

**EMOTIONAL INTELLIGENCE AND ORGANIZATIONAL HARMONY OF  
PUBLIC ELEMENTARY SCHOOL HEADS IN PANABO CITY DIVISION****Annbeth B. Calla, EdD**

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**ABSTRACT**

This study aimed to determine the relationship between emotional intelligence and organizational harmony of school heads of selected public elementary schools in Panabo City Division. This study was mainly anchored on Neo-classical Administration Theory which was developed as a reaction to Classical Administration Theory, and it was developed within the framework of notions such as human relationships, cooperation, social systems, and harmony within the organization (Bursaloglu, 2010).

**Keywords:**

Emotional Intelligence, Organizational Harmony, Neo-classical Administration Theory, Classical Administration Theory

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**INTRODUCTION**

Organizational harmony is attainable when everyone at school works collaboratively and as a team. Apparently, school heads play integral roles in ensuring that the school has functioned smoothly (Secong et al., 2016). Unfortunately, school principals are confronted with a variety of issues as they provide leadership and organization to their schools which affects the organizational harmony. These issues tested their emotional intelligence. Evidence is growing that successful school leaders influence achievement through the support and development of effective teachers and the implementation of effective organizational practice. On occasion it takes specific leadership behaviors from the principal to begin to resolve the issues; at other times it takes a strong emotional intelligence to address school concerns (Tobin, 2014).

In Nigeria, management of secondary schools has been constraint with many challenges. The principal position is a high-pressure job in the context of instructional supervision and provision of funds. School management as the process of guiding and directing teachers' and administrative staff towards the achievement of school objectives is highly challenging (Olowoselu & Bello, 2015). In the study conducted by Balyer (2017) in Turkey, it was revealed that teachers believe that their principals do not know how to manage schools and human resources there. When the principals' personalities are concerned, teachers find their principals rather autocratic, sometimes disrespectful, selfish and unreliable. In the Philippines, the harmony at school as an organization has been tested due to problematic situations, such as, poor basic infrastructure and facilities, absenteeism of teachers particularly in highly urbanized cities, lack of operational funding, and professional development opportunities for school teachers, and limited support from the local government (World Bank, 2016). Furthermore, absenteeism is more of a problem in highly urbanized cities where almost one in 10 teachers was absent in 2014, which is 54% higher than the national average. With regard to the national government's budget allocation, elementary and high schools received only Php448 of the Php581 allocated for each student for student appropriations, as part of the maintenance and other operating expenses (MOOE) of the schools (World Bank, 2016). The educational system is beleaguered by debilitating challenges, including: rising dropout rates and out-of-school rates, worsening teacher shortages, and a chronic lack of resources. At the same time, the system is weighed down by an organizational structure that can be described as a dysfunctional bureaucracy (Reyes, 2016).

In the Division of Panabo City, the researcher noticed that school heads are always confronted of various school issues. School heads are not only focusing on the welfare of the students but all concerns that hamper school improvement. They are also bombarded by the individual indifferences of their teachers. Despite these identified issues, these observations had never been investigated in the local setting. In fact, the researcher had not come across a study that investigated the emotional intelligence and the organizational harmony of school

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heads in the public schools of Panabo Division. Given these situations, the researcher aimed to further investigate the abovementioned variables.

In this academic endeavor, the researcher intended to shed light regarding emotional intelligence and organizational harmony of school heads. This undertaking also hoped to provide insights to the policy makers in crafting policies, programs, interventions, projects, activities that would motivate school heads to upgrade strengthen their emotional intelligence as means of fostering harmony at school as an organization.

### OBJECTIVES

This study aimed to determine the relationship between emotional intelligence and organizational harmony of school heads of selected public elementary schools in Panabo City Division. More specifically, it sought to answer the following questions:

1. What is the extent of emotional intelligence of school heads as perceived by the public elementary teachers in terms of:
  - self-awareness;
  - self-management;
  - social awareness; and
  - relation management?
2. What is the extent of organizational harmony of school heads as perceived by the public elementary teachers in terms of:
  - effective communication;
  - appropriate working conditions; and
  - collaboration?
3. Is there a significant relationship between emotional intelligence and organizational harmony of school heads?
4. Which domains of emotional intelligence significantly influence the organizational harmony of school heads?

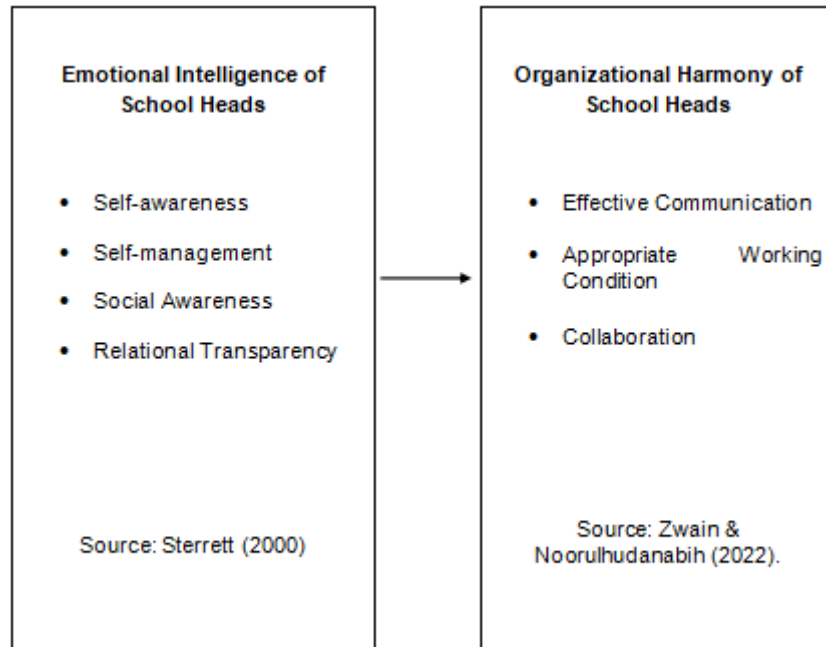
### METHODOLOGY

This study was a quantitative research approach utilizing the descriptive correlational approach. Quantitative research is a way to learn about a particular group of people, known as a sample population. Using scientific inquiry, quantitative research relies on data that are observed or measured to examine questions about the sample population. It is used by social scientists, including communication researchers, to observe phenomena or occurrences affecting individuals. The purpose of quantitative research is to generate knowledge and create understanding about the social world (Allen, 2017). Moreover, a descriptive correlation study is a study in which the researcher is primarily interested in describing the relationships between variables without attempting to establish a causal relationship (Noah, 2021).

Meanwhile, in descriptive research, the researcher does not manipulate the variables in the study. It simply intends to describe the nature of the involved variables (Fox, 2007; Korrapati, 2016). On the other hand, correlational research design explores and measures the relationship between the variables of the study with no attempt of manipulating them. Also, correlation investigates the strength and direction of the variables. This can be a positive direction or a negative direction, and a strong and a weak relationship.

This research journey was categorized as quantitative since it depended on statistical figures when analyzing and interpreting the data. It was descriptive since its purpose was to determine the extent of emotional intelligence and organizational harmony of school heads. In addition, this academic pursuit was correlational since its purpose was to measure the connection between emotional intelligence and organizational harmony of the school heads of public elementary schools in the Panabo City Division.

This study catered the 200 public elementary teachers in the Division of Panabo City. It was believed that 200 samples were enough when testing the Pearson Correlation analysis (Memon et al., 2020). Hence, the 200 respondents were enough to address the purpose of this study.



**Figure 1. The Conceptual Framework of the Study**

**RESULTS AND DISCUSSION**

**Extent of Emotional Intelligence of School in terms of Self-Awareness**

Table 1 reflects the emotional intelligence of school heads in terms of self-awareness. It shows that the overall mean is 4.23, in a very extensive level. This means that the emotional intelligence of school heads in terms of self-awareness is always evident

It can be gleaned from the data that all 5 statements reveal a very extensive result. Of which, the three (3) items which have the highest mean score are as follows: thinking about the emotions behind his actions (4.28), being able to identify the emotion he/she is feeling at any given moment (4.25), and considering his/her "emotional temperature" before he/she makes important decisions (4.23). These items prove that the emotional intelligence of school heads in terms of self-awareness is always evident.

The findings of this study implies that school heads are fully aware of themselves. They totally know the status of their emotion. They know how to read the signs of their moods which are helpful for them in managing their emotions. In fact, they can determine the emotions of every actions they make. They can identify the emotion

NoSelf-Awareness	Self-Awareness	MeanDescriptive Equivalent	Descriptive Equivalent
MeanDescriptive Equivalent1being aware of the physical reactions (twinges, aches, sudden changes) that signal a gut reaction.4.22Very Extensive2looking at biases and adjust his/her assessment accordingly in assessing situation.4.20Very	MeanDescriptive Equivalent1being aware of the physical reactions (twinges, aches, sudden changes) that signal a gut reaction.4.22Very Extensive2looking at biases and adjust his/her assessment accordingly in assessing situation.4.20Very	Descriptive Equivalent1being aware of the physical reactions (twinges, aches, sudden changes) that signal a gut reaction.4.22Very Extensive2looking at biases and adjust his/her assessment accordingly in assessing situation.4.20Very Extensive3considering his/her emotional	Descriptive Equivalent1being aware of the physical reactions (twinges, aches, sudden changes) that signal a gut reaction.4.22Very Extensive2looking at biases and adjust his/her assessment accordingly in assessing situation.4.20Very Extensive3considering his/her emotional

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**Table 1. Extent of Emotional Intelligence of School Heads in terms of Self-Awareness**

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they feel every day including that spur of time. They also consider the status of their emotion before making any decisions. From these actuations, this simply indicates that school heads really know themselves and it is always shown in their daily routine.

The result serves as proof to the statement of Karadag and Oztekin-Bayir, (2018) citing that self-awareness comprises leader’s awareness of how he or she perceives the world and how this process effects his or her self-perception in time. When individuals are aware of themselves, this helps them discover their strong and weak sides. Taking a trip in their inner worlds, leaders not only raise their awareness of how they affect their followers but also they express themselves according to their own values and thoughts.

This also confirmed the beliefs of Hinds (2017) emphasizing that self-awareness is having a deep understanding of one’s own strength, weakness, emotions, needs and desire. It simply means knowing self in the deeper level before trying to know everything else. People who assess their own self honestly are self-aware people. Self-awareness is often deemed as the most significant component of EI. It is a general consensus that individuals that are conscious of their emotions have the better ability to handle their own lives and they also learn to have faith in their gut feelings which helps them in making difficult decisions.

In support, Bento and Ribeiro (2013) highlighted that with self-awareness, the leader has full conscience of its strengths and weaknesses. It allows the leader, on one hand, to have conscience of its strong points and limitations, as well as knowing as he/she is seen by the other leaders. To have self-knowledge about its actions

are understood by others, help to improve the action and the form of communication of the leader allowing to be more efficient in the construction of a team.

### Extent of Emotional Intelligence of School Head in terms of Self-Management

Table 2 reflects the extent of emotional intelligence of school heads in terms of self-management. It shows that the overall mean is 4.16, in an extensive level. This means that the emotional intelligence of school heads in terms of self-management is oftentimes evident. As can be gleaned from the data, all 5 statements reveal an extensive result. Of which, the three (3) items which have the highest mean score are as follows: being able to keep going on a project, despite obstacles (4.19), pausing to reflect and decide whether he/she really wants to act on it (4.18), and being able to still stay composed even when he/she feels angry (4.15). These items prove that the emotional intelligence of school heads in terms of self-management is oftentimes evident.

No	Self-Management	Self-Management	Mean	Descriptive Equivalent	Descriptive Equivalent
1	being able to still stay composed even when he/she feels angry.4.15	being able to still stay composed even when he/she feels angry.4.15	4.15	Extensive2	Extensive2
2	being able to keep going on a project, despite obstacles.4.19	being able to keep going on a project, despite obstacles.4.19	4.19	Extensive3	Extensive3
3	pausing to reflect and decide whether he/she really wants to act on it.4.18	pausing to reflect and decide whether he/she really wants to act on it.4.18	4.18	Extensive4	Extensive4
4	being able to honestly say how he/she feels without getting upset.4.14	being able to honestly say how he/she feels without getting upset.4.14	4.14	Extensive5	Extensive5
5	being good at managing his/her moods, and refrains from bringing negative emotions to work.4.12	being good at managing his/her moods, and refrains from bringing negative emotions to work.4.12	4.12	ExtensiveOver	ExtensiveOver

his/her moods, and refrains from bringing negative emotions to work.4.12ExtensiveOverall4.16Extensive	his/her moods, and refrains from bringing negative emotions to work.4.12ExtensiveOverall4.16Extensive	work.4.12ExtensiveOverall4.16Extensive	work.4.12ExtensiveOverall4.16Extensive
4being able to honestly say how he/she feels without getting others upset.4.14Extensive5being good at managing his/her moods, and refrains from bringing negative emotions to work.4.12ExtensiveOverall4.16Extensive	being able to honestly say how he/she feels without getting others upset.4.14Extensive5being good at managing his/her moods, and refrains from bringing negative emotions to work.4.12ExtensiveOverall4.16Extensive	4.14Extensive5being good at managing his/her moods, and refrains from bringing negative emotions to work.4.12ExtensiveOverall4.16Extensive	Extensive5being good at managing his/her moods, and refrains from bringing negative emotions to work.4.12ExtensiveOverall4.16Extensive
5being good at managing his/her moods, and refrains from bringing negative emotions to work.4.12ExtensiveOverall4.16Extensive	being good at managing his/her moods, and refrains from bringing negative emotions to work.4.12ExtensiveOverall4.16Extensive	4.12ExtensiveOverall4.16Extensive	ExtensiveOverall4.16Extensive
Overall4.16Extensive		4.16Extensive	Extensive

**Table 2. Extent of Emotional Intelligence of School Head in terms of Self-Management**

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The findings of the study simply imply that school heads have the capacity to manage themselves because they have revealed that they are fully aware of the status of their emotions. In managing themselves, school heads have the ability to still project a calm image despite the circumstances. They always make a way to stop and reflect all the angles of the situations before making a decision. They never make a rush decision. They could still make a cool composure though they know that they are about to explode because of anger.

The results substantiated the notion of Salami (2008) claiming that leadership is about influence and for leaders to positively influence their subordinates they must possess the necessary skills and abilities like self-management. Leaders who know and can regulate their emotions are more likely to react to a problem in a more controlled manner and may be more accommodative to different views of the subordinates. Understanding and regulation of one’s emotions as well as understanding other’s emotions are factors that affect interpersonal relations which means that leaders with the skill of self-management may influence the organizational commitment of employees

Furthermore, Hinds (2017) pointed out that humans are made in such a way they cannot get away from their emotions but least can manage them. Goleman explains self-regulation is the inner conversation that frees people from being prisoners of their own feelings. Generally, people who are able to manage their emotions have a better performance. It is because they have a clear thinking. Hinds (2017) further explained that to manage emotions is not to restrain or negate them but to understand them and use that understanding to make productive decisions.

### **Extent of Emotional Intelligence of School Heads in terms of Social Awareness**

Table 3 exhibits the extent of emotional intelligence of school heads in terms of social awareness. It shows that the overall mean is 3.95, in an extensive level. This means that the extent of emotional intelligence of school heads in terms of social awareness is oftentimes evident.

It is reflected in the data that all 5 statements reveal an evident result. Of which, the three (3) items which have the highest mean score are as follows: being able to show empathy and match his/her feelings with those of another person in an interaction (4.18), watching how others react to understand which of his/her own behaviors are effective and which are not (4.15), and understanding why other people feel the way they do (4.13). These items prove that the emotional intelligence of school heads in terms of social awareness is oftentimes evident.

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No	Social Awareness	Social Awareness	Mean Descriptive	Descriptive
	Equivalent I having an accurate idea of how another person perceives me during a particular interaction.3.55Extensive	Equivalent I having an accurate idea of how another person perceives me during a particular interaction.3.55Extensive	Equivalent I having an accurate idea of how another person perceives me during a particular interaction.3.55Extensive	Equivalent I having an accurate idea of how another person perceives me during a particular interaction.3.55Extensive
	I having an accurate idea of how another person perceives me during a particular interaction.3.55Extensive	I having an accurate idea of how another person perceives me during a particular interaction.3.55Extensive	2being able to engage in an interaction with another and pretty well size-up that person's mood based on non-verbal signal.3.76Extensive3being able to show empathy and match his/her feelings with those of another person in an interaction.4.18Extensive	2being able to engage in an interaction with another and pretty well size-up that person's mood based on non-verbal signal.3.76Extensive3being able to show empathy and match his/her feelings with those of another person in an interaction.4.18Extensive
	2being able to engage in an interaction with another and pretty well size-up that person's mood based on non-verbal signal.3.76Extensive3being able to show empathy and match his/her feelings with those of another person in an interaction.4.18Extensive	2being able to engage in an interaction with another and pretty well size-up that person's mood based on non-verbal signal.3.76Extensive3being able to show empathy and match his/her feelings with those of another person in an interaction.4.18Extensive	3.76Extensive3being able to show empathy and match his/her feelings with those of another person in an interaction.4.18Extensive	3.76Extensive3being able to show empathy and match his/her feelings with those of another person in an interaction.4.18Extensive
	3being able to show empathy and match his/her feelings with those of another person in an interaction.4.18Extensive	3being able to show empathy and match his/her feelings with those of another person in an interaction.4.18Extensive	4.18Extensive4watching how others react to understand which of his/her own behaviors are effective and which are not.4.15Extensive5understanding why other people feel the way they do.4.13ExtensiveOverall3.95Extensive	4.18Extensive4watching how others react to understand which of his/her own behaviors are effective and which are not.4.15Extensive5understanding why other people feel the way they do.4.13ExtensiveOverall3.95Extensive
	4watching how others react to understand which of his/her own behaviors are effective and which are not.4.15Extensive5understanding why other people feel the way they do.4.13ExtensiveOverall3.95Extensive	4watching how others react to understand which of his/her own behaviors are effective and which are not.4.15Extensive5understanding why other people feel the way they do.4.13ExtensiveOverall3.95Extensive	4.15Extensive5understanding why other people feel the way they do.4.13ExtensiveOverall3.95Extensive	4.15Extensive5understanding why other people feel the way they do.4.13ExtensiveOverall3.95Extensive
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do.4.13ExtensiveOverall3	do.4.13ExtensiveOverall3		
.95Extensive	.95Extensive		
Overall3.95Extensive		3.95Extensive	Extensive

**Table 3. Extent of Emotional Intelligence of School Heads in terms of Social Awareness**

The result of the study signifies that school heads should not settle only on acknowledging their emotions but also the emotions of those under their leadership. Though it is oftentimes evident, school heads have the capacity to empathize with others feelings based on their interaction. They can read people’s behavior. As part of their leadership, they observe and study how their people behave. This helps them to better understand their teachers and their internal and external stakeholders.

The results of the study affirmed the claim of Serrat (2017) highlighting that a leader must be socially aware of the people who surround them. It helps them to gain new perspective to look at the situation from the other side and evaluate the situation better. Individuals with social awareness are good listeners and are aware of the emotional signals, are sensitive to the perspectives of other individuals, and are ready to help others with the understanding of their emotional needs and feelings.

As highlighted by Kanesan and Fauzan (2019) and as emphasized by Goleman’s emotional intelligence quadrant, leaders must have empathy, organizational awareness, and service. Empathy simply means the ability to understand and share the feelings of another. It is the capacity to communicate and comprehend other person’s emotional state. This ability is also often termed as “put oneself into another’s shoes” which means to experience the emotions of another person within oneself. In a nutshell, empathy means to recognize others’ emotions, to understand the reasons behind them, and to be able to participate in someone’s emotional experience without actually being a part of it.

### **Extent of Emotional Intelligence of School Head in terms of Relationship Management**

Table 4 exhibits the extent of emotional intelligence of school heads in terms of relationship management. It shows that the overall mean is 4.30, in a very extensive level. This means that the extent of emotional intelligence of school heads in terms of relationship management is always evident.

It is reflected in the data that all 5 statements reveal a very extensive result. Of which, the three (3) items which have the highest mean score are as follows: feeling respected and linked by others, even when they do not agree with them (4.38), being able to effectively persuade others to adopt his/her point of view without coercing them (4.36), and being able to deal calmly, sensitively, and proactively with the emotional displays of others (4.35). These items prove that extent of emotional intelligence of school heads in terms of relationship management is always evident.??

NoRelationship Management	Relationship Management	MeanDescriptive Equivalent	Descriptive Equivalent
1admitting mistakes and apologizes.4.20Very Extensive2feeling encouraged after talking to his/her members.4.22Very Extensive3being able to deal calmly, sensitively, and proactively with the emotional displays of others.4.35Very Extensive4feeling respected and liked by others, even when they do not agree with them.4.38Very	1admitting mistakes and apologizes.4.20Very Extensive2feeling encouraged after talking to his/her members.4.22Very Extensive3being able to deal calmly, sensitively, and proactively with the emotional displays of others.4.35Very Extensive4feeling respected and liked by others, even when they do not agree with them.4.38Very	1admitting mistakes and apologizes.4.20Very Extensive2feeling encouraged after talking to his/her members.4.22Very Extensive3being able to deal calmly, sensitively, and proactively with the emotional displays of others.4.35Very Extensive4feeling respected and liked by others, even when they do not agree with them.4.38Very	1admitting mistakes and apologizes.4.20Very Extensive2feeling encouraged after talking to his/her members.4.22Very Extensive3being able to deal calmly, sensitively, and proactively with the emotional displays of others.4.35Very Extensive4feeling respected and liked by others, even when they do not agree with them.4.38Very

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Overall4.30Very Extensive	Overall4.30Very Extensive	Overall4.30Very Extensive	Overall4.30Very Extensive

**Table 4. Extent of Emotional Intelligence of School Heads in terms of Relationship Management**

The result of the study signifies that school heads must be excellent in establishing a healthy and amicable relationship with all the members of the school community. With the way they lead and manage their constituents, they feel respected. In fact, they could influence others without forcing them. They can showcase a calm, sensitive, and proactive emotions which are worthy of emulations to others.

The findings of the study validated the contention of Hinds (2017) stressing that when individuals are first able to understand and manage their own and others' emotions and are empathetic, then only they can build an effective relationship with others. A leader should always be vocal and friendly at the same time. It is also about managing healthy relationship with all the team members. Riopel (2021) pointed out that the individuals that have mastered the competence of relationship management are able to lead and inspire others with the use of variety of skills and tactics. They are also strong advocates of teamwork and collaboration and have the ability to resolve conflicts.?????

Furthermore, Neupane (2021) stressed that relationship management is an element of social competence. It is the ability of an individual to relate to others. The aspects such as developing others, influence, communication, conflict management, visionary leadership, building bonds, teamwork, collaboration, and catalyst for change are included in the dimensions of relationship management.

**Summary on the Extent of Emotional Intelligence of School Heads**

Table 5 provides the summary on the extent of emotional intelligence. It is exhibited that the overall mean of emotional intelligence of school heads is 4.16, which is in an extensive level. This means that emotional intelligence of school heads is oftentimes evident.??

Data show that all four (4) indicators reveal a varying result ranging from extensive to very extensive level. As arranged chronologically, relationship awareness has the highest mean score (4.30). This is followed by self-awareness (4.23), self-management (4.16), and social awareness (3.95).????

With the extensive emotional intelligence of school heads, this reaffirmed the widely held belief of Berkovich and Eyal (2015) claiming that school leaders' emotional abilities are precursors of their own emotions and behaviors that linked closely to work outcomes. School principals are working within roles that are politically sensitive, conflicted and complex. Without the ability of using emotions to facilitate thought, for example, they would not be able to adopt different emotional states to different perspective on an activity, to make good judgement and decision and even problem solving because they are left emotionally overwhelmed (Kareem & Kin, 2019).

No	Indicators	Mean	Descriptive Equivalent	Indicators	Mean	Descriptive Equivalent	Mean	Descriptive Equivalent	Descriptive Equivalent
1				Self-Awareness	4.23				Very Extensive2Self-Management
2	Self-Management	4.16	Extensive3Social Awareness3.95	Self-Management	4.16	Extensive3Social Awareness3.95	Extensive3Social Awareness3.95	Extensive	Extensive3Social Awareness3.95
3	Social Awareness	3.95	Extensive	Social Awareness	3.95	Extensive	Extensive	Extensive	Extensive
4	Relationship Management	4.30	Very Extensive	Relationship Management	4.30	Very Extensive	Very Extensive	Very Extensive	Very Extensive
	Overall	4.16	Extensive				Overall	4.16	Extensive

**Table 5. Summary on the Extent of Emotional Intelligence of School Heads**

Similarly, Berkovich and Eyal (2015) mentioned that effective school leaders are emotionally self-aware and socially intelligent. This enables them to be more responsive, to act accurately on the expectations of the subordinates, and to increase group solidarity and morale, which are all crucial to the organizational outcomes. Besides, school leaders' emotions affect their subordinates' feelings and organizational behaviors significantly. It is reported that school leaders' modelling of care in words and actions can promote a culture of care in schools. Blackmore (2011) pointed out that if school principals able to regulate their emotions in interaction with the staff can promote positive emotional climate in schools.

A study conducted by Wong et al. (2010) showed that mid-level leaders' emotions associated with teachers' job satisfaction. Likewise, Jansen (2006) found that leaders' empathy or leaders' experience of others' emotions significantly shaped others' emotions. In Canada, Cherkowski (2012) reported that school principals who adopted caring behaviors affected their passion for job. It can be summarized that subordinates' positive emotions and behaviors were linked to favorable leadership emotions and vice versa.

## Extent of Organizational Harmony of School Heads in terms of Effective Communication

Table 6 exhibits the extent of organizational harmony of school heads in terms of effective communication. It shows that the overall mean is 4.33, in a very extensive level. This means that the extent of organizational harmony of school heads in terms of effective communication is always evident.??

As revealed from the data that all 4 statements reveal a very extensive result. Of which, the three (3) items which have the highest mean score are as follows: articulating the school’s vision and direction (4.39), promoting dialogue and effective communication not only between colleagues but also between employees and their management (4.38), and encouraging teachers to share their sentiments about work-related tasks (4.35). These items prove that the organizational harmony of school heads in terms effective communication is always evident.

The findings of the study denote that the school heads are practicing the relevance of open and effective communication. This is not only enjoyed by those in the authorities but also the teachers. In doing so, the school heads are very transparent in relaying the school’s vision and direction and including the status of the school. They believe that everyone has the right to access of information. More so, they encourage open communication where everyone is given the platform to share their insights and sentiments. Communication is evident among the teachers and even between the teachers and the school heads. This confirms the study of Dayton (2021) revealing that any leadership role comes with the responsibility to manage communications effectively.

No	Effective Communication	Effective Communication	Mean Descriptive Equivalent	Descriptive Equivalent
1	allowing teachers to express their ideas for school improvement. 4.20Very Extensive	allowing teachers to express their ideas for school improvement. 4.20Very Extensive	4.20Very Extensive	Very Extensive
2	encouraging teachers to share their sentiments about work-related tasks. 4.35Very Extensive	encouraging teachers to share their sentiments about work-related tasks. 4.35Very Extensive	4.35Very Extensive	Very Extensive
3	promoting dialogue and effective communication not only between colleagues but also between employees and their management. 4.38Very Extensive	promoting dialogue and effective communication not only between colleagues but also between employees and their management. 4.38Very Extensive	4.38Very Extensive	Very Extensive
4	articulating the school’s vision and direction. 4.39Very Extensive	articulating the school’s vision and direction. 4.39Very Extensive	4.39Very Extensive	Very Extensive
	Overall 4.33Very Extensive	Overall 4.33Very Extensive	Overall 4.33Very Extensive	Overall 4.33Very Extensive



relationships between the students, faculty, and parents. Establishing effective communication practices in a school requires understanding the characteristics of communication, including the benefits and common barriers. The three critical components of effective communication – trust, transparency, and active listening – build the relationship necessary to engage in challenging conversations.

### Extent of Organizational Harmony of School Heads in terms of Appropriate Working Conditions

Table 7 exhibits the extent of organizational harmony of school heads in terms of appropriate working conditions. It shows that the overall mean is 3.28, in a moderately extensive level. This means that the organizational harmony of school heads in terms of appropriate working conditions is occasionally evident.??

It can be gleaned from the data that all 4 statements reveal a moderately extensive result. Of which, the three (3) items which have the highest mean score are as follows: enjoying a safe working environment is free from conflict (3.33), having enough workloads (3.35), and being able to teach with complete instructional materials and complete facilities (3.32). These items prove that the organizational harmony of school heads in terms of appropriate working conditions is occasionally evident.????

The findings of the study implies that there is a need to still improve the working conditions of the teachers. Though it is occasionally evident but it is definitely not enough to intensify the motivation of the teachers to teach and the motivation of the students to learn. There is still a need to upgrade the working environment for both the teachers and the students. With this, the school heads to intensify partnership to immediately address the concern.

This validated the concept of the OECD (2019) stating that the quality of teaching and learning is determined not just by the quality of teachers, but also by the environment in which teachers work. Together with the intrinsic benefits of teaching, working conditions, which are shaped by factors such as salary range, compensation, bonuses and rewards; working time, staff-student ratios, good school leadership, infrastructure and facilities, influence teachers’ satisfaction with the workplace, their tasks and the nature of the job as well as teachers’ ability to do their work well and engage with students. Working conditions also play a crucial role for attracting teachers and for retaining effective teachers.

No	Appropriate Working Condition	Mean	Descriptive Equivalent	1having	Descriptive Equivalent	1having	
1	enough workloads to prepare.	3.25	Moderately Extensive	2	enjoying a safe working environment which is free from conflict.	3.33	Moderately Extensive
2	enjoying a safe working environment which is free from conflict.	3.33	Moderately Extensive	3	being in a working environment where I could showcase my potentials.	3.22	Moderately Extensive
3	being in a working environment where I could showcase my potentials.	3.22	Moderately Extensive	4	being able to teach with complete instructional materials and complete facilities.	3.32	Moderately Extensive
4	being able to teach with complete instructional materials and complete facilities.	3.32	Moderately Extensive	Overall		3.28	Moderately Extensive

1having enough workloads to prepare.3.25Moderately Extensive2enjoying a safe working environment which is free from conflict.3.33Moderately Extensive3being in a working environment where I could showcase my potentials.3.22Moderately Extensive4being able to teach with complete instructional materials and complete facilities3.32Moderately ExtensiveOverall3.28Moderately Extensive	having enough workloads to prepare.3.25Moderately Extensive2enjoying a safe working environment which is free from conflict.3.33Moderately Extensive3being in a working environment where I could showcase my potentials.3.22Moderately Extensive4being able to teach with complete instructional materials and complete facilities3.32Moderately ExtensiveOverall3.28Moderately Extensive	3.25Moderately Extensive2enjoying a safe working environment which is free from conflict.3.33Moderately Extensive3being in a working environment where I could showcase my potentials.3.22Moderately Extensive4being able to teach with complete instructional materials and complete facilities3.32Moderately ExtensiveOverall3.28Moderately Extensive	Moderately Extensive2enjoying a safe working environment which is free from conflict.3.33Moderately Extensive3being in a working environment where I could showcase my potentials.3.22Moderately Extensive4being able to teach with complete instructional materials and complete facilities3.32Moderately ExtensiveOverall3.28Moderately Extensive
2enjoying a safe working environment which is free from conflict.3.33Moderately Extensive3being in a working environment where I could showcase my potentials.3.22Moderately Extensive4being able to teach with complete instructional materials and complete facilities3.32Moderately ExtensiveOverall3.28Moderately Extensive	enjoying a safe working environment which is free from conflict.3.33Moderately Extensive3being in a working environment where I could showcase my potentials.3.22Moderately Extensive4being able to teach with complete instructional materials and complete facilities3.32Moderately ExtensiveOverall3.28Moderately Extensive	3.33Moderately Extensive3being in a working environment where I could showcase my potentials.3.22Moderately Extensive4being able to teach with complete instructional materials and complete facilities3.32Moderately ExtensiveOverall3.28Moderately Extensive	Moderately Extensive3being in a working environment where I could showcase my potentials.3.22Moderately Extensive4being able to teach with complete instructional materials and complete facilities3.32Moderately ExtensiveOverall3.28Moderately Extensive
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4being able to teach with complete instructional materials and complete facilities3.32Moderately ExtensiveOverall3.28Moderately Extensive	being able to teach with complete instructional materials and complete facilities3.32Moderately ExtensiveOverall3.28Moderately Extensive	3.32Moderately ExtensiveOverall3.28Moderately Extensive	Moderately ExtensiveOverall3.28Moderately Extensive



Overall 3.28 Moderately Extensive

3.28 Moderately Extensive

Moderately Extensive

**Table 7. Extent of Organizational Harmony of School Heads in terms of Appropriate Working Condition**

The results affirmed the notion of Anderson (2008) claiming that every school does not achieve good standards and principals should identify the problem areas and initiate change that can solve the problems. It is clear that school improvement cannot be materialized unless the leadership is effective. The principal is the key person who can make difference in school development. Hence, principals work to create a conducive school climate and to make reforms for sustaining the quality of education. They are in charge of looking the day-to-day activities and programs of the school in collaboration with the school communities. They always strive to ensure students' achievement, harmonious collegial working cooperation, effective communication, progressive instructional leadership, and efficient and effective utilization of resources.

### Extent of Organizational Harmony of School Heads in terms of Collaboration

Table 8 showcases the organizational harmony of school heads in terms of collaboration. It shows that the overall mean is 4.27, in a very extensive level. This means that the organizational harmony of school heads in terms of collaboration is always evident.??

As shown from the data that all 4 statements reveal a very extensive result. Of which, the three (3) items which have the highest mean score are as follows: working collaboratively towards the targeted goals (4.28), promoting teamwork at work (4.27), and encouraging sharing of best practices (4.26). These items serve as proofs that organizational harmony of school heads in terms of collaboration is always evident.

This implies that, with the lead of the school heads, teachers are working collaboratively which is beneficial to the school as a whole. Apparently, teamwork is evident in order to achieve the target goals. They value everyone's presence and contribution which serves as a big help in leading the school to the right direction. Also, to improve everyone's craft, everyone shares their best practices to each other. With these situations, organizational harmony is achieved by means of collaboration.

The findings of this study supported the contention of Harrell (2019) stressing that school leaders play an important role in creating the systems and

NoCollaboration MeanDescriptive Equivalent1encouraging sharing of best practices.4.26Very Extensive2promoting teamwork at work. 4.27Very Extensive3having a positive working relationship. 4.25Very Extensive4working collaboratively towards the targeted goals.4.28Very ExtensiveOverall4.27Ver y Extensive	Collaboration MeanDescriptive Equivalent1encouraging sharing of best practices.4.26Very Extensive2promoting teamwork at work. 4.27Very Extensive3having a positive working relationship. 4.25Very Extensive4working collaboratively towards the targeted goals.4.28Very ExtensiveOverall4.27Ver y Extensive	MeanDescriptive Equivalent1encouraging sharing of best practices.4.26Very Extensive2promoting teamwork at work. 4.27Very Extensive3having a positive working relationship. 4.25Very Extensive4working collaboratively towards the targeted goals.4.28Very ExtensiveOverall4.27Ver y Extensive	Descriptive Equivalent1encouraging sharing of best practices.4.26Very Extensive2promoting teamwork at work. 4.27Very Extensive3having a positive working relationship. 4.25Very Extensive4working collaboratively towards the targeted goals.4.28Very ExtensiveOverall4.27Ver y Extensive
1encouraging sharing of best practices.4.26Very	encouraging sharing of best practices.4.26Very	4.26Very	Very
Extensive2promoting	Extensive2promoting	Extensive2promoting	Extensive2promoting

Extensive2promoting teamwork at work. 4.27Very Extensive3having a positive working relationship. 4.25Very Extensive4working collaboratively towards the targeted goals.4.28Very ExtensiveOverall4.27Very Extensive 2promoting teamwork at work. 4.27Very Extensive3having a positive working relationship. 4.25Very Extensive4working collaboratively towards the targeted goals.4.28Very ExtensiveOverall4.27Very Extensive 3having a positive working relationship. 4.25Very Extensive4working collaboratively towards the targeted goals.4.28Very ExtensiveOverall4.27Very Extensive 4working collaboratively towards the targeted goals.4.28Very ExtensiveOverall4.27Very Extensive Overall4.27Very Extensive	Extensive2promoting teamwork at work. 4.27Very Extensive3having a positive working relationship. 4.25Very Extensive4working collaboratively towards the targeted goals.4.28Very ExtensiveOverall4.27Very Extensive promoting teamwork at work. 4.27Very Extensive3having a positive working relationship. 4.25Very Extensive4working collaboratively towards the targeted goals.4.28Very ExtensiveOverall4.27Very Extensive having a positive working relationship. 4.25Very Extensive4working collaboratively towards the targeted goals.4.28Very ExtensiveOverall4.27Very Extensive working collaboratively towards the targeted goals.4.28Very ExtensiveOverall4.27Very Extensive	teamwork at work. 4.27Very Extensive3having a positive working relationship. 4.25Very Extensive4working collaboratively towards the targeted goals.4.28Very ExtensiveOverall4.27Very Extensive 4.27Very Extensive3having a positive working relationship. 4.25Very Extensive4working collaboratively towards the targeted goals.4.28Very ExtensiveOverall4.27Very Extensive 4.25Very Extensive4working collaboratively towards the targeted goals.4.28Very ExtensiveOverall4.27Very Extensive 4.28Very ExtensiveOverall4.27Very Extensive 4.27Very Extensive	teamwork at work. 4.27Very Extensive3having a positive working relationship. 4.25Very Extensive4working collaboratively towards the targeted goals.4.28Very ExtensiveOverall4.27Very Extensive Very Extensive3having a positive working relationship. 4.25Very Extensive4working collaboratively towards the targeted goals.4.28Very ExtensiveOverall4.27Very Extensive Very Extensive4working collaboratively towards the targeted goals.4.28Very ExtensiveOverall4.27Very Extensive Very ExtensiveOverall4.27Very Extensive Very Extensive
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**Table 8. Extent of Organizational Harmony of School Heads in terms of Collaboration**

structures needed for relationship building. Establishing trust—which researchers define in the team structure as benevolence, integrity, predictability, and competence—is a key part of creating relationships. Relationships are the currency of effective school leaders. Having positive, lasting relationships with colleagues is one of the most important components of a meaningful work experience. These relationships are usually fostered through lunch conversations, co-teaching, room sharing, or the occasional gathering.

As instructional leaders, principals are in a unique position to influence collaboration that takes place among teachers. In order to create a collaborative environment for teachers, principals should have deep knowledge, skills about professional learning communities and initiation to realize it. In this respect, Murphy et al. (2009) argue that distributed leadership helps them change instructional practices. Similarly, Heck and Hallinger (2005) indicated that as instructional leaders, principals can make a difference in terms of student learning at their schools. In order to create a collaborative environment, school principals must group teachers into effective teams for effective collaboration, believe in the inherent ability of teachers to serve in leadership capacities, provide, encourage and expect participation opportunities for staff involvement in important decisions, empower

leadership teams to make decisions and encourage risk-taking. They must also rotate leadership roles among staff (Marzano, Waters, McNulty, 2005).

### Summary on the Extent of Management Style of School Heads

Table 9 provides the summary on the extent of organizational harmony of school heads. It is exhibited that the overall mean of organizational harmony of school heads is 3.96, which is in an extensive level. This means that the organizational harmony of school heads is oftentimes evident. ????????

Data show that all three (3) indicators reveal a varying result ranging from moderately to very extensive level. As arranged chronologically, effective communication (4.33) has the highest mean. This is followed by collaboration (4.27), and appropriate working conditions (3.28).

The favorable findings of this study supported the findings of Khan (2018) revealing that the principal is regarded as the most powerful figure in the educational system. The principal's behavior inside the school is believed to be inextricably tied to the institution's name and fame. He plays a critical part in the school's effectiveness and efficient operation. The principal's leadership style has a significant impact on the school atmosphere and the feelings of teachers within the organization. Principals work together to establish an environment that influences the organization's ultimate goal, such as student performance.

Moreover, Zwain and Noorulhuda (2022) emphasized that organizations can consist of high levels of harmony in workplaces where there are no unwanted negative behaviors that violate dignity or create a substance to intimidate and insult employees.

No	Indicators	Mean	Descriptive Equivalent	Indicators	Mean	Descriptive Equivalent	Mean	Descriptive Equivalent	Descriptive Equivalent
1	Effective Communication	4.33							Very Extensive
2	Appropriate Working Conditions	3.28	Moderately	Appropriate Working Conditions	3.28	Moderately	3.28	Moderately	Moderately
3	Collaboration	4.27	Very Extensive	Collaboration	4.27	Very Extensive	4.27	Very Extensive	Very Extensive
	Overall	3.96	Extensive	Overall	3.96	Extensive	3.96	Extensive	Extensive

**Table 9. Summary on the Extent of Organizational Harmony of School Heads**

One of the best ways to promote relationships and harmony within the workplace is by promoting dialogue and effective communication not only between colleagues but also between employees and their management, as

well as encouraging the workforce to express their ideas, opinions and proposals. It can also promote successful application of work-life balance practices in the organization and the application of flexible working practices and a fair vacation system.

Furthermore, Puttapalli and Vuram (2012) pointed out that harmony in the workplace is concerned with the nature of the relationship between management and employees with regard to the conditions and provisions of employment in the workplace. It produces a state of cooperation between the employee and management willingly aimed at achieving the objectives of the organization. It considers harmony in the workplace important because it is considered an encouraging factor for teamwork and leads to happiness in the workplace for working members and thus achieve high levels of organizational performance.

### Significance of the Relationship Between the Extent of Emotional Intelligence and Organizational Harmony of School Heads

Presented in Table 10 are the data on the significance of the relationship between emotional intelligence and organizational harmony of school heads.

Emotional Intelligence of School Heads Indicators	Dependent Variable-value	r-value	p-value	Decision on Ho	Self-Awareness
Self-Awareness		0.5450.000	RejectedSelf-Management	0.000	RejectedSelf-Management
Self-Management	Organizational Harmony of School Heads	0.5220.000	RejectedSocial Awareness	0.000	RejectedSocial Awareness
Social Awareness	0.545	0.5150.000	RejectedRelationship Management	0.000	RejectedRelationship Management
Relationship Management		0.6550.000	RejectedOverall0.599*0.000	RejectedOverall0.599*0.000	RejectedOverall0.599*0.000
Overall0.599*0.000	0.599*0.000	0.599*0.000	Rejected??*Significant at 0.05 significance level	0.000	Rejected??*Significant at 0.05 significance level

??\*Significant at 0.05 significance level

**Table 10. Significance of the Relationship Between the Extent of Emotional Intelligence and Organizational Harmony of School Heads**

Reflected in the hypothesis, the relationship was tested at 0.05 level of significance. The overall r-value of .599 with a p-value of <0.05 signified the rejection of the null hypothesis. It means that there is a significant relationship between emotional intelligence of school heads and organizational harmony of school heads. This shows that emotional intelligence of school heads is correlated with organizational harmony of school heads.?? Doing a pairwise correlation among the measures of both variables, it can be gleaned that relationship management, self-awareness, self-management, and social awareness revealed computed r-values of 0.655, 0.545, 0.522, and 0.515 respectively with p-values which are less than 0.05 in the level of significance. This

implies that as relationship management, self-awareness, self-management, and social awareness increases, the organizational harmony of school heads increase.

The result is in consonance to the study conducted by Morrill (2007) and Cai (2011) revealing that emotional intelligence is associated with certain skills, such as communication, conflict management and stress management which may help the principal build constructive relationships with teachers and establish organizational harmony among members of the school as an organization.

The enhancement of the principal– teacher relationship can result in positive change in the school climate. With trust and respect from the school principal, teachers will be more open to the new initiatives introduced by the school principal and more committed to the implementation, which may lead to improvement in teaching and school culture (Cai, 2011). The results on Cai’s study indicate that there is a relationship between emotional intelligence and turning around of low performing schools. In addition, it established that it is important for the principal to be emotionally intelligent so as to be able to advance the performance of the school.

Similarly, Mills and Rouse (2009) who conducted a literature review assert that leaders who recognize and monitor their emotional intelligence have learned to utilize their emotions towards the improvement of processing information in order to make better decisions, support interaction and relationships with others, and exhibit certain behaviors associated with success in order to be viewed as effective. Cliffe (2011) noted that the school principals were able to, knowingly or subconsciously; make intelligent use of their emotions. Moore (2009) insisted that emotional intelligence is vital for school principals and that it is time to implement preparation programmes for school principals to develop these skills to deal with emotions associated with schools reforms.

In addition, Goleman and Boyatzis (2017) claimed that school principals ought to conceptually understand that “schools are made of people”. Hence, it is vitally important to examine the human underpinnings of the organization. Emotionally intelligent leaders have a level of awareness of the external environment or social awareness. If principals are to be successful, they need to be in tune with themselves and what surrounds them. Emotionally intelligent leaders display higher degrees of empathy and it can always be further developed. In fact, emotionally intelligent competencies on improved leadership can not only be further developed, but they are not necessarily inherent traits. It has also been found that emotional intelligence increases leadership performance.

### **Regression Analysis on the Influence of Emotional Intelligence on Organizational Harmony of School Heads**

Shown in table 11 is the regression analysis on the emotional intelligence on the organizational harmony of school heads. The overall p-value ( $p < 0.05$ ) denotes that emotional intelligence of school heads is a predictor of organizational harmony of school heads. The B values of the independent variable, emotional intelligence of school heads in terms of relationship management, self-awareness, self-management, and social awareness is 0.455, 0.428, 0.417, and 0.415 respectively.

School Heads $\beta$		Organizational Harmony of School Heads Emotional Intelligence of	
Emotional Intelligence of School Heads $\beta$	$\beta$ (Standardized Coefficients)	B (Unstandardized Coefficients)	T Sig. Constant
			0.8220.14
			56.5460.00
			Self-Awareness
			0.4280.4
			41612.44
			1612.444
			40.000Se

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Constant	0.8220.1456.546	0.1456.5460.000Se	6.5460.00	0.000Self
0.8220.1456.5460.000Self		If-	0Self-	-
-		Awareness0.4280.4	Awarenes	Awarene
Awareness0.4280.41612.		1612.4440.000Self	s0.4280.4	ss0.4280.
4440.000Self-		-Management	1612.444	41612.44
Management			40.000Se	40.000Se
				If-
				Manage
				ment
Self-	0.4280.41612.44	0.41612.4440.000S	12.4440.0	0.000Self
Awareness0.4280.41612.	40.000Self-	elf-Management	00Self-	-
4440.000Self-	Management		Managem	Manage
Management			ent	ment
Self-Management	0.4170.	0.40612.3750.000	12.3750.0	0.000
0.4170.40612.3750.000	40612.3750.000		00	
				Social
				Awarene
				ss0.
				4150.
				40512.22
				20.000
Social Awareness0.4150.	0.4150.	0.40512.2220.000	12.2220.0	0.000
40512.2220.000	40512.2220.000		00	
				Relations
				hip
				Manage
				ment
Relationship Management	0.4550.40512.58	0.40512.5860.000R	12.5860.0	0.000R0.
0.4550.40512.5860.000R	60.000R0.753R2		00R0.753	753R2
R0.75				
3R2	0.753R2	0.753R2	R2	R2
R2	0.573F325.315P	0.573F325.315P	F325.315P0.000	F325.315
F325.	325.315P0.000	325.315P0.000	P0.000	F325.315
315P				P0.000
P0.00	0.000	0.000		
0				

**Table 11. Regression Analysis on the Influence of Emotional Intelligence on Organizational Harmony of School Heads**

One unit change in self-awareness will lead to .428 unit change in organizational harmony of school heads if the other predictor is at “0”. In the same way, one unit change in self-management will lead to .417 unit change in organizational harmony of school heads if the other predictor is at “0”. Also, one unit change in social awareness will lead to .415 unit change in organizational harmony of school heads if the other predictor is at “0”. Lastly, one unit change in relationship management will lead to .455 unit change in organizational harmony of school heads if the other predictor is at “0”.

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Among the four, relationship management indicates a higher influence on organizational harmony of school heads compared to other indicators. Lastly, the coefficient of determination of r-squared value is also shown in the table which was 0.573 or 57.3% of the organizational harmony of school heads is explained by the domains of emotional intelligence of school heads which are self-awareness, self-management, social awareness, and relationship management. Hence, the hypothesis that there is no domain in emotional intelligence of school heads that significantly influences organizational harmony of school heads is rejected.??

The study's findings highlight that among the domains of emotional intelligence in school heads—self-awareness, self-management, social awareness, and relationship management—relationship management stands out as the most influential factor contributing to organizational harmony within schools. This suggests that effective interpersonal skills and adeptness in managing relationships play a crucial role in fostering a harmonious organizational environment within educational institutions. The substantial coefficient of determination (r-squared value of 57.3%) underscores the significance of emotional intelligence in explaining organizational harmony among school heads. ??????

The rejection of the hypothesis indicates that each domain of emotional intelligence does indeed have a significant impact on the overall organizational harmony of school heads, emphasizing the importance of considering all aspects of emotional intelligence in leadership development within the educational context. These findings emphasize the need for nurturing and enhancing relationship management skills in school leaders to promote a more cohesive and harmonious school environment.??

The result of the study conforms to the Neo-classical Administration Theory which was developed as a reaction to Classical Administration Theory, and it was developed within the framework of notions such as human relationships, cooperation, social systems, and harmony within the organization (Bursalioğlu, 2010). This theory concentrated on the social and psychological structure of the human elements instead of economic factors (Aydin, 2014). This theory not only concentrates on the working individual but on the individual–organization administration component as well. The representatives of this theory advocate that the interests of the individual and the organization are unified, and work must be completed in cooperation. Organizational harmony is only attained if everyone works collaboratively and for the interest of all members of the organization.

Emotional intelligence (EI) is important and relevant to leadership since emotional factors play a role in personal well-being, interpersonal relationships, motivation, workplace adjustment and learning processes (Brackett et al., 2016; Caruso & Salovey, 2004; Fischer & Manstead, 2016; Zeidner et al., 2009). EI is highly relevant to educational leadership since the school leader must continually work with individuals and groups (i.e. teachers, students and parents) and make decisions that impact the social functioning of the whole school.

In addition, Gray (2009) examined EI abilities in the context of educational leadership noting how school administrators cannot completely remove emotions from decision-making and therefore must be cognizant and intentional with emotions. Using emotions adaptively is critical for effective interpersonal relationships as well as for creating an emotional-toned environment in the school context. A study by Brackett et al. (2011) found that EI skills were associated with better emotional climate in the classroom and improved student conduct which are factors that would be desired goals for educational leaders.

More so, growing research in this field makes it evident that emotional intelligence may play a vital role in underpinning effective leadership (Higgs & Dulewicz, 2016). Higgs and Dulewicz (2016) proposed that to build a sustainable, supportive and resilient way of working, there is a need for leaders to lead with emotional intelligence. The emotional task of the leader is a primal and most important act of leadership (Goleman et al., 2013). Daneshmand (2013) suggested that elevated levels of emotional intelligence are crucial for educational leaders to develop understandings of how to build productive schools that enable pedagogical achievement and emotional adaption of students and staff.

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## CONCLUSION

Based on the findings of this study, the following conclusions were offered:

The extent of emotional intelligence of school heads of the public elementary schools implies that it is oftentimes evident. In particular, self-awareness and relationship management of school heads are always evident while the self-management and social awareness are oftentimes evident. Meanwhile, the extent of organizational harmony of school heads is oftentimes evident. Effective communication and collaboration are always evident while appropriate working conditions is occasionally evident.

Based on the findings, emotional intelligence of school heads and organizational harmony of school heads are related. Also, emotional intelligence of school heads significantly influences organizational harmony of school heads. In fact, all domains of emotional intelligence of school heads, namely, self-awareness, self-management, social awareness, relationship management significantly influence the organizational harmony of school heads by registering a p-value of .000 which is less than .05 in the level of significance. This leads to the rejection of the null hypothesis. Further, the result indicates that for every unit increase in the four domains of emotional intelligence of school heads, the organizational harmony of school heads will increase.

The following suggestions were offered based on the conclusions of the study:????????????????????

The higher officials in the Department of Education may craft effective policies, programs, projects, interventions and activities which may intensify the emotional intelligence of school heads and the organizational harmony of school heads. In particular, DepEd officials need to help school heads to invite more partners in helping school improvement.

Moreover, the school principals may find means in enhancing their emotional intelligence. They may also assess the status of their emotional intelligence and how does it affect their organizational harmony. Moreover, school heads need to strengthen the working conditions in the school by looking for potential partners who could help them in the attainment of appropriate working conditions specifically on instructional materials and school facilities. ??

Furthermore, teachers may extend assistance to their school heads. They may work collaboratively with their school heads in looking for potential partners. As the frontliners of the curriculum implementation, teachers have direct contact with internal and external stakeholders.

Finally, future researchers may explore relevant information about emotional intelligence and organizational harmony of school heads. Also, other means of research approach may be utilized to further explore the involved variables in this study.

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