

Exploring the School Principal Diverse Leadership Styles and Managerial Skills on the Emotional Intelligence of Elementary Teacher in Lumban District

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Abstract

This study was conducted to determine the relationship school principals' leadership and managerial style on the emotional intelligence of the elementary teachers in Lumban District. This study aimed to identify level of School Principals' diverse leadership styles relative to autocratic, pacesetting, democratic, coaching, affiliative, and laissez-faire. This also aimed to identify the School Principals' Managerial Skills with regards to planning, communication, decision Making, conflict Management, support and feedback, and adaptability. This also aimed to have knowledge in the extent of emotional intelligence of elementary teachers in Lumban District in terms of self-awareness, self-regulation, self-motivation, empathy, and social Skills. Also, it determined the significant relationship of the school principals' leadership style and managerial skills on the emotional intelligence of elementary teachers in Lumban District.

The descriptive method of research was utilized in this study. This study involves the participation of one hundred twenty-seven (127) teacher respondents from Lumban District by answering the researcher's self-made survey questionnaire checklist. The questionnaire given to the respondents comprised of seventy-five questions using a five-point rating scale.

The following are the significant findings of the study: First, the level of School Principals' diverse leadership styles relative to autocratic, pacesetting, democratic, coaching, affiliative, and laissez-faire technostress are all always. Second, School Principals' Managerial Skills with regards to planning, communication, decision making, conflict Management, support and feedback, and adaptability are all always. Next, extent of emotional intelligence of elementary teachers in Lumban District in terms of self-awareness, self-regulation, self-motivation, empathy, and social Skills are all always. Lastly, the study's results School Principals' diverse leadership style and managerial skills has significant relationship with the emotional intelligence of the teachers, which implies that diverse leadership styles and managerial skills technostress can affect their job.

Based on the data gathered, the researcher arrived at the following conclusions: First, there has significant relationship between school principal leadership style and teacher's emotional intelligence; thus, the researcher concludes that the research null hypothesis stated is rejected. Second, there is a substantial relationship between school principals' managerial skills and teachers' emotional intelligence; thus, the researcher concludes that the research null hypothesis is partially rejected. Therefore, school principals' leadership styles and managerial skills significantly influences teachers' emotional intelligence. These results emphasize the urgent need for proactive measures to tackle this issue.

Based on the study's findings, the researcher prepared the following recommendations: First, school principals' should continue to support their teachers and understand that the leadership style and managerial skills are important factors in driving innovation processes, achieving organizational goals and enhancing the emotional intelligence of their teachers. School principals' should allow teachers and offer chances for professional development and training to teachers; second, It is suggested that the teachers continue their good

performance in school and should improve their emotional intelligence, sensitivity, and maturity; lastly, for future researchers, it is highly recommended that they include other variables not covered in the present study.

Keywords: school principals' leadership; managerial style; emotional intelligence

1. Introduction

Education makes everyone knowledgeable about the things around us. Through education an empty mind becomes something better. It develops everyone perspective about life. This also helps to build opinions and have positive points of view in life. Education makes everyone capable of interpreting things, among other things.

In the field of education school management is very essential. Leadership and management duties are integral to the job description of a school principal. To improve the lives of students, instructors, and the school community as a whole, effective principals combine these two duties. Organizing, planning, and supervising different facets of school operations is what principals do in addition to being visionaries who motivate others.

This is the way to achieved task and goals in order to get into the targeted objectives that an organization is pursuing. The main purpose of school principal is to get the teachers together and accomplish the desired goals and objectives using the available resources effectively and efficiently. School principals basically wants to direct their people within the organization to reach their desired goals.

Every principal has their unique styles of handling their teachers. In order for a school principal to manage well their organization that they are handling, they set goals and objectives like make proper use of the available resources, ensure business development and growth as well as quality services, reduce elements of risks, make futuristic plans, and ensure discipline in a workplace. School principal also practice discipline that consist of five fundamental functions like planning, organizing, staffing, leading and controlling. Based on studies, these five fundamental functions are the practices that are practice to have a successful management.

The various ways of the principal in dealing with the subordinates at the workplace is called managerial styles. Principal use and practice different managerial style in order to manage well their field. Managerial style is important for an effective and efficient operation of complex workplaces. The managers use different managerial styles that suits to the kind of workers that they had in order to ensure staff and leadership work together effectively. These managerial styles help the organization to achieve their goals. Principal should be aware and knowledgeable of the different managerial styles that they are using because it has something to do with the emotional intelligence of the people within their management system.

Emotional Intelligence of a person is very important. This is our way to manage our stress in a positive way. This is also our own technique of communicating well in every person that we are encountering in our daily living. It is also our ability to understand and manage things that surrounds us. And the most important of all it is our ability to overcome challenges and conflict in our life.

Teacher is a very challenging work. Teachers are planning multiple numbers of work at the same time. They are balancing diverse learning needs of our learners. They are helping the helping learners and parents as well to meet their long-term goals. And to fulfill this we need to keep our emotional intelligence healthy. Keeping the emotional intelligence healthy of every teacher is essential and somehow school heads has a big part of it.

In every school there are different characteristics of the school heads and teachers. School heads run the schools with different management practices styles. This makes a big difference in every school because

the school heads are the brain of the school. Their managerial styles will reflect to the success. And in order for the school to achieve the success that they want the teachers has a big part of this as well as their emotional intelligence.

The emotional intelligence of the teachers is essential to enhance their problem-solving skills as well as strong communication skills. Knowing the importance of the Emotional Intelligence of the teachers, this will help the school managers to use and select appropriate managerial styles to direct their teachers and prepare them to take the role of manager someday. In addition, understanding your manager managerial style can be beneficial for you to know and communicate to him or her better. Managerial styles are also form of communication.

It is important that a manager adopt a managerial style which gets the best out of their staff. Knowing the importance of achieving goals and objectives of the school is as important of knowing the importance of the emotional intelligence of each teacher in your organization. Because of this premise the researcher decided to find out the significant relationship between the School Principals' Diverse Leadership Styles and Managerial Skills and the Emotional Intelligence of Elementary Teachers in Lumban District.

There are many research about emotional intelligence who says that emotional intelligence has a powerful impact to the achievement of a person. Emotional intelligence support teachers to face certain difficult situations in which their actions can affect the students' learning and well-being. Also, it helps them deal with the new challenges. Emotional intelligence connects the juncture at which cognition and emotion meet, it facilitates our capacity for flexibility, inspiration, empathy, reasoning, stress management, communication, and our ability to read and navigate a social situations and conflicts.

Emotional intelligence has been defined, by Peter Salovey and John Mayer, in the article Imagination and Cognition of Personality as "the ability to monitor one's own and other people's emotions, to discriminate between different emotions and label them appropriately, and to use emotional information to guide thinking and behavior".

The study aimed to know if the significant relationship between the School Principals' Diverse Leadership Styles and Managerial Skills and the Emotional Intelligence of Elementary Teachers in Lumban District. This study is different from the others because it is focused to the diverse leadership styles and managerial skills of the school principals to the five domains of the educators' emotional intelligence. The researcher conducts this study to be conscious that different leadership styles and managerial skills can have a great impact to the emotions of the educators.

1.1 Statement of the Problem

Specially, it sought to answer the following questions:

1. What is the level of School Principals' diverse leadership styles relative to:
 - 1.1 Autocratic;
 - 1.2 Pacesetting;
 - 1.3 Democratic;
 - 1.4 Coaching;
 - 1.5 Affiliative; and
 - 1.6 Laissez-faire?
2. What is the School Principals' Managerial Skills with regards to:
 - 2.1 Planning;
 - 2.2 Communication;
 - 2.3 Decision Making;
 - 2.4 Conflict Management;
 - 2.5 Support and Feedback; and

- 2.6 Adaptability?
3. What is the extent of Emotional Intelligence of Elementary teachers in Lumban District in terms of:
- 3.1 Self-Awareness
 - 3.2 Self-Regulation
 - 3.3 Self-Motivation
 - 3.4 Empathy
 - 3.5 Social Skills?
4. Does the School Principals' Leadership Styles have significant relationship on the Emotional Intelligence?
5. Does the School Principals' Diverse Managerial Skills have significant relationship on the Emotional Intelligence of Elementary Teachers in Lumban District?

2. Methodology

This study utilized the descriptive quantitative research method in gathering information. This method enables the researcher to interpret the theoretical meaning of the findings and the hypotheses development for further studies. Specifically, the researcher stylized a questionnaire type of descriptive quantitative research method, the Likert scale to be specific, which enables the researcher to gather information from the respondents without the respondents having any difficulty in answering the questions required for the researcher to have information dealt with exploring the School Principals diverse leadership styles and managerial skills on the emotional intelligence of Elementary Teachers in Lumban District.

3. Results and Discussion

This chapter presents, analyzes, and interprets the data that determined the significant relationship between school heads' diverse leadership style and managerial skills on the emotional intelligence of the elementary teachers in Lumban District.

Level of School Principals' Diverse Leadership Styles

The level of school principals' diverse leadership styles relative to autocratic, pacesetting, democratic, coaching, affiliate and laissez-faire, was treated statistically using mean and standard deviation.

Prior research, Tata (2014) says leadership is influenced by organizational structure. Her study found that a company's structure affects a manager's effectiveness. Self-control can also improve team effectiveness. Many businesses use self-managed teams. However, not all attempts to implement them are not a success. Some academics believe organizational structure remains constant, but self-management can enhance efficacy based on company culture.

Leadership styles are the numerous approaches and conduct employed by leaders to impact and steer their followers. Management techniques play a crucial role in attaining objectives and enhancing results in various situations. Different strategies that leaders employ to sway, inspire, and guide their followers are referred to as leadership styles.

Table 1. Level of School Principals' Diverse Leadership Relative to Autocratic

<i>My School Heads...</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>...develops goals, expectations, and other</i>	4.98	0.15	

information to employees, he/she helps in simplifying and enhancing workplace communication clearly.

...selects faster decision making, especially in high-stress situations that demand an immediate resolution.	4.78	0.42	Strongly Agree Strongly Agree
...implements direct information to the teachers, ensuring accuracy in information.	4.85	0.36	Strongly Agree
...takes full responsibility for their work and reduce the workload and pressure from the employees by giving instruction and setting work deadlines.	4.80	0.41	Strongly Agree
...gives understandable directions to follow and sometimes intervene for the teachers to complete certain tasks.	4.90	0.30	Strongly Agree
Weighted Mean		4.86	
SD		0.34	
Verbal Interpretation		Very High	

Table 1 shows the level of school principals' diverse leadership styles relative to autocratic. Also shows the statements, mean, standard deviation and remarks.

The teachers strongly agree that their school heads develop goals, expectations, and other information to employees; he/she helps in simplifying and enhancing workplace communication clearly. The mean and standard deviation ($M = 4.98$ and $SD = 0.15$) suggests a high level of school principals' diverse leadership styles relative to autocratic. On the other hand, the teachers also strongly agree that their school heads' can takes full responsibility for their work and reduce the workload and pressure from the employees by giving instruction and setting work deadlines. While the mean and standard deviation are slightly lower ($M = 4.80$ and $SD = 0.41$), it still indicates a high level of school principals' diverse leadership styles relative to autocratic.

The level of school principals' diverse leadership styles relative to autocratic attained a weighted mean score of 4.86 and a standard deviation of 0.34, verbally interpreted as *very high* among the respondents.

In summary, the prevalence of an autocratic leadership style among elementary school principals in Lumban District may have both positive and negative consequences. While this style can lead to quick decision-making and a clear chain of command, it might also stifle creativity, discourage participation, and hinder the development of a collaborative school culture.

The leadership style referred to as autocratic or authoritarian involves the leader exercising personal control over all decisions and usually refraining from seeking feedback from the group. When followers feel confined and left out of the decision-making process, this leadership style can be counterproductive even though it can be helpful in some circumstances requiring prompt decision-making and clear guidance.

Table 2. Level of School Principals' Diverse Leadership Relative to Pacesetting

<i>My School Heads...</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
...set the pace of expectation, gave the requirements clearly and let the teacher uphold	4.98	0.15	

their end of the bargain.

...let the teachers to have the capability to figure out how to produce the required output.	4.78	0.42	Strongly Agree
...standards for himself/herself are just as high as his/her standards for the teachers.	4.85	0.36	Strongly Agree
...leads by example.	4.80	0.41	Strongly Agree
...set time-sensitive and short-term goals.	4.90	0.30	Strongly Agree
Weighted Mean		4.86	
SD		0.33	
Verbal Interpretation		Very High	

Table 2 shows the level of school principals' diverse leadership styles relative to pacesetting. Also shows the statements, mean, standard deviation and remarks.

The teachers strongly agree that their school heads set the pace of expectation, gave the requirements clearly and let the teacher uphold their end of the bargain. The mean and standard deviation ($M = 4.98$ and $SD=0.15$) suggests a high level of school principals' diverse leadership styles relative to pacesetting. On the other hand, the teachers also strongly agree that standards of their school heads' are just as high as their standards for the teachers. While the mean and standard deviation are slightly lower ($M = 4.78$ and $SD = 0.42$), it still indicates a high level of school principals' diverse leadership styles relative to pacesetting.

The level of school principals' diverse leadership styles relative to autocratic attained a weighted mean score of 4.86 and a standard deviation of 0.33, verbally interpreted as *very high* among the respondents.

In summary, the prevalence of pacesetting leadership style among elementary school principals in Lumban District may have both positive and negative consequences.

In the book written by Wang et al. in 2020, "The Impact of Pacesetting Leadership on Employee Creativity: The Mediating Role of Psychological Safety" Examines the relationship between pace-setting leadership, employee innovation, and the mediating role of psychological safety. This study shows that employees' creativity is positively benefited when leaders set the standard for psychological safety. highlights the importance of creating a safe environment that encourages experimentation and taking chances.

Table 3. Level of School Principals' Diverse Leadership Relative to Democratic

<i>My School Heads...</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
...makes his/her teachers valued and empowered.	4.93	0.26	
...promotes morale and tends to have a high employee retention rate.	4.92	0.27	Strongly Agree Strongly Agree

...let the teachers to have input into the decision-making process.	4.77	0.42	Strongly Agree
...shares responsibility for implementing and evaluating the outcomes.	4.87	0.34	Strongly Agree
...values collaboration and encourages open communication among teachers.	4.81	0.39	Strongly Agree
Weighted Mean		4.86	
SD		0.34	
Verbal Interpretation		Very High	

Table 3 shows the level of school principals' diverse leadership styles relative to democratic. Also shows the statements, mean, standard deviation and remarks.

The teachers strongly agree that their school heads make his/her teachers valued and empowered. The mean and standard deviation ($M = 4.93$ and $SD = 0.26$) suggests a high level of school principals' diverse leadership styles relative to democratic. On the other hand, the teachers also strongly agree that standards of their school heads promote morale and tends to have a high employee retention rate. While the mean and standard deviation are slightly lower ($M = 4.77$ and $SD = 0.42$), it still indicates a high level of school principals' diverse leadership styles relative to pacesetting.

The level of school principals' diverse leadership styles relative to democratic attained a weighted mean score of 4.86 and a standard deviation of 0.34, verbally interpreted as *very high* among the respondents.

In summary, the prevalence of democratic leadership style among elementary school principals in Lumban District may have both positive and negative consequences. While this style has advantages like high output and contented workers, it can be difficult and time-consuming when hasty decisions need to be made or mistakes can have serious consequences.

Table 4. Level of School Principals' Diverse Leadership Relative to Coaching

<i>My School Heads...</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
...identifies the strengths and weaknesses of each teacher and then provides guidance so teachers can improve.	4.87	0.33	
...provides meaningful feedback in every task that we had.	4.86	0.35	Strongly Agree Strongly Agree
...make clear expectations, which create skilled, productive teachers who can go on to coach others.	4.83	0.37	Strongly Agree
...motivates teachers.	4.82	0.39	Strongly Agree
...ensure that the teachers enjoy being a part of a unified group.	4.91	0.28	Strongly Agree
Weighted Mean		4.86	
SD		0.35	
Verbal Interpretation		Very high	

Table 4 shows the level of school principals' diverse leadership styles relative to coaching. Also shows the statements, mean, standard deviation and remarks.

The teachers strongly agree that their school heads ensure that the teachers enjoy being a part of a unified group. The mean and standard deviation ($M = 4.91$ and $SD=0.28$) suggests a high level of school principals' diverse leadership styles relative to coaching. On the other hand, the teachers also strongly agree that their school heads identify the strengths and weaknesses of each teacher and then provides guidance so teachers can improve. While the mean and standard deviation are slightly lower ($M = 4.82$ and $SD = 0.39$), it still indicates a high level of school principals' diverse leadership styles relative to coaching.

The level of school principals' diverse leadership styles relative to coaching attained a weighted mean score of 4.86 and a standard deviation of 0.35, verbally interpreted as *very high* among the respondents.

Coaching is recognized as a successful approach to enhance leadership and management skills in diverse scenarios. This includes business organizations in Ukraine, teachers in education, and leaders in diverse organizations. Coaching programs can help create cultural norms that improve leadership capacity and performance. Leaders who embody coaching skills into their leadership styles can enhance employee happiness and retention. Moreover, coaching education and skills are known to enhance leadership, communication, and interpersonal relationships, resulting in individual and organizational success. In conclusion, coaching is an exceedingly valuable tool for developing leadership skills and improving performance in professional settings.

In summary, the prevalence of coaching leadership style among elementary school principals in Lumban District may have both positive and negative consequences. While this style is beneficial, but it may also be time-consuming and difficult in workplaces with hierarchical systems or conflicts in culture.

Table 5. Level of School Principals' Diverse Leadership Relative to Affiliative

<i>My School Heads...</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>...build strong, cohesive teachers and promotes collaborative work environments.</i>	4.98	0.15	
<i>...creates unity within the workplace and provides teachers with a sense of safety and inclusiveness</i>	4.81	0.39	Strongly Agree
<i>...make teams work together to meet the school goals and accomplish project tasks on time.</i>	4.80	0.41	Strongly Agree
<i>...motivates teachers by giving the teachers their freedom to express their opinions, feelings and ideas.</i>	4.88	0.32	Strongly Agree
<i>...trust and create a safe, positive work environment that encourages teams to share ideas more freely.</i>	4.86	0.35	Strongly Agree
Weighted Mean		4.86	
SD		0.32	
Verbal Interpretation		Very high	

Table 5 shows the level of school principals' diverse leadership styles relative to affiliative. Also shows the statements, mean, standard deviation and remarks.

The teachers strongly agree that their school heads build strong, cohesive teachers and promotes collaborative work environments. The mean and standard deviation ($M = 4.98$ and $SD=0.15$) suggests a high level of school principals' diverse leadership styles relative to coaching. On the other hand, the teachers also

strongly agree that their school heads motivate teachers by giving the teachers their freedom to express their opinions, feelings and ideas. While the mean and standard deviation are slightly lower ($M = 4.80$ and $SD = 0.41$), it still indicates a high level of school principals' diverse leadership styles relative to coaching.

The level of school principals' diverse leadership styles relative to affiliative attained a weighted mean score of 4.86 and a standard deviation of 0.32, verbally interpreted as *very high* among the respondents.

In summary, the prevalence of affiliative leadership style among elementary school principals in Lumaban District may have both positive and negative consequences. While this style has benefits like enhanced team output, effective conflict resolution, decreased stress, and productive collaboration, it can also have disadvantages including failing to recognize poor performance, unsolved problems, and possibly unhealthy emotional reliance on the leader.

Table 6. Level of School Principals' Diverse Leadership Relative to Laissez-Faire

<i>My School Heads...</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>...encourages personal growth of the teachers by letting them to be hands on and facilitate.</i>	4.98	0.12	
<i>...encourages teachers to have freedom, be creative and innovate.</i>	4.80	0.41	Strongly Agree
<i>...let the teachers to have the autonomy to make their own decisions</i>	4.81	0.39	Strongly Agree
<i>...trust the teachers are capable of accomplishing tasks with very little guidance.</i>	4.85	0.36	Strongly Agree
<i>...trust the teachers are experts and have the knowledge and skills to work independently,</i>	4.86	0.35	Strongly Agree
Weighted Mean		4.86	
SD		0.35	
Verbal Interpretation		Very high	

Table 6 shows the level of school principals' diverse leadership styles relative to laissez-faire. Also shows the statements, mean, standard deviation and remarks.

The teachers strongly agree that their school heads encourage personal growth of the teachers by letting them to be hands on and facilitate. The mean and standard deviation ($M = 4.98$ and $SD = 0.12$) suggests a high level of school principals' diverse leadership styles relative to laissez-faire. On the other hand, the teachers also strongly agree that their school heads trust the teachers are experts and have the knowledge and skills to work independently. While the mean and standard deviation are slightly lower ($M = 4.80$ and $SD = 0.41$), it still indicates a high level of school principals' diverse leadership styles relative to laissez-faire.

The level of school principals' diverse leadership styles relative to laissez-faire attained a weighted mean score of 4.86 and a standard deviation of 0.35, verbally interpreted as *very high* among the respondents.

In summary, the prevalence of laissez-faire leadership style among elementary school principals in Lumaban District may have both positive and negative consequences. While this style is most effective when team members possess exceptional skill, drive, and competence in their respective positions. Groups that need more direct supervision, don't have much experience, or have trouble with accuracy and time management can find it unsuitable.

School Principals' Managerial Skills

The level of school principals' managerial skills with regards to planning, communication, decision making, conflict management, support and feedback and adaptability, was treated statistically using mean and standard deviation.

Table 7. Level of School Principals' Managerial Skills with Regards to Planning

<i>My School Heads...</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>..plan a course of action towards the realization of the goal, he/she also supports SMART goal setting.</i>	4.94	0.23	
<i>...assess critically the goal to see if it's realistic.</i>	4.85	0.36	Strongly Agree
<i>...provides direction to the teachers, allowing the development of tactical goals.</i>	4.83	0.38	Strongly Agree
<i>...shows objectives for each organizational department and prioritize activities depending on their relevance to the goal.</i>	4.72	0.45	Strongly Agree
<i>...plan intentional critical evaluation of the available data and predicting the outcomes .</i>	4.89	0.31	Strongly Agree
Weighted Mean		4.85	
SD		0.35	
Verbal Interpretation		Very high	

Table 7 shows the level of school principals' managerial skills with regards to planning. Also shows the statements, mean, standard deviation and remarks.

The teachers strongly agree that their school heads plan a course of action towards the realization of the goal, he/she also supports SMART goal setting. The mean and standard deviation ($M = 4.94$ and $SD = 0.23$) suggests a high level of school principals' managerial skills with regards to planning. On the other hand, the teachers also strongly agree that their school heads plan intentional critical evaluation of the available data and predicting the outcomes. While the mean and standard deviation are slightly lower ($M = 4.72$ and $SD = 0.45$), it still indicates a high level of school principals' diverse managerial skills relative to planning.

The level of school principals' managerial skills with regards to planning attained a weighted mean score of 4.85 and a standard deviation of 0.35, verbally interpreted as *very high* among the respondents.

In summary, planning in managerial skills among elementary school principals in Lumban District is essential. Goal-achieving gets difficult and failure risk rises when improper planning is done. Proficient planners are able to foresee changes, make effective use of available resources, and guide their teams towards success.

Table 8. Level of School Principals' Managerial Skills with Regards to Communication

<i>My School Heads...</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
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...helps teachers to define the goals clearly.

4.97 0.18

...understands the teachers' goals and desires and solve their grievances

4.74 0.44

Strongly Agree
Strongly Agree

...fosters an open and good rapport between teachers.

4.83 0.37

Strongly Agree

...improves teachers' morale.

4.70 0.46

Strongly Agree

...assures the teachers' work engagement and help drive organizational change.

4.83 0.38

Strongly Agree

Weighted Mean

4.81

SD

0.37

Verbal Interpretation

Very High

Table 8 shows the level of school principals' managerial skills with regards to communication. Also shows the statements, mean, standard deviation and remarks.

The teachers strongly agree that their school heads help teachers to define the goals clearly. The mean and standard deviation ($M = 4.97$ and $SD = 0.18$) suggests a high level of school principals' managerial skills with regards to communication. On the other hand, the teachers also strongly agree that their school heads assure the teachers' work engagement and help drive organizational change and foster an open and good rapport between teachers. While the mean and standard deviation are slightly lower ($M = 4.70$ and $SD = 0.46$), it still indicates a high level of school principals' diverse managerial skills relative to planning.

The level of school principals' managerial skills with regards to communication attained a weighted mean score of 4.81 and a standard deviation of 0.37, verbally interpreted as *very high* among the respondents.

In summary, communication in managerial skills among elementary school principals in Lumban District is essential.

Table 9. Level of School Principals' Managerial Skills with Regards to Decision Making

<i>My School Heads...</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
...allocate resources effectively ensures that teachers can achieve and exceed their deadlines on time.	4.91	0.29	
...solves problems effectively.	4.85	0.36	Strongly Agree Strongly Agree
...knows when to spot and grab an opportunity	4.73	0.44	Strongly Agree
...chooses the appropriate goals and pursue the teachers to applied appropriate strategies to achieve them.	4.84	0.37	Strongly Agree
...understands the situation from different perspectives and choosing the most mutually beneficial solutions.	4.80	0.41	Strongly Agree
Weighted Mean		4.83	

SD	0.37
Verbal Interpretation	Very high

Table 9 shows the level of school principals' managerial skills with regards to decision making. Also shows the statements, mean, standard deviation and remarks.

The teachers strongly agree that their school heads allocate resources effectively ensures that teachers can achieve and exceed their deadlines on time. The mean and standard deviation ($M = 4.91$ and $SD = 0.29$) suggests a high level of school principals' managerial skills with regards to decision making. On the other hand, the teachers also strongly agree that their school heads solve problems effectively. While the mean and standard deviation are slightly lower ($M = 4.73$ and $SD = 0.44$), it still indicates a high level of school principals' diverse managerial skills relative to decision making.

The level of school principals' managerial skills with regards to decision making attained a weighted mean score of 4.83 and a standard deviation of 0.37, verbally interpreted as *very high* among the respondents.

In summary, decision making in managerial skills among elementary school principals in Lumban District is essential. Managers have the ability to make better decisions, boost organizational performance, and successfully handle obstacles.

Table 10. Level of School Principals' Managerial Skills with Regards to Conflict Management

<i>My School Heads...</i>	MEAN	SD	REMARKS
<i>...encourages open and honest dialogue between conflicting parties.</i>	4.87	0.34	
<i>...understands different perspectives and has good listening skills.</i>	4.83	0.38	Strongly Agree
<i>...promotes critical thinking and creative solutions to conflicts.</i>	4.80	0.41	Strongly Agree
<i>conducts brainstorming sessions and the exploration of diverse viewpoints</i>	4.80	0.40	Strongly Agree
<i>...facilitates the identification of underlying issues and the development of effective strategies.</i>	4.89	0.31	Strongly Agree
Weighted Mean		4.84	
SD		0.37	
Verbal Interpretation		Very high	

Table 10 shows the level of school principals' managerial skills with regards to conflict management. Also shows the statements, mean, standard deviation and remarks.

The teachers strongly agree that their school heads facilitate the identification of underlying issues and the development of effective strategies. The mean and standard deviation ($M = 4.89$ and $SD = 0.31$) suggests a high level of school principals' managerial skills with regards to decision making. On the other hand, the teachers also strongly agree that their school heads encourage open and honest dialogue between conflicting parties. While the mean and standard deviation are slightly lower ($M = 4.80$ and $SD = 0.40$), it still indicates a high level of school principals' diverse managerial skills relative to conflict management.

The level of school principals' managerial skills with regards to conflict management attained a weighted mean score of 4.84 and a standard deviation of 0.37, verbally interpreted as *very high* among the

respondents.

In summary, conflict management in managerial skills among elementary school principals in Lumban District is essential. Managers have the ability to prevent conflicts from arising in the environment that leads to the achievement of goals.

Table 11. Level of School Principals' Managerial Skills with Regards to Support and Feedback

<i>My School Heads...</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>...gives teachers insights into their work from the people they work most closely with.</i>	4.97	0.18	Strongly Agree
<i>...appreciates the works that the teachers has accomplished.</i>	4.80	0.40	Strongly Agree
<i>...builds teachers sense of being valued</i>	4.69	0.47	Strongly Agree
<i>...point out good points to reinforce positive habits and encourages better teachers' performance.</i>	4.85	0.36	Strongly Agree
<i>...promotes self-awareness and helps teachers become mindful of the impact that our actions have.</i>	4.84	0.37	Strongly Agree
Weighted Mean		4.83	
SD		0.35	
Verbal Interpretation		Very high	

Table 11 shows the level of school principals' managerial skills with regards to support and feedback. Also shows the statements, mean, standard deviation and remarks.

The teachers strongly agree that their school heads give teachers insights into their work from the people they work most closely with. The mean and standard deviation ($M = 4.97$ and $SD = 0.18$) suggests a high level of school principals' managerial skills with regards to support and feedback. On the other hand, the teachers also strongly agree that their school heads point out good points to reinforce positive habits and encourages better teachers' performance. While the mean and standard deviation are slightly lower ($M = 4.80$ and $SD = 0.40$), it still indicates a high level of school principals' diverse managerial skills relative to support and feedback.

The level of school principals' managerial skills with regards to support and feedback attained a weighted mean score of 4.83 and a standard deviation of 0.35, verbally interpreted as *very high* among the respondents.

In summary, support and feedback in managerial skills among elementary school principals in Lumban District is essential. Fostering growth, enhancing performance, and establishing a great work environment all depend on supporting staff members and giving them constructive support and feedback. Effective management practices that foster employee development, performance enhancement, and overall organizational success include offering constructive feedback, fostering a feedback culture, and supporting staff members.

Table 12. Level of School Principals' Managerial Skills with Regards to Adaptability

<i>My School Heads...</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
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...see value in challenges.

	4.92	0.27	
...tackle the challenges head on because he/she understand that there is much to learn from errors and roadblocks.	4.76	0.43	Strongly Agree
...encourages new ways of thinking and established well-organized, strategic plans.	4.75	0.44	Strongly Agree
...understands diverse thinking and are open to stepping outside their comfort zone, he/she can easily shift as things change around.	4.80	0.41	Strongly Agree
...align the plans with the unique needs of each new situation.	4.80	0.40	Strongly Agree
Weighted Mean		4.80	
SD		0.39	
Verbal Interpretation		Very high	

Table 12 shows the level of school principals' managerial skills with regards to adaptability. Also shows the statements, mean, standard deviation and remarks.

The teachers strongly agree that their school heads see value in challenges. The mean and standard deviation ($M = 4.92$ and $SD = 0.27$) suggests a high level of school principals' managerial skills with regards to adaptability. On the other hand, the teachers also strongly agree that their school heads understand diverse thinking and are open to stepping outside their comfort zone, he/she can easily shift as things change around and align the plans with the unique needs of each new situation. While the mean and standard deviation are slightly lower ($M = 4.75$ and $SD = 0.44$), it still indicates a high level of school principals' diverse managerial skills relative to adaptability.

The level of school principals' managerial skills with regards to adaptability attained a weighted mean score of 4.80 and a standard deviation of 0.39, verbally interpreted as *very high* among the respondents.

In summary, adaptability in managerial skills among elementary school principals in Lumban District is essential. Adaptable leaders gain respect, help their teams through changes, and enable organizations to endure and prosper in ever changing conditions.

Emotional Intelligence

The extent of emotional intelligence of elementary teachers in Lumban District in terms of self-awareness, self-regulation, self-motivation, empathy and social skills, was treated statistically using mean and standard deviation.

Table 13. Extent of Emotional Intelligence in Terms of Self-Awareness

<i>The Teachers...</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
...enjoy venturing into new experiences and relationships to see what I can learn and share in this field.	4.90	0.30	

...participates actively in school activities to become aware how I affect the environment and my co-workers.	4.82	0.39	Strongly Agree Strongly Agree
...find myself reflecting on what I see and hear from what goes around me.	4.78	0.42	Strongly Agree
...love talking with my co-workers about our recent activities in the school so that I can make sense what my co-workers say and do and why events turned out as they do.	4.83	0.38	Strongly Agree
...solves problem practically and enjoys putting plans into actions.	4.90	0.30	Strongly Agree
Weighted Mean		4.84	
SD		0.36	
Verbal Interpretation		Very Large Extent	

Table 13 shows the extent of emotional intelligence of the elementary teachers in Lumban District in terms of self-awareness. Also shows the statements, mean, standard deviation and remarks.

The teachers strongly agree that they enjoy venturing into new experiences and relationships to see what they can learn and share in the field and they solve problem practically and enjoys putting plans into actions. The mean and standard deviation ($M = 4.90$ and $SD = 0.30$) suggests a high extent of emotional intelligence of elementary teachers in Lumban District in terms of self-awareness. On the other hand, the teachers also strongly agree that they love talking with their co-workers about their recent activities in the school so that they can make sense what their co-workers say and do and why events turned out as they do. While the mean and standard deviation are slightly lower ($M = 4.78$ and $SD = 0.42$), it still indicates a high extent of emotional intelligence in terms of self-awareness.

The extent of emotional intelligence in terms of self-awareness attained a weighted mean score of 4.84 and a standard deviation of 0.36, verbally interpreted as *very large extent* among the respondents.

In summary, the extent emotional intelligence in terms of self-awareness among elementary teachers is a significant factor in education, influencing various aspects of teaching and student outcomes. Self-aware leaders are more likely to be effective, compassionate, and have contented staff members.

Table 14. Extent of Emotional Intelligence in Terms of Self-Regulation

<i>The Teachers...</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
...keep track of my progress toward my goals	4.97	0.18	
...love doing simultaneous work load	4.80	0.41	Strongly Agree Strongly Agree
...have long span of listening skills during webinars and faculty meetings.	4.83	0.37	Strongly Agree
...have positive outlook in everything I do in my workplace.	4.81	0.37	Strongly Agree

...have the same goals and values with my workmates.	4.87	0.34	Strongly Agree
Weighted Mean		4.86	
SD		0.34	
Verbal Interpretation		Very Large Extent	

Table 14 shows the extent of emotional intelligence of the elementary teachers in Lumban District in terms of self-regulation. Also shows the statements, mean, standard deviation and remarks.

The teachers strongly agree that they keep track of their progress toward their goals. The mean and standard deviation ($M = 4.97$ and $SD = 0.18$) suggests a high extent of emotional intelligence of elementary teachers in Lumban District in terms of self-regulation. On the other hand, the teachers also strongly agree that they have the same goals and values with their workmates.. While the mean and standard deviation are slightly lower ($M = 4.80$ and $SD = 0.41$), it still indicates a high extent of emotional intelligence in terms of self-regulation.

The extent of emotional intelligence in terms of self-regulation attained a weighted mean score of 4.86 and a standard deviation of 0.34, verbally interpreted as *very large extent* among the respondents.

In summary, the extent emotional intelligence in terms of self-regulation among elementary teachers is a significant factor in education, influencing various aspects of teaching and student outcomes. The ability to control one's emotions and conduct is known as self-regulation. It allows people to navigate unpredictable situations and focus their activities on achieving specific goals by using techniques like goal-setting and result reflection. Self-regulation techniques, such as goal-setting, self-instruction, self-reinforcement, and self-monitoring, are critical for controlling behavior, reaching long-term objectives, and enhancing general wellbeing. Instructors can lessen stress, avoid burnout, and improve their capacity to assist students by placing a high priority on self-regulation.

Table 15. Extent of Emotional Intelligence in Terms of Self-Motivation

<i>The Teachers...</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
...know my ability that I can achieve my goals I set for myself.	4.93	0.26	Strongly Agree
...use rewards to keep myself focused and motivated.	4.89	0.31	Strongly Agree
...finishes task on time.	4.81	0.39	Strongly Agree
...think always of good idea.	4.87	0.34	Strongly Agree
...create a vivid and powerful vision of my future success before going to school	4.87	0.33	Strongly Agree
Weighted Mean		4.87	
SD		0.33	
Verbal Interpretation		Very Large Extent	

Table 15 shows the extent of emotional intelligence of the elementary teachers in Lumban District in terms of self-motivation. Also shows the statements, mean, standard deviation and remarks.

The teachers strongly agree that they know their ability that they can achieve their goals they set for themselves. The mean and standard deviation ($M = 4.93$ and $SD = 0.26$) suggests a high extent of emotional intelligence of elementary teachers in Lumban District in terms of self-motivation. On the other hand, the teachers also strongly agree that they use rewards to keep their selves focused and motivated. While the mean and standard deviation are slightly lower ($M = 4.81$ and $SD = 0.39$), it still indicates a high extent of

emotional intelligence in terms of self-motivation.

The extent of emotional intelligence in terms of self-motivation attained a weighted mean score of 4.87 and a standard deviation of 0.33, verbally interpreted as *very large extent* among the respondents.

In summary, the extent emotional intelligence in terms of self-motivation among elementary teachers is a significant factor in education, influencing various aspects of teaching and student outcomes. Encouraging teachers to be self-motivated is essential for increased job satisfaction, student engagement, and academic success.

Table 16. Extent of Emotional Intelligence in Terms of Empathy

<i>The Teachers...</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>...feel sad whenever I see my co-workers can't find solution to their problems.</i>	3.87	0.34	
<i>...think carefully about the words to say during the faculty meeting.</i>	4.85	0.36	Strongly Agree
<i>...can often guess the ending of other people's sentences because I know what they are about to say.</i>	4.81	0.39	Strongly Agree
<i>...have the ability to emotionally understand others feelings.</i>	4.79	0.41	Strongly Agree
<i>...feel upset when I see my co-workers being shouted at.</i>	4.91	0.29	Strongly Agree
Weighted Mean		4.84	
SD		0.36	
Verbal Interpretation		<i>Very large extent</i>	

Table 16 shows the extent of emotional intelligence of the elementary teachers in Lumbar District in terms of empathy. Also shows the statements, mean, standard deviation and remarks.

The teachers strongly agree that they feel upset when they see their co-workers being shouted at. The mean and standard deviation ($M = 4.91$ and $SD = 0.29$) suggests a high extent of emotional intelligence of elementary teachers in Lumbar District in terms of empathy. On the other hand, the teachers also strongly agree that they think carefully about the words to say during the faculty meeting. While the mean and standard deviation are slightly lower ($M = 3.87$ and $SD = 0.34$), it still indicates extent of emotional intelligence in terms of self-motivation.

The extent of emotional intelligence in terms of self-motivation attained a weighted mean score of 4.84 and a standard deviation of 0.36, verbally interpreted as *very large extent* among the respondents.

In summary, the extent emotional intelligence in terms of empathy among elementary teachers is a significant factor in education, influencing various aspects of teaching and student outcomes. Positive learning outcomes, enhanced student engagement, and better teacher-student relationships can all result from empathy.

Table 17. Extent of Emotional Intelligence in Terms of Social Skills

<i>The Teachers...</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
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...use to communicate and interact with my workmates.

	4.90	0.30	
...understand what to do when directions are given by the principal and do follow these directions.	4.75	0.44	Strongly Agree
...join in meeting discussions.	4.76	0.43	Strongly Agree
...ask several questions to clarify the things that I don't understand in the directions given.	4.85	0.36	Strongly Agree
...ask politely the principal's time whenever I had good idea to discuss with.	4.85	0.36	Strongly Agree
Weighted Mean		4.82	
SD		0.38	
Verbal Interpretation		Very Large Extent	

Table 17 shows the extent of emotional intelligence of the elementary teachers in Lumban District in terms of social skills. Also shows the statements, mean, standard deviation and remarks.

The teachers strongly agree that they are use to communicate and interact with their work mates. The mean and standard deviation ($M = 4.90$ and $SD = 0.30$) suggests a high extent of emotional intelligence of elementary teachers in Lumban District in terms of social skills. On the other hand, the teachers also strongly agree that they ask several questions to clarify the things that I don't understand in the directions given and ask politely the principal's time whenever I had good idea to discuss with. While the mean and standard deviation are slightly lower ($M = 4.75$ and $SD = 0.44$), it still indicates high extent of emotional intelligence in terms of self-motivation.

The extent of emotional intelligence in terms of social skills attained a weighted mean score of 4.82 and a standard deviation of 0.38, verbally interpreted as *very large extent* among the respondents.

In summary, the extent emotional intelligence in terms of social skills among elementary teachers is a significant factor in education, influencing various aspects of teaching and student outcomes. Teachers' social skills, developed through self-awareness and emotional responses, are crucial for fostering positive relationships, modeling appropriate behavior, and creating well-organized classrooms that support student learning and autonomy.

Test of Significant Relationship between the School Principals' Leadership Styles and Emotional Intelligence

The significant relationship between the school principals' leadership styles and emotional intelligence in terms of self-awareness, self-regulation, self-motivation, empathy and social skills was treated statistically using Real Statistics Data Analysis Tools using the Pearson correlation coefficient.

Table 18. Significant Relationship between the School Principals' Leadership Styles and Emotional Intelligence

Leadership Styles (IV)	Emotional Intelligence (DV)				
	Self-Awareness	Self-Regulation	Self-Motivation	Empathy	Social Skills
Autocratic Pearson Correlation P-Value N	0.88** <.001 127	0.40** <.001 127	0.28** <.001 127	0.33** <.001 127	0.40** <.001 127
Pacesetter :Pearson Correlation P-Value N	0.39** <.001 127	0.90** <.001 127	0.33** <.001 127	0.40** <.001 127	0.40** <.001 127
Democratic :Pearson Correlation P-value N	0.39** <.001 127	0.51** <.001 127	0.79** <.001 127	0.40** <.001 127	0.40** .010 127
Coaching : Pearson Correlation P-Value N	0.34** <.001 127	0.35** <.001 127	0.15** <.001 127	0.40** <.001 127	0.40** <.001 127
Affiliative :Pearson Correlation P-Value N	0.27** <.001 127	0.39** <.001 127	0.43** <.001 127	0.59** <.001 127	0.65** <.001 127
Laissez-faire :Pearson Correlation P-value N	0.47** <.001 127	0.57** <.001 127	0.62** <.001 127	0.84** <.001 127	0.50** <.001 127

The correlation coefficients measure the strength and direction of the relationship between the school principals' leadership styles and emotional intelligence in terms of self-awareness, self-regulation, self-motivation, empathy and social skills. A positive correlation indicates that as school principals' leadership styles increase, emotional intelligence also tends to increase.

Correlations were computed among six role of school principals' leadership styles on data for 127 teachers. A correlation coefficient of 1 indicates a perfect positive correlation, while a coefficient of -1 indicates a perfect negative correlation.

The correlation coefficients range from 0.27 to 0.90, indicating a weak to strong positive relationship between the school principals' leadership styles and emotional intelligence in terms of self-awareness, self-regulation, self-motivation, empathy and social skills. This implies that as school principals' leadership styles increases, there is a greater emotional intelligence in these areas

In summary, exploring the continuum from weak to strong associations between school principals' leadership styles and emotional intelligence dimensions provides valuable insights into the nuanced interplay between these variables in elementary schools of Lumban District. Future research endeavors should aim to address the existing gap by conducting empirical studies that systematically examine the strength and nature of associations between different leadership styles and emotional intelligence dimensions among school principals in the district. Effective leadership requires emotional intelligence, which is necessary for successfully navigating change. This requires self-knowledge, self-management, social awareness, and relationship management abilities. Such research can inform leadership development efforts, guide policy reforms, and promote effective leadership practices aimed at enhancing school climates and improving student outcomes in Lumban District's elementary schools.

Test of Significant Relationship between the Principals' Diverse Managerial Skills and Emotional Intelligence

The significant relationship between the principals' diverse managerial skills and emotional intelligence in terms of self-awareness, self-regulation, self-motivation, empathy and social skills was treated statistically using Real Statistics Data Analysis Tools using the Pearson correlation coefficient.

Table 19. Significant Relationship between the Principals' Diverse Managerial Skills and Emotional Intelligence

Principals' Diverse Managerial Skills (IV)	Emotional Intelligence (DV)				
	Self-Awareness	Self-Regulation	Self-Motivation	Empathy	Social Skills
Comm... : Pearson Correlation P-value N	0.76** <.001 127	0.31** <.001 127	0.26** <.001 127	0.24** <.001 127	0.24** <.001 127
Decision_M : Pearson Correlation P-value N	0.32** <.001 127	0.78** <.001 127	0.31** <.001 127	0.28** <.001 127	0.37** <.001 127
Conflict_M : Pearson Correlation P-value N	0.31** <.001 127	0.45** <.001 127	0.67** .034 127	0.34** <.001 127	0.31** .010 127
Support_F: Pearson Correlation P-value N	0.28** <.001 127	0.19** <.001 127	0.12 .174 127	0.87** <.001 127	0.31** <.001 127
Adaptability : Pearson Correlation P-value N	0.23** <.001 127	0.29** <.001 127	0.24** <.001 127	0.33** <.001 127	0.81** <.001 127

The correlation coefficients measure the strength and direction of the relationship between the principals' diverse managerial skills and emotional intelligence in terms of self-awareness, self-regulation, self-motivation, empathy and social skills. A positive correlation indicates that as principals' diverse managerial skills, emotional intelligence also tends to increase.

Correlations were computed among five principals' diverse managerial skills on data for 127 teachers. A correlation coefficient of 1 indicates a perfect positive correlation, while a coefficient of -1 indicates a perfect negative correlation.

The correlation coefficients range from 0.19 to 0.87, indicating a very weak to strong positive relationship between the principals' diverse managerial skills and emotional intelligence in terms of self-awareness, self-regulation, self-motivation, empathy and social skills. This implies that as principals' diverse managerial skills increases, there is a greater emotional intelligence in these areas

On the other hand, the relationship between the principals' diverse managerial skills in terms of support and feedback; and emotional intelligence in terms of self-motivation. This implies that as principals' diverse managerial skills increases, there is a greater emotional intelligence in these areas

In summary, understanding the spectrum of relationships, ranging from very weak to strong associations, between principals' diverse managerial skills and emotional intelligence dimensions provides valuable insights into the complex interplay between these variables in elementary schools. Future research endeavors should aim to address the existing gap by conducting empirical studies that systematically examine the strength and nature of associations between different managerial skills and emotional intelligence dimensions among elementary school principals. Such research can inform leadership development efforts, guide professional learning initiatives, and promote effective leadership practices aimed at enhancing school climates and improving student outcomes.

4. Conclusion and Recommendations

Based on the foregoing findings, the following conclusions were drawn.

1. The study shows that there has significant relationship between school principals' leadership style and teachers' emotional intelligence; thus, the researcher concludes that the research hypothesis stating that "no significant relationship exists between school principals' leadership style and teachers' emotional intelligence" is rejected. From the findings above, the correlation coefficient indicating a weak to strong positive relationship between the school principals' leadership styles and emotional intelligence in terms of self-awareness, self-regulation, self-motivation, empathy and social skills. This implies that as school principals' leadership styles increases, there is a greater emotional intelligence in these areas. Hence there has significance. Therefore, Effective leadership has effect in emotional intelligence, which is necessary for successfully navigating change.

2. The study shows that significant relationship between school principals' diverse managerial skills and teachers emotional intelligence is above cut-off value; thus, the researcher concludes that the research hypothesis stating that "no significant relationship exists between school principals' diverse managerial skills and teachers' emotional intelligence" is partially rejected. From the findings above, a correlation coefficient indicates a perfect positive correlation, while a coefficient indicates a perfect negative correlation. Hence the researcher cannot accept the null hypothesis, but only find evidence against it. Therefore, school principals' diverse managerial skills partially influence teachers' emotional intelligence. These results emphasize the urgent need studies on the relationship between the emotional intelligence and managerial skills of elementary school administrators. It can be very helpful to professional learning efforts and leadership development programs that aim to enhance school climates and student outcomes.

Based on the drawn conclusions the study resulted with the following recommendations:

1. The school heads should continue to support their teachers and understand that the leadership style and managerial skills are important factors in driving innovation processes, achieving organizational goals and enhancing the emotional intelligence of their teachers. School principals should demonstrate a range of leadership styles including autocratic, pacesetter, democratic, coaching, affiliative, and laissez-faire, adapting their approach based on the situation. It is recommended that principals continue to leverage this diversity in leadership styles to effectively manage different scenarios within their schools, ensuring a balanced and tailored leadership approach for optimal outcomes. School principals should continue to exhibit strong managerial skills in planning, communication, decision-making, conflict management, support and feedback, and adaptability. It is advisable for principals to maintain and further develop these skills to enhance their performance and efficiency in school management. By honing these skills, principals can navigate challenges effectively and foster a conducive environment for both staff and students.

2. It is suggested that the teachers continue their good performance in school and should improve their emotional intelligence, sensitivity, and maturity. Teachers should continue to cultivate and apply their emotional intelligence to create a positive and supportive learning environment for students, promoting growth and success in their educational journey.

3. It is suggested to embed emotional intelligence training into the curriculum for elementary teachers. By integrating emotional intelligence development into educational programs, teachers can learn to manage their emotions effectively and create a more inclusive and diverse learning environment.

Reference:

Tata Jasmin (2014). Team Self-management, Organizational Structure, and Judgment of Team Effectiveness. *Journal of Social Work Practice*.