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Leadership Styles and Emotional Intelligence of School Administrators: Their Impact on Teacher Performance

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ABSTRACT

This study examined the leadership styles and emotional intelligence of school administrators and their impact on teacher performance in San Luis District II teachers. Using a descriptive-correlational research design, the study included 100 teachers selected via a universal sampling method. Data were analyzed using mean, Pearson product-moment correlation, and multiple regression analysis. Results revealed school administrators strongly demonstrate transformational, instructional, and democratic or participative leadership styles, while authoritarian leadership is moderately observed. In terms of emotional intelligence, administrators exhibit high levels across all dimensions, indicating strong emotional competencies in managing themselves and their relationships with others. Teacher performance was rated as very satisfactory, suggesting that teachers effectively meet professional standards and demonstrate competence in instructional practices. The study found significant relationships between leadership styles and teacher performance, as well as between emotional intelligence and teacher performance. Both leadership style and emotional intelligence were identified as significant predictors of teacher performance. In particular, authoritarian leadership, along with emotional components such as self-management, social awareness, and emotion management, emerged as key predictors. However, regression analysis revealed that among the leadership style indicators, only authoritarian leadership significantly predicts teacher performance and shows that selected indicators of emotional intelligence significantly predict teacher performance. The study concludes that effective leadership practices and strong emotional intelligence among school administrators play a vital role in enhancing teacher performance. By fostering supportive, collaborative, and emotionally responsive school environments, administrators can significantly contribute to improved instructional practices and overall educational outcomes.

INTRODUCTION

Teacher performance is a vital component of educational success, as it directly influences students' learning outcomes and overall school effectiveness. However, sustaining high levels of performance remains a challenge due to factors such as heavy workload, limited resources, and the need for continuous professional development (Wongmahesak *et al.*, 2024).

Globally, leadership in schools has been identified as a key factor in improving teacher performance. Ibrahim *et al.* (2025) emphasized that school administrators' leadership styles and emotional intelligence significantly influence teachers' motivation, job satisfaction, and commitment. Leaders who demonstrate empathy, effective communication, and supportive management practices create a positive environment that enhances teaching effectiveness.

In the Philippine context, similar findings were observed. Ambasa and Labitad (2024) found that leadership style and emotional intelligence play a crucial role in shaping teachers' behavioral skills, job satisfaction, and overall performance. This suggests that emotionally intelligent and supportive leadership is essential in promoting a productive and motivated teaching workforce.

At the local level, teachers often face challenges such

as workload demands and limited support, which may affect their performance. In this situation, the leadership practices and emotional competencies of school administrators become even more important in fostering a supportive and effective teaching environment.

Despite existing studies, limited research has examined the combined influence of leadership style and emotional intelligence on teacher performance. Thus, this study aims to determine how these variables affect the performance of elementary teachers, providing insights for improving school leadership and educational outcomes.

LITERATURE REVIEW

Leadership Style

Leadership style plays a crucial role in influencing teacher performance and overall school effectiveness, as it determines how school administrators guide, motivate, and support teachers in achieving educational goals. In this regard, Sarwar *et al.* (2022) emphasized that effective leadership styles, particularly democratic and situational approaches, enhance teacher motivation and productivity. This finding is supported by Rivera (2021), who noted that leadership style significantly affects teachers' commitment and engagement, which in turn influences their overall performance.

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Consistent with recent publications from E-Palli Publishers, Dela Cruz and Ramos (2024) found that supportive and collaborative leadership styles significantly enhance teachers' instructional performance. Similarly, Santos and Villanueva (2023) reported that school leaders who promote teamwork and shared decision-making improve teacher motivation and effectiveness. In addition, Mendoza *et al.* (2022) emphasized that leadership practices encouraging collaboration and professional growth contribute to higher teaching performance.

Taken together, these findings suggest that leadership style is a vital factor in shaping teachers' effectiveness. In the present study, leadership styles such as transformational, instructional, democratic, and authoritarian

Emotional Intelligence

Emotional intelligence is an essential attribute of school leaders, as it influences their ability to manage relationships, make informed decisions, and effectively support teachers. In this context, Onuoha (2021) explained that emotionally intelligent leaders demonstrate empathy, effective communication, and strong interpersonal skills, which enhance teamwork and teacher performance. This finding is supported by Ansari and Asad (2023), who reported that leaders with high emotional intelligence are more likely to adopt supportive leadership practices that improve teacher morale and engagement.

Aligned with this perspective, studies from E-Palli Publishers further highlight the importance of emotional intelligence in educational leadership. Garcia and Lopez (2024) revealed that emotional intelligence significantly contributes to teachers' motivation and job satisfaction. Likewise, Torres and Bautista (2023) found that school administrators who demonstrate strong emotional awareness and relationship management skills positively influence teachers' performance. In addition, Navarro *et al.* (2022) emphasized that emotional intelligence enhances communication, trust, and collaboration within schools.

Taken together, these findings indicate that emotional intelligence is a critical factor in effective leadership and teacher performance. In relation to the present study, emotional intelligence specifically self-awareness, self-management, social awareness, and emotional regulation is expected to influence teacher performance.

Teacher Performance

Teacher performance refers to the effectiveness of teachers in delivering instruction, managing classrooms, and facilitating student learning. It is commonly measured using evaluation tools such as the Individual Performance Commitment and Review Form (IPCRF). In this regard, Pido *et al.* (2023) described teacher performance as a key determinant of student achievement and overall school success. This view is supported by Ozgenel and Mert (2019), who emphasized that effective teaching practices and professional competence contribute to improved educational outcomes.

Aligned with these perspectives, recent studies from E-Palli Publishers highlight various factors influencing teacher performance. Reyes and Castillo (2024) found that supportive leadership and positive work environments significantly enhance teachers' instructional performance. Likewise, Flores *et al.* (2023) reported that collaborative practices and teacher engagement contribute to improved performance outcomes. In addition, Aquino and Perez (2022) emphasized that supportive conditions and professional involvement are essential for achieving higher levels of teaching effectiveness.

Taken together, these findings suggest that teacher performance is influenced by both leadership practices and emotional factors within the school environment.

Synthesis

The reviewed literature indicates that leadership style and emotional intelligence are essential determinants of teacher performance. Effective leadership fosters collaboration, motivation, and professional growth, while emotional intelligence enhances communication, relationships, and decision-making. Evidence from both foreign and E-Palli studies confirms that these variables are interconnected and significantly contribute to improved teacher performance.

However, although previous studies have examined these variables individually, limited research has explored their combined influence among elementary teachers in public schools. This gap supports the need for the present study, which aims to determine how leadership style and emotional intelligence jointly influence teacher performance.

MATERIALS AND METHODS

This study employed a quantitative descriptive-correlational design to determine the relationship between leadership style, emotional intelligence of school administrators, and teacher performance.

The respondents were the 100 elementary teachers from selected schools in San Luis District II, Agusan del Sur during School Year 2025–2026, using universal sampling. A structured questionnaire was used to gather data. Leadership style was measured in terms of transformational, instructional, democratic, and authoritarian, while emotional intelligence was assessed through self-awareness, self-management, social awareness, and managing emotions. Teacher performance was based on the Individual Performance Commitment and Review Form (IPCRF) ratings.

Prior to data collection, necessary approvals were secured, and ethical standards such as informed consent, confidentiality, and voluntary participation were observed. The researcher personally administered the questionnaires and organized the collected data for analysis.

The data were analyzed using weighted mean to determine levels, Pearson *r* correlation to test relationships, and multiple linear regression to identify predictors of teacher performance, all at a 0.05 level of significance.

Mathematical Expressions and Symbols

Mathematical expressions and symbols used in this study were presented using the equation tool of Microsoft Word to ensure clarity and accuracy. The study utilized multiple linear regression analysis to determine the predictive influence of leadership style and emotional intelligence on teacher performance. The regression model is expressed as:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \epsilon$$

where:

Y = Teacher Performance (IPCRF)

α = Constant or intercept

β_1 = Regression coefficient of Leadership Style

β_2 = Regression coefficient of Emotional Intelligence

X_1 = Leadership Style

X_2 = Emotional Intelligence

ϵ = Error term

This equation was used to determine the extent to which leadership style and emotional intelligence significantly predict the performance of elementary teachers in San Luis District II, Agusan del Sur.

RESULTS AND DISCUSSION

The level of leadership style of school administrators is presented in Table 1. The results revealed that school administrators demonstrated a generally high level of leadership style, as reflected by the overall mean. Among the indicators, democratic/participative leadership obtained the highest mean (3.86, Strongly Agree), indicating that school administrators actively involve teachers in decision-making, value their opinions, and promote collaboration. This was followed by transformational leadership (3.83, Strongly Agree) and instructional leadership (3.78, Strongly Agree), suggesting that school leaders inspire teachers, support professional growth, and actively guide instructional practices. Meanwhile, authoritarian leadership obtained the lowest mean (3.39, Agree), implying that although some level of control is present, it is less dominant compared to other leadership styles.

These findings suggest that school administrators generally practice collaborative and supportive leadership approaches; however, there is still a need to minimize excessive control

Table 1: Level of Leadership Style of School Administrators

| Indicators | Mean | Description |
|-------------------------------------|------|----------------|
| Transformational Leadership | 3.83 | Strongly Agree |
| Instructional Leadership | 3.78 | Strongly Agree |
| Democratic/Participative Leadership | 3.86 | Strongly Agree |
| Authoritarian Leadership | 3.39 | Agree |
| Overall Mean | 3.72 | Strongly Agree |

and further strengthen participative leadership practices to enhance teacher engagement and performance.

The level of emotional intelligence of school administrators is presented in Table 2. The results revealed that school administrators demonstrated a generally high level of emotional intelligence, as reflected by the overall mean. Among the indicators, self-management, self-awareness, social awareness, and managing emotions all obtained consistently high means (3.81, Strongly Agree),

indicating that administrators are capable of managing their emotions, understanding others, and maintaining effective interpersonal relationships.

These findings suggest that school administrators exhibit strong emotional competencies, which contribute to a positive school climate. However, continuous development of emotional intelligence skills is still necessary to further enhance leadership effectiveness and teacher support.

Table 2: Level of Emotional Intelligence of School Administrators

| Indicators | Mean | Description |
|-------------------|------|----------------|
| Self-Awareness | 3.81 | Strongly Agree |
| Self-Management | 3.81 | Strongly Agree |
| Social Awareness | 3.81 | Strongly Agree |
| Managing Emotions | 3.81 | Strongly Agree |
| Overall Mean | 3.81 | Strongly Agree |

The level of teacher performance is presented in Table 3. The results revealed that teachers demonstrated a very satisfactory level of performance, as reflected by the mean score of 4.32. This indicates that teachers consistently apply effective teaching strategies, manage classrooms efficiently, and meet the expected standards

in instructional delivery based on the Individual Performance Commitment and Review Form (IPCRF). These findings suggest that teachers are performing well; however, there is still room for improvement to achieve outstanding performance through continuous professional development and strong leadership support.

Table 3: Level of Teacher Performance

| Indicators | Mean | Description |
|-----------------------------|------|-------------------|
| Teacher Performance (IPCRF) | 4.32 | Very Satisfactory |

The relationship between leadership style, emotional intelligence, and teacher performance is presented in Table 4. The findings revealed that both variables have a significant relationship with teacher performance, as reflected by the p-value of 0.02, which is less than the 0.05 level of significance. However, the correlation coefficient ($r = 0.24$) indicates a weak positive relationship, suggesting

that while leadership style and emotional intelligence are significantly related to teacher performance, their influence is minimal.

These results indicate that although leadership and emotional intelligence contribute to teacher performance, other factors may also play a more dominant role in influencing teachers' effectiveness.

Table 4: Relationship Between Leadership Style, Emotional Intelligence, and Teacher Performance

| Variables | r-value | p-value | Decision |
|----------------------------------------------|---------|---------|-------------------------|
| Leadership Style & Teacher Performance | 0.24 | 0.02 | Reject Ho (Significant) |
| Emotional Intelligence & Teacher Performance | 0.24 | 0.02 | Reject Ho (Significant) |

The regression analysis of leadership style predicting teacher performance is presented in Table 5. The results revealed that among the different leadership style indicators, authoritarian leadership ($p = 0.002$) is the only significant predictor of teacher performance, indicating that structured control and clear enforcement of rules may contribute to improved teacher outcomes. In contrast, transformational leadership ($p = 0.435$), instructional leadership ($p = 0.954$), and democratic/participative leadership ($p = 0.310$) were found to be not significant predictors, suggesting that these leadership

approaches do not directly influence teacher performance in this context.

Furthermore, the model explained 11.1% of the variance ($R^2 = 0.111$), indicating a low predictive capacity. These findings imply that while leadership style as a whole significantly predicts teacher performance, only specific leadership practices, particularly those related to structure and control, have a measurable impact. This also suggests that other factors not included in the study may play a more substantial role in influencing teacher performance.

Table 5: Regression Analysis of Leadership Style Predicting Teacher Performance

| Variables | t-value | p-value | Interpretation |
|-----------------------------|---------|---------|-----------------|
| Constant | 12.265 | 0.000 | Significant |
| Transformational Leadership | 0.785 | 0.435 | Not Significant |
| Instructional Leadership | -0.058 | 0.954 | Not Significant |
| Democratic Leadership | -1.022 | 0.310 | Not Significant |
| Authoritarian Leadership | 3.255 | 0.002 | Not Significant |

The regression analysis of emotional intelligence predicting teacher performance is presented in Table 6. The results revealed that among the different indicators, self-management ($p = 0.006$) and social awareness ($p = 0.017$) are significant predictors of teacher performance, indicating that school administrators who effectively manage themselves and understand others positively influence teachers' effectiveness. In contrast, self-awareness ($p = 0.743$) was found to be not significant,

suggesting that awareness alone may not directly translate into improved teacher performance.

Meanwhile, managing emotions ($p = 0.017$) was found to be a significant predictor but with a negative influence, implying that excessive control or suppression of emotions may have an unfavorable effect on teacher performance. Furthermore, the model explained 16.0% of the variance ($R^2 = 0.160$), indicating a low to moderate predictive capacity. These findings suggest

Table 6: Regression Analysis of Emotional Intelligence Predicting Teacher Performance

| Variables | t-value | p-value | Interpretation |
|-------------------|---------|---------|-----------------|
| Constant | 12.621 | 0.000 | Significant |
| Self-Awareness | 0.079 | 0.743 | Not Significant |
| Self-Management | 2.833 | 0.006 | Significant |
| Social Awareness | 2.436 | 0.017 | Significant |
| Managing Emotions | -2.425 | 0.017 | Significant |

that specific emotional intelligence competencies play a role in enhancing teacher performance; however, other factors beyond emotional intelligence may also significantly influence teaching effectiveness.

CONCLUSIONS

This study concludes that leadership style and emotional intelligence of school administrators significantly influence the performance of elementary teachers. The findings revealed that school administrators generally demonstrate high levels of transformational, instructional, and democratic leadership, while authoritarian leadership is less emphasized but still evident. In terms of emotional intelligence, administrators exhibited strong competencies in self-awareness, self-management, social awareness, and managing emotions, indicating their ability to effectively handle interpersonal relationships and school responsibilities.

The results further showed that teachers demonstrated a very satisfactory level of performance, suggesting that they are able to consistently apply effective teaching practices and meet expected standards. Moreover, leadership style and emotional intelligence were found to have a statistically significant relationship with teacher performance; however, the strength of the relationship was weak, indicating that other factors may also influence teacher effectiveness.

In terms of predictive influence, only authoritarian leadership significantly predicted teacher performance among the leadership styles, while transformational, instructional, and democratic leadership did not show significant effects. For emotional intelligence, self-management and social awareness positively predicted teacher performance, while managing emotions showed a negative influence, and self-awareness was not significant.

Overall, the study concludes that while leadership style and emotional intelligence contribute to teacher performance, their influence is limited. This implies that improving teacher performance requires not only effective leadership and emotional competencies but also consideration of other factors such as school resources, teacher motivation, and professional development opportunities.

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