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The Mediating Effect of Emotional Intelligence on the Relationship between Transformational Leadership and Job Satisfaction

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ABSTRACT

This investigation examined the role of emotional intelligence in mediating the relationship between transformational leadership and job satisfaction among public school teachers in the Department of Education (DepEd) Division of Davao Occidental, Philippines. The findings indicate that emotional intelligence is a partial mediator of the relationship between transformational leadership and job satisfaction. This indicates that emotional intelligence not only directly affects job satisfaction but also mediates the relationship between transformational leadership and job satisfaction. As such, it can be inferred that the emotional intelligence is influenced by transformational leadership and then job satisfaction. This confirms the hypothesis proposed in this work and validates its correctness. Findings reinforce authors' arguments in the context of such work using a path analysis. It has found that emotional intelligence moderates the relationship between transformational leadership and job satisfaction and not a straight forward model. Rather, transformational leadership has effects on emotional intelligence and the latter affects job satisfaction. Transformational leadership styles, on the other hand are negatively related to job satisfaction for teachers in public schools. Transformational leadership can lead to emotional intelligence (EI) and subsequently job satisfaction of public-school teachers while emotional intelligence can increase the overall job satisfaction level.

INTRODUCTION

In the Philippines, teaching is widely considered to be a highly demanding occupation. Being a teacher is notoriously challenging and has long been recognized as such. Unfortunately, teachers are the lowest-paid professionals among all other professionals. Thus, studies have revealed a rising teacher turnover rate in the Philippines. Many educators have left the field (leavers) or relocated to new schools (movers) in recent years. And a new poll shows that 43 percent of K-12 educators are considering leaving their jobs. Low level of job satisfaction and discontent with school/district communications and decisions are contributing factors to their decision to leave. This is supported by a number of studies (Gillani *et al.*, 2022; Ortega-Dela Cruz, 2021).

Furthermore, job satisfaction among teachers is not only pivotal for their retention but also pivotal for the well-being of educators and their students, fostering school unity, and elevating the standing of the teaching profession. It substantially influences good teaching methods, producing a meaningful learning environment. It also sustains the school's dedication and production, affecting teachers' loyalty to their employment. Job satisfaction affects instructors' commitment to their work in educational institutions, supporting the link between job satisfaction and a dedicated organizational workforce (Baluyos *et al.*, 2019; Parveen & Bano, 2019; Toropova *et al.*, 2020).

As a result, it is considered that transformational leadership among school principals influences their subordinates' work satisfaction levels. Furthermore,

there is a clear relationship between transformational leadership characteristics and emotional intelligence principles. Similarly, emotional intelligence is necessary for revolutionary leadership effectiveness. Leaders with high emotional intelligence are more likely to engage in transformative leadership. Furthermore, transformational leadership employs emotional intelligence to motivate followers to perform admirably. Furthermore, research has demonstrated a marginally favorable association between emotional intelligence and job satisfaction (Basar *et al.*, 2021; Evans, 2019; Waglay *et al.*, 2020; Suleman *et al.*, 2020).

Thus, the Division of Davao Occidental lacks specific interventions for public teacher job satisfaction, transformational leadership, and emotional intelligence. Recent studies, including Santa *et al.* (2023), have exclusively examined transformational leadership and emotional intelligence, disproving their premise. Suleman *et al.* (2020) found a strong link between emotional intelligence and job happiness, while Alharafsheh *et al.* (2023) exclusively studied transformational leadership. The lack of studies examining emotional intelligence as a mediator between transformational leadership and work satisfaction is evident in these studies. Exploring this could lead to performance-driven teacher outcomes and harmonious workplace relations, thereby boosting student accomplishment. The lack of localized interventions, mostly school head training, highlights the need for empirical studies to understand and support these key school success factors. A study must examine teachers' strengths and weaknesses to see if work satisfaction and

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emotional intelligence can develop transformational leadership. Exploration is essential for improving teachers' performance, satisfaction, and dedication to the school's goals.

LITERATURE REVIEW

The previous section includes publications and studies by various authors relevant to this study. The extensive readings in this part explain the variables. The variables are transformational leadership (Vicky, 2005), job satisfaction (Romero & Bantigue, 2017), and emotional intelligence (GENOS Emotional Intelligence Inventory, Palmer *et al.*, 2009).

Transformational Leadership

Based on existing data, transformational leadership becomes a focal point among the numerous leadership styles researched. Its close relationship with positive individual outcomes is clear, as employees' personal engagement in corporate goals drives their passion and dedication. Transformational leaders effectively unite the organization and motivate teams. Although it has been shown to improve individual and organizational performance, there is a lack of research on its simultaneous effects at the individual and team levels. Moreover, the complexity of leadership in business and society, and its functions across individuals, teams, and organizations, becomes clear. Contingency theory highlights how group, team, and follower differences affect interactions. This study emphasizes motivational leadership and teamwork. The self-determination theory states that leaders empower, connect, and inspire employees to meet their core needs for competence, relatedness, and autonomy, which boosts job engagement (Felfe *et al.*, 2019; Nikolova, 2019).

The research demonstrates that transformational leadership creates better team outputs through its power to create innovative solutions and maintain high standards and ensure employee wellness. Yu and Xiang 2024 discovered that transformational leadership results in better team innovation outcomes through its ability to boost organizational resilience and adaptability. The study by Saif, Amelia, Goh, Rubin, Shaheen and Murtaza 2024 showed that transformational leadership in higher education institutions boosts employee innovative work behavior and task performance through their ability to share knowledge. Tran and Hoang 2024 found that public sector organizations achieve better performance results when transformational leaders show their employees both a definite organizational vision and mission. Alzoraiki, Ahmad, Ateeq, and Milhem 2024 demonstrated that school leaders who use transformational leadership create better school environments which lead to improved teaching results because shared mental models improve team performance. The research demonstrates that transformational leadership serves as the main factor that creates shared beliefs and drives innovation while teams

become more effective.

Job Satisfaction

Employee well-being and corporate performance depend on workers' understanding of their position and job satisfaction aspects. Employees' workplace interactions to achieve company goals and complete obligations depend on job happiness. Occupational well-being is crucial. Professors value job security, yet it limits government and educational institution human resource use. Job security and perceptions affect job happiness, which influences job performance, according to research. Happy workers perform better, care for themselves, and others. Lack of hygiene and specific motivators are often cited as causes of job dissatisfaction, corroborating Herzberg's concept (Alrawahi *et al.*, 2022; Dziuba *et al.*, 2020; Supardi, 2023). Job satisfaction is also substantially influenced by work alignment with ideas and ambitions. The National Association of Elementary School Principals (2020) stressed the importance of training school leaders in career and organizational success. Principals are taught to use qualitative and quantitative performance data to provide focused feedback to assist individuals in reaching benchmarks as leadership coaches. State leadership standards-aligned coaching connects theory and practice in the study's environment (Herman *et al.*, 2022; Mahmood & Ismail, 2022; Mapue, 2023).

Thus, job satisfaction is crucial to educators' well-being and decreasing burnout and stress. It represents an employee's good job views based on several factors. High self-efficacy helps people influence behavior, achieve goals, and match skills to outcomes. Understanding oneself and one's job boosts job satisfaction. Job satisfaction has several components, and no unanimity on certain elements. An inspiring workplace increases contentment, productivity, and motivation (Herrity, 2023; Karaferis *et al.*, 2022; Medina, 2022; Toropova, 2021).

Emotional Intelligence

Emotional intelligence also includes self-awareness, the ability to recognize and understand emotions and how one's behavior, emotions, and others' feelings affect circumstances. Emotional intelligence requires understanding oneself and how one's emotions affect others to strengthen relationships, build trust, improve communication, and develop soft skills. Self-awareness allows people to change their thoughts, feelings, and behaviors. Emotional intelligence requires self-awareness to understand and manage emotions, improving relationships and communication (Cherry, 2018; Drigas & Papoutsis, 2018; Wallbridge, 2023).

The workplace benefits of emotional intelligence include enhanced nonverbal cue understanding, behavioral modifications, decision-making, and respected leadership. The ability to understand and control emotions, known as "emotional intelligence," improves professional progress, relationships, and work environments. Such statements help reassess situations during distress. After reflecting on

their feelings, trauma survivors had better physical and subjective health, highlighting the relevance of cognitive adjustments and personal understanding. Moving to the workplace, emotional intelligence improves decision-making, leadership, and morale (Birt, 2023; Keltner, 2019; Wayar & Abba, 2019).

Emotional intelligence impacts workplace safety, comfort, and satisfaction. Work views change when people understand their own and others' emotions. Emotional reasoning interprets scenarios using emotions as indicators rather than objective facts. In coaching, mentoring, and conflict resolution, Goleman says leadership involves emotional intelligence. Employee relationships and performance improve with emotional intelligence (Birt, 2023; Gangemi *et al.*, 2021; Hudin & Budiani, 2021; Kardinah, 2019; Lane & Smith, 2021). Scholarly sources like journals and books supply relevant concepts, insights, and ideas for the researcher's inquiry, shaping its conceptualization. The literature supports the study's findings. Understanding how the variables analyzed mediate in the workplace is also strengthened.

MATERIALS AND METHODS

This section comprises notes from the research respondents, materials and instruments, and research design and procedure.

Research Respondents

The study encompassed public elementary teaching staff in Malita East and South Districts, Division of Davao Occidental, Philippines, with a total population of 3249 teachers as of 2020. Raosoft recommended a sample size of 344, leading to the adoption of stratified random sampling that involves separating the population into clearly defined groups for random selection (Sharma, 2023). The study aimed to understand specific qualities and certainties within this population, conducted in August 2020 exclusively among Permanent Public Elementary School Teachers, excluding other school staff. Respondents retained the option to withdraw consent without consequences at any point in the study.

Materials and Instrument

The quantitative non-experimental descriptive-correlation design was employed in this investigation. While correlational research focuses on finding statistical links between two variables, descriptive research explains the attitudes and behaviors seen during the investigation (Vanderstoep & Johnston, 2009). Researchers often use a particular approach to gain deeper insights into a certain group or phenomenon which is descriptive research (Sirisilla, 2023). Without modifying or controlling the variables, a correlational study looks at how they relate to one another. It indicates the strength and/or the path of the connection among two or more variables. Both positive and negative correlations are possible (Bhandari, 2021).

Additionally, this study employed testing of an

intervention in which the connections of three variables are investigated. Moreover, aims to assess both the mediator's relationship with the criterion variables and the predictor's relationship with the mediator variables (Baron and Kenny, 1986). In essence, the way the independent variable influences or is connected to the dependent variable is revealed by this mediating variable. The mediation resulting from the mediator variable is designed as an intervention model that influences the outcome variable rather than the other way around.

Moreover, the study's instrument is a customized survey questionnaire. The questionnaire is composed of Transformational Leadership, Job Satisfaction and Emotional Intelligence. The first part is about Transformational Leadership by Bass and Avolio (1996). The second part is about job satisfaction questionnaire from Romero and Bantigue (2017). And lastly, Emotional Intelligence, which is adopted from GENOS Emotional Intelligence Inventory 2014.

Survey respondents answered the questionnaires using a 5-point Likert scale. The following criteria were used to assess the overall scores of the three variables: means within the 4.20–5.00 range are considered very high, showing that the items are always observed; means from 3.40–4.19 are high, indicating the items are often observed; means between 2.40–3.39 are moderate, suggesting the items are sometimes observed; means from 1.80–2.39 are low, meaning the items are seldom observed; and means within 1.00–1.79 are deficient, indicating the items are never observed.

To ensure measurement accuracy, questionnaires were content-validated and reliability analyzed. They were reviewed and validated by external experts in social research and statistics. The validated questionnaires received a total score of 4, which is considered high. Therefore, it was suggested that certain of the instruments' declarations and contents be somewhat revised. For reliability testing, the researcher administered a preliminary survey to 40 respondents before the actual poll was completed. Using Cronbach's alpha, an internal consistency validity test was performed on the collected preliminary data. Luckily, transformational leadership yielded a Cronbach's alpha of .87, job satisfaction is at .89 and emotional intelligence is at .889 which shows that the instrument has very good reliability and the data utilized in the study is valid (Brown, 2002).

Furthermore, a quantitative strategy was used in this mediation study's design. Specifically, Pearson's r was employed to determine the relationships among transformational leadership, emotional intelligence, and job satisfaction. The degree of association between two or more variables was assessed and adjusted in a descriptive, non-experimental correlational methodology (Goertzen, 2017). This study's goals and the acceptance or rejection of the underlying hypothesis are best served by a correlational approach, the research methodology we used. The significance level must be more than 05 for H_0 and H_a to be approved. Indeed, a hypothesis is

a formal approach to the statistical relationship between two interpretations of a sample (Chiang, 2015).

Therefore, mediation testing was used to examine the three components. In other words, it examined how effectively the mediator variables interacted with the standards-based factors and how well the predictor and mediator variables interacted (Baron & Kenny, 1986). A simple mediation model is based on the assumption that a link between a predictor factor and a result may be divided into its component pieces, each of which can be explained by the effect of a distinct third element. The causal association between the explanatory variable and the outcome no longer exists and is statistically not substantial after accounting for the mediator's influence, suggesting that the relationship is fully mediated. The mediator accounts for only part of the association linking the independent and dependent factors, not the entire connection is called partial mediation. The indirect effect is the degree to which an event is mediated (Baron & Kenny, 1986).

This study extends existing adaptive regression methods using fractional polynomials to address nonlinearity in mediation relationships, assuming monotonicity consistent with theoretical expectations of directional effects (Knafl *et al.*, 2017). Path analysis is then employed to approximate correlation values for each path coefficient and to evaluate the effectiveness of mediation. Allen (2017) defines path analysis as a statistical method for variable relationships. Different from multiple regression, it allows simultaneous investigation of numerous criteria variables to determine how predictor factors affect dependent variables.

Design and Procedure

This study used a correlational, non-experimental quantitative design to evaluate variable associations without changing participants' conditions. Salmons (2023) suggests using such a design to find relationships between traits like emotional intelligence, transformational leadership, and work happiness without assuming causation. The researcher may see and comprehend teachers' inherent variances in classroom conduct and attitudes using this non-experimental approach. Avoiding experimental manipulation kept responses honest and upheld ethical norms.

Mediation analysis was utilized to examine how emotional intelligence connects transformational leadership and job satisfaction. This method allows the researcher to determine whether transformational leadership influences work happiness and how much emotional intelligence contributes. The study evaluated whether transformational leadership affects job satisfaction directly or indirectly through emotional intelligence. Sidhu *et al.* (2021) performed linear regression to estimate total, direct, and indirect impacts using the product of coefficients (ab) or the difference between c and c' . Furthermore, following Rijnhart *et al.* (2021), measures like the fraction mediated or Cohen's d were used to evaluate both the strength and

significance of the mediation effect.

After the superintendent, supervisors, and school heads gave their approval, data collection started on November 15, 2021, in Davao Occidental. This was after the research design and analytical approach had been chosen. The selected participants received printed questionnaires after permission. The consent forms and survey instruments were personally delivered to the school heads and district representatives to ensure transparency and voluntary participation. Subsequently, the questionnaires were handed directly to teachers through face-to-face interaction in order to promote clarity and trust. For respondents located in remote areas, another modality was availed where respondents filled out the survey online using Google forms and could do so at their convenience. Subsequently, all filled questionnaires were collected and checked for accuracy, completeness which took time before dealing with data tabulation and analysis because responses with missing items or unclear answers would be first addressed.

Moreover, statistical methods were adopted in the study to analyze the data. Means were calculated to define respondents' emotional intelligence, transformational leadership, and job satisfaction. Pearson correlation coefficient (Pearson r) was used to assess correlations between these variables; significances were tested. Path analysis was used to evaluate if emotional intelligence mediates transformational leadership and work happiness. SPSS with AMOS extension was used to visualize and tabulate mediation and moderation effects of all variables in this investigation.

This study follows the University of Mindanao Ethics Research Committee's Protocol No. UMER-2020-206 for ethical issues. With confidentiality and anonymity precautions, participation was voluntary. Participants might quit at any time without penalty, and substitute instructors and those from other divisions were excluded. Participants gave voluntary consent after being told about the research goals. Stratified random sampling evenly represented participating schools. Paraphrasing, crediting, using Turnitin, and publishing findings addressed plagiarism, data fabrication, and fraud.

RESULTS AND DISCUSSION

Following the research objectives, this part offers, analyzes, and interprets respondent data on transformational leadership, job satisfaction, and emotional intelligence. Transformational leadership, job satisfaction, emotional intelligence, the relationships between them, and the mediating role of emotional intelligence in the relationship between transformational leadership and job satisfaction are discussed in order.

Level of Transformational Leadership

Teachers' transformational leadership levels are shown in Table 1. All indicators had standard deviations below 1.00, indicating consistent respondent responses. The average score was 4.48, very high. The specific

indicators gave teachers the following scores: idealized behavior (very high) 4.61, inspirational motivation 4.53, intellectual stimulation 4.43, idealized attributes 4.40, and individualized consideration 4.40. Teachers consistently demonstrate transformational leadership in all areas.

The very high score for idealized behavior suggests that teachers are attentive to the moral and ethical implications of their decisions and place great importance on fostering a shared sense of purpose within their schools. This finding is consistent with Needle (2021), who noted that effective transformational leaders inspire their organizations to work together toward a common goal. In addition, transformational leaders are often seen as supportive and helpful, as they are able to identify and enhance the abilities of their followers to successfully complete tasks.

The very high-level result of inspirational motivation specifies that teacher-respondents in public schools' express excitement and motivation when talking about what needs to be achieved in their classrooms and communicate an exciting and motivating goal for the future. The respondents believed that objectives are achievable if they plan optimistically. This is in line with the words of Felfe *et al.* (2019) who pronounced that engaging leadership motivates workers through the Self Determination Theory. Engaging leaders empower, connect, and inspire employees to achieve their basic needs for competence, relatedness, and autonomy, increasing job engagement.

Consequently, it was discovered that intellectual stimulation was also associated with a very high level of transformational leadership. It leads public school respondents to believe, that as a teacher, they must get others to look at problems from a variety of perspectives and re-examine critical assumptions to see if they are still valid. Consequently, Wang & Waldman (2019) argued

that transformational leadership considerably contributed to the establishment of shared mental models, which improved team effectiveness.

Similarly, idealized attributes predicted a very high level of transformational leadership, implying that teacher-respondents have a sense of power and confidence in their work and go above and beyond self-interest for the group's welfare. The respondents want others to feel proud of being linked with them. According to Khan *et al.* (2020), a very high degree of this transformational leadership dimension corresponds to an idealized influence. Idealized influence is demonstrated when a leader successfully makes provision of a reliable sense of undertaking and appropriately envisions it.

By the same token, individualized consideration received a very high degree of transformational leadership, showing that teacher-respondents spend time teaching and coaching others and assisting others in developing their abilities. Individuals have distinct needs, abilities, and goals than others, according to the respondents. This finding is linked to Khan *et al.* (2020) who explained that the support a leader gives each follower is referred to as individual consideration. It could involve coaching and training, assigning work based on individual skill levels, and performance monitoring.

Data revealed that the teachers as leaders had manifested very good command of transformational leadership in terms of idealized behavior which indicates that teachers were effective in considering the ethical and moral ramifications of choices and underlined how crucial it is to have a shared sense of purpose. Moreover, transformational leadership in terms of inspirational motivation of teachers is always manifested by the respondents. This is an indicative of their very high capability to engage in passionate discussion about the

Table 1: Level of Transformational Leadership

Indicators	SD	Mean	Descriptive Level
Idealized Attributes	0.47	4.40	Very High
Idealized Behavior	0.39	4.61	Very High
Inspirational Motivation	0.44	4.53	Very High
Intellectual Simulation	0.43	4.43	Very High
Individualized Consideration	0.49	4.40	Very High
Overall	0.36	4.48	Very High

tasks at hand and present a convincing future vision. Also, the level of transformational leadership of teachers in terms of intellectual stimulation was very high, suggesting that the respondents are offering fresh perspectives on completing tasks and assignments. The data reflected that transformational leadership of teachers in terms of idealized attributes is always manifested, which is a sign of the very high enthusiasm of teachers to project confidence and a sense of strength. Likewise, individualized consideration is also found very high among respondents which depicts that the teachers were

good in helping others develop their strengths, spent time coaching and training, and treated others as distinct persons and not merely as part of a group.

Level of Job Satisfaction

Table 2 shows the levels of job satisfaction among public elementary school teachers in Davao Occidental. The overall mean score was 4.41, which falls under the "very high" category. Examining the specific indicators, community attachment obtained the highest mean of 4.51 (very high), followed by security with 4.42 (very

high), the work environment with 4.37 (very high), and job responsibilities with 4.35 (very high). These findings indicate that teachers are generally very satisfied with their work, especially in terms of their strong ties to the community, sense of job security, positive working conditions, and fulfillment of their responsibilities. The consistently high score for community attachment further shows that teachers regularly express their satisfaction through their willingness to be of service to others, even in small ways.

Respondents are satisfied with the opportunity to have a distinct role in the community of modest service to stakeholders, as evidenced by the very high degree of job satisfaction in terms of community attachments. One of the respondents' top job satisfactions is from the opportunity to inspire stakeholders to participate in massive events in school, indicating positive school effectiveness. It has been linked to the proposition of Medina (2022) who contended that having a job satisfaction can have a number of significant and far-reaching ramifications. One of them is that it can contribute to a teacher's overall well-being, as happy

teachers tend to handle stress better and are less at risk of burnout.

Job satisfaction in terms of security, which indicates that respondents are content with the opportunity to do something that makes use of their abilities and discover new and better methods to accomplish the job, is another significant element to a very high degree of job satisfaction. They are convinced that at their school, they can do activities that do not violate their morals. In point of fact, Chib (2019) revealed that job satisfaction reciprocates job security by providing more input to the business, which ultimately results in more job happiness. Job satisfaction in terms of work environment, on the other hand, was also very high, indicating that respondents are satisfied with the school's policies and practices toward its employees; satisfied with the spirit of cooperation among coworkers; and satisfied with the way the immediate head provides assistance with difficult problems. This assumption is supported by Toropova *et al.* (2021), who said that job satisfaction is understood to be an employee's favorable attitude toward a job based on

Table 2: Level of Job Satisfaction

Indicators	SD	Mean	Descriptive Level
Job Satisfaction in terms of Security	0.59	4.42	Very High
Job Satisfaction in terms of Work Environment	0.67	4.37	Very High
Job Satisfaction in terms of Job Responsibilities	0.57	4.35	Very High
Job Satisfaction in terms of Community Attachments	0.39	4.51	Very High
Overall	0.48	4.41	Very High

an evaluation of the attributes of the employment.

Another indicator of job satisfaction that gains a very high level is job satisfaction in terms of job responsibilities. The teacher-respondents strongly believed that their satisfaction is driven by the chance to do the job without cheating anyone and trying something different, which is needful in teaching. Therefore, this is comparable to the provocative work of Mapue (2023), who demonstrated that one's level of job satisfaction is influenced by the degree to which one's professional activities are aligned with their personal views and goals.

Level of Emotional Intelligence

Table 3 presents the level of emotional intelligence among public elementary school teachers in Davao Occidental. The overall mean score was 3.92, which is described as high, indicating that emotional intelligence is generally demonstrated or experienced by teachers most of the time. Looking at specific items, the statement "Failing to recognize how my feelings drive my behavior at work" had a mean of 3.29, interpreted as moderate, while "Finding it difficult to identify my feelings on issues at work" had a mean of 3.12, also interpreted as moderate. In addition, "Being aware of my mood state at work" obtained a mean score of 4.12, interpreted as high, while "Being aware of how my feelings influence the decisions

I make at work" scored 4.16, also high. The statement "Expressing how I feel to the wrong people at work" had a mean of 3.42, which is likewise rated as high. Meanwhile, "I express how I feel effectively when someone upsets me at work" received a mean of 3.30, interpreted as moderate. Finally, "When I am getting frustrated with something at work, I discuss my frustration appropriately" scored 3.77, which is also considered high.

Moreover, expressing how I feel at the appropriate time has a mean of 3.88, which is interpreted as high, while having trouble finding the right words to express how I feel at work has a mean of 3.29, indicating a moderate level. Teachers also reported high scores for identifying the way people respond to me when building rapport (mean = 4.09), and very high scores for understanding the things that make people feel optimistic at work (mean = 4.36) and understanding what makes people feel valued at work (mean = 4.42). The statement finding it difficult to identify the things that motivate people at work received a high score of 3.57, while very high scores were observed for demonstrating to others that I have considered their feelings in decisions I make at work (mean = 4.29), considering the way others may react to decisions when communicating them (mean = 4.43), and communicating decisions at work in a way that captures others' attention (mean = 4.22). These results

indicate that teachers generally exhibit strong emotional intelligence, particularly in understanding and responding to the feelings and motivations of others, while some areas, such as expressing personal feelings clearly, may need further attention.

In addition, stakeholder commitment (mean = 3.98) and

decision communication (mean = 3.97) scored high. Teachers rated frustration response (mean = 3.88) and taking criticism personally (mean = 3.84) positively. Handling workplace stress (mean = 4.23) and annoyances (mean = 4.08) were also well-rated. These findings indicate that teachers cope well, communicate well, and

Table 3: Level of Emotional Intelligence

Items	SD	Mean	Descriptive Level
Failing to recognize how my feelings drive my behavior at work.	0.87	3.29	Moderate
Finding it difficult to identify my feelings on issues at work.	0.92	3.12	Moderate
Being aware of my mood state at work.	0.79	4.12	High
Being aware of how my feelings influence the decisions I make at work	0.81	4.16	High
Expressing how I feel to the wrong people at work.	1.21	3.42	High
I express how I feel effectively. When someone upsets me at work	1.08	3.30	Moderate
When I am getting frustrated with something at work I discuss my frustration appropriately.	0.88	3.77	High
Expressing how I feel at the appropriate time.	0.72	3.88	High
Having trouble finding the right words to express how I feel at work.	1.12	3.29	Moderate
Identifying the way people respond to me when building rapport.	0.75	4.09	High
Understanding the things that make people feel optimistic at work.	0.75	4.36	Very High
Understanding what makes people feel valued at work.	0.75	4.42	Very High
Finding it difficult to identify the things that motivate people at work.	1.19	3.57	High
Demonstrating to others that I have considered their feelings in decisions I make at work.	0.80	4.29	Very High
Considering the way others may react to decisions when communicating them.	0.76	4.43	Very High
Communicating decisions at work in a way that captures other's attention	0.86	4.22	Very High
Gaining stakeholders' commitment to the decisions I make at work.	0.70	3.98	High
Appropriately communicating decisions to stakeholders.	0.74	3.97	High
Responding to events that frustrate me appropriately.	0.98	3.88	High
Handling stressful situations at work effectively.	0.75	4.23	Very High
Taking criticism from colleagues personally	1.12	3.84	High
Effectively dealing with things that annoy me at work.	0.75	4.08	High
Appropriately responding to colleagues who frustrate me at work.	1.05	3.94	High
Being effective in helping others feel positive at work.	0.77	4.19	High

Helping people deal with issues that cause them frustration at work.	0.90	4.23	Very High
Resolving emotional situations at work effectively.	0.78	4.03	High
Knowing what to do or say when colleagues get upset at work.	0.69	3.79	High
When I am under stress, I am becoming impulsive.	1.04	3.43	Very High
Keeping calm in difficult situations at work.	0.77	4.13	High
Remaining focused when anxious about something at work.	0.65	3.93	High
When I am upset, I still being able to think clearly	0.77	4.14	High
Overall	0.49	3.92	High

handle workplace stress and challenges. Consequently, appropriately reacting to coworkers who frustrate me in the workplace was rated 3.94; this rating is perceived as being high. Helping people feel good was rated 4.19; which is perceived as high. Teachers reported a very high score for helping people deal with issues that cause them frustration at work (mean = 4.23) and high scores for resolving emotional situations at work effectively (mean = 4.03), knowing what to do or say when colleagues get upset at work (mean = 3.79), and keeping calm in difficult situations at work (mean = 4.13). Additional high scores were noted for when I am under stress, I become impulsive (mean = 3.43), remaining focused when anxious about something at work (mean = 3.93), and being able to think clearly when upset (mean = 4.14). These findings indicate that teachers generally demonstrate strong emotional intelligence in managing their own emotions and supporting others, maintaining composure, and staying focused in challenging or stressful situations. Furthermore, it can be inferred that teachers are aware of their feelings and moods towards work; it is consistently observed. Hence, teachers involved in the study demonstrate empathy especially in making decisions in schools, and are effective in dealing with things that annoy them at work. Besides, they inspired stakeholders and others in their respective stations to be optimistic every day. Invariably, this backs up Cherry's (2018) research, which found that emotional intelligence is defined as knowing about one's feelings and using preferences to guide decision-making, as well as having a realistic evaluation of one's talents and a well-founded sense of self-confidence. Hence, this is in consonance with Cherry (2018) who contended that emotional intelligence exhibits characteristics of self-awareness. Self-awareness is the ability to recognize and understand your own emotions, while also being aware of how your actions, moods, and the feelings of others influence situations.

Correlations between Transformational Leadership and Job Satisfaction

Table 4 shows the results of the test examining the relationship between transformational leadership and job satisfaction, tested at a significance level of .05. The overall

analysis produced an r-value of .48 with a p-value of .05, indicating a significant positive relationship. This suggests that teachers' transformational leadership contributes to higher levels of job satisfaction. Specifically, all indicators of transformational leadership were positively correlated with job satisfaction: idealized attributes (r = .49), idealized behavior (r = .55), inspirational motivation (r = .42), intellectual stimulation (r = .19), and individualized consideration (r = .31), all with p-values less than .05. Besides, the results show that each indicator of job satisfaction is positively correlated with transformational leadership, with p, values less than .05. The correlation coefficients were .46 for security, .30 for work environment, .53 for job responsibilities, and .42 for community attachments. These findings imply a strong link between transformational leadership and job satisfaction, indicating that teachers' job satisfaction is highly dependent on idealized attributes, idealized behavior, inspirational motivation, intellectual stimulation, and individualized consideration. These results agree with Basar *et al.* (2021), who found that transformational leadership has a significant effect on teachers' job satisfaction.

In essence, transformational leadership among school principals plays a key role in shaping the level of satisfaction experienced by their teaching staff. In addition, these results are consistent with the findings of Kouni *et al.* (2018), who found that teachers report higher job satisfaction when their school principal demonstrates transformational leadership. Similarly, a study by Manduku (2018) in Belgut Sub County, which involved 16 purposively selected head teachers and 200 teachers chosen through stratified and simple random sampling, found that the transformational leadership style of head teachers in public primary schools accounted for 58.3% of the teachers' job satisfaction.

Correlations between Transformational Leadership and Emotional Intelligence

Table 5 presents the results of the test examining the relationship between transformational leadership and emotional intelligence. The findings show that all indicators of transformational leadership are positively correlated with emotional intelligence, with an overall

Table 4: Significance of the Relationship between the Transformational Leadership and Job Satisfaction

Transformational Leadership	Job Satisfaction				
	Job Satisfaction in terms of Security	Job Satisfaction in terms of Work Environment	Job Satisfaction in terms of Job Responsibilities	Job Satisfaction in terms of Community Attachments	Overall
Idealized Attributes	.433*(0.000)	.315*(0.000)	.536*(0.000)	.433*(0.000)	.488*(0.000)
Idealized Behavior	.504*(0.000)	.399*(0.000)	.608*(0.000)	.396*(0.000)	.552*(0.000)
Inspirational Motivation	.405*(0.000)	.258*(0.000)	.427*(0.000)	.388*(0.000)	.417*(0.000)
Intellectual Simulation	.206*(0.000)	.032 (0.525)	.290*(0.000)	.152*(0.002)	.190*(0.000)
Individualized Consideration	.294*(0.000)	.192*(0.000)	.292*(0.000)	.322*(0.000)	.307*(0.000)
Overall	.455*(0.000)	.295*(0.000)	.530*(0.000)	.421*(0.000)	.483*(0.000)

*Significant at 0.05 significance level

r-value of .54 and a p-value less than .05, leading to the rejection of the null hypothesis. This suggests that transformational leadership boosts emotional intelligence. To be precise, the idealized qualities share an r, value of 0.49 with a p, value < .05, thus confirming their positive association with emotional intelligence at the level of statistical significance. Moreover, idealized behavior was highly associated with the result, thus producing an r, value of .45 and a p, value < .05, which is a clear indication of its significance in fostering emotional intelligence. Inspirational motivation received an r, value of .34 with a p, value < .05, thus indicating a significant influence of this leadership behavior on emotional intelligence. Intellectual stimulation exhibited an r-value of .38 with a p-value < .05, thus showing a definite relationship with emotional intelligence. Last but not least, individualized

consideration demonstrated the closest association, achieving an r-value of .50 and a p-value < .05, thereby implying a strong connection between this component of transformational leadership and emotional intelligence. Such outcomes align with the assertions of Noori *et al.* (2023), who also identified a significant positive association between principals’ transformational leadership and teachers’ emotional intelligence. In a similar vein, Marques *et al.* (2023) pointed out that a leader’s emotional intelligence is not just a vital personal attribute but also a key element that determines employees’ performance, productivity, and job satisfaction. Those leaders who possess higher emotional intelligence are more capable of comprehending, regulating, and reacting to the team members’ needs, which thereby leads to improved

Table 5: Significance of the Relationship between the Transformational Leadership and Emotional Intelligence

Transformational Leadership	Emotional Intelligence Overall
Idealized Attributes	.488* (0.000)
Idealized Behavior	.449* (0.000)
Inspirational Motivation	.350* (0.000)
Intellectual Simulation	.383* (0.000)
Individualized Consideration	.496* (0.000)
Overall	.542* (0.000)

workplace outcomes.

Correlations between Emotional Intelligence and Job Satisfaction

The test results in Table 6 display the results of the study which tested the link between job satisfaction and emotional intelligence at a .05 significance level. The security indicator shows that emotional intelligence correlates with it positively because the data show an r-value of .50 and a p-value of less than .05. The result shows that job security constitutes a vital component which influences teachers’ emotional intelligence. Additionally, emotional intelligence is reflected in teachers’ ability to recognize their feelings about issues at work and

to communicate decisions in ways that effectively capture the attention of others.

Likewise, work environment has an r-value of .49 with a p-value of <.05. This shows that work environment is positively associated with emotional intelligence. This suggests that work environment of teacher-respondents plays a big part in their emotional intelligence. Also, job responsibilities reveal an r-value of .56 with a p-value of <.05. Still, the result is positively correlated to emotional intelligence. It is safe to assume that job responsibilities have a great impact on emotional intelligence of teachers. Moreover, community attachments garnered an r-value of .37 with a p-value of <0.05 which proves that engaging

a barangay activity and giving of small service to other people especially stakeholders are essential for teachers' emotional intelligence. The overall results indicate a positive correlation between job satisfaction and emotional intelligence, with an r-value of .56 and a p-value < .05. Consequently, the null hypothesis of insignificance in correlating job satisfaction and emotional intelligence is rejected.

Taken together, the findings show a strong positive relationship between job satisfaction and emotional intelligence among teachers. Their emotional intelligence development stems from their job security, work environment support, responsibility management abilities, and community engagement. Teachers who experience these conditions tend to exhibit greater emotional awareness, self-regulation, and social skills. The study results show that teachers will improve their emotional intelligence through positive work environments which offer equitable work duties and promote community participation, which will then increase their job satisfaction

and professional performance and their relationships with students and coworkers.

Teachers with higher emotional intelligence achieve greater job satisfaction according to the analysis which shows a strong link between emotional intelligence and job satisfaction. Employees with higher emotional intelligence experience greater job satisfaction than those with lower emotional intelligence according to Margarita *et al.* (2018) while Naeem *et al.* (2021) showed that teachers' emotional intelligence directly affects their job satisfaction. The findings support Abbas *et al.* (2019), who found emotional intelligence serves as an essential factor that determines job satisfaction, and Millanes (2018), who demonstrated that emotional intelligence boosts teacher productivity and professional growth while benefiting student well-being and academic performance. All the studies demonstrate that emotional intelligence functions as a vital element which creates an educational atmosphere that promotes successful and

Table 6: Significance of the Relationship between the Emotional Intelligence and Job Satisfaction

Emotional Intelligence	Job Satisfaction				
	Job Satisfaction in terms of Security	Job Satisfaction in terms of Work Environment	Job Satisfaction in terms of Job Responsibilities	Job Satisfaction in terms of Community Attachments	Overall
Overall	.493* (0.000)	.492* (0.000)	.561* (0.000)	.374* (0.000)	.562* (0.000)

*Significant at 0.05 significance level

enjoyable educational experiences

On the Mediating Effect of Emotional Intelligence

The path analysis displayed in Figure 2 shows how emotional intelligence connects transformational leadership with job satisfaction through three distinct paths which include path a (Transformational Leadership to Emotional Intelligence), path b (Emotional Intelligence to Job Satisfaction), and path c (Transformational Leadership to Job Satisfaction). The analysis of path a showed through SPSS and AMOS that the unstandardized regression coefficient reached .74 which demonstrated that every 1-unit rise in transformational leadership produced a .74 rise in emotional intelligence (p < .05), which proved to be a strong and significant connection between the two variables. Path b showed a coefficient of .42 which indicated that a 1-unit increase in emotional intelligence would lead to a .42 increase in job satisfaction (p < .05), which showed that the relationship between these two variables was significant. Path c demonstrated a .34 increase in job satisfaction for each 1-unit rise in transformational leadership (p < .05), showing that transformational leadership has a direct and meaningful effect on job satisfaction even after considering the mediating role of emotional intelligence.

The research results demonstrate that emotional intelligence partially mediates the connection between

transformational leadership and employee job satisfaction because the relationship between these two factors decreased to a significant level after emotional intelligence assessment. The analysis shows that transformational leadership leads to higher emotional intelligence levels which subsequently result in improved job satisfaction among employees. The results of the research support the theoretical framework which describes the relationship between the variables because empirical data confirms the proposed variable connections. The authors' main arguments received confirmation through regression analyses which established that both direct satisfaction. The development of emotional intelligence skills among teachers leads to two advantages because it improves their capacity to lead others while simultaneously increasing their job satisfaction and effectiveness at work.

Birt (2023) showed that emotional intelligence acts as a fundamental requirement for leadership, which successful leaders achieve through their capacity to understand other people's emotions. The research conducted by Mindeguia *et al.* (2021) demonstrated that positive emotional intelligence functions as a mediator between transformational leadership and beneficial outcomes. Keltner (2019) demonstrated that emotional intelligence in workplace settings provides substantial benefits. Abbasi *et al.* (2022) showed that transformational leaders

who possess emotional intelligence led to increased job satisfaction.

X = TRANSFORMATIONAL LEADERSHIP

Y = JOB SATISFACTION

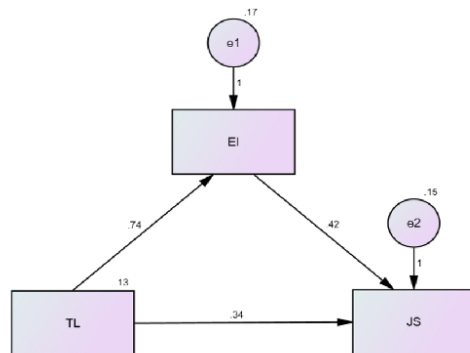


Figure 2: Regression Weights on the Mediating Effect of Emotional Intelligence on the Relationship between Transformational Leadership and Job Satisfaction

M= EMOTIONAL INTELLIGENCE

CONCLUSION

The study found that public elementary school teachers in Davao Occidental, Philippines demonstrated very high levels of transformational leadership, job satisfaction, and emotional intelligence. Teachers exhibited strong leadership skills, particularly in idealized behavior and inspirational motivation. Their job satisfaction was influenced by factors such as job security, positive work environment, clear responsibilities, and strong community connections. Emotional intelligence results were generally high, although emotional self-awareness and emotional expression showed moderate levels and require further improvement.

The findings revealed that transformational leadership is positively related to both emotional intelligence and job satisfaction. Emotional intelligence also directly influences job satisfaction and partially mediates the relationship between transformational leadership and job satisfaction. This means that transformational leadership enhances emotional intelligence, which in turn increases job satisfaction.

The results support Herzberg's Two-Factor Theory, Bandura's Social Learning Theory, and Trait Theory of Leadership, highlighting the interconnectedness of leadership, emotional intelligence, and job satisfaction. The study recommends that schools implement training programs focused on emotional self-awareness, emotional regulation, and self-reflection. Strengthening teachers' emotional competencies can enhance transformational leadership practices, improve job satisfaction, and promote a more positive educational environment.

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