

Emotional Intelligence and Leadership Agility Among Senior High School Administrators

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Abstract

This study examined the emotional intelligence and leadership agility of senior high school administrators in the Schools Division of Surigao del Norte. It specifically assessed emotional intelligence in terms of self-awareness, self-management, social awareness, and emotion management, as well as leadership agility in relation to crisis management, team management and communication, and conflict management. A quantitative descriptive-correlational research design was employed. Data were collected from 38 senior high school administrators and 212 senior high school teachers selected through purposive and criterion sampling. A researcher-developed questionnaire, validated by three experts and found to have high internal consistency with a Cronbach's alpha of 0.97, was used as the primary research instrument. The data were analyzed using frequency and percentage distribution, mean, standard deviation, independent-samples *t*-test, Mann-Whitney *U* test, Kruskal-Wallis test, and Spearman's rho correlation. The findings revealed that administrators assessed their emotional intelligence and leadership agility at significantly higher levels than did the teacher-respondents. No significant differences were found in emotional intelligence and leadership agility when administrators were grouped according to sex, educational background, years of service, school category, and number of relevant training programs attended. A strong positive and statistically significant relationship was found between emotional intelligence and leadership agility ($r = .74, p < .001$). The results indicate that administrators with higher emotional intelligence are more capable of adapting to complex situations, managing crises, leading teams, communicating effectively, and resolving conflicts. The study recommends sustained leadership development initiatives focused on emotional regulation, collaborative communication, mentoring, coaching, and reflective practice.

Keywords: Emotional Intelligence, Leadership Agility, School Administrators, Senior High School, Educational Leadership

1. Introduction

Educational leadership has become increasingly complex as schools respond to technological change, policy reforms, diverse stakeholder expectations, resource limitations, and disruptions to teaching and learning. School administrators are expected to supervise instruction, manage personnel and resources, resolve conflicts, support teacher well-being, and make timely decisions under uncertain conditions. These responsibilities require competencies that extend beyond technical and administrative knowledge. Emotional intelligence, which includes self-awareness, self-management, social awareness, and emotion management, enables school leaders to regulate

their responses, recognize the needs of others, communicate effectively, and build trust within the school community. Evidence indicates that emotional intelligence contributes to effective school leadership, relationship development, decision-making, and organizational change (Gómez-Leal et al., 2022). Educators' perceptions of school leaders' emotional regulation and emotional support have also been associated with educator well-being, highlighting the importance of emotionally responsive leadership in schools (Floman et al., 2024).

Contemporary school leadership also requires agility, or the capacity to learn from experience, adjust leadership behavior, and respond effectively to unfamiliar and rapidly changing situations. Leadership agility may be demonstrated through crisis management, team management and communication, and conflict management. Agile administrators can assess emerging conditions, coordinate resources, involve stakeholders, and revise decisions when circumstances demand a different response. Bouland-van Dam et al. (2022) described leadership learning agility as the willingness and ability to learn from experience and apply such learning to new leadership challenges. In educational settings, agile leadership has been linked to school effectiveness, collaboration, and institutional responsiveness (Çalışkan Yılmaz & Özgenel, 2023). Emotional intelligence and leadership agility are therefore conceptually connected because administrators who understand and manage emotions may be better equipped to remain flexible, resolve conflict, communicate during crises, and guide teams through organizational change.

Despite growing interest in emotional intelligence and agile leadership, limited research has examined their relationship among senior high school administrators. Existing studies have commonly investigated emotional intelligence in relation to leadership style, school climate, teacher well-being, or organizational commitment, while agile leadership has often been studied in relation to school effectiveness and adaptation. Few studies have compared administrators' self-assessments with teachers' assessments of the same leadership competencies, even though differences between these perspectives may reveal gaps between intended and observed leadership practice. Moreover, the influence of sex, educational background, leadership experience, school category, and relevant training remains insufficiently established. To address these gaps, this study examined the emotional intelligence and leadership agility of senior high school administrators in the Schools Division of Surigao del Norte, compared the assessments of administrators and teachers, determined differences across selected profile variables, and tested the relationship between emotional intelligence and leadership agility.

Theoretical Framework

This study is anchored in Goleman's (1995) Emotional Intelligence Theory, which identifies self-awareness, self-management, social awareness, and emotion management as essential competencies that influence effective leadership. These competencies enable school administrators to recognize and regulate their emotions, understand the emotional needs of others, and maintain constructive professional relationships. The study is also guided by the concept of leadership agility, which emphasizes a leader's ability to learn from experience, adapt to changing situations, and respond effectively to organizational challenges (Bouland-van Dam et al., 2022). In the school context, leadership agility is reflected in crisis management, team management and communication, and conflict management. Thus, the framework assumes that administrators with higher emotional intelligence are more likely to demonstrate greater leadership agility because they can regulate their responses, communicate effectively, and adjust their leadership practices to changing school conditions.



Conceptual Framework

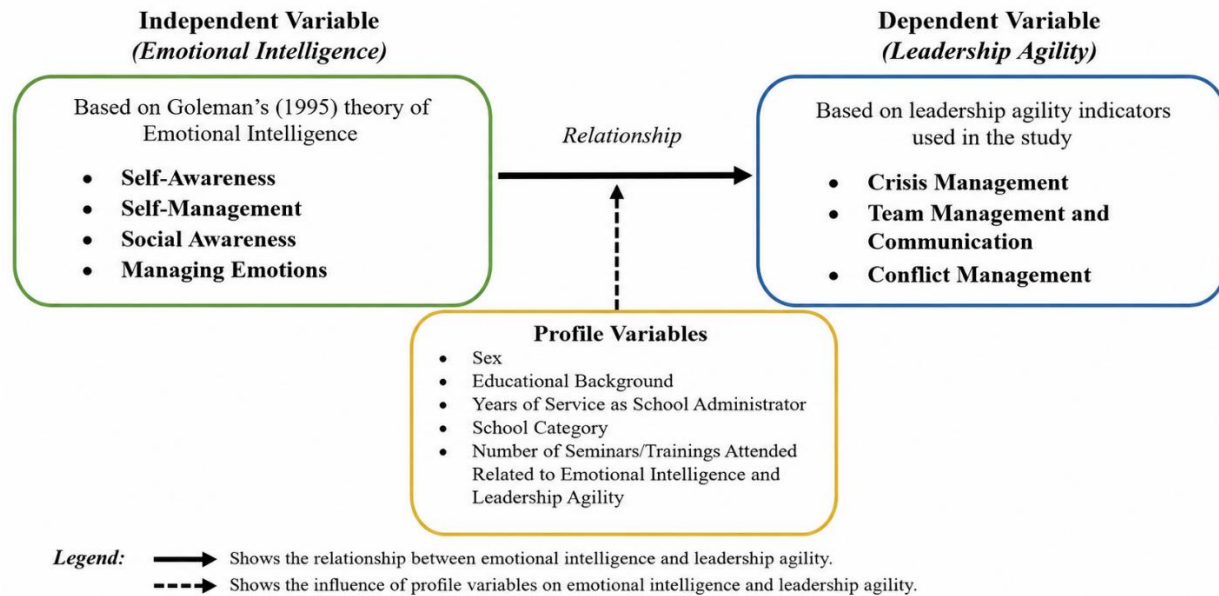


Figure 1. Conceptual Framework of the Study

Figure 1 presents the proposed relationship between emotional intelligence and leadership agility among senior high school administrators. Emotional intelligence is represented through self-awareness, self-management, social awareness, and managing emotions, while leadership agility is reflected in crisis management, team management and communication, and conflict management. The framework assumes that stronger emotional intelligence contributes to greater leadership agility. It also considers selected profile variables—sex, educational background, years of service, school category, and relevant training—as possible factors associated with both constructs.

Aim of the Study

This study aimed to examine the emotional intelligence and leadership agility of senior high school administrators in the Schools Division of Surigao del Norte as assessed by the administrators themselves and by senior high school teachers.

Statement of the Problem

Specifically, the study sought to answer the following questions:

1. What is the profile of the senior high school administrators in terms of:
 - 1.1 sex;
 - 1.2 educational background;
 - 1.3 number of years of service as school administrator;
 - 1.4 school category; and
 - 1.5 number of seminars or training programs attended related to emotional intelligence and leadership agility?
2. What is the profile of the senior high school teacher-respondents in terms of:
 - 2.1 sex;
 - 2.2 educational background;
 - 2.3 length of service; and
 - 2.4 school category?

3. What is the level of emotional intelligence of senior high school administrators, as assessed by themselves and by the teacher-respondents, in terms of:
 - 3.1 self-awareness;
 - 3.2 self-management;
 - 3.3 social awareness; and
 - 3.4 managing emotions?
4. What is the level of leadership agility of senior high school administrators, as assessed by themselves and by the teacher-respondents, in terms of:
 - 4.1 crisis management;
 - 4.2 team management and communication; and
 - 4.3 conflict management?
5. Is there a significant difference between the assessments of senior high school administrators and teacher-respondents regarding the administrators':
 - 5.1 emotional intelligence; and
 - 5.2 leadership agility?
6. Is there a significant difference in the emotional intelligence of senior high school administrators when grouped according to their profile variables?
7. Is there a significant difference in the leadership agility of senior high school administrators when grouped according to their profile variables?
8. Is there a significant relationship between the emotional intelligence and leadership agility of senior high school administrators?
9. What recommendations may be proposed based on the findings of the study?

Hypotheses

The following null hypotheses were tested at the 0.05 level of significance:

H₀₁: There is no significant difference between the assessments of senior high school administrators and teacher-respondents regarding the administrators' emotional intelligence.

H₀₂: There is no significant difference between the assessments of senior high school administrators and teacher-respondents regarding the administrators' leadership agility.

H₀₃: There is no significant difference in the emotional intelligence of senior high school administrators when grouped according to sex, educational background, number of years of service as school administrator, school category, and number of seminars or training programs attended related to emotional intelligence and leadership agility.

H₀₄: There is no significant difference in the leadership agility of senior high school administrators when grouped according to sex, educational background, number of years of service as school administrator, school category, and number of seminars or training programs attended related to emotional intelligence and leadership agility.

H₀₅: There is no significant relationship between the emotional intelligence and leadership agility of senior high school administrators.

2. Literature Review

Emotional intelligence has become an important dimension of educational leadership because school administration involves continuous interaction with teachers, students, parents, and other stakeholders. It encompasses the capacity to recognize one's emotions, regulate personal reactions, understand the emotional states of others, and manage interpersonal relationships constructively. These competencies are particularly relevant to school administrators, whose decisions and emotional responses can shape communication, trust, staff morale, and the general working climate. Gómez-Leal et al. (2022), in a systematic review of emotional intelligence among school leaders, found that emotional intelligence was consistently associated with leadership effectiveness,



interpersonal communication, decision-making, and the management of organizational change. This influence extends beyond the administrators themselves. Floman et al. (2024) reported that educators' perceptions of school leaders' emotion regulation and emotional support were related to educator well-being during both ordinary and crisis conditions. Thus, emotional intelligence should be understood not merely as an individual characteristic but as a leadership resource that affects the broader school community.

The organizational value of emotional intelligence is also evident in its relationship with work attitudes and performance. A meta-analysis by Dođru (2022) showed that emotional intelligence was positively associated with organizational commitment, organizational citizenship behavior, job satisfaction, and job performance, while being negatively associated with occupational stress. Similarly, Lee et al. (2022) found that leader emotional intelligence influenced organizational commitment, trust, leadership practices, and employee performance. Within schools, these findings suggest that administrators who demonstrate self-awareness, self-management, social awareness, and effective emotion management may be more capable of maintaining constructive relationships and supporting teachers during demanding circumstances. However, emotional intelligence must be manifested through observable leadership practices. Teachers may evaluate administrators differently from how administrators assess themselves because teachers experience the actual consequences of administrators' communication, emotional regulation, and decision-making. This distinction supports the present study's comparison of administrators' self-assessments with teachers' assessments of the administrators' emotional intelligence.

Leadership agility complements emotional intelligence by emphasizing responsiveness, continuous learning, and behavioral adaptation. Agile leaders do not simply follow established administrative routines; they interpret changing conditions, learn from experience, seek feedback, and apply new knowledge to unfamiliar leadership challenges. Bouland-van Dam et al. (2022) conceptualized leadership learning agility as the willingness to learn from social experiences and the motivation to apply those lessons in new and challenging leadership roles. In schools, this capacity is reflected in how administrators manage crises, coordinate teams, communicate decisions, and resolve conflicts. These functions became especially important during and after the COVID-19 crisis, when educational leaders were required to respond to uncertainty while sustaining institutional operations and stakeholder confidence. Harris (2020) emphasized that school leadership during crises requires both immediate problem-solving and long-term organizational learning, while Riggio and Newstead (2023) explained that crisis leadership involves sensemaking, responsible decision-making, coordination, communication, and learning. Leadership agility is therefore particularly relevant to senior high school administrators who must manage changing policies, limited resources, diverse personnel, and emerging institutional demands.

Empirical studies further indicate that agile leadership contributes to positive educational outcomes. Çalışkan Yılmaz and Özgenel (2023) found that school administrators' agile leadership characteristics significantly predicted school effectiveness based on teachers' assessments. Agile leadership has also been associated with innovation, organizational adaptability, and teachers' constructive work behaviors. These relationships indicate that agility is not limited to rapid decision-making; it also involves creating structures that allow collaboration, experimentation, learning, and shared responsibility. Crisis management, team management and communication, and conflict management are consequently interconnected rather than isolated administrative functions. An administrator who communicates clearly can improve team coordination during a crisis, while effective emotion and conflict management can prevent disagreement from disrupting organizational performance. The present study therefore assesses leadership agility through these interrelated dimensions rather than treating it as a single general leadership characteristic.

Emotional intelligence and leadership agility intersect because adaptive leadership depends partly on a leader's capacity to process emotional and social information. Administrators who recognize their own emotional reactions may be less likely to make impulsive decisions during crises. Those who understand the concerns of teachers may communicate organizational changes more effectively and facilitate greater participation in decision-making. Likewise, administrators who manage emotions constructively may be better able to mediate disputes, maintain team cohesion, and revise their leadership approach when conditions change. Leeuw and Joseph (2023) found a



reciprocal relationship between emotional intelligence and an agile mindset, indicating that emotional capabilities and adaptive thinking can reinforce each other in dynamic organizational environments. This relationship supports the assumption of the present study that higher emotional intelligence is associated with greater leadership agility among senior high school administrators.

Professional development may strengthen these competencies, but participation in training alone may not guarantee sustained behavioral change. Prummer et al. (2024) found that mentoring, particularly peer-group mentoring, can contribute to leaders' emotional intelligence development by providing opportunities for feedback, reflection, and interpersonal learning. Similarly, leadership development is more likely to influence practice when learning is reinforced through application, coaching, and organizational support rather than through isolated seminars. This distinction is relevant to the current study because it examines whether emotional intelligence and leadership agility differ according to the number of related training programs attended. Educational attainment and length of service may also provide knowledge and experience, but they do not necessarily ensure emotional competence or adaptive leadership. By testing differences according to sex, educational background, years of service, school category, and training exposure, the study determines whether these profile characteristics are associated with variations in the two leadership constructs.

Despite the expanding literature, several gaps remain. Emotional intelligence studies in education have commonly focused on teachers' well-being, job satisfaction, organizational commitment, or transformational leadership, while research on leadership agility has generally concentrated on school effectiveness, innovation, or readiness for change. Fewer studies have directly examined the relationship between emotional intelligence and leadership agility among school administrators. There is also limited evidence comparing administrators' self-evaluations with teachers' assessments of the same competencies, although discrepancies between the two perspectives may reveal differences between administrators' intended leadership and teachers' actual experiences. Moreover, these constructs remain underexplored among senior high school administrators in the Philippine public education context, particularly in the Schools Division of Surigao del Norte. The present study addresses these gaps by examining the levels of emotional intelligence and leadership agility, comparing administrator and teacher assessments, testing differences across selected profile variables, and determining the relationship between the two constructs. In doing so, it provides an empirical basis for context-responsive leadership development, mentoring, coaching, and professional learning programs for senior high school administrators.

3. Methodology

Research Design

The study employed a quantitative descriptive-correlational research design. The descriptive component was used to determine the respondents' profiles and assess the levels of emotional intelligence and leadership agility of senior high school administrators. The correlational component was applied to determine whether a significant relationship existed between emotional intelligence and leadership agility. The design also allowed comparisons between the assessments of school administrators and teachers and the examination of differences in the study variables across selected profile characteristics.

Research Locale and Respondents

The study was conducted among senior high schools in the Schools Division of Surigao del Norte. The respondents consisted of 38 senior high school administrators and 212 senior high school teachers. The administrators assessed their own emotional intelligence and leadership agility, while the teachers evaluated the emotional intelligence and leadership agility demonstrated by their respective school administrators. The inclusion of both groups provided comparative perspectives on the administrators' leadership competencies.



Sampling Procedure

Purposive and criterion sampling techniques were used in selecting the respondents. Senior high school administrators were included based on their current leadership responsibilities in their respective schools. Teacher-respondents were selected according to established criteria, including their direct professional experience with the school administrators being assessed. These sampling procedures ensured that the participants possessed sufficient knowledge of the leadership practices examined in the study.

Research Instrument

Data were collected using researcher-developed questionnaires prepared separately for the senior high school administrators and teacher-respondents. The emotional intelligence component measured self-awareness, self-management, social awareness, and managing emotions. The leadership agility component assessed crisis management, team management and communication, and conflict management. Responses were recorded using a four-point Likert scale ranging from strongly disagree to strongly agree. Higher scores indicated stronger emotional intelligence and leadership agility.

Instrument Validation and Reliability

The questionnaires were submitted to three experts for content validation. The validators examined the clarity, relevance, appropriateness, and alignment of the items with the study variables and objectives. Their comments and recommendations were incorporated into the final version of the instruments. Reliability testing was conducted using Cronbach's alpha, which produced an overall coefficient of 0.97. This result indicated excellent internal consistency and demonstrated that the questionnaire items reliably measured the intended constructs.

Data-Gathering Procedure

Permission to conduct the study was secured from the appropriate education authorities and participating schools before data collection. The purpose of the study and the procedures for answering the questionnaire were explained to the respondents. The questionnaires were then distributed to the selected administrators and teachers. Completed instruments were collected, checked for completeness, coded, and organized for statistical analysis.

Statistical Treatment of Data

Frequency counts and percentage distributions were used to describe the respondents' profiles. Means and standard deviations were computed to determine the levels of emotional intelligence and leadership agility. The independent-samples *t*-test was used to examine differences between the assessments of administrators and teachers. The Mann-Whitney *U* test and Kruskal-Wallis test were applied to determine differences in emotional intelligence and leadership agility when administrators were grouped according to selected profile variables. Spearman's rho correlation was used to test the relationship between emotional intelligence and leadership agility. All hypotheses were tested at the 0.05 level of significance.

Ethical Considerations

Participation in the study was voluntary, and the respondents were informed of the study's purpose and procedures. Confidentiality and anonymity were maintained throughout the data-collection, analysis, and reporting processes. No personally identifying information was disclosed, and the collected data were used solely for research purposes.



4. Results and Discussion

Table 1. Profile of the Senior High School Administrators

Profile Variable	Category	f	%
Sex	Male	12	31.58
	Female	26	68.42
Educational background	Bachelor's degree	3	7.89
	Master's units	3	7.89
	Master's degree	16	42.11
	Doctoral units	8	21.05
	Doctorate degree	8	21.05
Years as school administrator	5–9 years	32	84.21
	10–14 years	5	13.16
	15–19 years	1	2.63
School category	Small	9	23.68
	Medium	15	39.47
	Large	12	31.58
	Very large	2	5.26
Training on emotional intelligence and leadership	4–7 training programs	17	44.74
	8–11 training programs	18	47.37
	12–15 training programs	3	7.89

Table 1 indicates that most administrators were female, accounting for 68.42% of the group. In terms of educational attainment, the largest proportion had completed a master's degree at 42.11%, while 21.05% had doctoral units and another 21.05% had completed a doctorate. Most had served as school administrators for 5–9 years, representing 84.21% of the respondents. The largest group administered medium-sized schools at 39.47%, followed by large schools at 31.58%. Regarding professional development, 47.37% had attended 8–11 training programs related to emotional intelligence and leadership, while 44.74% had participated in 4–7 programs.

These findings indicate that most administrators had postgraduate preparation and several years of leadership experience. However, educational attainment and training participation alone do not necessarily demonstrate emotional competence or leadership agility. Leadership effectiveness also depends on how administrators apply knowledge, regulate emotions, communicate with teachers, and respond to changing school conditions.

Table 2. Profile of the Senior High School Teacher-Respondents

Profile Variable	Category	f	%
Sex	Male	76	35.85
	Female	136	64.15
Educational background	Bachelor's degree	112	52.83
	Master's units	29	13.68
	Master's degree	45	21.23
	Doctoral units	9	4.25
	Doctorate degree	17	8.02
Length of service	Below 5 years	28	13.21
	5–9 years	146	68.87
	10–14 years	32	15.09



	15–19 years	4	1.89
	20 years and above	2	0.94
School category	Small	48	22.64
	Medium	57	26.89
	Large	74	34.91
	Very large	32	15.09
	Not specified	1	0.47

Most teacher-respondents in Table 2 were female, comprising 64.15% of the sample. More than half held a bachelor's degree, while 21.23% had completed a master's degree. Most had served for 5–9 years, representing 68.87% of the respondents. The largest proportion came from large schools at 34.91%, followed by medium-sized schools at 26.89%.

The distribution indicates that most teachers had sufficient professional experience to observe and assess the leadership practices of their administrators. Their inclusion provided an external assessment of the administrators' emotional and leadership competencies, thereby reducing reliance on self-reported leadership perceptions alone.

Table 3. Emotional Intelligence of Senior High School Administrators and Differences in Group Assessments

Indicator	Administrators M	SD	Description	Teachers M	SD	Description	t	p	Interpretation
Self-awareness	3.93	0.11	Strong	3.01	0.54	Moderate	8.55	< .001	Significant
Self-management	3.74	0.22	Strong	3.01	0.55	Moderate	6.80	< .001	Significant
Social awareness	3.92	0.12	Strong	3.01	0.56	Moderate	8.21	< .001	Significant
Managing emotions	3.84	0.24	Strong	3.09	0.55	Moderate	7.07	< .001	Significant
Overall	3.86	0.14	Strong	3.03	0.50	Moderate	8.61	< .001	Significant

Table 3 shows that administrators assessed their overall emotional intelligence as strong, with a mean of 3.86, whereas teachers assessed it as moderate, with a mean of 3.03. Among administrators, self-awareness received the highest mean of 3.93, followed by social awareness at 3.92, managing emotions at 3.84, and self-management at 3.74. Among teachers, managing emotions obtained the highest mean of 3.09, while self-awareness, self-management, and social awareness each received a mean of 3.01.

The findings show that administrators viewed themselves as highly capable of recognizing their emotions, regulating their behavior, understanding the needs of others, and managing emotional interactions. In contrast, teachers perceived these competencies as present but less consistently demonstrated. The lower teacher ratings may indicate that the administrators' internal perceptions of emotional competence were not always reflected in observable leadership behavior.

The differences between administrator and teacher assessments were statistically significant across all dimensions, with all p-values below .001. The null hypothesis was therefore rejected. The largest difference was observed in self-awareness, followed by social awareness. This perceptual gap is important because emotional intelligence becomes meaningful in leadership only when it is experienced by others through communication, empathy, fairness, emotional control, and relationship management.

The result supports the view that emotional intelligence contributes to constructive workplace relationships and effective leadership. Gómez-Leal et al. (2022) found that emotional intelligence among school leaders was associated with communication, decision-making, and organizational change. Similarly, Floman et al. (2024) reported that school leaders' emotion regulation and emotional support were related to educator well-being. The moderate teacher assessments in the present study suggest that further efforts may be needed to translate administrators' perceived emotional strengths into consistent relational practices.

Table 4. Leadership Agility of Senior High School Administrators and Differences in Group Assessments

Indicator	Administrators M	SD	Description	Teachers M	SD	Description	t	p	Interpretation
Crisis management	3.96	0.08	Strong	3.15	0.54	Moderate	7.81	<.001	Significant
Team management and communication	3.92	0.13	Strong	3.18	0.54	Moderate	6.84	<.001	Significant
Conflict management	3.86	0.20	Strong	3.20	0.54	Moderate	7.40	<.001	Significant
Overall	3.91	0.12	Strong	3.17	0.51	Moderate	8.80	<.001	Significant

Administrators in Table 4 assessed their leadership agility as strong, with an overall mean of 3.91. Crisis management received the highest mean of 3.96, followed by team management and communication at 3.92 and conflict management at 3.86. Teachers, however, assessed the administrators' overall leadership agility as moderate, with a mean of 3.17. Among the teacher assessments, conflict management received the highest mean of 3.20, followed by team management and communication at 3.18 and crisis management at 3.15.

The administrators' high ratings indicate strong confidence in their ability to manage emergencies, coordinate teams, communicate decisions, and resolve workplace conflict. The teachers' moderate ratings indicate that these leadership behaviors were recognized but may not have been consistently experienced across schools and situations. The difference may arise from administrators evaluating their intentions and decisions, while teachers evaluate the actual implementation and effects of those decisions.

Significant differences were found in all leadership agility dimensions, with p-values below .001. Thus, the second null hypothesis was rejected. The substantial gap between the two groups suggests a need for more systematic feedback mechanisms through which teachers can communicate how leadership practices are experienced at the school level.

The findings are consistent with the view that crisis leadership requires responsible decision-making, coordination, communication, and organizational learning (Riggio & Newstead, 2023). Harris (2020) similarly emphasized that effective school leadership during crises requires both immediate action and the capacity to learn from disruptions. Çalışkan Yılmaz and Özgenel (2023) further found that agile leadership contributed to school effectiveness. The present results indicate that administrators perceived themselves as strongly agile, although teachers provided a more reserved assessment of how such agility was demonstrated in practice.

Table 5. Differences in Emotional Intelligence According to Administrator Profile

Profile Variable	Emotional Intelligence Dimension	Test Statistic	p	Interpretation
Sex	Self-awareness	Z = -0.26	.792	Not significant
	Self-management	Z = -0.06	.949	Not significant
	Social awareness	Z = -1.68	.093	Not significant
	Managing emotions	Z = -0.63	.529	Not significant
Educational background	Self-awareness	$\chi^2 = 4.01$	.405	Not significant
	Self-management	$\chi^2 = 2.84$	.585	Not significant
	Social awareness	$\chi^2 = 5.94$	.204	Not significant
	Managing emotions	$\chi^2 = 5.34$	.254	Not significant
Years as school administrator	Self-awareness	$\chi^2 = 0.77$	.679	Not significant
	Self-management	$\chi^2 = 2.58$	.275	Not significant

	Social awareness	$\chi^2 = 1.04$	.595	Not significant
	Managing emotions	$\chi^2 = 3.18$	.203	Not significant
School category	Self-awareness	$\chi^2 = 4.58$	.205	Not significant
	Self-management	$\chi^2 = 5.66$	.129	Not significant
	Social awareness	$\chi^2 = 3.33$	.343	Not significant
	Managing emotions	$\chi^2 = 0.38$	.944	Not significant
Number of related training programs	Self-awareness	$\chi^2 = 0.22$	.896	Not significant
	Self-management	$\chi^2 = 0.98$	.613	Not significant
	Social awareness	$\chi^2 = 0.32$	.851	Not significant
	Managing emotions	$\chi^2 = 0.70$	.705	Not significant

As shown in Table 5, no significant differences were found in any emotional intelligence dimension when administrators were grouped according to sex, educational background, years of service, school category, or number of relevant training programs attended. All p-values exceeded the .05 significance level. The third null hypothesis was therefore retained.

The absence of significant sex differences suggests that male and female administrators demonstrated comparable levels of self-awareness, self-management, social awareness, and emotion management. Emotional intelligence may therefore be more closely related to individual disposition, interpersonal experience, and leadership practice than to sex. Muring (2022) similarly reported that selected demographic characteristics of school administrators were not significantly associated with emotional intelligence and work commitment.

Educational attainment and years of administrative service also did not produce significant differences. Although advanced education and leadership experience may strengthen administrative knowledge, they do not automatically lead to higher emotional competence. Emotional intelligence may develop through reflective practice, social interaction, feedback, mentoring, and repeated exposure to emotionally demanding situations.

School category was likewise unrelated to emotional intelligence. This indicates that administrators from small, medium, large, and very large schools faced different operational conditions but displayed comparable emotional competencies. Emotional demands may vary in scale, but the need for emotional regulation, empathy, and constructive relationship management remains present across school contexts.

The number of training programs attended also did not significantly differentiate emotional intelligence. This finding implies that training frequency alone may not be sufficient to produce measurable behavioral change. Short-term seminars may increase awareness but may have limited impact unless supported by sustained coaching, mentoring, feedback, and opportunities for application. Aponte et al. (2025) noted that the effectiveness of emotional intelligence training depends on the structure, duration, reinforcement, and practical application of the intervention.

Table 6. Differences in Leadership Agility According to Administrator Profile

Profile Variable	Leadership Agility Dimension	Test Statistic	p	Interpretation
Sex	Crisis management	Z = -0.27	.788	Not significant
	Team management and communication	Z = -0.17	.861	Not significant
	Conflict management	Z = -0.52	.601	Not significant
Educational background	Crisis management	$\chi^2 = 2.83$	.587	Not significant
	Team management and communication	$\chi^2 = 4.47$	.346	Not significant
	Conflict management	$\chi^2 = 2.50$	.645	Not significant
Years as school administrator	Crisis management	$\chi^2 = 0.62$	.733	Not significant

	Team management and communication	$\chi^2 = 0.79$	.673	Not significant
	Conflict management	$\chi^2 = 5.25$	.072	Not significant
School category	Crisis management	$\chi^2 = 2.74$	.434	Not significant
	Team management and communication	$\chi^2 = 3.24$	.357	Not significant
	Conflict management	$\chi^2 = 7.26$	.064	Not significant
Number of related training programs	Crisis management	$\chi^2 = 0.08$	.959	Not significant
	Team management and communication	$\chi^2 = 0.52$	.772	Not significant
	Conflict management	$\chi^2 = 0.40$	.817	Not significant

No significant differences in Table 6 were found in leadership agility according to sex, educational background, years as school administrator, school category, or number of related training programs. All p-values were greater than .05. The fourth null hypothesis was therefore retained.

The absence of significant sex differences indicates that male and female administrators demonstrated comparable crisis-management, team-management, communication, and conflict-management capabilities. Leadership agility appears to depend more on adaptive behavior, interpersonal competence, situational judgment, and decision-making than on sex.

Educational attainment also did not significantly influence leadership agility. Administrators with different academic qualifications demonstrated similar levels of adaptive leadership. Formal education may provide theoretical and managerial knowledge, but agile leadership requires the practical capacity to interpret emerging situations and adjust leadership behavior accordingly.

Years of leadership experience were not significantly associated with leadership agility. Although longer service may expose administrators to more leadership situations, experience alone does not ensure continuous learning or adaptability. Bouland-van Dam et al. (2022) emphasized that leadership learning agility involves both learning from experience and applying that learning to new and challenging circumstances. The quality of experience and the administrator's willingness to reflect may therefore be more important than the number of years served.

School category also produced no significant differences, although conflict management approached the significance threshold at $p = .064$. Administrators may face different levels of complexity depending on school size, but the core requirements of coordination, communication, crisis response, and conflict resolution remain similar across categories.

The number of training programs attended was likewise unrelated to leadership agility. The finding suggests that leadership agility may not improve through attendance alone. Haunstrup and Jensen (2024) observed that the transfer of leadership learning into practice requires reinforcement and opportunities for behavioral application. Sustained mentoring, simulation activities, peer consultation, and reflective leadership exercises may therefore be more effective than isolated training events.

Table 7. Relationship Between Emotional Intelligence and Leadership Agility

Variables	Spearman's ρ	p	Interpretation
Emotional intelligence and leadership agility	.74	< .001	Strong positive and significant relationship

The analysis in Table 7 revealed a strong positive and statistically significant relationship between emotional intelligence and leadership agility, with Spearman's $\rho = .74$ and $p < .001$. The fifth null hypothesis was therefore rejected. The result indicates that administrators with higher emotional intelligence also tended to demonstrate greater leadership agility.

This relationship suggests that self-awareness, self-management, social awareness, and emotion management support administrators' ability to respond to crises, communicate with teams, and manage conflicts.

Administrators who understand their emotional reactions may remain more composed when making difficult decisions. Those who recognize the concerns of teachers may communicate change more clearly and develop more collaborative responses to organizational problems. Effective emotion management may likewise help administrators resolve disagreements without damaging professional relationships.

The finding is consistent with Leeuw and Joseph (2023), who identified a reciprocal relationship between emotional intelligence and an agile mindset. Emotional competence supports flexible thinking and adaptive action, while agile environments may further develop emotional awareness and interpersonal responsiveness. The strong relationship found in the present study confirms that emotional intelligence is an important internal foundation of leadership agility in senior high school administration.

The results show that senior high school administrators considered themselves strong in emotional intelligence and leadership agility, while teachers assessed both areas at a moderate level. These significant perceptual differences indicate that administrators' self-perceived competencies may not always be fully evident to teachers. Emotional intelligence and leadership agility did not differ according to the administrators' demographic and professional profiles, but the two constructs were strongly related. The findings support the development of sustained leadership programs that integrate emotional regulation, collaborative communication, crisis response, conflict resolution, mentoring, coaching, and structured feedback from teachers.

5. Discussion

The study revealed a consistent perceptual gap between the senior high school administrators and the teacher-respondents. Administrators assessed their emotional intelligence as strong across self-awareness, self-management, social awareness, and managing emotions, whereas teachers rated the same competencies at a moderate level. This difference suggests that administrators may evaluate their emotional capacities based on intention, self-knowledge, and perceived control, while teachers assess these competencies through observable behavior and daily professional interactions. Emotional intelligence in leadership becomes meaningful when it is manifested through empathy, fairness, emotional restraint, responsiveness, and constructive communication. Gómez-Leal et al. (2022) emphasized that emotional intelligence among school leaders is closely associated with effective communication, decision-making, relationship development, and the management of organizational change. The more moderate ratings provided by teachers therefore imply that administrators' perceived emotional strengths may not always be consistently experienced by those they supervise.

A similar pattern emerged in leadership agility. Administrators rated themselves strongly in crisis management, team management and communication, and conflict management, while teachers provided moderate assessments. This indicates that administrators were confident in their ability to respond to uncertainty, coordinate personnel, communicate decisions, and resolve disagreements. However, teachers may have perceived variations in the consistency, transparency, or inclusiveness of these practices. Crisis leadership requires more than rapid decision-making; it also involves collective sensemaking, clear communication, responsible coordination, and organizational learning (Riggio & Newstead, 2023). Harris (2020) likewise argued that school leaders must address immediate problems while helping the institution learn from disruption. The perceptual difference found in the present study suggests that administrators may benefit from more regular teacher feedback, shared decision-making, and clearer communication during periods of change.

The findings further showed that emotional intelligence did not differ significantly according to sex, educational background, years of administrative service, school category, or number of relevant training programs attended. This suggests that emotional intelligence may not be determined primarily by demographic or professional characteristics. Rather, it may be shaped by personal disposition, reflective practice, social experience, and the quality of professional relationships. The absence of differences by educational attainment indicates that advanced academic preparation does not automatically result in stronger emotional competence. Similarly, leadership tenure does not necessarily guarantee greater self-awareness or better emotion management. Muring (2022) also



found that selected demographic characteristics of school administrators were not significantly related to emotional intelligence and work commitment.

The lack of significant differences according to training exposure is particularly noteworthy. Administrators who had attended more seminars or training programs did not demonstrate significantly higher emotional intelligence than those who had attended fewer. This may indicate that one-time or short-duration programs are insufficient to produce sustained behavioral change. Emotional intelligence is developed through continued practice, feedback, mentoring, and opportunities to apply emotional competencies in authentic situations. Aponte et al. (2025) noted that the effectiveness of emotional intelligence training depends on program duration, reinforcement, practical application, and the continuity of professional support. Thus, the quality and follow-through of professional development may be more important than the number of training activities attended.

Leadership agility likewise did not differ according to the administrators' profile variables. Male and female administrators, those with different academic qualifications, those with varying lengths of service, and those managing schools of different sizes demonstrated comparable levels of crisis management, team coordination, communication, and conflict resolution. These results indicate that leadership agility is not inherently determined by demographic characteristics or formal credentials. It may instead depend on adaptive behavior, situational judgment, openness to feedback, and willingness to learn from experience. Bouland-van Dam et al. (2022) explained that leadership learning agility involves both the motivation to learn from experience and the capacity to transfer that learning to new and challenging situations.

The absence of significant differences according to school category suggests that administrators face similar leadership demands regardless of whether they manage small, medium, large, or very large schools. Although the scale and complexity of operations may vary, all administrators are expected to manage crises, coordinate teams, communicate effectively, and resolve conflicts. The near-significant result for conflict management across school categories may nevertheless indicate that organizational size and complexity deserve further examination. Larger schools may present more diverse interpersonal concerns, communication layers, and sources of disagreement, which could place greater demands on administrators' conflict-management capabilities.

The strongest finding of the study was the significant positive relationship between emotional intelligence and leadership agility. Administrators with higher emotional intelligence also demonstrated greater capacity to manage crises, lead teams, communicate, and resolve conflict. This relationship is theoretically plausible because agile leadership depends on the ability to remain composed, understand stakeholder concerns, adjust behavior, and make balanced decisions under pressure. Self-awareness can help administrators recognize how their emotions affect judgment, while self-management can reduce impulsive or defensive reactions. Social awareness supports sensitivity to teachers' needs, and emotion management helps maintain collaboration during disagreement or uncertainty.

This result is consistent with Leeuw and Joseph (2023), who reported a reciprocal relationship between emotional intelligence and an agile mindset. Emotional competence enables leaders to interpret social and organizational cues more effectively, while agility allows them to adapt those insights to changing conditions. In the context of senior high school administration, emotionally intelligent leaders are more likely to respond flexibly to emerging challenges without compromising professional relationships. The strong correlation found in the present study therefore supports the view that emotional intelligence serves as an important foundation for leadership agility.

The results indicate that senior high school administrators possessed substantial emotional and adaptive leadership capacities, although teachers perceived these competencies less strongly than the administrators themselves. The discrepancy does not necessarily indicate ineffective leadership; rather, it highlights the importance of examining leadership from multiple perspectives. Administrators may benefit from structured feedback systems, reflective leadership practices, mentoring, coaching, and sustained professional development focused on emotional regulation, collaborative communication, crisis response, and conflict resolution.



Strengthening these areas may help reduce the gap between administrators' intended leadership and teachers' actual experience of that leadership.

6. Conclusion and Recommendations

The study concluded that senior high school administrators demonstrated strong emotional intelligence and leadership agility based on their self-assessments, while teacher-respondents perceived these competencies at a moderate level. The significant differences between the two groups indicate a perceptual gap between how administrators view their own leadership capabilities and how these capabilities are experienced by teachers. Emotional intelligence and leadership agility did not significantly differ according to sex, educational background, years of administrative service, school category, or number of relevant training programs attended. However, a strong positive and statistically significant relationship was found between emotional intelligence and leadership agility. This confirms that administrators who are more capable of recognizing, regulating, and managing emotions are also more likely to respond effectively to crises, coordinate teams, communicate clearly, and resolve conflicts. Emotional intelligence therefore serves as an important foundation of adaptive and agile school leadership.

Senior high school administrators should strengthen the observable application of emotional intelligence and leadership agility through consistent communication, participatory decision-making, empathy, fairness, and constructive conflict resolution. Schools and the Schools Division Office should establish sustained leadership development programs that combine mentoring, coaching, reflective practice, crisis simulations, team-building activities, and regular feedback from teachers rather than relying solely on short-term seminars. Structured mechanisms may also be developed to allow teachers to provide confidential and constructive feedback on administrators' communication, emotional responsiveness, and leadership practices. Future studies may include administrators and teachers from other divisions, use larger and more diverse samples, and employ mixed methods to explain the causes of the perceptual differences identified in this study. Longitudinal research may also examine whether sustained emotional intelligence interventions produce measurable improvements in leadership agility over time.

Declarations

Ethics Approval and Consent to Participate

The study was conducted in accordance with established ethical principles for research involving human participants. Permission to conduct the study was obtained from the appropriate educational authorities and participating schools. All respondents were informed of the purpose, procedures, voluntary nature, and confidentiality provisions of the study. Informed consent was obtained before participation.

Consent for Publication

The authors consent to the publication of this manuscript. No personally identifiable information of the respondents is included in the article.

Availability of Data and Materials

The datasets generated and analyzed during the study are available from the corresponding author upon reasonable request, subject to institutional policies and applicable confidentiality restrictions.

Competing Interests

The authors declare that they have no competing financial or non-financial interests that could have influenced the conduct, interpretation, or reporting of the study.

Funding

The study received no specific grant from any public, commercial, or not-for-profit funding agency.



Authors' Contributions

Maris B. Apole conceptualized the study, developed the research instrument, collected and analyzed the data, and prepared the initial manuscript. Alcher J. Arpilleda provided supervision, methodological guidance, critical review, and substantial revisions to the manuscript. Both authors reviewed and approved the final version of the manuscript.

Acknowledgments

The authors acknowledge the administrators and teachers who participated in the study, as well as the Schools Division of Surigao del Norte and the participating senior high schools for their support and cooperation.

Artificial Intelligence Disclosure

Generative artificial intelligence tools were used only to assist with language refinement, organization, and editorial improvement. The authors reviewed, verified, and approved the final content and remain fully responsible for the accuracy, originality, and integrity of the manuscript.

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