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Emotional Intelligence, Leadership Practices, And Supervisory Skills Among Master Teachers in Dapitan City National High School, Schools Division of Dapitan City

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ABSTRACT: This study aimed to determine the emotional intelligence and leadership practices of Master Teachers and their relationship with supervisory skills at Dapitan City National High School during the School Year 2026–2027. The respondents consisted of 84 regular teachers who assessed the emotional intelligence, leadership practices, and supervisory skills of the Master Teachers. The study employed a quantitative descriptive-correlational research design. Average Weighted Value (AWV), Standard Deviation (SD), and Spearman's rank-order correlation coefficient (Spearman's rho) were used to analyze the data. Master Teachers demonstrated a Very High Level of emotional intelligence (AWV = 4.61, SD = 0.43), leadership practices (AWV = 4.63, SD = 0.47), and supervisory skills (AWV = 4.67, SD = 0.45). Furthermore, emotional intelligence had a high positive and significant relationship with supervisory skills (rho = 0.736, p = 0.001), while leadership practices also had a high positive and significant relationship with supervisory skills (rho = 0.837, p = 0.001). The study concludes that Master Teachers possess very high emotional intelligence, leadership practices, and supervisory skills, and that stronger emotional intelligence and leadership practices are significantly associated with stronger supervisory skills. The findings underscore the importance of sustaining professional development programs that strengthen emotional, leadership, and supervisory competencies among Master Teachers. Based on the findings, it is recommended that DepEd officials and school administrators sustain professional development programs that strengthen the emotional intelligence, leadership practices, and supervisory skills of Master Teachers. Master Teachers could also be encouraged to participate in continuous training, mentoring, coaching, and reflective activities to further enhance their self-management, relationship management, leadership resilience, commitment, and supervisory competence. Future researchers could replicate the study in other schools or divisions using larger samples and additional variables.

KEYWORDS: *E*motional intelligence, leadership practices, supervisory skills, Master Teachers, self-management, relationship management, leadership resilience, leadership commitment, Dapitan City, Philippines

INTRODUCTION

Emotional intelligence is an essential competency among Master Teachers because their responsibilities require not only instructional expertise but also the ability to manage emotions, understand colleagues' feelings and perspectives, communicate effectively, resolve interpersonal concerns, and maintain positive professional relationships. Sun et al. (2026) emphasized the important role of emotional intelligence in strengthening teacher leadership. Their study found that teachers with stronger emotional intelligence were better positioned to demonstrate leadership behaviors, while positive interpersonal relationships helped explain how emotional intelligence contributed to teacher leadership. The findings suggest that teachers' ability to understand and manage emotions can support effective communication, professional relationships, collaboration, and leadership within educational institutions. This further indicates that developing emotional intelligence can be an important component of strengthening teachers' leadership capacities. Similarly, Chavez (2026) in his study at Taway National High School in the Schools Division of Dapitan City, confirmed that emotional intelligence significantly enhances the leadership and supervisory skills of Master Teachers. His findings emphasized that experiential learning, mentoring, and personal maturity are critical in strengthening their capacity to guide colleagues and improve school performance.

Leadership practices are important competencies among Master Teachers because they are expected to influence, motivate, mentor, and guide fellow teachers toward the achievement of instructional and organizational goals. Effective leadership practices involve demonstrating professional commitment, remaining resilient during challenges, promoting collaboration, modeling appropriate professional behavior, encouraging innovation, and sustaining teachers' participation in school improvement initiatives. In the Philippine context, Guerrero et al. (2018) found among 707 secondary school teachers that effective change leadership significantly predicted teachers' perceptions of successful change management and their affective commitment to organizational change, highlighting the importance of leaders who provide direction and encourage commitment during school improvement efforts. Similarly, Baldera (2025) revealed that Philippine public-school Master Teachers exercised

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instructional leadership through mentoring, collaboration, classroom modeling, peer feedback, and reflective dialogue, demonstrating that their leadership is grounded more in professional influence and supportive relationships than in positional authority. Chavez (2026) likewise emphasized that effective leadership among Master Teachers is associated with resilience, professional competence, responsiveness, and the capacity to provide purposeful guidance to colleagues.

Supervisory skills are essential competencies among Master Teachers because their responsibilities include observing instructional practices, mentoring and coaching teachers, providing constructive feedback, facilitating professional learning, and extending technical assistance to improve classroom instruction. Effective supervisory skills require strong human relations, communication, instructional guidance, classroom observation, problem-solving, and collaborative decision-making. In the Philippine setting, Tubog and Costa (2025) found that Master Teachers in the City Schools Division of Dasmariñas demonstrated a high level of competence in both instructional and supervisory functions, emphasizing their important role in supporting teachers and improving professional practice. Similarly, Conales et al. (2023) examined Master Teachers in the Division of Palawan and highlighted mentoring and technical assistance as significant responsibilities of Master Teachers in supporting beginning teachers and addressing their professional and instructional needs.

Although emotional intelligence, leadership practices, and supervisory skills have been examined in various educational and organizational settings, limited studies have investigated these three variables simultaneously among Master Teachers in a public secondary school context. Existing research often focuses separately on emotional intelligence, leadership behavior, instructional supervision, mentoring, or technical assistance, and many studies involve school heads, administrators, or general teaching personnel rather than Master Teachers specifically. The reviewed literature in the present manuscript also shows that demographic characteristics such as sex, age, civil status, educational attainment, years of experience, and position may be associated with professional competencies, but findings remain inconsistent across settings. More importantly, there is limited localized empirical evidence in Dapitan City National High School regarding how Master Teachers' self-management and relationship management, leadership resilience and leadership commitment, and human relations and supervision are related to one another. This lack of school-specific evidence creates a gap in understanding the emotional, leadership, and supervisory capacities of Master Teachers within the Schools Division of Dapitan City. Hence, the present study seeks to address this gap by examining the levels, differences, and relationships among emotional intelligence, leadership practices, and supervisory skills of Master Teachers as a basis for appropriate professional development, leadership enhancement, and supervisory improvement initiatives.

LITERATURE

Emotional Intelligence

Emotional intelligence refers to the capacity to recognize, understand, use, and manage emotions in ways that support effective thinking, communication, and interpersonal behavior. In educational leadership, it involves self-awareness, self-management, empathy, and relationship-building, which enable leaders to respond appropriately to teachers' needs and establish trust within the school. Gómez-Leal et al. (2022) explained that emotional intelligence is closely associated with effective school leadership because emotionally capable leaders are better prepared to manage relationships, make balanced decisions, and promote teacher satisfaction and performance. Gutiérrez-Cobo et al. (2019) similarly emphasized that school leadership positions require considerable emotional competence because educational leaders regularly encounter stress, conflict, personnel concerns, and complex professional responsibilities. These perspectives indicate that emotional intelligence is an important competency for Master Teachers who guide colleagues and contribute to instructional and organizational improvement.

Self-Management

Self-management refers to the ability to regulate emotions, control impulsive reactions, manage stress, remain motivated, and respond constructively to challenging situations. In educational settings, this competency enables teachers and school leaders to remain calm, make balanced decisions, and maintain professional behavior despite demanding responsibilities. Chang (2020) found that cognitive reappraisal, which involves changing how a person interprets an emotionally difficult situation, was negatively associated with emotional exhaustion, depersonalization, and reduced professional accomplishment among teachers. Donker et al. (2020) similarly reported that teachers who frequently used cognitive reappraisal experienced lower emotional exhaustion, indicating that constructive emotional regulation can protect educators from the negative effects of workplace stress. These findings show that self-management helps Master Teachers maintain composure and effectiveness while handling instructional, interpersonal, and supervisory challenges.

Relationship Management

Relationship management refers to the ability to establish, maintain, and strengthen positive interactions through effective communication, empathy, collaboration, conflict resolution, and social influence. In educational settings, it enables leaders to understand the concerns of teachers, respond constructively to emotional situations, and foster trust among school personnel. Gutiérrez-Cobo et al. (2019) found that school heads demonstrated higher overall emotional intelligence and greater emotional understanding than teachers in other positions, highlighting the emotional demands associated with managing staff, resolving concerns, and supporting teachers. Gómez-Leal et al. (2022) likewise identified relationship-building, empathy, and emotional regulation as important emotional intelligence competencies that contribute to effective school leadership. These perspectives indicate that Master Teachers need strong relationship-management abilities to communicate appropriately, maintain professional trust, and provide meaningful support to their colleagues.

Leadership practices

Leadership practices refer to the actions and behaviors used by educational leaders to establish direction, influence colleagues, promote collaboration, and achieve shared instructional goals. Effective leadership is not limited to holding a formal position but involves creating a collective vision, organizing school improvement efforts, and encouraging others to participate in decision-making. Mincu (2022) emphasized that school leadership supports educational transformation by connecting individual practices with wider organizational structures, cultures, and shared objectives. Antinluoma et al. (2021) likewise found that effective leaders promote professional learning communities by developing a shared vision,

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distributing leadership responsibilities, encouraging teacher participation, and establishing relationships grounded in trust and openness. These leadership practices are relevant to Master Teachers because they are expected to guide colleagues and support school-wide improvement.

Leadership Resilience

Leadership resilience refers to the capacity of educational leaders to remain composed, adaptable, and committed while responding to professional pressures, organizational changes, conflicts, and unexpected disruptions. Resilient leaders do not merely recover from difficulties; they learn from challenging experiences, adjust their strategies, and continue guiding others toward shared goals. Halevi and Schechter (2023) identified supportive environments, short-term successes, staff acceptance, and personal growth experiences as factors that strengthen resilience among school leaders, while excessive workloads, limited administrative knowledge, and difficulties with stakeholders may weaken it. McLeod and Dulsky (2021) similarly found that resilient school leadership during a major crisis involved maintaining clear values, communicating consistently, caring for staff, building organizational capacity, and adapting instructional practices. These qualities are relevant to Master Teachers who must maintain professional effectiveness while responding to instructional challenges and supporting their colleagues.

Leadership Commitment

Leadership commitment refers to the sustained dedication of educational leaders to fulfilling their responsibilities, supporting organizational goals, and encouraging the professional development of teachers. Committed leaders demonstrate a strong sense of purpose, remain involved in school improvement activities, and devote time and effort to achieving shared educational objectives. Mansor et al. (2021) emphasized that transformational leadership and teachers' trust in school leaders are important in strengthening working commitment, particularly when leaders provide direction, support, and professional encouragement. Similarly, Kareem et al. (2023) explained that transformational educational leadership can strengthen educators' commitment to self-development, student development, and institutional development by inspiring them to identify with shared goals and participate actively in improving the organization. These perspectives indicate that leadership commitment among Master Teachers may be reflected in their willingness to remain dedicated to instructional improvement, support colleagues, uphold professional responsibilities, and contribute continuously to the achievement of school goals.

Supervisory Skills

Supervisory skills refer to the abilities required to guide, observe, mentor, evaluate, and support teachers in improving their instructional practices and professional performance. These skills include effective communication, classroom observation, constructive feedback, problem-solving, coaching, decision-making, and the appropriate selection of supervisory approaches based on teachers' needs. Maisyaroh et al. (2021) explained that instructional supervision becomes more effective when supervisors apply suitable principles, approaches, and techniques, such as teacher conferences, peer discussions, lesson studies, seminars, and classroom observations. Wiyono et al. (2022) likewise emphasized that supervision should be constructive, systematic, cooperative, objective, and grounded in professional relationships, reporting that group supervision significantly affected teacher performance while individual supervision strengthened work motivation. These findings highlight the need for Master Teachers to possess flexible supervisory skills that support both individual and collective professional development.

Human Relation

Human relations refer to the development and maintenance of positive interpersonal relationships through respect, empathy, communication, cooperation, trust, and mutual support. In educational institutions, healthy human relations help create a work environment where teachers feel valued, understood, and comfortable expressing their professional concerns. De Cordova et al. (2019) found that positive relationships with colleagues and school leaders contributed to teachers' well-being and served as protective resources when they experienced difficult or aggressive situations in the workplace. Fiorilli et al. (2019) similarly reported that social support from supervisors and colleagues was associated with lower teacher burnout, emphasizing the importance of supportive professional relationships within schools. These findings indicate that Master Teachers need strong human-relations skills to promote respect, maintain harmonious interactions, and support teachers' emotional and professional well-being.

Supervision

Supervision refers to a systematic process of observing, guiding, supporting, and evaluating teachers to improve instructional practices and professional performance. It should be developmental rather than merely focused on compliance, allowing teachers to identify their strengths, address areas needing improvement, and receive appropriate technical assistance. Maisyaroh et al. (2021) explained that instructional supervision assists teachers in improving the quality of teaching and learning through suitable supervisory principles, approaches, and techniques. Seren and Özcan (2022) similarly emphasized that supervision becomes meaningful when it uses reliable measures, draws information from different sources, and focuses on teachers' professional development instead of creating fear or unnecessary pressure. These perspectives indicate that effective supervision requires trust, fairness, clear communication, and a shared commitment to instructional improvement.

CONCEPTUAL FRAMEWORK

The conceptual framework is illustrated in Figure 1. Part I highlights the first independent variable, emotional intelligence which is measured through two indicators, namely: self-management; and relationship management. Part II presents the second independent variable, leadership practices, which is evaluated based on the leadership resilience and leadership commitment. Part III presents the dependent variable is supervisory skills which is measured through two indicators, namely: human relation; and supervision.

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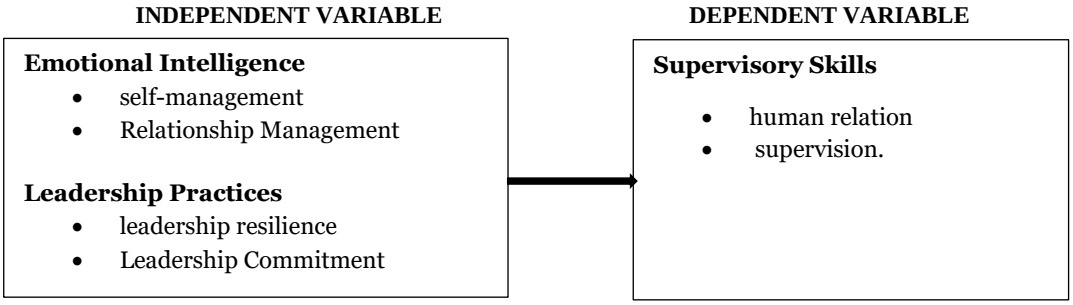


Figure 1. Conceptual Framework of the Study

Statement of the Problem

This study aimed to determine the emotional intelligence, leadership practices, and supervisory skills of master teachers' at Dapitan City National High School during the School Year 2026–2027.

Specifically, it sought to answer the following questions:

1. What is the respondents' perceived level of emotional intelligence in terms of:
   1.1 self-management; and
   1.2 Relationship Management?
` 2. What is the respondents perceived level of leadership practices in terms of:
   2.1 leadership resilience; and
   2.2 leadership commitment?
3. What is the respondents perceived level of supervisory skills in terms of:
   4.1 human relation; and
   4.2 supervision?
4. Is there a significant relationship between the respondents' perceived level emotional intelligence and perceived level of supervisory skills?
5. Is there a significant relationship between the respondents' perceived level leadership practices and perceived level of supervisory skills?

RESEARCH METHODOLOGY

Method Used

The study utilized survey and descriptive-correlational research methods. The researcher utilized the survey method to collect data on the emotional intelligence, leadership practices and supervisory skills through a questionnaire. Creswell and Creswell (2018) explain that quantitative survey research collects standardized information from a sample through questionnaires or structured instruments. Since respondents answer the same questions using predetermined response options, the method supports efficient data collection, systematic measurement, and meaningful comparison of responses across participants. Likewise, McCombes (2019/2025) defines survey research as collecting information about a group by asking questions and analyzing the results, underscoring why surveys are practical for generating large amounts of data efficiently. Jhangiani et al. (2019) define correlational research as a nonexperimental approach in which researchers measure two or more variables and determine the strength and direction of their statistical relationship without manipulating any of the variables. This design allows researchers to identify patterns of association, although it does not establish a cause-and-effect relationship.Correlational research is a non-experimental approach in which a researcher quantifies variables and assesses the statistical relationship between the emotional intelligence, leadership practices and supervisory skills, without the influence of extraneous variables.

Respondents of the Study

The respondents of this study were teachers from Dapitan City National High School and its extension schools, namely Larayan Extension, Sicayab-Bucana Extension, and San Vicente Extension, under the Schools Division of Dapitan City, Zamboanga del Norte, during School Year 2026–2027. A total of 112 teachers were initially identified as eligible respondents through total enumeration. Master Teachers were excluded from the respondent population because they served as the subjects of evaluation, while the teachers were responsible for assessing the Master Teachers' emotional intelligence, leadership practices, and supervisory skills. However, during the retrieval of the questionnaires, only 84 duly accomplished questionnaires were returned, representing a response rate of 75.0 percent. The remaining 28 teachers (25.0%) did not participate or failed to return their questionnaires due to various circumstances, including involvement in school activities, attendance at seminars and training programs, and other work-related responsibilities. Consequently, only the 84 teachers who submitted complete and valid questionnaires were included in the final statistical analysis of the study. Table 1 presents the distribution of the respondents.

Research Instrument

The questionnaire used in the study consisted of three parts: Part I: Emotional Intelligence Scale adopted from Chavez, J. S. (2026) with two indicators, namely: self-management; and relationship management. Part II: Leadership Practices adopted from Chavez, J. S. (2026), with one indicator, namely: leadership resilience. Part III Supervisory Skills Scale adopted from Chavez, J. S. (2026) with two indicators, namely: human relation; and supervision.

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Scoring Procedure

Emotional Intelligence

Scale	Range of Values	Description	Interpretation
5	4.51–5.00	Strongly Agree	Very High Level
4	3.51–4.50	Agree	High Level
3	2.51–3.50	Moderately Agree	Moderate Level
2	1.51–2.50	Disagree	Low Level
1	1.00–1.50	Strongly Disagree	Very Low Level

Leadership Practices and Supervisory Skills

Scale	Range of Values	Description	Interpretation
5	4.51–5.00	Strongly Agree	Very High Level
4	3.51–4.50	Agree	High Level
3	2.51–3.50	Moderately Agree	Moderate Level
2	1.51–2.50	Disagree	Low Level
1	1.00–1.50	Strongly Disagree	Very Low Level

Ethical Consideration

Approval was obtained from the Research and Ethics Committee of the Department of Education before data collection. Institutional permission and respondents' informed consent were secured before participation. The questionnaire used clear language to support informed, voluntary participation. Respondents' identities were kept anonymous, and the information collected was treated as confidential. Only essential research data were retained for academic and future research purposes.

Statistical Treatment of the Data

Presented below are the statistical tools utilized in the treatment and analysis of the data gathered.

Weighted Mean. This is used to quantify the respondents' ratings on the emotional intelligence, leadership practices and supervisory skills.

Standard Deviation. This was used to determine the homogeneity and heterogeneity of the respondents' scores. A lower standard deviation indicates greater homogeneity or consistency among the respondents' scores, while a higher standard deviation indicates greater heterogeneity or variability. The interpretation of standard deviation depends on the measurement scale and the distribution of the data (Aiken & Susane, 2001; Refugio et al., 2019).

Spearman Rank-Order Correlation Coefficient (Spearman rho). This is used to determine the correlation between emotional intelligence, leadership practices and supervisory skills. The following guide in interpreting the correlation value proposed by Cohen et al. (2014) was utilized in this study:

Value	Size	Interpretation
±0.50 to ±1.00	Large	High positive/negative correlation
±0.30 to ±.49	Medium	Moderate positive/negative correlation
±0.10 to ±0.29	Small	Low positive/negative correlation
±0.01 to ±0.09	Negligible	Slight positive/negative correlation
	0.0	**No correlation**

DATA PRESENTATION AND ANALYSIS

The data are presented following the statement of the problems of the current study. The study aimed to answer the following questions:

1. What is the respondents' perceived level of emotional intelligence in terms of:
   1.1 self-management; and
   1.2 Relationship Management?

Table 1: The Respondents' Perceived level of Emotional Intelligence.

Statements	AWV	SD	Description	Interpretation
A. Self-Management	4.63	0.44	Strongly Agree	Very High level
B. Relationship Management	4.58	0.48	Strongly Agree	Very High level
Overall	**4.61**	**0.43**	**Strongly Agree**	**Very High level**

AWV-Average Weighted Value, SD-Standard Deviation

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Table 1 presents the respondents' perceived level of Emotional Intelligence of Master Teachers in terms of self-management and relationship management. The overall Average Weighted Value (AWV) of 4.61 with a Standard Deviation (SD) of 0.43 was described as Strongly Agree and interpreted as a Very High Level. The salient finding reveals that Self-Management obtained the higher AWV of 4.63 with an SD of 0.44, while Relationship Management obtained an AWV of 4.58 with an SD of 0.48; nevertheless, both dimensions were interpreted as Very High Level. The relatively low overall SD of 0.43 indicates that the respondents generally provided consistent assessments of the Master Teachers' emotional intelligence.

This means that the Master Teachers demonstrate a very high level of emotional intelligence, with particularly strong self-management complemented by highly developed relationship-management abilities. They are perceived as capable of regulating their emotions and behaviors, maintaining professionalism under pressure, adapting to challenges, communicating effectively, resolving interpersonal concerns, and establishing constructive professional relationships. This implies that their strong emotional competencies may help them remain composed when handling demanding responsibilities while fostering trust, cooperation, and positive interactions with teachers. Such emotional capabilities are particularly valuable in performing mentoring, leadership, and supervisory responsibilities that require both personal emotional regulation and effective management of professional relationships.

The present finding is corroborated by Gómez-Leal et al. (2022), who emphasized that emotional intelligence is closely associated with effective school leadership because emotionally capable educational leaders are better prepared to manage relationships, make balanced decisions, and promote positive professional outcomes. The result is further reinforced by Fiorilli et al. (2019), who found that teachers' emotional intelligence was associated with lower burnout and greater perceived social support, demonstrating the importance of emotional regulation and positive interpersonal relationships in educators' professional functioning. In a similar vein, the present result aligns with Wang (2022), who reported that emotionally intelligent teachers demonstrated stronger work engagement, illustrating the contribution of emotional competence to effective professional functioning. Collectively, these studies substantiate the present finding that strong emotional intelligence, particularly self-management and relationship management, is an important professional resource for educators who perform instructional, leadership, and supervisory responsibilities.

2. What is the respondents perceived level of leadership practices in terms of:

2.1 leadership resilience; and

2.2 leadership commitment?

Table 2: The Respondents' Perceived level of Leadership Practices.

Statements	AWV	SD	Description	Interpretation
A. Leadership Resilience	4.61	0.48	Strongly Agree	Very High Level
B. Leadership Commitment	4.65	0.48	Strongly Agree	Very High Level
Overall	4.63	0.47	Strongly Agree	Very High Level

AWV-Average Weighted Value, SD-Standard Deviation

Table 2 presents the summary of the respondents' perceived level of Leadership Practices of Master Teachers in terms of leadership resilience and leadership commitment. The overall Average Weighted Value (AWV) of 4.63 with a Standard Deviation (SD) of 0.47 was described as Strongly Agree and interpreted as a Very High Level. Among the two dimensions, Leadership Commitment obtained the higher AWV of 4.65 with an SD of 0.48, followed closely by Leadership Resilience with an AWV of 4.61 and SD of 0.48. Both dimensions were interpreted as Very High Level. The relatively low overall SD of 0.47 indicates that the respondents generally had consistent perceptions regarding the leadership practices demonstrated by the Master Teachers. This means that the Master Teachers demonstrate a very high level of leadership practices, particularly in their commitment to professional responsibilities, school values, teacher development, and institutional goals, while also exhibiting strong resilience in responding to challenges, pressures, and changes in the school environment. This implies that the Master Teachers are capable of providing consistent and dependable leadership by remaining dedicated to the school's mission while maintaining their ability to adapt and function effectively during challenging circumstances. Their combination of commitment and resilience may contribute to sustained instructional improvement, stronger professional relationships, and continued support for teachers in accomplishing shared school goals.

The present finding is reinforced by Kareem et al. (2023), who found that transformational educational leadership contributed to educators' commitment to self-development, student development, and institutional development, emphasizing the importance of leadership in strengthening dedication to organizational goals. The result likewise parallels the findings of McLeod and Dulsky (2021), who reported that resilient educational leadership involves maintaining clear values, supporting staff, building organizational capacity, and adapting practices in response to challenging circumstances. Further substantiation is provided by Bagdžiūnienė et al. (2022), who demonstrated that supportive school leadership positively predicted teacher resilience and highlighted the contribution of professional support and development to resilience in educational settings. Taken together, these studies affirm the present finding that effective leadership practices involve both sustained commitment to organizational goals and the resilience necessary to remain effective when confronted with professional challenges and changing school conditions.

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3. What is the respondents perceived level of supervisory skills in terms of:

4.1 human relation; and

4.2 supervision?

Table 3: The Respondents' Perceived level of Supervisory Skills.

Statements	AWV	SD	Description	Interpretation
A. Human Relation	4.65	0.45	Strongly Agree	Very High Level
B. Supervision	4.69	0.48	Strongly Agree	Very High Level
Overall	**4.67**	**0.45**	**Strongly Agree**	**Very High Level**

AWV-Average Weighted Value, SD-Standard Deviation

Table 3 presents the summary of the respondents' perceived level of Supervisory Skills of Master Teachers in terms of human relation and supervision. The overall Average Weighted Value (AWV) of 4.67 with a Standard Deviation (SD) of 0.45 was described as Strongly Agree and interpreted as a Very High Level. Among the two dimensions, Supervision obtained the higher AWV of 4.69 with an SD of 0.48, while Human Relation obtained an AWV of 4.65 with an SD of 0.45. Both dimensions were interpreted as Very High Level. The relatively low overall SD of 0.45 indicates that the respondents generally had consistent perceptions regarding the supervisory skills demonstrated by the Master Teachers. This means that the Master Teachers demonstrate a very high level of supervisory skills, with supervision emerging slightly higher than human relation. They are perceived as highly capable of carrying out supervisory responsibilities through classroom observation, constructive feedback, instructional guidance, professional dialogue, and support for teachers while maintaining positive interpersonal relationships. This implies that the Master Teachers are able to combine the technical and interpersonal aspects of supervision, which may enable them to guide teachers toward instructional improvement while preserving respect, collaboration, trust, and harmonious professional relationships. Such a combination is important because effective supervision requires not only monitoring and improving instructional practices but also maintaining supportive relationships with the teachers being supervised.

The present finding is reinforced by Tubog and Costa (2024), who examined the instructional and supervisory competencies of Master Teachers and recognized their important functions in instructional supervision and professional support for teachers. The result is likewise substantiated by Conales et al. (2023), who examined the mentoring and technical-assistance functions of secondary Master Teachers, emphasizing their role in providing professional guidance and support to teachers. In a similar manner, the finding is aligned with Arombo (2023), whose study examined the instructional competencies and leadership functions of Master Teachers, further highlighting their contribution to instructional improvement and professional development. Taken together, these studies strengthen the present finding that highly developed supervisory skills involve both effective instructional supervision and positive human relations, enabling Master Teachers to provide technical guidance while maintaining supportive and collaborative relationships with teachers.

4. Is there a significant relationship between the respondents' perceived level emotional intelligence and perceived level of supervisory skills?

Table 4: Test of relationship between perceived level of emotional intelligence and perceived level of supervisory skills.

Variables Correlated	rho-value	p-value	Interpretation
Emotional intelligence and Supervisory skills	0.736	0.001	High Positive Correlation, Significant
Correlation is significant at the 0.05 level			

Table 4 presents the test of relationship between the respondents' perceived level of Emotional Intelligence and Supervisory Skills of Master Teachers. Using Spearman's rank-order correlation (Spearman's rho), the analysis yielded a rho-value of 0.736 with a p-value of 0.001, indicating a high positive and statistically significant correlation. Since the p-value is lower than the 0.05 level of significance, the null hypothesis is rejected. Therefore, there is a significant relationship between the perceived level of emotional intelligence and the perceived level of supervisory skills of Master Teachers. This means that higher perceived emotional intelligence tends to be associated with higher perceived supervisory skills among the Master Teachers. In particular, Master Teachers who are perceived as capable of managing their emotions and maintaining effective professional relationships also tend to be perceived as demonstrating stronger human-relation and supervision skills. The relatively high rho-value of 0.736 indicates that the association between the two variables is substantial and positive. This implies that emotional competencies may be closely connected with how Master Teachers perform their supervisory responsibilities, particularly when interacting with teachers, handling professional concerns, providing constructive feedback, managing conflicts, and facilitating instructional improvement. However, the significant correlation should not be interpreted as evidence that emotional intelligence causes stronger supervisory skills, since correlation establishes association rather than causation.

The present finding is reinforced by Gómez-Leal et al. (2022), who identified emotional intelligence as an important competency in educational leadership because emotional regulation, empathy, and relationship management contribute to effective interactions and leadership behaviors. The result is likewise corroborated by Fiorilli et al. (2019), who emphasized the importance of emotional competence and social support in teachers' professional functioning, suggesting that effective management of emotions and interpersonal relationships contributes to healthier and more constructive workplace interactions. In a similar manner, the finding aligns with Tubog and Costa (2024), who emphasized the importance of instructional and supervisory competencies among Master Teachers in providing guidance and professional support to teachers. Taken together, these studies provide support for the present finding that emotional and interpersonal competencies are closely associated with the effective performance of leadership and supervisory responsibilities.

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5. Is there a significant relationship between the respondents' perceived level leadership practices and perceived level of supervisory skills?

Table 5: Test of relationship between perceived level of leadership practices and perceived level of supervisory skills.

Variables Correlated	rho-value	p-value	Interpretation
Leadership practices and Supervisory skills	0.837	0.001	High Positive Correlation, Significant
**Correlation is significant at the 0.05 level*			

Table 5 presents the test of relationship between the respondents' perceived level of Leadership Practices and Supervisory Skills of Master Teachers. Using Spearman's rank-order correlation (Spearman's rho), the analysis yielded a rho-value of 0.837 with a p-value of 0.001, indicating a high positive and statistically significant correlation. Since the p-value is lower than the 0.05 level of significance, the null hypothesis is rejected. Therefore, there is a significant relationship between the perceived level of leadership practices and the perceived level of supervisory skills of Master Teachers. This means that higher perceived leadership practices tend to be associated with higher perceived supervisory skills among Master Teachers. The rho-value of 0.837 indicates a strong positive association, suggesting that Master Teachers who are perceived as demonstrating greater leadership resilience and commitment also tend to receive higher assessments in human relations and supervision. This implies that effective leadership practices are closely connected with the performance of supervisory responsibilities. Master Teachers who remain resilient during challenges, demonstrate commitment to professional and organizational goals, and support the development of colleagues may also be better positioned to maintain constructive professional relationships, provide instructional guidance, facilitate reflective supervision, and assist teachers in improving their classroom practices. Nevertheless, the significant correlation indicates an association and should not be interpreted as proof that leadership practices cause higher supervisory skills.

The present finding is reinforced by Arombo (2023), who examined the leadership and instructional competencies of Master Teachers and recognized the importance of leadership functions in supporting teachers and improving instructional practices. The result is likewise corroborated by Conales et al. (2023), whose examination of secondary Master Teachers highlighted their mentoring and technical-assistance functions, demonstrating the close connection between professional leadership responsibilities and the provision of supervisory support to teachers. In a similar manner, the finding aligns with Tubog and Costa (2024), who examined the instructional and supervisory competencies of Master Teachers and emphasized their important role in providing instructional guidance and professional support within schools. Collectively, these studies substantiate the present finding that strong leadership practices and effective supervisory skills are closely interconnected components of the professional functions performed by Master Teachers.

DISCUSSION

The findings reveal that the Master Teachers of Dapitan City National High School demonstrated very high levels of emotional intelligence, leadership practices, and supervisory skills. In terms of emotional intelligence, self-management was rated higher than relationship management, indicating that Master Teachers were highly capable of regulating their emotions, maintaining professionalism, responding appropriately to challenges, and establishing positive relationships with colleagues. Regarding leadership practices, leadership commitment was rated higher than leadership resilience, reflecting their strong dedication to professional responsibilities, institutional goals, and continuous instructional improvement while remaining adaptable to challenging situations. Similarly, supervisory skills were perceived at a very high level, with supervision rated higher than human relations, demonstrating the Master Teachers' competence in providing instructional guidance, mentoring, constructive feedback, and professional support while maintaining harmonious relationships with teachers. Furthermore, the findings reveal high positive and statistically significant relationships between emotional intelligence and supervisory skills and between leadership practices and supervisory skills, with leadership practices demonstrating the stronger relationship. This means that Master Teachers who exhibit stronger emotional intelligence, leadership commitment, and resilience also tend to demonstrate more effective supervisory skills. This implies that emotional intelligence and leadership practices are closely connected with supervisory competence, highlighting the importance of sustaining professional development programs that strengthen emotional regulation, interpersonal relationships, leadership capabilities, and instructional supervision. These findings emphasize that effective supervisory performance among Master Teachers is closely linked to their emotional and leadership competencies, although the significant relationships do not necessarily establish cause-and-effect relationships.

CONCLUSION

The study concludes that the Master Teachers of Dapitan City National High School possess very high levels of emotional intelligence, leadership practices, and supervisory skills, reflecting their strong capabilities in managing emotions, maintaining positive professional relationships, demonstrating leadership resilience and commitment, and providing effective instructional supervision. Their emotional intelligence is particularly evident in self-management, while their leadership practices are characterized by strong leadership commitment, and their supervisory skills are demonstrated through effective supervision and positive human relations. Furthermore, the significant positive relationships between emotional intelligence and supervisory skills and between leadership practices and supervisory skills indicate that Master Teachers with stronger emotional and leadership competencies tend to demonstrate more effective supervisory performance. The stronger relationship between leadership practices and supervisory skills further emphasizes the importance of leadership resilience and commitment in the supervisory responsibilities of Master Teachers. This means that emotional intelligence and leadership practices are important competencies associated with effective supervision, although these relationships do not establish causation. This implies that sustaining and strengthening these competencies through continuous professional development, mentoring, coaching, and collaborative learning could contribute to maintaining effective supervisory practices, promoting teachers' professional growth, and supporting instructional improvement within the school.

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