

EMOTIONAL INTELLIGENCE TOWARDS ENHANCED SCHOOL ADMINISTRATORS' TRANSFORMATIONAL LEADERSHIP SKILLS

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Abstract

The study utilized the descriptive comparative and correlation research method. A cross-sectional survey was employed as well. The population universe was utilized in choosing 147 respondents, which included lay and religious school administrators, faculty, and non-teaching staff of Holy Trinity University. A four-part researcher-designed questionnaire modeled after the Emotional Competency Inventory by Mayer and Salovey and the Transformational Leadership Assessment by Burns was implemented to collect raw data. Descriptive and inferential statistical methods were applied to analyze the raw data. The results indicated that all respondents concur that their administrators believe in their own beliefs, abilities, and capacities to achieve specified performance levels that impact their subordinates' lives. The findings indicate that there is no significant correlation between the emotional intelligence of school administrators and their transformative leadership abilities. Administrators are encouraged to incorporate activities into the Administrators' Development Program to boost emotional awareness. They should remain informed on social and political matters at all levels. To enhance social skills, particularly "Influence," they need to practice speeches and presentations to engage with their audience. Regular activities that involve study, play, service, and prayer should be implemented to strengthen connections with subordinates and require monitoring for feedback. Administrators ought to honor their subordinates' dignity and address contemporary issues without making anyone feel inferior. They are also motivated to establish goals and undertake calculated risks.

Keywords: School Administrators, Emotional Intelligence, Transformational Leadership, Transformative Leadership Skills.

INTRODUCTION

School administrators play a crucial role in realizing organizational objectives, including achieving academic excellence for students. They should have qualities such as vision, emotional intelligence, self-efficacy, appreciation for human resources, effective communication, proactiveness, and a willingness to take risks. Emotional intelligence encompasses the ability to accurately perceive, value, and express emotions, retrieve emotional knowledge, and manage emotions for both emotional and intellectual development. The advancement of technology, globalization, and shifting demographics has underscored the necessity for leadership styles that can equip leaders for the 21st century. Transformational leadership is a prevalent model for managing change; however, the internal forces driving it remain poorly understood. The ideal transformational leaders are focused on goals, conscientious, intelligent, and adaptable within teams. They must uphold five key components: self-awareness, emotional regulation, motivation, empathy, and social skills. Transformational leaders concentrate on abstract qualities such as vision, shared values, and ideas, finding common ground, and engaging followers in the process of change.

Even after participating in multiple lectures and seminars on leadership and its roles, many school administrators across various universities still have not clarified the types of leadership paradigms and behaviors they adopt in their specific areas of responsibility. They may be unaware of whether they apply transactional or transformational leadership paradigms. This situation arises because the previous administration merely appointed the school administrators to their positions without adequate training pertinent to their job descriptions and responsibilities. It is not until they officially begin their roles that the appointed administrators start to learn and adapt to the essentials and requirements of their positions. Some of these administrators possess academic qualifications, yet they lack the crucial leadership experience needed. The researcher is convinced that a study assessing their emotional intelligence in relation to their leadership abilities is vital. In this way, the researcher aims to support not only the university's administration but also the school administrators in understanding the importance and essence of emotional intelligence as an essential element in the practice of transformational leadership, hence this study is being conducted.

2. METHODOLOGY

The study used descriptive quantitative methods applying correlation and comparative techniques to ascertain the impact/influence of emotional intelligence on school administrators' transformative leadership skills. Data was sourced from a survey questionnaire that utilized a four-point Likert scale response system. Both descriptive and inferential statistics were employed to analyze the data.

3. RESULTS AND DISCUSSION

In response to the description of the administrators' emotional intelligence as perceived by the Faculty and Non -Teaching Personnel and the Administrators themselves, Tables 1 and 2 present the results.

Table 1: Description of School Administrators' Emotional Intelligence as Perceived by the Faculty and Non -Teaching Personnel and the Administrators Themselves

Indicators	Administrators			Teachers			Non-Teaching Personnel			Total	Rank
	Mean	DI	Rank	Mean	DI	Rank	Mean	DI	Rank		
When the administrators encounter challenges, they recall instances when they are faced with similar challenges and successfully navigated them	3.22	S	7	3.21	S	8	3.21	S	6	3.21	7
The administrators anticipate that they	3.42	VS	1	3.43	VS	1	3.41	VS	1	3.42	1

will succeed in most endeavors they take.											
Others feel comfortable sharing their thoughts with the administrators.	3.27	VS	5	3.28	VS	6	3.26	VS	5	3.27	5
The administrators struggle to interpret verbal cues of others.	3.31	VS	6	3.36	VS	3	3.28	VS	4	3.31	4
Some significant occurrences in the administrators' lives have prompted them to reassess what holds important and what does not.	3.12	S	9	2.38	F	10	2.38	F	10	2.63	10
When the administrators' feelings shift, they perceive fresh opportunities.	3.33	VS	2	3.31	VS	5	3.32	VS	3	3.32	3
Emotions are among the elements that render the administrators' lives meaningful.	3.14	S	8	3.12	S	9	3.13	S	7	3.13	8
The administrators recognize emotions as they go through them.	3.32	VS	4	3.33	VS	4	3.34	VS	2	3.33	2
The administrators anticipate positive outcomes.	3.37	VS	3	3.38	VS	2	3.00	S	9	3.25	6
The administrators enjoy expressing their feelings to others.	3.11	S	10	3.00	S	7	3.15	S	8	3.09	9
Over-all Mean	3.25	S		3.17	S		3.2	S		3.20	

Legend:

3.26 – 4.00 very satisfactory (VS)

2.51 – 3.25 satisfactory (S)

1.76 – 2.50 fair (F)

1.00 – 1.75 poor (P)

Table 1 presents the respondents' description of school administrators' emotional intelligence. The respondent groups perceive that the school administrators' emotional intelligence is satisfactory as evidenced by the mean ratings of 3.25 by the school administrators themselves, 3.17 by the teachers and 3.20 by the non-teaching personnel. Of the ten statements considered,

all the respondents perceive that the statement, *The administrators anticipate that they will succeed in most endeavors they take*. This obtained the highest mean rating of 3.42. This means that the school administrators will be successful in most of the endeavors they undertake as claimed by the group respondents. The second highest mean rating of 3.33 is true in the statement, *the administrators recognize emotions as they go through them* which implies that the school administrators readily acknowledge their emotions especially when they experience/feel these emotions. The lowest mean rating of 2.63, still described to be *satisfactory*, is true in the statement *Some significant occurrences in the administrators' lives have prompted them to reassess what is important and what does not*. This indicates that the school administrators are seen by their subordinates as leaders with satisfactory skills in considering their life experiences. They see these as crucial factors to consider in assessing what is relevant or not, especially in decision making. Emotional intelligence plays a vital role in both personal and professional relationships, promoting stronger connections, empathy, effective communication, and resolution of conflicts. It enables individuals to adjust to new situations, tackle challenges, and accept change (Janssen, 2020).

In response to the perception of Faculty and Non -Teaching Personnel and the Administrators themselves on the level of administrators' emotional intelligence along self-awareness, self-management, social awareness and social skills, Tables 2 to 6 present the results.

Table 2: Summary of Administrators' Level of Self -Awareness as Perceived by the Faculty and Non -Teaching Personnel and the Administrators Themselves

Self -Awareness	Administrators			Teachers			Non- Teaching Personnel			Total	DI	Rank
	Mean	DI	Rank	Mean	DI	Rank	Mean	DI	Rank			
A.1 Emotional awareness:	3.26	VS	1	3.23	S	2	3.23	S	1	3.24	S	1
A.2. Accurate self-assessment	3.24	S	2	3.14	S	3	3.16	S	2	3.18	S	3
A.3. Self-confidence assessment	3.13	S	3	3.28	VS	1	3.18	S	3W	3.20	S	2
Total	3.21	S		3.22	S		3.19	S		3.21	S	

Legend:

3.26 – 4.00 very satisfactory (VS)

2.51 – 3.25 satisfactory (S)

1.76 – 2.50 fair (F)

1.00 – 1.75 poor (P)

Table 2 shows the satisfactory (mean=3.21) Level of Administrators' Self -Awareness as Perceived by the Faculty and Non -Teaching Personnel and the Administrators Themselves Self -Awareness as Perceived by the Faculty and Non -Teaching Personnel and the Administrators Themselves. This is revealed in the mean ratings of 3.21 by the Administrators, 3.221.96 by

the teachers and 3.19 by the non-teaching personnel. The mean rating of 3.24 reveals a satisfactory description of emotional awareness as the first in rank among the indicators of emotional intelligence, followed by self-confidence assessment (mean=3.20) and accurate self-assessment (mean=3.18) obtaining the lowest mean rating. This indicates that emotional intelligence is a crucial if not the primary element in valuing the staff's contributions to the organization, establishing, forming, and nurturing collaborative relationships, creating environments and work procedures to support the organization's collective efforts, and addressing the needs of individuals as well as groups. A person's emotional intelligence level is important because their emotions push them to reach their full potential and to tap into their personal power. It helps the individual in controlling their internal energy source. When someone is in a positive mindset, they have enough motivation to chase and accomplish their objectives. Conversely, it becomes difficult to achieve anything in life. Emotional Intelligence is a crucial factor that affects one's success in their pursuits. Specific skills linked to EQ, such as optimism, empathy, the capability to manage emotions, and achievement are key in one's career path (Mc Loughlin and Harris, 2020).

Table 3: Summary of Administrators' Level of Self - Management as Perceived by the Faculty and Non -Teaching Personnel and the Administrators Themselves

Self - Management	Administrators			Teachers			Non- Teaching Personnel			Total	DI	Rank
	Mean	DI	Rank	Mean	DI	Rank	Mean	DI	Rank			
B.1 Self-control	3.11	S	7	3.19	VS	5	3.21	S	6	3.17	S	7.5
B.2 Trustworthiness	3.57	VS	1	3.42	VS	2	3.27	VS	3	3.42	VS	1
B.3 Conscientiousness	3.13	S	8	3.13	S	8	3.14	S	8	3.13	S	9
B.4 Adaptability	3.26	VS	4	3.11	S	9	3.13	VS	9	3.17	S	7.5
B.5 Innovativeness	3.16	S	6	3.64	VS	1	3.26	VS	4	3.35	VS	2
B.6 Achievement drive	3.10	S	9	3.43	VS	3	3.39	VS	1	3.31	VS	3
B.7 Commitment	3.27	VS	3	3.28	VS	4	3.37	VS	2	3.30	VS	4
B.8 Initiative	3.28	VS	2	3.18	S	6	3.18	S	7	3.21	S	6
B.9 Optimism	3.24	S	5	3.17	S	7	3.24	S	5	3.22	S	5
Total	3.24	S		3.28	VS		3.24	S		3.25	S	

Legend:

3.26 – 4.00 very satisfactory (VS)

2.51 – 3.25 satisfactory (S)

1.76 – 2.50 fair (F)

1.00 – 1.75 poor (P)

As gleaned in Table 3, the administrator's level of self - management is perceived as satisfactory (mean=3.25) by the Faculty and Non -Teaching Personnel and the Administrators Themselves. Among the nine indicators of self-management, Trustworthiness obtains the highest mean rating of 3.42, followed by Innovativeness with a mean rating of 3.35, Achievement drive with mean rating of 3.31. These are the top three indicators of the administrators' level of self-management. Conscientiousness as an indicator of self-

management obtains the lowest mean rating of 3.13 is still described as satisfactory. This means that the ability of employees to show creativity and innovation is very important for the success of both private and public organizations. This focus on innovative work behavior is essential for staying competitive and has significant effects on the organization's strategy and function. Pay et al. (2021) highlights that the reliability of an organization is crucial for cultivating trust-based partnerships. Reliability encourages the sharing and development of creative ideas among staff members. When team members view their organization as unreliable, they may hesitate to showcase their creativity, which impedes innovation. The success of employee innovation depends on how trustworthy they perceive their organization to be, affecting trust dynamics and innovation efforts. Reliability also aids employees in engaging with leadership and boosts their commitment to innovation. Upasna (2021) stresses the importance of cooperation between upper management and employees in maintaining strong trust relationships to produce beneficial outcomes for innovative work. Employee innovative work behavior (IWB), defined as the creation, acceptance, and execution of new ideas by employees related to products, technologies, and working methods (Yuan and Woodman, 2021), is frequently regarded as a significant asset for organizations aiming for innovation and a factor in achieving success in rapidly changing environments (Kanter, 2020). The significance of employee innovative work behavior arises from the acknowledgment that both the generation and implementation of innovation lie within individuals, making individual actions critical for the ongoing enhancement of business processes and products. This notion is typically articulated not only in scholarly conversations about innovation but is also noticeable in the areas of total quality management and corporate entrepreneurship (Sharma and Chrisman, 2020).

Table 4: Summary of Administrators' Level of Social Awareness as Perceived by the Faculty and Non -Teaching Personnel and the Administrators Themselves

Social Awareness	Administrators			Teachers			Non- Teaching Personnel			Total	DI	Rank
	Mean	DI	Rank	Mean	DI	Rank	Mean	DI	Rank			
C.1 Empathy	3.12	S	4	3.17	S	4	3.10	S	5	3.13	S	5
C.2 Service orientation	3.23	S	2	3.31	VS	1	3.15	S	4	3.23	S	2
C.3 Developing others	3.36	VS	1	3.29	VS	2	3.22	S	2	3.29	VS	1
C.4 Leveraging diversity	3.11	S	5	3.26	VS	3	3.21	S	3	3.19	S	4
C.5 Political awareness	3.21	S	3	3.16	S	5	3.29	VS	1	3.22	S	3
Total	3.21	S		3.24	S		3.19	S		3.21	S	

Legend:

- 3.26 – 4.00 very satisfactory (VS)
- 2.51 – 3.25 satisfactory (S)
- 1.76 – 2.50 fair (F)
- 1.00 – 1.75 poor (P)

Table 4 presents the summary of administrators’ level of Social Awareness as perceived by the faculty and non-teaching personnel and the administrators themselves. The table reveals a satisfactory level of social awareness (mean =3.21) among the administrators

Along the five areas among Social Awareness indicators, Developing Others and Service Orientation and Political Awareness obtain the top three highest mean ratings of 3.29, 3.23 and 3.22 while Leveraging Diversity and Empathy obtained the two lowest mean ratings of 3.19 and 3.13.

This means that along the aspect of social awareness, the administrators have satisfactory service-oriented mindset that focuses on understanding and fulfilling the needs of the people around them. This attitude helps them show more empathy and compassion. Administrators possessing this emotional skill can modify or adjust circumstances to create opportunities that enable them to assist others in their work environment. They can support their colleagues, and they are enthusiastic about contributing to others' success and the extent to which they are acknowledged for this service capability.

Table 5: Summary of Administrators’ Level of Social Skills as Perceived by the Faculty and Non-Teaching Personnel and the Administrators Themselves

Social Skills	Administrators			Teachers			Non-Teaching Personnel			Total	DI	Rank
	Mean	DI	Rank	Mean	DI	Rank	Mean	DI	Rank			
D.1 Influence	3.28	VS		3.16	S		3.18	S		3.20	S	3
D.2 Communication	3.16	S		3.15	S		3.25	S		3.19	S	5
D.3 Leadership	3.26	VS		3.16	S		3.26	VS		3.23	S	1
D.4 Change catalyst	3.25	S		3.19	S		3.13	S		3.19	S	5
D.5 Conflict management	3.19	S		3.16	S		3.27	VS		3.21	S	2
D.6 Building bonds	3.20	S		3.12	S		3.19	S		3.16	S	8
D.7 Collaboration and cooperation	3.16	S		3.24	S		3.11	S		3.17	S	7
D.8 Team capabilities	3.15	S		3.25	S		3.16	S		3.19	S	5
Total	3.21	S		3.18	S		3.19	S		3.19	S	

Legend:

3.26 – 4.00 very satisfactory (VS)

2.51 – 3.25 satisfactory (S)

1.76 – 2.50 fair (F)

1.00 – 1.75 poor (P)

Table 5 presents the summary of administrator’s level of social skills as perceived by the faculty and non-teaching personnel and the administrators themselves. The table reveals the administrator’s satisfactory level (mean= 3.19) of social skills. This is revealed on 3.23, 3.21 and 3.20 for Leadership, Conflict Management and Influence which got the top three highest mean ratings and 3.17 and 3.16 for Collaboration and Cooperation and Building Bonds Accountability and Continuous Improvement which obtained the lowest mean ratings.

This means that along Leadership, Conflict Management and Influence, the administrators are just satisfactory and still need to step up in terms of having a network of leadership that provides the vision and direction to the education system making it relevant and responsive to the contexts of diverse personalities. Leadership and conflict management are important social skills that help people handle relationships and resolve disputes effectively within a group. Good leadership often depends on the ability to manage conflicts well. Transformational leaders guide individuals through a process where their personal values align with the organization's values. They create a trusting atmosphere that fosters strong relationships and shared goals, encouraging new ideas and visions for the organization. By building trust with team members, transformational leaders influence their actions and promote conflict resolution in a positive way. This approach can improve safety and benefit both the organization and its community.

Table 6: Summary of Administrators' Level of Emotional Intelligence as Perceived by the Faculty and Non -Teaching Personnel and the Administrators Themselves

Indicators	Administrators		Teachers		Non- Teaching Personnel		Total	DI	Rank
	Mean	DI	Mean	DI	Mean	DI			
A. Self -Awareness	3.21	S	3.22	S	3.19	S	3.21	S	2.5
B. Self-Management	3.24	S	3.28	VS	3.24	S	3.25	S	1
C. Social Awareness	3.21	S	3.24	S	3.19	S	3.21	S	2.5
D. Social Skills	3.21	S	3.18	S	3.19	S	3.19	S	4
Over-all Mean	3.19	S	3.23	S	3.20	S	3.22	S	

Table 6 presents the summary of administrator's level of Emotional Intelligence as perceived by the faculty and non-teaching personnel and the administrators themselves. The table reveals the administrator's satisfactory level (mean= 3.22) of Emotional Intelligence. This is revealed on 3.25, 3.21 for self-Awareness and Social Awareness which got the highest mean ratings and 3.19 for Social Skills which obtained the lowest mean rating. This means that administrators need to work on their self and social awareness skills. This will help them interpret situations better and present themselves positively. Staying aware of their emotions allows them to respond properly. Additionally, this awareness helps them understand others' feelings, reducing conflict and stress, while increasing productivity and profitability. Self-awareness and social awareness are viewed as two vital aspects of emotional intelligence, since they form the basis for comprehending and regulating one's own emotions, as well as effectively perceiving and reacting to the emotions of others in social contexts; fundamentally, understanding oneself and the ability to interpret the emotional signals of those around you are essential parts of emotional intelligence. Individuals who possess emotional intelligence are also able to contemplate feelings and recognize emotions within themselves and in others. They can identify the relationships between emotions and the choices people make.

In response to the description of Faculty and Non -Teaching Personnel and the Administrators themselves on the administrators' transformative leadership skills along individualized consideration, intellectual stimulation, inspirational motivation and idealized influence, Table 7 presents the results.

Table 7: Summary of Administrators' Transformative Leadership Skills as Perceived by the Faculty and Non -Teaching Personnel and the Administrators Themselves

Indicators	Administrators		Teachers		Non-Teaching Personnel		Total	DI	Rank
	Mean	DI	Mean	DI	Mean	DI			
A. Individualized Consideration	3.22	S	3.19	S	3.16	S	3.19	S	3
B. Intellectual Stimulation	3.21	S	3.28	VS	3.29	VS	3.26	VS	1
C. Inspirational Motivation	3.27	S	3.20	S	3.19	S	3.22	S	2
D. Idealized Influence	3.17	S	3.15	S	3.21	S	3.18	S	4
Over-all Mean	3.22	S	3.20	S	3.21	S	3.21	S	

Legend:

- 3.26 – 4.00 very satisfactory (VS)
- 2.51 – 3.25 satisfactory (S)
- 1.76 – 2.50 fair (F)
- 1.00 – 1.75 poor (P)

Table 7 presents the summary of administrator's transformative leadership skills as perceived by the faculty and non-teaching personnel and the administrators themselves. The table reveals the administrator's satisfactory level (mean= 3.21) of transformative leadership skills. This is revealed on 3.26, 3.22 for Intellectual Stimulation and Inspirational Motivation which got the highest mean ratings and 3.18 for Idealized Influence which obtained the lowest mean.

This indicates that the administrators must enhance their "Intellectual Stimulation" and "Inspirational Motivation" skills to provoke their team's thought processes, promote creativity, and motivate them to achieve their utmost capabilities by establishing a compelling vision and nurturing a positive attitude; fundamentally, driving their team to engage in critical thinking and pursue greater accomplishments beyond mere routine activities. They still need to advance their skill in actively promoting their team to challenge assumptions, investigate new ideas, and consider unconventional approaches, cultivating innovation and creativity within the team.

Individualized Consideration involves leaders addressing each follower's specific needs, acting as mentors and guides. They listen to followers' concerns, showing empathy for their situations and recognizing their unique talents. This helps followers develop their skills and motivates them to improve in their work. Inspirational Motivation involves leaders sharing a clear vision that inspires followers to go beyond expectations. They remain positive about followers' abilities to reach goals and stress the importance of their tasks. This creates a strong sense of purpose and motivates followers to work harder and enhance their skills. Leaders encourage independent thinking and collaboration while maintaining high standards and expectations.

In response to the perception of Faculty and Non -Teaching Personnel and the Administrators themselves to the extent to which the school administrators' emotional intelligence affects their transformative leadership skills, Tables 8 present the results.

Table 8: Extent Effect of School Administrators’ Emotional Intelligence on their Transformative Leadership Skills as Perceived by the Faculty and Non -Teaching Personnel and the Administrators Themselves

Indicators	Administrators		Teachers		Non- Teaching Personnel		Total	DI	Rank
	Mean	DI	Mean	DI	Mean	DI			
A. Individualized Consideration	3.22	MEx	3.19	MEx	3.16	MEx	3.19	MEx	3
B. Intellectual Stimulation	3.21	MEx	3.28	MEx	3.29	MEx	3.26	MEx	1
C. Inspirational Motivation	3.27	MEx	3.20	MEx	3.19	MEx	3.22	MEx	2
D. Idealized Influence	3.17	MEx	3.15	MEx	3.21	MEx	3.18	MEx	4
Over-all Mean	3.22	MEx	3.20	MEx	3.21	MEx	3.21	MEx	

Legend:

- 3.26 – 4.00 Very much Extent (VME)
- 2.51 – 3.25 Moderate Extent (MEx)
- 1.76 – 2.50 Limited Extent (LE)
- 1.00 – 1.75 Very Limited Extent (VME)

Table 8 presents the extent effect of school administrators’ emotional intelligence on their transformative leadership skills as perceived by the faculty and non-teaching personnel and the administrators themselves.

The table reveals a moderate extent effect (mean= 3.21) of administrators’ emotional intelligence on their transformative leadership skills.

This is revealed on 3.26, 3.22 for Intellectual Stimulation and Inspirational Motivation which got the highest mean ratings and 3.18 for Idealized Influence which obtained the lowest mean.

The emotional intelligence of administrators does not strongly affect their abilities in "Intellectual Stimulation" and "Inspirational Motivation”.

This may hinder their ability to create a strong vision and encourage a positive attitude in their team. They need to improve their skills in motivating their team to think critically, pursue excellence, and challenge assumptions.

Enhancing their ability to promote new ideas and unconventional methods is essential for fostering innovation and creativity within the team.

In response to the correlation between school administrators’ emotional intelligence and their transformative leadership skills, Tables 9 and 12 present the results.

Table 9: Correlation Between School Administrators’ Self -Awareness and their Transformative Leadership Skills

Self – Awareness vs	Correlation ratio	T- Critical @ 0.05 level	T- Computed	Remarks
Individualized Consideration	0.1381	2.032	0.0458	HO: Accept
Intellectual Stimulation	0.1203	2.042	0.0143	HO: Accept
Inspirational Motivation	0.0736	2.776	0.0003	HO: Accept
Idealized Influence	-0.0359	2.571	0.0004	HO: Accept

The correlations between the school administrators’ self-awareness and their Individualized Consideration ($t=2.032 > 0.0458$), Intellectual Stimulation ($t=2.042 > 0.0143$), Inspirational Motivation ($t=2.776 > 0.0003$) and Idealized Influence ($t=2.571 > 0.0004$) are not all significant at 0.05 level of significance. The lower computed T values than the T- critical values accept the null hypothesis stating that there is no significant correlation between the school administrators’ self-awareness and all the variables of their transformative leadership skills.

This means that the school administrators’ self-awareness are not crucial factors affecting and their transformative leadership skills specifically along their Individualized Consideration, Intellectual Stimulation, Inspirational Motivation and Idealized Influence.

Table 10: Correlation Between School Administrators’ Self-Management and their Transformative Leadership Skills

Self-Management vs	Correlation ratio	T- Critical @ 0.05 level	T- Computed	Remarks
Individualized Consideration	0.1481	2.032	0.0598	HO: Accept
Intellectual Stimulation	0.1103	2.042	0.0153	HO: Accept
Inspirational Motivation	0.0856	2.776	0.0029	HO: Accept
Idealized Influence	-0.0958	2.571	0.0084	HO: Accept

The null hypothesis is accepted in the correlation between school administrators’ self-management and their Individualized Consideration ($t=2.032 > 0.0598$), Intellectual Stimulation ($t=2.042 > 0.0153$), Inspirational Motivation ($t=2.776 > 0.0029$) and Idealized Influence ($t=2.571 > 0.0084$) are not all significant at 0.05 level of significance. The results reveal that the computed T values fall short of the T- critical values at 0.05 level of significance.

This means that the school administrators’ self-management does not significantly affect their Individualized Consideration, Intellectual Stimulation, Inspirational Motivation and Idealized Influence, these being the specific variables of their transformative leadership skills

A significant influence of emotional intelligence has been noted in the transformational leadership approach. In the transformational leadership approach, a leader collaborates closely with employees and seeks to comprehend their needs, inspire them, and foster creativity. Scholars Bass and Avolio also noted that transformational leaders “inspire others to accomplish more than they initially planned and frequently more than they believed feasible. They establish more demanding expectations and generally attain higher performance levels.

Table 11: Correlation Between School Administrators’ Social Awareness and their Transformative Leadership Skills

Social Awareness vs	Correlation ratio	T- Critical @ 0.05 level	T- Computed	Remarks
Individualized Consideration	0.3265	2.032	0.0298	HO: Accept
Intellectual Stimulation	0.3118	2.042	0.0761	HO: Accept
Inspirational Motivation	0.1876	2.776	0.2549	HO: Accept
Idealized Influence	-0.1254	2.571	0.0004	HO: Accept

The lower computed T-values than the T- critical values accept the null hypothesis in the correlation between school administrators’ social awareness and their Individualized Consideration ($t=2.032 > 0.0298$), Intellectual Stimulation ($t=2.042 > 0.0761$), Inspirational Motivation ($t=2.776 > 0.2549$) and Idealized Influence ($t=2.571 > 0.0004$). This means that the school administrators’ social awareness does not significantly affect their Individualized Consideration, Intellectual Stimulation, Inspirational Motivation and Idealized Influence, these being the specific variables of their transformative leadership skills.

Table 12: Correlation Between School Administrators’ Social Skills and their Transformative Leadership Skills

Social Skills vs	Correlation ratio	T- Critical @ 0.05 level	T- Computed	Remarks
Individualized Consideration	0.2382	2.032	0.1568	HO: Accept
Intellectual Stimulation	0.1345	2.042	0.1657	HO: Accept
Inspirational Motivation	0.2879	2.776	0.1.875	HO: Accept
Idealized Influence	0.1569	2.306	0.0234	HO: Accept

The school administrators’ social skills do not significantly affect their Individualized Consideration ($t=2.032 > 0.1568$), Intellectual Stimulation ($t=2.042 > 0.1657$), Inspirational Motivation ($t=2.776 > 0.1.875$) and Idealized Influence ($t=2.571 > 0.0234$) are not all significant at 0.05 level of significance. The results reveal that the computed T values are all lower than the T- critical values at 0.05 level of significance. This means that the school administrators’ social skills are not important factors that significantly affect their transformative leadership skills specifically along Individualized Consideration, Intellectual Stimulation, Inspirational Motivation and Idealized Influence.

In response to the comparison of the respondents’ description of the administrators’ emotional intelligence and transformative leadership skills. Tables 13 presents the results.

Table 13: ANOVA F-Test comparison of the respondents’ description of the administrators’ emotional intelligence and transformative leadership skills.

Variables	df	F-Value	F – Critical @0.05 level	Decision
Within Groups	4, 23	0.569067	2.53	Ho: Accept
Between Groups			1.75	Ho: Accept

The group respondents’ descriptions of the administrators’ emotional intelligence and transformative leadership skills do not significantly differ. This is affirmed by the lower F value of 0.569067 than the F-critical values of 2.53 and 1.75 which leads to the acceptance of the

null hypothesis at 0.05 level of significance. This means that the group respondents' have the same descriptions of the administrators' emotional intelligence and transformative leadership skills.

CONCLUSIONS

The respondents believe that their administrators recognize and consider emotions when facing challenges. Subordinates feel that these administrators show stability and confidence in resolving concerns. Respondents agree that administrators trust in their abilities and should work on improving their emotional awareness and management skills. At Holy Trinity University, administrators are committed to service, creativity in problem-solving, and prioritizing the well-being of their team. They are seen as empathetic, supportive, and appreciative of those who perform well.

Recommendations

Administrators are urged to add activities to the Administrators' Development Program to enhance emotional awareness. They should stay updated on social and political issues at all levels. To improve social skills, especially "Influence," they need to practice speeches and presentations to connect with their audience. Regular activities involving study, play, service, and prayer should be used to strengthen bonds with subordinates and should be monitored for feedback. Administrators should respect their subordinates' dignity and address current issues without making anyone feel belittled. They are also encouraged to set goals and take calculated risks.

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