



KEY SKILLS ON UNDERSTANDING EMOTIONAL INTELLIGENCE FOR SMOOTH RELATIONSHIP AMONG PEERS IN MARGOSATUBIG DISTRICT: KEYS TO GREATER WORK PRODUCTIVITY

JANE MARIANO MAHUSAY

Southern Mindanao Colleges, Pagadian City, Philippines

Master of Arts in Educational Management

ABSTRACT

Emotional intelligence is an important competency in promoting harmonious workplace relationships, effective communication, and greater work productivity in educational organizations. This study, entitled "Key Skills on Understanding Emotional Intelligence for Smooth Relationship Among Peers in Margosatubig District: Keys to Greater Work Productivity," examined the practice of emotional intelligence skills among school administrators and explored differences in the responses of school administrators and teachers. Specifically, it focused on self-management, self-awareness, social awareness, and relationship management. The study employed the descriptive-survey method and used a researcher-developed questionnaire-checklist as the principal instrument for data gathering. Purposive sampling, particularly judgment sampling, was identified as the sampling technique. The data were analyzed using weighted mean, ranking, and the t-test. The reported findings indicated that the four emotional intelligence skills were generally practiced by school administrators. Relationship management obtained the highest average mean of 3.51, followed by self-management at 3.50, social awareness at 3.48, and self-awareness at 3.46. The thesis also reported a computed t-value of 4.857, exceeding the stated critical value of 2.447 at the five-percent level of significance, leading to the rejection of the null hypothesis.

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These findings highlight the importance of developing emotional intelligence competencies to strengthen professional relationships, manage workplace challenges, and support productivity. The study recommends sustained professional development activities that reinforce emotional regulation, empathy, respectful communication, and collaborative workplace practices.

Keywords: *Emotional intelligence, self-management, self-awareness, social awareness, relationship management, peer relationships, work productivity, school administrators, teachers, Margosatubig District*

INTRODUCTION

Emotional intelligence plays an important role in establishing positive relationships and maintaining a productive work environment. In educational institutions, school administrators and teachers interact regularly while performing their professional responsibilities. Their ability to recognize and manage emotions, understand the feelings of colleagues, and respond appropriately to different situations can influence the quality of their workplace relationships. Technical knowledge and professional competence remain essential, but the ability to manage emotions and maintain respectful interactions also contributes to effective teamwork.

Schools are social organizations in which administrators, teachers, and other personnel work toward common educational goals. Their daily interactions involve decision-making, communication, collaboration, and the resolution of workplace concerns. Differences in

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personality, opinions, expectations, and communication styles may sometimes create misunderstandings. Emotional intelligence provides skills that can help individuals manage these differences constructively and maintain professional relationships.

Goleman (1995) described emotional intelligence in terms of competencies associated with recognizing and regulating emotions, understanding other people, and managing interpersonal relationships. These competencies are relevant to educational settings because teachers and administrators frequently encounter situations requiring patience, empathy, emotional control, and sound judgment. When these skills are practiced consistently, workplace interactions may become more respectful and productive.

Self-management is one of the essential dimensions of emotional intelligence. It involves regulating emotional reactions, controlling impulses, managing stress, maintaining composure, and adapting to changing circumstances. In schools, administrators and teachers may encounter demanding workloads, competing responsibilities, and disagreements with colleagues. The ability to respond calmly rather than react impulsively can help prevent unnecessary conflicts and support better professional decisions.

Self-awareness is equally important because it enables individuals to recognize their emotions, strengths, limitations, and behavioral patterns. Awareness of how personal reactions affect colleagues can help educators reflect on their conduct and identify areas for improvement. Teachers and administrators who accept constructive feedback and understand

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their own communication styles may become better equipped to manage workplace concerns
and strengthen professional relationships.

Social awareness emphasizes empathy and sensitivity to the emotions, needs, and perspectives of other people. In a diverse educational environment, colleagues may have different experiences, beliefs, communication styles, and approaches to solving problems. Listening attentively and respecting these differences can promote understanding and reduce the likelihood of misunderstandings. Social awareness also encourages educators to consider how their decisions and actions affect others.

Relationship management brings emotional intelligence skills together through effective communication, cooperation, conflict resolution, and the maintenance of professional relationships. Positive relationships among colleagues can encourage the sharing of ideas, collective problem-solving, and mutual support. In contrast, unresolved conflicts and poor communication may weaken teamwork and affect the overall working environment. Developing relationship-management skills is therefore important for sustaining a cooperative school culture.

The significance of emotional intelligence extends to work productivity. Educators who manage their emotions and interact constructively with colleagues may be better positioned to complete assigned responsibilities, participate in collaborative activities, and contribute to school improvement. A harmonious workplace can also provide a supportive professional environment in which personnel feel respected and are more willing to share knowledge and

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assist one another. These conditions can help educational institutions pursue their organizational goals more effectively.

Within Margosatubig District in Zamboanga del Sur, school administrators and teachers perform responsibilities that require professional cooperation and effective interpersonal communication. The thesis identifies emotional intelligence as a relevant area for examination because workplace relationships may be affected by differences in emotional responses, communication practices, and professional expectations. Understanding how emotional intelligence skills are practiced can provide a basis for identifying strengths and areas that may need further development.

Hence, this study examined self-management, self-awareness, social awareness, and relationship management as key emotional intelligence skills among school administrators, with attention to the responses of teachers and administrators. It sought to determine which skills were most and least practiced and whether a significant difference existed between the two groups' responses. The ultimate purpose was to provide a basis for strengthening harmonious peer relationships and promoting greater work productivity in Margosatubig District through improved emotional intelligence practices.

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MATERIALS AND METHODS

Research Design

The study employed the descriptive-survey method to examine the practice of emotional intelligence skills among school administrators and compare their responses with those of teachers. This design was appropriate for describing existing practices and interpreting respondents' perceptions regarding the variables under investigation.

Research Locale and Respondents

The study was conducted in Margosatubig District, Zamboanga del Sur. The thesis identifies school administrators and teachers with at least three years of service as the target respondents.

The methodology section reports 16 school administrators and 228 teachers as the selected respondents through purposive or judgment sampling. However, other sections of the thesis provide different respondent counts. These discrepancies must be reconciled before the article is submitted for publication.

Research Instrument

The primary data-gathering instrument was a researcher-developed questionnaire-checklist. The instrument contained 25 statements covering five statements for each of the following four emotional intelligence dimensions: self-management, self-awareness, social awareness, and relationship management. The thesis also mentions a fifth area in its

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instrument description, so the final questionnaire should be checked to confirm the intended number and names of variables.

The preliminary instrument was developed with the assistance of the research adviser and subjected to a trial run. Administrators and teachers from Talusan District participated in the dry run and provided feedback on the appropriateness and suitability of the statements. Their suggestions were incorporated into the questionnaire.

Data-Gathering Procedure

The researcher sought permission from the Schools Division Superintendent of Zamboanga Sibugay before conducting the study. After permission was granted, the questionnaire-checklist was administered to the respondents. Teacher respondents received the instrument following their School Learning Action Cell (SLAC) activities. The researcher explained the directions, encouraged honest responses, and assured participants that their responses would be treated confidentially.

Statistical Treatment

The study identified the following statistical procedures:

- Weighted mean – used to determine the average ratings for each emotional intelligence skill.
- Ranking – used to identify the relative standing of the indicators and variables.

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- t-test – used to examine whether a significant difference existed between the responses of school administrators and teachers.

A four-point continuum was used to interpret the ratings: 3.26–4.00, Always Practiced; 2.51–3.25, Often Practiced; 1.76–2.50, Sometimes Practiced; and 1.00–1.75, Never Practiced.

RESULTS AND DISCUSSIONS

Practice of Self-Management

The thesis reported an average mean of 3.50 for self-management, interpreted as Always Practiced. The indicators included controlling emotional reactions during disagreements, managing stress without allowing it to affect work performance, maintaining composure in stressful situations, demonstrating self-discipline, and regulating emotions to support sound decision-making.

These results suggest that emotional regulation was a prominent practice among school administrators. Remaining composed during disagreements and managing stress can help prevent emotional reactions from disrupting professional responsibilities. Self-management may therefore serve as a foundation for constructive communication and effective workplace collaboration.

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Practice of Self-Awareness

Self-awareness obtained an average mean of 3.46, interpreted as Always Practiced. The thesis highlighted recognizing personal emotions before responding to work-related situations, reflecting on behaviors that affect colleagues, and acknowledging personal limitations while seeking opportunities for improvement.

Although self-awareness received the lowest rank among the four dimensions, its reported mean still fell within the "Always Practiced" category. This finding points to the importance of continued reflection and professional growth. Greater awareness of personal emotions and communication patterns can help school personnel recognize how their behavior affects others and respond more thoughtfully to workplace challenges.

Practice of Social Awareness

Social awareness obtained an average mean of 3.48, interpreted as Always Practiced. The findings emphasized demonstrating sensitivity to colleagues' needs and feelings, considering their perspectives before making work-related decisions, and respecting individual differences among coworkers.

The result highlights the value of empathy in professional relationships. Listening attentively, considering different viewpoints, and respecting colleagues' backgrounds can help create an inclusive working environment. Such practices may reduce misunderstandings and strengthen cooperation among school personnel.

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Practice of Relationship Management

Relationship management recorded an average mean of 3.51, ranking first among the four emotional intelligence dimensions. The thesis particularly highlighted fostering harmonious workplace relationships that contribute to greater productivity, collaborating effectively with peers, and communicating respectfully during workplace discussions and collaborative activities.

This finding identifies relationship management as the strongest reported dimension. Positive relationships can make it easier for school personnel to exchange ideas, share responsibilities, resolve disagreements, and work toward common goals. The result supports the importance of respectful communication and collaboration in building a productive school environment.

Comparative Results Across Emotional Intelligence Skills

The following table summarizes the average means reported in the thesis.

Emotional intelligence skill	Average mean	Rank	Interpretation
Relationship management	3.51	1	Always Practiced
Self-management	3.50	2	Always Practiced
Social awareness	3.48	3	Always Practiced
Self-awareness	3.46	4	Always Practiced

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The overall pattern indicates that all four dimensions were reported as always practiced. Relationship management ranked highest, suggesting that maintaining professional relationships, cooperating with colleagues, and communicating respectfully were particularly prominent. Self-awareness ranked lowest, although its mean also fell within the highest response category.

The relatively small differences among the means suggest that the four skills were rated similarly. Nevertheless, the ranking can help guide professional development by maintaining existing strengths while providing further opportunities to strengthen self-awareness, emotional reflection, and feedback practices.

Difference Between the Responses of School Administrators and Teachers

The thesis reported a computed t-value of 4.857, which exceeded the stated critical value of 2.447 at the five-percent level of significance. Based on this comparison, the study rejected the null hypothesis and concluded that the responses of school administrators and teachers differed significantly.

This result indicates that the two respondent groups did not provide identical assessments of the emotional intelligence skills examined. Different professional roles and experiences may influence how individuals perceive workplace behaviors. The finding reinforces the importance of obtaining feedback from both administrators and teachers when planning activities to strengthen emotional intelligence and professional relationships.

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However, the reported statistical result should be verified against the original data and correct degrees of freedom before publication. The thesis contains inconsistent respondent counts and degrees-of-freedom references. Consequently, the result should be presented as the thesis's reported finding rather than as an independently verified statistical conclusion.

Implications for Greater Work Productivity

The findings identify emotional intelligence as a useful focus for strengthening professional relationships and workplace practices. Self-management supports calm and responsible responses to challenging situations. Self-awareness encourages reflection and recognition of the effects of personal behavior. Social awareness promotes empathy and respect for different perspectives, while relationship management supports collaboration and conflict resolution.

Taken together, these skills provide a practical basis for improving communication and teamwork among school personnel. School administrators may use the findings to guide professional learning sessions, reflective activities, peer collaboration, and constructive feedback. Although the study identifies these skills as relevant to greater work productivity, the reported descriptive results do not independently establish that emotional intelligence caused an increase in productivity. Such an effect would require additional direct measures and an appropriate research design.

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CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Based on the findings reported in the thesis, the following conclusions are drawn:

1. Self-management was always practiced by school administrators, with an average mean of 3.50. The findings highlighted emotional control, stress management, composure, and self-discipline as important workplace behaviors.
2. Self-awareness was always practiced, obtaining an average mean of 3.46. Although it ranked lowest among the four dimensions, it remained within the highest response category, indicating an opportunity to sustain and further strengthen reflective professional practices.
3. Social awareness was always practiced, with an average mean of 3.48. Sensitivity to colleagues' feelings, consideration of different perspectives, and respect for individual differences were emphasized.
4. Relationship management ranked first, with an average mean of 3.51. This result highlights the importance of harmonious relationships, respectful communication, and effective collaboration in the workplace.
5. The thesis reported a significant difference between the responses of school administrators and teachers. This finding should be interpreted cautiously until the respondent counts and statistical computations are verified.

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6. Emotional intelligence provides a useful foundation for initiatives intended to strengthen peer relationships and support greater work productivity. However, the study's reported findings do not by themselves demonstrate a direct causal effect on productivity.

Recommendations

In light of the reported findings, the following recommendations are proposed:

1. Strengthen self-management practices. School administrators and teachers should participate in professional learning activities on emotional regulation, stress management, conflict de-escalation, and responsible decision-making.
2. Promote self-awareness and reflective practice. Encourage personnel to use reflection journals, peer feedback, coaching conversations, and self-assessment activities to identify strengths and areas for improvement.
3. Enhance social awareness. Conduct activities that develop empathy, active listening, respect for diversity, and sensitivity to the needs and perspectives of colleagues.
4. Sustain relationship-management practices. Encourage collaborative planning, respectful workplace communication, peer support, constructive feedback, and fair approaches to resolving disagreements.

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5. Integrate emotional intelligence into professional development. School administrators may include emotional intelligence competencies in learning action cells, team-building activities, mentoring sessions, and school improvement initiatives.

6. Verify the research data and statistical analyses. Before publication, reconcile the differing respondent counts across the thesis, confirm the degrees of freedom and critical t-value, and recheck the calculations using the original data. Ensure that the questionnaire, methodology, and results consistently identify the four intended emotional intelligence dimensions.

7. Conduct further research on workplace productivity. Future researchers may include direct measures of productivity, teacher collaboration, workplace climate, and organizational performance to determine more precisely how emotional intelligence relates to these outcomes.

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