



Emotional Intelligence, Leadership Practices and Supervisory Skills of Master Teachers

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ABSTRACT

This study highlights emotional intelligence as a key factor linking leadership and supervision among master teachers. It shows that emotionally intelligent teachers go beyond managing tasks, as they lead with empathy, purpose, and strong interpersonal understanding. Their ability to regulate their own emotions and build positive relationships serves as the foundation for effective leadership and supportive supervision. Findings reveal that while educational attainment and income do not significantly influence leadership and supervisory competencies, age and life experience play an important role in shaping these skills. High emotional intelligence is strongly associated with more effective leadership and supervisory performance, suggesting that schools may benefit more from mentoring, experiential learning, and personal maturity rather than relying solely on academic credentials in developing educational leaders. The study also found a significant relationship between the management skills of master teachers and the work performance of their staff, indicating that strong leadership directly contributes to improved teacher effectiveness and overall school performance. When master teachers demonstrate strong professional competence and supervisory ability, they help create a more productive and supportive learning environment. Overall, the study confirms that emotional intelligence is a driving force behind effective leadership and supervision, enabling master teachers to become more resilient leaders and responsive mentors, and emphasizing that meaningful human connection is essential in strengthening leadership and improving school outcomes.

Keywords: Leadership Practices; Emotional Intelligence; Supervisory Skills

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INTRODUCTION

The exercise of power is a central theme in leadership, particularly among master teachers who serve as classroom leaders essential to achieving excellence in both teaching and learning. Since secondary school learners rely heavily on teachers for knowledge and skill development, educators must possess strong abilities and positive traits to effectively motivate and guide students toward success (Serdyukov, 2017). In this sense, leadership in education is not only about authority but also about influence, guidance, and the capacity to inspire learners.

A critical aspect of effective leadership among master teachers is emotional intelligence, defined as the ability to regulate one's emotions and respond appropriately to others. Studies show that leaders with high emotional intelligence tend to demonstrate more effective leadership practices by using simple yet powerful strategies to motivate followers toward achievement (Mandela et al., 2026). Alongside emotional control, leadership style plays a vital role in ensuring that teachers' needs are addressed while aligning with institutional goals. Effective leaders must also remove barriers that may lead to dissatisfaction, negative attitudes, or unproductive behavior, highlighting the importance of integrating both managerial and leadership functions (Nombres, 2019).

Supervision is another key factor influencing the quality of education, as it directly contributes to improving teaching and learning through the professional development of teachers (Tiauzon, 2022). Effective school supervision requires appropriate strategies from both school heads and master teachers to enhance instructional performance (Bhatta, 2016). However, master teachers often face the "double burden" of teaching while simultaneously handling supervisory duties, which can lead to superficial supervision focused more on compliance than growth. This study highlights the need for better support systems, training, and workload management to help master teachers provide more meaningful supervision that improves teacher morale, performance, and overall school effectiveness.

Also, the researcher observes an uneven dynamism among master teachers in the offices: some can develop and achieve their goals, while the rest are losing their battle for development. These keen observations motivated the researcher to conduct this study.

OBJECTIVES OF THE STUDY

This study aimed to determine the level of emotional intelligence, leadership practices, and supervisory skills of master teachers in a medium-sized school division in the northern part of Negros Occidental during the School Year 2024–2025. Specifically, it examined the level of emotional intelligence of master teachers in terms of self-management and relationship management. It also assessed their leadership practices in terms of leadership resilience and leadership commitment, as well as their supervisory skills in terms of human relations and supervision. Furthermore, the study investigated whether there are significant differences in the levels of emotional intelligence, leadership practices, and supervisory skills of master teachers when they are grouped and compared according to the identified variables. In addition, it determined the significant relationships between emotional intelligence and leadership practices, emotional intelligence and supervisory skills, and leadership practices and supervisory skills among master teachers.

LITERATURE REVIEW

Emotional intelligence (EI) refers to the ability to recognize, understand, regulate, and appropriately express one's own emotions while effectively responding to the emotions of others. It encompasses self-awareness, self-management, social awareness, and relationship management, all of which contribute to personal competence and successful interpersonal interactions (Sass, 2025). According to Smith and Segal (2026), emotionally intelligent individuals communicate effectively, manage stress, resolve conflicts, and build meaningful relationships. Likewise, Pearman (2026) emphasized that self-management develops resilience, adaptability, and sound decision-making, while Northwest Missouri State University (2026) noted that emotional intelligence can be enhanced through intentional practice, emotional regulation, and strategies that promote empathy and conflict resolution.

In educational settings, emotional intelligence significantly influences teachers' instructional effectiveness, classroom management, and overall well-being. Teachers with high emotional intelligence are more capable of establishing positive relationships with students, managing classroom challenges, and creating supportive learning environments (Dalondonan & Ubayubay, 2025). Studies further revealed that emotional intelligence positively predicts work-life balance, teacher efficacy, classroom discipline, and organizational satisfaction while reducing stress and burnout (Velasco & Apostol, 2024; Valente et al., 2020; Kanbur et al., 2023; Chen et al., 2025; Erdirençelebi, 2023). These findings consistently demonstrate that emotionally intelligent teachers perform more effectively in both instructional and interpersonal responsibilities.

Leadership practices are fundamental in promoting school improvement and instructional excellence. Effective educational leadership empowers teachers, strengthens professional collaboration, and enhances student learning outcomes (De Guzman,



2022). Master teachers serve as instructional leaders by mentoring colleagues, modeling effective teaching strategies, facilitating professional development, and fostering a culture of continuous improvement (Rellora, 2025). Research also indicates that transformational and collaborative leadership approaches enhance teacher motivation, organizational productivity, and professional learning (Shah & Peerzadah, 2019; Zhang et al., 2023). Moreover, leadership characterized by humility, effective communication, emotional support, and mentoring further strengthens teachers' motivation and instructional effectiveness (Lin et al., 2025).

Instructional supervision plays a vital role in improving teaching quality and fostering continuous professional development. Effective supervision provides teachers with constructive feedback, mentoring, and guidance that enhance instructional practices and ensure alignment with curriculum standards (Villanueva et al., 2021; Sadalaga, 2024). Studies consistently show that supervisory competence positively influences teacher performance, professional growth, and school effectiveness (Go & Eslabon, 2024; Osagbemi, 2024). Likewise, communication, individualized supervision, and ongoing professional development are recognized as essential supervisory skills that strengthen instructional practices and organizational performance (Okaforcha & Nwabueze, 2024; Godes et al., 2024).

Recent studies demonstrate that emotional intelligence serves as the foundation for effective leadership and supervisory competence among master teachers. Emotionally intelligent leaders effectively manage conflicts, promote teamwork, strengthen communication, and create positive school climates that enhance teacher satisfaction and organizational success (Paredes-Saavedra et al., 2024). Likewise, emotionally intelligent school leaders exhibit transformational leadership behaviors that improve teacher motivation and professional commitment (Samsudin, 2020). Studies further recommend integrating emotional intelligence into leadership development programs because it enhances communication, mentoring, decision-making, and conflict management while reducing occupational stress and strengthening institutional resilience (Atiku, 2024; Goke et al., 2021). Overall, the literature consistently concludes that strengthening emotional intelligence alongside leadership and supervisory competencies enables master teachers to become more effective instructional leaders who significantly contribute to school improvement, teacher development, and improved student outcomes (Lucero et al., 2019; Bantolinap et al., 2024; Marimon et al., 2024; Del Espiritu et al., 2025).

METHODOLOGY

Research Design

This study employed a descriptive research design to determine the levels of emotional intelligence, leadership practices, and supervisory skills of master teachers. Descriptive research is appropriate because it systematically describes and analyzes existing conditions, characteristics, and phenomena without manipulating variables (McCombes, 2019). This design enabled the researcher to assess the status of the variables under investigation, identify prevailing conditions, and provide factual and objective interpretations of the data gathered.

Study Respondents

The study involved 214 respondents selected from a population of 481 regular public high school teachers during the School Year 2024–2025. Using stratified random sampling (Faltado et al., 2016), respondents were proportionately selected from each school to ensure adequate representation. A lottery method was employed in the random selection process, wherein each teacher was assigned a number, and the required samples were drawn randomly. This sampling technique ensured that every member of each stratum had an equal opportunity to participate, thereby enhancing the representativeness and reliability of the study.

Instruments

The study utilized a self-developed questionnaire consisting of two parts: respondents' demographic profile and a 60-item survey measuring the emotional intelligence, leadership practices, and supervisory skills of master teachers using a five-point Likert scale. Prior to data collection, permission was obtained from the Schools Division Office and school heads before administering the questionnaires. The instrument underwent content and face validation by five experts, obtaining an average rating of 4.76, which indicated excellent validity. To establish reliability, a pilot test was conducted among 30 secondary school teachers from a neighboring division, and Cronbach's Alpha coefficients yielded 0.978 for emotional intelligence, 0.760 for leadership practices, and 0.968 for supervisory skills, indicating that the instrument was valid, reliable, and appropriate for the study (Hagen, 2016; Heale & Twycross, 2015; Santos, 2016).

Data Gathering Procedure



In gathering the data, the researcher sought permission from the Schools Division Superintendent of the Schools Division. Upon approval, the researcher coordinates with all school principals and heads to administer the survey to teachers. The researcher also obtained the respondents' permission to participate in the study before administering the instrument.

The questionnaires were gathered for encoding. The gathered data was encoded in an Excel file prior to submission to the Statistician. The responses from the gathered raw data were tallied and tabulated using appropriate statistical tools.

The raw data was transformed into numerical code guided by a coding manual. This allows computer processing, statistical derivation, and tabular presentation. The Statistical Package for the Social Sciences (SPSS) was used to process the encoded data.

Data Analysis and Statistical Treatment

The study employed descriptive, comparative, and relational analytical schemes based on its research objectives. Descriptive analysis, using the mean, was utilized to determine the levels of emotional intelligence, leadership practices, and supervisory skills of master teachers. Comparative analysis, through the Mann–Whitney U test, was used to determine significant differences in these variables when respondents were grouped according to their profile variables. Finally, relational analysis, using the Spearman Rank Correlation Coefficient, was applied to examine the significant relationships among emotional intelligence, leadership practices, and supervisory skills of master teachers.

Ethical Consideration

Adhering to the ethical principle that participation must be entirely voluntary and free of coercion (Trochim, 2021), the investigator ensured that all respondents provided informed consent and had a clear understanding of the research process (Arifin, 2018). Throughout the administration of the research instruments, the researcher maintained strict standards of anonymity and confidentiality to protect participants' identities and the integrity of their responses. To further safeguard against unauthorized access or misuse of information, all data stored on electronic devices was permanently discarded immediately after the study was completed.

RESULTS AND DISCUSSION

This section emphasizes the presentation, analysis, and interpretation of the data in this research study. The results are displayed in tables to emphasize the specific objectives this study set out to accomplish.

Level of Emotional Intelligence of Master Teachers According to Self-Management and Relationship Management

Table 1

Level of Emotional Intelligence of Master Teachers According to Self-Management

Items	Mean	Interpretation
My Master Teachers . . .		
1. remain composed and articulate even when receiving critical feedback from school administrators.	4.59	Very High Level
2. refrain from impulsive reactions when faced with disruptive behavior from students or colleagues.	4.33	High Level
3. put aside personal frustrations to focus on the immediate needs of teachers.	4.33	High Level
4. maintain a professional demeanor during high-stakes meetings, regardless of the internal stress level.	4.39	High Level
5. manage his/her "emotional triggers" effectively so they do not interfere with the decision-making.	4.28	High Level
6. remain optimistic about student and teacher success even during periods of low school morale.	4.28	High Level
7. see opportunities for innovation in situations where others only see limitations.	4.41	High Level
8. persist in pursuing long-term school improvement goals despite recurring setbacks.	4.37	High Level
9. view unexpected changes in school routine as manageable challenges rather than insurmountable obstacles.	4.31	High Level



10. handle multiple professional demands simultaneously without becoming disorganized or overwhelmed.	4.35	High Level
Overall Mean	4.36	High Level

When taken as a whole, the data in Table 1 indicates that the Emotional Intelligence of Master Teachers in terms of Self-Management is high, with an overall mean of 4.36. The highest mean score of 4.59, interpreted as “very high level,” was obtained in the item stating that teachers remain composed and articulate even when receiving critical feedback from school administrators. Meanwhile, the lowest mean scores of 4.28, interpreted as “high level,” were observed in the items on managing emotional triggers effectively and maintaining optimism about student and teacher success during periods of low school morale. These results suggest that while Master Teachers generally demonstrate strong emotional control, they experience relative difficulty in regulating emotional responses during stressful situations and sustaining optimism in challenging school environments, which may affect decision-making and leadership presence under pressure. This finding aligns with Goleman and Boyatzis (2017), who argue that effective leadership resilience involves not only emotional control but also the capacity to remain hopeful and focused during organizational adversity, implying the need for targeted professional development focused on stress management and fostering a positive school climate.

Table 2

Level of Emotional Intelligence of Master Teachers According to Relationship Management

Items	Mean	Interpretation
My Master Teachers . . .		
1. address interpersonal conflicts between staff members immediately, rather than letting them simmer	4.29	High Level
2. handle difficult conversations with colleagues with diplomacy, ensuring all parties feel heard and respected.	4.34	High Level
3. able to find "common ground" or win-win solutions when teachers have conflicting instructional priorities.	4.36	High Level
4. actively foster a climate of cooperation and "psychological safety" within my grade level or department.	4.40	High Level
5. encourage the open sharing of resources and ideas among teachers to reduce professional isolation.	4.44	High Level
6. use a variety of persuasion strategies (e.g., data-driven, emotional, or collaborative) to gain support for new initiatives.	4.42	High Level
7. quick to give credit to others for their contributions to successful school projects.	4.36	High Level
8. leverage the diverse strengths of individual team members to achieve collective school goals.	4.37	High Level
9. work to build strong, professional bridges between the teaching staff and the school administration.	4.40	High Level
10. provide regular, constructive feedback that is focused on the teacher's growth rather than just their mistakes.	4.35	High Level
Overall Mean	4.37	High Level

Table 2 indicates that the emotional intelligence of Master Teachers in terms of relationship management is high, with an overall mean of 4.37. The highest mean of 4.44, interpreted as “high level,” was on encouraging the open sharing of resources and ideas among teachers to reduce professional isolation, while the lowest mean of 4.29, also interpreted as “high level,” was on immediately addressing interpersonal conflicts between staff members rather than allowing them to persist. These results suggest that Master Teachers are particularly strong in fostering collaboration and a supportive professional environment, with their greatest strength lying in promoting openness and collegiality, while timely conflict resolution appears to be a relatively weaker area, though still within a high level of practice. Overall, they function as key relational facilitators who sustain a unified school climate that supports teacher morale and organizational cohesion. This finding is consistent with Chen et al. (2025), who emphasize that emotional intelligence involves empathy and the ability to build meaningful relationships, suggesting the need for continued organizational support through targeted training on emotional management and interpersonal skills to further enhance collaboration, reduce stress, and improve overall job satisfaction.

Level of Leadership Practices of Master Teachers According to Leadership Resilience and Leadership Commitment



Table 3

Level of Leadership Practices of Master Teachers According to Leadership Resilience

Items	Mean	Interpretation
My Master Teachers . . .		
1. actively build and maintain a professional support network to help navigate leadership challenges.	4.42	High Level
2. foster a culture of mutual support among my peers to enhance our collective ability to handle stress.	4.33	High Level
3. prioritize my professional well-being to ensure I can sustain my responsibilities over time.	4.32	High Level
4. maintain a clear sense of professional purpose even when faced with significant institutional changes.	4.34	High Level
5. able to remain calm and composed during high-pressure meetings or pedagogical disputes.	4.33	High Level
6. view setbacks in school initiatives as opportunities for professional growth rather than personal failures.	4.32	High Level
7. maintain focus on long-term instructional goals despite daily administrative disruptions.	4.35	High Level
8. consciously practice self-reflection to understand my emotional triggers in stressful leadership scenarios.	4.36	High Level
9. proactively seek out new teaching strategies when current methods are no longer meeting student needs.	4.34	High Level
10. utilize a variety of creative problem-solving techniques to address conflicts within our department.	4.28	High Level
Overall Mean	4.34	High Level

Table 3 presents that the leadership practices of Master Teachers in terms of leadership resilience and leadership commitment are high, with an overall mean of 4.34. The highest mean score of 4.42, interpreted as “high level,” was on actively building and maintaining a professional support network to help navigate leadership challenges, while the lowest mean of 4.28, also interpreted as “high level,” was on utilizing a variety of creative problem-solving techniques to address departmental conflicts. These results suggest that Master Teachers demonstrate strong reliance on professional support systems and sustained commitment to leadership roles; however, they show comparatively less flexibility in applying innovative or diverse strategies when resolving complex conflicts, tending instead to depend on conventional approaches. This implies a need to strengthen their capacity for creative problem-solving to better address diverse and evolving workplace challenges. The findings are consistent with Shah and Peerzadah (2019), who emphasize that effective leadership is shaped by attitudes and behaviors influenced by cognitive and emotional processes, and that combining transformational and transactional leadership approaches can enhance organizational effectiveness, suggesting that broader leadership development may help strengthen institutional performance and productivity.

Table 4

Level of Leadership Practices of Master Teachers According to Leadership Commitment

Items	Mean	Interpretation
My Master Teachers . . .		
1. demonstrate a high degree of organizational belonging within the leadership structure.	4.34	High Level
2. genuinely enthusiastic about leading instructional improvements within the department.	4.34	High Level
3. find a great deal of personal meaning in mentoring teachers.	4.41	High Level
4. ensure that people grow in their jobs by learning new skills and developing themselves	4.37	High Level
5. publicly recognize people who exemplify commitment to shared values.	4.31	High Level
6. feel a sense of duty to uphold the professional standards of a Master Teacher regardless of external pressure.	4.32	High Level
7. invest significant time and energy into professional development to enhance leadership capabilities.	4.31	High Level
8. remain committed to the school's mission even when more lucrative or easier opportunities arise elsewhere.	4.35	High Level
9. consistently advocate for the school's values during interactions with parents and the community	4.33	High Level
10. demonstrate a long-term interest in the professional success of the teachers he/she supervise.	4.32	High Level



Table 4 shows that the leadership commitment of Master Teachers is high, with an overall mean of 4.34. The highest mean of 4.41, interpreted as “high level,” was on finding deep personal meaning in mentoring teachers, while the lowest mean of 4.31, also interpreted as “high level,” was on publicly recognizing teachers who exemplify commitment to shared values. These results indicate that Master Teachers are strongly driven by the intrinsic value of mentoring and supporting colleagues; however, they are comparatively less consistent in publicly acknowledging and celebrating staff contributions. This suggests that while appreciation is present, it is often expressed privately rather than openly within the school community, which may limit its motivational impact on teachers. Strengthening practices in visible recognition and affirmation could enhance morale and reinforce a culture of shared success. The findings align with Lin et al. (2025), who emphasize that leaders who actively acknowledge and validate staff contributions can enhance motivation and initiative among employees, suggesting that more deliberate and public recognition strategies may further strengthen leadership effectiveness and school culture.

Level of Supervisory Skills of Master Teachers According to Human Relation and Supervision

Table 5

Level of Supervisory Skills of Master Teachers According to Human Relation

Items	Mean	Interpretation
My Master Teachers . . .		
1. give constant attention to each member in terms of their limitation in their respective task	4.36	High Level
2. adhere to strict procedures or exact compliance for teachers to follow.	4.34	High Level
3. facilitate collaborative professional dialogues that encourage the sharing of diverse perspectives.	4.40	High Level
4. use a friendly-like relationship and tries to create harmony between members.	4.35	High Level
5. practice active listening when colleagues share their instructional concerns or personal challenges.	4.39	High Level
6. provide constructive feedback in a manner that preserves the teacher’s dignity and self-esteem.	4.33	High Level
7. use empathetic language to validate the feelings of staff during periods of high stress.	4.30	High Level
8. ensure that my non-verbal communication (body language, tone) conveys openness and respect.	4.33	High Level
9. intervene in staff conflicts using a neutral, problem-solving approach rather than a punitive one.	4.249	High Level
10. recognize and celebrate teachers' individual achievements and milestones.	4.36	High Level
Overall Mean	4.34	High Level

Table 5 indicates that the supervisory skills of Master Teachers in terms of human relations are high, with an overall mean of 4.34. The highest mean of 4.40, interpreted as “high level,” was on facilitating collaborative professional dialogues that encourage the sharing of diverse perspectives, while the lowest mean of 4.24, also interpreted as “high level,” was on intervening in staff conflicts using a neutral, problem-solving approach rather than a punitive one. These results suggest that Master Teachers are highly effective in promoting open communication and collaborative exchanges among staff; however, they show comparatively less consistency in managing interpersonal conflicts in a fully neutral and solution-focused manner. This implies a tendency to excel in fostering dialogue but a relative challenge in maintaining objectivity during emotionally charged situations, which may affect conflict resolution outcomes. According to Goke et al. (2021), while collaborative leaders are strong in promoting dialogue, they may still rely on authoritative responses in high-emotion situations, highlighting the need for Master Teachers to strengthen restorative and impartial conflict-resolution approaches to improve fairness and workplace harmony.

Table 6

Level of Supervisory Skills of Master Teachers According to Supervision

Items	Mean	Interpretation
My Master Teachers . . .		
1. focus their feedback on specific pedagogical behaviors rather than making generalized judgments.	4.37	High Level



2. employs supervisory strategies that are responsive to the conditions of all teachers.	4.37	High Level
3. use a variety of observation tools (e.g., checklists, anecdotal records) to ensure objective assessment.	4.42	High Level
4. encourage a "peer-coaching" environment where teachers learn from one another.	4.44	High Level
5. promote collaboration and partnership among all the staff and teachers.	4.45	High Level
6. align the supervisory suggestions with the school's specific curriculum and learning standards.	4.42	High Level
7. provide clear, actionable steps for improvement following a classroom visit.	4.36	High Level
8. model effective teaching practices through demonstration lessons for teachers.	4.36	High Level
9. conduct pre-observation conferences to understand the teacher's specific goals for a lesson.	4.35	High Level
10. facilitate post-observation dialogues that encourage teachers to reflect on their own performance.	4.38	High Level
Overall Mean	4.39	High Level

Table 6 shows that the supervisory skills of Master Teachers in terms of supervision are high, with an overall mean of 4.39. The highest mean of 4.45, interpreted as "high level," was on promoting collaboration and partnership among all staff and teachers, while the lowest mean of 4.35, also interpreted as "high level," was on conducting pre-observation conferences to understand teachers' specific goals for a lesson. These findings suggest that Master Teachers are highly effective in fostering teamwork and collegial relationships; however, they are relatively less consistent in implementing pre-observation conferences, indicating a possible tendency to proceed directly to classroom observations without fully clarifying instructional intentions with teachers. As a result, opportunities for more targeted feedback and reduced teacher anxiety may be limited. This aligns with Zepeda and Jimenez (2019), who emphasize that pre-observation conferences are a critical component of effective supervision, as they help clarify lesson goals, improve instructional focus, and support teachers' professional growth.

Comparative Analysis in the Level of Emotional Intelligence of Master Teachers According to Self-Management and Relationship Management When Grouped and Compared According to Age, Civil Status, Highest Educational Attainment, and Average Family Monthly Income

Table 7

Difference in the Level of Emotional Intelligence of Master Teachers According to Self-Management When Grouped and Compared According to the Aforementioned Variables

Variable	Category	N	Mean Rank	Mann-Whitney U Test	p-value	Sig. level	Interpretation
Age	Younger	102	117.09	4733.50	0.029		Significant
	Older	112	98.76				
Civil Status	Single	63	124.91	3659.50	0.007	0.05	Significant
	Married	151	110.24				
Highest Educational Attainment	Lower	79	98.39	4613.00	0.097		Not Significant
	Higher	135	112.83				
Average Family Monthly Income	Lower	147	106.38	4760.50	0.694		Not Significant
	Higher	67	109.95				

Table 7 presents the differences in the level of emotional intelligence of Master Teachers in self-management when grouped according to selected variables. The results show significant differences in terms of age ($U = 4733.50$, $p = 0.029$) and civil status ($U = 3659.50$, $p = 0.007$), leading to the rejection of the null hypotheses for these variables. However, no significant differences were found in terms of highest educational attainment ($U = 4613.00$, $p = 0.097$) and average family monthly income ($U = 4760.50$, $p = 0.694$), resulting in the acceptance of the null hypotheses for these factors.

Overall, these findings suggest that emotional self-management among Master Teachers is influenced more by personal and life-related factors such as age and civil status, while formal education level and income do not significantly affect this competency. This implies that lived experiences and personal circumstances may play a stronger role in shaping emotional regulation skills



than academic attainment or financial status. These results align with Peliño (2022), who emphasizes the importance of emotional competence in teaching performance and recommends strengthening teachers' emotional and social skills through targeted training to enhance workplace effectiveness and professional success.

Table 8

Difference in the Level of Emotional Intelligence of Master Teachers According to Relationship Management When Grouped and Compared According to the Aforementioned Variables

Variable	Category	N	Mean Rank	Mann-Whitney U Test	P-value	Sig. level	Interpretation
Age	Younger	102	117.09	4442.50	0.005		Significant
	Older	112	98.76				
Civil Status	Single	63	122.71	3798.50	0.019		Significant
	Married	151	101.16				
Highest Educational Attainment	Lower	79	96.21	4440.50	0.039	0.05	Significant
	Higher	135	114.11				
Average Family Monthly Income	Lower	147	106.45	47770.00	0.710		Not Significant
	Higher	67	109.81				

Table 8 presents the differences in the level of emotional intelligence among Master Teachers in relationship management when grouped according to selected variables. The results show significant differences in terms of age ($U = 4442.50$, $p = 0.005$), civil status ($U = 3798.50$, $p = 0.019$), and highest educational attainment ($U = 4440.50$, $p = 0.030$), leading to the rejection of the null hypotheses for these variables. However, no significant difference was found in terms of average family monthly income ($U = 4770.00$, $p = 0.710$), resulting in the acceptance of the null hypothesis for this factor.

Overall, the findings suggest that Master Teachers' relationship management skills are significantly influenced by age, civil status, and educational attainment, indicating that both life experiences and professional preparation contribute to their ability to manage interpersonal relationships effectively. In contrast, income does not appear to play a meaningful role in shaping these skills, implying that emotional and social competencies are more closely tied to personal development and educational background than financial status. These findings align with Bantolinao et al. (2024), who reported a significant relationship between emotional intelligence and teachers' well-being, emphasizing that strong emotional intelligence—particularly in social skills and emotional appraisal—contributes to positive workplace relationships and overall teacher effectiveness.

Comparative Analysis in the Level of Leadership Practices of Master Teachers According to Leadership Resilience and Leadership Commitment When Grouped and Compared According to Age, Civil Status, Highest Educational Attainment, and Average Family Monthly Income

Table 9

Difference in the Level of Leadership Practices of Master Teachers According to Leadership Resilience When Grouped and Compared According to the Aforementioned Variables

Variable	Category	N	Mean Rank	Mann-Whitney U Test	P-value	Sig. level	Interpretation
Age	Younger	102	121.44	4290.50	0.001		Significant
	Older	112	98.91				
Civil Status	Single	63	123.87	3575.00	0.004	0.05	Significant
	Married	151	100.67				
Highest Educational Attainment	Lower	79	99.61	4709.00	0.148		Not Significant
	Higher	135	112.12				
Average Family Monthly Income	Lower	147	107.11	4866.50	0.889		Not Significant
	Higher	67	108.37				

Table 9 presents the differences in the level of leadership practices of Master Teachers in terms of leadership resilience when grouped according to selected variables. The results show significant differences in terms of age ($U = 4290.50$, $p = 0.001$) and



civil status ($U = 3575.00$, $p = 0.004$), leading to the rejection of the null hypotheses for these variables. However, no significant differences were found in terms of highest educational attainment ($U = 4709.00$, $p = 0.148$) and average family monthly income ($U = 4866.50$, $p = 0.889$), resulting in the acceptance of the null hypotheses for these factors.

Overall, the findings indicate that leadership resilience among Master Teachers is influenced more by personal and life-related factors such as age and civil status, suggesting that lived experiences and family context play a key role in shaping how they manage leadership challenges. In contrast, educational attainment and income do not significantly affect resilience, implying that formal qualifications and financial status are less predictive of leadership strength in practice. These results align with Limosnero et al. (2025), who emphasize that effective leadership is strengthened through real-life experiences, collaboration, and continuous professional development, highlighting the need for sustained institutional support to enhance teachers' leadership capacity.

Table 10

Difference in Level of Leadership Practices of Master Teachers According to Leadership Commitment When Grouped and Compared According to the Aforementioned Variables

Variable	Category	N	Mean Rank	Mann-Whitney U Test	p-value	Sig. level	Interpretation
Age	Younger	102	124.20	4008.50	0.000		Significant
	Older	112	92.29				
Civil Status	Single	63	123.87	3725.50	0.011	0.05	Significant
	Married	151	100.67				
Highest Educational Attainment	Lower	79	100.04	4743.00	0.171		Not Significant
	Higher	135	111.87				
Average Family Monthly Income	Lower	147	105.87	4685.00	0.563		Not Significant
	Higher	67	111.07				

Table 10 presents the differences in the level of leadership practices of Master Teachers in terms of leadership commitment when grouped according to selected variables. The results show significant differences in terms of age ($U = 4008.50$, $p = 0.000$) and civil status ($U = 3725.50$, $p = 0.011$), leading to the rejection of the null hypotheses for these variables. However, no significant differences were found in terms of highest educational attainment ($U = 4743.00$, $p = 0.171$) and average family monthly income ($U = 4685.00$, $p = 0.563$), resulting in the acceptance of the null hypotheses for these factors.

Overall, the findings suggest that leadership commitment among Master Teachers is strongly influenced by age and civil status, indicating that life stage and family responsibilities play an important role in shaping dedication to leadership roles. In contrast, educational attainment and income do not significantly affect commitment, implying that formal qualifications and financial status are less influential in determining leadership dedication. These results align with Podador (2023), who emphasizes the multifaceted responsibilities of Master Teachers and highlights the need for structured leadership development programs to strengthen their instructional and organizational roles through targeted training and continuous professional support.

Comparative Analysis of the Level of Supervisory Skills of Master Teachers According to Human Relations and Supervision When Grouped and Compared According to Age, Civil Status, Highest Educational Attainment, and Average Family Monthly Income

Table 11

Difference in the Level of Supervisory Skills of Master Teachers According to Human Relations When Grouped and Compared According to the Aforementioned Variables

Variable	Category	N	Mean Rank	Mann-Whitney U Test	p-value	Sig. level	Interpretation
Age	Younger	102	124.75	3953.00	0.000		Significant
	Older	112	91.79				
Civil Status	Single	63	123.77	3731.50	0.012	0.05	Significant
	Married	151	100.71				
	Lower	79	96.91	4630.00	0.103		Not Significant



Highest Educational Attainment	Higher	135	112.70			
Average Family Monthly Income	Lower	147	108.37	4797.00	0.758	Not Significant
	Higher	67	105.60			

Table 11 presents the differences in the level of supervisory skills of Master Teachers in human relations when grouped according to selected variables. The results show significant differences in terms of age ($U = 3953.00$, $p = 0.000$) and civil status ($U = 3731.50$, $p = 0.012$), leading to the rejection of the null hypotheses for these variables. However, no significant differences were found in terms of highest educational attainment ($U = 4630.00$, $p = 0.103$) and average family monthly income ($U = 4797.00$, $p = 0.758$), resulting in the acceptance of the null hypotheses for these factors.

Overall, the findings indicate that Master Teachers' human relations skills are significantly influenced by age and civil status, suggesting that life experience and family context play an important role in their ability to manage interpersonal relationships effectively. In contrast, educational attainment and income do not significantly affect these skills, implying that formal education and financial status are less predictive of relational competence in supervisory roles. These results align with Godes and Dioso (2024), who emphasize the importance of effective instructional supervision in improving teacher performance and highlight the need for continuous training and professional development to strengthen supervisory practices.

Table 12

Difference in the Level of Supervisory Skills of Master Teachers According to Supervision When Grouped and Compared According to the Aforementioned Variables

Variable	Category	N	Mean Rank	Mann-Whitney U Test	p-value	Sig. level	Interpretation
Age	Younger	102	124.35	3993.50	0.000		Significant
	Older	112	92.16				
Civil Status	Single	63	124.94	3658.00	0.006	0.05	Significant
	Married	151	100.23				
Highest Educational Attainment	Lower	79	104.35	5083.50	0.559		Not Significant
	Higher	135	109.34				
Average Family Monthly Income	Lower	147	105.90	4689.00	0.566		Not Significant
	Higher	67	111.01				

Table 12 presents the differences in the level of supervisory skills of Master Teachers in terms of supervision when grouped according to selected variables. The results show significant differences in terms of age ($U = 3993.50$, $p = 0.000$) and civil status ($U = 3658.00$, $p = 0.006$), leading to the rejection of the null hypotheses for these variables. However, no significant differences were found in terms of highest educational attainment ($U = 5083.50$, $p = 0.559$) and average family monthly income ($U = 4689.00$, $p = 0.566$), resulting in the acceptance of the null hypotheses for these factors.

Overall, the findings indicate that supervisory skills in terms of supervision among Master Teachers are significantly influenced by age and civil status, suggesting that lived experiences and personal life circumstances play a key role in shaping supervisory competence. In contrast, educational attainment and income do not significantly affect supervision skills, implying that formal education and financial status are less influential than experiential learning in developing effective supervisory practices. These results align with García-Martínez et al. (2021), who emphasize that professional competence is strongly shaped by experience and emotional regulation, highlighting the importance of practical wisdom developed through life and career progression in enhancing supervisory effectiveness.

Relational Analysis Between the Level of Emotional Intelligence and the Level of Leadership Practices of Master Teachers

Table 13

Relationship Between the Level of Emotional Intelligence and the Level of Leadership Practices of Master Teachers



Correlates	N	<i>r</i>	<i>p</i> -value	Level of Sig	Interpretation
Level of Emotional Intelligence	214	0.873	0.000	0.05	Significant
Level of Leadership Practices	214				

Table 13 shows a significant relationship between emotional intelligence and leadership practices among Master Teachers, as indicated by a strong positive correlation ($\rho = 0.873$, $p = 0.000$), leading to the rejection of the null hypothesis. This result indicates a very strong and clear association, meaning that higher emotional intelligence is linked to better leadership practices. It suggests that as Master Teachers improve their ability to manage emotions and relationships, their leadership effectiveness also increases, highlighting emotional intelligence as a key factor in effective school leadership. Therefore, leadership development programs should prioritize strengthening self-awareness, emotional regulation, and social skills.

These findings align with Fannon (2018), who emphasized that emotional intelligence is a major determinant of leadership effectiveness and promotes transformational leadership behaviors focused on inspiration and support rather than task management alone. Likewise, Paredes-Saavedra et al. (2024) found that strong emotional competencies enhance team effectiveness by improving trust, collaboration, and the ability to manage workplace pressures, particularly among educational leaders such as Master Teachers.

Relational Analysis Between the Level of Emotional Intelligence and the Level of Supervisory Skills of Master Teachers

Table 14

Relationship Between the Level of Emotional Intelligence and the Level of Supervisory Skills of Master Teachers

Correlates	N	<i>r</i>	<i>p</i> -value	Level of Sig	Interpretation
Level of Emotional Intelligence	214	0.822	0.000	0.05	Significant
Level of Supervisory Skills	214				

Table 14 shows a significant relationship between emotional intelligence and supervisory skills among Master Teachers, as indicated by a strong positive correlation ($\rho = 0.822$, $p = 0.000$), leading to the rejection of the null hypothesis. This finding suggests a very strong connection, meaning that higher emotional intelligence is associated with more effective supervisory performance. It implies that Master Teachers who are better at understanding and managing their emotions also demonstrate stronger supervisory skills, highlighting emotional intelligence as an essential component of effective school supervision. These results align with *Frontiers in Education* (2026), which emphasize that emotionally intelligent educators are more capable of building strong professional relationships and managing the interpersonal demands of leadership and supervision in educational settings.

Relational Analysis Between the Level of Leadership Practices and the Level of Supervisory Skills of Master Teachers

Table 15

Relationship Between the Level of Leadership Practices and the Level of Supervisory Skills of Master Teachers

Correlates	N	<i>r</i>	<i>p</i> -value	Level of Sig	Interpretation
Level of Leadership Practices	214	0.917	0.000	0.05	Significant
Level of Supervisory Skills	214				

Table 15 reveals a significant relationship between the level of leadership practices and supervisory skills of Master Teachers, as shown by a very strong positive correlation ($\rho = 0.917$, $p = 0.000$), leading to the rejection of the null hypothesis. This indicates an extremely strong connection between the two variables, meaning that effective leadership practices are closely associated with strong supervisory skills. The result implies that improving leadership practices will likely also enhance supervisory competence, suggesting that both areas function as an integrated aspect of Master Teachers' professional roles rather than separate domains. These findings align with Sapa Grande Integrated School and De Vera (2026), who highlight that leadership styles such as



coaching and collaboration are strongly linked to effective supervisory practices in classroom observation and instructional feedback.

CONCLUSION

The study's respondents are predominantly older, married master teachers with advanced educational attainment (mostly master's or doctoral degrees), though many come from lower-income households. Overall, the master teachers demonstrated a high level of emotional intelligence (self-management and relationship management), leadership practices (leadership resilience and commitment), and supervisory skills (human relations and supervision), indicating strong professional competence across all domains. When grouped by profile variables, most remained at a high level; however, younger and single respondents consistently showed "very high" levels in several areas, including emotional intelligence, leadership commitment, human relations, and supervision. Statistical analysis revealed no significant differences in emotional intelligence, leadership practices, and supervisory skills when grouped by educational attainment and income, but significant differences were found in terms of age and civil status, suggesting that personal life stage factors influence these competencies more than professional credentials or financial status. Furthermore, significant relationships were found among emotional intelligence, leadership practices, and supervisory skills, indicating that these variables are strongly interconnected and mutually reinforcing in enhancing the effectiveness of master teachers.

RECOMMENDATIONS

Based on the findings of the study, it is recommended that schools establish a mentoring program where master teachers facilitate small-group workshops or informal "coffee chats" to share practical strategies for emotional regulation, communication, and classroom management, thereby strengthening a supportive school culture. In addition, master teachers should be given opportunities to lead strategic planning and special projects to maximize their high levels of resilience and commitment, allowing them to guide organizational initiatives and support school improvement efforts. A peer-coaching system is also recommended, where master teachers provide non-evaluative, one-on-one classroom support to colleagues to promote trust-based professional growth. Furthermore, schools should implement regular training and seminars such as "Teacher Empowerment in Schools" and "Having the Right Attitude," with appropriate budget allocation included in school development programs to sustain capacity building. A peer-to-peer shadowing program is likewise suggested to allow master teachers to observe and experience leadership practices in real school contexts, enhancing practical application of skills. Finally, continuous professional development through national training and seminars should be supported and funded by schools to further strengthen the competencies of master teachers and ensure ongoing professional growth.

Conflict of Interest

The author confirms that there are no known conflicts of interest associated with this publication and there has been no significant financial support for this work that could have influenced its outcome.

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