation, and implementing school programs effectively. No significant differences were found in EI levels when grouped by sex or length of service, suggesting that emotional intelligence could be cultivated across demographic variables.

Based on the findings, the study developed a proposed EI training program tailored for private school principals. The program aimed to strengthen core emotional competencies and enhance leadership effectiveness through targeted professional development. The study concluded that emotional intelligence was a critical predictor of administrative performance and should be prioritized in leadership training and policy formulation. These findings contributed valuable insights to the field of educational management, particularly in the context of Philippine private education, and supported the integration of emotional intelligence as a foundational skill in school leadership development initiatives.

Keywords: emotional intelligence, administrative performance, private school principals, educational leadership, training program

THE PROBLEM AND REVIEW OF RELATED LITERATURE

Introduction

The world of education is evolving rapidly, and the demands placed on school principals have never been higher. Beyond managing daily operations, principals are instrumental in shaping school culture, fostering relationships, and ensuring academic success. This is especially true in private schools, where expectations from parents, teachers, and students are often intensified. Emotional intelligence (EI)—the ability to understand and manage one's own emotions while being attuned to others'—is a crucial skill that can significantly influence how principals navigate these complex responsibilities. Despite its importance, the connection between a principal's EI and their administrative performance remains underexplored, which this study aims to address.

Administrative performance in private schools encompasses a wide range of responsibilities, including instructional leadership, staff supervision, conflict resolution, and community relations. Principals who exhibit high levels of emotional intelligence are better equipped to navigate these complex tasks. They are more adept at managing stress, building trust, and making informed decisions under pressure. According to a synthesis of two decades of research, effective principals significantly influence student achievement, teacher retention, and school improvement efforts (Grissom et al., 2021). This underscores the need to explore how EI contributes to administrative success, particularly in the context of private educational institutions where leadership styles can vary widely.

The researcher, having served in a private school leadership role, observed first-hand how emotionally intelligent behaviors, such as active listening, empathy, and self-regulation, positively impacted team dynamics and school culture. In contrast, a lack of emotional awareness often led to miscommunication, staff dissatisfaction, and diminished performance. These experiences inspired a deeper inquiry into the relationship between EI and administrative effectiveness. The researcher believes that while academic qualifications and experience are essential, the ability to connect with others on an emotional level is what truly distinguishes exceptional school leaders.

Several studies support the notion that emotional intelligence plays a mediating role in leadership effectiveness. For instance, a study by Çayak and Eskici (2021) found that EI significantly influenced principals' ability to manage diversity and practice sustainable leadership. This suggests that EI is not merely a supplementary skill but a foundational element of effective school administration. Moreover, emotionally intelligent principals are more likely to foster inclusive environments, resolve conflicts constructively, and inspire their teams toward shared goals.

Despite the growing body of evidence, many private school principals have not received formal training in emotional intelligence. This gap presents an opportunity to design targeted EI development programs that can enhance leadership capacity and administrative performance. As highlighted by Patti and colleagues, building EI competencies such as self-awareness, social awareness, and relationship management can transform school leadership practices (Elias, 2024). Integrating EI training into professional development frameworks could therefore serve as a strategic intervention to improve school outcomes.

This study aims to examine the relationship between emotional intelligence and the administrative performance of private school principals, with the ultimate goal of developing a comprehensive EI training program. By identifying key emotional competencies that correlate with effective leadership, the research seeks to provide evidence-based recommendations for capacity-building initiatives. In doing so, it hopes to contribute to the broader discourse on educational leadership and support the professional growth of school administrators in the private sector.

Review of Related Literature

This chapter presents the current studies in the context of previous related literature and studies of different researchers, both in local and foreign settings that are found to have close bearings to the subject under study.

Emotional Intelligence

The findings of Sukirman Nurjaman et al. (2023) indicate that principals with high emotional intelligence can effectively motivate their teachers, resulting in positive work behavior. Educational leaders are urged to embrace emotional intelligence as a critical attribute to enhance teacher performance and foster a positive school culture.

Emotional intelligence enhances leaders' ability to manage relationships, a fundamental aspect of leadership. These leaders listen attentively, empathize with their teams, and make decisions that are widely supported. Their capacity to engage individuals in a collective mission often results in a sense of belonging and purpose among their teams. Moreover, emotionally intelligent leaders excel in conflict resolution, addressing disputes effectively and constructively.

Wu's (2023) study investigates the relationship between principals' emotional intelligence (EI), psychological climate, and teacher motivation in high schools and vocational high schools. The findings reveal that principals' emotional intelligence has a significant impact on the psychological climate of schools, which, in turn, influences teacher motivation. Notably, vocational high school teachers reported higher levels of perceived self-motivation among principals and a more favorable psychological climate compared to their high school counterparts.

The study conducted on the emotional intelligence (EI) of Guam Department of Education (GDOE) school principals revealed significant differences in EI levels between primary and secondary school leaders, underscoring the critical role of EI in effective educational leadership (Silbaugh et al., 2021). The findings highlighted the necessity for professional development programs tailored to enhance relationship-building skills, which are essential for fostering trust and collaboration among educators and students.

Trust-building, underpinned by effective emotional management, is integral to the creation of a positive school culture, contributing to enhanced teacher satisfaction and improved student outcomes (Gómez-Leal et al., 2021).

The research titled "Study of the Impact of Principals' Emotional Intelligence and Self-efficacy on Their Conflict Management Style at Secondary School Level" investigates how emotional intelligence (EI) and self-efficacy influence conflict management styles among school principals in both public and private secondary schools. The study highlights that emotional intelligence is essential for effective conflict resolution, as principals with high EI are better equipped to understand and navigate emotional dynamics, leading to more successful conflict management (Ibrahim & Shaikh, 2022).

The study conducted by Çayak and Eskici (2021) examined the sustainable leadership behaviors of school principals, their emotional intelligence levels, and their ability to manage differences among teachers. The findings indicated no significant differences in sustainable leadership, emotional intelligence, and diversity management scores based on gender or professional seniority, suggesting that these factors may not influence leadership behaviors in the educational context. Additionally, the authors emphasized the importance of adopting a management approach that values diverse opinions and perspectives among teachers to effectively manage diversity.

The study conducted by Diah Riany Setyowati (2019) and colleagues focuses on the impact of emotional intelligence and principal leadership on teacher performance within private vocational schools in Semarang, Indonesia, considering work motivation as a moderating factor. The research revealed that emotional intelligence has a significant total effect of 51.1% on teacher performance, mediated by work motivation.

Wu (2023) conducted a comprehensive study examining the relationship between the emotional intelligence (EI) of school principals, the psychological climate of schools, and teacher motivation. Using a quantitative correlational research design, the study involved private school principals and their teaching staff to assess how leadership traits influenced school dynamics. The findings revealed that principals who demonstrated higher levels of emotional intelligence, particularly in areas such as empathy, emotional regulation, and interpersonal communication, were more effective in cultivating a positive psychological climate within their institutions. This climate, characterized by trust, openness, and mutual respect, was found to significantly enhance teacher motivation and job satisfaction.

The study emphasized the critical role of emotionally intelligent leadership in fostering a supportive and collaborative school environment. Wu argued that when principals are attuned to the emotional needs of their staff and can manage their own emotions effectively, they are better equipped to lead with compassion and clarity. This leadership style not only boosts teacher morale but also contributes to improved institutional performance and staff retention. As a result, the study recommended the integration of emotional intelligence training into leadership development programs for school administrators, particularly in private educational settings where leadership style can directly impact organizational culture and effectiveness.

Zhou et al. (2025) explored how variations in school principals' emotional intelligence (EI) influence their conflict management strategies. Using Latent Profile Analysis (LPA), the researchers identified three distinct EI profiles—low EI, middle EI, and high EI—among 363 principals across 27 provinces in China. The study employed the Wong and Law Emotional Intelligence Scale (WLEIS) and the Conflict Management Test (M8L4) to assess participants. Results showed that principals with higher EI levels were more likely to use problem-solving strategies, while those with lower EI levels tended to rely on forcing or avoiding behaviors. These findings suggest that EI is not a uniform trait but varies significantly among individuals, influencing how they handle interpersonal and organizational conflicts.

The study emphasized that the level of emotional intelligence plays a critical role in determining the effectiveness of a principal's leadership, particularly in managing school-based conflicts. Principals with high EI demonstrated greater emotional regulation, empathy, and the ability to facilitate performance through emotional awareness. These traits enabled them to resolve conflicts constructively, fostering a healthier school climate. The authors concluded that EI should be a key consideration in the selection, training, and professional development of school leaders. By enhancing EI competencies, schools can promote more effective leadership and conflict resolution, ultimately contributing to better educational outcomes and organizational harmony.

Çayak and Eskici (2021) investigated how emotional intelligence (EI) mediates the relationship between school principals' sustainable leadership behaviors and their diversity management skills. The study employed a relational survey model and gathered data from teachers using three validated instruments: the Sustainable Leadership Scale, the Diversity Management Scale, and the Emotional Intelligence Scale. The results showed that principals were perceived to have high levels of sustainable leadership, emotional intelligence, and diversity management capabilities. Correlation analysis revealed a positive and significant relationship among these three variables. Most notably, structural equation modeling confirmed that emotional intelligence fully mediated the relationship between sustainable leadership and diversity management, indicating that EI is a crucial mechanism through which leadership behaviors translate into effective diversity practices.

Administrative performance

In addition, the book emphasizes the pivotal role principals and administrators play in the evaluation process. Specifically, it stresses the need for clearly defined job expectations and responsibilities. Furthermore, Redfern promotes a collaborative approach to performance assessment, encouraging active engagement between evaluators and evaluatees in discussing outcomes and their implications for future practices. Ultimately, by developing or refining evaluation programs, the aim is to create a supportive environment that drives continuous improvement while addressing areas of incompetence. Consequently, this approach seeks to enhance both accountability and professional development within educational institutions.

According to Eze, Eze, and Ugwu (2023), they examine the role of educational administrative strategies in enhancing job performance among teachers within educational institutions. The study identifies key strategies, including teacher involvement in decision-making, effective delegation of responsibilities, open communication, and regular staff development workshops. Teacher involvement in decision-making fosters collaboration and improves attendance, while proper delegation enhances efficiency and leads to better job outcomes. Additionally, open communication promotes transparency and teamwork, creating a cohesive work environment. Regular workshops ensure that staff remain updated on current educational practices, fostering motivation and professional growth. These strategies collectively contribute to job satisfaction and the enhancement of performance among educators. Eze et al. (2023) emphasize that continuous improvement and adaptation of administrative strategies are essential to achieving educational goals in Nigeria.

The study of Chukwuemeka et al. (2021) examines the impact of principals' administrative roles on teachers' job performance in private secondary schools in Nigeria. The findings indicate that effective management of both student and staff personnel administration plays a significant role in enhancing teachers' performance (Chukwuemeka et al., 2021). Notably, the study reveals that gender does not influence the effectiveness of these administrative roles, emphasizing that principals' actions, such as providing guidance, maintaining effective communication, and ensuring adequate compensation, are critical in improving teacher performance. Based on these findings, the study recommends that the government implement training programs to enhance principals' administrative skills and support teachers' effectiveness (European Science, 2023).

Mancio (2023) conducted a case study to explore how Filipino teachers in the Senior High School (SHS) system of the Manila School Division enhance their instructional leadership practices. The study adopted a mixed-methods approach, combining both quantitative and qualitative data to gain a comprehensive understanding of instructional leadership behaviors. Key findings revealed that effective instructional leadership was characterized by five core behaviors: using student academic performance data to inform school goals, setting high expectations for student achievement, encouraging collaborative teaching strategies, integrating technology into instruction, and addressing socio-economic disparities that affect student engagement. The study emphasized that these practices are essential for improving teaching quality and student outcomes in the SHS context.

The research also highlighted the challenges faced by teacher-leaders, including limited access to coaching, lack of professional development opportunities, and the need for stronger policy support. Mancio argued that instructional leadership should not be confined to school principals alone but must be cultivated among teachers to foster a culture of shared leadership. The study concluded that empowering teachers with leadership skills and data-driven decision-making tools can significantly enhance the effectiveness of instructional delivery. It recommended targeted training programs, mentorship, and institutional reforms to support the development of teacher-leaders in the Philippine education system.

Hwang (2024) explores the pivotal role of Emotional Intelligence (EI) in enhancing leadership effectiveness and fostering employee satisfaction in modern organizational settings. The study emphasizes that emotionally intelligent leaders—those who can recognize, understand, and manage their own emotions and those of others—are more capable of building trust, promoting engagement, and improving team productivity. Through a comprehensive literature review and empirical analysis, the research identifies EI as a key driver of transformational leadership, which in turn leads to higher levels of employee motivation and organizational commitment. The study also highlights the moderating effects of gender and organizational culture on the relationship between EI and leadership outcomes.

In the context of school leadership, these findings are highly relevant. Private school principals who exhibit high emotional intelligence are better equipped to manage interpersonal dynamics, resolve conflicts, and inspire their staff. This aligns with the goals of your thesis, which seeks to establish the relationship between EI and administrative performance. The study supports the development of EI training programs that not only enhance leadership effectiveness but also contribute to a more positive and resilient school environment. By integrating EI into leadership development, schools can cultivate principals who are not only administratively competent but also emotionally attuned to the needs of their communities.

Rodrigues et al. (2024) investigated the interplay between emotional intelligence (EI), perceived leadership effectiveness (LE), and employee satisfaction (ES) in organizational settings. Using a quantitative approach, the study found a strong positive correlation between all three constructs. Leaders who were perceived as emotionally intelligent, particularly in recognizing and managing emotions, were also viewed as more effective by their teams. This perception significantly influenced employee satisfaction, suggesting that EI is not only a personal competency but also a relational asset that enhances how leadership is experienced by others in the workplace.

In the context of school administration, these findings are highly applicable. Private school principals who demonstrate high emotional intelligence are more likely to be perceived as effective leaders by teachers and staff, which can lead to improved morale, collaboration, and institutional performance. The study reinforces the

importance of integrating EI into leadership development programs, particularly in educational environments where interpersonal dynamics are central to success. For your thesis, this supports the argument that EI training programs for school principals can enhance both administrative performance and stakeholder satisfaction, ultimately contributing to a more effective and emotionally intelligent school leadership culture.

Sebastian et al. (2019) conducted a comprehensive study examining how principals' self-perceived effectiveness in instructional leadership and organizational management correlates with school performance. The study used a typological approach to categorize principals based on their strengths in these two domains. Findings revealed that principals who rated themselves highly in both instructional and organizational leadership were associated with schools that demonstrated stronger student learning gains. Conversely, those who were weak in both areas led schools with lower performance outcomes. This dual-domain framework highlights the importance of balancing pedagogical guidance with operational efficiency in school leadership.

With the thesis, the study underscores the need for holistic leadership development among private school principals. Emotional Intelligence (EI) plays a crucial role in both instructional and organizational domains, supporting decision-making, communication, and relationship-building. By integrating EI training into leadership development programs, schools can enhance principals' capacity to manage both the instructional and administrative demands of their roles. This supports the argument that EI is not only a personal trait but a strategic asset that can elevate administrative performance and, ultimately, school success.

Filipino Cultural Values and Educational Leadership

Filipino cultural values, such as pakikisama (harmonious relationships), utang na loob (debt of gratitude), and bayanihan (community spirit), deeply influence leadership and workplace dynamics in the Philippines. These values emphasize interpersonal harmony, respect for authority, and collective well-being, which align closely with the principles of emotional intelligence. For instance, pakikisama encourages collaboration and mutual support among principals and teachers, fostering a sense of unity that enhances school performance.

In the context of educational leadership, Filipino principals who exhibit pakikisama and utang na loob are often perceived as more compassionate and understanding, which strengthens their relationships with teachers and staff. A recent study by Nunez (2025) highlights how these cultural values, when combined with high emotional intelligence, create a supportive school environment that promotes teacher retention and student achievement.

The findings underscore the importance of emotional intelligence as a foundational skill for school leaders, especially in increasingly diverse educational environments. Principals who exhibit sustainable leadership—characterized by long-term vision, ethical practices, and inclusive decision-making—are more effective in managing diversity when they also possess high emotional intelligence. The study also examined whether teachers' perceptions varied based on demographic factors such as gender, professional experience, and educational level, finding some significant differences. The authors concluded that leadership development programs should prioritize emotional intelligence training to enhance principals' capacity to lead inclusively and sustainably in diverse school settings.

Nunez (2025) explored the influence of Filipino cultural values on the leadership practices of Filipino teacher-leaders in South Central Maryland. The study aimed to provide insights for developing a culturally grounded transformational leadership framework. Using qualitative methods, including interviews and thematic analysis, the research identified key Filipino values such as pakikisama (social harmony), utang na loob (debt of gratitude), hiya (sense of propriety), and bayanihan (communal unity) as central to the leadership behaviors of participants. These values shaped how teacher-leaders built relationships, resolved conflicts, and motivated their teams, often prioritizing group cohesion and interpersonal sensitivity over assertive or hierarchical leadership styles.

The study emphasized that Filipino teacher-leaders often blend traditional cultural values with Western leadership models, resulting in a hybrid leadership approach that is both relational and adaptive. Nunez argued that recognizing and integrating these cultural dimensions into leadership development programs can enhance the effectiveness of Filipino educators working in multicultural contexts. The findings support the need for culturally responsive leadership frameworks that honor the unique socio-cultural backgrounds of leaders. This

research contributes to the broader discourse on inclusive leadership and highlights the importance of cultural identity in shaping educational leadership practices.

Dayson et al. (2024) conducted a systematic review and meta-synthesis to explore the integration of Indigenous Filipino values into educational leadership in the Philippines. The study identified five core values—*kapwa* (shared identity), *pakiramdam* (shared inner perception), *kagandahang-loob* (shared humanity), *kalayaan* (freedom), and *bahala na* (determination)—as foundational to culturally responsive leadership. These values were found to promote inclusive, empathetic, and community-centered leadership practices. The review synthesized findings from 26 peer-reviewed studies and emphasized that these values support servant leadership, critical thinking, resilience, and student empowerment. However, the study also highlighted challenges such as the dominance of Western leadership models, limited institutional support, and the erosion of traditional values due to globalization and standardized education systems.

The authors proposed that integrating these Indigenous values into educational leadership can foster more inclusive and effective school environments. Practices such as community-based planning, culturally responsive pedagogy, and mentorship rooted in Filipino values were recommended. The study also called for policy reforms and leadership training programs that embed these cultural principles into the educational system. By aligning leadership practices with Filipino cultural contexts, the study argues that schools can better serve diverse learners and promote equity and social justice. The review concludes with a call for further research on the practical application of these values in leadership development and curriculum design, especially in multicultural and Indigenous communities.

Key findings highlight a shift from assimilationist models to a more inclusive, rights-based approach that values dialogue, collaboration, and mutual respect. This interface model promotes cultural responsiveness in educational leadership, emphasizing the importance of Filipino values such as *pakikipagkapwa*, *bayanihan*, and *pagkakaisa* in policy-making and school administration.

This study is relevant to your thesis as it underscores how culturally grounded leadership practices—informed by emotional intelligence and respect for Indigenous identity—can enhance administrative performance and inclusivity in private schools.

Kiishi (2024) investigated the role of Emotional Intelligence (EI) in enhancing leadership effectiveness and team performance at the University of Ibadan, Nigeria. The study utilized a four-dimensional EI model: self-emotion appraisal, others' emotion appraisal, regulation of emotions, and use of emotions. Findings revealed a strong positive correlation between EI and leadership effectiveness, with self-emotion appraisal and use of emotions emerging as the most influential factors. Conversely, emotion regulation was identified as the most challenging aspect for leaders to manage effectively.

The study concluded that emotionally intelligent leaders are more capable of fostering team cohesion, motivation, and productivity. These findings underscore the importance of EI as a predictor of administrative performance, particularly in educational institutions where interpersonal dynamics and emotional labor are central to leadership roles.

This study supports the premise that emotional intelligence is a critical component of effective school leadership. For private school principals in the Philippines, developing competencies in self-awareness and emotional application can significantly enhance administrative performance. The findings provide empirical support for the design of an EI training program that prioritizes emotional self-appraisal and strategic emotional engagement—skills that are essential for managing staff, students, and stakeholders in a school setting.

Grissom and Bartanen (2019) examined the relationship between principal effectiveness and turnover using longitudinal data from Tennessee's educator evaluation system. Their findings revealed that less effective principals are more likely to leave their positions, either through demotion or exit from the education system. Interestingly, the study also found that some of the most effective principals also exhibited higher turnover rates, often due to promotions to central office roles. This dual trend highlights the importance of differentiating the

reasons behind turnover, as not all departures are detrimental. The study emphasized that principal effectiveness is a key determinant of school success, influencing teacher retention, school climate, and student achievement.

In the context of your thesis, these findings underscore the need to strengthen principal effectiveness through targeted development programs, such as Emotional Intelligence (EI) training. Since effective principals are more likely to be retained or promoted, enhancing their emotional competencies—such as self-awareness, empathy, and relationship management—can contribute to both improved administrative performance and leadership stability. Moreover, in high-needs school environments, placing emotionally intelligent and effective leaders can reduce turnover and foster long-term school improvement.

Synthesis

The reviewed literature consistently underscores the pivotal role of emotional intelligence (EI) in enhancing the administrative performance of school principals. Drawing from both local and international studies, emotional intelligence—defined through Goleman’s framework as comprising self-awareness, self-regulation, motivation, empathy, and social skills—is recognized as a foundational competency for effective educational leadership.

Empirical evidence reveals that emotionally intelligent principals foster positive school climates, enhance teacher motivation, and improve organizational outcomes. Studies by Nurjaman et al. (2023), Wu (2023), and Çayak & Eskici (2021) demonstrate that EI significantly influences leadership behaviors such as conflict resolution, diversity management, and sustainable leadership. These findings suggest that EI is not merely a supplementary trait but a core leadership asset that enables principals to navigate complex interpersonal dynamics and institutional challenges.

In the Philippine context, the integration of indigenous cultural values, such as pakikisama (harmonious relationships), utang na loob (debt of gratitude), and bayanihan (community spirit)—further enriches the application of emotional intelligence in school leadership. Studies by Nunez (2025) and Dayson et al. (2024) highlight how these values align with EI competencies, promoting inclusive, empathetic, and culturally responsive leadership practices.

Moreover, administrative performance is shown to be closely linked with emotionally intelligent behaviors. Effective principals demonstrate strong capabilities in general administration, personnel management, resource allocation, and academic program oversight. Research by Eze et al. (2023) and Rodrigues et al. (2024) supports the notion that emotionally intelligent leaders are better equipped to manage teams, make informed decisions, and foster professional growth among staff.

Notably, the literature also emphasizes that emotional intelligence is a learnable skill, not inherently tied to demographic factors such as age, sex, or educational attainment. This reinforces the importance of targeted EI training programs as a strategic intervention to enhance leadership effectiveness.

In summary, the convergence of global and local studies affirms that emotional intelligence is a critical determinant of administrative success in educational settings. The integration of EI into leadership development programs is essential for cultivating school leaders who are not only competent administrators but also empathetic, culturally aware, and emotionally resilient.

Theoretical Framework

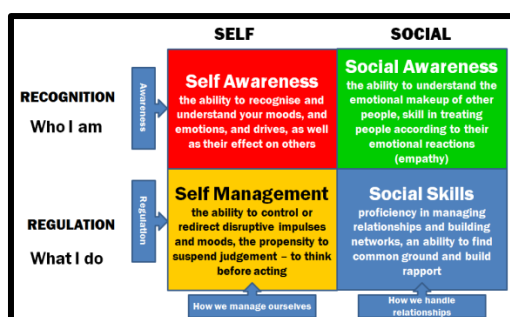


Figure 1. The First Four of the Five Main Emotional Intelligences

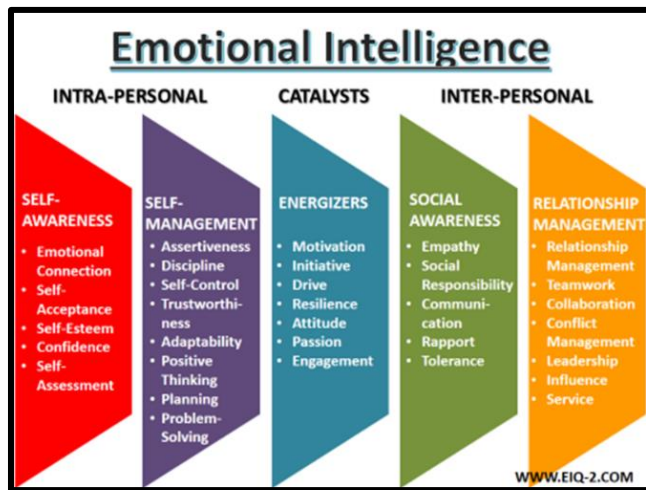


Figure 2. Emotions in Relation to the Outside World

This study is anchored on Daniel Goleman's theory of Emotional Intelligence (EI) suggests that emotional intelligence can matter more than IQ in many areas. The theory specifies five basic domains: self-awareness, self-regulation, motivation, empathy, and social skills. These are not born from nature, but are developed as learned skills which can be taught, according to Goleman. The lack of self-awareness may also affect EI, as it requires an understanding and control over emotions. A universal skill is self-regulation, the ability to manage emotional and impulse control. Motivation pertains to the psychological components required to accomplish a goal, going far beyond what can be quantified in dollar terms or status. Empathy, is the identification and response to others' emotions, social skills, effectiveness in leading, and cooperation.

Daniel Goleman's theory of Emotional Intelligence (EI) explains that people have different levels of proficiency in the core skills of EI, which he divides into two categories: personal competencies and social competencies. Personal competencies, such as self-awareness, self-regulation, and motivation, focus on how we manage our own emotions and behaviors. Social competencies, including empathy and social skills, help us navigate relationships with others. Goleman makes it clear that these skills aren't innate—they're not something we're born with—but rather abilities we can learn and develop over time. With practice and effort, we can strengthen these skills and become more effective in managing our emotions and interacting with others.

For private school principals, emotional intelligence is crucial in shaping their administrative performance. These leaders are often under pressure, juggling multiple responsibilities and interacting with a diverse group of staff, students, and parents. Personal competencies like self-regulation help principals stay calm and clear-headed, even in high-pressure situations, while self-awareness allows them to understand how their emotions affect their decision-making and relationships. Motivation plays a big role too, as it drives them to pursue long-term goals like fostering a positive learning environment and ensuring academic success, even when faced with setbacks. At the same time, social competencies like empathy allow principals to connect with teachers, students, and parents on a deeper level, responding to their needs with understanding. Strong social skills are equally important, helping principals communicate effectively and manage conflicts within the school community.

In the world of private school leadership, emotional intelligence isn't just a nice-to-have; it's essential for success. When principals cultivate both personal and social competencies, they're better able to lead with confidence, inspire trust, and create a positive school culture. By developing their emotional intelligence, these leaders not only improve their performance but also create a school environment where everyone—teachers, students, and parents—can thrive. This connection between emotional intelligence and leadership success shows just how important it is for private school principals to focus on growing their EI, as it directly impacts how they manage their schools and support their communities.

Conceptual Framework

Based on the foregoing theories culled from the review of various related literature and studies, the research paradigm that serves as a guide to the study is the Input-Process-Output model devised by Stoner et al (1995).

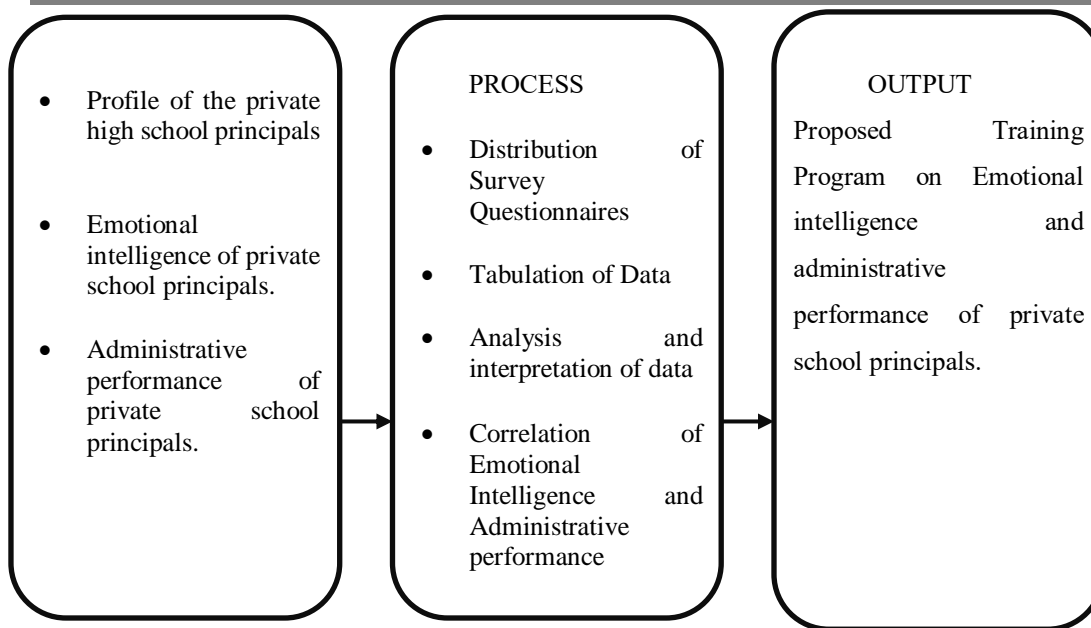


Figure 3. Paradigm of the Study

The conceptual framework that was used in the study is illustrated in Figure 3. The Input-Process-Output (IPO) model served as the general structure and guided the direction of the research. This framework provided a systematic approach to understanding the relationship between emotional intelligence and the administrative performance of private school principals.

The Input component presented the profile of the respondents, which included variables such as sex, age, educational attainment, training and/or seminars attended, and years of experience. In addition to these demographic factors, the input also included the respondents' level of awareness and understanding of emotional intelligence, as well as their perceived administrative performance.

The Process involved the distribution and retrieval of survey questionnaires. Once the responses were collected, the data were organized and prepared for analysis. The Statistical Package for the Social Sciences (SPSS) was utilized to perform the necessary statistical computations. Following this, the data were analyzed and interpreted to identify patterns, relationships, and significant findings relevant to the study.

The Output of the study was the development of a proposed training program focused on enhancing emotional intelligence and administrative performance among private school principals. This program was designed based on the findings derived from the analysis of the collected data.

Statement of the Problem

This study aimed to explore the relationship between emotional intelligence and the administrative performance of private school principals.

The following research questions were posed to guide the study

1. What is the profile of the private high school principals in terms of:

- 1.1 age;
- 1.2 sex;
- 1.3 Educational Attainment;
- 1.4 length of service; and

- 1.5 Number of training and seminars attended related to administration in the past 3 years?
2. What is the level of emotional intelligence of private high school principals as assessed by themselves and their teachers in terms of:
 - 2.1 Emotional awareness;
 - 2.2 Emotional Management;
 - 2.3 Social Emotional Awareness; and
 - 2.4 Relationship Management?
3. What is the level of administrative performance of private high school principals as assessed by them in terms of:
 - 3.1 General Administration;
 - 3.2 Personnel Management;
 - 3.3 Budget and resource management; and
 - 3.4 Academic Program Management?
4. Is there a significant association on the level of emotional intelligence of private high school principals when grouped according to their profile?
5. Is there a significant difference in the level of emotional intelligence of private high school principals as assessed by themselves and their teachers?
6. Is there a significant association on the level of administrative performance of private high school principals when grouped according to their profile?
7. Is there a significant difference in the level of administrative performance of private high school principals as assessed by themselves and their teachers?
8. Is there a significant relationship between the private high school principals' level of emotional intelligence and their administrative performance?
9. Based on the results of the study, what training program on emotional intelligence and the administrative performance of private high school principals may be proposed?

Hypotheses

In pursuit of the research problem, the following null hypotheses will be tested at the 0.05 level of significance.

H₀1. There is no significant association on the level of emotional intelligence of private high school principals when grouped according to their profile.

H₀2. There is no significant difference in the level of emotional intelligence of private high school principals as assessed by themselves and their teachers.

H₀3. There is no significant association on the level of performance of private high school principals when grouped according to their profile.

H₀4. There is no significant difference in the level of administrative performance of private high school principals as assessed by themselves and their teachers.

H₀₅: There is no significant relationship between the private high school principals' level of emotional intelligence and their administrative performance.

Significance of the Study

The purpose of this study is to provide a broad overview of the concepts of how emotional intelligence affects the administrative performance of principals in small private schools.

The following group of people is expected to benefit from the study:

School Administrators. This will help school administrators in small private schools understand the importance of emotional intelligence in leadership roles. This awareness will lead to the implementation of practices and policies that support the development of these skills among school leaders.

Policy Makers. The study will provide valuable insights that can inform policymakers about the importance of emotional intelligence in educational leadership. This will lead to the development of policies that encourage the inclusion of emotional intelligence components in leadership training and school management frameworks.

Policy Formulation. The study will provide data-driven evidence to support policies aimed at integrating emotional intelligence training into leadership development programs and performance evaluation criteria.

Educational Institutions. This study will contribute to the overall improvement of small private schools in Bulacan. Schools will benefit from adopting strategies that enhance the emotional intelligence of their principals, leading to better management and a more positive school environment.

Students. As principals enhance their emotional intelligence, the overall school environment will improve, benefiting students through better-managed and more supportive learning conditions. Effective leadership can foster stronger relationships between schools and the community, enhancing collaboration and support for educational initiatives.

Future Researchers and Academics. This study will open avenues for further research into the role of emotional intelligence in various educational contexts, including public and larger private schools. It also contributes to the broader body of knowledge on leadership and emotional intelligence.

Scope and Delimitation

This study was limited to private schools in the City of Meycauayan, Bulacan, and was conducted in sixteen (16) selected schools during the school year 2024–2025. It involved sixteen (16) private school principals and two hundred three (203) private school teachers as respondents. The study focused on the relationship between emotional intelligence and administrative performance among private school principals and examined how various dimensions of emotional intelligence, such as self-awareness, empathy, and social skills, affected their leadership effectiveness and decision-making capabilities.

The City of Meycauayan was chosen as the research locale due to its distinct educational landscape. Beyond its proximity, Meycauayan was home to a vibrant network of private schools that actively contributed to the city's growing reputation as an educational hub. These schools represented a range of administrative structures, student populations, and teaching practices, making the locale a rich and diverse context for studying educational leadership. Additionally, Meycauayan has shown significant engagement in professional development initiatives, making it an ideal site for investigating the influence of emotional intelligence on school leadership and administrative performance.

By focusing on this specific city, the study ensured a more targeted and in-depth examination of the interplay between emotional intelligence and administrative performance in the context of small private schools. The findings aimed to provide valuable insights that could inform educational leadership practices and support the development of an emotional intelligence training program tailored to the needs of school principals in similar settings.

Definition of Terms

To facilitate a better understanding of the study, the following key terms were defined operationally and/or conceptually.

Academic Program Management. This refers to the planning, implementation, and evaluation of the educational programs offered by the school to ensure they meet academic standards and contribute to student success. It involves overseeing the curriculum, teaching methods, and instructional strategies to provide quality education aligned with the school's goals and educational regulations.

Administrative Performance. This refers to the effectiveness and efficiency with which a principal or school administrator executes their responsibilities and duties within an educational institution.

Budget and Resource Management. This refers to the strategic planning, allocation, and utilization of financial and material resources to support the school's operations and achieve its goals effectively and efficiently. It ensures that resources are managed responsibly to meet the needs of the institution while adhering to financial regulations and policies.

Cultural Values. This refers to socially desirable standards and goals that individuals internalize through socialization, representing intrinsic or extrinsic motives for personal preferences and behaviors within a society.

Educational Attainment. This refers to the highest education program completed, which is typically certified by a recognized qualification

Emotional Intelligence. This refers to a set of skills hypothesized to contribute to the accurate appraisal and expression of emotion in oneself and others, the effective regulation of emotion in oneself and others, and the use of feelings to motivate, plan, and achieve in one's life.

General Administration. This refers to the overarching management and coordination of school operations, ensuring that policies, processes, and resources are effectively utilized to achieve the institution's goals and objectives.

Human Resource Management and Development. This refers to the strategic approach to recruiting, training, and developing an organization's workforce, ensuring that employees are effectively utilized and supported to enhance their skills, performance, and overall contribution to organizational goals.

Instructional Leadership. This refers to the process by which school leaders guide and influence the teaching and learning process by setting clear educational goals, promoting effective instructional practices, and fostering a supportive environment for both educators and students to achieve academic success.

Learning Environment. This refers to the physical, social, and emotional conditions in which learning occurs, encompassing the classroom setup, educational resources, interpersonal relationships, and overall atmosphere that support student engagement and academic achievement.

Parents' Involvement. This refers to an active participation by parents in their child's education through attending meetings, supporting homework, and engaging in school activities.

Personnel Management. This refers to the effective handling of human resources within the school, focusing on the recruitment, development, support, and retention of qualified staff. It involves ensuring a positive work environment and fostering productive relationships among employees to achieve the institution's goals.

Relationship Management. This refers to strategies, processes, and tools used by businesses to build and maintain strong, long-lasting relationships with customers.

Self-Awareness. This refers to the capacity to recognize and understand one's own emotions, thoughts, and behaviors, and how they impact oneself and others.

Self-Management. This refers to the ability to regulate one's emotions, thoughts, and behaviors constructively, enabling individuals to set and achieve personal and professional goals while effectively coping with stress and adapting to changing circumstances.

Social Awareness. This refers to the ability to accurately perceive, understand, and respond to the emotions, needs, and perspectives of others, fostering empathy and effective communication in interpersonal interactions.

METHODOLOGY

This study presented the method, and setting of the study, as well as the sampling and selection of the respondents, the tools for the data collection procedure, instruments or tools of measurement, and, statistical treatment of data that were used in this study.

Research Design

This study utilized a quantitative comparative-correlational research design to obtain the information or data concerning the objective of the study. This design integrates two key approaches: comparative and correlational. A comparative design involves comparing two or more groups based on specific variables to determine whether significant differences exist between them. Meanwhile, a correlational design seeks to identify and explore the relationships between variables without manipulating them. When combined, the comparative-correlational design allows researchers to both compare groups and examine the strength and direction of relationships among variables, offering a more comprehensive understanding of the phenomena under study.

According to Aithor (2024), a descriptive correlational research design was a non-experimental approach used to identify and explore relationships between two variables within a single group without manipulating any variables. This design was particularly useful when researchers sought to observe, describe, and understand patterns or connections among variables as they naturally occurred. The methodology typically involved selecting relevant variables, collecting data through surveys or observation, and using statistical correlation analysis to assess the strength and direction of relationships.

Respondents of the Study

The respondents were principals and/or teachers of the selected private schools in Bulacan province.

No.	Private Schools in Meycauayan	School Principal	Teachers	
			Total no. of Teachers	Total no. of samples
1.	A	1	16	8
2.	B	1	38	19
3.	C	1	4	2
4.	D	1	38	19
5.	E	1	14	7
6.	F	1	7	3
7.	G	1	21	10
8.	H	1	20	10
9.	I	1	40	20
10.	J	1	35	17
11.	K	1	17	8

12.	L	1	12	6
13.	M	1	70	34
14.	N	1	28	14
15.	O	1	18	9
16.	P	1	35	17
TOTAL	16 Private Schools	16	413	203

Figure 4. Distribution of Principals and Teachers in Selected Private Schools in Meycauayan, Bulacan

Figure 4, above, shows that the sample consisted of principals and teachers from selected private schools in the City of Meycauayan, Bulacan. The study targeted a total of sixteen (16) private schools located in Meycauayan. The respondents include one principal and all the teachers from each school, resulting in a total of two hundred nineteen (219) respondents, which included the sixteen (16) school principals and two hundred three (203) teachers. These schools were purposefully selected based on their manageable population sizes and the assumption that their school heads and teachers can provide relevant insights into the research objectives. This purposive sampling approach ensures that the participants are directly involved in the educational operations of small private institutions, thus offering reliable data pertinent to the study.

Research Locale

This study was conducted in private schools in the City of Meycauayan, Bulacan, a growing educational hub in Central Luzon with more than eighty (80) private schools serving diverse student populations. From these, a total of sixteen (16) schools were purposefully selected to ensure representation of varied school sizes, administrative styles, and teaching environments. The study involved sixteen (16) private school principals and two hundred three (203) private school teachers as respondents, focusing on examining the correlation between the principals' emotional intelligence and their administrative performance.

The City of Meycauayan was considered an ideal locale for this research due to its availability and convenience, diverse educational landscape, and the active engagement of private schools in professional development initiatives. Data collection included surveys and onsite visits to gather accurate and contextually relevant information, providing insights into how emotional intelligence influenced school leadership, teacher motivation, and administrative effectiveness.

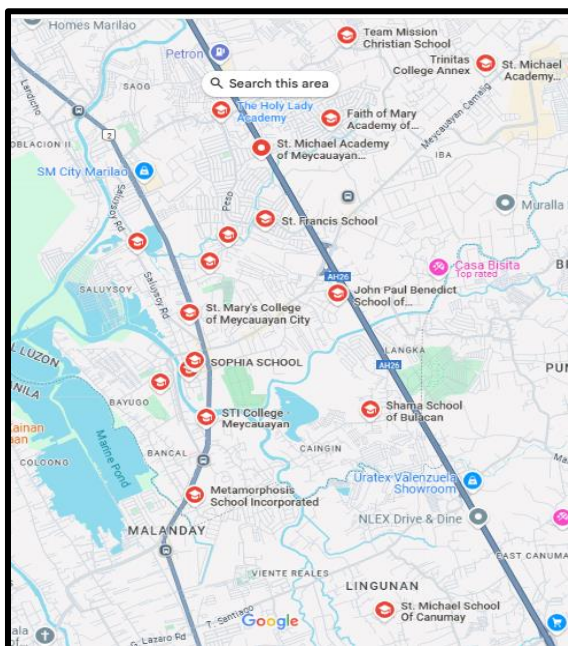


Figure 5. Private Schools in the City of Meycauayan, Bulacan

Research Instrument

This study employed two adapted survey questionnaires as its primary research instruments to explore the relationship between private school principals' emotional intelligence and their administrative performance. The instruments are based on materials from Mohapel (2018) and Bumpers College (2022).

The first tool, the Quick Emotional Intelligence Self-Assessment, adapted from Paul Mohapel is a structured, self-report instrument designed to measure emotional intelligence across four domains. The structure and design of the questionnaire suggest a high potential for internal consistency reliability. Each domain includes 10 items rated on a 4-point Likert scale, which is a common format for ensuring consistent responses across similar constructs. The uniformity in item phrasing and response options helps reduce ambiguity and supports reliable measurement.

Moreover, the questionnaire's alignment with well-established emotional intelligence constructs (such as those proposed by Goleman and Salovey and Mayer) supports its construct validity. The inclusion of demographic profiling and confidentiality assurance also enhances the reliability of responses by encouraging honest and thoughtful participation.

The second tool, the Administrator Evaluation Questionnaire, is a structured tool designed to assess the administrative performance of private school principals from the perspective of teacher respondents. It uses a 4-point Likert scale (4 = Outstanding, 3 = Very Satisfactory, 2 = Satisfactory, 1 = Needs Improvement), which is a standard format for ensuring consistency in responses and facilitating statistical analysis.

The questionnaire demonstrates strong potential for internal consistency reliability. Each of the four domains contains six items that are thematically aligned, allowing for consistent measurement of each construct. The use of multiple items per domain helps to reduce measurement error and improve the reliability of the results.

Additionally, the questionnaire shows signs of face and content validity, as the items reflect real-world administrative responsibilities and are framed in a way that incorporates emotional intelligence principles. To further establish reliability, researchers could conduct a pilot test and calculate internal consistency metrics for each domain.

Together, these instruments provide a comprehensive framework that analyzes the emotional intelligence of private school principals and the administrative performance of private schools.

Data Gathering Procedures

The process of data collection started with the preparation and approval stage, which involved obtaining permission from the concerned authorities. Institutional approvals were taken from the relevant school administrators to carry out the study on teachers. Furthermore, a survey questionnaire was prepared and validated by education and research methodology experts to ascertain its validity and efficiency.

The researcher then, began the data gathering process by selecting 16 private schools in Meycauayan City, Bulacan, ensuring a diverse representation of school sizes, administrative styles, and teaching environments. A total of 16 principals and 203 teachers were chosen as participants to provide meaningful insights into the study. The researcher utilized two validated tools: the Quick Emotional Intelligence Self-Assessment for principals and the Administrator Evaluation Questionnaire for teachers, both designed to capture relevant data effectively.

To ensure smooth implementation, the researcher coordinated with school administrators to obtain consent and schedule on-site visits. During these visits, the researcher personally distributed the surveys, provided clear instructions to participants, and addressed any questions they had.

The researcher collected the completed surveys in person, securely organized the data, and maintained confidentiality throughout the process. Data analysis involved the use of statistical tools to generate quantitative insights, enabling a comprehensive understanding of the relationship between principals' emotional intelligence and their administrative performance.



Figure 6. Data Gathering Procedure

Statistical Treatment of Data

By applying this statistical treatment, this underwent a thorough and deeper analysis of the relationship between emotional intelligence and administrative performance was conducted using the following statistical tools.

Weighted Mean. This was used to determine the level of emotional intelligence and administrative performance of private high school principals.

T-test and Analysis of Variance (ANOVA). These were used to test the difference in the level of emotional intelligence of private high school principals as assessed by themselves and their teachers, and the difference in the level of administrative performance of private high school principals as assessed by themselves and their teachers.

Pearson Product-Moment Correlation Coefficient (r). This was used to test the relationship between emotional intelligence and the administrative performance of private high school principals.

Chi-Square. This was used to determine whether there were significant associations between the demographic profiles of private high school principals and their levels of emotional intelligence and administrative performance. It assessed if variables such as age, sex, educational attainment, length of service, and training attendance were related to how principals performed or perceived their emotional competencies.

To facilitate the interpretation of the computed mean, the Likert Scale was used as follows:

For emotional intelligence:

Scale	Range	Descriptive Rating
4	3.26 – 4.00	Very High Extent (VHE)
3	2.51 – 3.25	High Extent (HE)
2	1.76 – 2.50	Moderate Extent (ME)
1	1.00 – 1.75	Low Extent (LE)

For administrative performance:

Scale	Range	Descriptive Rating
4	3.26 – 4.00	Outstanding Performance (OP)
3	2.51 – 3.25	Very Satisfactory (VS)
2	1.76 – 2.50	Satisfactory (S)
1	1.00 – 1.75	Needs Improvement (NI)

Ethical Considerations

In carrying out this research, the researcher placed great importance on upholding ethical standards to ensure that every participant was treated with dignity, respect, and care. From the earliest stages of planning through to data collection, analysis, and reporting, ethical considerations were woven into every step of the process. The researcher made sure that all procedures followed the guidelines set by the institution and adhered to widely accept ethical principles for conducting research involving the respondents.

This study adhered to strict ethical standards to ensure the rights, well-being, and confidentiality of all participants was respected throughout the research process. Respondents were fully informed of the study's purpose and procedures through an informed consent process. Principals, teachers, and other respondents received consent forms detailing the study's objectives, methods, potential risks and benefits, as well as the intended use of the data. Participation was entirely voluntary, and individuals had the right to withdraw at any time without facing any negative consequences.

Confidentiality and privacy were maintained by securely storing all collected data and replacing participant identifiers with codes or pseudonyms. Personal information, such as names and school affiliations, was not disclosed in any reports or publications. Anonymity was also ensured, with survey and interview responses anonymized so individual participants could not be identified. In cases where complete anonymity was not possible, robust confidentiality measures were in place.

The principle of non-maleficence, or “no harm,” was upheld by designing questionnaires and interviews to avoid causing physical, emotional, or psychological distress to participants. Questions were non-intrusive, and

respondents had the option to stop or withdraw if they experienced discomfort. Voluntary participation was emphasized throughout the study, ensuring participants understood they were free to decline participation or withdraw without repercussions.

To avoid conflicts of interest, the researcher maintained neutrality and objectivity, avoiding any personal, financial, or professional influences that could compromise the integrity of the study. Selection of participants and analysis of results were conducted without bias or undue influence from stakeholders. Transparency and honesty were also prioritized by providing participants with accurate and complete information about the study, its limitations, and any potential risks.

Data integrity was ensured by collecting, recording, and analysing data with accuracy and honesty. Results were not manipulated to fit preconceived outcomes, and appropriate statistical methods were used for analysis. Participants were offered a debriefing session after data collection to clarify any questions or concerns and, if appropriate, received a summary of the study's findings.

Finally, the study adhered to institutional and ethical guidelines set by relevant governing bodies. The research protocol was reviewed and approved by the appropriate ethics committee or institutional review board, and all processes complied with ethical standards for working with human subjects, ensuring integrity and credibility throughout the research.

RESULTS AND DISCUSSIONS

This chapter presented the results, analysis, and interpretations of to establish the relationship between the emotional intelligence of private school principals and their administrative performance.

Table 1.1: Profile of the Private High School Principals in Terms of Age

Age	Frequency	Percentage
Below 30 years old	1	6.3%
41–50 years old	7	43.8%
51 above	8	50%
Total	16	100%

Table 1.1 presents the profile of the private high school principals. In terms of age, among the 16 principals surveyed, fifty percent (50%) of the respondents, or eight (8) principals, were aged 51 and above. This was followed by the 41–50 years old age group, which included seven (7) principals or 43.8%. The lowest representation was from the age group below 30 years old, with only one (1) school principal, or 6.3%.

The data indicated the strong presence of senior administrators in private high schools. This result implied that private high school leadership was predominantly held by older individuals, which reflected a preference for experience in administrative positions.

Table 1.2: Profile of the Private High School Principals in Terms of Sex

Sex	Frequency	Percentage
Male	3	18.8%
Female	13	81.3%
Total	16	100%

As shown in Table 1.2, the profile of the private high school principals in terms of sex presents the distribution of the respondents. Out of 16 principals, the majority were female, comprising 13 principals or 81.3%, while male principals accounted for only 18.8% or 3 principals.

The data indicated a significant gender imbalance in favor of female leadership in private high schools. This result implied that women were more likely to hold principal positions in private high schools, which reflected existing trends in gender representation within the education sector or specific hiring practices in these institutions.

Table 1.3: Profile of the Private High School Principals in Terms of Educational Attainment

Educational Attainment	Frequency	Percentage
Bachelor's Degree	5	31.3%
Master's Degree	11	68.8%
Total	16	100%

Table 1.3 revealed the profile of the private high school principals in terms of educational attainment and academic qualifications. Among the 16 principals surveyed, the majority, or 11 principals, held a Master's Degree, accounting for 68.8%, while 31.3%, or 5 principals, were Bachelor's Degree holders. The data indicated that most principals had pursued graduate-level education.

This result implied that private high schools tended to appoint principals with advanced academic qualifications, reflecting institutional preferences for higher educational attainment in leadership roles.

Table 1.4: Profile of the Private High School Principals in Terms of Length of Service

Length of Service	Frequency	Percentage
1-5 years	7	43.8%
6-10 years	9	56.3%
Total	16	100%

As reflected in Table 1.4, the profile of the private high school principals in terms of length of service showed that out of 16 principals, the majority, or 9 (56.3%), had served for 6 to 10 years, while 43.8%, or 7 principals, had been in their early years of service within the 1 to 5 years bracket.

The results indicated that most principals had a moderate level of experience in their current roles. This implied that private high school principals generally had a solid foundation of experience, which contributed to their effectiveness in administrative leadership and decision-making.

Table 1.5: Profile of the Private High School Principals in Terms of Number of Training Sessions/ Seminars Attended Related to Administration in the Past 3 Years

Number of training sessions/seminars attended	Frequency	Percentage
0	3	18.8%
7to10	10	62.5%
11nabove	3	18.8%
Total	16	100%

The profile of the private high school principals in terms of the number of training sessions or seminars attended related to administration in the past three years is shown in Table 6. Ten, or 62.5%, of the principal respondents had attended 4 to 6 training sessions or seminars, while three (18.8%) had attended 1 to 3 sessions, and another three (18.8%) had no attendance at all.

This indicator suggested that while most principals were actively participating in training, a few had either not attended any or had limited exposure to such sessions.

This result implied that most private high school principals were moderately active in pursuing administrative training, which may have enhanced their leadership competencies and adaptability to evolving educational demands.

Table 2.1: Level of Emotional Intelligence of Private High School Principals as Rated by the Respondents as to Emotional Awareness

INDICATORS <i>The principal...</i>	School Principals		Teachers		Comparative Mean	
	WM	VI	WM	VI	WM	VI
1. I can reflect on my thoughts and emotions and evaluate their impact on my leadership decisions.	3.63	VHE	3.32	VHE	3.48	VHE
2. My emotions are clear to me during critical moments in school administration.	3.69	VHE	3.29	VHE	3.49	VHE
3. I recognize how my emotions influence my interactions with teachers and staff.	3.69	VHE	3.37	VHE	3.53	VHE
4. I am aware of how external events and challenges affect my emotional state.	3.56	VHE	3.42	VHE	3.49	VHE
5. I can anticipate how specific situations at work will influence my emotions.	3.56	VHE	3.44	VHE	3.5	VHE
6. I find it easy to identify and name the emotions I am experiencing.	3.34	VHE	3.52	VHE	3.43	VHE
7. I understand how my moods impact the overall morale of the school.	3.56	VHE	3.75	VHE	3.66	VHE
8. I can distinguish between my personal feelings and professional responsibilities when making decisions.	3.75	VHE	3.90	VHE	3.83	VHE
9. I am mindful of how my emotional state influences my effectiveness as a school leader.	3.75	VHE	3.43	VHE	3.59	VHE
10. Even during stressful situations, I am aware of my emotions and their triggers.	3.75	VHE	3.71	VHE	3.73	VHE
Average Weighted Mean	3.63	VHE	3.52	VHE	3.57	VHE

Legend:

3.26–4.00, Very High Extent (VHE); 1.76–2.50, Moderate Extent (ME);

2.51–3.25, High Extent (HE); 1.00–1.75, Low Extent (LE)

Table 2.1 presented the self- and teacher-assessed emotional awareness of school leaders. The total average weighted mean was 3.57, which fell under the verbal interpretation "Very High Extent" (VHE). This suggested that, overall, principals demonstrated a strong capacity for emotional awareness in their leadership roles. Among the ten indicators, the highest mean was 3.90 for the statement, "I could distinguish between my personal feelings and professional responsibilities when making decisions," while the lowest mean was 3.32 for the statement, "I could reflect on my thoughts and emotions and evaluate their impact on my leadership decisions." Despite the variation, both indicators still fell within the "Very High Extent" category.

These results implied that private high school principals were generally very adept at recognizing and managing their emotions in various contexts. This high level of emotional awareness likely enhanced their ability to lead effectively, make sound decisions, and maintain positive relationships within the school environment.

A study by Ramlah et al. (2023) found that emotional intelligence significantly influences teacher work behavior, highlighting that principals with high emotional intelligence foster more positive and productive school environments. This supports the idea that emotionally aware leadership contributes meaningfully to school success and teacher performance.

Table 2.2: Level of Emotional Intelligence of Private High School Principals as Rated by the Respondents as to Emotional Management

INDICATORS <i>The principal...</i>	School Principals		Teachers		Comparative Mean	
	WM	VI	WM	VI	WM	VI
1. I take responsibility for managing my emotional reactions in professional situations.	3.75	VHE	3.29	VHE	3.52	VHE
2. I set clear goals for myself as a leader and follow through to achieve them.	3.88	VHE	3.44	VHE	3.66	VHE
3. I maintain emotional balance even when facing administrative challenges.	3.75	VHE	3.41	VHE	3.58	VHE
4. I approach conflicts and challenges with patience and composure.	3.63	VHE	3.49	VHE	3.56	VHE
5. I can accept constructive feedback without reacting defensively.	3.38	VHE	3.47	VHE	3.43	VHE
6. I stay calm and collected, even during high-pressure situations in school administration.	3.50	VHE	3.44	VHE	3.47	VHE
7. I focus my energy on resolving issues rather than getting affected by those that don't concern me directly.	3.50	VHE	3.41	VHE	3.46	VHE
8. I can manage feelings of frustration or anger without letting them escalate.	3.50	VHE	3.23	HE	3.37	VHE

9. I avoid impulsive decisions that could negatively affect my role as a school principal.	3.50	VHE	3.39	VHE	3.45	VHE
10. I channel my energy into productive activities, such as professional development or hobbies, to maintain emotional well-being.	3.50	VHE	3.27	VHE	3.39	VHE
Average Weighted Mean	3.59	VHE	3.38	VHE	3.49	VHE

Legend:

3.26–4.00, Very High Extent (VHE); 1.76–2.50, Moderate Extent (ME);

2.51–3.25, High Extent (HE); 1.00–1.75, Low Extent (LE)

Table 2.2 presents the principals' self- and teacher-assessed ability to regulate and manage their emotions in professional settings. The available data showed consistently high ratings, with all listed indicators falling under the "Very High Extent" (VHE) category.

Among the indicators, the highest mean was 3.88 for the statement, "I set clear goals for myself as a leader and followed through to achieve them," while the lowest mean was 3.23 for "I managed feelings of frustration or anger without letting them escalate." Despite the slight variation, all responses reflected a very high level of emotional management.

These results implied that private high school principals demonstrated strong emotional regulation skills, which were essential for effective leadership, particularly in handling stress, conflict, and decision-making in school administration.

Wu (2023) conducted a study examining the relationship between the emotional intelligence of school principals, psychological climate, and teacher motivation. The findings revealed strong positive correlations among these variables, particularly between emotional intelligence and psychological climate, which were significant predictors of teacher motivation. The study emphasized the importance of principals enhancing their emotional intelligence to foster a positive school environment

Table 2.3: Level of Emotional Intelligence of Private High School Principals as Rated by the Respondents as to Social Emotional Awareness

INDICATORS <i>The principal...</i>	School Principals		Teachers		Comparative Mean	
	WM	VI	WM	VI	WM	VI
1. I consider how my administrative decisions affect my teachers, staff, and students.	3.87	VHE	3.23	HE	3.55	VHE
2. I can easily sense when my team members are becoming frustrated or disengaged.	3.56	VHE	3.39	VHE	3.48	VHE
3. I recognize shifts in the emotional state of my colleagues and staff.	3.44	VHE	3.27	VHE	3.36	VHE
4. I provide empathy and support when delivering difficult news to my team.	3.69	VHE	3.46	VHE	3.58	VHE
5. I can generally understand the feelings and perspectives of others in the school community.	3.56	VHE	3.23	HE	3.40	VHE

6. My staff and colleagues feel comfortable sharing personal or professional concerns with me.	3.38	VHE	3.39	VHE	3.39	VHE
7. I find it difficult to ignore the struggles or challenges of others in the school environment.	3.38	VHE	3.27	VHE	3.33	VHE
<i>Continuation of table 9</i>	3.69	VHE	3.46	VHE	3.58	VHE
8. I can discern the right moments to address sensitive topics and when to hold back.						
9. I genuinely care about the well-being of my teachers, staff, and students.	3.69	VHE	3.16	HE	3.43	VHE
10. I remain flexible and understanding when others' plans or priorities change unexpectedly.	3.81	VHE	3.25	HE	3.53	VHE
Average Weighted Mean	3.61	VHE	3.31	VHE	3.46	VHE

Legend:

3.26–4.00, Very High Extent (VHE); 1.76–2.50, Moderate Extent (ME);

2.51–3.25, High Extent (HE); 1.00–1.75, Low Extent (LE)

Table 2.3 presents the perceptions of principals and teachers regarding the principals' ability to understand and respond to the emotions of others. While the exact average weighted mean was not provided, the individual indicator scores suggested that principals generally demonstrated a "Very High Extent" (VHE) of social-emotional awareness. Among the indicators, the highest mean was 3.87 for the statement, "I considered how my administrative decisions affected my teachers, staff, and students," reflecting a strong sense of empathy and concern. The lowest mean was 3.16 for "I genuinely cared about the well-being of my teachers, staff, and students," which fell under the "High Extent" (HE) category.

These results implied that private high school principals were generally effective in recognizing and responding to the emotional needs of their school community. Their ability to empathize, offer support, and remain aware of others' emotional states likely contributed to a more inclusive and responsive school environment.

A related study by Gonzales (2022) emphasizes that emotional intelligence, particularly in the context of school leadership, plays a vital role in fostering collective leadership and building strong connections within the school community. The study highlights how emotionally intelligent leaders are better equipped to manage relationships and support the emotional well-being of their staff and students.

Table 2.4: Level of Emotional Intelligence of Private High School Principals as Rated by the Respondents as to Relationship Management

INDICATORS <i>The principal...</i>	School Principals		Teachers		Comparative Mean	
	WM	VI	WM	VI	WM	VI
1. I build trust and strong connections with my teachers, staff, and students.	3.63	VHE	3.23	HE	3.43	VHE

2. I foster an environment where my team feels safe to express their thoughts and concerns.	3.50	VHE	3.39	VHE	3.45	VHE
3. I can effectively share my feelings and ideas to inspire collaboration.	3.56	VHE	3.27	VHE	3.42	VHE
4. I am skilled at motivating my team to achieve school goals.	3.25	HE	3.46	VHE	3.36	VHE
5. I maintain a positive and encouraging demeanor, even during challenging situations.	3.94	VHE	3.16	HE	3.55	VHE
6. I find it easy to establish professional relationships with new staff or stakeholders.	3.75	VHE	3.23	HE	3.49	VHE
7. My team and colleagues view me as approachable and supportive.	3.38	VHE	3.39	VHE	3.39	VHE
8. I take pride in mentoring and helping others develop their skills.	3.75	VHE	3.27	VHE	3.51	VHE
9. Teachers and staff can depend on me for guidance and support when needed.	4.00	VHE	3.46	VHE	3.73	VHE
10. I am able to calm and reassure others when they are distressed or upset.	3.75	VHE	3.16	HE	3.46	VHE
Average Weighted Mean	3.65	VHE	3.30	VHE	3.48	VHE

Legend:

3.26–4.00, Very High Extent (VHE); 1.76–2.50, Moderate Extent (ME);

2.51–3.25, High Extent (HE); 1.00–1.75, Low Extent (LE)

Table 2.4 presents the assessment of principals' emotional intelligence, particularly in how they managed relationships within their school communities. The total average of the mean scores across all indicators was 3.48, which corresponded to a "Very High Extent" (VHE) in verbal interpretation. This indicated that, overall, the principals demonstrated a strong ability to manage relationships effectively, fostering a positive and collaborative school environment.

Among the indicators, the highest mean score was recorded for the statement, "Teachers and staff could depend on me for guidance and support when needed," with a mean of 4.00, interpreted as "Very High Extent" (VHE). This suggested that trust-building was a particularly strong area for the principals. On the other hand, the lowest mean score was observed in two indicators: "I maintained a positive and encouraging demeanor, even during challenging situations," and "I was able to calm and reassure others when they were distressed or upset," both with a mean of 3.16, still interpreted as "High Extent" (HE).

This implied that while adaptability was present, it may have been a relative area for growth compared to other relationship management skills. The results suggested that private high school principals were generally effective in managing relationships, especially in building trust and open communication. However, the slightly lower scores in adaptability under pressure indicated a potential need for targeted professional development in stress management and resilience. Strengthening this area could have further enhanced their leadership effectiveness, particularly in dynamic or crisis.

A systematic review by Gómez-Leal et al. (2022) found that emotional intelligence is a key component of effective school leadership. The review emphasized that self-awareness, self-management, and empathy are

among the most critical competencies. Importantly, the ability to build trusting relationships was shown to significantly contribute to teacher satisfaction and performance.

Table 3.1: Level of Administrative Performance of Private High School Principals as Rated by the Respondents as to General Administration

INDICATORS <i>The principal...</i>	School Principals		Teachers		Comparative Mean	
	WM	VI	WM	VI	WM	VI
1. Employs administrative actions that are guided by professional values, goals, and emotional intelligence principles.	3.56	OP	3.48	OP	3.52	OP
2. Makes logical, sound, and emotionally aware decisions.	3.44	OP	3.13	VS	3.29	OP
3. Addresses issues promptly, effectively, and with emotional sensitivity.	3.31	OP	3.10	VS	3.21	VS
4. Implements appropriate strategies to achieve objectives, considering the emotional well-being of staff and students.	3.63	OP	3.33	OP	3.48	OP
5. Accepts responsibility to facilitate programs and creates emotionally supportive environments for implementation.	3.56	OP	3.33	OP	3.45	OP
6. Seeks advice, considers divergent opinions, and demonstrates empathy in collaborative decision-making.	3.63	OP	3.23	VS	3.43	OP
Average Weighted Mean	3.52	OP	3.27	OP	3.40	OP

Legend:

3.26–4.00, Outstanding Performance (OP); 2.51–3.25, Very Satisfactory (VS);

1.76–2.50, Satisfactory (S); 1.00–1.75, Needs Improvement (NI)

Table 3.1 presents how principals evaluated their administrative competencies, particularly about general administration. The indicators reflected a blend of professional values, decision-making, responsiveness, staff support, and emotional intelligence. The exact average weighted mean was clearly stated as 3.40. The individual mean scores suggested a consistent level of performance, with all indicators falling within the "Outstanding Performance" (OP) range.

Among the indicators, the highest mean score was 3.63, attributed to the statements, "Implemented appropriate strategies to achieve objectives, considering the emotional well-being of staff and students," and "Sought advice, considered divergent opinions, and demonstrated empathy in collaborative decision-making." This suggested that principals strongly aligned their administrative actions with core values and emotional intelligence. Conversely, the lowest mean score was 3.10, associated with the indicator, "Addressed issues promptly, effectively, and with emotional sensitivity." While still rated as "Very Outstanding" (VO), this area may have benefited from further development to enhance program facilitation and emotional support.

The results implied that principals generally perceived themselves as effective administrators, particularly in value-driven leadership and emotionally intelligent decision-making. However, the relatively lower score in

program facilitation and emotional support indicated a potential area for growth. Strengthening this aspect could have led to more inclusive and emotionally responsive school environments.

This aligns with the findings of Angwaomaodoko (2024), who emphasized that emotional intelligence, particularly self-awareness, empathy, and social skills, is essential for effective school leadership and administration. His study highlights that emotionally intelligent leaders are better equipped to foster a positive school climate, improve decision-making, and enhance communication and conflict resolution among staff.

Table 3.2: Level of Administrative Performance of Private High School Principals as Rated by the Respondents as to Personnel Management

INDICATORS <i>The principal...</i>	School Principals		Teachers		Comparative Mean	
	WM	VI	WM	VI	WM	VI
1. Recruits qualified personnel while fostering an emotionally supportive and inclusive selection process.	3.44	OP	3.32	OP	3.38	OP
2. Conducts objective, fair, and emotionally considerate evaluations of performance and accomplishments.	3.50	OP	3.39	OP	3.45	OP
3. Promotes and facilitates professional development by recognizing and addressing individual emotional and professional growth needs.	3.50	OP	3.27	OP	3.39	OP
4. Demonstrates respect and empathy in all interactions with personnel.	3.63	OP	3.46	OP	3.55	OP
5. Mentor's personnel, providing emotional support and guidance to help them attain promotion.	3.38	OP	3.16	VS	3.27	OP
6. Manages personnel promotions and recognitions with fairness and emotional sensitivity to foster morale and motivation.	3.50	OP	3.25	OP	3.38	OP
Average Weighted Mean	3.49	OP	3.31	OP	3.40	OP

Legend:

3.26–4.00, Outstanding Performance (OP); 2.51–3.25, Very Satisfactory (VS);

1.76–2.50, Satisfactory (S); 1.00–1.75, Needs Improvement (NI)

Table 3.2 presents how principals perceived their effectiveness in managing school personnel. The indicators reflected practices such as recruitment, evaluation, professional development, empathy, mentoring, and recognition, all framed within the context of emotional intelligence. The exact average weighted mean was 3.40, rated as "Outstanding Performance" (OP). The individual scores suggested that most indicators fell within the Outstanding Performance range, with a few rated as "Very Satisfactory" (VS).

Among the indicators, the highest mean score was 3.63, attributed to the item, "Demonstrated respect and empathy in all interactions with personnel." The results suggested that principals were confident in their ability to evaluate and support the growth of their staff. In contrast, the lowest mean score was 3.16, attributed to the indicator, "Mentored personnel, providing emotional support and guidance to help them attain promotion." This indicated a potential area for improvement in how principals handled recognition and advancement, particularly in terms of emotional responsiveness and fairness.

The results implied that while principals generally viewed themselves as effective in personnel management, there was a need to strengthen emotionally intelligent practices in mentoring and recognition. Enhancing these areas could have led to more motivated and supported staff, contributing to a more positive school culture.

The findings revealed a strong link between these competencies and successful school leadership. Notably, the research highlighted the value of professional development, fair and empathetic evaluations, and emotionally intelligent leadership. These insights align closely with the indicators in the table, such as mentoring staff, conducting fair evaluations, and fostering an emotionally supportive recruitment process (Manafa, 2020).

Table 3.3: Level of Administrative Performance of Private High School Principals as Rated by the Respondents as to Budget and Resource Management

INDICATORS <i>The principal...</i>	School Principals		Teachers		Comparative Mean	
	WM	VI	WM	VI	WM	VI
1. Manages and maintains facilities effectively while considering the emotional and physical needs of stakeholders.	3.31	OP	3.20	VS	3.26	OP
2. Implements and accomplishes improvements that enhance both functionality and the overall well-being of the school community.	3.50	OP	3.27	OP	3.39	OP
3. Prepares and administers the budget with transparency and emotional sensitivity to the priorities of staff, students, and parents.	3.31	OP	3.28	OP	3.30	OP
4. Uses funds efficiently and effectively, ensuring decisions reflect fairness and consideration of the emotional impact on stakeholders.	3.50	OP	3.33	OP	3.42	OP
5. Allocates funding fairly to support programs that promote both academic success and emotional well-being.	3.44	OP	3.16	VS	3.3	OP
6. Pursues and secures additional funding for the school, effectively communicating the emotional and educational benefits to potential donors or funding bodies.	3.50	OP	3.17	VS	3.34	OP
Average Weighted Mean	3.43	OP	3.23	VS	3.34	OP

Legend:

3.26–4.00, Outstanding Performance (OP); 2.51–3.25, Very Satisfactory (VS);

1.76–2.50, Satisfactory (S); 1.00–1.75, Needs Improvement (NI)

Table 3.3 presents how principals evaluated their effectiveness in managing school finances and resources. The indicators reflected practices such as facility management, budget transparency, fair allocation of funds, and emotionally sensitive decision-making. The average weighted mean was 3.34, which fell under the "Outstanding Performance" (OP) category, indicating a generally high level of administrative competence in this area.

Among the indicators, the highest mean score was 3.50, which was shared by three statements: "Implemented and accomplished improvements that enhanced both functionality and the overall well-being of the school community," "Used funds efficiently and effectively, ensuring decisions reflected fairness and consideration of the emotional impact on stakeholders," and "Pursued and secured additional funding for the school, effectively

communicating the emotional and educational benefits to potential donors or funding bodies.” This suggested that principals were confident in their ability to advocate for the school’s needs.

In contrast, the lowest mean score was 3.16, associated with the indicator, “Allocated funding fairly to support programs that promoted both academic success and emotional well-being.” While this fell within the "Very Satisfactory" (VS) range, it indicated an area that might have benefited from further development to enhance fairness and emotional sensitivity in financial decisions.

The results implied that principals were generally effective in managing resources, particularly in securing funding and maintaining facilities. However, there was room for improvement in ensuring that financial decisions were made with greater emotional awareness and fairness.

Daerefamama (2022) conducted a study examining the relationship between fund management, planning strategies, and principals’ effective administration in public senior secondary schools in Rivers State, Nigeria. The findings revealed a positive correlation between effective fund management and administrative performance. The study emphasized the importance of transparency, fairness in fund allocation, and strategic financial planning—elements that directly support the indicators in your table, such as transparent budgeting, fair allocation of resources, and securing additional funding to support emotional and academic well-being (Daerefamama, 2022).

Table 3.4: Level of Administrative Performance of Private High School Principals as Rated by the Respondents as to Academic Program Management

INDICATORS <i>The principal...</i>	School Principals		Teachers		Comparative Mean	
	WM	VI	WM	VI	WM	VI
1. Ensures the curriculum meets educational standards while addressing the emotional and developmental needs of students.	3.75	OP	3.57	OP	3.66	OP
2. Facilitates fair and emotionally considerate teaching assignments to promote staff satisfaction and collaboration.	3.69	OP	3.29	OP	3.49	OP
3. Supports student recruitment and retention by fostering an emotionally welcoming and inclusive school environment.	3.69	OP	3.44	OP	3.57	OP
4. Facilitates student advising and progress with empathy and attention to their academic and emotional well-being.	3.69	OP	3.41	OP	3.55	OP
5. Promotes teaching excellence by encouraging professional growth and fostering a supportive and emotionally engaging learning environment.	3.69	OP	3.49	OP	3.59	OP
6. Facilitates student activities that enhance both personal development and a sense of emotional belonging within the school community.	3.69	OP	3.47	OP	3.58	OP
Average Weighted Mean	3.70	OP	3.45	OP	3.57	OP

Legend:

3.26–4.00, Outstanding Performance (OP); 2.51–3.25, Very Satisfactory (VS);

1.76–2.50, Satisfactory (S); 1.00–1.75, Needs Improvement (NI)

Table 3.4 presents how principals perceived their effectiveness in managing academic programs. The indicators reflected practices such as curriculum alignment, emotionally considerate teaching strategies, inclusive environments, and support for both staff and students. The available data showed that all listed indicators fell within the "Outstanding Performance" (OP) range, with a mean score of 3.57, indicating a strong self-assessment of competence in academic leadership.

The highest mean score was 3.75, attributed to the indicator, "Ensured the curriculum met educational standards while addressing the needs and interests of students." This suggested that principals prioritized curriculum quality and student-centered learning. The lowest among the listed scores was 3.29, associated with "Facilitated fair and emotionally considerate teaching assignments to promote staff satisfaction and collaboration." While still within the OP range, this area may have benefited from further enhancement to strengthen inclusivity and emotional engagement.

The results implied that principals viewed themselves as highly effective in managing academic programs, particularly in aligning the curriculum with standards and fostering emotionally supportive environments. However, there was still room to deepen efforts in inclusivity and emotional connection, especially in student recruitment and retention.

McBrayer et al. (2020) conducted a quantitative study exploring how instructional leadership practices influence school leaders' self-efficacy. The study found that practices such as supervising instruction, monitoring student progress, and coordinating curriculum significantly predicted leadership self-efficacy. These findings support the indicators in your table, such as ensuring curriculum quality, promoting teaching excellence, and fostering inclusive learning environments. The study emphasizes that emotionally intelligent and instructional-focused leadership contributes to both academic success and student well-being (McBrayer et al., 2020)

Table 4.1: Test of Association on The Level of Emotional Intelligence of Private High School Principals When Grouped According to Age

VARIABLES	Chi square Value	P Value	Decision	VI
Emotional Awareness	0.14	0.88	Accept the null Ho	Not Significant
Emotional Management	0.28	0.76	Accept the null Ho	Not Significant
Social Emotional Awareness	0.34	0.72	Accept the null Ho	Not Significant
Relationship Management	0.82	0.46	Accept the null Ho	Not Significant
Overall	0.24	0.79	Accept the null Ho	Not Significant

The results of Table 4.1 revealed the findings of the test of significant association in the level of emotional intelligence of private high school principals when grouped according to age across four key domains: emotional awareness, emotional management, social emotional awareness, and relationship management, as shown by the chi square value of 0.24 and p-value of 0.79.

Overall, there was no significant association in the level of emotional intelligence of private high school principals when grouped according to age; thus, the null hypothesis was accepted. The p-values obtained were higher than the five percent level of significance, with emotional awareness (chi square = 0.14; $p = 0.88$), emotional management (chi square = 0.28; $p = 0.76$), social emotional awareness (chi square = 0.34; $p = 0.72$), and relationship management (chi square = 0.82; $p = 0.46$).

These results indicated that the age of private high school principals did not influence their emotional intelligence.

These findings contradict the results of the study by Prummer et al. (2024), who found that emotional intelligence development in leaders is more strongly influenced by mentoring and organizational context than by demographic factors such as age. Their study emphasized that structured mentoring, particularly peer group

mentoring, significantly enhances emotional competencies like empathy, regulation, and awareness, regardless of the leader's age.

Table 4.2: Test of Association on the Level of Emotional Intelligence of Private High School Principals When Grouped According to Sex

VARIABLES	Chi square Value	P Value	Decision	VI
Emotional Awareness	2.55	0.13	Accept the null Ho	Not Significant
Emotional Management	0.82	0.38	Accept the null Ho	Not Significant
Social Emotional Awareness	0.50	0.83	Accept the null Ho	Not Significant
Relationship Management	0.03	0.86	Accept the null Ho	Not Significant
Overall	2.63	0.13	Accept the null Ho	Not Significant

The results of Table 4.2 revealed the findings of the test of significant association in the level of emotional intelligence of private high school principals when grouped according to sex across four key domains: emotional awareness, emotional management, social emotional awareness, and relationship management, as shown by the chi square value of 2.63 and p-value of 0.13.

As a whole, there was no significant association in the level of emotional intelligence of private high school principals when grouped according to sex; thus, the null hypothesis was accepted. The p-values obtained were higher than the five percent level of significance, with emotional awareness (chi square = 2.55; $p = 0.13$), emotional management (chi square = 0.82; $p = 0.38$), social emotional awareness (chi square = 0.50; $p = 0.83$), and relationship management (chi square = 0.03; $p = 0.86$).

These results indicated that sex did not influence the level of emotional intelligence of private high school principals.

This finding is supported by the study of Fernández-Berrocal and Extremera (2023), who concluded that while emotional intelligence may vary slightly across individuals, sex is not a consistent predictor of emotional intelligence in professional settings. Their research emphasized that emotional intelligence is more strongly shaped by training, experience, and organizational culture than by biological or demographic factors.

Table 4.3: Test of Association on The Level of Emotional Intelligence of Private High School Principals When Grouped According to Educational Attainment

VARIABLES	Chi square Value	P Value	Decision	VI
Emotional Awareness	1.27	0.28	Accept the null Ho	Not Significant
Emotional Management	2.17	0.16	Accept the null Ho	Not Significant
Social Emotional Awareness	0.26	0.62	Accept the null Ho	Not Significant
Relationship Management	0.02	0.90	Accept the null Ho	Not Significant
Overall	1.46	0.25	Accept the null Ho	Not Significant

Table 4.3 showed the results of the test of significant association in the level of emotional intelligence of private high school principals when grouped according to educational attainment across four key domains: emotional awareness, emotional management, social emotional awareness, and relationship management, as indicated by the chi square value of 1.46 and p-value of 0.25.

Generally, there was no significant association in the level of emotional intelligence of private high school principals when grouped according to educational attainment; thus, the null hypothesis was accepted. The p-

values obtained were higher than the five percent level of significance, with emotional awareness (chi square = 1.27; $p = 0.28$), emotional management (chi square = 2.17; $p = 0.16$), social emotional awareness (chi square = 0.26; $p = 0.62$), and relationship management (chi square = 0.02; $p = 0.90$).

The results implied that educational attainment did not influence the level of emotional intelligence of private high school principals. This may have suggested that emotional intelligence was shaped more by personal experiences, professional development, and contextual factors rather than formal academic qualifications.

This finding supports the result of the study of Prummer et al. (2024), who found that emotional intelligence in educational leaders is more effectively developed through mentoring and organizational support than through educational attainment alone. Their study emphasized that peer group mentoring, in particular, significantly enhances emotional competencies such as empathy, regulation, and awareness, regardless of academic background.

Table 4.4: Test of Association on The Level of Emotional Intelligence of Private High School Principals When Grouped According to Length of Service

VARIABLES	Chi square Value	P Value	Decision	VI
Emotional Awareness	1.00	0.33	Accept the null Ho	Not Significant
Emotional Management	0.01	0.98	Accept the null Ho	Not Significant
Social Emotional Awareness	2.10	0.17	Accept the null Ho	Not Significant
Relationship Management	0.14	0.71	Accept the null Ho	Not Significant
Overall	0.52	0.48	Accept the null Ho	Not Significant

Table 4.4 showed the results of the test of significant association in the level of emotional intelligence of private high school principals when grouped according to length of service across four key domains: emotional awareness, emotional management, social emotional awareness, and relationship management, as indicated by the chi square value of 0.52 and p-value of 0.48.

As a whole, when grouped according to length of service, there was no significant association in the level of emotional intelligence of private high school principals; thus, the null hypothesis was accepted. The p-values obtained were higher than the five percent level of significance, with emotional awareness (chi square = 1.00; $p = 0.33$), emotional management (chi square = 0.01; $p = 0.98$), social emotional awareness (chi square = 2.10; $p = 0.17$), and relationship management (chi square = 0.14; $p = 0.71$).

The results implied that emotional intelligence among private high school principals was not significantly influenced by the length of their service. This suggested that emotional intelligence might have been more closely tied to individual traits, training, and leadership development opportunities rather than simply the accumulation of years in the profession.

This result supports the findings of the study of Snedden (2024), whose action research found that developing emotional intelligence in school leaders, through targeted interventions and coaching, led to improvements in staff job satisfaction, school climate, and student achievement, regardless of the leaders' length of service

Table 4.5: Test of Association on the Level of Emotional Intelligence of Private High School Principals When Grouped According to Number of Trainings/Seminars Attended

VARIABLES	Chi square Value	P Value	Decision	VI
Emotional Awareness	2.14	0.16	Accept the null Ho	Not Significant
Emotional Management	2.12	0.16	Accept the null Ho	Not Significant

Social Emotional Awareness	2.04	0.17	Accept the null Ho	Not Significant
Relationship Management	0.36	0.71	Accept the null Ho	Not Significant
Overall	3.47	0.62	Accept the null Ho	Not Significant

As shown in Table 4.5, the results of the test of significant association in the level of emotional intelligence of private high school principals when grouped according to the number of trainings or seminars attended across four key domains—emotional awareness, emotional management, social emotional awareness, and relationship management—revealed the acceptance of the null hypothesis, as indicated by the chi square value of 3.47 and p-value of 0.62.

As a whole, when grouped according to the number of trainings or seminars attended, there was no significant association in the level of emotional intelligence of private high school principals; thus, the null hypothesis was accepted. The p-values obtained were higher than the five percent level of significance, with emotional awareness (chi square= 2.14; p = 0.16), emotional management (chi square = 2.12; p =0.16), social emotional awareness (chi square = 2.04; p = 0.17), and relationship management (chi square = 0.36; p = 0.71).

The results implied that attending more training or seminars did not necessarily lead to higher emotional intelligence among private high school principals. This suggested that the quality, relevance, and depth of the training might have been more important than the quantity, and that emotional intelligence may have been better developed through targeted, reflective, and experiential learning approaches.

This finding is supported by Zan Li, Xinlin Li, and Junjun Chen (2025), who conducted a bibliometric review of emotional intelligence research in education. Their study concluded that while professional development is important, emotional intelligence is more effectively cultivated through sustained, context-specific learning and reflective practice than through the number of seminars attended.

Table 5: Test of Significant Difference on the Responses of The Respondents on Their Level of Emotional Intelligence as Assessed by The Two Groups

VARIABLES	F Value	P Value	Decision	VI
Emotional Awareness	7.29	0.07	Accept the null Ho	Not Significant
Emotional Management	8.29	<0.04	Reject the null Ho	Significant
Social Emotional Awareness	17.72	<0.01	Reject the null Ho	Significant
Relationship Management	22.19	<0.01	Reject the null Ho	Significant
Overall	15.67	<0.01	Reject the null Ho	Significant

Table 5 revealed the results of the test of significant association in the responses of the respondents regarding their level of emotional intelligence as assessed by two groups across four key domains: emotional awareness, emotional management, social emotional awareness, and relationship management, as indicated by the chi square value of 15.67 and p value of 0.01.

Three out of the four key domains obtained p-values smaller than the five percent level of significance: emotional management (p = 0.04), social emotional awareness (p = 0.01), and relationship management (p = 0.01); thus, the null hypothesis was rejected for these domains. Only emotional awareness exhibited a p-value of 0.07, which was higher than the 5% level of significance; therefore, the null hypothesis was accepted for this domain. As a whole, there was a significant association in the level of emotional intelligence of private high school principals based on the assessments of the principals themselves and their teachers. The results implied that the perceived level of emotional intelligence of private high school principals differed between the principals' self-assessments and the assessments made by their teachers.

A 2022 study by Jeanne Ho and Trivina Kang explored the dynamics between principals and vice-principals in Singaporean schools, emphasizing the importance of relationship management in school leadership. The study found that effective collaboration, trust-building, and shared leadership responsibilities between principals and their deputies significantly enhanced school operations and leadership effectiveness. These findings underscore the critical role of relationship management in administrative performance (Ho & Kang, 2022).

Table 6.1: Test of Association on the Level of Administrative Performance of Private High School Principals When Grouped According to Age

VARIABLES	Chi square Value	P Value	Decision	VI
General Administration	1.13	0.35	Accept the null Ho	Not Significant
Personnel Management	0.74	0.50	Accept the null Ho	Not Significant
Budget and Resource Management	0.73	0.50	Accept the null Ho	Not Significant
Academic Program Management	1.24	0.32	Accept the null Ho	Not Significant
Overall	0.93	0.42	Accept the null Ho	Not Significant

As indicated in table 6.1, the results on the test of significant association on the level of level of administrative performance of private high school principals when grouped according to age across four key domains: general administration, personnel management, budget and resource management and academic program management revealed the acceptance of the null hypothesis as shown by the chi square value of 0.93 and p value of 0.42.

In summary, when grouped according to age of private high school principals, the results indicate that there is no significant association with their level of administrative performance, thus, the null hypothesis is accepted. The p values obtained are higher than the five percent level of significance, with general administration (chi square=1.13; p =0.35); personnel management (chi square=0.74; p =0.50); budget and resource management (chi square=0.73; p =0.50); and academic program management (chi square=1.24; p =0.32). This indicates that age does not have a statistically significant association with administrative performance. The results imply that the administrative performance of private high school principals is not significantly influenced by their age. This suggests that leadership effectiveness may be more closely tied to professional development, leadership style, and emotional intelligence rather than chronological age.

According to Dooshima (2024), who found that emotional intelligence, rather than age, is a stronger predictor of leadership effectiveness. In her study on university administrators, emotional intelligence was shown to significantly impact team performance and leadership outcomes, highlighting that age alone does not determine administrative capability.

Table 6.2: Test of Association on the Level of Administrative Performance of Private High School Principals When Grouped According to Sex

VARIABLES	Chi square Value	P Value	Decision	VI
General Administration	1.54	0.24	Accept the null Ho	Not Significant
Personnel Management	3.87	0.07	Accept the null Ho	Not Significant
Budget and Resource Management	3.70	0.08	Accept the null Ho	Not Significant
Academic Program Management	40.75	0.001	Reject the null Ho	Significant
Overall	3.61	0.08	Accept the null Ho	Not Significant

As shown in Table 6.2, the results of the test of significant association in the level of administrative performance of private high school principals when grouped according to sex across four key domains—general administration, personnel management, budget and resource management, and academic program management—revealed the acceptance of the null hypothesis, as indicated by the chi square value of 3.61 and p value of 0.08.

It was also observed that the domain of academic program management indicated a p-value of 0.001, which was lower than the five percent level of significance, thereby rejecting the null hypothesis for this domain. In summary, when grouped according to sex, the results indicated that there was no significant association in the overall level of administrative performance of private high school principals; thus, the null hypothesis was accepted. The p-values obtained were higher than the five percent level of significance in the following three domains: general administration (chi square= 1.54; p = 0.24), personnel management (chi square= 3.87; p = 0.07), and budget and resource management (chi square = 3.70; p = 0.08).

The results implied that while sex did not generally affect administrative performance, it may have played a role in specific areas such as academic program management. This could have reflected differences in leadership style, communication, or instructional priorities between male and female principals, warranting further investigation and support for gender-responsive leadership development.

According to Balti and Karoui Zouaoui (2024), who found that emotional intelligence significantly influences adaptive performance in leadership, and that gender dynamics can shape how emotional intelligence is expressed and perceived in organizational settings. Their study emphasized the mediating role of leadership climate in translating emotional intelligence into effective performance outcomes.

Table 6.3: Test of Association on the Level of Administrative Performance of Private High School Principals When Grouped According to Educational Attainment

VARIABLES	F Value	P Value	Decision	VI
General Administration	0.08	0.78	Accept the null Ho	Not Significant
Personnel Management	0.43	0.52	Accept the null Ho	Not Significant
Budget and Resource Management	1.90	0.19	Accept the null Ho	Not Significant
Academic Program Management	0.31	0.59	Accept the null Ho	Not Significant
Overall	0.23	0.64	Accept the null Ho	Not Significant

Table 6.3 showed the results of the test of significant association in the level of administrative performance of private high school principals when grouped according to educational attainment across four key domains: general administration, personnel management, budget and resource management, and academic program management. The results revealed the acceptance of the null hypothesis, as indicated by the obtained p-value of 0.64 and chi-square value of 0.23.

As a whole, when grouped according to educational attainment, the results indicated that there was no significant difference in the level of administrative performance of private high school principals; thus, the null hypothesis was accepted. The p-values obtained were higher than the five percent level of significance in the following domains: general administration (chi square = 0.08; p = 0.78), personnel management (chi square = 0.43; p = 0.52), budget and resource management (chi square= 1.90; p = 0.19), and academic program management (chi square = 0.31; p = 0.59).

This suggested that regardless of whether a principal held a bachelor's, master's, or doctoral degree, their performance in administrative roles remained statistically similar. The results implied that educational attainment alone was not a determining factor in the administrative effectiveness of private high school principals. Other

factors such as leadership experience, professional development, and institutional support may have played a more significant role in shaping administrative performance.

This finding is supported by a study published in Educational Management Administration & Leadership, which emphasizes that while principals are central to school improvement, their impact is often indirect and mediated through teachers and school culture rather than solely through their academic qualifications. The study highlights that effective leadership practices and contextual adaptability are more critical than formal educational attainment in determining a principal's success (Bush, 2022).

Table 6.4: Test of Association on the Level of Administrative Performance of Private High School Principals When Grouped According to Length of Service

VARIABLES	Chi square Value	P Value	Decision	VI
General Administration	3.97	0.07	Accept the null Ho	Not Significant
Personnel Management	0.20	0.66	Accept the null Ho	Not Significant
Budget and Resource Management	0.12	0.73	Accept the null Ho	Not Significant
Academic Program Management	1.51	0.23	Accept the null Ho	Not Significant
Overall	1.08	0.32	Accept the null Ho	Not Significant

Table 6.4 shows the results of the test of significant association in the level of administrative performance of private high school principals when grouped according to length of service across four key domains: general administration, personnel management, budget and resource management, and academic program management. The results revealed the acceptance of the null hypothesis, as indicated by the obtained p-value of 0.32 and chi-square value of 1.08.

As a whole, when grouped according to length of service, the results indicated that there was no significant association in the level of administrative performance of private high school principals; thus, the null hypothesis was accepted. The p-values obtained were higher than the five percent level of significance in the following domains: general administration (chi square = 3.97; $p = 0.07$), personnel management (chi square = 0.20; $p = 0.66$), budget and resource management (chi square = 0.12; $p = 0.73$), and academic program management (chi square = 1.51; $p = 0.23$).

This suggested that whether a principal had served for a few years or several decades, their administrative performance remained statistically similar across the evaluated domains. The results implied that the length of service did not significantly affect the administrative performance of private high school principals. This may have indicated that experience alone did not guarantee higher effectiveness in administrative roles. Instead, other factors such as leadership training, adaptability, and professional development may have played more crucial roles in shaping a principal's performance.

This conclusion is supported by a study published in Educational Assessment, Evaluation and Accountability, which found that leadership style—particularly distributed leadership—had a more consistent and significant impact on school climate and organizational quality than tenure or formal qualifications. The study emphasized that effective leadership practices and shared responsibility are more influential in shaping school outcomes than the number of years served.

Table 6.5: Test of Association on the Level of Administrative Performance of Private High School Principals When Grouped According to Numbers of Trainings/Seminars Attended

VARIABLES	Chi square Value	P Value	Decision	VI
General Administration	0.01	0.99	Accept the null Ho	Not Significant

Personnel Management	1.48	0.26	Accept the null Ho	Not Significant
Budget and Resource Management	1.02	0.39	Accept the null Ho	Not Significant
Academic Program Management	0.77	0.48	Accept the null Ho	Not Significant
Overall	0.35	0.71	Accept the null Ho	Not Significant

Table 6.5 shows the results of the test of significant association in the level of administrative performance of private high school principals when grouped according to the number of trainings/seminars attended across four key domains: general administration, personnel management, budget and resource management, and academic program management. The results revealed the acceptance of the null hypothesis, as indicated by the obtained p-value of 0.71 and chi-square value of 0.35.

As a whole, when grouped according to the number of trainings or seminars attended, the results indicated that there was no significant difference in the level of administrative performance of private high school principals; thus, the null hypothesis was accepted. The p-values obtained were higher than the five percent level of significance in the following domains: general administration (chi square = 0.01; $p = 0.99$), personnel management (chi square = 1.48; $p = 0.26$), budget and resource management (chi square = 1.02; $p = 0.39$), and academic program management (chi square = 0.77; $p = 0.48$).

This suggested that the frequency of attending professional development activities did not significantly influence their administrative effectiveness. The results implied that attending more training or seminars did not necessarily lead to improved administrative performance among private high school principals. This may have suggested that the quality, relevance, and application of training content were more important than the quantity of sessions attended. It also highlighted the need for more targeted and impactful professional development programs.

This conclusion is supported by a study published in Asia Pacific Education Review, which found that while principals value formal training, they often rely on informal learning and self-initiated development to meet the complex demands of their roles. The study emphasized that effective professional development must be contextually relevant and practically applicable, rather than simply frequent.

Table 7: Test of Difference on the Level of Administrative Performance of Private High School Principals as Assessed by Themselves and Their Teachers

VARIABLES	F Value	P Value	Decision	VI
General Administration	3.78	0.04	Reject the null Ho	Significant
Personnel Management	3.74	0.04	Reject the null Ho	Significant
Budget and Resource Management	2.39	0.12	Accept the null Ho	Not Significant
Academic Program Management	1.42	0.24	Accept the null Ho	Not Significant
Overall	2.54	0.11	Accept the null Ho	Not Significant

Table 7 revealed the results of the test of significant difference in the level of administrative performance of private high school principals as assessed by two groups across four key domains: general administration, personnel management, budget and resource management, and academic program management. General administration and personnel management obtained p-values of 0.04, with F values of 3.78 and 3.74, respectively, which were lower than the five per cent level of significance. In contrast, budget and resource management ($F = 2.39$; $p = 0.12$) and academic program management ($F = 1.42$; $p = 0.24$) exhibited p-values higher than the five per cent level of significance.

As a whole, there was no significant difference in the level of administrative performance of private high school principals based on the assessments of the principals themselves and their teachers; thus, the null hypothesis was accepted. This implied that the level of administrative performance of private high school principals, from the perspectives of both the principals and their teachers, was generally perceived to be at the same level.

Table 8: Test of Significant Relationship between the Private High School Principals' Level of Emotional Intelligence and Their Administrative Performance

VARIABLES	R Value	P Value	Decision	VI
General Administration vs Emotional Intelligence	0.954	0.001	Reject Ho	Significant
Personnel Management vs Emotional Intelligence	0.919	0.001	Reject Ho	Significant
Budget and Resource Management vs Emotional Intelligence	0.928	0.001	Reject Ho	Significant
Academic Program Management vs Emotional Intelligence	0.908	0.001	Reject Ho	Significant
Administrative Performance vs Emotional Intelligence	0.950	0.001	Reject Ho	Significant

Table 8 revealed the results of the test of a significant relationship between the level of emotional intelligence of private high school principals and their administrative performance. Using the Pearson Product-Moment Correlation Coefficient, the analysis showed a strong positive correlation ($r = 0.950$; $p = 0.001$) between overall emotional intelligence and administrative performance, leading to the rejection of the null hypothesis. This implied that private high school principals who scored highly in emotional intelligence also performed better in their administrative roles.

The highest correlation was found between general administration and emotional intelligence ($r = 0.954$, $p = 0.001$), suggesting that emotionally intelligent principals were particularly effective in managing school operations, making sound decisions, and aligning their actions with professional values and emotional awareness.

In the domain of personnel management ($r = 0.919$, $p = 0.001$), the strong correlation indicated that principals with higher emotional intelligence were more capable of recruiting, mentoring, and supporting staff with empathy and fairness. Their ability to manage interpersonal relationships contributed to a more motivated and cohesive school workforce. For budget and resource management ($r = 0.928$, $p = 0.001$), the results showed that emotionally intelligent principals were better at allocating resources fairly, managing school finances transparently, and making emotionally sensitive decisions that considered the needs of all stakeholders. In academic program management ($r = 0.908$, $p = 0.001$), the significant correlation suggested that emotionally intelligent principals were more effective in aligning curriculum with student needs, promoting inclusive teaching strategies, and fostering emotionally supportive learning environments.

Overall, these findings confirmed that emotional intelligence significantly enhanced all aspects of administrative performance. Principals who demonstrated strong emotional competencies—such as self-awareness, emotional regulation, empathy, and relationship management—were better equipped to lead effectively, resolve conflicts, and create a positive school climate. This emphasized the importance of integrating emotional intelligence development into leadership training and professional development initiatives to further strengthen school leadership capacity.

This finding is supported by a study in *Emotional Intelligence in Education: Integrating Research with Practice*, which emphasizes that emotional intelligence is foundational for educational leaders, influencing their ability to manage stress, foster collaboration, and lead effectively in dynamic school environments.

Proposed Training Program

Emotional Intelligence and Administrative Performance of Private High School Principals

Priority Improvement Areas	Objectives	Program, Projects and Activities	Time Frame	Resources Needed		Sources of Fund	Expected Outcome
				Human	Materials		
Emotional Intelligence	Develop principals' ability to recognize, understand, and manage their own emotions and those of others to enhance leadership effectiveness	EI assessment and feedback, interactive workshops, peer coaching sessions	1 day	EI coaches, facilitators	EI assessment tools, workshop modules, reflection journals	School budget, grants	Principals will demonstrate improved emotional intelligence for better communication and leadership.
Self-Awareness and Emotional Regulation	Strengthen principals' self-awareness and emotional regulation in high-pressure administrative contexts.	Emotional journaling, guided self-assessment, case simulations	1 day	Trainers, facilitators	Journals, assessment tools, simulation materials	School budget, grants	Principals will identify personal emotional patterns and develop strategies for self-regulation.
Relationship Management and Empathy Training	Improve relationship management and social emotional awareness to foster a more collaborative school culture.	Role-playing, peer feedback sessions, empathy mapping	1 day	Trainers, facilitators	Role-play scripts, feedback forms, empathy maps	School budget, grants	Principals will enhance their ability to manage interpersonal dynamics and foster inclusive school environments.
Strategic Leadership and Conflict Resolution	Enhance decision-making and conflict resolution skills through emotionally intelligent leadership.	Scenario-based problem solving, group discussions, leadership coaching	1 day	Trainers, facilitators	Scenario scripts, discussion guides, coaching materials	School budget, grants	Principals will apply EI in resolving conflicts and leading change initiatives.
Administrative Integration Modules	Align emotional intelligence practices with key administrative domains: general administration, personnel management, budget/resource management, and academic program management.	Real-world case studies, collaborative planning, performance simulations	2 days	Trainers, facilitators	Case study materials, planning tools, simulation resources	School budget, grants	Principals will integrate EI into their daily administrative functions.

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary, findings and conclusions, and recommendations of the study.

Summary

As derived from the answers given to the question posted in the study, the findings of the study were the following:

Profile of Private High School Principals. Most private high school principals in Meycauayan, Bulacan, are experienced female leaders with advanced educational backgrounds. They also show strong professional engagement through years of service and active participation in leadership training.

Level of Emotional Intelligence. Private high school principals were rated as having a very high level of emotional intelligence in all areas by both themselves and their teachers. Principals excelled most in relationship management, while teachers highlighted emotional awareness as their strongest trait.

Level of Administrative Performance. Private high school principals were rated as having outstanding administrative performance across all domains, including general administration, personnel management, budget and resource management, and academic program management. While principals rated themselves highly, teachers' evaluations were slightly lower but still aligned, indicating overall agreement on their effectiveness.

Differences in Emotional Intelligence Based on Profile. There was no significant difference in the emotional intelligence of private high school principals based on their demographic profiles. This indicates that emotional intelligence is shaped more by personal and professional development than by age, gender, education, or experience.

Differences in Emotional Intelligence Assessments between Principals and Teachers. There was a significant difference between how principals and teachers assessed emotional intelligence in the areas of emotional management, social emotional awareness, and relationship management. This reveals a perceptual gap, suggesting that principals may view their emotional competencies more favorably than their staff does.

Differences in Administrative Performance Assessments between Principals and Teachers. There were significant differences between principals' and teachers' assessments in general administration and personnel management, while no differences were found in budget and academic program management. Overall, their evaluations were mostly aligned, with some variation in specific areas.

Relationship between Emotional Intelligence and Administrative Performance. There is a strong and meaningful positive relationship between emotional intelligence and administrative performance among private school principals. This means that principals with higher emotional intelligence tend to perform better in their leadership and management roles.

Proposed Training Program. A training program was proposed to enhance both emotional intelligence and administrative performance among private high school principals. It focuses on developing self-awareness, emotional regulation, relationship management, and conflict resolution, aiming to improve leadership effectiveness and support ongoing professional growth.

Conclusions

Having analyzed the significant findings of the study, the following conclusions were drawn:

Demographic Profile of Principals. The study concluded that private high school principals in Meycauayan, Bulacan are predominantly female, aged 51 and above, and hold a Master's degree. Most have served between 6 to 10 years and have attended 7 to 10 administrative trainings in the past three years. This reflects a leadership profile marked by maturity, experience, and a commitment to continuous professional development.

Emotional Intelligence of Principals. Private high school principals demonstrated a Very High Extent of emotional intelligence across all domains—emotional awareness, emotional management, social emotional awareness, and relationship management—as assessed by both themselves and their teachers. This indicates that these school leaders possess strong emotional competencies essential for effective leadership.

Administrative Performance of Principals. The principals rated themselves as having Outstanding Performance in all administrative domains, including general administration, personnel management, budget/resource management, and academic program management. Teachers' assessments were slightly lower but still within the "Very Satisfactory" to "Outstanding" range, affirming the principals' strong administrative capabilities.

Emotional Intelligence and Demographic Profile. There was no significant difference in emotional intelligence when principals were grouped according to age, sex, educational attainment, length of service, or number of trainings attended. This suggests that emotional intelligence is not dependent on demographic characteristics but may be influenced by personal development and contextual experiences.

Perceptual Gaps in Emotional Intelligence. Significant differences were found between principals' and teachers' assessments in emotional management, social emotional awareness, and relationship management. These perceptual gaps highlight the need for reflective practices and feedback mechanisms to align self-perception with how leadership is experienced by staff.

Administrative Performance and Demographic Profile. Similarly, no significant differences were found in administrative performance when grouped by most demographic variables, except for academic program

management, which showed a significant difference based on sex. This suggests that leadership effectiveness is not strongly influenced by demographic factors.

Relationship Between Emotional Intelligence and Administrative Performance. A strong and statistically significant positive correlation was found between emotional intelligence and administrative performance. Principals who scored higher in emotional intelligence also performed better in their administrative roles, confirming that emotional intelligence is a key predictor of leadership effectiveness.

Need for a Targeted Training Program. Despite high ratings in both emotional intelligence and administrative performance, the presence of perceptual gaps and the critical role of emotional intelligence in leadership underscore the need for a structured training program. The proposed program aims to enhance emotional competencies and align them with administrative functions to further improve school leadership.

Recommendations

Based on the findings of the study and conclusions drawn, the following recommendations were hereby drawn:

Implement Emotional Intelligence Training Programs. It is recommended that school administrators and educational institutions develop and implement structured training programs focused on enhancing emotional intelligence among private high school principals. These programs should include modules on emotional awareness, self-regulation, empathy, and relationship management to strengthen leadership effectiveness.

Integrate Emotional Intelligence into Leadership Development. Educational leadership preparation programs should embed emotional intelligence as a core component. This integration will ensure that future school leaders are equipped not only with technical and managerial skills but also with the emotional competencies necessary for effective school governance.

Establish Regular Feedback and Reflection Mechanisms. To address the perceptual gaps between principals' self-assessments and teachers' evaluations, schools should adopt regular self-assessment tools and peer feedback systems. These mechanisms will help principals gain a more accurate understanding of their emotional and leadership impact, fostering continuous improvement.

Prioritize Quality Over Quantity in Professional Development. While many principals attend multiple trainings, the study found no significant link between the number of seminars attended and emotional intelligence or administrative performance. Therefore, it is recommended that professional development activities be more targeted, context-specific, and experiential to maximize their impact.

Promote a Culture of Emotional Literacy in Schools. School systems should cultivate a culture that values emotional intelligence at all levels—from leadership to teaching staff. This can be achieved by integrating EI principles into school policies, communication strategies, conflict resolution practices, and team-building activities.

Support Gender-Responsive and Inclusive Leadership Practices. Given the significant difference found in academic program management based on sex, leadership development programs should also consider gender-responsive approaches. This includes promoting inclusive leadership styles and addressing potential biases in leadership roles and expectations.

Encourage Further Research on Emotional Intelligence in Education. Future studies may explore the impact of emotional intelligence on other aspects of school leadership, such as teacher retention, student achievement, and school climate. Expanding the research to include public schools or other regions can also provide a broader understanding of EI's role in educational leadership.

Institutionalize the Proposed Training Program. The proposed training program developed from this study should be piloted and evaluated for effectiveness. If successful, it can be institutionalized as part of the continuing professional development for school principals, ensuring sustained improvement in both emotional intelligence and administrative performance.

APPROVAL SHEET

This Thesis entitled RELATIONSHIP OF EMOTIONAL INTELLIGENCE (EI) AND ADMINISTRATIVE PERFORMANCE OF PRIVATE SCHOOL PRINCIPALS: BASIS FOR EI TRAINING PROGRAM by MARRY-ANN C. GREGORIO, in partial fulfillment of the requirements for the degree of MASTER OF ARTS IN EDUCATION EDUCATIONAL MANAGEMENT has been examined and recommended for acceptance and approval for ORAL EXAMINATION.

DR. JAMESON H. TAN

Adviser

Panel of Examiners

Approved by the COMMITTEE ON ORAL EXAMINATION with a grade of _____ on _____.

DR. EMIL B. FERDINEZ

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Panel Member

Accepted and approved in partial fulfillment of the requirements for the degree of MASTER OF ARTS IN EDUCATION EDUCATIONAL MANAGEMENT.

Dr. TONY G. ZAMORA

Dean

ACKNOWLEDGEMENT

The researcher would like to express sincere gratitude to the individuals and groups who extended their support, genuine service, and inspiring core values, which contributed significantly to the completion of this study.

To the respondents—teachers and administrators of the selected private schools in Bulacan—heartfelt thanks are extended for their acceptance and willingness to participate in the survey questionnaire with full enthusiasm. Their openness, cooperation, and valuable insights were instrumental in shaping the outcomes of this research. The study would not have been possible without their genuine engagement and support.

To the beloved PLV family, appreciation is given for being a constant source of inspiration and motivation. Their academic guidance, moral support, and camaraderie created an environment that nurtured the researcher's personal and professional growth.

To the thesis adviser, sincere thanks are extended for the patience, expertise, and constructive feedback provided throughout every research stage. The adviser's belief in the researcher's potential and encouragement to strive for excellence were deeply appreciated. Gratitude is also extended to the validator, grammarian, and statistician, whose technical assistance and attention to detail ensured the quality and integrity of the study.

To the researcher's family, heartfelt appreciation is expressed for their unconditional love, sacrifices, and constant encouragement. Their unwavering belief provided the strength to persevere through the most challenging moments. This achievement is dedicated to them.

To the researcher's special someone, sincere thanks are given for the patience, understanding, and unwavering faith shown throughout the academic journey. Their presence brought comfort and motivation, serving as a source of strength and determination.

Above all, to God Almighty, the source of all wisdom and strength—profound gratitude is offered for granting the perseverance, clarity, and courage needed to overcome every challenge. This accomplishment stands as a testament to divine grace and guidance.

This study is not only a product of academic effort but also a reflection of the collective support and kindness of those who accompanied the researcher on this journey. To all, thank you from the bottom of the researcher's heart.

M.C.G.

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APPENDIX A

Letter to the Respondents

To the Respondents,

Greetings!

I hope this letter finds you well. I am conducting a survey titled "The Quick Emotional Intelligence Self-Assessment" and "Administrator Evaluation Survey Questionnaire," to gather insights into my study entitled the Relationship of Emotional Intelligence (EI) and Administrative Performance of Private School Principals: Basis for EI Training Program, in partial fulfillment of the requirements for the degree Master of Arts in Education Major in Educational Management.

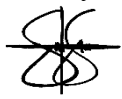
Your participation in this study is highly valuable and will contribute to a deeper understanding of emotional intelligence in the educational leadership landscape. I kindly ask you to complete the attached survey honestly and thoughtfully. Your honest answer will not affect your school performance.

In compliance with Republic Act No. 10173, the Data Privacy Act of 2012, I assure you that all the information you provide will be treated with utmost confidentiality and will be used solely for research purposes. Your responses will remain anonymous, and no personal data will be disclosed or shared without your consent.

Thank you for your time and cooperation. Your participation is greatly appreciated.

Attach here are the copies of the questionnaires to be used in the study.

Sincerely,


A handwritten signature in black ink, appearing to read "MARRY-ANN C. GREGORIO".

MARRY-ANN C. GREGORIO

PLV Graduate School

Student Researcher

Noted by:

A handwritten signature in black ink, appearing to read "DR. TONY G. ZAMORA".

DR. TONY G. ZAMORA

PLV Graduate School

Dean

APPENDIX B

Survey Questionnaire

THE QUICK EMOTIONAL INTELLIGENCE SELF-ASSESSMENT

This survey aims to gather information about the relationship between emotional intelligence and administrative performance among private school principals. Please answer honestly. Your responses will be kept confidential.

PROFILE OF THE ADMINISTRATOR

(Tick the appropriate answer or provide the required information)

Respondent Name (please print) _____

- | | |
|--|--|
| <p>A. Sex:</p> <p><input type="checkbox"/> Male</p> <p><input type="checkbox"/> Female</p> <p>B. Age:</p> <p><input type="checkbox"/> Below 30 years old</p> <p><input type="checkbox"/> 30–39 years old</p> <p><input type="checkbox"/> 40–49 years old</p> <p><input type="checkbox"/> 50–59 years old</p> <p><input type="checkbox"/> 60 years old and above</p> <p>C. Educational Attainment:</p> <p><input type="checkbox"/> Bachelor's Degree</p> <p><input type="checkbox"/> Master's Degree</p> <p><input type="checkbox"/> Doctorate Degree</p> | <p>D. Length of Service:</p> <p><input type="checkbox"/> Less than 3 years</p> <p><input type="checkbox"/> 3–5 years</p> <p><input type="checkbox"/> 6–10 years</p> <p><input type="checkbox"/> 11–15 years</p> <p><input type="checkbox"/> More than 15 years</p> <p>E. Training and Seminars Attended Related to Administration in the Past 3 Years:</p> <p><i>Number of training sessions/seminars attended:</i></p> <p><input type="checkbox"/> None</p> <p><input type="checkbox"/> 1–3</p> <p><input type="checkbox"/> 4–6</p> <p><input type="checkbox"/> More than 6</p> |
|--|--|

Instructions: Check the circle that most closely represents your agreement with the following statements on a scale of 1 to 4 with the following rating. (4=Very High Extent, 3=High Extent, 2=Moderately Extent, 1= Low Extent).

Emotional Awareness	4	3	2	1
1 I can reflect on my thoughts and emotions and evaluate their impact on my leadership decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 My emotions are clear to me during critical moments in school administration.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 I recognize how my emotions influence my interactions with teachers and staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 I am aware of how external events and challenges affect my emotional state.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 I can anticipate how specific situations at work will influence my emotions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6 I find it easy to identify and name the emotions I am experiencing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7 I understand how my moods impact the overall morale of the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8 I can distinguish between my personal feelings and professional responsibilities when making decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9 I am mindful of how my emotional state influences my effectiveness as a school leader.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10 Even during stressful situations, I am aware of my emotions and their triggers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TOTAL: _____				

Courtesy of Paul Mohapel (paul.mohapel@shaw.ca)

Emotional Management	4	3	2	1
1 I take responsibility for managing my emotional reactions in professional situations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 I set clear goals for myself as a leader and follow through to achieve them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 I maintain emotional balance even when facing administrative challenges.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 I approach conflicts and challenges with patience and composure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 I can accept constructive feedback without reacting defensively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6 I stay calm and collected, even during high-pressure situations in school administration.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7 I focus my energy on resolving issues rather than getting affected by those that don't concern me directly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8 I can manage feelings of frustration or anger without letting them escalate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9 I avoid impulsive decisions that could negatively affect my role as a school principal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10 I channel my energy into productive activities, such as professional development or hobbies, to maintain emotional well-being.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TOTAL: _____				

Social Emotional Awareness	4	3	2	1
1 I consider how my administrative decisions affect my teachers, staff, and students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 I can easily sense when my team members are becoming frustrated or disengaged.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 I recognize shifts in the emotional state of my colleagues and staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 I provide empathy and support when delivering difficult news to my team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 I can generally understand the feelings and perspectives of others in the school community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6 My staff and colleagues feel comfortable sharing personal or professional concerns with me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7 I find it difficult to ignore the struggles or challenges of others in the school environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8 I can discern the right moments to address sensitive topics and when to hold back.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9 I genuinely care about the well-being of my teachers, staff, and students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10 I remain flexible and understanding when others' plans or priorities change unexpectedly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TOTAL: _____				

Courtesy of Paul Mohapel (paul.mohapel@shaw.ca)

Relationship Management		4	3	2	1
1	I build trust and strong connections with my teachers, staff, and students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	I foster an environment where my team feels safe to express their thoughts and concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	I can effectively share my feelings and ideas to inspire collaboration.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	I am skilled at motivating my team to achieve school goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	I maintain a positive and encouraging demeanor, even during challenging situations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	I find it easy to establish professional relationships with new staff or stakeholders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	My team and colleagues view me as approachable and supportive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	I take pride in mentoring and helping others develop their skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	Teachers and staff can depend on me for guidance and support when needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	I am able to calm and reassure others when they are distressed or upset.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TOTAL:					

Courtesy of Paul Mohapel (paul.mohapel@shaw.ca)

ADMINISTRATOR EVALUATION QUESTIONNAIRE

This survey aims to gather information about the administrative performance among private school principals. Please answer honestly. Rest assured that your responses will be kept confidential.

School Affiliated: _____

PROFILE OF THE TEACHER RESPONDENTS

A. Sex:

- ☐ Male
☐ Female

B. Age:

- ☐ Below 25 years old
☐ 25–34 years old
☐ 35–44 years old
☐ 45–54 years old
☐ 55 years old and above

C. Educational Attainment:

- ☐ Bachelor's Degree
☐ MA/MS Units
☐ Units in PhD/Edd

D. Length of Service:

- ☐ Less than 3 years
☐ 3–5 years
☐ 6–10 years
☐ 11–15 years
☐ More than 15 years

E. Training and Seminars Attended Related to Teaching in the Past 3 Years:

- Number of training sessions/seminars attended:
☐ None
☐ 1–3
☐ 4–6
☐ More than 6

Instructions: On a scale of 1 to 4, please rate your administrative performance for each item below by checking the circle of your choice with the corresponding rating (4=Outstanding, 3=Very satisfactory, 2=Satisfactory, 1= Needs Improvement).

General Administration		4	3	2	1
1	Employs administrative actions that are guided by professional values, goals, and emotional intelligence principles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Makes logical, sound, and emotionally aware decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Addresses issues promptly, effectively, and with emotional sensitivity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Implements appropriate strategies to achieve objectives, considering the emotional well-being of staff and students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Accepts responsibility to facilitate programs and creates emotionally supportive environments for implementation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	Seeks advice, considers divergent opinions, and demonstrates empathy in collaborative decision-making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>


Personnel Management		4	3	2	1
1	Recruits qualified personnel while fostering an emotionally supportive and inclusive selection process.	0	0	0	0
2	Conducts objective, fair, and emotionally considerate evaluations of performance and accomplishments.	0	0	0	0
3	Promotes and facilitates professional development by recognizing and addressing individual emotional and professional growth needs.	0	0	0	0
4	Demonstrates respect and empathy in all interactions with personnel.	0	0	0	0
5	Mentor's personnel, providing emotional support and guidance to help them attain promotion.	0	0	0	0
6	Manages personnel promotions and recognitions with fairness and emotional sensitivity to foster morale and motivation.	0	0	0	0

Budget and Resource Management		4	3	2	1
1	Manages and maintains facilities effectively while considering the emotional and physical needs of stakeholders.	0	0	0	0
2	Implements and accomplishes improvements that enhance both functionality and the overall well-being of the school community.	0	0	0	0
3	Prepares and administers the budget with transparency and emotional sensitivity to the priorities of staff, students, and parents.	0	0	0	0
4	Uses funds efficiently and effectively, ensuring decisions reflect fairness and consideration of the emotional impact on stakeholders.	0	0	0	0
5	Allocates funding fairly to support programs that promote both academic success and emotional well-being.	0	0	0	0
6	Pursues and secures additional funding for the school, effectively communicating the emotional and educational benefits to potential donors or funding bodies.	0	0	0	0

Academic Program Management		4	3	2	1
1	Ensures the curriculum meets educational standards while addressing the emotional and developmental needs of students.	0	0	0	0
2	Facilitates fair and emotionally considerate teaching assignments to promote staff satisfaction and collaboration.	0	0	0	0
3	Supports student recruitment and retention by fostering an emotionally welcoming and inclusive school environment.	0	0	0	0
4	Facilitates student advising and progress with empathy and attention to their academic and emotional well-being.	0	0	0	0
5	Promotes teaching excellence by encouraging professional growth and fostering a supportive and emotionally engaging learning environment.	0	0	0	0
6	Facilitates student activities that enhance both personal development and a sense of emotional belonging within the school community.	0	0	0	0

APPENDIX C

Certificate of Instrument Validation



Pamantasan ng Lungsod ng Valenzuela
Graduate School

Form GS10

CERTIFICATE OF INSTRUMENT VALIDATION

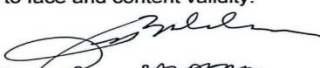
This is to certify that I have validated the (survey instrument or interview protocol) of the study entitled

RELATIONSHIP OF EMOTIONAL INTELLIGENCE (EI) AND ADMINISTRATIVE PERFORMANCE OF PRIVATE SCHOOL PRINCIPALS: BASIS FOR EI TRAINING PROGRAM

Prepared by

MS. MARRY-ANN C. GREGORIO
(Name of Student-Researcher)

and I have found it complete and satisfactory with respect to face and content validity.



PHIL R. BAROERA
Name of the Validator
(Signature above printed name)

BAROERA UNIV.
Affiliation / Contact No.

09/15/2025
Date

APPENDIX D

Certificate of Content Validation



PAMANTASAN NG LUNGSOD NG VALENZUELA
Tongco St. Maysan, Valenzuela City
GRADUATE SCHOOL



VALIDATION OF SURVEY QUESTIONNAIRE

THESIS TITLE: RELATIONSHIP OF EMOTIONAL INTELLIGENCE (EI) AND ADMINISTRATIVE PERFORMANCE OF PRIVATE SCHOOL PRINCIPALS: BASIS FOR EI TRAINING PROGRAM EI TRAINING PROGRAM

Student/Researcher: Marry-Ann C. Gregorio

Name of Validator: Philip Baldeza

Highest Educational Attainment: EdD

Position: Asst. Dir.


No. of years in teaching: 27

To the evaluator: Please check the appropriate box for your ratings.


Assigned Points	Numerical Ranges	Categorical Responses
3	3.0 – 2.5	Very Applicable
2	2.5 – 2.0	Applicable
1	2.0 – 1.0	Not Applicable at All

Part I. DEMOGRAPHIC INFORMATION (PRINCIPAL RESPONDENT)
(Please check and/or answer as accurately as you can.)

Profile	Very Applicable (3)	Applicable (2)	Not Applicable (1)
A. Age:			
<input type="checkbox"/> Below 30 years old			
<input checked="" type="checkbox"/> 30–39 years old	✓		
<input type="checkbox"/> 40–49 years old			
<input type="checkbox"/> 50–59 years old			
<input type="checkbox"/> 60 years old and above			
B. Sex:			
<input checked="" type="checkbox"/> Male	✓		
<input type="checkbox"/> Female			
C. Educational Attainment:			
<input type="checkbox"/> Bachelor's Degree			
<input checked="" type="checkbox"/> Master's Degree	✓		
<input type="checkbox"/> Doctorate Degree			
D. Length of Service			
<input type="checkbox"/> Less than 3 years			
<input checked="" type="checkbox"/> 3–5 years	✓		
<input type="checkbox"/> 6–10 years			
<input type="checkbox"/> 11–15 years			
<input type="checkbox"/> More than 15 years			
E. Number of Training and Seminars Attended Related to Administration in the Past 3 Years:			
<input type="checkbox"/> None			
<input checked="" type="checkbox"/> 1–3	✓		
<input type="checkbox"/> 4–6			
<input type="checkbox"/> More than 6			



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Tongco St. Maysan, Valenzuela City
GRADUATE SCHOOL



Part II. ADMINISTRATOR EVALUATION QUESTIONNAIRE
(Please check and/or answer as accurately as you can.)

General Administration		Very Applicable (3)	Applicable (2)	Not Applicable (1)
1	Employs administrative actions that are guided by professional values, goals, and emotional intelligence principles.	✓		
2	Makes logical, sound, and emotionally aware decisions.	✓		
3	Addresses issues promptly, effectively, and with emotional sensitivity.	✓		
4	Implements appropriate strategies to achieve objectives, considering the emotional well-being of staff and students.	✓		
5	Accepts responsibility to facilitate programs and creates emotionally supportive environments for implementation.	✓		
6	Seeks advice, considers divergent opinions, and demonstrates empathy in collaborative decision-making.	✓		

Personnel Management		Very Applicable (3)	Applicable (2)	Not Applicable (1)
1	Recruits qualified personnel while fostering an emotionally supportive and inclusive selection process.	✓		
2	Conducts objective, fair, and emotionally considerate evaluations of performance and accomplishments.	✓		
3	Promotes and facilitates professional development by recognizing and addressing individual emotional and professional growth needs.	✓		
4	Demonstrates respect and empathy in all interactions with personnel.	✓		
5	Mentor's personnel, providing emotional support and guidance to help them attain promotion.	✓		
6	Manages personnel promotions and recognitions with fairness and emotional sensitivity to foster morale and motivation.	✓		

Budget and Resource Management		Very Applicable (3)	Applicable (2)	Not Applicable (1)
1	Manages and maintains facilities effectively while considering the emotional and physical needs of stakeholders.	✓		



PAMANTASAN NG LUNGSOD NG VALENZUELA
Tongco St. Maysan, Valenzuela City
GRADUATE SCHOOL



2	Implements and accomplishes improvements that enhance both functionality and the overall well-being of the school community.	<input checked="" type="checkbox"/>		
3	Prepares and administers the budget with transparency and emotional sensitivity to the priorities of staff, students, and parents.	<input checked="" type="checkbox"/>		
4	Uses funds efficiently and effectively, ensuring decisions reflect fairness and consideration of the emotional impact on stakeholders.	<input checked="" type="checkbox"/>		
5	Allocates funding fairly to support programs that promote both academic success and emotional well-being.	<input checked="" type="checkbox"/>		
6	Pursues and secures additional funding for the school, effectively communicating the emotional and educational benefits to potential donors or funding bodies.	<input checked="" type="checkbox"/>		

Academic Program Management		Very Applicable (3)	Applicable (2)	Not Applicable (1)
1	Ensures the curriculum meets educational standards while addressing the emotional and developmental needs of students.	<input checked="" type="checkbox"/>		
2	Facilitates fair and emotionally considerate teaching assignments to promote staff satisfaction and collaboration.	<input checked="" type="checkbox"/>		
3	Supports student recruitment and retention by fostering an emotionally welcoming and inclusive school environment.	<input checked="" type="checkbox"/>		
4	Facilitates student advising and progress with empathy and attention to their academic and emotional well-being.	<input checked="" type="checkbox"/>		
5	Promotes teaching excellence by encouraging professional growth and fostering a supportive and emotionally engaging learning environment.	<input checked="" type="checkbox"/>		
6	Facilitates student activities that enhance both personal development and a sense of emotional belonging within the school community.	<input checked="" type="checkbox"/>		

Remarks:

Signature over Printed Name



PAMANTASAN NG LUNGSOD NG VALENZUELA
Tongco St. Maysan, Valenzuela City
GRADUATE SCHOOL



THESIS TITLE: RELATIONSHIP OF EMOTIONAL INTELLIGENCE (EI) AND ADMINISTRATIVE PERFORMANCE OF PRIVATE SCHOOL PRINCIPALS: BASIS FOR EI TRAINING PROGRAM EI TRAINING PROGRAM

Student/Researcher: Marry-Ann C. Gregorio

Name of Validator: _____

Highest Educational Attainment: _____

Position: _____

No. of years in teaching: _____

To the evaluator: Please check the appropriate box for your ratings.

Assigned Points	Numerical Ranges	Categorical Responses
3	3.0 – 2.5	Very Applicable
2	2.5 – 2.0	Applicable
1	2.0 – 1.0	Not Applicable at All

Part I. DEMOGRAPHIC INFORMATION (TEACHER RESPONDENT)

(Please check and/or answer as accurately as you can.)

Profile	Very Applicable (3)	Applicable (2)	Not Applicable (1)
A. Age:			
<input checked="" type="checkbox"/> Below 25 years old			
<input checked="" type="checkbox"/> 25–34 years old	<input checked="" type="checkbox"/>		
<input checked="" type="checkbox"/> 35–44 years old			
<input checked="" type="checkbox"/> 45–54 years old			
<input checked="" type="checkbox"/> 55 years old and above			
B. Sex:			
<input checked="" type="checkbox"/> Male	<input checked="" type="checkbox"/>		
<input checked="" type="checkbox"/> Female			
C. Educational Attainment:			
<input checked="" type="checkbox"/> Bachelor's Degree			
<input checked="" type="checkbox"/> MA/MS Units	<input checked="" type="checkbox"/>		
<input checked="" type="checkbox"/> Units in PhD/Edd			
D. Length of Service			
<input checked="" type="checkbox"/> Less than 3 years			
<input checked="" type="checkbox"/> 3–5 years			
<input checked="" type="checkbox"/> 6–10 years	<input checked="" type="checkbox"/>		
<input checked="" type="checkbox"/> 11–15 years			
<input checked="" type="checkbox"/> More than 15 years			
E. Number of Training and Seminars Attended Related to Administration in the Past 3 Years:			
<input checked="" type="checkbox"/> None			
<input checked="" type="checkbox"/> 1–3	<input checked="" type="checkbox"/>		
<input checked="" type="checkbox"/> 4–6			
<input checked="" type="checkbox"/> More than 6			



PAMANTASAN NG LUNGSOD NG VALENZUELA
Tongco St. Maysan, Valenzuela City
GRADUATE SCHOOL



Part II. THE QUICK EMOTIONAL INTELLIGENCE SELF-ASSESSMENT
(Please check and/or answer as accurately as you can.)

1-Very Applicable		2-Applicable		3-Not Applicable at All	
Emotional Awareness		Very Applicable (3)	Applicable (2)	Not Applicable (1)	
1	I can reflect on my thoughts and emotions and evaluate their impact on my leadership decisions.	<input checked="" type="checkbox"/>			
2	My emotions are clear to me during critical moments in school administration.	<input checked="" type="checkbox"/>			
3	I recognize how my emotions influence my interactions with teachers and staff.	<input checked="" type="checkbox"/>			
4	I am aware of how external events and challenges affect my emotional state.	<input checked="" type="checkbox"/>			
5	I can anticipate how specific situations at work will influence my emotions.	<input checked="" type="checkbox"/>			
6	I find it easy to identify and name the emotions I am experiencing.	<input checked="" type="checkbox"/>			
7	I understand how my moods impact the overall morale of the school.	<input checked="" type="checkbox"/>			
8	I can distinguish between my personal feelings and professional responsibilities when making decisions.	<input checked="" type="checkbox"/>			
9	I am mindful of how my emotional state influences my effectiveness as a school leader.	<input checked="" type="checkbox"/>			
10	Even during stressful situations, I am aware of my emotions and their triggers.	<input checked="" type="checkbox"/>			
Emotional Management		Very Applicable (3)	Applicable (2)	Not Applicable (1)	
1	I take responsibility for managing my emotional reactions in professional situations.	<input checked="" type="checkbox"/>			
2	I set clear goals for myself as a leader and follow through to achieve them.	<input checked="" type="checkbox"/>			
3	I maintain emotional balance even when facing administrative challenges.	<input checked="" type="checkbox"/>			
4	I approach conflicts and challenges with patience and composure.	<input checked="" type="checkbox"/>			
5	I can accept constructive feedback without reacting defensively.	<input checked="" type="checkbox"/>			
6	I stay calm and collected, even during high-pressure situations in school administration.	<input checked="" type="checkbox"/>			
7	I focus my energy on resolving issues rather than getting affected by those that don't concern me directly.	<input checked="" type="checkbox"/>			
8	I can manage feelings of frustration or anger without letting them escalate.	<input checked="" type="checkbox"/>			



PAMANTASAN NG LUNGSOD NG VALENZUELA
Tongco St. Maysan, Valenzuela City
GRADUATE SCHOOL



9	I avoid impulsive decisions that could negatively affect my role as a school principal.	<input checked="" type="checkbox"/>			
10	I channel my energy into productive activities, such as professional development or hobbies, to maintain emotional well-being.	<input checked="" type="checkbox"/>			
Social Emotional Awareness		Very Applicable (3)	Applicable (2)	Not Applicable (1)	
1	I consider how my administrative decisions affect my teachers, staff, and students.	<input checked="" type="checkbox"/>			
2	I can easily sense when my team members are becoming frustrated or disengaged.	<input checked="" type="checkbox"/>			
3	I recognize shifts in the emotional state of my colleagues and staff.	<input checked="" type="checkbox"/>			
4	I provide empathy and support when delivering difficult news to my team.	<input checked="" type="checkbox"/>			
5	I can generally understand the feelings and perspectives of others in the school community.	<input checked="" type="checkbox"/>			
6	My staff and colleagues feel comfortable sharing personal or professional concerns with me.	<input checked="" type="checkbox"/>			
7	I find it difficult to ignore the struggles or challenges of others in the school environment.	<input checked="" type="checkbox"/>			
8	I can discern the right moments to address sensitive topics and when to hold back.	<input checked="" type="checkbox"/>			
9	I genuinely care about the well-being of my teachers, staff, and students.	<input checked="" type="checkbox"/>			
10	I remain flexible and understanding when others' plans or priorities change unexpectedly.	<input checked="" type="checkbox"/>			
Relationship Management		Very Applicable (3)	Applicable (2)	Not Applicable (1)	
1	I build trust and strong connections with my teachers, staff, and students.	<input checked="" type="checkbox"/>			
2	I foster an environment where my team feels safe to express their thoughts and concerns.	<input checked="" type="checkbox"/>			
3	I can effectively share my feelings and ideas to inspire collaboration.	<input checked="" type="checkbox"/>			
4	I am skilled at motivating my team to achieve school goals.	<input checked="" type="checkbox"/>			
5	I maintain a positive and encouraging demeanor, even during challenging situations.	<input checked="" type="checkbox"/>			
6	I find it easy to establish professional relationships with new staff or stakeholders.	<input checked="" type="checkbox"/>			
7	My team and colleagues view me as approachable and supportive.	<input checked="" type="checkbox"/>			
8	I take pride in mentoring and helping others develop their skills.	<input checked="" type="checkbox"/>			
9	Teachers and staff can depend on me for guidance and support when needed.	<input checked="" type="checkbox"/>			

APPENDIX E

Certificate of Statistical Treatment



 Pamantasan ng Lungsod ng Valenzuela
Graduate School Form GS05

CERTIFICATE OF STATISTICAL TREATMENT

This is to certify that this thesis manuscript entitled
**RELATIONSHIP OF EMOTIONAL INTELLIGENCE (EI) AND ADMINISTRATIVE
PERFORMANCE OF PRIVATE SCHOOL PRINCIPALS: BASIS FOR EI TRAINING
PROGRAM**

prepared by
MS. MARRY-ANN C. GREGORIO
(Name of Student-Researcher)

have undergone statistical treatment.

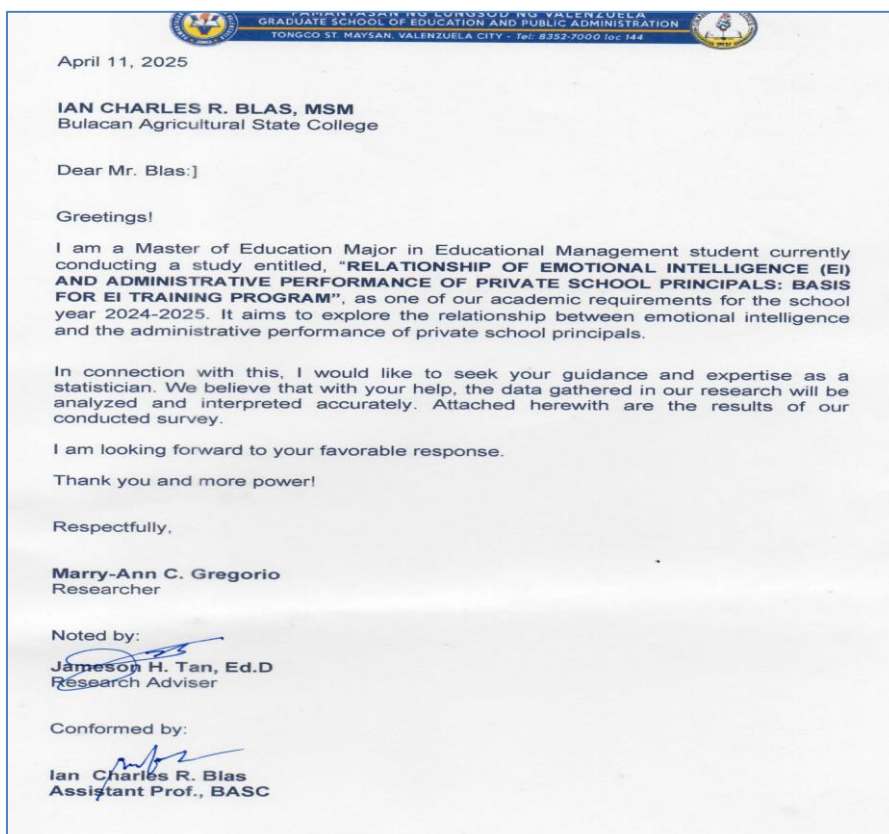

IAN CHARLES R. BLAS
Name of Certified Statistician
(Signature above printed name)



Bulacan Agricultural State College/info@basc.edu.ph
Affiliation / Contact No.


Date

APPENDIX F

Letter to Statistician



 **PAMANTASAN NG LUNGSOD NG VALENZUELA**
GRADUATE SCHOOL OF EDUCATION AND PUBLIC ADMINISTRATION
TONGCO ST. MAYSAN, VALENZUELA CITY - Tel: 8352-7000 loc 144 

April 11, 2025

IAN CHARLES R. BLAS, MSM
Bulacan Agricultural State College

Dear Mr. Blas:]

Greetings!

I am a Master of Education Major in Educational Management student currently conducting a study entitled, "RELATIONSHIP OF EMOTIONAL INTELLIGENCE (EI) AND ADMINISTRATIVE PERFORMANCE OF PRIVATE SCHOOL PRINCIPALS: BASIS FOR EI TRAINING PROGRAM", as one of our academic requirements for the school year 2024-2025. It aims to explore the relationship between emotional intelligence and the administrative performance of private school principals.


In connection with this, I would like to seek your guidance and expertise as a statistician. We believe that with your help, the data gathered in our research will be analyzed and interpreted accurately. Attached herewith are the results of our conducted survey.

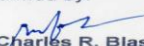
I am looking forward to your favorable response.

Thank you and more power!

Respectfully,


Marry-Ann C. Gregorio
Researcher

Noted by:

Jameson H. Tan, Ed.D
Research Adviser

Conformed by:

Ian Charles R. Blas
Assistant Prof., BASC

APPENDIX G

Certificate of Language Editing



Pamantasan ng Lungsod ng Valenzuela
Graduate School

Form GS08

CERTIFICATE OF LANGUAGE EDITING


This is to certify that I have edited this manuscript for the research titled:

**"RELATIONSHIP OF EMOTIONAL INTELLIGENCE (EI) AND ADMINISTRATIVE
PERFORMANCE OF PRIVATE SCHOOL PRINCIPALS:
BASIS FOR EI TRAINING PROGRAM"**

Prepared by:

MARRY-ANN C. GREGORIO
Student-Researcher

And I have found it complete and satisfactory
with respect to grammar and composition for
the manuscript.




Mr. Lowell John R. Gapi
Name of Certified Language Editor

PLV Lecturer, English
Department 09167870509

June 7, 2025

APPENDIX H

Turnitin Result



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<input type="checkbox"/>	Tony Zamora	MARRY-ANN	2693905810	June 7, 2025					...

CURRICULUM VITAE

MARRY-ANN C. GREGORIO

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Brgy. Lambakin, Marilao, Bulacan
0948-983-4493
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PERSONAL DATA

Date of Birth	:	<u>December 11, 1993</u>
Place of Birth	:	<u>Manila City</u>
Sex	:	<u>Female</u>
Civil Status	:	<u>Single</u>
Nationality	:	<u>Filipino</u>

EDUCATIONAL BACKGROUND

Graduate Studies	:	<u>Master of Arts in Education</u> <u>Major in Educational Management</u> <u>Pamantasan ng Lungsod ng Valenzuela</u>
Tertiary	:	<u>Bachelor of Arts in Secondary Education</u> <u>Polytechnic College of the City of Meycauayan</u>
Secondary	:	<u>Prenza National High School</u>
Elementary	:	<u>Gen T. De Leon Elementary School</u>

AFFILIATIONS

Senior High School Teacher	:	<u>Philippine Christian University</u> <u>2024-Present</u>
Senior High School Teacher	:	<u>Asian Institute of Computer Studies-Meycauayan</u> <u>2017-2024</u>
Substitute Teacher	:	<u>San Isidro San Roque Academy</u> <u>2016-2017</u>
Pre-School Teacher	:	<u>Chosen Generation Christian School</u> <u>2013-2016</u>

ELIGIBILITY

Licensure Examination for Teachers (LET)