



**INTEGRATING EMOTIONAL INTELLIGENCE WITH INSTRUCTIONAL SUPERVISION
TECHNIQUES TO PROMOTE TEACHER GROWTH IN ZAMBOANGA CITY DIVISION:
A FOUNDATION FOR WORKPLACE HARMONY**

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ABSTRACT

This study examined the integration of emotional intelligence and instructional supervision techniques to promote teacher growth and establish workplace harmony in Zamboanga City Division. Specifically, it investigated four dimensions of emotional intelligence: self-awareness, self-management, social awareness, and relationship management. It also assessed four instructional supervision techniques: clinical supervision, collaborative supervision, cognitive coaching, and differentiated supervision. The study employed a descriptive research design and used a researcher-developed questionnaire-checklist to gather responses from school administrators and teachers. The collected data were analyzed using weighted means, a t-test, a z-test, and the product-moment coefficient of correlation. The findings indicated that emotional intelligence was almost always practiced by school administrators, with relationship management emerging as the most prevalent dimension, followed by self-awareness, social awareness, and self-management. Similarly, instructional supervision techniques were almost always practiced, with collaborative supervision ranking highest, followed by cognitive coaching, differentiated supervision, and clinical supervision. The responses of school administrators and teachers differed significantly

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regarding emotional intelligence, while no significant difference was found in their responses concerning instructional supervision techniques. The correlation coefficient of 0.02 indicated a slight, almost negligible relationship between emotional intelligence and instructional supervision techniques. The study emphasizes the importance of developing emotional intelligence and strengthening instructional supervision practices as complementary approaches to teacher growth, professional collaboration, mutual respect, and workplace harmony.

Keywords: *emotional intelligence, instructional supervision, teacher growth, school administrators, workplace harmony, self-awareness, collaborative supervision*

INTRODUCTION

Schools function not only as institutions for delivering instruction but also as professional workplaces where administrators and teachers collaborate to achieve shared educational goals. The quality of relationships within these institutions influences communication, teamwork, professional motivation, and instructional effectiveness. When misunderstandings, emotional tension, and a lack of trust occur, school personnel may experience difficulties in working together, potentially affecting their commitment to school improvement and learner development.

Emotional intelligence is an important competency in educational leadership because it enables individuals to recognize, understand, and regulate their emotions while responding

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appropriately to the feelings and needs of others. In school settings, administrators who demonstrate emotional intelligence can manage stressful situations, communicate constructively, and address interpersonal conflicts more effectively. These abilities are particularly important when school personnel face increasing instructional responsibilities, performance expectations, and organizational changes.

Four dimensions of emotional intelligence are particularly relevant to the present study: self-awareness, self-management, social awareness, and relationship management. Self-awareness enables administrators to recognize their emotions, strengths, and limitations. Self-management helps them regulate emotional responses and maintain professionalism under pressure. Social awareness promotes empathy and sensitivity to the concerns of colleagues, while relationship management supports communication, cooperation, conflict resolution, and the development of positive professional relationships.

Alongside emotional intelligence, instructional supervision plays a significant role in promoting teacher growth. Effective supervision goes beyond monitoring compliance and evaluating classroom performance. It provides opportunities for teachers to reflect on their instructional practices, identify areas for improvement, strengthen professional competencies, and develop strategies that respond to learners' needs. When supervision is supportive, systematic, and responsive to individual differences, it can contribute to a more collaborative and productive school environment.

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The present study considers four instructional supervision techniques: clinical supervision, collaborative supervision, cognitive coaching, and differentiated supervision. Clinical supervision emphasizes classroom observation, constructive feedback, reflection, and follow-up planning. Collaborative supervision encourages shared decision-making and joint problem-solving between supervisors and teachers. Cognitive coaching promotes reflective thinking and improved instructional decision-making, while differentiated supervision adjusts supervisory approaches according to teachers' competencies, experiences, and professional development needs.

Integrating emotional intelligence with instructional supervision is important because effective supervision requires both technical competence and an understanding of human relationships. Administrators may possess sound supervisory knowledge, but their effectiveness can be limited when communication lacks empathy, feedback is delivered insensitively, or teachers' individual concerns are overlooked. Conversely, emotional intelligence can help supervisors establish trust, deliver constructive feedback, manage disagreements, and create conditions in which teachers feel supported in their professional development.

In Zamboanga City Division, strengthening unity and respect among school personnel is relevant to the continuing pursuit of improved educational performance. The dissertation recognizes that challenges in learner achievement, including low National Achievement Test mean percentage scores (NAT MPS), should also encourage schools to examine organizational

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and instructional factors. A supportive workplace can help educators concentrate on instructional improvement, exchange effective teaching practices, and address professional challenges through collective action.

Workplace harmony develops when trust, fairness, mutual respect, open communication, and shared responsibility are consistently demonstrated. These conditions encourage school personnel to participate in professional discussions, contribute ideas, resolve misunderstandings constructively, and work toward common institutional objectives. Emotional intelligence provides the interpersonal foundation for these relationships, while instructional supervision offers structured opportunities for professional learning and improvement.

Although emotional intelligence and instructional supervision are distinct areas of educational leadership, their combined application may provide complementary support for teacher growth. Understanding how administrators and teachers perceive these practices can help identify strengths, differences in perceptions, and areas that require further development. Such evidence can guide school leaders in designing appropriate professional development activities and improving the quality of supervisory interactions.

Therefore, this study examined the integration of emotional intelligence and instructional supervision techniques to promote teacher growth in Zamboanga City Division. Specifically, it assessed self-awareness, self-management, social awareness, and relationship management, together with clinical supervision, collaborative supervision, cognitive coaching,

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and differentiated supervision. It also examined differences between the responses of school administrators and teachers and the relationship between the two major sets of variables. Ultimately, the study sought to provide a foundation for workplace harmony through leadership practices that strengthen professional relationships, encourage teacher development, and support continuous school improvement.

MATERIALS AND METHODS

Research Design

The study employed a descriptive research design to determine the extent to which school administrators practiced emotional intelligence and instructional supervision techniques to promote teacher growth. It also examined differences between the responses of school administrators and teachers and the relationship between the two major variables.

Research Locale

The research was conducted in the Division of Zamboanga City, Philippines. The study focused on school administrators and teachers in the division and considered their perceptions of emotional intelligence, instructional supervision, and teacher development.

Respondents and Sampling Procedure

The dissertation identifies school administrators and teachers as the two groups of respondents and describes the use of purposive sampling, specifically judgment sampling, to select participants according to the study's criteria.

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The scope section reports 60 secondary school administrators and 1,255 teachers. However, the methodology section contains inconsistent respondent counts. The final article should use the verified number of actual respondents from the original research records before publication.

Research Instrument

Data were gathered through a researcher-developed questionnaire-checklist based on related literature and research materials. The instrument covered two principal areas:

1. Emotional intelligence

- Self-awareness
- Self-management
- Social awareness
- Relationship management

2. Instructional supervision techniques

- Clinical supervision
- Collaborative supervision
- Cognitive coaching
- Differentiated supervision

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The dissertation indicates that the draft instrument underwent a trial administration and was revised based on feedback from evaluators before the final version was used.

Data-gathering Procedure

The researcher sought permission from the appropriate division authorities before conducting the investigation. The questionnaire was administered through an online platform, particularly Google Forms, to facilitate the collection of responses. Respondents were informed of the study's purpose and were asked to answer the questionnaire honestly, with assurances that their responses would be treated confidentially.

Statistical Treatment

The following statistical tools were used, as reported in the dissertation:

Statistical tool	Purpose
Weighted mean	Determined the extent to which emotional intelligence and instructional supervision techniques were practiced.
t-test	Examined differences between administrator and teacher responses concerning emotional intelligence.
z-test	Examined differences between administrator and teacher responses concerning instructional supervision techniques.
Product-moment coefficient of correlation	Determined the relationship between emotional intelligence and instructional supervision techniques.

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The study used a six-point response scale ranging from 1, interpreted as Never Practiced, to 6, interpreted as Always Practiced. The intermediate categories were Rarely Practiced, Sometimes Practiced, Often Practiced, and Almost Always Practiced.

RESULTS AND DISCUSSIONS

The findings presented below are drawn from the dissertation's reported weighted means and statistical analyses.

Extent of emotional intelligence practiced by school administrators

The findings indicated that school administrators almost always practiced emotional intelligence in promoting teacher growth. The overall mean was 5.02, interpreted as Almost Always Practiced.

Dimension	Mean	Interpretation	Rank
Relationship management	5.05	Almost Always Practiced	1
Self-awareness	5.03	Almost Always Practiced	2
Social awareness	5.01	Almost Always Practiced	3
Self-management	5.00	Almost Always Practiced	4
Overall	5.02	Almost Always Practiced	

Source: Dissertation findings, Chapter V.

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Relationship management ranked highest, suggesting that positive professional relationships, constructive communication, and the ability to work effectively with colleagues were prominent aspects of administrators' reported emotional intelligence practices.

Self-awareness ranked second, highlighting the importance of recognizing personal emotions, strengths, and weaknesses in leadership situations. Social awareness ranked third, reflecting sensitivity to teachers' feelings, concerns, and individual differences. Self-management ranked fourth, indicating an area where further development may be beneficial, particularly in handling stress, adapting to organizational changes, and maintaining professionalism during disagreements.

Although self-management obtained the lowest mean among the four dimensions, its score remained within the Almost Always Practiced category. The findings therefore suggest that emotional intelligence was generally well established, while continuous professional development could help strengthen its less prominent dimensions.

Extent of instructional supervision techniques practiced by school administrators

The dissertation reported an overall mean of 5.01 for instructional supervision techniques, interpreted as Almost Always Practiced.

Instructional supervision technique	Mean	Interpretation	Rank
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Collaborative supervision	5.04	Almost Always Practiced	1
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Cognitive coaching	5.03	Almost Always Practiced	2
Differentiated supervision	4.99	Almost Always Practiced	3
Clinical supervision	4.98	Almost Always Practiced	4
Overall	5.01	Almost Always Practiced	

Source: Dissertation findings, Chapter V.

Collaborative supervision emerged as the most prevalent technique. This finding highlights the importance of shared decision-making, professional dialogue, mutual reflection, and joint problem-solving in the supervisory process. Such practices can provide teachers with opportunities to participate actively in improving instruction rather than simply receiving directives from school leaders.

Cognitive coaching ranked second, emphasizing the value of reflective thinking, guided questioning, and the development of teachers' instructional decision-making abilities. Differentiated supervision ranked third, indicating the importance of adjusting supervisory support to individual competencies, experiences, and professional goals.

Clinical supervision ranked fourth. Although it had the lowest mean, it was still almost always practiced according to the study's rating scale. Its relative position suggests an opportunity to further strengthen structured classroom observation, constructive feedback, reflection, and follow-up conferences.

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Overall, the findings indicate that administrators reported regular use of all four supervisory approaches, with collaborative and reflective practices receiving the strongest emphasis.

Differences in the responses of school administrators and teachers

The dissertation used a t-test to examine differences between the two groups' responses concerning emotional intelligence.

The reported computed t-value was 2.747, compared with a tabular value of 2.447 at the 5% level of significance and six degrees of freedom. Since the computed value exceeded the tabular value, the null hypothesis was rejected.

This result indicates a statistically significant difference between the responses of school administrators and teachers concerning emotional intelligence. The two groups did not assess the relevant practices in exactly the same way. This finding points to the importance of obtaining feedback from both administrators and teachers when assessing leadership practices and planning professional development.

For instructional supervision techniques, the dissertation reported a computed z-value of 1.22, compared with a tabular value of 1.96 at the 5% significance level. Since the computed value was lower than the tabular value, the null hypothesis was not rejected.

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The result indicates that the study did not establish a statistically significant difference between administrators' and teachers' responses regarding instructional supervision techniques. Their assessments were statistically comparable under the test used.

These findings distinguish between perceptions of emotional intelligence and perceptions of supervisory practice. They suggest that school leaders may need to pay particular attention to how their emotional responses and interpersonal behaviors are experienced by teachers, even when both groups generally recognize the presence of supervisory support.

Relationship between emotional intelligence and instructional supervision techniques

The dissertation reported a product-moment correlation coefficient of $(r = 0.02)$ between emotional intelligence and instructional supervision techniques.

This value was interpreted in the dissertation as indicating a slight, almost negligible relationship between the two variables. In practical terms, the reported result suggests that higher ratings in emotional intelligence did not correspond closely with higher ratings in instructional supervision techniques within the data analyzed.

The finding should not be interpreted as evidence that the two areas are unimportant to one another in educational practice. Rather, the statistical result indicates that the measured relationship was very weak in this particular study. Emotional intelligence and

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instructional supervision may represent distinct competencies that require separate development, even though both can contribute to teacher growth.

For school administrators, the implication is that interpersonal competence should not be treated as a substitute for sound supervisory knowledge. Similarly, the ability to conduct classroom observations or provide instructional feedback should be accompanied by empathy, emotional regulation, and effective relationship management.

Implications for workplace harmony

Taken together, the findings identify several areas for strengthening educational leadership and professional relationships.

First, the high reported practice of relationship management and collaborative supervision provides a foundation for maintaining communication, trust, and cooperation among school personnel.

Second, the relatively lower rankings of self-management and clinical supervision identify potential areas for focused professional learning. Training in emotional regulation, stress management, classroom observation, feedback delivery, and post-observation conferencing may help address these areas.

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Third, the significant difference in emotional intelligence ratings underscores the value of reflective leadership and feedback mechanisms that consider both administrators' and teachers' perspectives.

Finally, the very weak measured correlation between emotional intelligence and instructional supervision suggests that professional development should address these competencies through complementary but distinct learning activities.

These implications support the dissertation's proposed direction: establishing workplace harmony through the combined development of emotional intelligence and instructional supervision practices.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

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

1. School administrators almost always practiced emotional intelligence in promoting teacher growth. Relationship management was the most prevalent dimension, followed by self-awareness, social awareness, and self-management.
2. Instructional supervision techniques were almost always practiced. Collaborative supervision ranked highest, followed by cognitive coaching, differentiated supervision, and clinical supervision.

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3. There was a statistically significant difference between school administrators' and teachers' responses concerning emotional intelligence, indicating that their perceptions of these practices were not identical.

4. No statistically significant difference was established between the responses of school administrators and teachers regarding instructional supervision techniques at the specified significance level.

5. Emotional intelligence and instructional supervision techniques had a very weak positive correlation of 0.02 in the reported analysis. This indicates that the measured association between the two variables was almost negligible in the study.

6. Developing emotional intelligence and strengthening instructional supervision as complementary competencies can provide a practical foundation for teacher growth, constructive professional relationships, and workplace harmony.

Recommendations

In light of the conclusions, the following recommendations are proposed:

1. Strengthen emotional intelligence development. School administrators should participate in professional learning activities that develop self-awareness, emotional regulation, empathy, and relationship management, particularly in challenging workplace situations.

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2. Enhance clinical supervision. School leaders should strengthen pre-observation conferences, classroom observations, evidence-based feedback, reflective discussions, and follow-up planning to support continuous instructional improvement.

3. Sustain collaborative supervision. Administrators should encourage shared decision-making, peer learning, professional dialogue, and joint problem-solving among teachers and supervisors.

4. Expand cognitive coaching and differentiated supervision. Supervisors should use reflective questioning and tailor professional development opportunities to teachers' competencies, experiences, and learning needs.

5. Establish regular feedback mechanisms. Schools should provide opportunities for teachers and administrators to discuss supervisory experiences, identify differences in perceptions, and develop mutually agreed-upon improvement strategies.

6. Promote workplace harmony. School leaders should consistently model fairness, transparency, respect, accountability, and constructive communication in school policies and daily interactions.

7. Develop an integrated professional development program. School divisions and school heads may design activities that address emotional intelligence and instructional supervision separately while demonstrating how the two competencies can complement each other in promoting teacher growth.

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8. Conduct further research. Future researchers should examine these variables using clearly documented respondent counts, validated research instruments, and appropriate statistical procedures. Additional studies may also explore how these leadership practices relate to teacher performance, job satisfaction, organizational climate, and learner outcomes.



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