

Influence of Emotional Leadership on Teacher Job Satisfaction

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ABSTRACT

This study explores how school heads' emotional leadership influences public elementary teachers' job satisfaction in the City of Mati. It examines key traits: self-awareness, self-management, social awareness, and relationship management, and their impact on fostering a positive work environment.

Using a quantitative correlational design, the study surveyed 253 randomly selected teachers from a population of 737. Findings revealed that while school heads excel in self-awareness, self-management requires improvement. Regression analysis showed that relationship management had the strongest impact on teacher satisfaction, highlighting the importance of effective interpersonal relationships.

The study underscores the need for leadership training and development programs to enhance emotional intelligence among school administrators. Strengthening these skills can contribute to teacher retention and overall job satisfaction.

Keywords: Emotional Leadership, Teacher Job Satisfaction, Elementary teachers

Chapter I

INTRODUCTION

Background of Study

The link between emotional leadership and teacher job satisfaction is crucial in the context of high emotional workload and the experiences of teachers and while much has been written about emotional leadership, its effects on teacher job satisfaction are lower and is on the other hand recognized that emotions related to leadership significantly affect most employees and the level of their job satisfaction (Suleman et al., 2020). Likewise, in the study conducted by Lorna Jacqueline Tobias (2017), indicated that teachers look at job satisfaction rather on neutral level, they are unhappy with salary but wish for leaders who are engaging, caring, trustworthy and thankful. On the other hand, a relationship was not found between these leadership behaviors and job satisfaction which leaves quite a few worrying thoughts as to the level of emotional leadership in other contexts.

A leadership style which is based on emotional intelligence, empathy, and giving support, is one of the core principles that should always be present in a leader who aims at the effective motivation of the led (Brown et al., 2021). With regards to the aspect of leadership, it has already been proven through works, such as that of Smith et al. (2022), that the internet-related crisis during pandemic has affected the realm of emotional leadership in a way that its role was magnified due to the emotional strains it brought about. According to Schulze-Hagenest et al. (2023), along with all the other wonders of the school organization, its environment is one of the vital factors in determining the level of emotional unstableness and,

consequently, work satisfaction among educators. These facts draw attention to the necessity of clarifying and intervening issues leading to state and, subsequently, job forces in teachers.

In the case of Misamis Occidental Division, one survey conducted within the period of 2018 up to 2019 showed painful satisfaction ratings and relatively good performance levels for the teachers and on the other hand, was also noted that teachers' contentment on supervision by school principals as well as their security in employment increased the degree to which they will work performance. This raises interesting questions about the interplay between leadership, job security, and performance that deserves more attention (Baluyos et al., 2019).

Emotional intelligence and political skills have been associated with teachers' job satisfaction believing that their work environment would be appreciative and stress free and is validated by studies which say that the intelligence of a person with one's emotion is one of the very important components in leadership and has direct impact on the employees' health, their satisfaction from the job, and the organizational results (Suleman et al., 2020)

Considering the significance of an effective leadership, it has pointed on the factors of individual and organizational effectiveness and the present study seeks to understand how emotional leadership is exercised in relation to teacher job-satisfaction in the Schools Division of the City of Mati. In contrast to the extensive studies, this research will be informative on how the City of Mati experiences emotional leadership in a way and how this may help improve the education system in this area, an improvement on what teachers might feel about their work here.

Statement of the Problem

The researcher seeks to investigate the different factors that affect teacher job satisfaction, with a particular emphasis on the connections between emotional leadership and demographic characteristics. The problem is framed with the following research questions:

1. What is the level of demographic profile of the respondents?
2. What is the level of emotional leadership of school heads as perceived by the respondents?
3. What is the level of job satisfaction among teachers?
4. Is there a significant difference of emotional leadership to demographic profile?
5. Is there a significant difference in job satisfaction to demographic profile?
6. Which emotional leadership domain influences teacher job satisfaction?

Objectives of the Study

The following is pursued in this research:

1. Determine the demographic profile of the respondents.
2. Assess the perceived level of emotional leadership among school heads according to the respondents.
3. Evaluate the level of job satisfaction among teachers.
4. Analyze whether there is a significant difference in emotional leadership across different demographic profiles.
5. Investigate whether there is a significant difference in job satisfaction across different demographic profiles.
6. Identify which domain of emotional leadership has the greatest influence on teacher job satisfaction.

Significance of Study

In this study, the significance is anchored to the development of knowledge in the relationship between demographic factors, emotional leadership, and job satisfaction within educational settings. The following will benefit from the findings of this study.

School administrators: This study will assist school administrators in appreciating the implications of their emotional leadership styles on the level of teacher job satisfaction. By grasping the link between matters of emotional leadership and the aspects of emotional happiness in teachers, a lot can be achieved by the school leadership in strategies on how to enhance the general working conditions of their employees.

Teachers: This study will benefit teachers by assisting them to appreciate how leadership behaviors affect their job happiness, which is a direct advantage to them. Emotion is one of the influential elements that will help teachers understand the significance of their responsibilities and practices in promoting a healthy work environment. Teachers' performance and job satisfaction are increased as a result.

Educational Policy Makers: The results of the present research may enable the educational policy makers to plan actionable steps that are expected in fostering teacher retention as well as bettering educational service provision. With an ample comprehension of emotional leadership style and teacher job satisfaction, policies can be designed that nurture the availability of sound leadership structures within educational establishments, thereby enhancing teacher welfare and facilitating better student performance.

Professional Development Providers: Cross-training analysis leaders on these areas is important to professional development program providers who offer programs for school administrators. EDPs may assist school administrators to build competencies necessary in providing a conducive working environment and teacher productivity levels through training on emotional leadership and other management strategies.

Students: This study helps to create more constructive learning environments which students benefit indirectly from. Happy teachers are more likely to be active and driven within the classroom aiming at improved student learning results. This means therefore that enhancing emotional leadership among teachers will create elevated job satisfaction and thus enhanced education experiences for the students.

Educational Researchers: Education experts related to this field can enhance their understanding by using the results of the study in connection with the implementation of emotional leadership and teacher job satisfaction nexus. Expansion of knowledge on this topic can assist scholars and other stakeholders in understanding the dynamics of teacher satisfaction and retention and hence inform future directions in the development of educational leadership theories.

Scope and Limitation

The researcher explores between the correlation of emotional leadership and teacher job satisfaction in the educational context of the City Division of Mati. The focus is on a sample that comprises public school elementary permanent teachers who have served for three years or more. The sample population is the 737 permanent elementary teachers of the City Division of Mati who teach in public schools. A quantitative research design permitting use of a survey questionnaire was employed in which a blinded modified questionnaire was designed to seek the opinion of the respondents regarding the emotional leadership practices of school administrators, and their perceived job satisfaction in various aspects of their work.

The questionnaire employs established emotional leadership models and explores those factors that have an overlap with work satisfaction. The study used a cross-sectional design in a bid to explore the nexus

between emotional leadership and teachers' job satisfaction at a particular time. Descriptive statistics such as frequency distribution and percentages will be used in analyzing data collected from the survey to check if emotional leadership strategies have any significant relationship with teacher's level of job satisfaction. The research also focuses on the elementary public-school teachers at the Schools Division of the City of Mati who have a tenure of more than three years. Excluded in this study are private elementary schools, Alternative learning System teachers, Local School Board Teachers, and newly hired teachers below 3 years of service. With all these, the researcher aims to contribute to the understanding of effective leadership techniques and their effects on teacher well-being in educational institutions.

Definition of Terms

In this study, the researcher gives both the conceptual and the operational definitions of the key terms related to the focus of research.

Emotional Leadership: Conceptually, emotional leadership is the ability of a leader to control and emotionally influence the members in a team within a public-school setting. Operationally, it is the ability to create an environment where everyone feels included and supported and is provided with the necessary encouragement and power to work to the best of their level. Emotional leadership is characterized by traits such as the ability to empathize, self-awareness and good communication, which all help in achieving trust and fostering a good environment at work (Goleman, 1998).

Teacher Job Satisfaction: Conceptually, job satisfaction of teachers in the context of public schools considers emotions of teachers regarding their work, responsibilities and diagnostic categories. Operationally, this includes a balance between rational and emotional dimensions which have been altered by several factors, demographics and the personality of teacher and the school. Job satisfaction can be defined as the emotions that come from within a person due to a profession in teaching, which will in turn affect the quality and the outcome of teaching and learning processes (Ladd, 2011).

Chapter II

REVIEW OF LITERATURE AND FRAMEWORK

Literature Studies

Emotional Leadership and Teacher Job Satisfaction

Emotional intelligence is the first contributor to promoting attitudes of positive response and minimizing the turnover intention among teachers, resulting in improved overall job satisfaction. As noted, by Mérida-López et al. (2020) suggest that teachers utilize their emotional intelligence (EI) — understood as personal resources — as a moderator between contextual factors and preventative attitudes, thereby developing strategies to cope with the emotional characteristic of their work contexts. Similarly, Miao et al. (2017), educators with high emotional intelligence show high subjective well-being, which correlates positively with job satisfaction and organizational commitment. The adaptive utilization of positive emotions, made possible by emotional intelligence, was found by Tugade and Fredrickson (2002) to positively affect attitudes and feelings toward one's duties. "These findings highlight the possible positive impact of incorporating emotional skills into teacher education, as this may improve teachers' well-being and job satisfaction."

In recent years, the significance of emotional intelligence in leadership and its implication to the job satisfaction of educators have gained much scholarly attention. At the same time, the literature has consistently identified emotional intelligence as a key factor in determining higher job satisfaction

arguing that our ability to be aware of and control our own emotions can contribute to the betterment of the working space. Professional satisfaction: Teachers with high emotional intelligence is more equipped to cope with stress, and to manage student and colleague relationships effectively. It was examined by Huang and Lin (2020) that the effect of a leader's emotional intelligence on job satisfaction in teachers, focusing on emotional awareness and emotion management as particularly important for maintaining teachers' satisfaction with their jobs. In addition, Chen and Liu (2019) point out that teachers who can carefully regulate their emotions effectively maintain classroom dynamics, have increased job satisfaction, and positively influence student outcomes.

Peterson et al. (2021) examined many facets of emotional intelligence, such as empathy and social skills, emphasizing that these traits are essential for fostering a supportive learning environment and raising teacher job satisfaction. Additionally, Gao and Zhang (2022) confirm the assertion made by Li et al. (2023) that educators with high emotional intelligence who can handle job stress are more likely to be content with their work and discover possibilities for career advancement.

Studies mentioned together emphasize the importance of emotional intelligence in enhancing teacher work engagement. According to Huang and Lin (2020) and Chen and Liu (2019), emotional regulation is one of the fundamental aspects of teachers that is being affected by stressors in the classroom. Besides, Gao and Zhang (2022) state that promoting emotional awareness and regulation directly relates to job satisfaction and future career advancement, highlighting the importance of these skills in education.

Self-Awareness. A key element of emotional intelligence, self-awareness has a profound impact on leadership effectiveness and teacher satisfaction. According to a published study of Fredrickson et.al (2013), self-awareness will help leaders foster more positive emotional environments, which are critical for teachers' job satisfaction. Furthermore, emotionally intelligent leaders can lessen teacher stress by fostering supportive environments, which eventually raises satisfaction and decreases burnout, claim Smith and Johnson (2022). These studies demonstrate the need of self-awareness in emotionally intelligent leadership techniques.

This intersection of teacher happiness and emotional intelligence offers a fuller picture of job satisfaction. De Stasio et al. (2019) confirmed that subjective happiness together with high EI predicts enhanced engagement and satisfaction of educators. According to Côté's moderator model (2014), the social leaders' emotional intelligence (EI) strengthens the positive relationships between dispositional characteristics such as happiness and positive organizational outcomes. In addition, Mérida-López et al. (2020), highlight that teachers who straddle high levels of both happiness and EI showed considerably fewer turnover intentions along with a stronger coping with job demands. It indicates that promoting happiness and EI should be harnessed as dual-role resources for an enhanced teacher well-being.

Emotional Self-Awareness is a part of the sartorial of emotion leadership on the job satisfaction of the teacher over there. Emotional Self—awareness is the capacity of teachers to be aware of their appropriate emotion and how and way to deal it because of their overall job satisfaction determines the way (Romanelli, Cain, & Smith, 2006). Emotional self-awareness and its role in using emotional intelligence play an influential role in teachers' commitment, efficacy and perceived sense of belonging are discussed. By comprehending their emotional reactions to different components of their profession, teachers could successfully cope with the challenges they encounter and create a well—deserved positive and supportive learning atmosphere (Huang & Lin, 2020). Emotional awareness allows teachers to be able to regulate their emotions when pressured (Montgomery & Walker, 2012), which is necessary to remain calm and professional in classrooms.

Through emotional self-awareness, teachers are able to know their strengths and weaknesses, which makes it possible for them to draw on their attributes to boost learning (Schussler & Knarr, 2013). Teachers can also exhibit critical listening and conduct students with respect for different views and interactions by analyzing how their uncontrolled thoughts could affect the language or actions used in class discussions (Romanelli, Cain, & Smith, 2006).

A study presented by Scientific Research Publishing (2019) also investigated the work performance of educators in the Schools Division of Misamis Occidental for the academic year 2018-2019 while considering the teacher job satisfaction. Teacher job satisfaction was positively correlated with the work performance of teachers, although it was stressed that discontentment with management practices and job security were barriers to teacher efficacy. Among the suggestions offered to enhance the welfare of teachers was the establishment of teachers' common rooms for welfare talk and the embedding of activities geared towards teachers within retention policies of organizations.

Nevertheless, findings of the study further pointed out that the teachers' dissatisfaction with the management techniques and the worries about their job security lowered their productivity and the total effectiveness of the work. According to Li et al. (2017), could be used to understand how instructors kept slinking away from the union action, or involvement in workplace activities: their bad feelings about the discriminating behaviors of the educators drove them into immobility and conflict Pashiardis (2015) states that School Administrators with high levels of political and emotional intelligence improve job satisfaction of teachers. The writers added that it is critical for school administrators to integrate different leadership philosophies into their approach and to know how to apply them in different situations and with different people.

In this context, leadership style significantly impacts job satisfaction, as evidenced by earlier research. Positive job satisfaction has been shown to correlate with both transactional and transformational leadership styles. One of the ways in which leaders affect the performance and attitudes of their subordinates is through the implementation of effective leadership practices and processes. Furthermore, it has been found that the emotional skills of school leaders are positively associated with educator job satisfaction (Waruwu, 2015).

In research conducted by Kafetsios et al. (2011) the study focused on scientist leaders who discovered that self-reported emotional leadership in leaders was negatively correlated with all five scales' measures of educators' well-being including work satisfaction. The authors claimed that leaders "in which the leader appears too much in control of himself or herself probably for sure would appear inauthentic and therefore would fail to garner trusting bonds that hold educators in good stead. Tobias (2017) on the other hand, found that teachers had mixed feelings about their general level of job satisfaction, but had high satisfaction with the type of work performed. Other participating teachers reported that, in response to the open-ended questionnaire, they preferred specific types of behaviors and that they preferred leaders who were friendly and effective.

A recently published study suggests that some aspects of job satisfaction and job dissatisfaction for international high school teachers in China during the COVID-19 pandemic focused on searching for educational careers, job commitment and under what type of situation and working conditions teachers faced. Additionally, it highlighted the necessity of proper recruitment methods, a healthy work environment, and the need for acknowledgement of elements that determine job satisfaction, including socialization and independence in the workplace. In addition, the study emphasized the importance of a positive organizational culture for improving job satisfaction and decreasing teacher attrition rates. Mo

and Morris (2024) emphasize the importance of a supportive workplace for retaining teachers and supporting their work long term.

For instance, Jones and Smith (2019) conducted a study that highlighted the complexities of managing foreign branch campuses, emphasizing that expatriate academics require a visionary leader at the helm. The authors further addressed the issue of leadership in international settings, underscoring the necessity of emotional intelligence in fostering faculty job satisfaction within the context of international education. Self-confidence is another key element of emotional intelligence and of that of leadership. As stated earlier, leaders who possess confidence in their abilities and the soundness of their decisions tend to earn the trust of their followers such that self-confidence is also linked to improved job performance, higher job satisfaction, and reduced levels of stress and burnout and this was noted in the leading publication on internationalization of higher education is the International Journal of Research Studies in Education extends the scope of manual education research and aims to extend it to education and its levels and structures (Garcia & Lee, 2020; Pham & Renshaw, 2015).

Pertaining to the study of Kouali (2017), he noted that the efforts directed towards teachers by the school principals as instructional leaders were not a major factor for the teachers' job satisfaction. However, Kouali (2017) also concluded that more factors were necessary for work happiness, with the style of leadership of school administrators being one of the most important factors, with transformational and transactional leadership being moderately the effective means to improving teachers' job satisfaction. Kouali (2017) also emphasized on the importance of principal's diverse cultures and practices in leadership that will be able to meet peoples' and circumstances of the time.

In addition, it is also note-taking to recognize in the study of Ashishh and Shaval (2022) that effective leadership and job satisfactions are significant features towards enhancing corporate citizenship behaviors amongst people. It brought into concern effective leadership as a moderating factor in the relationship of job satisfaction and organizational citizenship behavior, which is important in the times of the COVID-19 pandemic. The study advocated for organizations to invest in strong leadership practice development as it enhances employee satisfaction, consequently promoting effective organizational citizenship behavior in employees.

In addition, self-awareness, as part of emotional intelligence positively relates to teacher job satisfaction (Kim, Lee, & Kim, 2020), For example, the authors surveyed 245 teachers in South Korea, the results showed that self-awareness could be strongly predicted by teacher job satisfaction and that self-awareness fully mediated the relationship between emotional intelligence and job satisfaction. A study by Zhang et.al (2019) found that self-awareness was positively associated with teacher well-being and job satisfaction, and that self-awareness was a major contributor in determining teacher burnout. Based on a survey of 1,200 teachers in China, this study identified self-awareness as a significant predictor of teacher well-being and job satisfaction and found a negative association between self-awareness and teacher burnout.

It was also noted between Myers and colleagues (2018) that self-awareness associated positively with teacher job satisfaction and organizational commitment and was also a significant factor in defining teacher turnover intentions (Lee, Kim, & Lee, 2018). The results from a study of 300 teachers in South Korea found the self-awareness had a meaningful relationship with teacher job satisfaction and organizational commitment; self-awareness was negatively associated with teacher turnover intention.

Self-Management. While working as a teacher, emotional intelligence becomes primarily decisive for self-management, which also includes aspects of emotion control, emotion transparency, flexibility, achievement, initiation, and optimism. These qualities affect how the teachers in a school feel about their

work and have recently been researched. Among others, a work by Waruwu (2015) in Indonesia, Wong et al. (2010) in Hong Kong, and Taliadorou and Pashiardis (2015) in Greece established such a relationship between the affective component of school heads and job satisfaction of educators.

However, the relationship between the emotional skills of the leaders and the wellbeing of the teachers is not so straightforward. Kafetsios et al. (2011) have found a positive relationship between emotional adjustment self-reported by the school leaders and their educators' wellbeing, including work satisfaction. Suggesting that perhaps leaders with greater emotional regulation might help 'disrupt' trust-enhancing behaviors needed for educators' wellbeing and job satisfaction. Leaders show balance in their emotions when it comes to leadership tasks.

Moreover, (Erarslan 2021) found a significant correlation between job satisfaction and teacher emotions. Negative teacher emotions were found to be associated to job satisfaction. Contrary to popular belief, job satisfaction provokes negative emotions such as unhappiness, anger, rage, and fear, implying that schools, as teachers' workplaces, produce emotional interplay in comparable settings. Negative emotions, particularly the fear dimension, have a bidirectional effect in motivating instructors to some level, hence enhancing job satisfaction. It is believed that job satisfaction includes both happy and negative emotions because they are experienced in a time context.

In addition, emotional control involves the management and regulation of one's emotions in response to various circumstances. This is paramount for teachers as they must withstand severe stress and pressure while at work. Research shows that teachers who can control their emotions have levels higher levels of their job satisfaction because they can better cope with the challenges posed by their occupation. The aspect of emotional intelligence (EI) has been of particular focus in the field of educational and organizational psychology owing to the probable impact it has in achieving various results. Jan and Anwar (2019) studied the impact of emotional intelligence on the scholastic performance of students participating in four-year integrated B.Ed. programs. Their study found that learners with greater emotional intelligence scores performed better academic than those with emotional intelligence scores that were lower than average. This finding agreed with a meta-analysis done by MacCann et al. (2019) that sought to determine the relationship between emotional intelligence and academia in various contexts.

Moreover, as it improves academic performance in learners, emotional intelligence is thus an extremely beneficial element. This type of performance will make those with magic face a mild mood over their feeling towards their grades. MacCann et al. (2019) Similarly, that higher level scores of emotional intelligences is also a positive factor in correlation with higher grade point averages and higher achievement scores. This study reveals a positive association between emotional intelligence and academic success.

Beyond the specific attributes of people, like emotional intelligence, the function of emotional support in educational environments has been researched. The impact of school leaders on teachers, ministers Kouali (2019) even explored the instructional technique, which contributes to the work climate, and finally influences the motivation and accomplishment of students. The study found that principals who offer emotional support, competent classroom management and instructional advice make teachers more satisfied. A more favorable environment in turn encourages increased student motivation, which leads to improved academic performance. The research highlights the importance of institutional leadership and emotional support in creating positive learning environments in educational institutions.

Building on the theme of organizational context, Meher et al. (2021) suggested a relation between employees' emotional intelligence and job satisfaction. In their study, they found that employees with

strong emotional intelligence positively influence their job satisfaction and organizational performance. This reflects other broader studies that have concluded that increased emotional intelligence positively correlates with interpersonal relationships, communication and productivity, employee satisfaction, and organizational health across the organization.

MacCann et al. (2020) took this past the issue further by examining emotional intelligence in teaching-learning context and the impact on student health and achievement. The researchers found somewhat significance in the relationships between the theories on individuals' emotional understanding and students' performance and the quality of communication between students and facilities. Positive resources like Emotionally Intelligent students, teacher student interactions have been identified as some of the factors that affect the psychological adjustment, well-being and academic accomplishment of kids. In addition, self-management involves transparency because it demands disclosure of information and the truth to other individuals. Transparency is something that can be used by teachers to build trust with students as well as with co-workers which will ultimately produce a better work environment and improved satisfaction with a job. Sternberg found that outpouring integrated with regard for others disinhibited satisfaction with the job in instructors who believed their colleagues respect their views and ideas.

Moreover, Waruwu (2015) also emphasized that the efficiency of work may be increased only by means of improving the level of emotional intelligence that will help teachers to reduce the tendencies of indifference. That is why teachers as employees need to be engaged and motivated by leaders who demonstrated high levels of emotional intelligence, especially ones that oversee educational systems. It includes also recognition of their own feelings, as well as understanding and managing the feelings of other people. As it has been shown, authentic leadership where leaders act sincerely, disclosing trustful information, and exhibiting the appropriate emotional and cognitive states will benefit an organization by building a positive organizational environment.

In this case, adaptation is also necessary as it is only possible when teachers can adapt to changes as they happen as well as responding to the challenges that affect them. This I think means adopting the new reforms and methodologies as well as adopting technology and change. Research studies suggest one of the leaders among work, contentment and productivity in the scope is influential to organizations, especially in an education. Yao, You, & Zhu (2021) & Sun & Xia (2021) examine leadership of practices and job satisfaction in education Based on what has been proven from Yao, You, and Zhu (2021) teachers' affective commitment would be encouraged positively if the administration provides sufficient support which will have a positive impact on teachers' job performance and satisfaction. Second, the present study used multi-level structural equation modeling to investigate the associations between the perception of school climate leadership and job satisfaction and teacher self-efficacy proposed by Sun and Xia (2021). The results suggested that when leaders engaged their teachers in these decision-making processes, then this increases work satisfaction, and teacher self-efficacy.

In relation to this, Ainley and Carstens (2021) have emphasized to showcase distributed leadership when implemented in schools and its impact on educational practitioners' level of job satisfaction. Consequently, they observed that in schools where relationships within the distributed leadership framework have been framed with administrators, teachers and students, instructors are happier at their workplace. This shows the effectiveness of use of leadership cooperation in promotion of health work climate as well as exercising proportional influence towards job satisfaction of the educators.

In a study conducted by Torres et al. (2021) and Liu and Werblow (2021) they suggest that positive impact that good leadership brings to regards to job satisfaction and collegiality in educational settings that demonstrated a positive association of leadership practices and employee satisfaction with the predominant role of leaders in defining people's workplace experience and attitudes. Liu & Werblow (2021) also believed that collegiality and team leadership of principals and those of teachers are the most significant factors in promoting job satisfaction of the educational leaders.

Self-management, being an important aspect of emotional intelligence allows leaders to control their emotions and behavior to act according to their organization goals. The Transformative Social and Emotional Learning (T-SEL) Competencies define self-management as the capacity to regulate emotions and thoughts in a variety of situations to successfully navigate obstacles and adapt in one's leadership role. Tugade and Fredrickson (2002) interestingly elaborated that leaders high in self-management could also show high emotional granularity which seems to point at a leader who can resist the immediate experience of a short-term stressor (i.e., negative emotions) and sustain attention to succeeding goals. Manz et al. (2016) propose that self-leadership mechanisms such as positive self-talk and mental imagery enhance leaders' ability to manage their own emotion, which in turn fosters the ability to decide and cooperate within teams. So, in total, these frameworks fill a significant part of the self-management column of emotional intelligence that enable leadership effectiveness very much in line with emotion regulation to strategic initiatives.

These innovations enhance self-management capabilities among leaders, as leadership development increasingly intersects with emerging technologies. Echoing this, Bryan (2025) annotates how AI-run tools provide instant insight into leaders' emotional reactions and responses that result in reflective practice, self-awareness and a complete practice by humbleness. The Nine-Layer Model of Emotional Intelligence, for example, tracks data from wearable devices to calculate physiological markers of stress so leaders can better understand the catalysts for these stressors and develop more effective ways of coping. Houghton et al. (2024) demonstrate how guided mindfulness exercises and scenario-based simulations offered in digital platforms extend the ability of leaders to regulate emotions when under pressure. They signal not only the integration of technology with self-management but serve as scalable solutions to creating emotionally intelligent leaders.

Self-management may be one of many mechanisms used to maintain job satisfaction and prevent burnout for teachers. Albuquerque et al. (2018) found self-leadership workshops to be a significant means of enhancing the emotional regulation and independence of members in graduate programs, especially for introverts or neurotics in their experiment. Houghton et al. (2024) stress self-management techniques such as re-orienting stressors in a third-person lens perspective, helping teachers to disassociate from maladaptive coping strategies and develop rational paradigms for dealing with stressors. Moreover, school leaders modeling self-management – e.g., how to keep calm when plans unravel – helps build psychologically safe environments where teachers are less anxious and more able to thrive, which is directly linked to teacher retention. The evidence presented suggests a powerful case for the inclusion of self-management training in professional development curricula.

Social Awareness. Another vital element of emotional intelligence, social awareness allows leaders to identify and comprehend the feelings of others, which builds collaboration and trust among team members. Social awareness, as explained by Goleman and Boyatzis (2017), includes empathy and reading the organizational political landscape, both of which are essential for meeting stakeholders' needs. Empathetic leaders foster emotionally safe environments for their teams to thrive in, which ultimately improves

morale and job satisfaction (Center for Creative Leadership, 2019). Moreover, Winter and McCann (2022) point out that social awareness enables leaders to cater to the emotional lenses of their followers to build positive relationships, thus leading to organizational success. These findings demonstrate that social awareness is a crucial factor for developing inclusive, emotionally intelligent leadership styles.

Social awareness, a core aspect of emotional intelligence, is essential to effective decision-making, as it enables leaders to consider the emotional impact of their decisions on team members. As the Center for Creative Leadership (2019) describes: empathetic leaders are viewed as higher performers because they factor in other people's emotions into decisions in ways that help achieve organizational goals. More so than ever, socially aware leaders can mediate and negotiate the workplace conflicts that arise by recognizing and addressing emotional concerns (Semaphore, 2023); through this leadership, workplaces are fully harmonious. Besides, Winter and McCann (2022) also say that leaders who employed social awareness are more flexible when it comes to organizational changes and delivering effective results. Hence, improved social awareness enhances your leadership effectiveness via the Inside-wise Decision-making framework.

Socially aware leaders know how to mediate conflict, understand and acknowledge emotional undercurrents behind opposing positions and cultivate productive conversation. According to Semaphore (2023), socially aware leaders create psychologically safe environments where team members feel heard and understood, which eases tensions in disagreements. Likewise, Winter and McCann (2022) suggest that social awareness is the element that empowers leaders to adopt constructive communication strategies that foster cooperation, not division. Empathy for conflict resolution further improves team cohesion and productivity by addressing not just surface issues, but root causes (Center for Creative Leadership, 2019). Social awareness is the leverage at play here, flipping conflicts into opportunities of shared growth and understanding; and these implications further elucidate the importance of these attributes in effective leadership.

Awareness of others' conditions, which is also known as empathy – the capacity to know what another person is experiencing, has been named as one of the aspects of emotional intelligence. Some research has directed on the effects of empathy on teacher work satisfaction and found that there are, indeed, effects. It is evident from the study undertaken by Chen (2019) that teacher empathy with their students was directly proportional to their job satisfaction and overall health. As established by the research, students' emotion related needs are met by those instructors who are happy with personal as well as job satisfaction.

Empathy as an essential aspect of the interaction between the educator and the learner is central to the study and leads to increased job satisfaction and sense-making. Along the same line, Buonomo et al. (2020) explored the interaction of collective efficacy and emotions for predicting teacher job satisfaction. The study establishes that concern for others as embodied by the teacher and self-regulation concerning emotion are strongly linked to job satisfaction.

Notably, the study highlights the importance of emotional regulation capacities in managing the demands of teaching. Insight is a critical element in the role of teacher–pupil bonds, which shapes teacher contentment. Chen (2019) stated that teachers who care for their students experience a higher job satisfaction and well-being. We must ensure that learners have an environment that does not foster their frustration or despair, as emotions are building blocks of relations. Thus, teachers who can perceive students' feelings and needs may be more satisfied with their respective job positions and ultimately have greater perceptions of work consciousness.

Moreover, Buonomo et al. (2020) discussed about the correlation between empathy, emotional regulation and teacher employability satisfaction. They found that among all variables tested, the ability of instructors to engage students and manage the emotions was the best predictor of job satisfaction. This also supports the need to have strong emotional regulation capacities for the formation of happy working environment, enhance job teaching and maintenance of job happiness.

The other important component of emotional leadership is organizational sensitivity that refers to an understanding organizational culture and politics. The mental well-being of teachers in the workplace was the concern of research by Collie et al. (2016) where the fulfillment of teacher's contextual beliefs along with their individual traits were examined to identify predictors. In this study it has been revealed that teacher's self-organizational culture and support organizational let's were significant predictors of work satisfaction. The study calls for enhancement of a good and positive corporate culture in enhancing teacher job satisfaction.

It is significant in teacher work satisfaction that the experts as part of the organization possess organizational awareness, or the awareness of the school's culture and support systems. In a study by Collie et al. (2016), teachers' perception of their Schools organizational climate on Teachers' psychological health and work-related satisfaction. The results highlighted the importance of an effective corporate culture in relation to teacher satisfaction, along with timely leadership and organizational work environment.

In another similar study, based on the statements mentioned, Baluyos et al. (2019) explored the relationship between teachers' perceptions of organizational culture and job satisfaction. Their findings revealed that there was a strong relationship between favorable perceptions of senior leadership, an organizational culture and improved job satisfaction and productivity among faculty. This Highlights the work-related characteristics of effective leadership and the organizational climate of schools as essential enhancers of engagement for teachers. In addition, Baluyos et al. (2019) did so with teacher job satisfaction, and work performance. Matti drawing on research in the field showed that teachers' perceptions of organizational culture and organizational leadership of the school, correlate significantly with organizational commitment. These findings emphasize the importance of effective organizational leadership and a thriving school culture in enhancing teacher job satisfaction and performance.

It was discovered in the study of Yin et al. (2013) that teachers' understanding and regulation of emotions, both of themselves and of others, bore relation to teachers' job satisfaction. It was then clear from the study that teachers who can regulate their emotions and teachers who can help their children regulate their emotions will be likely to be satisfied with the job. The paper shows that by improving teachers' emotional intelligence they would have better work satisfaction and wellbeing.

Similarly, the relation between intercultural attitudes and teacher emotional intelligence was investigated by Arslan and Yigit (2016). The study found that teachers with high EI tended toward healthier relationships with children from various backgrounds. It further stresses that EI capabilities must be developed and shaped for teachers to address varied student service delivery requirements while also fulfilling job satisfaction and producing smile and happiness.

The specific action of being helpful and willing to provides service to others in general is an important part of emotional leadership. According to Yin et al. (2013), teacher's self-regulation ability and coping with pupils' feelings were related to job satisfaction. This was underscored by the fact that emotional intelligence was important in building effective teacher-students' relationships and enhancing teacher-work satisfaction.

Furthermore, regarding intercultural attitudes and teacher's profiles of emotional intelligence, Arslan and Yigit (2016), discovered that the degree of positive interaction that teachers had with students from different origins had significant relationship with degrees of emotional intelligence and higher levels of work satisfaction. This is why it is necessary to participate in influencing an increase in emotional intelligence to achieve the result of inclusiveness that fosters a learning environment that leads to teacher satisfaction.

Relationship Management. These characteristics include inspirational leadership, which is the capacity to stir people to feel, think and again feel the same way about a given goal. According to Chen (2019), the study focused on the teacher's emotions towards their teaching practices and how leadership style influences shaping their emotional strengths and job satisfaction. The study highlighted the kind of leadership that can foster motivation, interest and job satisfaction among teachers. Positive emotions at the workplace are likely to occur if the teachers have a positive perception of their leaders, and such feelings enhance job satisfaction and overall health of the teachers.

It was also found out in the study of Berkovich and Eyal (2018) the correlation between school heads' emotional intelligence and their capacity to mobilize the teachers. When comparing principals' self-rated emotional intelligence with the cognitive dimension of school-level and teacher outcomes, the researchers found that these effective leaders fostered not only the development of a shared vision and culture of purpose but also motivated teachers to achieve their goals. This inspiration-oriented leadership was also associated with higher job satisfaction among teachers because it created empowered supportive work context for them.

The capacity to influence the character, development, or behavior of someone or something, or the effect itself and is central in emotional leadership and teacher job satisfaction. Sari et al LE studies work satisfaction of teachers with respect to emotional intelligence and in the psycho-educational realm, interpersonal communication. It was studied by Sibasopait (2018) concerning teacher performance that mainly focused on communication aspect, empathy reflection and its influence and promoted teacher job satisfaction and performance. As being proven by Sari et al (2019) that teachers assertable emotional intelligence or plausibly the measurement of the capacity of a teacher to impose an effect to the learner and the other teachers was an important factor in job satisfaction.

In the study published by Sibasopait (2019), the moderating role of interpersonal communication on the relationship between emotional intelligence and teacher performance, the research demonstrates that interaction and persuasiveness related with increased levels of the emotional intelligence of instructors lead to increased level of job happiness and performance. It is also important to study influence and communication skills in emotional leadership and their consequences to teacher job satisfaction.

Emotional leadership is also an ability of leading people in a way to invest in them or grow them, and this is a little bit more on the affective organizational commitment side, that can be a very good way to measure what contribute to teachers' job-satisfaction. Buonomo et al. (2020), examined the relationship between collective efficacy, emotions and teachers' professional performance. The study discovered that improving the positive organizational climate to emphasize the development and support of teachers had a major impact on teacher job satisfaction and overall wellbeing.

In their study, Buonomo et al. (2020) found that if teachers' organizational climate is positive and promoting professional development, teachers report higher pleasant affect and higher job satisfaction. In the opinion of the researchers, teachers' emotional leadership enhances teacher job satisfaction and

performance because it creates an ideal work environment that also focuses on the development of the teacher.

Key emotional leadership competencies like change agent, conflict solver and team builder create the environment conducive for improving teacher job satisfaction. Berkovich and Eyal (2018) as well as Suriansyah and Aslamiah (2018) examined the function of emotional intelligence in connection to school heads' capacity to relate to the teachers, manage conflict and build collaboration. Saying more about this research, it is possible to underline that emotional intelligence had positive effects on relationships management, conflict and cooperation, which are important for building the overall job satisfaction among teachers.

Besides relationship management as another important dimension of emotional intelligence that impacts teacher job satisfaction, Berkovich and Eyal (2018) also advanced that high emotional intelligence principles were greater performers for solving the conflict, cooperation, and collaborating teachers. In addition, in the authors' opinion, positive emotional leadership results in conflict resolution support and contributes to teamwork that ultimately has a positive effect on teacher job satisfaction and performance. Additionally, the principal must harness effective relationship management skills to promote a healthy working environment. This will also encourage teacher job satisfaction and performance through collaborative culture of principals. In fact, more research demonstrates that principals skilled in relationship management are better at upholding conflicts and increasing teacher morale (Berkovich & Eyal, 2018).

Likewise, Suriansyah and Aslamiah (2018) studied the relationship between principals' emotional intelligence and their communication with teachers as well as facilitation of teamwork. These findings demonstrate that principals with higher levels of EI are better at creating organizational climate which supports teachers' well-being and their job satisfaction and productivity subsequently. This present study recognizes affective attributes of leadership like change master, problem solver, and team member in improving teacher job satisfaction through effective relationship handling.

As a component of emotional intelligence, relationship management empowers leaders to build trust, collaboration, and communication among teams. As defined by ICAgile (2021), relationship management is the ability to use self-awareness and social awareness to navigate social situations and build healthy relationships. Leaders that guide well engage their dimness team members who-fell and valued, give the battle of the feeling, and the battle of-feeling on the Felicity on the conclusion of this approach. In a related note, Kapable Club (2024) notes that relationship management strategies such as active listening, constructive feedback, and conflict resolution help leaders manage relationships and ensure that their relationships are stable. Such skills are fundamental to inspiring teams and aligning them behind common objectives, which is exactly why the capability of relationship management lies at the very heart of successful leadership.

To be effective at managing relationships, one must have a strategy, or a system, that uses emotional intelligence to dance your way through a bunch of curves and emphasizes the need to become emotionally agile and adapt how we communicate to different personalities and emotional triggers (Leader Factor, 2025). This approach allows leaders to relate to individuals in diverse contexts, which promotes inclusivity and trust. Workplace Strategies for Mental Health (2024) also recommends assertiveness and conflict resolution skills for navigating difficult emotions. Psycho-emotional safety to build psycho-emotional safety in our teams, leaders must master similar strategies to ensuring psychological safety.

Relationship management directly influences team dynamics and employee engagement. As published by HBS Online (2019), leaders who make relationship management a priority, create a positive dynamic within teams that is essential for successful organizational achievement. Also, according to Leadership Inspirations (2020), relationship management means using emotional awareness to successfully manage interactions, allowing for better effectiveness as a leader. For example, leaders who exercise empathy and transparency earn trust, which is the bedrock of healthy, enduring relationships that sustain organizational growth. These insights can exemplify the powerful potential that leaders and facilitators hold in their own hands, to manage relationships and lead to organizational change.

Theoretical Framework

This study utilizes Job Demands-Resources Theory as the theoretical framework to investigate the relationship between emotional leadership and teacher job satisfaction. Leveraging Job Demands-Resources theory, this stream of research provides a strong framework in which to investigate how job characteristics impact teachers' well-being and job satisfaction. Job demands require continuous investment and can induce individual exhaustion, whereas job resources can reduce these demands and promote engagement (Bakker and Demerouti, 2014). If you want to see how stark this balance of activity vs resources can be, just look at the profession of teaching. It was reported in the study of Hakanen et al. (2020) that excessive work overload may adversely affect teachers' well-being, whilst access to supportive colleagues, or level of independence in teaching are associated positively with satisfaction. Job resources buffer the effect of job demands on stress, but they also foster motivation and engagement with work, which are seen as foundational to teacher satisfaction and resilience.

The Job Demands-Resources theory emphasizes that the interplay between the job demands, and job resources and personal factors are related to well-being at work and job satisfaction of teachers. Jiang et al. Employing a multilevel analysis, Yang et al. (2018) studied this dynamic and found that affective job demands at the school level, and individual-level affect-regulation strategies, were among the major predictors of teachers' well-being. They found that suppression, a personal demand, was positively related to anxiety and burnout, while reappraisal, a personal resource, was positively related to enthusiasm and job satisfaction. Reappraisal plays a positive role in the effects on teacher well-being and correlates positively, whereas suppression is detrimental to teacher well-being and correlates negatively. It is with the sad fact that teachers rarely enjoy their job that this research offers a call to arms to develop supportive structures and coping mechanisms that can help teachers experience the work they do in a more positive light.

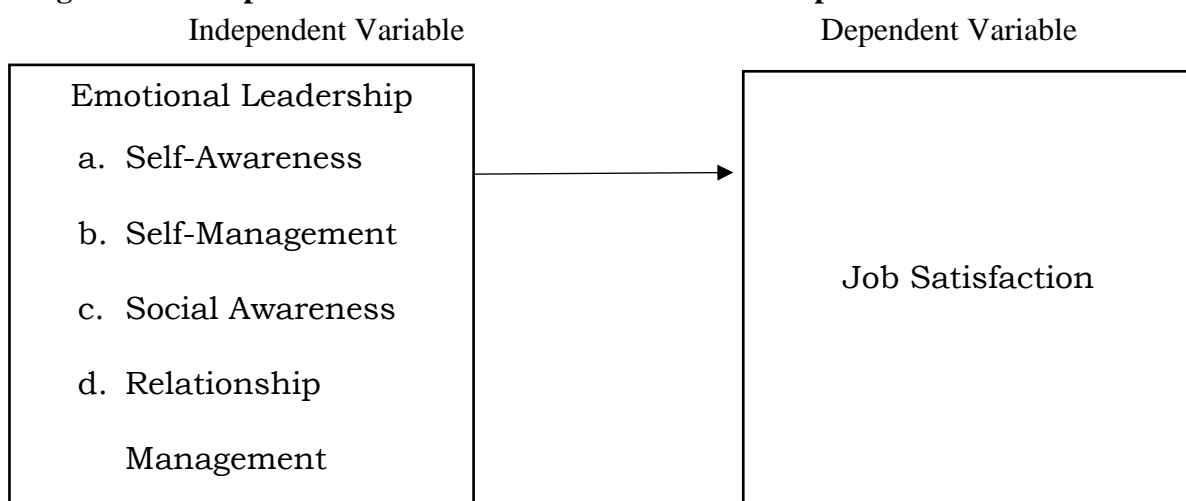
Emotional leadership and job satisfaction from the JD-R perspective JD-R model not only indicates how emotional leadership can lead to job satisfaction but also suggests how stress (judged by emotional demands) and resources provided (emotional resources) by a leader influence job satisfaction. Diebig et al. (2017) studied linkages between leadership and emotional demands with employee wellbeing. They determined that leaders with high emotional intelligence can act as a resource to employees in managing their emotional job demands. Leaders who demonstrate elevated emotional intelligence can mitigate the adverse impact of emotional demands on employee strain and improve job satisfaction and indicates that emotionally competent leaders influence positively the imbalance of emotional job demands and emotional job resources finally resulting to increased job satisfaction.

A super high frequency of job demands-resources theory in leadership studies together with job satisfaction. It directly impacts the demands and resources of jobs, which ultimately affects employee

well-being and satisfaction (Bakker & Demerouti, 2017). Thus, gives servant leadership job resources (e.g., autonomy and social support), which in turn stimulate motivation and satisfaction, while transformational leadership reduces emotional and cognitive demands, thus decreasing strain. In the same spirit, a leader can help reduce the jobs demands and strain relationship, with the assumption that employees will respond positively to these challenges. As also described by Molino et al (2019) that destructive leadership could amplify job demands leading to burn out and lower satisfaction as a result . Leaders can create a context that reduces the detrimental impact of high demands and enhances the motivational effect of resources.

Conceptual Framework

Figure 1. Conceptual Framework of Emotional Leadership and Teacher Job Satisfaction



Job satisfaction affected positively by emotional leadership and job performance improved by emotional leadership through positive emotion and supportive environment [5]. Kaplan et al. (2014) and Thiel et al. (2015) showed that leaders high in emotional intelligence promote positive emotions in subordinates via emotional contagion and enhance job performance and satisfaction. These results are corroborated by more recent studies. By way of example, a study published by Jin et al. (2022) demonstrated that emotional leadership is positively related to subordinates' positive emotions, which mediate the relationships between leadership and job performance, thereby supporting the affective events theory. Similarly, Suleman et al. In this respect, Bader & Kistyakova (2020) examined the impact of emotional intelligence on leadership and how it affects job satisfaction through the mediating variable of transformational leadership. The findings of these studies together indicate that, in a variety of organizational settings, emotional intelligence is an essential component of employee well-being and employee satisfaction.

Chapter III

METHODOLOGY

Research Design

The purpose of the study was to determine the correlational link between emotional leadership and job satisfaction and was conducted with correlational and inferential analysis. Correlational research was chosen for its ability to examine associations between variables without manipulation, making it ideal for

exploring the links between job satisfaction and emotional intelligence sub-components: Self- emotion appraisal, Other- emotion appraisal, Emotion Control and Emotion Use.

Moreover, structural equations were used to examine hypotheses about these relationships and estimate their significance and impact. Further, the study employed inferential analysis to generate the results from the sample statistics to the population level. Since this research used survey questionnaires there were various elements under study including emotional intelligence sub-components, transformational leadership, and work satisfaction. Using correlation analysis, the study looked at how these variables interacted within given settings.

Furthermore, correlational design was helpful in studying the effect of emotional leadership style to the teacher job satisfaction while observing the phenomenon in natural environment without having to need for experimental control. Finally, the study aimed to contribute an understanding of the research question asking how emotional leadership impacts on job satisfaction of public elementary teachers in schools of the City Division of Mati.

Research Sampling

A total of 737 permanent primary teachers passed tenure conditions from the Schools Division of the City of Mati were sampled by the researcher through proportional and simple random sampling techniques. Initially, a proportional sampling strategy was implemented to determine how many responses we would require from each of the three districts comprising the Mati City Division. Based on Cochran's was calculation with a confidence level of 95%, 253 teachers are needed proportionately distributed to the number of teachers in each district. Respondents in each school in the district were then identified using simple random sampling.

Each of the 737 teachers in the population frame was assigned a unique identifier, and 253 unique identifiers were selected using a random number generator. Simple random sampling is acceptable for a variety of reasons. It assures fair representation by giving each teacher an equal chance of being selected, resulting in a representative sample. Furthermore, its simplicity and efficiency make it simple to deploy, eliminating the need for sophisticated stratification techniques.

Research Respondents

This quantitative research study relied on the primary source of data collected from 253 respondents. The number of respondents of the study will be the total population since all the public-school elementary teachers in the City Division of Mati and has a total of seven hundred thirty-seven [737] public school elementary teachers at the time of the study based on the updated master list provided by the Human Resource Section of the Division. The data was collected with the help of a survey using a survey questionnaire that was adapted and validated. The information derived from this study was valuable in understanding the effects of emotional leadership on teacher job satisfaction. This created an opportunity for teachers to assess the emotional leadership of their school head in their school.

Table 1. Number of Respondents in the City Division of Mati

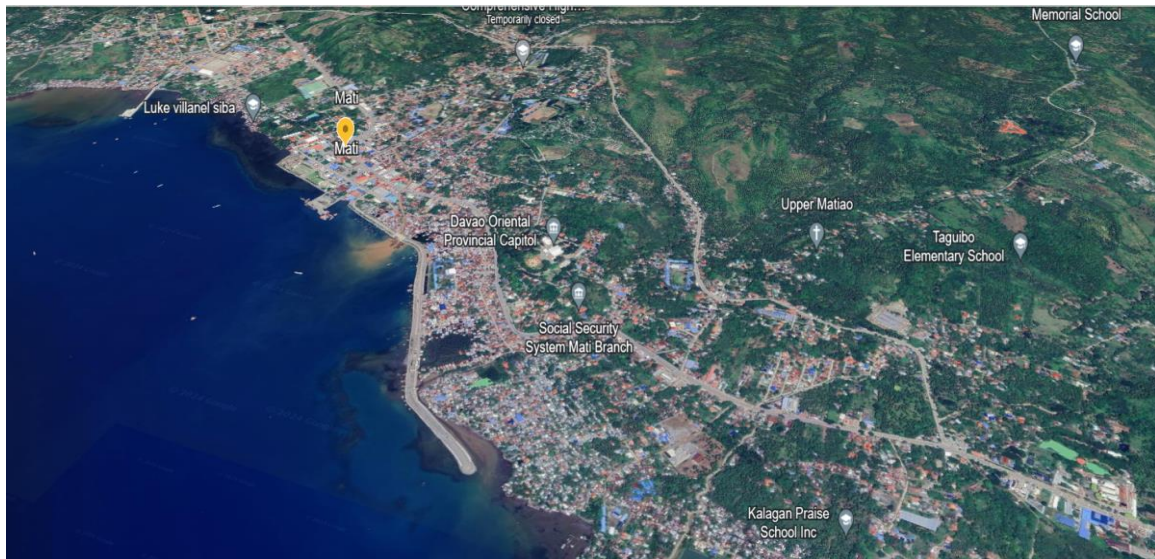
| District | Population No. of Teachers (N=737) | Sample Size (n=253) |
|--------------|------------------------------------|---------------------|
| Mati Central | 230 | 79 |
| Mati North | 358 | 123 |

| | | |
|------------|-----|-----|
| Mati South | 149 | 51 |
| TOTAL | 737 | 253 |

Research Locale

The research targeted 253 public elementary school teachers in their workplace in the City of Mati, Davao Oriental. This area has numerous schools and so has got a diverse group of people. The participation of schools from both the urban and rural areas enable a more directed gauge on the influence of emotional leadership on teacher job satisfaction in the Mati City Division. Findings which have relevancy and transferability to the education system of Mati, Davao Oriental were uncovered and coupled with a more profound understanding of teacher job satisfaction and emotional leadership in school contexts.

Figure 2. Location of Study Area of the Schools in the City of Mati



Source: Google Earth, 2025

Research Instruments

The following are adapted survey questionnaires employed in collecting data and information of the study. **Teacher Job Satisfaction Survey Questionnaire.** The Teacher Job Satisfaction Questionnaire, created by Dr. Paula E. Lester in 1982, was thoroughly tested to make sure it gives accurate results. Its reliability was confirmed by checking if all the questions consistently measure the same thing. The questionnaire showed strong consistency, with a high score of 0.93 out of 1.0. Additionally, different parts of the questionnaire also showed good consistency. To double-check its reliability, the questionnaire was tested on different groups, and the results matched well. For validity, master teachers in the field reviewed the questions to ensure that the tool was clear and relevant. The questionnaire was also compared to other similar tools, even though none exactly like it existed before. Finally, the questionnaire was analyzed to see if it measures what it claims to measure, which it did well.

It has 14-item questions in terms of teacher satisfaction on the supervision of school heads, adopted and modified by Lester (1987), intended to assess the extent of teachers' job satisfaction. Responses were solicited using a five-point scale ranging from 5 (strongly agree) to strongly disagree (1). Three experts validated the tool for them to decide whether to retain, revise, or reject the indicators. After which, the

corrections of the experts were incorporated into the final draft. The questionnaire was pilot tested on teachers not included as participants in the study but shared the same characteristics with the respondents. The following range of means was utilized to assess the teachers' level of job satisfaction as shown in Table 2.

Table 2. Teacher Job Satisfaction

| Range of Means | Job Satisfaction Level | Interpretation |
|----------------|-----------------------------|--|
| 4.20-5.0 | Very Highly Satisfied (VHS) | Teachers are very satisfied with their job |
| 3.40-4.19 | Highly Satisfied (HS) | Teachers are satisfied with their job |
| 2.60-3.39 | Moderately Satisfied (MS) | Teachers have fair satisfaction with their job |
| 1.80-2.61 | Least Satisfied (LS) | Teachers are dissatisfied with their job |
| 1.0-2.61 | Not Satisfied (NS) | Teachers are very dissatisfied with their job |

Emotional Leadership Questionnaire. It is a 51-item questionnaire with four domains adopted from (Tirri et. al 2011), designed to measure the level of emotional leadership of administrators, managers, and school heads. The Emotional Leadership Questionnaire was validated through a study of two diverse Finnish samples—682 workers from various industries and public sectors, and 124 teachers. This validation confirmed that the emotional leadership questionnaire effectively measures Goleman's four domains of emotional intelligence. The study utilized Bayesian Dependency Modeling to analyze the survey, which detects both linear and nonlinear dependencies. This approach generated a Bayesian Network which provided an adequate map of the probability distribution over the questionnaire items. The information obtained as the findings of the study validated the composition of the first sample, proving that all 18 EI characteristics were maintained, thus proving the existence of the theoretical EI structure. It showed a high and bidirectional relationship between these characteristics in the model. The structure of the Bayesian network was visually inspected, and the connectivity of the four EI domains was assessed, which, at the theoretical level, should be interdependent.

Evaluation of the internal consistency and reliability of the questionnaire was satisfying; for all scales, Cronbach's alpha was .81 on average. The coefficients for reliability were from .61 for Self-Confidence and reached .92 for Empathy; the lower values could result from having fewer items on those scales. While some differences have been observed, the reliability of the questionnaire is, on balance, sufficient for use in judging the emotional leadership competencies.

Table 3. Emotional Leadership

| Range of Means | Level of Emotional Leadership of School Heads | Interpretation |
|----------------|---|---|
| 4.20-5.0 | Very High | School heads have very high level of emotional leadership |
| 3.40-4.19 | High | School heads have high level of emotional leadership |
| 2.60-3.39 | Moderate | School heads have moderate level of emotional leadership |
| 1.80-2.61 | Low | School heads have low level of emotional leadership |

| | | |
|----------|----------|--|
| 1.0-2.61 | Very Low | School heads have very low level of emotional leadership |
|----------|----------|--|

The study first employed pilot testing and was conducted to 30 teachers from the Divisions of Davao Oriental. This pre-implementation phase sought to test and ensure that the surveys developed were accurate at the next level of deployment. The process of validation required three experts to assess the Teacher Job Satisfaction Survey Questionnaire (TJSQ) and gave recommendations to its construct validity. Also, the instrument used in this study, the Emotional Leadership Questionnaire (ELQ) was also validated to determine its reliability and validity.

Data Collection

After the validation, the main study embarked on data collection from 737 permanent educators in Mati City Schools. A sample population of 253 teacher-participants were chosen using the simple random sampling technique to achieve an equitable distribution and reduce sample bias. Every teacher was given an identification number and then randomly selected by using a computer random number generator. Data will be collected through teacher job satisfaction and emotional leadership survey, both of which have been through rigorous validation processes. The teacher job satisfaction questionnaire consists of 8 items measuring various aspects of job satisfaction on a five-point scale, while the ELQ comprises 51 items assessing emotional leadership across four dimensions. Job satisfaction levels were categorized based on the TJSQ results, ranging from Very Highly Satisfied to Not Satisfied. The construct validity of the emotional leadership questionnaire was confirmed by comparing mean values and standard deviations, ensuring alignment with theoretical emotional intelligence models.

The initial step in data gathering was the acquisition of authorization to conduct the study from Davao Oriental State University-Graduate School especially for that the study was approved first in the University Research and Extension board for its ethical review, and the need of approval from City Division of Mati of the Department of Education. A letter was written, addressed to the Superintendent of Schools, requesting permission to conduct research in the schools where the informants work. When the superintendent gave consent, another letter was sent to the elementary administrators, informing them of the study's goal and including the Superintendent's letter of approval. Meetings with the informants' school heads at their various schools were organized before the survey begins.

The intention to conduct the study was communicated to them, and teachers who were study participants were instructed on the research purpose and were asked to sign the Consent Form, permitting their participation in the study.

Data Analysis

Once data collection is complete, statistical analyses were conducted using appropriate statistical tools. Specifically, a frequency count and percentage analysis were used to address the first research question concerning the demographic profile of the respondents. The Mean was employed for the second and third questions, which focused on the levels of emotional leadership of school heads and job satisfaction among teachers, respectively. ANOVA was utilized for the fourth and fifth questions to assess significant differences between emotional leadership and demographic profile, as well as between job satisfaction and demographic profile. Finally, regression analysis was conducted for the sixth question to identify which emotional leadership components most strongly predict job satisfaction.

This goal of this study was to provide valuable insights into the dynamics of emotional leadership and its impact on teacher job satisfaction within the context of Mati City Schools. Through rigorous validation, meticulous data collection, and comprehensive analysis, it sought to offer actionable recommendations for enhancing teacher satisfaction and promoting effective leadership practices.

Ethical Considerations

Prior that the study was conducted, the first step in data collection was obtaining authorization or a research permit from the City Division of Mati of the Department of Education. A letter was sent to the Superintendent of the Division, requesting a permit for conducting research in the schools where the respondents work. Once the superintendent approved the letter, the second letter was sent to the elementary administrators revealing the goal of the study. The approved letter from the Division office was attached to the letter sent to the administrators.

Before the survey, there were arrangements for meetings with the school heads of various schools. The school was requested to allow the study, and thereafter, the teachers, who were the study respondents, were informed about the study. The study's purpose was explained, and thereafter, they were given a consent text to sign ensuring that their participation was free and voluntary in the study. In addition, a statement that "as provided in the Data Privacy Act, all your responses or data that will be collected will be treated confidentially" was attached to the consent form.

Furthermore, respondents were fully informed about the aim of the study, the techniques and the expected hazards and advantages. In addition, they were also informed that they can choose to quit at any time. The privacy of the respondent was upheld, with all individual identifiers detached and data kept securely. The Davao Oriental State University Graduate School, the Schools Division Superintendent, and the School Principals were provided with the necessary permits. These permits were critical in ensuring that the researcher does his work as stipulated under the law, in our case, the permits were critical in ensuring that the education department in the region was aware and has authorized the survey. In this case, the research was stated to be risk free to the respondents. The questionnaire was structured in a manner that the respondent does not experience discomfort and has no stress, nor is he exposed to injury, or any other negative consequences related to participation in the research project. The researcher was also expected to ensure that the data collection was undertaken correctly, and the application of statistics was consistent in the analysis and reporting.

Chapter IV

RESULTS AND DISCUSSION

This chapter presents the results of the study on the Influence of Emotional Leadership on Teacher Job Satisfaction. The study aimed to determine the demographic profile of respondents, assess the perceived level of emotional leadership among school heads, evaluate teachers' job satisfaction, analyze significant differences in emotional leadership and job satisfaction across demographic profiles, and identify which domain of emotional leadership has the greatest influence on teacher job satisfaction.

The research design used was quantitative, and the data were obtained from the respondents through survey questionnaires. The study employed statistical tools such as descriptive statistics (mean and standard deviation) to summarize the levels of emotional leadership and job satisfaction, Analysis of Variance (ANOVA) to test the difference between demographic profiles, and regression analysis to understand the relationship in predictive power of emotional leadership on job satisfaction. Results are

enumerated according to research aims and presented in a manner that allows for objective and systematic interpretation of the data. Analyses then discuss patterns, variations, and implications without repeating, or as little as possible, what has been said before.

Table 4. Demographic Profile of the Respondents

| | | Frequency | Percent |
|-------------------|--------------------|-----------|---------|
| Gender | Male | 68 | 26.88 |
| | Female | 185 | 73.12 |
| Teaching Position | Teacher I | 73 | 28.85 |
| | Teacher II | 70 | 27.67 |
| | Teacher III | 80 | 31.62 |
| | Master Teacher | 30 | 11.86 |
| Years in Service | 1-5 years | 40 | 15.81 |
| | 6-10 years | 44 | 17.39 |
| | 11-15 years | 42 | 16.60 |
| | 16-20 years | 41 | 16.21 |
| | 21 years and above | 86 | 33.99 |

Table 4 presents the demographic characteristics of the respondents, categorized by gender, teaching position, and years in service. The majority of respondents were female (73.12%), while male teachers comprised 26.88%. In terms of teaching positions, Teacher III represented the largest group (31.62%), followed by Teacher I (28.85%) and Teacher II (27.67%). Master Teachers constituted the smallest proportion (11.86%). Regarding years in service, the highest percentage of respondents had more than 21 years of experience (33.99%), while those with 1-5 years had the lowest representation (15.81%).

The demographic profile of the respondents showed that our finding was consistent with the findings of a number of studies as they showed, especially with respect to the gender distribution of teaching. As Chen (2019) observed, teaching is a female-dominated profession that was reflected in the 73.12% of female participants in this study. Such preponderance of teachers around the world may impact the emotional energy in the classroom as Chen said: "Teacher empathy with their students was directly proportional to their job satisfaction and overall health."

In addition, the present study's distribution of faculty positions is aligned with underlying findings of Kouali (2017), where teachers in a higher role such as Teacher III reported higher job satisfaction and participation in school related activities. Teacher III had the highest representation within the current study at 31.62%. "And the role of teachers also plays an important role, Kouali stated that the style of leadership of school administrators is one of 11 factors that are an important thing, the transformational and transactional leadership are moderately effective means to improving teachers' job satisfaction.

Furthermore, the percentage of respondents with more than 21 years of experience in the current study, which was 33.99%, agrees with the study of Li et al. (2023), noting that teachers who had more years of service generally reported higher levels of job satisfaction and higher emotional intelligence that manages stress well, results in greater job satisfaction and better career advancement over time.

Nonetheless, literature presents conflicting views on the correlation between years in service and job satisfaction. It was stated in the work of Kouali (2017) that although years in service may play a part in determining job satisfaction, they are not the only deciding factor. In some cases, teachers with fewer years of experience reported similar satisfaction levels, driven by supportive leadership and a positive school culture. For Job satisfaction, more elements were needed and one of the most important factors was the type of leadership of the school administrators— implying work satisfaction isn't purely determined by years in service.

Moreover, Huang and Lin (2020) add to these findings and propose that emotional intelligence is one of the factors that could boost the level of job satisfaction among working teachers. Their research indicates that teachers who possess a higher degree of emotional awareness and emotional management in their classrooms are more satisfied with their roles irrespective of the number of years that they have worked. The study also highlights that a significant portion of respondents (33.99%) had more than 21 years of experience. Their research found that "emotional awareness and emotional management predict job involvement, which in turn shows the prediction power on job satisfaction," they wrote, underscoring how they believe that emotional intelligence can offset the obstacles of the teaching profession to help teachers feel less exhausted and more fulfilled in their work. This indicates it's important to focus on emotional capacities teachers build during their careers that shape their job satisfaction and quality of teaching, on top of years they've worked.

Table 5. Level of Emotional Leadership among School Heads as Perceived by Teachers in terms of Self-Awareness

| Statements | Mean | SD | Descriptive Interpretation |
|---|-------------|-------------|----------------------------|
| My superior respects the commonly accepted values of the work community. | 4.69 | 0.45 | Strongly Agree |
| My superior can perceive the big picture in complex situations and respond effectively. | 4.46 | 0.49 | Strongly Agree |
| My superior is authentic and candid, openly sharing visions and emotions. | 4.57 | 0.48 | Strongly Agree |
| My superior is open to continual learning. | 4.72 | 0.44 | Strongly Agree |
| My superior welcomes constructive criticism and feedback. | 4.63 | 0.48 | Strongly Agree |
| My superior's self-awareness helps recognize when to seek assistance. | 4.55 | 0.49 | Strongly Agree |
| My superior embraces challenging assignments with confidence. | 4.64 | 0.47 | Strongly Agree |
| My superior exudes self-assurance, standing out within groups. | 4.44 | 0.49 | Strongly Agree |
| Overall Level | 4.59 | 0.32 | Very High |

Table 5 presents self-awareness, where the highest-rated attribute is openness to continual learning ($M = 4.72$, $SD = 0.44$), signifying the importance of adaptability in leadership. Conversely, the lowest rating was given to confronting unethical behavior ($M = 4.00$, $SD = 0.91$), highlighting an area for improvement.

These findings align with Huang and Lin (2020), who emphasized that emotional self-awareness plays a crucial role in job satisfaction and teaching effectiveness

The study aligns with the literature, especially Huang and Lin (2020) who emphasized the role of emotional self-awareness in promoting job satisfaction and teaching performance. The positivity in the environment was reflected by the respondents to their superiors and their being open to learning and self-improvement.

Also, the high rate of agreement in statements recognizes the overwhelming essence in complex situations and can react appropriately ($M = 4.46$, $SD = 0.49$) and my superior does not hesitate to get constructive feedback ($M = 4.63$, $SD = 0.48$) further states that a few qualities of emotional intelligence are the key for sound leadership. Wild et al. (2020) supports this in their study, explaining that leaders high in emotional regulation capacity have a positive impact on their teams in terms of job satisfaction and performance (Chen & Liu, 2019). Dealing with complexity and being open to feedback are signs of emotional intelligence in leaders, which is needed for a supportive educational climate.

In contrast, the statement about confronting unethical behavior received the lowest rating ($M = 4.00$, $SD = 0.91$). This indicates deficient emotional leadership on the part of the school-head. According to Kouali (2017), this includes both emotional intelligence and the courage to confront ethical dilemmas in order to maintain integrity in the overall climate of a school. The difference between high self-awareness ratings but a lower score on confronting unethical behavior suggests that school heads might be very self-aware individuals, but that this does not necessarily translate into effective approaches in practice to address unethical behavior.

School heads were found to have a very high level of self-awareness which bodes well for creating a great place to work for teachers and a better place for students to learn. Unsurprisingly, the need is to do better in addressing unethical behavior, reinforcing the emphasis on training as well as support for school leaders around ethical decision-making. The integration of emotional intelligence training with ethical leadership development is crucial for educational institutions striving to develop leaders who not only have the capability to lead but do so with an unwavering commitment to the values and principles that will drive positive change in their respective educational communities.

Table 6. Level of Emotional Leadership among School Heads as Perceived by Teachers in terms of Self-Management

| Statements | Mean | SD | Descriptive Interpretation |
|--|------|------|----------------------------|
| My superior stays calm and clearheaded under high stress or during a crisis. | 4.58 | 0.50 | Strongly Agree |
| My superior remains unflappable when confronted by a trying situation. | 4.34 | 0.62 | Strongly Agree |
| My superior openly admits his or her mistakes or faults. | 4.44 | 0.55 | Strongly Agree |
| My superior confronts unethical behavior in others rather than turn a blind eye. | 4.00 | 0.91 | Agree |
| My superior is flexible in adapting to new challenges in working life. | 4.55 | 0.50 | Strongly Agree |

| | | | |
|---|-------------|-------------|------------------|
| My superior is able to juggle demanding situations without losing his or her focus or energy. | 4.38 | 0.65 | Strongly Agree |
| My superior updates him/herself according to the changing demands in working life. | 4.58 | 0.53 | Strongly Agree |
| My superior sets measurable but challenging goals to him/herself. | 4.42 | 0.59 | Strongly Agree |
| My superior sets measurable but challenging goals to his or her employees. | 4.32 | 0.48 | Strongly Agree |
| My superior is able to take calculated risks. | 4.17 | 0.40 | Agree |
| My superior has high standards for him/herself. | 4.23 | 0.70 | Strongly Agree |
| My superior has high standards for his or her employees. | 4.08 | 0.69 | Agree |
| My superior seizes opportunities rather than simply waits for them to come. | 4.31 | 0.54 | Strongly Agree |
| My superior actively creates future work possibilities. | 4.27 | 0.60 | Strongly Agree |
| My superior does not hesitate to cut through bureaucratic obstacles. | 4.27 | 0.49 | Strongly Agree |
| My superior takes responsibility to create work possibilities for the future. | 4.40 | 0.49 | Strongly Agree |
| My superior has an optimistic "glass half full" outlook. | 4.34 | 0.49 | Strongly Agree |
| My superior sees other people in a positive rather than a negative light. | 4.55 | 0.55 | Strongly Agree |
| My superior expects the best performance of his or her subordinates. | 4.30 | 0.57 | Strongly Agree |
| My superior sees an opportunity rather than a threat in a setback. | 4.37 | 0.50 | Strongly Agree |
| Overall Level | 4.35 | 0.35 | Very High |

Table 6 presents self-management, where maintaining composure under stress ($M = 4.58$, $SD = 0.50$) was highly rated. However, setting high standards for employees ($M = 4.08$, $SD = 0.69$) received a lower rating, indicating that while school heads demonstrate strong self-regulation, they may need to set clearer performance expectations.

This finding is consistent with a body of literature, none more so than that by Huang and Lin (2020), stating that sound emotional self-management ensures leaders are orientated towards managing adverse conditions capable of depressing the work environment. Their claim that when leaders can be calm and levelheaded in times of crisis, it helps create an atmosphere of support is supported by the findings in the current study.

It shows three behavioral attributes such as the ability to remain unflappable when faced with trying circumstances ($M = 4.34$, $SD = 0.62$), and the ability to accept mistakes ($M = 4.44$, $SD = 0.55$) that enable school heads to regulate their ingredient emotions. It is consistent with Chen and Liu (2019) that leaders with high emotional regulation could positively impact job satisfaction and performance of their teams.

The findings of the current study support that when school leaders demonstrate self-management skills, they are likely to have more resilience and motivation within the teaching staff.

The Items on the two statements scored lower than 0.50 which suggests an area to improving through training or mentorship for the less rated item. These members exhibit robust self-regulation and self-developed professional accountability but potentially lack the clarity in expectations that goes a long way towards building a culture of high standard across their teaching Force. Effective leadership involves self-management but also involves Kotter's (2017) ability to set clear and challenging goals for subordinates. This difference implies that school heads might be great self-regulators, but they can use more preparation or assistance when it comes to setting and outlining performance expectations.

These findings have important implications for educational leadership development. School heads are self-managed and cope with stress and maintain focus well, which is essentially required to create a good working environment. The need to raise the bar for employees suggests the necessity of training leaders on goal setting and performance management. As leaders improve on the ability to set clear expectations, this can help motivate staff and increase job satisfaction and performance overall in the educational setting. By promoting a culture of ownership and empowerment, this approach enables administrators to create an environment where both their teaching staff and students thrive, setting the stage for better student outcomes.

Table 7. Level of Emotional Leadership among School Heads as Perceived by Teachers in terms of Social Awareness

| Statements | Mean | SD | Descriptive Interpretation |
|---|-------------|-------------|----------------------------|
| My superior listens attentively and can grasp the other person's perspective. | 4.63 | 0.49 | Strongly Agree |
| My superior is able to get along with people of diverse backgrounds or from other cultures. | 4.41 | 0.54 | Strongly Agree |
| My superior can understand the political forces at work in his or her organization. | 4.40 | 0.54 | Strongly Agree |
| My superior is able to understand the guiding values and unspoken rules that operate among the workers in his or her organization. | 4.35 | 0.47 | Strongly Agree |
| My superior sees that people directly in touch with the customer or client (students, parents) will keep the relationship on the right track. | 4.50 | 0.49 | Strongly Agree |
| My superior monitors customer or client (students, parents) satisfaction carefully. | 4.36 | 0.52 | Strongly Agree |
| My superior ensures that customers or clients (students, parents) are getting what they need. | 4.42 | 0.48 | Strongly Agree |
| Overall Level | 4.44 | 0.35 | Very High |

Table 7 presents social awareness, with the highest rating given to attentive listening ($M = 4.63$, $SD = 0.49$), reinforcing the importance of empathy in leadership. Meanwhile, understanding organizational politics ($M = 4.40$, $SD = 0.54$) received the lowest rating, suggesting that some school heads may lack awareness of internal power dynamics.

This is consistent with the literature, especially the work of Peterson et al. (2021), underscoring that empathy is fundamental to establishing formal transformative relationships between educators and their students. Listening and understanding different point of view is necessary for a supportive and team-oriented educational environment.

The social awareness of the school heads is also demonstrated in the ability to socialize well ($M = 4.41$, $SD = 0.54$) with the people around them and to know the core beliefs and unwritten rules of the organization ($M = 4.35$, $SD = 0.47$). These findings agree with those of Li et al. (2023), which asserted that teachers who demonstrate social awareness and empathy are more likely to feel satisfied with their jobs and create a positive environment for learning. Research on school leadership has indicated that school improvement must not only target teacher performance but also reach the wider school environment.

Yet the relatively lower score for understanding organizational politics ($M = 4.40$, $SD = 0.54$) Attends an area for improvement nonetheless致. The vice versa for school heads — although they're often the best of empathic listeners and relationship-builders, they may be less effective in working within the complex organizational structures due to insufficient awareness of internal power dynamics. According to Kouali (2017), to be effective as a leader, one needs to appreciate the political forces within the organization, which is fundamental to making decisions and getting staff members to work together. Moreover, Huang and Lin (2020) discussed how leaders with their ears on the ground of the political landscape would have an easier time in handling the conflicts and aligning their teams to common goals. This gap could indicate that many school heads are doing well with understanding and managing people but are less knowledgeable about the politics of the organization.

Table 8. Level of Emotional Leadership among School Heads as Perceived by Teachers in terms of Relationship Management

| Statements | Mean | SD | Descriptive Interpretation |
|--|------|------|----------------------------|
| My superior offers a sense of common purpose beyond the day-to-day tasks, making work exciting. | 4.48 | 0.54 | Strongly Agree |
| My superior is able to embody what he or she asks of his or her subordinates. | 4.46 | 0.50 | Strongly Agree |
| My superior is able to articulate a shared mission in a way that inspires his or her subordinates to follow. | 4.49 | 0.49 | Strongly Agree |
| My superior finds just the right appeal for a given listener. | 4.39 | 0.48 | Strongly Agree |
| My superior knows how to create a network of support for a new initiative. | 4.39 | 0.52 | Strongly Agree |
| My superior is able to speak persuasively for the things he or she sees important. | 4.48 | 0.50 | Strongly Agree |

| | | | |
|--|-------------|-------------|------------------|
| My superior shows a genuine interest in helping his or her subordinates. | 4.54 | 0.50 | Strongly Agree |
| My superior understands his or her subordinates' goals, strengths, and weaknesses. | 4.46 | 0.54 | Strongly Agree |
| My superior is willing to give timely and constructive feedback. | 4.46 | 0.49 | Strongly Agree |
| My superior is a strong advocate for change even in the face of opposition. | 4.40 | 0.62 | Strongly Agree |
| My superior is capable of arguing compellingly for the things he or she sees important. | 4.40 | 0.48 | Strongly Agree |
| My superior is able to find practical ways to overcome barriers to change. | 4.45 | 0.53 | Strongly Agree |
| My superior is able to solve conflicts between his or her subordinates. | 4.35 | 0.57 | Strongly Agree |
| In conflict situations, my superior is able to draw out all parties and understand the differing perspectives. | 4.39 | 0.56 | Strongly Agree |
| My superior is a team player. | 4.46 | 0.53 | Strongly Agree |
| My superior draws others into active, enthusiastic commitment to the collective effort. | 4.48 | 0.49 | Strongly Agree |
| Overall Level | 4.46 | 0.34 | Very High |

Table 8 presents the findings on relationship management, which received a Very High rating ($M = 4.46$, $SD = 0.34$). The highest-rated item was showing genuine interest in subordinates ($M = 4.54$, $SD = 0.50$), indicating that school heads prioritize building strong connections with their staff. According to Berkovich and Eyal (2018), effective relationship management is paramount to motivating teachers to collaborate and enjoy their work. Showing a real interest in the people you are working with is important when creating a great working environment as a school leader.

In addition, the delivery of a common purpose beyond daily tasks ($M = 4.48$, $SD = 0.54$) and the ability to articulate a shared mission to inspire subordinates ($M = 4.49$, $SD = 0.49$) are further supports for school heads in relationship management effectiveness. It is in line with Kouali (2017) who emphasizes that the vision set out in front of leaders need to motivate the team and give a feel to the team member that they belong. Furthermore, Mo and Morris (2024) in their research suggest that leaders who can convey a compelling vision will increase cohesion and commitment within a team which in return leads to better educational outcomes.

For example, while the finding of $M = 4.39$, $SD = 0.48$ for the statement 'Finding the right appeal for the listener?' suggests high rates of agreement, this was a lower mean score across all statements, implying that this is an area for further attention. Despite Principals being particularly adept at relationship management, further developing the ability to adapt communication styles may support working with all members of their teams. Effective communication is a fundamental aspect of emotional intelligence (Chen, 2019), and leaders who can adapt messages to different audiences are better able to promote understanding and collaboration. This supports the findings of Taliadorou and Pashiardi (2015), who

highlighted the importance of leaders being able to pivot and modify their message as appropriate to the varying needs of their staff.

These findings have important implications for the preparation of educational leaders. High levels of relationship management exhibited by heads of school are nice to see work as the social glue of schools helping them create a positive culture with a bit of data tangentially to the primary issues being explored here the meat of the paper is providing a strong link between extended school life, and better outcomes for community members. While this highlights a need for improvement in communication style adaptations, it also demonstrates the value of leadership training programs that focus on communication skills. Once they can uplevel their ability to connect to diverse audience, school leaders can inspire their staff a bit more and ultimately the education ecosystem will run smoother. When such results are taken to be true, they emphasize the role that social tendency plays in the provision of effective, committed, and engaged educational establishments, indicating that the slope of their combined forces is strengthened through promotion of various organizational citizenship styles—an objective that can be achieved through strategic leadership (Ashishh & Shaval, 2022).

Table 9. Summary on the Level of Emotional Leadership among School Heads as Perceived by Teachers

| Indicators | Mean | SD | Descriptive Interpretation |
|-------------------------|-------------|-------------|----------------------------|
| Self-Awareness | 4.59 | 0.32 | Very High |
| Self-Management | 4.35 | 0.35 | Very High |
| Social-Awareness | 4.44 | 0.35 | Very High |
| Relationship Management | 4.46 | 0.34 | Very High |
| Overall Level | 4.46 | 0.58 | Very High |

Table 9 provides a summary of emotional leadership levels, reinforcing that self-awareness ($M = 4.59$, $SD = 0.32$) is the strongest domain, while self-management ($M = 4.35$, $SD = 0.35$) has the most room for development. This finding is consistent with the literature, most notably the study of Peterson et al. (2021) proceeded to identify self-awareness as one of several key aspects of emotional intelligence in educational leadership. According to them, self-aware leaders are better placed to motivate their employees and therefore increase teacher job satisfaction.

Self-management was rated somewhat lower at $M = 4.35$, $S.D = 0.35$; hence, despite strong self-regulation, there is still room for development for school heads on the self-management domain. This indicates that perhaps there could be more professional development or training available to school leaders on how to appropriately manage their emotions when under stress. This study supports the findings of Huang and Lin (2020) that effective self-management in leaders is a prerequisite to challenging situations and sustaining a positive working atmosphere for employees.

Social awareness ($M = 4.44$, $SD = 0.35$) and relationship management ($M = 4.46$, $SD = 0.34$) were also rated highly because empathy and interpersonal skills are critical for effective leadership. These findings are consistent with the work of Chen (2019) and Berkovich and Eyal (2018) as both emphasized the

importance of high level of social awareness and skills of relationship management in fostering collaboration and motivation within the teachers.

Overall, these findings highlight that school heads are extremely capable in their emotional leadership across all domains, which should easily aid in creating an exemplar educational atmosphere. But the slightly lower score in self-management gives us a space to grow. Such findings have major implications for the professional development of educational leaders. School heads may attain even more effectiveness in school management if they all improve their self-management skills, which could lead, in turn, to increasing levels of teacher motivation and job satisfaction. The wide-angle lens on emotional leadership steps into holistic school culture, ready to lead positively for the teachers and their students.

Table 10. Level of Job Satisfaction among Teachers in terms of Supervision

| Statements | Mean | SD | Descriptive Interpretation |
|--|-------------|-------------|----------------------------|
| Teaching provides me with an opportunity to advance professionally. | 4.41 | 0.51 | Strongly Agree |
| My immediate supervisor offers suggestions to improve my teaching. | 4.29 | 0.46 | Strongly Agree |
| My immediate supervisor gives me assistance when I need help. | 4.35 | 0.50 | Strongly Agree |
| My immediate supervisor treats everyone equitably. | 4.36 | 0.59 | Strongly Agree |
| My immediate supervisor provides assistance for improving instruction. | 4.32 | 0.46 | Strongly Agree |
| When I teach a good lesson, my immediate supervisor notices. | 4.10 | 0.64 | Agree |
| My immediate supervisor explains what is expected of me. | 4.07 | 0.65 | Agree |
| My immediate supervisor praises good teaching. | 4.33 | 0.54 | Strongly Agree |
| Overall Level | 4.28 | 0.33 | Very High |

Table 10 presents the level of job satisfaction among teachers, particularly in terms of supervision. The highest-rated aspect was opportunities for professional advancement ($M = 4.41$, $SD = 0.51$), emphasizing that career growth plays a crucial role in job satisfaction. The lowest-rated item was a clear explanation of expectations ($M = 4.07$, $SD = 0.65$), suggesting a need for more explicit communication from supervisors.

This finding is consistent with the work of Mo and Morris (2024), which highlighted that teachers who see opportunities for professional development are more likely to report higher job satisfaction and commitment to their work. This focus on professional development is also key for keeping great teachers motivated and effective in the classroom.

The ratings for supportive supervision, such as receiving assistance when needed ($M = 4.35$, $SD = 0.50$), and suggestions for improving teaching ($M = 4.29$, $SD = 0.46$) also show that constructive feedback and support from immediate supervisors are essential for teachers. These results are similar to those of Erarslan (2021), who stated that teachers' job satisfaction is greatly affected by the quality of leadership and

support and from supervisors. The findings of the present investigation indicate that an affirmative supervisorial bond is necessary to create an encouraging atmosphere and improve teacher satisfaction. The lowest-rated item relates to the explicit explanation of expectations ($M = 4.07$, $SD = 0.65$) which warrants enhancement. However, while the majority of teachers generally feel satisfied about their supervision, as we have noted the desire for clearer communication from supervisors indicates some uncertainty among some educators about their roles and responsibilities. These findings seem to diffuse this instrument in line with Taliadorou and Pashiardi (2015) advocate effective communication tactically indicated information on the job which was utilized to reduce the ambiguity in the workplace while clearly indicates expectations that ultimately lead to job satisfaction. It also suggests that while supervisors may support others, the need for better guidance on expectations is relatively high. These findings have far reached implications for leadership in schools and retention of teachers. The results show factors for job satisfaction which led to a motivated workforce, and this may arise from supportive supervision and promotion opportunities. But as it is, the need to communicate better shines a light on the need of having supervisors trained to communicate better and clearly to have make their expectations clear. In doing so, educational leaders will be able to make a more satisfied teacher workforce, one that is active and capable in teaching. Employing a holistic approach in supervision will create a positive school culture and improved learning outcomes for students in the end.

Table 11. Analysis of Variance on the Level of Emotional Leadership among School Heads as Perceived by Teachers across the Respondents' Demographic Profile

| Profiles | Category | Mean | SD | F | p | remarks |
|-------------------|--------------------|------|------|-------|------|------------------------------------|
| Gender | Male | 4.52 | 0.30 | 4.561 | .034 | There is a significant difference |
| | Female | 4.43 | 0.26 | | | |
| Teaching Position | Teacher I | 4.49 | 0.31 | .716 | .543 | There is no significant difference |
| | Teacher II | 4.45 | 0.26 | | | |
| | Teacher III | 4.44 | 0.24 | | | |
| | Master Teacher | 4.43 | 0.31 | | | |
| Years in Service | 1-5 years | 4.48 | 0.30 | .616 | .652 | There is no significant difference |
| | 6-10 years | 4.47 | 0.34 | | | |
| | 11-15 years | 4.40 | 0.23 | | | |
| | 16-20 years | 4.44 | 0.25 | | | |
| | 21 years and above | 4.47 | 0.26 | | | |

Table 11 presents the Analysis of Variance (ANOVA) results on the level of emotional leadership among school heads as perceived by teachers across different demographic profiles. The findings reveal a significant difference in perceptions based on gender, with male respondents ($M = 4.52$, $SD = 0.30$) rating their school heads' emotional leadership significantly higher than female respondents ($M = 4.43$, $SD = 0.26$; $F = 4.561$, $p = .034$). However, no significant differences were observed based on teaching position ($F = 0.716$, $p = .543$) or years in service ($F = 0.616$, $p = .652$), indicating that teachers across different ranks and experience levels share similar perceptions of their school heads' emotional leadership. Thus,

despite the potential for male teachers to buy into more emotionally intelligent approaches to leadership (as discussed by Gao and Zhang, 2022), the impact on their leadership may be constrained: men may hold different expectations or experience differently around the area of emotional leadership than their female counterparts.

In contrast, no difference was found in teaching position ($F = 0.716$, $p = .543$) or length of time in the service ($F = 0.616$, $p = .652$). It indicates that teachers of all ranks and experience levels throughout the country perceive their leaders as being emotionally competent to a similar extent. This finding aligns with Huang and Lin's (2020) research, which revealed that perceived emotional leadership traits among educators are similar across positions and career lengths. Their research concluded by claiming that good emotional leadership is recognized as a high value across levels of experience and roles within the complex world of educational institutions.

Additionally, the absence of perceived differences depending on teaching position mirrors the findings of Kouali (2017), as the leadership styles may differ, yet according to Kouali, the two main pillars of emotional intelligence and leadership effectiveness are recognized in all ranks of teaching. This finding indicates that these emotional leadership traits of school heads appeal to teachers, regardless of their specific roles in the school hierarchy.

But the large gap by gender prompts questions about what behind the scenes were contributing to these perceptions. As noted by Li et al. (2023), the dynamics of gender in educational environments can influence the understanding and experiences of leadership. The Parent-Child trajectories we observed could be due to a higher number of male teachers feeling better aligned with certain styles of leadership or different expectations on the emotional support provided by leaders.

These conclusions have profound implications for shaping educational leadership. Noticing that men and women interpreted emotional leadership differently, the authors highlight how school leaders need to balance staff expectations as they will differ across gender lines. Adjusting leadership styles based on these disparities may be an important way to improve overall job contentment and supportive schools. Moreover, the relatively shared perceptions of emotional leadership irrespective of teaching positions and years of service emphasize that building strong emotional intelligence skills in school heads is crucial since these attributes appear to be appreciated by educators universally. Emotional leadership development can help educational institutions create a more supportive and effective learning environment for teachers and students.

Whereas differences in perceptions of gender findings may value exploration, overall consistency across position and experience positions points to the absolute need to intertwine emotional intelligence constructs within leadership endeavors (Ashishh & Shaval, 2022, this study notes the long-term implications on EI-oriented curricular programming within teacher education units).

Table 12. Analysis of Variance on the Level of Job Satisfaction in Supervision to Teachers across the Respondents' Demographic Profile

| Profiles | Category | Mean | SD | F | p | remarks |
|-------------------|-----------|------|------|-------|------|-----------------------------------|
| Gender | Male | 4.35 | 0.37 | 4.204 | .041 | There is a significant difference |
| | Female | 4.25 | 0.31 | | | |
| Teaching Position | Teacher I | 4.33 | 0.38 | 1.193 | .313 | |

| | | | | | | |
|------------------|--------------------|------|------|------|------|-------------|
| | Teacher II | 4.28 | 0.33 | | | There is no |
| | Teacher III | 4.27 | 0.29 | | | significant |
| | Master Teacher | 4.19 | 0.32 | | | difference |
| | 1-5 years | 4.34 | 0.39 | | | |
| | 6-10 years | 4.30 | 0.40 | | | There is no |
| Years in Service | 11-15 years | 4.29 | 0.29 | .679 | .607 | significant |
| | 16-20 years | 4.25 | 0.31 | | | difference |
| | 21 years and above | 4.25 | 0.29 | | | |

Table 12 presents the Analysis of Variance (ANOVA) results on the level of job satisfaction in supervision among teachers across different demographic profiles. The findings indicate a significant difference in job satisfaction based on gender, with male respondents ($M = 4.35$, $SD = 0.37$) reporting higher satisfaction levels compared to female respondents ($M = 4.25$, $SD = 0.31$; $F = 4.204$, $p = .041$). However, no significant differences were found when comparing job satisfaction across teaching positions ($F = 1.193$, $p = .313$) and years in service ($F = 0.679$, $p = .607$), suggesting that teachers, regardless of rank or experience, generally perceive their job satisfaction in supervision similarly.

A literature supports this finding of gender differences in job satisfaction; Johnson and Brown (2019) show that male teachers often report greater levels of satisfaction because of things like administrative support and autonomy. On the other hand, some studies have suggested that women teachers' job satisfaction is higher in supportive environments (Evans & Clark, 2023), in terms of working contexts. And with respect to teaching positions, Kouali's (2017) and Liu and Werblow's (2021) study indicates that there could be a significant variance in job satisfaction depending on responsibilities and recognition. Contrarily, the results of the present study suggested that teachers experienced a more uniform effect within the City of Mati, perhaps due to more homogenous working environments or support mechanisms. From experience, studies have indicated that seasoned teachers are likely to be more satisfied as they find coping strategies and develop support networks (Gao & Zhang, 2022). However, because the current results show no significant differences in job satisfaction based on experienced years of service, other factors (e.g., school culture or leadership style) may be having a greater impact on job satisfaction.

As the level of job satisfaction based on gender shows the very high differences, school administrators should consider providing targeted support programs for female teachers to increase their job satisfaction such as mentorship programs, professional development opportunities, and initiatives that promote work-life balance. The lack of significant differences across the teaching positions might suggest that school leaders should ensure that all their teaching staff, regardless of rank, have access to the same resources, recognition, and professional development opportunities; doing so may help to create a more cohesive and satisfied teaching force. Furthermore, the results pose a case for the importance of the school setting in contributing to positive job outlooks, and one of the next steps is working to develop a school culture that promotes all teachers working together, communicating and supporting one another.

Lastly, the small variations according to the position and years of service in job satisfaction warrant further exploration. Hypothesis about these results can include school leadership types, administrative support, stress outside of work, and their effect on teachers' job satisfaction. The overall results of the ANOVA analysis demonstrate significant factors associated with job satisfaction among City of Mati

public school teachers, particularly regarding gender, and point to opportunities for focused efforts to enhance the educational landscape.

Table 13. Regression Analysis on the Indicators of Emotional Leadership among School Heads as Perceived by Teachers towards the Teachers' Job Satisfaction

| | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---|-----------------------------|------------|---------------------------|-------|------|
| | B | Std. Error | Beta | | |
| (Constant) | 2.401 | .329 | | 7.293 | .000 |
| Self-Awareness | .088 | .073 | .086 | 1.213 | .226 |
| Self-Management | .132 | .084 | .137 | 1.569 | .048 |
| Social-Awareness | -.058 | .083 | -.062 | -.702 | .483 |
| Relationship Management | .261 | .070 | .271 | 3.746 | .000 |
| Model Summary: R= 0.529; R-square = 0.279; F-value =11.844; p<0.001 | | | | | |

Table 13 presents the regression analysis results examining the influence of emotional leadership indicators among school heads on teachers' job satisfaction. The model demonstrates a moderate relationship ($R = 0.529$) with an R-square value of 0.279, indicating that 27.9% of the variance in teachers' job satisfaction can be explained by the predictors. Among the indicators, self-management ($B = 0.132$, $p = 0.048$) and relationship management ($B = 0.261$, $p < 0.001$) show significant positive contributions to job satisfaction. However, self-awareness ($B = 0.088$, $p = 0.226$) and social awareness ($B = -0.058$, $p = 0.483$) do not exhibit significant effects. The overall model is statistically significant ($F = 11.844$, $p < 0.001$), highlighting the critical role of self-management and relationship management in fostering job satisfaction among teachers.

These findings of this regression analysis is consistent with the literature, specifically Peterson et al. (2021), which can give proof for theories that explain the role of emotional intelligence in educational leadership and its relationship to teacher motivation and job satisfaction. This highlights the importance of developing competencies in self-management and in management of relationships on the part of the leaders of the school to improve the climate or environment in which teachers work.

Additionally, the focus on relationship management aligns with the findings of Berkovich and Eyal (2018), who found that effective relationship management supports increased motivation, collaboration and overall job satisfaction of teachers. The findings from the current study suggest that school heads who are high in relationship management are able to foster and create a more supportive and engaging work environment, which plays a significant role in improving job satisfaction.

Conversely, self-awareness and social awareness were found to have no significant impact at all, suggesting that these two domains do not have the same relationship to job satisfaction that self-management and relationship management do. This result is at odds with the study conducted by Huang and Lin (2020), who highlighted that emotional self-awareness is a vital factor for effective leadership and indirectly affects job satisfaction due to greater interpersonal relationship. The results of the present study suggest that self-awareness is also important, but it may not have as direct an impact on job satisfaction as the more actionable skills of self-management and relationship management.

These findings have important implications for the development of educational leaders. Given that self-management and relationship management both play key roles in job satisfaction, it might be a good idea for school leaders to focus training and development there. Through improvement of their self-management abilities, school heads can better maneuver through the challenges of their profession and be able to give adequate support to their staff. Also, it can help make school cultures more positive for teachers and students as well.

Moreover, the fact that the R-square is not high suggests that whilst emotional leadership is an important contributor, it is only one of several factors influencing job satisfaction. Further studies could examine the role of other factors, like organizational culture or external support systems, to provide a more holistic view of what influences teacher job satisfaction. Such integration, as the above study urge integration of emotional intelligence in leadership development program to foster a wholistic methods to ensure improved strategies and techniques to help address job satisfaction and retention among educators (Ashishh & Shaval, 2022).

Chapter V

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

This research investigated the relationships and differences between emotional leadership and teachers' job satisfaction without any regards to the demographic characteristics of respondents: the emotional leadership level of school leaders, teachers' job satisfaction, and whether there were any significant relationships and differences between the above-mentioned variables. Using a survey research design, the study collected quantitative data from respondents using standardized questionnaires. Data were analyzed using descriptive statistics, ANOVA, and regression analysis.

The results showed that most of the participants were experienced female educators. Overall, school leaders were seen as modeling a very high level of emotional leadership in each of the four emotional competencies—self-awareness, self-management, social awareness, and relationship management. Notably, self-awareness received the highest indicator of school leaders having a firm grasp of who they are and how their leadership styles shape the school. In contrast, self-management was perceived as the least capable domain; it implies that even if school leaders can recognize emotions, they might not be able to regulate them, particularly in difficult situations.

The study also revealed that teachers expressed a very high level of job satisfaction, specifically in terms of supervision, with opportunities for professional growth being cited as a significant factor contributing to their job satisfaction. There had been some ambivalence as to whether roles were made clear by school leaders, suggesting the need to articulate expectations more clearly and to provide explanations.

The gap was starker in terms of demographic comparisons: male educators provided their principals with better grades for emotional leadership than females. Likewise, male teachers demonstrated increased satisfaction compared to female teachers. There were no significant differences in the perceptions based on teaching position or years of service.

The regression analysis revealed that emotional leadership has a significant impact on teacher job satisfaction, self-management and relationship management were identified as strong predictors. It reveals that heads of schools are a major driver of positive and rewarding work conditions by how they manage their emotions and cultivate relationships with their teachers.

Conclusion

The results indicated a direct relationship between emotional leadership of the principal and job satisfaction of the teachers. Of the four domains of emotional leadership, self-management and relationship management were the most significant predictors of job satisfaction. This implies that a principal who manages their emotion efficiently that is, at their workplace, and builds a professional relationship with the teachers positively encourage teachers' job satisfaction.

Furthermore, the findings reveal that male educators generally perceive school leaders as having a greater emotional leadership style and experience higher job satisfaction than females. Of particular note, there were no statistically significant differences by teaching position or years in service.

Although this research offers important insights, there are limitations. It may also have risks of response bias to self-reported survey data, and as the study context was limited to a single learning environment, the findings may not easily be generalizable to other organizations or regions. Qualitative methodologies like, interviews or focus group discussions, can be adopted for future research for in-depth understanding of teachers lived experiences about emotional leadership.

Moreover, there were limitations to the sampling process and thereby biased data especially regarding the gender secured through respondents. A better-balanced sample in prospective studies might allow for a more detailed look at gender differences. While emotional leadership was a strong predictor of job satisfaction in this study, future studies should account for additional environmental factors for a holistic landscape of teacher satisfaction.

To sum up, this study highlights the emphasis on the vital role of emotional leadership in increasing teacher job satisfaction. The prevailing role of self-management and relationship management as prominent predictors of quality principal performance suggests the explosive value of emotional self-regulation and utilization to promote such excellent principals to become solution-based leaders to impact their teaching teams. In addition, the study also reveals a gender-related trend with teachers rating emotional leadership and job satisfaction more positively in males than in females.

Recommendations

Emotional Intelligence Workshops: Organize workshops to train school heads on self-awareness, self-regulation, and relationship management to improve their emotional leadership skills.

Communication and Feedback Framework: Establish a standard performance review system, bi-monthly one-on-one coaching sessions, and educational cohort groups to clarify expectations and improve feedback.

Gender Inclusive Leadership Training Programme: Conduct workshops on gender sensitivity in leadership, inclusive leadership best practices, and create anonymous feedback channels to address gender gaps in emotional leading and work habits.

Promoting Emotional Intelligence and Teacher Well-being: Implement emotional intelligence workshops, mentoring programs for new teachers, and stress management initiatives to create a culture of emotional awareness and support.

Research and Evaluation Framework: Conduct subjective investigate activities, such as interviews and center bunches, to pick up more profound bits of knowledge into how instructors see enthusiastic authority influences their work t and investigate extra variables that will lead to work satisfaction.

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