

Original Article

Emotional Intelligence and Leadership Capability Among Education Graduates in the Philippine National Police Training Institute

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Article History:

Date received: April 6, 2026

Date revised: May 1, 2026

Date accepted: May 14, 2026

Recommended citation:

Pleños, M. (2026). Emotional intelligence and leadership capability among education graduates in the Philippine National Police Training Institute. *Journal of Interdisciplinary Perspectives*, 4(6), 208-217.
<https://doi.org/10.69569/jip.2026.134>

Abstract. This study examined the relationship between emotional intelligence and leadership capability among Licensed Professional Teachers serving as training personnel at the Philippine National Police Training Institute (PNPTI). Using a descriptive-correlational design and near-census approach, the study involved 200 teachers assigned as Police Non-Commissioned Officers (PNCOs) and Non-Uniformed Personnel (NUP) across PNPTI training centers nationwide. Data were gathered through a modified survey questionnaire based on the Schutte Emotional Intelligence Scale and established leadership capability measures using Likert-type scales. Reliability testing showed very high internal consistency across constructs (McDonald's $\omega = .96-.99$; Cronbach's $\alpha = .96-.99$). Since the data were non-normally distributed, nonparametric statistical tests were used. Findings revealed very high levels of emotional intelligence and leadership capability among respondents. Emotional intelligence had a moderately strong positive relationship with leadership capability ($\rho = .62$). Educational attainment was moderately associated with emotional intelligence ($\rho = .61$) and weakly associated with leadership capability ($\rho = .15$). Years of service was strongly related to leadership capability ($\rho = .72$, $p < .001$) but not significantly related to emotional intelligence ($\rho = .098$, $p = .17$). Overall, emotional intelligence was positively associated with leadership capability, while experience contributed to leadership differences.

Keywords: Educational attainment; Emotional intelligence; Leadership capability; Non-Uniformed Personnel; Police Non-Commissioned Officers.

The Philippine National Police (PNP) has adopted an inclusive recruitment strategy that recognizes the need for diverse competencies in contemporary policing. Beyond criminology graduates, the organization recruits education graduates who are Licensed Professional Teachers, acknowledging that effective police service extends beyond technical law enforcement skills. After completing their initial training, some of these educators are assigned to the Philippine National Police Training Institute (PNPTI), where they contribute to police education and training in a structured, discipline-oriented environment. This institutional practice reflects a broader shift toward professionalizing police training through interdisciplinary expertise.

Within PNPTI, Licensed Professional Teachers assume roles that extend beyond conventional classroom instruction. While some are designated to administrative functions, others serve as instructors responsible for delivering formal training programs. In certain instances, they are also tasked with supervisory responsibilities,

guiding trainees and personnel undergoing mandatory courses. These functions position them not only as educators but also as leaders operating within a hierarchical and paramilitary system. As Northouse (2021) notes, leadership is not confined to formal authority. However, it is expressed through influence, guidance, and the ability to direct others toward shared goals, which are evident in training environments such as PNPTI.

The nature of police training presents distinct challenges that require these educators to balance instructional competence with leadership effectiveness. Unlike traditional academic settings, police training involves adult learners who operate within a rigid chain of command and are often exposed to high-pressure, emotionally demanding situations. This context necessitates adaptive teaching approaches that integrate experience-based learning while maintaining discipline and authority. Day et al. (2021) emphasize that leadership development in complex organizations involves both cognitive and emotional capacities, suggesting that educators in such environments must possess competencies that go beyond technical knowledge.

One critical competency that supports both instructional and leadership effectiveness is emotional intelligence. Emotional intelligence refers to the ability to perceive, understand, and regulate emotions in oneself and others (Mayer et al., 2019). It has been widely associated with improved communication, sound decision-making, and effective relationship management. Empirical studies have consistently demonstrated its relevance in leadership contexts. For instance, Miao et al. (2022) found that emotional intelligence is positively associated with leadership effectiveness across various organizational settings. Similarly, Cavaletti and Bizarrias (2023) highlighted its role in enhancing transformational leadership practices, while Korakis and Poulaki (2025) emphasized its importance in fostering adaptive and responsive leadership behaviors.

In educational environments, emotional intelligence has likewise been linked to improved leadership competencies and more supportive learning climates. Valente and Lourenço (2022) noted that emotionally intelligent educators are better equipped to manage classroom dynamics and foster positive interactions. Expósito (2024) further demonstrated that emotional intelligence contributes to the development of leadership competencies among students and educators, reinforcing its value in instructional settings. These findings suggest that emotional intelligence is relevant not only in organizational leadership but also in educational contexts, where influence and interpersonal engagement are central.

Despite the growing body of literature, research on emotional intelligence in policing remains limited. Existing studies have largely focused on uniformed personnel and organizational leaders, often emphasizing operational performance and leadership at higher command levels (Kurniawan et al., 2023). While these studies provide valuable insights, they tend to overlook non-uniformed personnel, particularly educators who play a critical role in shaping future police officers. In the Philippine context, available research on emotional intelligence in policing has primarily examined its relationship with conflict management and leadership among officers, with minimal attention to training personnel who serve as both educators and leaders.

This gap is significant because Licensed Professional Teachers assigned to PNPTI occupy a unique position that integrates instructional responsibilities with leadership functions within a paramilitary structure. Their role requires not only delivering knowledge but also managing relationships, motivating trainees, and maintaining discipline in high-pressure environments. As highlighted by Macaday-Quioco (2024), emotional intelligence competencies are essential in educational leadership, particularly in contexts that demand both authority and empathy. However, empirical evidence examining how these competencies influence leadership capabilities among police training educators remains scarce.

To address this gap, the present study examines the relationship between emotional intelligence and leadership capabilities among Licensed Professional Teachers assigned to PNPTI. It seeks to determine how emotional competencies contribute to the development and execution of leadership functions within a structured training environment. The findings of this study aim to provide a basis for developing an Emotional Intelligence-tailored Training and Leadership Development Program that may enhance the effectiveness of educators and contribute to the overall quality of police training within the institution.

Methodology

Research Design

This study employed a descriptive correlational research design to determine the levels of emotional intelligence

and leadership capabilities and to examine the relationship between these variables among educators assigned to the Philippine National Police Training Institute (PNPTI). The descriptive component presented the variables' status as naturally occurring, while the correlational component assessed the strength and direction of their association.

A quantitative approach was adopted, utilizing a structured survey questionnaire as the primary data collection instrument. Prior to statistical analysis, the data were tested for normality using the Shapiro-Wilk test, which indicated significant deviation from normality ($p < .05$). This finding was further supported by skewness and kurtosis values outside the acceptable range of ± 1 . Given these violations, nonparametric statistical techniques were employed. Spearman's rho was used to determine the relationship between emotional intelligence and leadership capabilities. The Mann-Whitney U test was applied to assess differences between two independent groups, while the Kruskal-Wallis H test was used for comparisons involving three or more groups.

Research Participants

The participants of this study were Licensed Professional Teachers (LET passers) assigned to PNPTI across 18 training centers nationwide, representing Luzon, Visayas, and Mindanao. In this study, "educators" were operationally defined as Licensed Professional Teachers who are either Police Non-Commissioned Officers (PNCOs) or Non-Uniformed Personnel (NUP) and who, at the time of data collection, were performing instructional, training support, supervisory, or administrative functions directly related to the delivery and facilitation of training programs within the institute. Although not all respondents were actively engaged in classroom instruction, all were involved in roles that contribute to training operations and instructional management within PNPTI.

The target population consisted of approximately 250 Licensed Professional Teachers assigned across the training centers. A total enumeration approach was initially intended; however, 200 respondents completed the survey, constituting a near-census sample. This sampling outcome provides substantial representation across PNPTI training centers. However, the possibility of nonresponse bias cannot be eliminated, as non-respondents may differ in relevant professional or organizational characteristics.

Research Instrument

The study used a structured questionnaire comprising two sections: emotional intelligence and leadership capabilities. The instrument was adapted to suit the context of the Philippine National Police Training Institute (PNPTI) while retaining alignment with established measurement frameworks.

Emotional intelligence was measured using an adapted version of the Schutte Self-Report Emotional Intelligence Test (SSEIT) developed by Schutte et al. (1998). It consisted of 50 items across five domains: self-awareness, self-regulation, motivation, empathy, and social skills, with 10 items per domain. Items were modified to reflect PNPTI-specific situations such as trainee supervision, instructional delivery, and functioning within a hierarchical training environment.

Leadership capabilities were measured using a researcher-developed 30-item scale covering three dimensions: attitude toward leadership roles, leadership skills, and preparedness for greater responsibility, with 10 items per dimension. Items assessed behaviors such as decision-making, communication, responsibility-taking, and leadership readiness in training contexts. All items used a 5-point Likert scale ranging from strongly disagree to agree strongly.

Content validity was established through expert review in education and leadership development, ensuring clarity, relevance, and contextual fit. Reliability analysis using Cronbach's alpha and McDonald's omega produced coefficients ranging from 0.957 to 0.989, indicating excellent internal consistency. However, such high values may suggest item redundancy; thus, future studies are encouraged to conduct a factor analysis to further strengthen construct validity.

Data Gathering Procedure

Data were collected using Google Forms, which facilitated efficient distribution across geographically dispersed training centers. Before data collection, formal approval was secured from the Director of PNPTI, with coordination extended to the respective Chiefs of Training Centers to ensure proper dissemination.

Participants were invited through official communication channels. An informed consent form was presented at the beginning of the survey, outlining the study's purpose, the voluntary nature of participation, and assurances of confidentiality and anonymity. Only those who provided consent were allowed to proceed. The survey remained open for a specified period to allow adequate time for participation and completion.

Data Analysis Procedure

Descriptive statistics, including mean and standard deviation, were used to summarize the levels of emotional intelligence and leadership capabilities. Inferential analysis was conducted using nonparametric tests because the data were not normally distributed. Spearman's rho was used to examine the relationship between emotional intelligence and leadership capabilities. In contrast, the Mann-Whitney U test and Kruskal-Wallis H test were used to determine group differences.

It is important to note that both emotional intelligence and leadership capabilities were measured using self-report instruments administered at a single point in time. This design introduces the possibility of common-method bias, which may inflate the observed relationships. As such, the findings should be interpreted as reflecting associations between self-reported measures rather than objective indicators of leadership effectiveness.

Ethical Considerations

The study adhered to established ethical standards in research involving human participants. Participation was voluntary, and informed consent was obtained from all respondents before data collection. Participants were informed of their right to withdraw at any time without penalty. Confidentiality and anonymity were strictly maintained, as no personally identifiable information was collected. All data were used solely for academic purposes and were securely stored to prevent unauthorized access. Institutional approval was obtained before conducting the study, ensuring that all procedures complied with ethical guidelines and organizational protocols.

Results and Discussion

Level of Emotional Intelligence

Table 1. *Emotional Intelligence Test Results*

Indicators	<i>M</i>	<i>SD</i>	Interpretation
Self-Awareness	4.50	0.60	High
Self-Regulation	4.38	0.62	High
Motivation	4.39	0.62	High
Empathy	4.41	0.63	High
Social Skills	4.47	0.60	High
Overall Emotional Intelligence	4.43	0.61	High

Note. 5-4.5 (Very High), 3.5-4.49 (High), 2.5-3.49 (Neutral), 1.5-2.49 (Low), 1.00-1.49 (Very Low)

Table 1 presents the descriptive results of the Emotional Intelligence Test conducted among the respondents. The overall Emotional Intelligence yielded a mean of $M = 4.43$ ($SD = 0.61$), which is interpreted as High, indicating that the self-reported Emotional Intelligence scores of the respondents are concentrated toward the upper end of the instrument's scale with moderate variability across responses. Mean scores across all constructs range from 4.38 to 4.50, reflecting a generally balanced Emotional Intelligence profile among the participants.

Self-Awareness obtained the highest mean of $M = 4.50$ ($SD = 0.60$, High), suggesting that respondents demonstrate strong awareness of their own emotions, while Social Skills followed with $M = 4.47$ ($SD = 0.60$, High) and showed the lowest variability, indicating relatively consistent perceptions of interpersonal effectiveness. Empathy ($M = 4.41$, $SD = 0.63$, High) and Motivation ($M = 4.39$, $SD = 0.62$, High) also fall within the High range, and notably, Empathy showed the greatest variability among the constructs, indicating that respondents differ more in their self-reported empathic responsiveness than in other domains.

Self-Regulation recorded the lowest mean, $M = 4.38$ ($SD = 0.62$, High), yet this difference is minimal and remains within the same classification level, suggesting that the distinction is comparative rather than indicative of lower functioning. Overall, the findings reveal that respondents report High levels of Emotional Intelligence across both self-related and social competencies, with only minor differences in the relative ranking of the constructs.

Current Leadership Capabilities

Table 2 below presents a generally consistent pattern in which emotional intelligence (EI) and leadership attitude are positively associated. Overall, EI scores are elevated across domains, indicating that respondents report high levels of self-awareness, motivation, empathy, and social skills. The interpersonal dimensions, particularly empathy and social skills, receive relatively strong ratings, suggesting that respondents perceive themselves as effective at understanding and interacting with others.

Table 2. *Leadership Capabilities Test*

Indicators	<i>M</i>	<i>SD</i>	Interpretation
Attitude	3.64	0.80	High level
Current Leadership Skills	3.68	0.80	High level
Preparedness for Greater Responsibility	3.68	0.80	High level
Overall Mean	3.66	0.80	High level

Note. 5-4.5 (Very High), 3.5-4.49 (High), 2.5-3.49 (Neutral), 1.5-2.49 (Low), 1.00-1.49 (Very Low)

Similarly, leadership attitude scores are high, reflecting positive orientations toward ethical responsibility, openness to feedback, and collaboration. The pattern of results suggests that higher levels of interpersonal EI are associated with stronger leadership attitudes, particularly those related to relational and team-oriented behaviors.

However, self-regulation shows lower mean scores and slightly greater variability than the other EI domains, yet remains within the “high” classification. This indicates that emotional control may be less consistently reported across respondents. A similar pattern is observed in leadership indicators related to maintaining composure under pressure, which also appear relatively less elevated.

The correlation analysis indicates a moderate-to-strong relationship between emotional intelligence and leadership capability. This suggests that the two variables tend to co-vary; however, the relationship is not perfect, indicating that other factors may also be associated with leadership outcomes. In particular, the comparatively lower and more variable self-regulation scores may reflect an area where differences among respondents are more pronounced.

These findings are consistent with prior research emphasizing the association between emotional intelligence and leadership-related behaviors. Studies by Daniel Goleman and Richard Boyatzis highlight the importance of empathy and social competence in leadership contexts. At the same time, John D. Mayer's work underscores the role of emotional regulation as a key component of emotional intelligence. More recent studies, such as those by Nguyen et al. (2021), also report similar patterns, noting that while emotional intelligence is associated with positive leadership behaviors, variability in stress management may influence the consistency with which these behaviors are demonstrated.

Relationship Between the Level of Emotional Intelligence and Current Leadership Capabilities

The Spearman's rank-order correlation presented in Table 3 indicates a moderate positive association ($\rho = 0.614$, $p < .001$) between the highest educational attainment and total emotional intelligence. This suggests that higher levels of education are associated with higher self-reported emotional intelligence scores. Table 3 presents the results of Spearman's Rho correlation analyses examining the associations among educational attainment, length of service, emotional intelligence, and leadership capability among Licensed Professional Teachers at the Philippine National Police Training Institute (PNPTI).

Table 3. *Summary of Spearman's Rho Correlation Analysis*

Variables Compared	ρ	<i>p-value</i>	Interpretation
Relationship with Emotional Intelligence			
Highest Educational Attainment	.61	<.001	Moderately strong positive correlation
Length of Service	.10	.17	Very weak Positive correlation (Not Significant)
Relationship with Leadership Capability			
Highest Educational Attainment	.15	.03	Weak positive correlation
Length of Service	.72	<.001	Strong positive correlation

Relationship between main Variables

Emotional Intelligence and Leadership Capability	.62	<.001	Moderately strong positive correlation
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Highest educational attainment was moderately strongly positively correlated with emotional intelligence ($\rho = .61, p < .001$). This indicates that respondents with higher levels of formal education tend to possess significantly higher emotional intelligence competencies. Conversely, length of service showed a very weak positive correlation ($\rho = .10, p = .17$), which is not statistically significant, meaning that the number of years an individual has served in the organization does not significantly influence or predict their level of emotional intelligence.

Highest educational attainment had a weak positive correlation with leadership capability ($\rho = .15, p = .03$). Although the relationship is statistically significant, its magnitude is very small, indicating that education has minimal practical influence on leadership skills in this context. Length of service demonstrated a strong positive correlation with leadership capability ($\rho = .72, p < .001$), indicating that personnel who have served longer in the institution possess significantly higher leadership skills, a positive attitude towards leadership roles, and readiness to assume greater responsibilities.

The main variables showed a moderately strong positive correlation ($\rho = .62, p < .001$). This confirms that as emotional intelligence increases, respondents' leadership capability also increases significantly. The results offer meaningful insights into the factors that influence the competence of teacher-personnel working in a paramilitary training environment.

First, emotional intelligence is significantly associated with educational attainment. This implies that higher formal education contributes to the development of emotional competencies such as self-awareness, self-regulation, empathy, and social skills, which are essential for working with adult learners, maintaining discipline, and interacting within a hierarchical organization. Notably, emotional intelligence does not automatically improve merely by staying in service longer, indicating that it is a competency shaped more by academic preparation, personal values, and continuous learning than by tenure alone.

Second, leadership capability is primarily developed through experience and exposure. The very strong relationship between length of service and leadership suggests that skills in decision-making, supervision, conflict management, and responsibility-taking are honed over time through actual engagement in training operations, handling of personnel, and increased exposure to organizational demands. While education provides a foundation, practical experience remains the most significant factor that strengthens leadership capability in the police training setting.

Most importantly, the significant association between emotional intelligence and leadership capability confirms that for educators at PNPTI, being emotionally intelligent is a critical factor in becoming an effective leader. Since their role requires balancing instructional duties, maintaining discipline, and interacting with diverse groups of trainees, the ability to understand, regulate, and apply emotions effectively directly enhances their capacity to lead, facilitate learning, and maintain order in a structured, high-pressure environment.

Table 4 presents the correlation matrix examining the relationships among the subcomponents of emotional intelligence and leadership capabilities. The results reveal very strong interrelationships within both domains, particularly among their respective subdimensions. The strongest associations were observed between leadership skills and preparedness for greater responsibility ($\rho = .93, p < .001$), followed by empathy and social skills ($\rho = .90, p < .001$), self-awareness and self-regulation ($\rho = .87, p < .001$), and self-regulation and motivation ($\rho = .88, p < .001$), indicating highly consistent internal relationships among the constructs.

In contrast, the relationships between specific emotional intelligence components and leadership indicators were generally weak and, in several cases, not statistically significant. Notably, motivation and attitude ($\rho = .14, p = .08$), self-awareness and attitude ($\rho = .14, p = .07$), and self-awareness and leadership skills ($\rho = .14, p = .07$) yielded low coefficients with p-values greater than .05, reflecting inconsistent associations at the subcomponent level.

The pattern of results suggests that while the domains function as closely related constructs, the interpretability of relationships at the individual dimension level is limited. This indicates that emotional intelligence and leadership capability are better understood as broadly integrated constructs rather than as distinct subdimensions

in the present sample, supporting the appropriateness of focusing on their overall association rather than on isolated components.

Table 4. Spearman's Rho Correlation Breakdown on the Emotional Intelligence and Leadership Capabilities

Indicators	Self-Awareness	Self-Regulation	Motivation	Attitude	Leadership Skills	Preparedness for Greater Responsibility	Empathy	Social Skills
1. Self-Awareness	—							
2. Self-Regulation	.87	—						
	< .001							
3. Motivation	.84	.88	—					
	< .001	< .001						
4. Attitude	.14	.16	.14	—				
	.07	.04	.08					
5. Leadership Skills	.14	.16	.19	.88	—			
	.07	.04	.02	< .001				
6. Preparedness for Greater Responsibility	.14	.14	.16	.90	.93	—		
	.08	.06	.03	< .001	< .001			
7. Empathy	.81	.88	.87	.15	.16	.17	—	
	< .001	< .001	< .001	.05	.03	.03		
8. Social Skills	.84	.88	.88	.15	.17	.17	.90	—
	< .001	< .001	< .001	.05	.03	.03	< .001	

Difference Between the Level of Emotional Intelligence and Current Leadership Capabilities When Grouped According to Profile

Table 5 presents a comparison of emotional intelligence across sex, personnel type, educational attainment, and length of service using both parametric and nonparametric tests. The results indicate generally high levels of emotional intelligence across all groups, with relatively small differences in mean scores.

Table 5. Non-Parametric Test Results on the Significant Differences of Emotional Intelligence According to Profile

Profile	Non-Parametric Test	Statistic	U	df	p-value	Interpretation
Type of Personnel	Mann-Whitney U Test	-	4024	-	0.86	Not Significant
Sex	Mann-Whitney U Test	-	5029	-	0.16	Not Significant
Highest Educational Attainment	Kruskal-Wallis Test	2.96	-	4	0.57	Not Significant
Length of Service	Kruskal-Wallis Test	8.11	-	5	0.15	Not Significant

Although minor variations are observed—such as slightly higher mean scores among males and marginal differences across educational levels and tenure groups—none are statistically significant. Similarly, emotional intelligence scores between uniformed and non-uniformed personnel appear comparable. Overall, the findings suggest that emotional intelligence does not significantly differ across the demographic and professional characteristics examined in this sample.

These results are consistent with prior research indicating limited or non-significant differences in emotional intelligence across demographic groups. For example, studies by Britwum (2024) and Cassidy et al. (2026) report minimal differences in emotional intelligence between men and women. At the same time, other scholars, such as Hall (2025) and Vasudevan (2025), note that specific emotional competencies may vary across subgroups, though these differences are not always reflected in overall emotional intelligence scores.

Overall, the findings indicate that emotional intelligence levels are relatively consistent across groups, suggesting that the variables examined are not significantly associated with differences in emotional intelligence within this sample.

Table 6. Non-Parametric Test Results on the Significant Differences of Leadership Capabilities According to Profile

Profile	Non-Parametric Test	Statistic	U	df	p-value	Interpretation
Type of Personnel	Mann-Whitney U Test	-	3542	-	.51	Not Significant
Sex	Mann-Whitney U Test	-	5289	-	.18	Not Significant
Highest Educational Attainment	Kruskal-Wallis Test	9.36	-	4	.05	Not Significant
Length of Service	Kruskal-Wallis Test	16.68	-	5	.01	Significant

Table 6 presents the results of nonparametric analyses examining differences in leadership capability across selected profile variables. The Mann-Whitney U test indicates that neither personnel type nor sex shows a statistically significant difference, with p-values of 0.51 and 0.18, respectively. This suggests that leadership capability is statistically comparable between Non-Uniformed and Uniformed Personnel, as well as between male and female respondents within the study population.

For the highest educational attainment, the Kruskal-Wallis test yielded a p-value of 0.05, which exceeds the conventional alpha level of 0.05. Therefore, no statistically significant differences in leadership capability were found across educational attainment groups. Although the omnibus test was not significant, Dunn's post hoc comparisons initially indicated a possible difference between some groups at the unadjusted level; however, these differences did not remain statistically significant after Bonferroni and Holm corrections were applied. This confirms that any observed variation across educational groups is not statistically reliable under adjusted significance testing.

In contrast, length of service shows a statistically significant difference ($p = 0.005$), indicating that leadership capability varies across tenure groups. Among all variables examined, only length of service demonstrates a statistically significant association with leadership capability.

Taken together, these findings suggest that leadership capability is more closely associated with professional experience than with demographic or academic background variables. The absence of significant differences by sex and personnel type indicates that leadership capability is relatively consistent across these groups within the organizational context, likely due to standardized training systems and shared institutional expectations. Likewise, the lack of statistically significant differences in educational attainment suggests that formal academic level does not meaningfully differentiate leadership capability within the study population.

The significant association between length of service and leadership capability suggests that leadership competencies may develop progressively through accumulated experience. Personnel with longer tenure are likely to have greater exposure to supervisory responsibilities, operational decision-making, and leadership-related tasks, which may strengthen leadership capability over time.

These findings are generally consistent with prior literature emphasizing experiential learning as a primary driver of leadership development. Goleman (2021) highlights the role of emotional and social competencies refined through sustained practice. Similarly, Yu and Zainal (2023) report that length of service is a significant predictor of leadership capability, due to increased organizational familiarity and the development of interpersonal skills.

The absence of sex-based differences aligns with Eagly and Heilman (2022), who found that leadership effectiveness is not systematically determined by gender. Regarding educational attainment, Dinh et al. (2020) suggest that formal education may enhance conceptual understanding of leadership but does not determine leadership effectiveness without practical application. Day et al. (2021) further emphasize that leadership development is primarily experiential rather than purely academic. Antonakis et al. (2022) note, however, that cognitive ability associated with higher education may contribute to leadership performance in complex environments, although these effects are context-dependent and not consistently observed.

Overall, the findings indicate that leadership capability within the study context is not significantly influenced by sex, personnel type, or educational attainment. Length of service emerges as the only variable with a statistically significant association, suggesting that leadership capability is primarily developed through accumulated experience within the organization.

Table 7 provides a clearer, more refined understanding of how leadership capabilities differ across length-of-service groups. The findings from Dunn's post hoc analysis indicate that meaningful differences in leadership capabilities across length-of-service groups are limited to specific comparisons. Although several pairwise differences appear significant prior to adjustment, only the comparison between employees with 0–3 years of service and those with 16 years or more remains statistically significant after applying Bonferroni and Holm corrections.

Table 7. Length of Service Comparison of Leadership Capabilities Using Dunn's Post Hoc Test

Comparison		<i>z</i>	<i>W_i</i>	<i>W_j</i>	<i>r_{rb}</i>	<i>p</i>	<i>p_{bonf}</i>	<i>p_{holm}</i>
0-3 years	4-6 years	-.49	81.31	86.94	.08	.63	1.	1.
0-3 years	7-9 years	-.3	81.31	87.44	.08	.77	1.	1.
0-3 years	10-12 years	-2.52	81.31	123.	.38	.01	.18	.15
0-3 years	13-15 years	-1.59	81.31	106.5	.26	.11	1.	1.
0-3 years	16 years +	-3.19	81.31	117.8	.36	.11	.02	.02
4-6 years	7-9 years	-.03	86.94	87.44	.01	.98	1.	1.
4-6 years	10-12 years	-2.25	86.94	123.	.35	.02	.37	.29
4-6 years	13-15 years	-1.28	86.94	106.5	.22	.2	1.	1.
4-6 years	16 years +	-2.91	86.94	117.8	.32	.	.06	.05
7-9 years	10-12 years	-1.51	87.44	123.	.34	.13	1.	1.
7-9 years	13-15 years	-.83	87.44	106.5	.19	.41	1.	1.
7-9 years	16 years +	-1.5	87.44	117.8	.33	.13	1.	1.
10-12 years	13-15 years	.85	123.	106.5	.19	.39	1.	1.
10-12 years	16 years +	.33	123.	117.8	.09	.74	1.	1.
13-15 years	16 years +	-.74	106.5	117.8	.13	.46	1.	1.

Note. Rank-biserial correlation based on individual Mann-Whitney tests.

This suggests that the greatest disparity in leadership capability lies between the least experienced and the most experienced individuals. In contrast, comparisons among adjacent or mid-level tenure groups do not yield statistically reliable differences, indicating that increases in leadership capability do not follow a consistent or linear pattern across all stages of service.

This pattern also suggests that leadership capability develops progressively and becomes more evident only after substantial organizational experience has been accumulated. The lack of significant variation between early- and mid-career groups appears to reflect a developmental process characterized by gradual learning, adaptation, and skill consolidation. The clear distinction between the lowest- and highest-tenure groups underscores the importance of prolonged exposure to organizational demands, including decision-making, problem-solving, and interpersonal interactions, in strengthening leadership competence. At the same time, the relative similarity among mid-tenure groups may indicate transitional phases in which individuals are still shaping their leadership approach and adjusting to increasing responsibilities. This pattern reflects an association rather than a direct causal trajectory, highlighting the uneven nature of leadership development across career stages.

These results are consistent with recent research that emphasizes the importance of tenure in leadership development while acknowledging its complexity. Studies have shown that extended tenure enhances leadership effectiveness through accumulated experience and stronger relational dynamics within organizations (Caniëls et al., 2023; Lee et al., 2023). Similarly, evidence suggests that tenure influences how leadership behaviors translate into outcomes such as engagement and performance (Rami et al., 2025). However, other research introduces nuance by indicating that leadership effectiveness may differ across career stages, with certain leadership styles being more impactful at earlier stages of tenure (Backhaus et al., 2025). Additionally, some studies highlight that prolonged tenure does not always lead to continuous improvement, as it may also be associated with stagnation or diminishing returns in certain contexts (Zheng et al., 2023). Collectively, these findings suggest that leadership development initiatives should adopt a stage-sensitive approach, emphasizing meaningful experiential learning opportunities while ensuring continued growth and engagement across all tenure levels.

Conclusion

This study affirms that emotional intelligence significantly influences leadership capability among training personnel with educational backgrounds in the Philippine National Police Training Institute, particularly within an andragogical context. It shows that, beyond pedagogical knowledge and technical competence, the ability to understand, regulate, and apply emotions effectively is essential for facilitating learning and for exercising leadership among adult learners who bring prior experiences, established perspectives, and professional expectations into the training environment.

The findings further reveal that education-trained personnel at PNPTI perform dual roles as instructors and leaders within a structured, hierarchical system. This requires leadership approaches consistent with adult learning principles, including respect for learner autonomy, recognition of experience, and promotion of active engagement. In this setting, emotional intelligence plays a central role in managing interpersonal dynamics, sustaining motivation, and maintaining authority while fostering a positive learning environment.

In practice, the results support integrating emotional intelligence into faculty development programs, particularly to strengthen competencies in adult learning facilitation, such as empathy, communication, and adaptability. At the policy level, institutional systems may be improved by recognizing emotional intelligence as a core competency in recruitment, training, and performance evaluation. From an educational perspective, the findings emphasize the need to align leadership development with the principles of andragogy, especially in non-traditional and discipline-oriented institutions.

For future research, the study provides a basis for examining how emotional intelligence interacts with adult learning variables such as motivation, autonomy, and prior experience. Overall, the study establishes that emotional intelligence is a critical, context-sensitive factor in enhancing leadership capability among education-trained personnel at the Philippine National Police Training Institute.

Contributions of Authors

Not indicated

Funding

Not indicated

Conflict of Interests

Not indicated

Acknowledgment

Not indicated

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