



Emotional Intelligence and Leadership Functions of Teacher – Leaders: Input for School-Based Coaching and Mentoring Program

Joanna P. Datuin

Department of Education, Emilio Jacinto National High School, Registrar/LIS/BEIS
joanna.soliman001@depedqc.ph

Abstract: Emotional intelligence lets teachers face such challenging circumstances in which their decisions may influence students' learning and well-being. It also lets them overcome emerging problems that come with problematic classes of pupils, cramped classrooms, or lack of inspiration. People live in a community where learning principles and coping with the concerns of students are relevant in a more understanding manner. Teachers have more power than we believe they have. The study utilized the Descriptive Correlation method which means discovering the connection - more specifically it is a measure of the degree to which two variables are associated. In this study the researcher described the emotional intelligence and leadership functions of teacher leaders: input for school-based coaching and mentoring program. The researcher selected 45 teachers from Emilio Jacinto National High School in the Schools Division of Quezon City. Based on the results, the data on the significant relationship on the emotional intelligence and leadership potential of teachers proves that the teacher – leaders who have a strong sense of opportunity shape the brains of future generations, the expressive relationship between the teacher and the student has become crucial and will continue indefinitely. Teachers have the obligation of instilling in pupils of the future a positive and constructive outlook on life. Teachers develop a sense of self-awareness as a result of emotional intelligence, allowing them to categorize their own and others' emotions. This also makes it easier for teachers to recognize their own emotions and thoughts, to understand their own strengths and shortcomings, and to build self-confidence. As a result of the summary of findings and conclusion of the study it is recommended that the administrators should organize a training program that will develop and nurture the leadership skills and potentials of the teachers. Also, review the policy of the school particularly in attending trainings and seminars to ensure that all teachers are given fair chance and opportunity to upgrade their skills.

Key words: Emotional, Self-awareness, Motivation, Leadership, Collaboration, Communication

INTRODUCTION

Emotional exercises may inspire empathy and drama while also providing instructors with a healthy mental life. The growth of animated pedagogical agents with emotion-like characteristics in computer-based training is founded on the concept that increasing entertainment value leads to increased student interest for instruction, which results in improved learning, (Rickel, 2012). Emotion tends to play a central role in teaching, in addition to fostering a sense of commitment. As a result, recent years have seen a rise in research into emotion models. The motivation for this research

stems from the psychological theories of emotion that emphasizes the connection between emotions, cognition, and actions.

Emotions come in a variety of forms and have an impact on how people live and communicate with others. It can appear that individuals are ruled by their emotions at times (Bengtson, 2014). The emotions that someone is experiencing at any particular time influence their decisions, behaviors, and expectations of others. Emotions may have a big impact on how we think and act. The emotions we experience on a daily basis may push us to act and impact the decisions we make in our life, both big and little. Six essential emotions, according to psychologist Paul Eckman (2016), are uniformly experienced in all human cultures. He defined emotions as happiness, sadness, disgust, fear, surprise, and fury. He also developed an "emotion circle," which functions similarly to a color wheel. Emotions may be combined to form new emotions in the same way that colors can be combined to produce new hues. According to this view, the most fundamental emotions serve as building blocks.

As a teacher, a lot has been said on the importance of emotional behavior. The emotional behavior of teachers plays a highly significant role for them to perform various leadership roles. It removes depression and allows them to cope with difficult school and classroom conditions without impacting students. Teachers who negatively reprimand their pupils, without the feeling of sympathy, may end up punishing them instead of using positive discipline exhibits the traits of lack of proper emotional behavior. These actions are the product of their failure to control their own feelings. We're not practicing this at home or at school, which is why so many people lack these emotional coping skills.

In certain circumstances, lack of proper emotional behavior among teachers contributes to the anxiety of having to confront difficulties such as students who have issues at home, parents who do not attend parent-teacher meetings, or parents who are too challenging and often wonder why their children have what they deem to be "low" grades. There are more incidents of violence in schools every day. Almost none of the teachers can be considered as experts in handling of relational problems in the academic communities. The emotional management of a problematic group begins with the handling of the teacher's own emotions. Teachers do not transform into robots devoid of emotions when they reach the classroom, nor do they abandon their feelings outside the door. They teach with their own aspirations, but also with their own fears. The leader's job is to make work productive. Leadership style and potential is an important aspect that is often overlooked by organizations today. School leaders use different leadership styles in the school settings to inspire every stakeholder to work individually or in groups to produce the best results in achieving the organizational goals in the most efficient and effective manner. Everyone has his own set of ethical beliefs, so it is the duty of the school leaders to carefully identify and address the motivating forces that may inspire everyone to put their hearts in what they are doing.

Potential leaders face the challenge of acquiring the most appropriate leadership style which would help increase their productivity and create a positive school environment. Although there are many types of leadership styles, potential leaders must identify with their peers and subordinates on an individual level for successful acquisition of the different competencies and skills. The goal of every school leader is to increase the quality of education and efficiency of the teachers to reach maximum results for the achievement of the organizational goals (Deci & Ryan, 2010). Motivation for better performance depends on job satisfaction, achievement, recognition, and professional growth.

Leaders must be aware of how their emotions and behaviors affect those who are working for them. The more successful a leader responds to others, the better chance for the whole organization to be successful. Every potential leader should deliberately cultivate self-awareness, self-regulation, and inspiration, while it is vital to consider and be aware of one's own feelings, it is also important to

understand and have an eye for others' emotional states. Consciousness of other people's feelings characterized a great charismatic social leader.

In Emilio Jacinto National High School, the resident school of the researcher, teachers are greatly expected to perform various leadership roles which requires dedication and strong set of emotional behavior. As a teacher leader in their grade level the researcher assumes a wide range of roles to support school and student success. Whether these roles are assigned formally or shared informally, she helps to build the entire school's capacity to improve. Because as a teacher she can help lead in a variety of ways, knowing that she can take part in serving as a leader among her peers.

Most teachers have to adjust their academic strategies to accommodate virtual schooling. Teachers are experiencing some levels of stress right now, such as lowered confidence, loss of motivation, withdrawal from others, change in behavior particularly as it relates to irritability or concentration and negative or anxious comments behavior due to lack of skills in using technology, absence of internet connection and devices/gadgets. Compelled by the reasons, the researcher embarks on this study which aims to determine the emotional behavior and leadership functions of teacher – leaders as input for school-based coaching and mentoring program.

Statement of the Problem

The purpose of the study is to determine the emotional intelligence and leadership function of teacher-leaders input for school-based coaching and mentoring program.

Specifically, this study aims to answer the following question:

1. What is the demographic profile of the respondents in terms of:
 - 1.1 age
 - 1.2 gender
 - 1.3 length of service
 - 1.4 highest educational attainment
 - 1.5 position/designation
2. What is the level of emotional intelligence of the teacher – leaders as assessed by the teacher respondents in terms of:
 - 2.1 Self- Awareness
 - 2.2 Self - Management
 - 2.3 Motivation
 - 2.4 Empathy
 - 2.5 Relationship Management
3. What is the level of the leadership functions of the teacher – leaders as assessed by the teacher respondents in terms of:
 - 3.1 Collaboration and Communication
 - 3.2 Professional Learning and Growth
 - 3.3 Instructional Leadership
 - 3.4 School Community and Advocacy
4. Is there a significant difference on the level of emotional intelligence of teacher – leaders between the assessments of the teacher respondents?
5. Is there a significant relationship between emotional intelligence and leadership functions of teachers.
6. How may the findings of the study be utilized as input to the proposed school – based coaching and mentoring program?

Statement of Hypothesis

The following statements served as the hypothetical foundation of the study.

Ho: There is no significant difference on the level of emotional intelligence of teacher – leaders between the assessments of the two groups of respondents.

Ha: There is no significant difference on the level of leadership functions between the assessments of the two groups of respondents. There is no significant relationship between emotional intelligence and leadership functions of teachers.

METHODOLOGY

Research Design

The study utilized the Descriptive Correlational which means discovering the connection - more specifically it is a measure of the degree to which two variables are associated. If an increase in a variable tends to be related with an increase in the other, then this is identified as a positive correlation. It is defined as a research method that describes the characteristics of the population or phenomenon studied. The descriptive research method primarily focuses on describing the nature of a demographic segment, without focusing on “why” a particular phenomenon occurs.

In this study the researcher described the emotional behavior and leadership functions of teacher leaders: input for school-based coaching and mentoring program. Descriptive-survey research uses surveys to gather data about varying subjects. This data aims to know the extent to which different conditions can be obtained among these subjects. This study aimed to determine emotional behavior and leadership functions of teacher – leaders: input for school-based coaching and mentoring program.

Research Respondents

The researcher selected 45 teachers from Emilio Jacinto National High School in the Schools Division of Quezon City. The teacher respondents were purposively selected as they are deemed to be able to provide all the necessary and pertinent perspective which would provide the answers to the research questions.

Population and Sampling. A purposive sample is where a researcher selected a sample based on their knowledge about the study and population. Since the number of the study who can willingly participate has a limited population, the researcher opted to choose the identified population. The participants are selected based on the purpose of the sample, hence the name because Emilio Jacinto National High School is a new school, and it is only in its 2nd year of operation. the teachers who teach are new teachers and the others are from other schools, and they are only detailed.

Research Environment

The locale of the study is Emilio Jacinto National High School. It is one of the newest schools in the Quezon City Division, offering a comprehensive K-12 Junior and Senior High School program with a total population of 1421 students in its second year of operation and it is located at Pingkian Road, Pasong Tamo, Quezon City. It also serves as Hope 6, a quarantine facility.

Research Instrument

The measures collected the data would include a researcher-created demographics form, and a standardized questionnaire to collect primary data administered to the teachers sent via Google Forms. The questionnaire will be consisted of almost all possible factors relating to Emotional Behavior and Leadership Skills. It would include 3 sections: first one was related to demographics; second will consist of statements related to emotional behavior of teachers. Total of thirty-five statements would be categorized into following attributes of emotional behavior Self-Awareness, Self – Management, Motivation, Empathy and Relationship Management. The third part would be about the Leadership Potential of the teachers in terms of Collaboration and Communication, Professional Learning and Growth, Instructional Leadership and School Community and Advocacy. The respondents would be requested to respond on the statements using 5-point Likert scale.

The initial draft of the research instrument was prepared and presented to the thesis adviser of the researcher for correction. The copies of the study instrument were presented to several experts in the field of education specifically Master Teacher and Head Teacher and School Head. Likewise, the researcher observed proper grammar and coherence of the questions through the assistance of Master Teacher in-charge in English. These experts went through the questionnaire carefully to ascertain the appropriateness and adequacy of the research instrument. Revisions of the instrument were made to incorporate the suggestion provided by the mentioned individuals. After necessary revisions, a dry – run was conducted in the school of the researcher to enhance the validity of the instrument. The try-out was done to find out the data gathering capacity of the trial test.

Research Procedure

The researcher secured a permit to conduct the study from the principal's office and from the Division of City Schools Quezon City. The gathering of data for the study commenced when questionnaires via Google Forms were distributed to the teacher respondents, wherein the teacher respondents were assessed according to their individual profile and the emotional behavior and leadership functions of teachers: as input for school-based coaching and mentoring program. After gathering the instruments, tabulation, and analysis of data for the data interpretation was done by the researcher. The researcher analyzed the data gathered to answer the research questions and reveal any significant differences and relationships to identify various variables included in the study.

Statistical Treatment of Data

The data gathered from the survey were tallied, tabulated and statistically treated for analysis and interpretation.

Frequency and Percentage, the frequency (f) of a particular observation is the number of times the observation occurs in the data. The distribution of a variable is the pattern of frequencies of the observation. Frequency distributions can show either the actual number of observations falling in each range or the percentage of observations.

Weighted Mean involves multiplying each data point in a set by a value which is determined by some characteristic of whatever contributed to the data point. Presented with the set of effect sizes, the researcher could weight each one by the sample size for that study. This would answer the research question #3 and #5

Kruskal-Wallis H Test (sometimes also called the "one-way ANOVA on ranks") is a rank-based nonparametric test that can be used to determine if there are statistically significant differences between two or more groups of an independent variable on a continuous or ordinal dependent variable.

The Spearman's rank-order correlation is the nonparametric version of the Pearson product-moment correlation. Spearman's correlation coefficient, (ρ , also signified by r_s) measures the strength and direction of association between two ranked variables.

RESULTS AND DISCUSSION

1. The demographic profile of the respondents

Table 1

		f	%
Age	(15-24 y.o.) those just entering the labor market following education	6	13.3%
	(25-54 y.o.) those in their prime working lives	0	0.0%
	(55-64 y.o.) those passing the peak of their career and approaching retirement	39	86.7%
Gender	male	19	42.2%
	Female	26	57.8%
years in service	10 years below	34	75.6%
	11-20 years	8	17.8%
	21 years above	3	6.7%
highest educational Attainment	bachelor's degree	19	42.2%
	B.S degree with ma units	19	42.2%
	master's degree	4	8.9%
	master's degree with Ph.D./ Ed. D units	3	6.7%
plantilla position	teacher i	35	77.8%
	teacher ii	3	6.7%
	teacher iii	7	15.6%

N=45

Mean(SD): age=32.8 (8.7), length of service=6.4(7.6)

The table above shows the demographic profiles of the respondents in terms of age, gender, years in service, educational attainment, and plantilla position. As presented, the age of the respondents ranges from 24 years old to 57 years old with a mean age of 32.8(8.7). Additionally, almost all of the respondents are 55-64 age groups or those that are passing the peak of their career and approaching to retirement (86.7%). Moreover, few of the respondents are in the age group of 24 below or those just entering the labor market following education. This implies that a great majority of the respondents are female (57.8%), while male respondents are 42.25%. Most of the respondents are in teaching service for 10 years below (75.6%), while 17.6% of the respondents are 1-20 years in service, and minority of the respondents are 21 years and above in service (6.7%). In terms of educational attainment, most of the respondents are bachelor's degree graduate (42.2%) and with M.A. units (42.2%). Very few of the respondents are master's degree holder (8.9%) and with PhD units (6.7%). In terms of the respondents plantilla position, most of the respondents are teacher 1 (77.8%), while very few are teacher II (6.7%) and teacher III (15.6%).

According to Silvestre (2015), many cultures view experience because of age. Research into emotional aging has discovered common changes in emotional experience that influence behavior and may lead to the development of diverse leadership abilities.

The question is not whether a person has a youth or experience advantage; what is important is competency. Regardless of the age, going beyond a person's areas of expertise can be quite harmful. There are two categories of people: those who do not know what they don't know and those who do know what they do not know. In the absence of other factors, the difference between the two groups comes down to experience and judgment.

According to Wang (2016) gender has an indirect effect on leadership aspiration, which is regulated by organizational identity and mediated by communal orientation. Due to women's larger communal orientation, females express more leadership aspiration than men when they strongly identify with their organization. On average, women's leadership styles are more

democratic/participatory, whereas men's are more authoritarian and directive. Women are also more likely to demonstrate transformational leadership serving as a role model and to give awards, according to research. Women are more likely to lead in a cooperative, participatory manner.

According to Parker (2016) good school leadership fosters both a good and encouraging culture for teachers and a high-quality learning experience for students. Leaders at all levels in schools can help by honing the top competencies required of school administrators. A positional leader will lead from a position of power, not from a position of influence based on character and leadership characteristics. Positional leaders are prone to leading in a self-centered manner, disregarding team members and relationships. They may be lacking in collaboration, boldness, and inventiveness. Length of tenure matters, but more is not always better.

Dillard (2014) confirmed that to be a successful leader requires active and intentional learning from day-to-day experience. They need to apply what they have learned to new challenging situations and continue what they have learned and newly learned. Unfortunately, many leaders take the capacity to learn from experience for granted or completely disregard it. However, the leaders who consistently practice the skills and tactics of learning from experience are significantly better equipped to deal with the complexities and challenges of modern school organizations. To effectively grow, learn, and develop through experience, leaders must have a learning mindset.

2. The level of emotional behavior of the teacher – leaders as assessed by the teacher- respondents.

Table 2
Level of Emotional Intelligence of the Teacher – Leaders

	N	M	SD	Interpretation of the Mean
Self-Awareness				
1. I realize immediately when I lose my temper	45	4.24	.61	Agree
2. I know when I am happy.	45	4.67	.52	Strongly Agree
3. I usually recognize when I am stressed	45	4.51	.51	Strongly Agree
4. When I feel anxious, I usually can account for the reason (s)	45	4.18	.61	Agree
5. I always know when I'm being unreasonable	45	4.13	.69	Agree
Self-Management				
1. I can reframe bad situations quickly	45	3.98	.62	Agree
2. I do not wear my "heart on my sleeve"	45	4.02	.75	Agree
3. Others can rarely tell what kind of mood I am in	45	3.93	.72	Agree
4. I rarely "fly off the handle" at other people	45	3.91	.73	Agree
5. Difficult people do not annoy me	45	3.82	.68	Agree
Motivation				
1. I am able to always motivate myself to do the difficult Tasks	45	4.38	.65	Agree
2. I am usually able to prioritize important activities at work and get on with them	45	4.42	.58	Agree
3. I always meet deadlines	45	4.24	.71	Agree
4. I do not prevaricate	45	4.20	.76	Agree
5. I believe you should do the difficult things first	45	4.16	.74	Agree
Empathy				
1. I am always able to see things from the other person's Viewpoint	45	4.36	.61	Agree
2. I am excellent at empathizing w with someone's else's Problem	45	4.16	.67	Agree
3. I can tell if someone is not happy with me	45	4.24	.68	Agree
4. I can tell if a team of people are not getting along with each other	45	4.29	.59	Agree
5. I can usually understand why people are being difficult towards me	45	4.04	.74	Agree
Relationship Management				
1. I am an excellent listener	45	4.18	.65	Agree
2. I never interrupt other people's conversations	45	4.18	.68	Agree
3. I am good at adapting and mixing with a variety of People	45	4.13	.69	Agree
4. People are the most interesting thing in life for me	45	4.11	.68	Agree
5. I love to meet new people and get to know what makes them "tick"	45	4.20	.66	Agree

1.00-1.49=Strongly Disagree (1); 1.50-2.49=Disagree (2); 2.50-3.49=Neutral (3); 3.50--4.49=Agree (4); 4.50-5.00=Strongly Agree (5)
 M=mean, SD=standard deviation

The table above presents the perceived level of emotional intelligence of the teacher-leaders in terms of self-awareness, self-management, motivation, empathy, and relationship management. As shown, the computed weighted means of each item for each variable are above 3.00. this is an indication that the level of emotional intelligence is 'often' shown as perceived by the teacher-

leader. Moreover, these items are considered as major antecedent of the level of emotional intelligence.

This implies that all the respondents are self-aware, self-manage, motivated, empathy and self-management. It shows good signs that their jobs and personal lives will be productive. These findings agree with the findings of Wellman (2016) self-awareness is used by effective leaders to regulate their own conduct and relationships. Leaders must develop self-awareness to effectively compensate for their natural tendencies and abilities when making work place judgments. Self-aware leaders use their understanding of emotions and how they affect others to encourage, inspire, and challenge their followers. Self-aware leaders are more trustworthy, and they can provide their employees with a clearer direction and purpose, resulting in higher levels of performance. According to Even-Zohar (2017) most leaders require emotional control in order to effectively manage their workforce.

However, a leader's ability to control emotions is crucial in determining whether the team's outcome will be favorable or negative. Emotions can play a crucial role in the workplace, and leaders should be aware of this. They can be utilized to put a positive spin on new occurrences or situations. Self-motivated leaders instill a sense of enthusiasm or passion in their team members to achieve difficult goals, improve existing systems and processes by advocating good change efforts with the help of others, and effectively manage resources. Self-motivation is the force that propels people forward it's the internal drive to succeed, produce, develop, and progress. When a leader believes that they are ready to give up or don't know where to begin, it's their self-motivation that keeps them going. Empathy enables a leader to foster a culture of open communication and better feedback. It enables leaders to comprehend and investigate the issues that their subordinates confront, as well as how to assist them in resolving them. Empathy for the subordinates might assist them understands what Productive communication requires social skills, and no leader can be efficient and effective if they cannot communicate effectively with those they manage. These are just a handful of the many techniques and strategies available to help them to interact with others. They could also think about changing their management styles. According to James (2015) the ability to be visionary leaders, influence and develop people, communicate effectively, be a change catalyst, manage conflict, form ties, work in teams, and collaborate are significant aspect of vital social skills. Being a social leader entails first and foremost accepting that all choices and ideas are made and implemented by a group of people. Speaking in terms of "I" as a leader should be replaced with "We." A social leader can connect with individuals while setting organizational goals, work to build engagement by making critical decisions based on social input, and work to bring people together to generate the engagement returns that are required. Social skills are the abilities we utilize to engage and communicate with others daily. Verbal and nonverbal communication include speech, gestures, facial expressions, and body language. A summary of the computed means of all the items according to the variables of the study is shown below. The overall score for each variable was obtained by averaging the response to the appropriate items.

Table 3
Descriptive Summary

Indicators	N	M	SD	Interpretation of the Mean
Self-Awareness	45	4.35	.41	Agree
Self-Management	45	3.93	.54	Strongly Agree
Motivation	45	4.28	.53	Strongly Agree
Empathy	45	4.22	.49	Agree
Relationship Management	45	4.16	.49	Agree
OVERALL (Emotional Intelligence)	45	4.19	.40	Agree

1.00-1.49=Strongly Disagree (1); 1.50-2.49=Disagree (2); 2.50-3.49=Neutral (3); 3.50--4.49=Agree (4); 4.50-5.00=Strongly Agree (5) M=mean, SD=standard deviation

As shown, the means of all the computed items are above 3.0, this result reveals that the respondents consider that all of the factors listed above consist of some degree concerning the teacher-leader emotional intelligence. Moreover, self-awareness (M=4.35, SD=.41) ranked first, followed by motivation (M=4.28, SD=.53), empathy (M=4.22, SD=.49), and relationship management (M=4.19, SD=.49). meanwhile, self-management (M=3.93, SD=.54) ranked last.

Self-awareness liberates people from the biases and assumptions. It aids in the development of stronger bonds. It improves the ability to control one’s emotions. A great leader must have a high level of self-awareness. They will be better equipped to manage their stress, make better judgments, and eventually lead others to do the same if you understand their values, personality, needs, habits, and emotions, and how these effect their actions and the behaviors of others. Leaders that are self-aware are better able to grasp what they bring to their roles. A leader can better accomplish their obligations within an organization by understanding their strengths in terms of skills and knowledge, as well as personal traits.

Leaders can demonstrate their faith in a person by displaying a good attitude toward them. Anxiety, impatience, frustration, and fury are examples of these emotions. According to research, suppressing our emotions causes us to become more aggressive and easily upset. Emotions that need to be felt can build up inside an individual if one blocks or controls them, causing them to feel them at inconvenient moments. When they are juggling a busy schedule (job, school, and other activities), stress can get the best of a leader and make it tough to keep the emotions in check. Emotional reactions to any circumstance, in general, have a high likelihood of making things worse. We consistently see leaders with the ability to control their emotions.

So many individuals get worked up by minor annoyances that they lose sight of what they should be concentrating on first. A leader can refocus their mind on what's most important right now and prioritize the plan of action by pausing and considering things for a few moments. Leaders can demonstrate their faith in a person by displaying a good attitude toward them. Anxiety, impatience, frustration, and fury are examples of these emotions. According to research, suppressing our emotions causes us to become more aggressive and easily upset. Emotions that need to be felt can build up inside an individual if one blocks or controls them, causing them to feel them at inconvenient moments. When they are juggling a busy schedule (job, school, and other activities), stress can get the best of a leader and make it tough to keep the emotions in check. Emotional reactions to any circumstance, in general, have a high likelihood of making things worse. We consistently see leaders with the ability to control their emotions.

3. The level of the leadership functions of the teacher – leaders as assessed by the teacher respondents

Table 4
Level of the leadership functions of the Teacher-Leaders

Indicators	N	M	SD	Interpretation of the Mean
CULTURE AND CONTEXT				
1. I help create a safe school environment for other teachers to take risk and share their experiences.	45	4.36	.65	Agree
2. I model vulnerability and apologizing when appropriate to foster authentic, trusting relationships	45	4.40	.65	Agree
3. I develop constructive relationships with teachers and partners	45	4.47	.59	Agree
4. Asking for feedback from fellow teachers and school leaders and implementing feedback for self-improvement.	45	4.40	.62	Agree
5. Asking for feedback from other teachers and "critical friends" or colleagues.	45	4.38	.68	Agree
COLLABORATION AND COMMUNICATION				
1. I use technology to enhance communication, including PowerPoint presentations, conference calls, video conferencing, online document sharing or webinars and other technology tools	45	4.64	.53	Strongly Agree
2. I enact a variety of strategies for setting up spaces, materials, and pacing that increase teacher engagement.	45	4.38	.61	Agree
3. I help establish and enforce norms which clearly defining and enforcing teacher roles and responsibilities.	45	4.40	.62	Agree
4. I use knowledge and understanding of different backgrounds, ethnicities, cultures and languages to promote effective interactions among colleagues.	45	4.51	.59	Strongly Agree
5. I actively acknowledge biases and privileges	45	4.22	.70	Agree
PROFESSIONAL LEARNING AND GROWTH				
1. I engage in a continuous improvement process	45	4.47	.66	Agree
2. I exhibit/demonstrate a growth mind-set	45	4.40	.58	Agree
3. I engage regularly in staff development and sharing learning with others	45	4.33	.60	Agree
4. I intentionally seek out and advocate for personalizing professional development for self and sharing learning with others	45	4.24	.61	Agree
5. I know and acknowledge personal strengths and weakness	45	4.51	.63	Agree
INSTRUCTIONAL LEADERSHIP				
1. I am being viewed as effective teacher by other teachers but with room to grow- willing to make mistakes and learn from them	45	4.07	.72	Agree
2. I build credibility with peers as an effective teacher	45	4.29	.79	Agree
3. I demonstrate effective use of pedagogical strategies in the classroom.	45	4.13	.81	Agree
4. I effectively implement teaching skills and pedagogical knowledge of his or her subject area.	45	4.31	.73	Agree
5. I promote instructional strategies that address issues of diversity and equity in the classrooms.	45	4.29	.73	Agree
SCHOOL COMMUNITY AND ADVOCACY				
1. I serve as an active participant in school initiatives, including school improvement efforts.	45	4.29	.73	Agree
2. I express interest in leading school improvement efforts.	45	4.20	.73	Agree
3. I am ensuring that student success is the focus of any conversation among teachers and leaders about students.	45	4.42	.69	Agree
4. I work to ensure that the students receive the necessary services and supports.	45	4.49	.59	Agree
5. I encourage opportunities for diverse voices to be heard from students, families, and colleagues.	45	4.44	.62	Agree

1.00-1.49=Strongly Disagree (1); 1.50-2.49=Disagree (2); 2.50-3.49=Neutral (3); 3.50--4.49=Agree (4); 4.50-5.00=Strongly Agree (5) M=mean, SD=standard deviation

The table above presents the perceived level of the leadership functions of the teacher-leaders in terms of culture and context, collaboration and communication, professional learning and growth, instructional leadership, and school community and advocacy. This implies the computed weighted means of each item for each variable are above 3.00. this is an indication that the level of leadership functions is ‘often’ shown as perceived by the teacher-leader. Moreover, these items are considered as major antecedent of the level of leadership function. According to Ferenczi (2018) collaborative communication creates a more efficient and flexible working environment. Regular team meetings and group care-planning sessions give chances to set expectations, define roles, understand what other team members are doing, and discover ways to support one other. Communication is the exchanging of information for the aim of understanding. Collaboration is the process of exchanging talents, cooperation, information to produce a harmonious and productive product. Collaboration is impossible if there is no communication.

A summary of the computed means of all the items according to the variables of the study is shown below. The overall score for each variable was obtained by averaging the response to the appropriate items.

Table 5
Descriptive Summary

Indicators	N	M	SD	Interpretation of the
				Mean
Culture and Context	45	4.40	.59	Agree
Collaboration and Communication	45	4.43	.52	Agree
Professional Learning and Growth	45	4.39	.53	Agree
Instructional Leadership	45	4.22	.68	Agree
School Community and Advocacy	45	4.37	.59	Agree
OVERALL (Leadership Function)	45	4.36	.49	Agree

1.00-1.49=Strongly Disagree (1); 1.50-2.49=Disagree (2); 2.50-3.49=Neutral (3); 3.50--4.49=Agree (4); 4.50-5.00=Strongly Disagree (5)
 M=mean, SD=standard deviation

As shown, it implies the means of all the computed items are above 3.0, this result reveals that the respondents consider that all of the factors listed above consist of some degree concerning the teacher-leader leadership function. Moreover, collaboration and communication (M=4.4, SD=.52) ranked first followed by culture and context (M=4.40, SD=.59), and professional learning and growth (M=4.39, SD=.53). While school community and advocacy (M=4.37, SD=.59) ranked last.

According to Nichols (2016) the importance of leadership culture in the development of corporate culture cannot be overstated. The way leaders engage with one another, and their subordinates is referred to as leadership culture. It is the manner in which leaders communicate, behave, and make choices. It also refers to their everyday work environment, which includes their activities, relationships, attitudes, and beliefs.

As leaders carry out their responsibilities, culture has an impact on their leadership styles, but leadership also sets the tone for an organization's culture. The way things are done in a leadership culture is how people communicate, make choices, and influence others. Decisions and behaviors are influenced by leaders' conscious and unconscious beliefs, and repeated behaviors form leadership practices. According to Roese (2017) the idea of developing a core of knowledge that becomes an essential component of one's competence is at the heart of leadership and professional growth. Most leaders are familiar with the types of skills learned in management and leadership courses. Effective professional development should assist leaders in learning how to make the most of their limited time and cover topics including designation of duties, utilizing the teachers' strengths, and empowering them to delivering differentiated education.

Professional learning should be challenging and lead to the development of thinking, knowledge, skills, and understanding learning that deepens knowledge and understanding; underpinned by an enquiring stance and the development of inquiry and critical thinking skills; and underpinned by an enquiring stance and the development of inquiry and critical thinking skills.

According to Sherman (2017) instructional leadership is a school leadership paradigm in which a principal collaborates with teachers to provide support and advice in the development of effective teaching practices. Principals who use this leadership model interact with their subordinates and create clear goals for student achievement together. The instructional leader is frequently called upon to perform a variety of activities, including establishing a staff program, serving on an appraisal panel, visiting classes and doing follow-ups, and inducting and orienting new and novice educators.

4. The significant difference on the level of emotional intelligence of teacher – leaders between the assessments of the teacher respondents.

Table 6
Significant Difference on the Level of Emotional Intelligence of Teacher – Leaders between the Assessments in terms of Age

Age		N	Mean Rank	H-test	Df	Asymp. Sig.
Self-Awareness	15-24 y.o.	6	29.17	1.58	1.00	0.21
	55-64 y.o.	39	22.05			
	Total	45				
Self-Management	15-24 y.o.	6	24.58	0.10	1.00	0.75
	55-64 y.o.	39	22.76			
	Total	45				
Motivation	15-24 y.o.	6	25.25	0.21	1.00	0.65
	55-64 y.o.	39	22.65			
	Total	45				
Empathy	15-24 y.o.	6	29.00	1.48	1.00	0.22
	55-64 y.o.	39	22.08			
	Total	45				
Relationship Management	15-24 y.o.	6	23.83	0.03	1.00	0.87
	55-64 y.o.	39	22.87			
	Total	45				
OVERALL (Emotional Intelligence)	15-24 y.o.	6	26.83	0.59	1.00	0.44
	55-64 y.o.	39	22.41			
	Total	45				

In terms of age, the table above shows that there is no significant difference in the perceived level of teacher-leader emotional intelligence ($H(df=1) = 0.59$, $p\text{-value} = .44$) since the p -value is greater than the .05 level of significance. Moreover, there is no significant difference across the variables self-awareness ($H(df=1) = 1.58$, $p\text{-value} = .21$), self-management ($H(df=1) = 0.10$, $p\text{-value} = .75$), motivation ($H(df=1) = 0.21$, $p\text{-value} = .65$), empathy ($H(df=1) = 1.48$, $p\text{-value} = .22$), and relationship management ($H(df=1) = 0.03$, $p\text{-value} = .87$) since the p -values are greater than significance level of .05. It implies that age has nothing to do with the emotional intelligence of a teacher leader.

According to Jamison (2018) the question isn't whether a person has a youth or experience advantage; rather, it's if they're competent. Going beyond one's areas of expertise, regardless of age, can be very dangerous. There are two types of people: those who are unaware of what they are doing of and those who are aware of what they are doing of. The difference between the two groups comes down to experience and judgment in the absence of other factors.

Table 7
Significant Difference on the Level of Emotional Intelligence of Teacher – Leaders
between the Assessments in Terms of Gender

Gender		Mean Rank	H-test	df	Asymp. Sig.
Self-Awareness	Male	24.92	0.73	1.00	0.39
	Female	21.60			
	Total				
Self-Management	Male	25.71	1.45	1.00	0.23
	Female	21.02			
	Total				
Motivation	Male	25.08	0.84	1.00	0.36
	Female	21.48			
	Total				
Empathy	Male	24.24	0.30	1.00	0.58
	Female	22.10			
	Total				
Relationship Management	Male	26.71	2.71	1.00	0.10
	Female	20.29			
	Total				
OVERALL Emotional Intelligence	Male	26.18	1.94	1.00	0.16
	Female	20.67			

The table above shows that there is no significant difference in the perceived level of teacher-leader emotional intelligence ($H(df=1) = 1.94$, $p\text{-value} = .16$) when grouped according to the respondents' gender, since the p -value is greater than the .05 level of significance. Moreover, there is no significant difference across the variables self-awareness ($H(df=1) = 0.73$, $p\text{-value} = .39$), self-management ($H(df=1) = 1.45$, $p\text{-value} = .23$), motivation ($H(df=1) = 0.84$, $p\text{-value} = .36$), empathy ($H(df=1) = 0.30$, $p\text{-value} = .58$), and relationship management ($H(df=1) = 2.71$, $p\text{-value} = .10$) since the p -values are greater than significance level of .05. It implies that gender has nothing to do with the emotional intelligence of a teacher-leaders.

Gender plays a key impact in establishing leadership roles and deciding the quality of services provided by a school organization. According to Packs (2018), people's attitudes toward gender differ from one society to the next and are vulnerable to change with time. People are instilled with intelligence and conventions by society, such as relationships between people of opposite sex or workmates. People's activities and techniques to dealing with issues, as well as leadership responsibilities, are influenced by gender structures, relationships, and societal positions. Essentially, gender and leadership decisions have a substantial relationship that should be addressed in order to ensure smooth operations in any school organization.

Table 8

**Significant Difference on the Level of Emotional Intelligence of Teacher – Leaders
 between the Assessments in Terms of Years in Service**

Years in Service		Mean Rank	H-test	Df	Asymp. Sig.
Self-Awareness	10 years below	21.24	2.95	2.00	0.23
	11-20 years	27.06			
	21 years above	32.17			
	Total				
Self-Management	10 years below	21.69	1.45	2.00	0.48
	11-20 years	27.38			
	21 years above	26.17			
	Total				
Motivation	10 years below	22.41	0.30	2.00	0.86
	11-20 years	25.13			
	21 years above	24.00			
	Total				
Empathy	10 years below	22.96	0.62	2.00	0.73
	11-20 years	21.25			
	21 years above	28.17			
	Total				
Relationship Management	10 years below	21.63	1.58	2.00	0.45
	11-20 years	26.88			
	21 years above	28.17			
	Total				
OVERALL (Emotional Intelligence)	10 years below	21.68	1.50	2.00	0.47
	11-20 years	26.38			
	21 years above	29.00			
	Total				

In terms of years in service, the table above shows that there is no significant difference in the perceived level of teacher-leader emotional intelligence ($H(df=2) = 1.50$, $p\text{-value} = .47$) since the $p\text{-value}$ is greater than the .05 level of significance. Moreover, there is no significant difference across the variables self-awareness ($H(df=2) = 2.95$, $p\text{-value} = .23$), self-management ($H(df=2) = 1.45$, $p\text{-value} = .48$), motivation ($H(df=2) = 0.30$, $p\text{-value} = .86$), empathy ($H(df=2) = 0.62$, $p\text{-value} = .73$), and relationship management ($H(df=2) = 1.58$, $p\text{-value} = .45$) since the $p\text{-values}$ are greater than significance level of .05. It implies that years of service has nothing to do with the emotional intelligence of a teacher-leaders. According to Kersey (2016) while the length of one's stay is critical; more isn't necessarily more advantageous. People acquire the necessary experience through intentional learning from on-the-job involvement this is essential to be a successful leader. Teacher-leaders must apply what they have learned to new and challenging situations, and they must keep learning. Regrettably, many leaders either take experience learning for granted or entirely neglect it. Leaders who practice the skills and procedures of learning from experience on a regular basis, on the other hand, are significantly more prepared to deal with the complexities and challenges those modern educational systems bring. To effectively grow, learn, and develop via experience, leaders must have a learning mentality.

Table 9
Significant Difference on the Level of Emotional Intelligence of Teacher – Leaders between the Assessments in terms of Educational Attainment

Highest Educational Attainment		N	Mean Rank	H-Test	df	Asymp. Sig.
Self-Awareness	Bachelor's Degree	19	24.79	1.88	3.00	0.60
	B.S Degree with MA units	19	22.11			
	Master's Degree	4	16			
	Master's Degree with Ph.D./ Ed. D units	3	26.67			
	Total	45				
Self-Management	Bachelor's Degree	19	23.5	4.67	3.00	0.20
	B.S Degree with MA units	19	20.79			
	Master's Degree	4	20.13			
	Master's Degree with Ph.D./ Ed. D units	3	37.67			
	Total	45				
Motivation	Bachelor's Degree	19	23.89	2.47	3.00	0.48
	B.S Degree with MA units	19	24.05			
	Master's Degree	4	13.25			
	Master's Degree with Ph.D./ Ed. D units	3	23.67			
	Total	45				
Empathy	Bachelor's Degree	19	21.45	2.00	3.00	0.57
	B.S Degree with MA units	19	25.84			
	Master's Degree	4	17.13			
	Master's Degree with Ph.D./ Ed. D units	3	22.67			
	Total	45				
Relationship Management	Bachelor's Degree	19	22.39	0.42	3.00	0.94
	B.S Degree with MA units	19	23.34			
	Master's Degree	4	21.25			
	Master's Degree with Ph.D./ Ed. D units	3	27			
	Total	45				
Emotional Intelligence	Bachelor's Degree	19	22.47	2.37	3.00	0.5
	B.S Degree with MA units	19	23.95			
	Master's Degree	4	15.5			
	Master's Degree with Ph.D./ Ed. D units	3	30.33			
	Total	45				

In terms of educational attainment, the table above shows that there is no significant difference in the perceived level of teacher-leader emotional intelligence ($H(df=3) = 2.37$, $p\text{-value} = .50$) since the $p\text{-value}$ is greater than the .05 level of significance. Moreover, there is no significant difference across the variables self-awareness ($H(df=3) = 1.88$, $p\text{-value} = .60$), self-management ($H(df=3) = 4.67$, $p\text{-value} = .20$), motivation ($H(df=3) = 2.47$, $p\text{-value} = .48$), empathy ($H(df=3) = 2.00$, $p\text{-value} = .57$), and relationship management ($H(df=1) = 0.42$, $p\text{-value} = .94$) since the $p\text{-values}$ are greater than significance level of .05. It implies that educational attainment has nothing to do with the emotional intelligence of a teacher-leaders.

The practice of supporting and enabling school-wide teaching skills to achieve a high rate of growth for all students is referred to as good school leadership. Traditional leaders, such as principals and executive staff, as well as school leaders and teachers with no formal leadership responsibilities, can drive this leadership.

School leaders use their educational expertise and leadership abilities to help their teachers improve the quality of student learning outcomes. Keeping up with the latest instructional tools and trends is a big part of it. As leaders communicate with students, staff, parents, and other members of the community to get continual feedback and explore potential for innovation, strong interpersonal skills are also essential.

Table 10
Difference on the Level of Emotional Intelligence of Teacher – Leaders between the Assessments in terms of Teaching Position

		N	Mean Rank	H-test	df	Asymp. Sig.
Self-Awareness	Teacher I	35	23.50	0.99	2.00	0.61
	Teacher II	3	26.67			
	Teacher III	7	18.93			
	Total	45				
Self-Management	Teacher I	35	21.94	1.34	2.00	0.51
	Teacher II	3	30.00			
	Teacher III	7	25.29			
	Total	45				
Motivation	Teacher I	35	22.89	0.18	2.00	0.91
	Teacher II	3	26.00			
	Teacher III	7	22.29			
	Total	45				
Empathy	Teacher I	35	22.29	0.52	2.00	0.77
	Teacher II	3	26.83			
	Teacher III	7	24.93			
	Total	45				
Relationship Management	Teacher I	35	21.37	2.71	2.00	0.26
	Teacher II	3	25.83			
	Teacher III	7	29.93			
	Total	45				
OVERALL (Emotional Intelligence)	Teacher I	35	22.07	1.24	2.00	0.54
	Teacher II	3	30.50			
	Teacher III	7	24.43			
	Total	45				

In terms of teaching position, the table above shows that there is no significant difference in the perceived level of leadership functions ($H(df=2) = 2.11$, $p\text{-value} = .35$). Since, the p -value is greater than 0.05 level of significance. Moreover, there is no significant difference across the variables culture and context ($H(df=2) = 2.32$, $p\text{-value} = .31$), collaboration and communication ($H(df=2) = 2.86$, $p\text{-value} = .24$), professional learning and growth ($H(df=2) = 3.43$, $p\text{-value} = .18$), instructional leadership ($H(df=2) = 1.38$, $p\text{-value} = .50$), and school community and advocacy ($H(df=2) = 0.21$, $p\text{-value} = .90$) since the p -values (Asymp.Sig.) are greater than the significance level of .05. It implies that teaching position has nothing to do with the emotional intelligence of a teacher-leaders.

The leader establishes roles, whereas the post establishes a "formal" leader who is closely aligned with the organization's objective, and the right talent in the proper position will drive company success and societal harmony. A positional leader will lead from a position of power rather than influence based on character and leadership qualities. Positional leaders are prone to leading with their own interests in mind, ignoring team members and relationships. Collaboration, bravery, and innovation may be lacking.

5. The significant relationship between emotional intelligence and leadership potential of teachers?

Spearman correlation coefficient was utilized to evaluate the correlation between emotional behavior and leadership potential of teachers. Correlation between the variables was tested via Spearman Rank Rho, and the significance level for all correlation coefficients was set at .05 level (2-tailed). The summary for the matrix for correlation of these seven variables is presented in table below.

Table 10
Difference on the Level of Emotional Intelligence of Teacher – Leaders between the Assessments in terms of Teaching Position

		N	Mean Rank	H-test	df	Asymp. Sig.
Self-Awareness	Teacher I	35	23.50	0.99	2.00	0.61
	Teacher II	3	26.67			
	Teacher III	7	18.93			
	Total	45				
Self-Management	Teacher I	35	21.94	1.34	2.00	0.51
	Teacher II	3	30.00			
	Teacher III	7	25.29			
	Total	45				
Motivation	Teacher I	35	22.89	0.18	2.00	0.91
	Teacher II	3	26.00			
	Teacher III	7	22.29			
	Total	45				
Empathy	Teacher I	35	22.29	0.52	2.00	0.77
	Teacher II	3	26.83			
	Teacher III	7	24.93			
	Total	45				
Relationship Management	Teacher I	35	21.37	2.71	2.00	0.26
	Teacher II	3	25.83			
	Teacher III	7	29.93			
	Total	45				
OVERALL (Emotional Intelligence)	Teacher I	35	22.07	1.24	2.00	0.54
	Teacher II	3	30.50			
	Teacher III	7	24.43			
	Total	45				

As presented in the table above, the computed Spearman Correlation Coefficient ranges from +.290 to +.780, and almost all of the p-values (Sig.) are less than the set significance level of .05. It implies that emotional intelligence positively correlates leadership functions. Additionally, the higher the perceived emotional intelligence, the higher the level of the perceived level of leadership functions. On the other hand, the correlation between self-awareness, and culture & context has no significant correlation.

According to Gonder (2020) emotional intelligence which is commonly characterized as the ability to perceive emotions in oneself and others, to comprehend their origins and effects, and to successfully regulate emotions to achieve a goal or scenario. Leaders that have a high level of emotional intelligence are more self-aware: They take frequent breaks throughout the school day to reflect on their feelings and their significance, among other things. The Emotionally Intelligent leaders, on the other hand, learn to detect the habits, triggers, and events that lead to harmful stress.

Conclusions

Anchored on the findings of this study the researcher had come up with the following conclusions:

1. Identifying the demographic profile was critical to the study's success since it allowed researchers to precisely identify the population segment that should participate. By selecting important features, wants, and requirements, these assisted in identifying specific members of an audience.
2. Leaders with a high emotional intelligence are self-aware. They can effectively self-regulate and self-motivate themselves during a difficult and uncertain period. These leaders can effectively engage with others because they have a strong self-base. They consider their employees as persons, not merely as providers of results. They also make the extra effort to check in with themselves to regulate how they appear in encounters with employees.
3. Teachers continuously set an example by acting, speaking, and behaving in a certain way.

4. The significant relationship on the emotional intelligence and leadership potential of teachers proves that the teacher – leaders who have a strong sense of opportunity shape the brains of future generations, the expressive relationship between the teacher and the student has become crucial and will continue indefinitely.

5. Emotional intelligence and leadership function in teachers are not new in the Philippines. Unfortunately, due to a lack of inquiry and research, this issue is sometimes no one notices in the educational area so there is a negative impact on their work. This study significantly supported teacher emotional intelligence and leadership function, which should be encouraged by ongoing research and, eventually, can be a key subject and themes for school seminars and in-service trainings.

Recommendations

As offshoots of and anchored on the summary of the findings and the conclusions the following recommendations are offered.

1. It is hereby recommended to organize a training program that will develop and nurture the leadership skills and potentials of the teachers. It is also recommended to review the policy of the school particularly in attending trainings and seminars to ensure that all teachers are given fair chance and opportunity to upgrade their skills.

2. It is hereby recommended that mentoring sessions on contextualized leadership skills be utilized to provide wider teaching and leadership challenges to teachers which will result in further interactions with their school heads, since it has been found out as the results of the study showed that the teachers need more constructive socialization with each other more by holding team-based events and to clarify and set higher expectations for everyone. This will ensure that potential teacher leaders are able to fully appreciate all aspects of their teaching career, not just their current task and department. It will also encourage them to gain a broad understanding of their duties and obligations as well the future possible directions of their professional careers.

3. To put things in an even perspective, opportunities for interactions should be provided and created to assure that all teachers are always motivated to perform their jobs to exceptional level. Such can be done by having regular meeting, one on one session or just actual everyday interactions between the school heads and the teachers. The utilization of the Contextualized Leadership Program provides a great avenue of positive interaction between the school head and the teacher.

4. The school heads may continuously reiterate the value of continuous professional development among all the teachers to further hone their talents and develop their potentials not only in terms of their pedagogical skills but most of all their leadership skills.

5. School head can exemplify the traits that show integrity such honesty, transparency, uprightness, and these can be done by establishing communication with all stakeholders thus, creating a better sense of teamwork within the whole school organization. Giving honest feedback, owning up to ones' mistakes, maintaining balance and consistency in performing one's work are some uplifting ways of doing it.

6. The Contextualized Leadership Program should serve as a basis for future in service training and seminars. These trainings and seminars will address the pedagogical and leadership needs of the teachers, to facilitate their holistic development in terms of their instructional skills.

7. A similar study should be conducted using other respondents, variables and coverage. This can help make a comparison the present claim and should there be other findings, it will serve as basis for adjustments and future directions.

8. Another investigation of the same nature can be pursued enjoining internal and external stakeholders for support and collaboration since convergence is proven to have part in the improvement of the school.

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