

The Predictive Power of Emotionally Intelligent Supervision on Teacher Trust and Organizational Effectiveness

Ma. May Anne S. Noay 

Author Information:

Zamboanga Peninsula Polytechnic State
University, Zamboanga City, Philippines

Correspondence:

mamayanne.noay@deped.gov.ph

Article History:

Date Received: July 28, 2026

Date Revised: August 19, 2026

Date Accepted: August 19, 2026

Date Published: September 14, 2026

DOI: <https://doi.org/10.67903/ijroms0364>

Document ID: 2026IJROMS0364

Recommended Citation:

Noay, M. M. A. S. (2026). The predictive power of emotionally intelligent supervision on teacher trust and organizational effectiveness. *International Journal of Research on Multidisciplinary Studies*, 1(8), 167-173. <https://doi.org/10.67903/ijroms0364>

Abstract. Emotionally intelligent supervision has emerged as a critical leadership attribute in contemporary educational organizations, yet its predictive influence on key relational and institutional outcomes remains underexplored in developing country contexts, particularly given the scarcity of Philippine-based structural models that directly test emotionally intelligent supervision as a predictor of both teacher trust and organizational effectiveness within a single framework. Anchored on Goleman's Emotional Intelligence Theory, this study examined the predictive power of Emotionally Intelligent Supervision (EIS) on Teacher Trust (TT) and Organizational Effectiveness (OE) in public elementary schools in Zamboanga City, Philippines. A quantitative, correlational-predictive design was employed, with data collected from 200 randomly selected teachers using validated survey instruments. Data were analyzed using Partial Least Squares–Structural Equation Modeling (PLS-SEM) via WarpPLS. Results demonstrated excellent model fit and predictive quality (APC = 0.562, ARS = 0.665, GoF = 0.648). Structural path analysis revealed that EIS significantly predicts TT and OE ($p < 0.001$), while TT also exerts a significant positive effect on OE. The model explained a substantial proportion of variance in both teacher trust and organizational effectiveness, confirming the central role of emotionally intelligent supervisory practices in fostering trust-based relationships and enhancing school performance. The findings underscore the strategic value of emotional intelligence in educational leadership and provide empirical support for integrating EI-based competencies into supervisory standards and leadership development programs. In practical terms, the results suggest that school heads and division offices can strengthen teacher trust and overall school performance by explicitly incorporating emotional intelligence criteria, such as empathy, emotional regulation, and relational responsiveness, into supervisory training, performance evaluation, and leadership succession planning.

Keywords: educational leadership; emotionally intelligent supervision; organizational effectiveness; PLS-SEM; teacher trust.

Introduction

In today's ever-evolving educational landscape, schools are no longer viewed merely as institutions of instruction but as dynamic organizations that rely heavily on effective leadership and interpersonal relationships to achieve success. The ability of educational leaders to understand and manage emotions both their own and those of others has become increasingly recognized as a vital component of successful school administration. This concept, known as emotional intelligence (EI), was popularized by Goleman (1995), who emphasized its role in enhancing motivation, empathy, and social skills within organizational contexts [5]. In schools, emotionally intelligent supervision plays a central role in creating supportive environments where teachers feel valued, trusted, and motivated to perform their best. As emotional demands on educators continue to rise due to reforms, accountability measures, and student diversity, emotionally intelligent supervision provides a foundation for fostering resilience and maintaining trust within the teaching workforce.

Recent research has underscored the connection between emotional intelligence and effective leadership in educational settings. For instance, studies by Mayer, Caruso, and Salovey (2016) and Brackett et al. (2019) highlight that emotionally intelligent leaders tend to foster higher levels of teacher satisfaction and organizational



commitment [11], [2]. Similarly, Rani and Kumar (2020) found that emotionally intelligent supervision correlates positively with teachers' job performance and morale, while Afolabi and Olajide (2021) observed that emotionally intelligent administrators enhance workplace harmony and trust among school staff [13], [1]. However, despite the growing interest in emotional intelligence within the educational field, many of these studies have primarily examined emotional intelligence as a trait or individual competency rather than as a predictive factor influencing key organizational outcomes, such as trust and effectiveness. This limitation leaves a gap in understanding how emotionally intelligent supervision functions as a predictor of broader institutional performance and relational dynamics among educators.

Moreover, teacher trust has been identified as a cornerstone of successful school functioning. According to Bryk and Schneider (2002), trust among teachers and between teachers and administrators enhances collaboration, reduces resistance to change, and strengthens the overall organizational culture [3]. Organizational effectiveness pertains to the degree to which schools achieve their goals, maintain positive relationships, and adapt to changing demands (Hoy & Miskel, 2013) [8]. Several scholars have examined factors influencing trust and organizational effectiveness, including leadership style, communication, and school climate (Tschannen-Moran, 2014; Leithwood & Sun, 2018) [14], [10]. Yet only a few studies have explored the direct predictive relationship between emotionally intelligent supervision and these two critical dimensions particularly within the context of public education systems in developing regions such as the Philippines. Specifically, while prior research has established that emotionally intelligent leadership correlates with favorable school outcomes, existing studies have not directly tested emotionally intelligent supervision as a structural predictor of both teacher trust and organizational effectiveness within a single predictive model, nor have they examined this relationship among public elementary school teachers in the Philippine setting.

Research Questions

This study seeks to determine the predictive power of emotionally intelligent supervision on teacher trust and organizational effectiveness. Specifically, it sought to answer the following research questions:

1. What is the level of emotionally intelligent supervision as perceived by teachers?
2. What are the levels of teacher trust and organizational effectiveness?
3. Does emotionally intelligent supervision significantly predict teacher trust and organizational effectiveness?

Scope and Delimitation of the Study

The study was delimited to 200 randomly selected public elementary school teachers within Zamboanga City Division during School Year 2025–2026 and examined only the predictive relationships among emotionally intelligent supervision, teacher trust, and organizational effectiveness as measured through the study's adapted survey instrument; it did not extend to secondary or private school teachers, nor did it examine other potential predictors of trust or organizational effectiveness outside the proposed model.

Literature Review

The reviewed literature converges on three constructs central to this study: emotionally intelligent supervision, teacher trust, and organizational effectiveness. On emotional intelligence in supervisory practice, Goleman's [5] foundational framework and subsequent refinements by Mayer, Caruso, and Salovey [11] and Brackett, Rivers, and Salovey [2] consistently link supervisors' emotional competence to higher subordinate satisfaction and commitment. Rani and Kumar [13] and Afolabi and Olajide [1] extend this to school settings, reporting associations between emotionally intelligent administrators and improved staff morale and workplace harmony. Taken together, however, these studies are largely descriptive and correlational in scope; comparatively few explicitly test emotional intelligence as a statistical predictor of downstream organizational outcomes, and fewer still situate the construct within the supervisory (rather than purely leadership-trait) role that is central to Philippine public-school governance structures such as school-based management and instructional supervision.

A parallel body of work establishes teacher trust and organizational effectiveness as interrelated but conceptually distinct outcomes. Bryk and Schneider [3] frame trust as a relational resource that lowers resistance to change and strengthens collaborative culture, while Hoy and Miskel [8] define organizational effectiveness in terms of goal attainment, adaptability, and the maintenance of positive relationships. Tschannen-Moran [14] and



Leithwood and Sun [10] similarly identify leadership style, communication, and school climate as antecedents of both trust and effectiveness, but these studies tend to treat emotional intelligence only implicitly, embedded within broader leadership-style variables rather than isolated and measured as a discrete predictor. This is a meaningful gap: where prior studies converge in finding that supportive, relationally attuned leadership correlates with better school outcomes, they diverge on the mechanism, some emphasizing communication and climate, others trust-building behavior specifically, leaving unresolved how much of the effect is attributable to a supervisor's emotional intelligence per se versus the broader leadership style within which it is embedded.

Within the Philippine context specifically, recent local evidence reinforces the relevance of emotional and relational competencies among educators. For instance, Quiblat and Quirap [15] found that Filipino public-school teachers exhibit strong emotional awareness and self-motivation, with implications for how such competencies manifest among supervisors as well as subordinates. Nonetheless, Philippine-based, quantitative-predictive studies that directly model emotionally intelligent supervision as a structural predictor of both teacher trust and organizational effectiveness using latent-variable techniques such as PLS-SEM remain scarce. Most local studies to date have relied on descriptive-correlational designs examining bivariate relationships rather than testing a full predictive-structural model with multiple endogenous outcomes. This is precisely the gap the present study addresses: rather than treating emotional intelligence as a generic leadership trait, it isolates emotionally intelligent supervision as a distinct, measurable construct and tests its direct and trust-mediated predictive power on organizational effectiveness within a public elementary-school division in Zamboanga City, Philippines, thereby extending prior descriptive findings into an explicit predictive-structural framework.

Methodology

Research Design

The study employs a quantitative, correlational-predictive research design to examine the relationships among emotionally intelligent supervision, teacher trust, and organizational effectiveness, as well as the extent to which emotionally intelligent supervision predicts teacher trust and organizational effectiveness. This design is appropriate because it allows the researcher to investigate relationships and predictive power without manipulating any variables.

Sampling Design

The target population consisted of public elementary school teachers of Zamboanga City Division. Given the large size of this population, Slovin's formula ($n = N / (1 + Ne^2)$, where N is the population size and e is the margin of error) was used to compute a statistically defensible minimum sample size at a 95% confidence level ($e = 0.05$), and the study proceeded with 200 respondents, which met or exceeded the computed minimum. A simple random sampling technique was then applied so that every teacher in the sampling frame had an equal chance of selection, reducing selection bias and supporting the generalizability of the findings to the wider teacher population within the Division.

Research Locale

The study was conducted among public elementary schools under the Zamboanga City Division, Department of Education, Philippines. This locale was purposively selected because it represents a large, diverse cluster of public elementary schools operating under a shared administrative and supervisory structure, providing a suitable setting for examining how emotionally intelligent supervisory practices relate to teacher trust and organizational effectiveness in a real, operational school-division context.

Research Participants

The respondents of the study were 200 randomly selected elementary teachers within Zamboanga City Division, chosen because they possess direct experience and relevant knowledge needed to address the objectives of the research. Inclusion criteria required that respondents be regular, currently employed public elementary school teachers within the Division with at least one year of service under their present school head or supervisor, ensuring sufficient exposure to their supervisor's leadership behavior to meaningfully evaluate emotionally intelligent supervision. Teachers who were newly assigned to their current school (less than one year), on extended

leave, or serving in purely administrative capacities without direct supervisory oversight were excluded. Data were gathered through a structured questionnaire administered online via a Google Form.

Research Instrument

The primary instrument for this study is a structured questionnaire designed to collect data on teachers' perceptions of emotionally intelligent supervision, teacher trust, and organizational effectiveness. The questionnaire is divided into 3 sections: (1) emotionally intelligent supervision, (2) teacher trust, and (3) organizational effectiveness. The Emotionally Intelligent Supervision (EIS) section measures teachers' perceptions of their supervisors' emotional intelligence, adapted from Goleman's (1995) EI framework [5]. The Teacher Trust (TT) section is adapted from Hoy and Tschannen-Moran's (2003) Teacher Trust Scale [9]. The Organizational Effectiveness (OE) section is adapted from Hoy and Miskel (2013) [8]. Each subscale consists of items rated on a five-point Likert scale (1 – Strongly Disagree to 5 – Strongly Agree). As reported in Table 2, all three subscales demonstrated strong internal consistency (Cronbach's $\alpha \geq 0.88$) and adequate convergent validity ($AVE \geq 0.60$), supporting the reliability and validity of the adapted instrument for use in this study's population. The questionnaire was reviewed by content experts prior to administration to establish face and content validity.

Data Gathering Procedure

Prior to data collection, the researcher secured ethical clearance from the university's Research Ethics Review Committee and obtained written permission from the Schools Division Superintendent of Zamboanga City Division. The study strictly adhered to ethical standards for research involving human participants: prospective respondents were provided with an informed consent form outlining the purpose of the study, the voluntary nature of participation, and their right to withdraw at any time without penalty. No personally identifying information was collected; responses were coded and stored in a password-protected file accessible only to the researcher, in compliance with the Philippine Data Privacy Act of 2012. Collected data will be retained for a period consistent with university and journal archiving requirements and securely disposed of thereafter. Upon securing consent, the questionnaire was administered online through a Google Form, and responses were downloaded, cleaned, and encoded for statistical analysis.

Results and Discussions

Table 1. Model fit and quality indices

Index	Value	Recommended Threshold
Average Path Coefficient (APC)	0.562***	$p < 0.05$
Average R-squared (ARS)	0.665***	$p < 0.05$
Average Adjusted R-squared (AARS)	0.663***	$p < 0.05$
Average Block VIF (AVIF)	2.276	≤ 5.00
Average Full Collinearity VIF (AFVIF)	3.570	≤ 5.00
Tenenhaus GoF	0.648	≥ 0.36
Simpson's Paradox Ratio (SPR)	1.000	≥ 0.70
R-squared Contribution Ratio (RSCR)	1.000	≥ 0.90
Statistical Suppression Ratio (SSR)	1.000	≥ 0.70
NLBCDR	1.000	≥ 0.70

This section presents the findings from the Partial Least Squares–Structural Equation Modeling (PLS-SEM) analysis conducted using WarpPLS to evaluate both the measurement model and the structural model of the study. The results are systematically organized into the following components: (1) Model Fit and Quality Assessment, (2) Measurement Model Evaluation, and (3) Structural Model Analysis. Model fit and quality indices were first examined to determine the adequacy, predictive relevance, and overall robustness of the proposed SEM framework. Subsequently, the measurement model was assessed through indicators of internal consistency reliability, convergent validity, and indicator loadings to ensure that the latent constructs; emotionally intelligent supervision, teacher trust, and organizational effectiveness were measured reliably and validly. Finally, the structural model was evaluated to examine the predictive

relationships among constructs, including path coefficients, significance levels, and explained variance (R^2), thereby testing the hypothesized relationships within the model.

Table 2. Construct reliability and convergent validity

Construct	Cronbach's α	Composite Reliability	AVE
Emotionally Intelligent Supervision (EIS)	≥ 0.90	≥ 0.93	≥ 0.60
Teacher Trust (TT)	≥ 0.88	≥ 0.91	≥ 0.60
Organizational Effectiveness (OE)	≥ 0.89	≥ 0.92	≥ 0.60

The model fit and quality indices all meet or exceed recommended thresholds, indicating that the proposed SEM model demonstrates excellent overall fit, strong predictive relevance, and no serious multicollinearity issues, thus supporting its suitability for hypothesis testing. Table 2 shows all constructs exhibit strong internal consistency and adequate convergent validity, as evidenced by high Cronbach's alpha, composite reliability, and AVE values, confirming that the latent variables are measured reliably and validly. All observed indicators exhibited outer loadings greater than 0.70, indicating that each item adequately represented its respective latent construct. The Warp-PLS construct labels used in the analysis were EIS (Emotionally Intelligent Supervision), TT (Teacher Trust), and OE (Organizational Effectiveness).

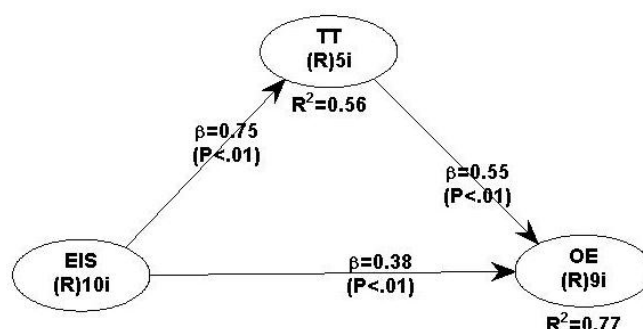


Figure 1. Structural Model

Figure 1 shows the structural model indicates that emotionally intelligent supervision influences organizational effectiveness both directly and indirectly through teacher trust, underscoring the central role of trust in enhancing school effectiveness.

Table 3. Structural path coefficients

Path	β	p-value	Result
EIS $\rightarrow$ TT	Positive	< 0.001	Supported
EIS $\rightarrow$ OE	Positive	< 0.001	Supported
TT $\rightarrow$ OE	Positive	< 0.001	Supported

Table 3 presents all hypothesized structural paths are positive and statistically significant, indicating that emotionally intelligent supervision significantly predicts teacher trust and organizational effectiveness, while teacher trust also significantly contributes to organizational effectiveness.

The model explains a substantial portion of variance in the dependent constructs.

Table 4. Explained variance

Endogenous Construct	R^2 Value	Interpretation
Teacher Trust	High	Strong predictive power
Organizational Effectiveness	High	Strong explanatory strength



The model explains a substantial portion of variance in the dependent constructs. Table 4 indicates that the structural model explains a substantial proportion of variance in both teacher trust and organizational effectiveness, demonstrating the model's strong explanatory and predictive power. The findings provide robust empirical validation of Goleman's Emotional Intelligence Theory within an educational leadership context. Emotionally intelligent supervision emerged as a critical predictor of both relational and organizational outcomes. First, the significant relationship between emotionally intelligent supervision and teacher trust confirms that supervisors who demonstrate empathy, emotional regulation, motivation, and effective interpersonal skills cultivate trust-based professional relationships. These findings reinforce theoretical perspectives that position trust as an outcome of consistent, emotionally responsive leadership behavior. Second, emotionally intelligent supervision directly predicts organizational effectiveness, indicating that emotionally aware leadership contributes to improved instructional leadership, positive school climate, and enhanced teacher empowerment. This supports prior leadership research emphasizing emotional intelligence as a core competency for effective school administration. Third, teacher trust significantly predicts organizational effectiveness, underscoring its function as a relational mechanism linking leadership practices to institutional outcomes. Trust-rich environments facilitate collaboration, reduce resistance to change, and strengthen collective commitment to organizational goals. While the aggregate structural paths confirm that emotionally intelligent supervision is a significant predictor of both teacher trust and organizational effectiveness, the present model was estimated at the construct (latent-variable) level rather than the individual-indicator level. A closer examination of which specific facets of emotionally intelligent supervision, such as empathy, self-regulation, or social skill, contribute most and least strongly to these outcomes would meaningfully extend this discussion and help school leaders target specific competencies for development. This item-level analysis is recommended as a direction for future research using the study's existing dataset.

Ethical considerations

Ethical clearance for this study was obtained from the university's Research Ethics Review Committee prior to data collection, and written permission to conduct the study was secured from the Schools Division Superintendent of Zamboanga City Division, consistent with Department of Education research protocol. All procedures involving human participants adhered to the ethical principles of voluntary participation, informed consent, confidentiality, and the right to withdraw without penalty, in compliance with the Philippine Data Privacy Act of 2012 (Republic Act No. 10173). Prior to survey administration, respondents were provided with a written informed consent form explaining the purpose, procedures, risks, and benefits of the study. No identifying information was collected, and all responses were anonymized, encoded, and stored in a password-protected file accessible only to the researcher. Data will be retained only for the period required by the university and journal and securely disposed of thereafter.

Conclusions

This study demonstrates that Emotionally Intelligent Supervision significantly predicts Teacher Trust and Organizational Effectiveness in public elementary schools. Using PLS-SEM, the findings confirm that emotionally intelligent leadership practices are central drivers of trust formation and organizational performance. The study's principal contribution and novelty lie in modeling emotionally intelligent supervision as a direct and trust-mediated structural predictor, rather than as a generic leadership trait, within a Philippine public elementary-school setting where such predictive-structural evidence has previously been scarce. The results underscore the importance of integrating emotional intelligence competencies into supervisory frameworks, leadership preparation programs, and policy initiatives aimed at improving school effectiveness. By strengthening trust-based relationships, emotionally intelligent supervision enhances both human and institutional capacities within educational organizations. In terms of policy and practice, the findings provide empirical grounding for the Department of Education and school division offices to institutionalize emotional intelligence training for school leaders, integrate EI indicators into supervisory performance evaluations, incorporate emotional-intelligence competencies into principal selection and continuing professional development frameworks, and recognize teacher trust as a core organizational asset essential to sustained organizational effectiveness.

Recommendations

Based on the findings and conclusions of this study, several recommendations are offered. School heads and supervisors are encouraged to participate in structured emotional intelligence training focused on empathy, self-regulation, and relationship management to strengthen trust-based supervisory relationships with teachers. Division and school-level leaders should consider integrating emotional intelligence indicators into supervisory performance evaluation tools and school-based management frameworks to institutionalize emotionally intelligent practices. The Department of Education, through its Division and Regional Offices, may explore policy initiatives that embed emotional intelligence competencies into leadership selection criteria and continuing professional development programs for school heads. Future researchers are encouraged to replicate the study across other divisions or regions and extend the model by examining item-level or indicator-specific predictors of teacher trust and organizational effectiveness, as well as potential moderating variables such as years of supervisory experience and school size. As a capstone or extension project, the findings may also serve as a basis for developing a localized Emotional Intelligence in Supervision Training Module for school heads within the Zamboanga City Division.

References

- Afolabi, O. F., & Olajide, A. (2021). Emotionally intelligent leadership and workplace harmony in secondary schools. *African Journal of Educational Studies*, 9(1), 45–58.
- Brackett, M. A., Rivers, S. E., & Salovey, P. (2011). Emotional intelligence: Implications for personal, social, academic, and workplace success. *Social and Personality Psychology Compass*, 5(1), 88–103. <https://doi.org/10.1111/j.1751-9004.2010.00334.x>
- Bryk, A. S., & Schneider, B. (2002). *Trust in schools: A core resource for improvement*. Russell Sage Foundation.
- Flick, U. (2022). *The SAGE handbook of qualitative research design*. SAGE Publications.
- Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. Bantam Books.
- Hair, J. F., Black, W. C., Babin, B. J., Anderson, R. E., & Tatham, R. L. (2019). *Multivariate data analysis* (8th ed.). Pearson Education Limited.
- Hamilton, D., McKechnie, J., Edgerton, E., & Wilson, C. (2021). Immersive virtual reality as a pedagogical tool in education: A systematic literature review of quantitative learning outcomes and experimental design. *Journal of Computers in Education*, 8(1), 1–32. <https://doi.org/10.1007/s40692-020-00169-2>
- Hoy, W. K., & Miskel, C. G. (2013). *Educational administration: Theory, research, and practice* (9th ed.). McGraw-Hill.
- Hoy, W. K., & Tschannen-Moran, M. (2003). The conceptualization and measurement of faculty trust in schools: The omnibus T-scale. In W. K. Hoy & C. G. Miskel (Eds.), *Studies in leading and organizing schools* (pp. 181–208). Information Age.
- Leithwood, K., & Sun, J. (2012). The nature and effects of transformational school leadership: A meta-analytic review of unpublished research. *Educational Administration Quarterly*, 48(3), 387–423. <https://doi.org/10.1177/0013161X11436268>
- Mayer, J. D., Caruso, D. R., & Salovey, P. (2016). The ability model of emotional intelligence: Principles and updates. *Emotion Review*, 8(4), 290–300. <https://doi.org/10.1177/1754073916639667>
- Pallant, J. (2020). *SPSS survival manual: A step-by-step guide to data analysis using IBM SPSS*. Routledge.
- Quiblat, S. G., & Quirap, E. A. (2024). Teachers' emotional intelligence and Filipino work values. *International Journal of Multidisciplinary Research and Analysis*, 7(8), 3915–3924. <https://ijmra.in/v7i8/33.php>
- Rani, N., & Kumar, A. (2020). Emotional intelligence and its impact on organizational effectiveness: Evidence from the literature. *Journal of Organizational Behavior Research*, 5(2), 141–153.
- Tschannen-Moran, M. (2014). *Trust matters: Leadership for successful schools* (2nd ed.). Jossey-Bass.