



December 2020

Development of Dispositional Positive Emotion Modules for Students

Bianca Camille R. Banog

Philippine Normal University

Follow this and additional works at
pnu-onlinecommons.org/omp/index.php



Online Commons Citation

Banog, B. C. R., & Rungduin, T. T. (2020)
Development of Dispositional Positive Emotion Modules for Students
(Master's Thesis, Philippine Normal University)
Retrieved from pnu-onlinecommons.org/omp/index.php/pnu-oc/catalog/book/1507

**DEVELOPMENT OF DISPOSITIONAL POSITIVE EMOTION
MODULES FOR STUDENTS**

A Thesis

Presented to the Faculty of
College of Graduate Studies and Teacher Education Research
Philippine Normal University
Taft Avenue, Manila

In Partial Fulfillment of the Requirements
for the Degree of Bachelor of Science-
Master of Arts in Psychology and Counseling

BIANCA CAMILLE R. BANO

December 2020

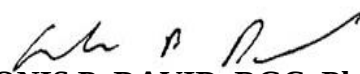
APPROVAL SHEET

This thesis entitled “**DEVELOPMENT OF DISPOSITIONAL POSITIVE EMOTION MODULES FOR STUDENTS**” prepared and submitted by **BIANCA CAMILLE R. BANO** in partial fulfillment of the requirements for the degree of **Bachelor of Science-Master of Arts in Psychology and Counseling Straight-Program**, is hereby recommended for approval and acceptance.


TERESITA T. RUNGDUIN, R_{Pm}, R_{Psy}, Ph.D.
Adviser

Approved in partial fulfillment of the requirements for the degree **Bachelor of Science-Master of Arts in Psychology and Counseling Straight-Program** by the Oral Examination Committee.


PETER HOWARD R. OBIAS, Ph.D.
Chairperson


ADONIS P. DAVID, RGC, Ph.D.
Member


TITO C. BACLAGAN, RGC, Ph.D.
Member


EDNA LUZ R. ABULON, R_{Pm}, R_{Psy}, Ph.D.
Member

Accepted in partial fulfillment of the requirements for the degree **Bachelor of Science-Master of Arts in Psychology and Counseling Straight-Program**.

Date

ANTRIMAN V. ORLEANS, Ph. D.
Dean,
College of Graduate Studies and
Teacher Education Research

DEDICATION

*Uulitan kung sabyan kekayu,
dakal a salamat ima ampong tatang,
kekayu ya ini.
Kaluguran dakayu.*

ACKNOWLEDGMENT

I would like to express my deepest gratitude to my alma mater, Philippine Normal University, for providing me a quality education. This institution enabled me to hone my skills and made me a better version of myself. I would also like to thank our modules coordinator, Dr. Peter Howard Obias, for managing the Bachelor of Science – Master of Arts in Psychology and Counselling – Straight Program.

My sincere gratitude also goes to our dear thesis adviser, Dr. Teresita T. Rungduin, for her continuous guidance and support throughout my thesis journey, as well as the panel members namely; Dr. Adonis David, Dr. Edna Abulon and Dr. Peter Howard Obias, for helping me improve the content of the thesis paper and for bringing out the best in me.

I am also grateful to my DPE Module validators, Dr. Tito Baclagan, Dr. Raquel L. Salvador, Prof, Merimee Tampus-Siena, MAEd, RGC, Ms. Dawn Jayliagn R. Lisondra, RPm, LPT, Ms. Shane Tiffanie Halili, RGC, RPsy, and to my editor, Dr. Joy Chavez of Letran University.

I would not also forget to thank my friends, Gelene Galindez, Mylde De Guzman, Rizandrea Ramos, Angelica Dionisio, Darlene Mendoza, Eunice Faye Manzanillo, Tricia Lacap, Gennalyn Macogay, Jeremae Cunanan, and my special person, Jan Ray Palileo, for giving me the mental and emotional strength that I needed during the dire times of my thesis.

Also, thank you so much for my relatives in Batangas: Banog, Brucal, Escabel, Gaspar, and Katigbak Family; and Pampanga: Romaguera, Pelayo, Herrera, and Fabicon Family, for being my sweet escape from academics whenever I visit the province. I always enjoy the days and tend to forget all my problems when I am with you all.

To my parents, Elijio A. Banog and Ma. Aurora R. Banog, these words are not enough to describe how grateful I am for your endless love and support. Both of you are my inspiration.

Finally, I give praise to God Almighty for giving me the strength and wisdom throughout my journey to accomplish my thesis.

TABLE OF CONTENTS

	Page
DEDICATION.....	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS	vi
LIST OF TABLES	ix
LIST OF FIGURES	xiii
LIST OF APPENDICES	xiv
ABSTRACT.....	xv

CHAPTER

I THE PROBLEM AND LITERATURE REVIEW

Introduction	1
Literature Review	5
Theoretical Perspectives	20
Conceptual Framework	23

Purpose #3:	Try-out the modules with the following approach: grouped and individualized.	87
Purpose #4:	Evaluation of the developed modules	105
Discussion		124

IV

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary of the Study	132
Summary of the Results	133
Limitations of the Study	134
Conclusions	134
Recommendations	135

REFERENCES	137
APPENDICES	142

LIST OF TABLES

Table		Page
1	Story Design	44
2	Identified Resources Needed and Available	46
3	Learning Objectives Demonstrated on the Seven Modules	47
4	Summary of Activities for Mood Setting and Main Activity for Individualized and Group Facilitation	49
5	Summary of Guide Questions for Analysis	50
6	Summary of Outlined Topics for Abstraction	51
7	Summary of Application Activities	53
8	Experts' Rating for Module 1	53
9	Experts' Comments and Suggestions for Module 1	55
10	Experts' Rating for Module 2	56
11	Experts' Comments and Suggestions for Module 2	58
12	Experts' Rating for Module 3	59
13	Experts' Comments and Suggestions for Module 3	60
14	Experts' Rating for Module 4	61
15	Experts' Comments and Suggestions for Module 4	62

16	Experts' Rating for Module 5	63
17	Experts' Comments and Suggestions for Module 5	65
18	Experts' Rating for Module 6	65
19	Experts' Comments and Suggestions for Module 6	67
20	Experts' Rating for Module 7	67
21	Experts' Comments and Suggestions for Module 7	69
22	Summary of Experts' Over-all Average Per Module	70
23	Users' Rating for Module 1	70
24	Users' Comments and Suggestions for Module 1	72
25	Users' Rating for Module 2	73
26	Users' Comments and Suggestions for Module 2	75
27	Users' Rating for Module 3	75
28	Users' Comments and Suggestions for Module 3	77
29	Users' Rating for Module 4	78
30	Users' Comments and Suggestions for Module 4	80
31	Summary of User's Over-all Average of Implemented Modules	80

32	Individuals' Rating for Self-Paced Module 1	81
33	Individuals' Rating for Self-Paced Module 2	83
34	Individuals' Rating for Self-Paced Module 3	84
35	Individuals' Rating for Self-Paced Module 4	86
36	Summary of Individuals' Over-all Averages of Implemented Self-Paced Modules	87
37	Schedule of Grouped Facilitation Try-out	88
38	Summary of Responses of Students During Module 1 - Analysis	89
39	Sample of Responses of Students in Practicing Gratitude Worksheet	92
40	Summary of Responses of Students During Module 2 – Analysis	93
41	Summary of Responses of Students During Module 3 – Analysis	96
42	Summary of Responses of Students During Module 4 – Analysis	98
43	Summary of Responses of Individuals During Module 1 - Analysis	99
44	Summary of Responses of Individuals During Module 2 - Analysis	101
45	Summary of Responses of Individuals During Module 3 - Analysis	102

46	Summary of Responses of Individuals During Module 4 - Analysis	104
47	Participants' Evaluation of Module 1	106
48	Participants' Remarks and Suggestions for Module 1	108
49	Participants' Evaluation of Module 2	109
50	Participants' Remarks and Suggestions for Module 2	110
51	Participants' Evaluation of Module 3	111
52	Participants' Remarks and Suggestions for Module 3	113
53	Participants' Evaluation of Module 4	114
54	Participants' Remarks and Suggestions for Module 4	115
55	Summary of Participants' Average of Evaluation Per Implemented Module	116
56	Evaluation of Individuals in Self-Paced Module 1	117
57	Evaluation of Individuals in Self-Paced Module 2	118
58	Evaluation of Individuals in Self-Paced Module 3	120
59	Evaluation of Individuals in Self-Paced Module 4	122
60	Summary of Individuals' Average of Evaluation Per Implemented Module	124

LIST OF FIGURES

Figure		Page
1	Conceptual Framework of the Development of Dispositional Positive Emotion of Students.	26

LIST OF APPENDICES

APPENDIX	Page
A Request Letter for Expert	142
B Request Letter for Expert	143
C Request Letter for Expert	144
D Request Letter for Expert	145
E Request Letter for Expert	146
F Permission Request Letter for the Try-Out Supervisor	147
G Parent's Consent Form	148
H Parent's Consent Form (Tagalog Version)	150
I Participant's Consent Form	152
J Participant's Consent Form (Tagalog Version)	155
K Experts' and Users' Module Evaluation Form	158
L Students Participants' Module Evaluation Form	160
M Research Statistics	162
N Researcher's Curriculum Vitae	163

ABSTRACT

Name: Bianca Camille R. Banog

Title of the Study: DEVELOPMENT OF DISPOSITIONAL POSITIVE EMOTION MODULES FOR STUDENTS

Key Concepts: Dispositional positive emotions, module development, college students

Degree: Bachelor of Science – Master of Arts

Specialization: Psychology and Counseling

Adviser: Dr. Teresita T. Rungduin

The current study aimed to develop a series of activities developed and validated as a psychoeducational module given to groups and individuals targeting their dispositional positive emotion. The seven modules proposed to savor, cultivate, and promote the seven dispositional positive emotions such as joy, contentment, pride, love, compassion, amusement, and awe. Results revealed that the DPE modules have an excellent rating of its acceptability based on the experts' and students' (as users) judgments. On the other hand, the evaluation of students (as participants) on implemented modules obtained very satisfactorily in terms of Format, Content, and Experience. Based on literature and the students' reflection of his experience with DPE Modules, it can be concluded that the

modules can be an essential tool for school and counseling interventions, which may enhance one's well-being and further lead to flourishing.

CHAPTER I

The Problem and Literature Review

Introduction

The enhancement of psychological well-being is believed to be linked with the development of positive emotions. Fredrickson's (2004) broaden-and-build theory of positive emotions predicted that positive emotions broaden the scopes of attention and cognition, and, as a result, initiates upward spirals toward increasing mental health. Positive emotions can mold individuals for the better. It displays the capacity to enhance their health and be more socially integrated, as well as build intellectual complexity, effectiveness, and resiliency. These things being stated proves that positive emotions seed human flourishing, which signifies the state of optimal human functioning, one that simultaneously implies growth and longevity, beauty and goodness, robustness and resilience, and generativity and complexity (Keyes et al., 2003).

Generally, concerns about mental health and availing its services have been an issue among Filipinos. Specifically in college, pursuing a degree is not easy since college students need to have persistence and diligence to deal with various challenges like preparing for examinations, dealing with peers, and easing one's way to the workplace. College students are exposed regularly to school-related stressors such as piled up coursework, exams, group projects, and work schedules. In addition, there are nonschool-related stressors like finances, social obligations, new levels of independence, romantic relationships, and family turmoil, which also affects the students' mental health. With all

these needs and problems mentioned, college students' dispositional positive emotions are put to the test.

Nowadays, it is crucial to develop modules on dispositional positive emotion for college students since increasing awareness in the importance of mental health has been practiced, especially now that the Philippine government has finally passed the Republic Act No. 11036 known as The Mental Health Act on the 20th of June 2018. According to RA 11036, Section 2 Declaration of Policy, “The State affirms the basic right of all Filipinos to mental health as well as the fundamental rights of people who require mental health services, and that The State commits itself to promoting the well-being of people by ensuring that mental health is valued, promoted, and protected.”

Positive emotions were proven to be a contributor to human flourishing. It indirectly prepares an individual's state of mind and behavior for the coming difficulties. Positive emotions have widened an individual's momentary mindset and helped to establish enduring personal resources (Fredrickson, 2014). For that reason, it has been a human striving to pursue positive emotion because it has been benefiting both the individual and the people around. Positive emotions have not been just happy feelings (Ackerman, 2018), but also include seven recognizably different positive emotion constructs (Shiota & Keltner, 2005): joy, pride, love, contentment, amusement, awe, and compassion. These different positive emotions have been enhancing psychological, physical, and social resources. However, this identification has not propounded for the final list of positive emotions. There has been rising recognition of other distinguished positive states with emotional characteristics, which include gratitude, interest, elevation, and hope (Shiota et al., 2006).

Positive emotions are interpreted as indicators of change in the psychological realm. In most studies, clients reported feelings of joy after a period of sadness, contentment after satisfaction, and pride after success, which made positive emotion, when experienced, as the endpoint. Moreover, one study claimed that positive emotions did not merely act as indicators but also generators of change. The variables that held a generative role caused something to come about and provided an offset point for the next change. As what had Fitzpatrick and Stalikas (2008) stated in their research, positive emotions could be not just as an endpoint; they could also be the generator of change. This claim gave the field of research an interesting plausibility and challenges in combining these ideas with present frameworks. A researcher presented preliminary support to claim. Greenberg (2002) asserted that a maladaptive emotion state could be reconstructed best by displacing the maladaptive emotion with different and more adaptive emotion, wherein he proposed that positive emotions nullified persisting negative emotions. However, despite the said claim and support, positive emotion as a generator of change is much less examined. For that reason, studies that can fill the gaps regarding the generative role of positive emotions and positive emotion as an entry for the change process is essential nowadays.

Before the 21st century, studies on psychology were so much focused on psychopathology, suffering, pain, and trauma. Psychology back then overly focused on the negative, which pushed Martin Seligman to develop a new subfield of psychology, namely the Positive Psychology (Ackerman, 2018). In connection with the development of Positive Psychology, an abundant number of researches on strength, happiness, exceptionality, and well-being of men emerged. The research on positive emotions is earning attention over the years. Google Scholar showed 1280 results in the year 2000, 16,800 resulted in the year

2015 (Dixson et al., 2018), and over 2,940,000 results were published in 2019. However, there is still a scarcity in the development of modules for positive emotions. For this reason, the researcher deviated from studying correlations of other variables with positive emotions and determined to develop a series of modules on dispositional positive emotions. It is an appeal for the researcher to target college students because they encounter much adversity in pursuing a degree.

Through the developed modules, the current study exerts influence on the University's psychological research priorities. This paper, titled "Development of Dispositional Positive Emotion (DPE) Modules for Students," provides new strategies in promoting flourishing. The study may captivate the interests of future researchers to conduct further developments of modules regarding positive emotions, flourishing, or mental health of students. Researches that develop methods and strategies of savoring positive emotion may arise with the support of the current modules. In addition, the DPE modules may also impact the field of counseling and psychology. The study encourages and supports counselors to address the improvement of their clients' mental health. Counselors may utilize the DPE modules of the researcher that comprises seven modules that could cultivate dispositional positive emotions of clients or students. These modules support the claim that positive emotions hold a generative role in change events and do not only act as an indicator of change. It also aspires to teach the individuals that positive emotions being felt are not the endpoint but a starting point for another improvement. The complex nature of the study produced valid modules which are essential to (1) parents, educators, counselors, psychologists and other professionals in assisting their children, students, or clients on focusing and cultivating their positive emotion as they encounter

challenges during college; and (2) most especially to college students in enhancing and promoting their positive emotion dispositions.

Literature Review

This part shows pieces of literature that have connections with the variable being studied. This section describes dispositional positive emotion and other variables that are associated with it.

Dispositional Positive Emotion

It was aforementioned that mental health awareness is practiced nowadays, yet, there are only a few studies regarding psychological well-being that focus on positive emotion because many concentrated on people's "happiness." Aside from happiness, positive emotions also predict mental well-being and are considered in the coping of stress. Positive emotions are a normative aspect of the stress process and that they help restore physiological and psychosocial coping resources (Folkman, 2008). Fredrickson (2000) stated that positive emotions are essential facilitators of adaptive coping and adjusting to acute and chronic stress and may hold the beneficial effects of interventions such as relaxation therapies. These interventions promoted savoring, which keep the conscious awareness of positive emotional experiences, and produce significant benefits in the coping process.

However, savoring is not only stimulated by interventions like relaxation therapies. Fredrickson (2000) added that it is typical for people to try to lengthen a positive emotional state by, for instance, sharing their good news with family and close friends. Individuals are recognized to be consistent in making positive moments out of everyday

situations because they usually want to feel good, according to Fredrickson and Tugade (2006). Maintaining the individuals' positive emotional state imply coping and well-being and said to help them across their lifespan.

Fitzpatrick and Stalikas (2008) formed a connection between the role of positive emotions as generators of change and psychotherapy. To support their thesis, they used The Broaden-and-Build theory of positive emotion by Fredrickson (1998), which claimed that when people have momentary encounters of positive emotions, they extend the display of possible thoughts and actions that cross their mind. Wherein broadening refers to individuals being more open after experiencing positive feelings for a moment. In an open state, they feel a strong desire to look thoughtfully on new ideas, create other possible solutions to problems, expound their situations, think carefully about their behaviors, and begin new ways of action and creative efforts (Fitzpatrick & Stalikas, 2008). To expedite immediate action, positive emotions are widened, while negative emotions are narrowed focus to yield distinct information on the process (Fitzpatrick & Stalikas, 2008). The build portion of the theory applies to fresh ideas, opportunities, strategies, and initiatives build enduring the following resources: physical, intellectual, social, and psychological, according to Fitzpatrick and Stalikas (2008). As a result of the focus widening of positive emotions, the resources built are lasting and symbolize the ultimate gain.

Fitzpatrick and Stalikas (2008) appended that The Broaden-and-Build theory asserts change mechanisms: the upward spiral which is experiencing positive emotion for a moment stimulates broadening, which successively builds more positive emotion. The process of upward spiraling helps increase on different kinds of resources, amongst them the psychological ones. Fitzpatrick and Stalikas (2008) suggested that broadening is a

common factor at the stage of the change process (Grencavage & Norcross, 1990) or change event. Change events are the small outcomes that are assembled to broader outcomes; these events display how therapy obtains its effects (Lampropoulos, 2000). Although various therapeutic approaches differ from their assumptions and use of therapeutic tasks, change events in flourishing treatment often include an action of broadening within the client that builds to successful therapeutic results. Fitzpatrick and Stalikas (2008) explained that forming a concept of positive emotions as indicators of change suggests a linear process with a final point when the positive emotion is felt. By setting an upward spiral, the said researchers developed the conceptualization of the change process. Positive emotions are not only indicators but generators of change as well. They allow the method of change to proceed by presenting an offset for the following change in addition to marking the last one (Fitzpatrick & Stalikas, 2008).

Raising the degree of positive emotion on an individual is an important objective. Sheldon and Lyubomirsky (2006) investigated how positive affect can be upward spiraled and maintained over time. The said researchers compared counting one's blessings (gratitude) and considering one's best possible selves (BPS) to which can increase positive affect. Only BPS exercise is found to yield a significant increase in immediate positive affect, gratitude exercise, on the other hand, fell halfway between the control and the BPS exercise in terms of enhancing positive affect (Sheldon & Lyubomirsky, 2006).

This list presented by Shiota and Keltner (2006) has some favorable emotion prospects whose fitness-enhancing purposes are recommended by converging theory and evidence. These are the seven positive emotional constructs: joy refers to when the surroundings indicate a future improvement in resources, experiences a high-arousal

emotion, and to obtain that reward one must spend energy (Fredrickson, 1998; Lazarus, 1991). Contentment is experienced when someone's existing resources match or exceed the level of need (Shiota et al., 2006), a feeling that "prompts individuals to savor their current life circumstances and recent successes," and facilitates the encoding of the behaviors that led to success (Fredrickson, 1998). Pride is felt when an individual arrives in a socially valued endeavor, improving social status within the group, and benefits to hold group resources (Gilbert, 2001; Hrdy, 1999). It is a social emotion that shows the evaluation of self-contrasted to others (Stipek, 1998), but the initial result of the display of pride may be to heighten access to material resources. Hence, pride also displays high environmental action. Love means the rush of feeling felt when an individual sees another functioning as a reliable and trustworthy caregiver and wholly and passively submits to being the receiver of this care (Sroufe, 1996). Compassion is the concern for the situation of another, invigorating nurturant behavior to offspring and significant others in need, and is obtained by hints of helplessness, vulnerability, distress, and cuteness (e.g., Eisenberg et al., 1989; Estrada, 1995; Hildebrandt & Fitzgerald, 1983). The two remaining positive emotions are described as "epistemological," these are emotions that facilitate effective responses to information-related opportunities in the environment (Shiota et al., 2004). Amusement is felt when one experiences a cognitive shift from the use of one knowledge structure to another in the contemplation of a target, as when hearing the punch line of a joke (Latta, 1999). Awe is defined as the emotion experienced during rapid attempts at cognitive accommodation (Keltner & Haidt, 2003). People experience awe when confronted with a novel, highly complex stimulus that current knowledge structures cannot fully assimilate (Shiota et al., 2006).

Dispositional Positive Emotion and Grit

A variable that is claimed to be connected with dispositional positive emotion is grit. Presented here are the studies about grit how it is connected with dispositional positive emotion.

Duckworth and Dweck (2010) worked together to understand better why some students succeed at persisting to reach academic goals, and others give up (Hochanadel & Finamore, 2016). The problem is that some students believe that intelligence is fixed, and it is the key to achieve their goals but end up giving up. However, there are still students who do not rely on intelligence and have a 'never give up' attitude. One characteristic that can be fostered to help college students change their perception about intelligence being fixed is grit. Duckworth was cited by Perkins-Gough (2013) that grit was is not just having resilience in the face of adversity, but also having deep commitments that you remain loyal to over many years. This is the concept behind a growth mindset in learning (Dweck, 1999, 2007, 2010; Duckworth, 2007). Vandewalle (2012) found, "When one carries a fixed mindset, the primary information becomes an anchor that hinders the likelihood of engaging in counterfactual thinking." A growth mindset refers to transforming a student's thinking that intelligence level is not a fixed number and could change (Hochanadel & Finamore, 2016). Grit in education is all about how one can attain long-term goals by overcoming adversity. Duckworth and Dweck cooperated in conducting researches to determine how a fixed belief that failure is permanent could limit students from being successful academically (Hochanadel & Finamore, 2016). Finally, it was concluded by Duckworth that having a growth mindset could foster grit. Teachers should concentrate on challenging students and teaching them to make solutions. Also, teachers, parents, and

students can learn that growth mindset and grit facilitates long term goals and can be taught and inculcated to individuals.

Singh and Jha (2018) explored the relationship between the concepts of happiness, life satisfaction, positive and negative affect, and grit. Positive and negative affect and grit were the predictor variables; however, in the current study, dispositional positive emotion is used as the predictor of grit. The terms affect and emotion are often interchangeably used; nevertheless, Ekkekakis (2012) showed the difference between the two in his study. He cited Russell and Barrett's (2009) defining core affect as a neurophysiological state consciously available as a simple primary non-reflective feeling manifested most in mood and emotion yet continuously accessible to consciousness." Core affect could be an element of emotions, but it could also transpire in a pure, or separate, form (Ekkekakis, 2012). For instance, as stated by Russell (2003), pride could be considered as feeling good on oneself; the 'feeling good' is core affect, and the 'about oneself' is an added (cognitive) element, which suited pride as an emotion. Emotion, on the other hand, is referred to as a complex array of interrelated sub-events concerned with a particular object, such as a person, thing, or an event, whether past, present, future, real, or imagined (Russel, 1999). The co-occurring elements which formed a prototypical emotional episode involve core affect, overt behavior congruent with the emotion, for example, a smile, and attention directed toward the eliciting stimulus (Ekkekakis, 2012). Other co-occurring components were the cognitive appraisal of the meaning and possible implications of the stimulus, attribution of the genesis of the episode to the stimulus, the experience of the particular emotion, and neural (peripheral and central) and endocrine changes consistent with the particular emotion (Ekkekakis, 2012). The cognitive appraisal

involved in the transaction between person and object is considered a defining element because emotional episodes are elicited by something, are reactions to something, and are generally about something (Ekkekakis, 2012).

Going back to Singh and Jha's (2018) study, they reported that initial findings of their examination already supported their hypothesis. They revealed that with the exclusion of a significant association between positive and negative affect, there is a significant positive correlation between the concepts of grit, positive affect, happiness, and life satisfaction. Negative affect shows a significantly negative correlation with all the concepts mentioned except for positive affect. The stepwise regression analysis shows that positive affect, grit, and negative affect predict life satisfaction, which valued 19% of the variance. In contrast, grit, negative affect, and positive affect also predict happiness, which valued 11% of the total variance (Singh & Jha, 2018).

Dispositional Positive Emotion and Motivation

Some researchers are devoted to studying dispositional positive emotions and motivation. Here are several studies, which investigated the variables. For instance, Hayat et al. (2018) examined the function of academic emotions and motivation in medical students' academic performance. People are fully aware that medical students take a challenging course; for that reason, examining factors that improve their academic performance is of importance in the achievement rate of medical students. The research provides relevant contributions to the relationship between academic emotions, motivation, and achievement. Similar to the previous studies mentioned, Hayat et al. (2018) exhibited a positive and significant correlation between positive emotions such as enjoyment, hope,

pride, and students' academic performance. Further, the researchers revealed that the critical predictors of students' academic performance are emotions related to enjoyment, hope, pride, hopelessness, boredom, and intrinsic motivation (Hayat et al., 2018).

Since various types of motivation and emotions encountered by the students provided them engagement and learning, Linnenbrink-Garcia et al. (2016) attempted to translate research on motivation and emotion into educational practice and policy. There is a strong theoretical basis for designing instruction to support motivation and emotion, coupled with growing empirical evidence to support these theoretical claims (Linnenbrink-Garcia et al., 2016). The study concludes five instructional design principles that could guide educators and policymakers in promoting adaptive student motivation and emotion: support students' feelings of competence, enhance autonomy, use personally relevant and active tasks, emphasize learning and de-emphasize social comparison, and encourage feelings of belonging (Linnenbrink-Garcia et al., 2016). People understand a lot about how motivation and emotion help student engagement and learning, and a growing body of research attempt to translate this research into practice. However, Linnenbrink-Garcia et al. (2016) also revealed that there is a clear need to sustain these efforts, particularly those assessing the effects of interventions based on the five design principles presented. Researchers investigating motivation and emotion must also cooperate more firmly with educators and policymakers to consider how new policies and practices may directly, or indirectly, affect student motivation and emotion and, consequently, their educational attainment and career trajectories (Linnenbrink-Garcia et al., 2016).

Aside from the field of education, the relationship between emotion and motivation is examined in the work field. Vandercammen et al. (2014) attempted to relate the specific emotions of the employees to intrinsic motivation. Further, although studies on self-determination theory traditionally disregarded the explicit role of emotions in the motivation eliciting process, research attention for the affective antecedents of motivation is growing. Vandercammen et al. (2014) added to this emerging research field by testing the moderating role of emotion differentiation –individual differences in the extent to which people could differentiate between specific emotions– on the relationship between twelve specific emotions and intrinsic motivation. The researcher revealed that the relationship between enthusiasm, cheerfulness, optimism, contentedness, gloominess, miserableness, uneasiness, calmness, relaxation, tenseness, depression, worry on one hand and intrinsic motivation, on the other hand, is moderated by positive emotion differentiation for the positive emotions and by negative emotion differentiation for the negative emotions. In particular, people who are unable to distinguish between different positive emotions (i.e., poor positive differentiators) show a stronger relationship between these specific positive emotions and intrinsic motivation. In contrast, the relationship between specific negative emotions and intrinsic motivation is weaker for people who can distinguish between different negative emotions (i.e., poor negative differentiators).

Another study regarding emotion and motivation was conducted by Nordhall and Knez (2018), which investigated the role of personal and collective work identity, including emotion and cognition elements, in predicting work motivation (operationalized as work self-determined motivation) and organizational justice (operationalized as organizational pay justice). Work identity could be divided into personal and collective

identity, in general terms, including two distinct foci of identification (Knippenberg & Schie, 2000; Millward & Haslam, 2013) that are in a different way connected with a wide range of work and organizational behaviors, norms and attitudes (Riketta, 2005; Riketta & Van Dick, 2005; Lee et al., 2015). Collective compared to personal work identity is described to correlate positively with organizational pay justice accounted for by the cognition component of collective work identity (Nordhall & Knez, 2018). All this suggest that both work-related motivation and organizational justice maybe, to some extent, accounted for by the psychological mechanisms of work identity and that, as predicted, different types of work identity, play different significant roles in predicting motivation and justice at work (Nordhall & Knez, 2018). More precisely, the emotional element of work identity is more pronounced in personal work-bonding relationships, and the cognitive component, of work identity, in contrast, is more pronounced in collective work-bonding relationships (Nordhall & Knez, 2018).

Dispositional Positive Emotion and Human Flourishing

Positive emotion is also linked with flourishing; studies claim that cultivating positive emotions can lead to flourishing. In his book titled *Flourish: A Visionary New Understanding of Happiness and Well-being*, Seligman (2011) determined the contributor that enhances the sense of flourishing. According to Seligman (2011), flourishing is the outcome of giving thorough attention to building and sustaining the PERMA model. The PERMA model comes from his Well-Being Theory, wherein well-being is said to be a construct, or no specific measure can operationalize it. However, some elements contribute to it, and each element is a real thing. A 'real thing' is a directly measured entity that can be operationalized or a very particular set of measures defines it (e.g., happiness)

(Seligman, 2011). Nevertheless, these measurable elements that contribute to well-being do not define well-being. The five elements of Well-being theory are Positive Emotions, Engagement, Relationships, Meaning, and Achievements (Seligman, 2011), or the above mentioned PERMA model. According to Seligman (2011), PERMA met the criteria for being an element of well-being: (1) they contribute to well-being, (2) many people pursue them for their own sake, and not necessarily to gain any other elements, and (3) they are measured independently of the rest of the elements.

Individuals who flourish regularly experience positive emotions, excel every day, and contribute to their environment in constructive ways; they often feel good and do good (Keyes, 2007). Seligman (2011) added that to flourish, one has to see the satisfaction in his or her life, accomplish meaningful and worthwhile tasks, and connect with others at a deeper level—in essence, living the “good life.” By practicing the PERMA model, it was understood that flourishing is the state that individuals create when they increase their positive emotions, engage with the world and their hobbies (or work), develop deep and meaningful relationships, find meaning and purpose in their lives, and reach their goals by cultivating and using their strengths and talents (Ackerman, 2020). To further expand the knowledge of how flourishing is reached, here are some studies which endeavored to examine what flourished people do to achieve well-being. Catalino and Fredrickson (2011) tested whether and how habitual activities promote flourishing. They found out that flourishing individuals generally responded with more significant “boosts” in positive emotions in response to pleasant events every day—helping, socializing, playing, learning, and spiritual activity - plus the greater positive emotional reactivity, gradually predicted higher levels of two aspects of the cognitive resource of mindfulness, which in turn, were

positively linked with higher levels of flourishing (Catalino & Fredrickson, 2011). According to Catalino and Fredrickson (2011), the results revealed that the promotion of well-being may be fueled by small yet significant variations in individuals' pleasant experience of events every day, moreover, it underscored the use of the broaden-and-build theory in learning the processes by which flourishing was promoted and provided support for a positive potentiation perspective.

In a study conducted by Basson and Rothmann (2018), it was examined whether flourishing pharmacy students manage their positive emotions differently compared to moderately mentally healthy and languishing students. There were different adaptive strategies in managing positive emotions, according to Nelis et al. (2011): these were behavioral display, savoring the moment, capitalizing, and positive mental time travel. Conversely, the maladaptive strategies were: inhibition of emotional expression, inattention, fault finding, and external attribution (Nelis et al., 2011). Basson and Rothmann (2018) found that strategies savoring the moment and behavior display that maintain and increase positive emotions act as pathways to the flourishing of the pharmacy students. These students suggested not to use the maladaptive strategies wherein positive emotions were decreased (Basson & Rothmann, 2018).

Psychoeducation and Module Development

One of the features of the currently developed modules is that it uses a psychoeducational approach. This approach is applied to different types of settings. In clinical settings, psychoeducation is the act of providing systematic, valuable, comprehensive, and updated information about a disease or condition, including its

diagnosis and treatment (Motlova et al., 2017). In counseling settings, psychoeducation is the provision of valuable information such as promotion of healthy lifestyle, problem-solving and communication skills practice, identification of stressors in school or households, and training of individuals in their amelioration (Motlova et al., 2017) to help them acquire skills and awareness related to the target problem.

Many researchers have proved the effectiveness of psychoeducation in different studies. Duran and Barlas (2016) evaluated the effects of psychoeducation on subjective well-being and self-compassion given to parents of individuals with mental disabilities. They conducted eight sessions of psychoeducation with 66 parents (33 in control and 33 study groups) about awareness and acceptance of the child, enhancement of interaction and communication skills with the child, and ways on how to express emotions, deal with stress and solve problems. Duran and Barlas' (2016) psychoeducation program revealed to have a permanent increase in the level of self-compassion of the parents in the test group, and this outcome was linked to the effects of the experimental study. On the other hand, Patra et al. (2015) also developed a psychoeducation intervention module for parents but whose children were diagnosed with Autism Spectrum Disorder. They studied its influence on parent stress and knowledge. The participants were invited to a two-phase study. The first phase involved the preparation of a training module through a four-stage process, and the second phase was the evaluation of the effectiveness of the finalized module on parental stress and knowledge (Patra et al., 2015). After the two phases, the study revealed that the developed psychoeducation intervention module was able to supply the parents' need for information, lowered parental stress, and is acceptable to parents of children with ASD.

Patra et al. (2015) claimed that their psychoeducation intervention module could be considered as a step toward empowering parents of children with ASD.

Aside from the parents, psychoeducation is also beneficial for the students. Manioci (2016) explored supportive programs, and the benefits of psychoeducational groups to provide information on combating challenges faced by student-athletes such as stigmas, commitment, burnout, role conflict, moral orientation, substance usage, and academic eligibility. A psychoeducational group intervention was launched as part of the overarching group counseling curriculum - primary goal was to help students defeat barriers to success in various aspects of their lives -implemented at the middle school (Manioci, 2016). The study found out that the psychoeducational group had a positive impact on both student-athlete academic identity, and student-athlete athletic identity.

Most of the studies conducted on psychoeducation require face-to-face interaction. However, Han et al. (2017) managed to develop and pilot test a two five-minute module online psychoeducational program that aimed to encourage help-seeking for suicidal ideation and behaviors among university students. The modules consisted of discussions that address the warning signs and risk factors of suicide, stigmatizing attitudes, and perceived hindrance to help-seeking. Their study provided the initial proof that an online psychoeducational program could improve students' suicide literacy. Han et al. (2017) suggested that increasing suicide literacy might not be enough to enhance students' help-seeking. However, the results revealed that the low-intensity online approach shows promise in fostering more positive beliefs on help-seeking and readiness to attend to young people with suicidal ideation (Han et al., 2017).

Synthesis

The different researches studied earlier provide numerous information and confer a direct relevance in the present research—these pieces of literature function as the foundation for the promotion of dispositional positive emotions. With the aid of the prior researchers gathered and examined by the researcher, the link between the variables is presented evidently, which may support the development of the modules in verifying if dispositional positive emotions can enhance the variables linked to it and are essential enough when employed to a different setting and participants.

Based on the studies reviewed, individuals with high positive affect and grit are also found to have a high degree of happiness and life satisfaction. In another study, the grit level of students with lower IQ is higher than those with higher IQs. These students strive to achieve their long-term goals by using time well and spending much time on a task. Moreover, students with higher achievement motivation are discovered to have a higher locus of control, while those with a higher external locus of control have low achievement motivation. Other studies used positive affect, including grit, to be a predictor variable, which has proven their predictive role in happiness and life satisfaction. It was also presented in the literature review recently that there is a positive correlation between these variables.

Again, this research aims to change the view of positive emotion as the only indicator of change and support the claim that it is also a generator of change. Specifically, the study aims to develop modules that contain psychoeducation that would promote and cultivate dispositional positive emotions and can further lead to human flourishing.

Theoretical Perspectives

Broaden-and-Build Theory

Barbara L. Fredrickson developed the broaden-and-build theory of positive emotions, which presents a helpful framework that aims to understand the functional importance of positive emotions, particularly when coping with negative emotional states (Fredrickson & Tugade, 2006). The broad-and-build theory asserts that particular discrete positive emotions—including joy, interest, contentment, pride, and love—although phenomenologically different, all shared the capacity to widen individual's momentary thought-action repertoires and build their enduring personal resources, varying from physical and intellectual resources to social and psychological resources (Fredrickson, 2001). Joy ignites the desire to play, interest ignites the desire to explore, contentment ignites the desire to savor and integrate, and love ignites a recurring cycle of each of these desires within safe, close relationships (Fredrickson, 2004). Negative emotions are linked with particular action tendencies which center and narrow thoughts and actions to equip the body for attack or flee (Fredrickson & Tugade, 2006).

Fredrickson (2014) differentiated this latest model to conventional models based on particular action tendencies. Particular action tendencies function well to illustrate the structure and role of negative emotions and should be retained for models of this subset of emotions. Without loss of theoretical distinction, a particular action tendency can be re-illustrated as the consequence of a psychological process that narrows a person's temporary thought-action repertory by inviting to mind an urge to act in a specific way (e.g., escape, attack, expel).

As mentioned in the Literature Review, the broaden-and-build theory posits change mechanisms. The first is an upward spiral in which momentary experiences of a positive emotion induce broadening; broadening, in turn, creates more positive emotion (Fredrickson & Tugade, 2006). The second process proposed by the theory was one of undoing, which breaks or replaces the negative outlooks of the individual (Fredrickson & Tugade, 2006). Fredrickson and Tugade (2006) explained that unitedly these processes demonstrated how positive emotions are built toward change.

Fredrickson's (2004) theory also implied that positive emotions: expand an individual's attention and thinking; break long-time negative emotional arousal; build significant personal resources; fuel psychological resilience; trigger continuous increase towards greater well-being in the future; and seed human development. The theory provides an essential prescriptive message: individuals should nurture positive emotions in their personal lives and the lives of people around them because doing so would make them feel great at the moment and molds people for the better and places them on tracks toward prosperous and healthful survival (Fredrickson, 2004). It proposes that positive emotions fuel human flourishing. The broaden-and-build impacts of positive emotions grow and compound as time goes by; positive emotions bring the potential to mold individuals for the better, further making them socially integrated, knowledgeable, capable, healthier, and resilient (Fredrickson, 2004).

Positive Emotion Dispositions

Seven dispositional positive emotions were used in the current study: joy, contentment, pride, love, compassion, amusement, and awe. These are obtained by the researcher from the scale developed by Shiota and Keltner (2007), the Dispositional

Positive Emotion Scales. The scale was developed because Shiota and Keltner (2007) wanted to conduct an investigation exploring the distinctions of positive emotion dispositions. They clarified that the seven positive emotions used were not proposed as a final list of positive emotions since there is growing attention to other distinct positive states with emotional qualities, including hope, gratitude, elevation, and interest. Moreover, Shiota and Keltner (2007) emphasized that the discrete positive emotions were employed on the scale because it was recommended by converging theory and evidence of Fredrickson's Broaden and Build Theory, and other theorists (e.g., Ekman, 1994; Lazarus, 1991; Panksepp, 1998; Shiota, Campos, Keltner, & Hertenstein, 2004) who posited the existence of multiple positive emotions.

Group Dynamics

Carmela Ortigas from Ateneo De Manila University wrote a book titled, "Group Process and the Inductive Method." According to Ortigas (2008), the book is designed to be a sourcebook for a wide variety of educators and future teachers of young and mature adults who are looking for alternative ways to impart values, knowledge, and skills. It also attempts to answer the need for materials in the Philippines on the theory and practice of group process and laboratory training.

Ortigas (2008) starts her book by discussing where the Group Dynamics originated. She emphasizes the theory of Kurt Lewin, which is the Field Theory. The Field Theory asserts that if a person is to be understood, they must be seen in the light of how they view the world (subjective reality), not merely in terms of how the world merely is (objective reality). She also adds the field is defined as the "totality of coexisting facts that are conceived as mutually interdependent."

On the other hand, Father Bulatao brought group dynamics in the Philippines. From the early experiences in the use of the Western laboratory method with Filipino groups, it becomes clear that the content and process of the method would have to undergo modifications if it were to be useful in the Filipino Context. Modifying the laboratory method is not difficult since its very philosophy encourages flexibility and creativity. The inductive method, as a process of reeducation, respects adult learners and their culture by helping them assess their own beliefs, values, and practices. It assists them in examining the positive and negative effects of their behavior on themselves and their relationships.

Pfeiffer and Jones developed the use of structured experiences, using the principles of group dynamics and followed the inductive process as a learning approach. Experiential learning or inductive method underscores an oft-repeated saying that life is a continuing process of learning, however, only when it becomes automatic for a person to look back on any experience, reflect on its impact on, meaning for him, abstract insights from it, and allow insights to lead him in action.

Conceptual Framework

Figure 1 illustrates the study's upward spiral framework promoting dispositional positive emotions using the developed modules and its features. Upward spiraling is generated when an individual has a momentary experience of positive emotion that induces broadening. The framework shows that the activities and the psychoeducational approach of the modules are applied to have momentary experience of positive feelings. The provided activities will help individuals feel and experience savoring and cultivating joy, contentment, pride, love, compassion, amusement, and awe. The module also has a feature

called Psychoeducation, which aims to supply knowledge, information, and awareness of the seven dispositional positive emotions.

The first box indicates the individual's current dispositional positive emotion. The DPE has seven specific emotions: joy, love, pride, awe, amusement, contentment, and compassion. After the first box is the momentary experience of positive emotions through activities provided in the modules and the module's psychoeducational portion, the abstraction. The seven modules are non-sequential; they can be used randomly. These modules provided activities for the individuals that would allow them to experience and, at the same time, to savor and cultivate the target emotion.

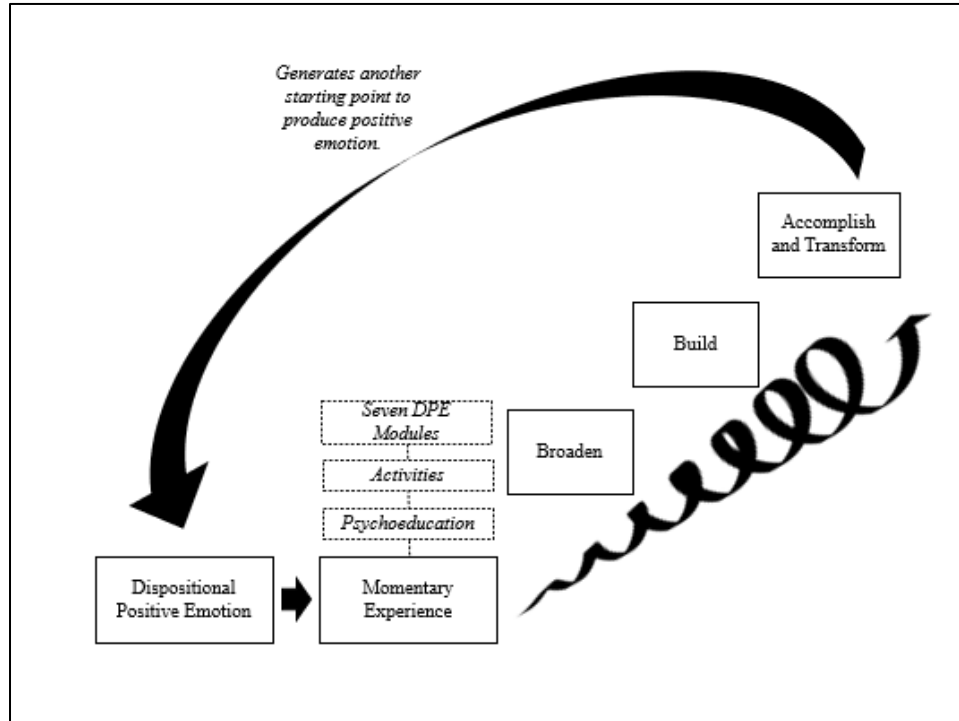
The first module, the Dispositional Joy, provides savoring activities wherein the individuals would list the things or events that make them feel joy from the past, present, and the future. The module also provides lessons that present and explains the definition of joy. Module 1 aims to supply awareness and familiarity about joy to help individuals know if what they are feeling is a joy since the term 'happy' is mostly used. The second module is about Dispositional Contentment. Activities that cultivate contentment are provided in the module, such as practicing gratitude and asking three y's as to why they need or want a thing. Similar to Module 1, the second module provided definitions of contentment and supplied the students with a comparison between gratitude and contentment. Module 3 - Dispositional Pride, on the other hand, provided an activity that would savor the students' achievements, whether big or small. Aside from pride's definition, this module also emphasized the two types of pride: hubristic and authentic pride. In the fourth module, the Dispositional Love, a savoring activity wherein the individuals share their memorable experiences for love and remarkable things that someone

has done for them is provided. Another cultivating activity is giving and getting love by writing a letter to someone they see as reliable and trustworthy, someone they care for, and someone who makes them feel safe and secure. Module 4 presented the different attachment styles and love languages. Module 5 – Dispositional Compassion allows individuals to cultivate and practice their compassion by offering help to friends or acquaintances. To understand more, compassion is differentiated from sympathy and empathy since many are confused with the three. Module 6 – Dispositional Amusement provided activities in the form of a play that can cultivate amusement. The module provided the definition of amusement and the importance of a sense of humor. The final module, the Dispositional Awe, provides activity that promotes and cultivates dispositional awe by finding wonder and inspiration through a simple stroll. The module defines awe and describes how it feels like.

All these mentioned above gives individuals momentary experiences of positive emotions and understanding about their emotions. Consequently, momentary experiences result in the third and fourth boxes representing the broadening of novel thoughts, actions, and relationships, and the building of personal resources such as physical, intellectual, social, and psychological. The fifth box indicates the transformation and accomplishment of the mental health or flourishing of the individual. Transformation occurs after the broadening of thought and action repertoire and building enduring personal resources. The upward-forward arrows pointing towards the box figures imply that the study aimed to present a process on the development of positive emotions. The whole process will generate another starting point to produce positive emotions.

Figure 1

Conceptual Framework of the Development of Dispositional Positive Emotion of Students.



Statement of the Purpose

This paper aims to develop dispositional positive emotion modules for students. The researcher intends to enhance and promote their dispositional positive emotions in addressing their needs.

Specifically, this study aims to:

1. Develop modules enhancing and promoting the dispositional positive emotions such as:
 - 2.1. Joy;
 - 2.2. Contentment;
 - 2.3. Pride;

- 2.4. Love;
 - 2.5. Compassion;
 - 2.6. Awe;
 - 2.7. Amusement.
- 2. Establish the validity of the developed modules.
 - 3. Try-out the modules in the following approach:
 - 4.1. Grouped;
 - 4.2. Individualized.
 - 4. Evaluate the modules based on the students' experiences.

Significance of the Study

College Participants

DPE modules will work as a foundation of college students' knowledge of themselves and their positive emotions. As they learn about themselves, these modules educate them about the importance of savoring positive emotion for addressing their needs or problems as students. Being the participants of the study, the module try-out can contribute to the improvement of their positive emotion dispositions. More so, this may initiate students to join groups with a culture of cultivating their positive emotions as they face adversity. For the students' future studies, this can also be a reference for their module development.

Other Students

This research encourages students to be aware of their positive emotions and teaches them to savor these emotions. With this research, not only their positive emotions

and problems are addressed, their mental health care is also considered. In doing so, the production of flourished students would be possible.

Counselors

The result of this study is beneficial for counselors who are implementing their purpose: improving individuals' mental health. This study can influence and contribute to the development of the counseling services they offer, guidance modules that they organize, which usually includes seminars in approaching the needs and mental health of both their clients and students. This study may encourage them to consider focusing on savoring an individual's positive emotions to increase their flourishing. The study would function as a foundation and support on their change and development of strategies in handling issues of students in the face of adversity.

Psychologists

Other benefactors of this study are the psychologists. The study can provide these professionals with new comprehensive knowledge and accurate analysis of the topic, which may change their perspective with the positive emotions' role. This research may be a guide on their process of developing therapies and techniques that would cultivate positive emotions in handling clients who needed flourishing. This study can give them comprehensive knowledge about positive emotions' ability to be generators of therapeutic change and encourage them to make positive emotions as their starting point for change events.

Educators

Upon learning that positive emotion could address their students' needs or problems, educators can help students savor their positive emotions by developing

classroom activities, teaching strategies, and approaches. With an academic environment that instills flourishing, students with low grit can learn to foster passion, develop a habit of practicing, work for a purpose beyond themselves, and hope to achieve long-term goals. Educators can also teach and encourage students' parents and the community to nurture their children's positive emotions and together produce flourished and prosperous individuals. Moreover, educators may also be encouraged to savor their own positive emotions since it is important in the workplace as well.

Parents and Family

The study provides knowledge in the understanding of the parents and family members that a positive disposition can be cultivated. They play a major role in the mental health of the children and other members of the family. A supportive family can serve as motivator to its members, help lessen the pressure of the individuals, and encourage them to persevere through rough times. Regular interaction between parents and family members is encouraged. Checking whether how they are coping up with the challenges which they are facing can provide a great significance in their well-being. This study can encourage family and relatives to support their family members rather than pressure them and disrupt their emotional stability.

Community

A positive environment may cause flourishing that helps reduce the stress of an individual. Interaction between the individuals and the different units of the community can provide support in the individual's positive emotion. Community-related activities can be a breather for the individual's mental health and provide a source of joy, pride, love, contentment, compassion, awe, and amusement. In addition, educating the community

regarding the role of positive emotions on mental health and other aspects may produce a healthy community. The community leaders are encouraged to establish a community with a culture of enhancing positive emotions.

Other Researchers

The study would be a great help for future researchers who will continue the development of these modules and most importantly contribute further comprehensive knowledge about positive emotions. This research will function as medium and fundamental information on the gathering of data, literature, and complementary studies in a similar discipline. It will also help these researchers in deepening their understanding regarding the role of positive emotions on an individual.

Definition of Terms

This section is made for an easy understanding of the audience and other people not in the field or other disciplines. Conceptual and operational definitions of terms are also included to put the researcher and the audience on the same page of understanding.

Dispositional Positive Emotion – are not just happy feelings (Ackerman, 2018), but recognizably different positive emotion constructs (Shiota et al., 2006) like joy, pride, love, contentment, compassion, awe, and amusement.

Amusement – is expounded when one experiences a cognitive shift from the use of one knowledge structure to another in the contemplation of a target, as when hearing the punch line of a joke (Latta, 1999)

Awe – is explained as the emotion experienced during rapid attempts at cognitive accommodation (Keltner & Haidt, 2003).

Compassion – is explained as the concern for the well-being of another, invigorating nurturant behavior to offspring and significant others in need, and is obtained by hints of helplessness, vulnerability, distress, and cuteness (Eisenberg et al., 1989; Estrada, 1995; Hildebrandt & Fitzgerald, 1983).

Contentment – is experienced when someone's present resources match or exceed the level of need (Shiota et al., 2006), a feeling that “prompts individuals to savor their current life circumstances and recent successes,” and facilitates encoding of the behaviors that led to success (Fredrickson, 1998).

Joy – is experienced when the surroundings indicate a forthcoming improvement in resources, a high-arousal emotion is felt, and to obtain that reward one must spend energy (Fredrickson, 1998; Lazarus, 1991).

Love – is explained as the rush of feelings when an individual sees another, who functions as a reliable and trustworthy caregiver and passively and completely submits to being the receiver of this care (Sroufe, 1996).

Pride – is explained as a social emotion that shows the evaluation of self contrasted to others (Stipek, 1998), an emotional construct that is felt when an individual arrives in a socially valued endeavor, improving social status within the group and benefits to hold group resources (Gilbert, 2001; Hrdy, 1999).

DPE Modules – is explained as a four-week series of activities developed as a module given to groups and individuals.

Participants – are referred as college students studying from a state university in Manila.

CHAPTER II

Methodology

The chapter covered a brief digest of the approaches and framework of procedures employed by the researcher in developing modules for dispositional positive emotion of college students. It supplied the essential demographics of the target participants of the study. This also presented the validation instruments that were utilized in the evaluation of the modules and try-out.

Research Setting

The development and try-out of the module were located in a state university in Manila. This university is recognized for being the National Center for Teacher Education, which provides courses and modules that equip its students to become passionate educators in the future. Since the university thoroughly trains its students, the researcher wanted to contribute toward the flourishing of their mental health amidst their faced adversity by targeting their dispositional positive emotions using the developed modules.

Practical reasons were also considered for choosing the research setting as the site of the study. The researcher was enrolled in the said university. It was surely an opportunity for the researcher to access the essential information of the students and implement the modules easily. It was conducive for the researcher to conduct the evaluation and try-out at the site because aside from accessibility, it ensured safety and security to both participants and the researcher. Another practical convenience was it lessened the stress for the researcher because the university was only an hour away from the researcher's place by train.

Research Design

The current study utilized a descriptive developmental design wherein it designs, develops, and evaluates instructional modules, processes, and products that must suffice measures of internal consistency and effectiveness (Richey, 1994). This served as the foundation for the module development that comprised supervised and self-paced modules for the enhancement of dispositional positive emotions.

Research Participants

There were two sets of participants in the module development. The first set was the experts, which involved three practitioners, and two higher education professors. Their role was to give feedback and evaluate the validity of the DPE module to its purpose. The second set was first-year college students of the said state university in Manila. Separate pilots were conducted for the grouped and individualized modalities. The group try-out consisted of a single class.

For the selection of experts, purposive sampling was applied since the decision relied on the researcher in choosing the evaluators of the modules. The researcher also applied its criteria in selecting the participants in the grouped modules try-out, that was according to the class handled by the professor who supervised the researcher in facilitating the modules. On the other hand, convenience sampling was utilized in selecting the participant who was conveniently available to participate in the individualized modules try-out.

Research Instrument

Two module evaluation tools were produced: an experts' and student-users' validation form for the modules (Appendix K) and student-participants' module evaluation form for module try-out (Appendix L). The data collection tools were gender bias-free and inclusive for the different range of people in terms of class, ethnicity, and culture.

Experts' and Users' Module Evaluation Form

In order to have a basis for verifying the acceptability of the developed modules, the criteria for the creation of Structured Learning Experience (SLE) of Ortigas (2008) was adapted. Experts were asked to review the content and face validity of the DPE modules for evaluation and improvement of the modules. Content validity regards the appropriateness of representation of the conceptual domain the modules were intended to cover, while in face validity, the experts assessed the appearance of the modules. It was a subjective, surface assessment of whether the modules appear to be valid for the enhancement of dispositional positive emotions: joy, contentment, pride, love, compassion, amusement, and awe.

The instrument is a 14-item questionnaire that used a nominal scale with three options: 1 - No, 2 - Somehow, and 3 - Yes. Experts and student-users were asked to validate each part of the module. To be able to obtain the total score, the mean of items included in every part of the module was computed first, then the mean of the over-all module. The modules were interpreted as Poor if the collected mean rating resulted from 0 to 1.00, Good if the obtained mean rating resulted from 1.01 to 2.00, and Excellent if the gathered mean rating resulted from 2.01 to 3.00.

Students' Module Evaluation Form

After the facilitation of the modules, the college participants were asked to accomplish an evaluation form. This evaluation form is a 15-item questionnaire that used a 4-point Likert scale wherein 1 - Strongly Disagree, 2 - Disagree, 3 - Agree, and 4 - Strongly Agree. Student-participants were asked to evaluate each category: format, content, and experience during the implementation of the module. To be able to obtain the total score, the mean of items included in every category was computed first, then the mean of the over-all module. The modules were interpreted as Very Unsatisfactory if the collected mean rating resulted from 0 to 1.00 or Strong Disagreement, Unsatisfactory if the obtained mean rating resulted from 1.01 to 2.00 or Disagreement, Satisfactory if the gathered mean rating resulted from 2.01 to 3.00 or Agreement, and Very Satisfactory if the collected mean rating resulted from 3.01 to 5.00 or Strong Agreement.

Research Procedures

The research procedures that were accomplished had five phases: Planning, Development, Validation, Try-out, and Evaluation of the module. The researcher described these phases as follows:

Phase 1 – Planning

The researcher examined other studies and literature to be able to state the clear perception of the needs of college students that can be addressed with dispositional positive emotions, along with this enhance and promote their joy, pride, love, contentment, compassion, awe, and amusement. The researcher also referred and checked the school counseling competencies, scope, and sequence of the dispositional positive emotions

prescribed by the previous studies. The goal of the researcher at this stage was to create a matrix that would show a clear statement and knowledge objectives that must be demonstrated in the seven modules. The selection of participants and identification of the resources available were considered such as time constraints, financial status, and materials and physical set-up available.

Phase 2 - Development

After identifying input data and the topics to be modularized, the researcher organized the structure of the modules. In the process of developing the modules, outline procedures were used to achieve the purpose of this study. These were:

Stage 1. Determining the design of the modules. The researcher identified the basic parts of the module. Each module held the following components.

1. Overview – this provides the facilitator and the student a general review of the module. It consists of the orientation on what atmosphere should be created and how the activity fits into the purpose of the DPE modules.
2. Learning Objectives – these are the specific competencies that the students should acquire for each module: skills, knowledge, and attitude.
3. Mood Setting – this is the activity that can properly set the mood appropriate for the learning activity.
4. Activity – this includes the type of activity that is aligned with the learning objectives of the module. Materials to be used and the procedures of the activity are also included.

5. Analysis – this includes guide questions that can best help participants to process learnings and what behavioral responses can be anticipated that the learning objective has been achieved.
6. Synthesis – this part will describe how the participants’ insight will be integrated as a whole and will identify the developmental stages.
7. Abstraction – this is the discussion part of the module.
8. Application – this portion provides activities that are doable inside and outside of the university. It may gather specific significant insights of the participants concerning the learning objectives.

Stage 2. The learning objectives of the subcomponents under dispositional positive emotion were specified. The researcher decided to make specific objectives based on the topics included in each module. There were seven emotions covered in the dispositional positive emotion modules.

Stage 3. Determined the specific activities for mood-setting and main activity. In preparing the activities for each module, the researcher ensured that the materials needed and the instructions were written in clear and appropriate for the college students' profile.

Stage 4. Preparation for analysis. In this stage, guide questions were formulated to help participants process learnings and help the facilitator to identify if specific objectives were achieved.

Stage 5. Abstraction writing. The concepts were carefully discussed. This was the guide of the facilitators in discussing the topic of the module and relating it to the activity. On the other hand, this part was also made to be doable by individuals.

Stage 6. Construction of the module application. The researcher prepared activities for the students that were applicable at home or another setting.

Phase 3 – Validation

Expert reviews were sought by the researcher which accumulated pieces of evidence that verified the adequacy of objectives, content, format and language, presentation, and usefulness of the modules to its expected participants. The first drafts of the modules were shown to the thesis adviser and module validators. They examined the modules based on the guidelines for designing learning modules adapted from Ortigas (2008). Then, modules were revised based on the comments and suggestions.

Phase 4 – Try-Out

Four modules were subject for try-out: Module 1 – Dispositional Joy, Module 2 – Dispositional Contentment, Module 3 – Dispositional Pride, and Module 4 – Dispositional Love. For the objectivity of the group facilitation, the researcher was not the one who facilitated the try-out. On the other hand, individualized modules were self-paced.

Phase 5 – Evaluation

After every session of the module try-out, the participants were asked to accomplish the experts' and students' evaluation form regarding the content and format of the modules, and their experiences as well.

Finally, the modules were finalized based on the outputs yielded in the evaluation stage.

Research Statistics

This section presented the definitions of the descriptive statistical calculations applied in the analysis of the study (Appendix M).

Frequency Distribution. This was the way of recording the gathered data, often used as a list of a set of scores and their frequency. This was used in summarizing the experts' and students' responses from the module evaluation forms.

Mean. This type of measure of central tendency was applied in getting the average between scores, set of numbers, data set, and for calculating differences or correlation. The mean was utilized in representing the typical value. This was used in getting the averages of the responses of the experts and the students in the validation and evaluation of the module.

Percentage. The proportion related to a whole. This was used in proportioning the responses yielded from the instruments such as the module evaluations for experts and students.

Ethical Considerations

This study conducted by the student researcher followed the guiding principles written in the Code of Research Ethics and Guidelines for Review. In this section, the researcher described the nature of the study regarding the involvement of documents, archival data, and human participants.

This paper did not include an examination or a study of existing public policies. This was non-historical research wherein it did not describe historical phenomena. The researcher solely dealt with primary data from the participants; it did not utilize secondary or existing data. It was not based on publicly available information, documents, records,

works, performances, or archival materials. The research did not focus on literary review or artistic criticism.

This research involved a collection of data from human participants. It did not deal with sensitive topics such as partner violence, sexual activity, and drug use. The study did not utilize vulnerable populations such as older people, people in poverty, people in prison, children, people with physical and mental impairments, indigenous people or people under certain socio-political environments, sexual orientation, etc. Most especially, this research did not pose a potential, perceived or actual risks such as discomfort, inconveniences, physical harm, and emotional turmoil to the participants.

As a student researcher who comes from an institution, that advocates the creation, production, and dissemination of knowledge and pushed for a strong and sustainable research culture, the researcher aimed to anchor its moral principles from the state university's Code of Ethics Framework and practiced high level of conduct by implementing the following:

Respect

The participants were autonomously treated. They made their own decisions with regard their participation in the study. An informed consent form was provided for the participants to supply them with knowledge about the nature of the research including the reason behind their selection. The researcher respected the participants' right to make their own informed decisions about whether to participate in the research. In treating the participants autonomously, participants were provided with complete information about the study and decided on their own whether to join or not. Although the participants were

encouraged to participate, their refusal to join or withdraw from the study was much respected.

Beneficence

This study involving college students aimed to develop modules that enhance and promote their dispositional positive emotions. This means participants might be exposed to some harm or risks. However, the researcher exerted an effort to minimize those possible risks and maximize the benefits for the participants. It was guaranteed that they did not experience harm or discomfort while participating in the module try-out and while accomplishing the module evaluation forms. The purpose of the study did not hurt anyone or obtained information at the expense of other people. The study was piloted inside the premises of the state university to ensure the safety and security of the respondents. It was conducted at the time when they were most likely available and approved by their professors. Lastly, the outcome of this study did not only provide the best benefits for the researcher's paper but also for participants' mental health.

Justice

Since this paper aimed to have a concept of fairness, the researcher considered what was fair in terms of selecting the participants and choice of location to conduct the study. The researcher promised to think about decisions in ways that were fair and equitable. The researcher guaranteed to avoid conflict of interest in the recruitment of participants and ensured that no participants will be related to blood with the researcher or any school personnel. The data collection tools were free from gender bias and inclusive for the different range of people in terms of class, ethnicity, and culture.

Respect for intellectual property rights

This paper aimed to develop seven modules on dispositional positive emotions, so it was the obligation of the researcher not to claim any information or activities coming from prior module development conducted. The researcher practiced accurate citations, references, and acknowledgments. The researcher protected the information collected from the participants. This means that no portion of the participants' information was accessible to any person excluding the researcher, and the student involved. Proper storing of the materials was practiced for the safekeeping of the data.

CHAPTER III

Results and Discussion

This chapter contains the results based on the processes undergone by the researcher, following its purpose, during the four phases of the module development. From the story design planning of the modules to testing them for validity and try-out, are discussed.

Purpose #1: Develop modules enhancing and promoting dispositional positive emotions

Dispositional Positive Emotions Modules is composed of seven modules. The researcher created a story design according to the arrangement of the modules, and a matrix that gives a clear statement of the learning objectives that must be demonstrated in the seven modules. The identification of the resources available such as time constraints, financial status, materials, and location is shown.

Phase 1- Planning

The story design of the DPE Modules is shown in **Table 1**. Basically the seven modules were organized according to Shiota and Keltner's (2007) Dispositional Positive Emotion Scale. Story design includes the latent factors of each dispositional positive emotion. Module 1 to 3 covers self-oriented or noninterpersonal emotions, while Module 4-7 covers object or situation specific emotions. When Module 1 was completed, it progressed to the next; however, the modules may be utilized in a nonsequential manner.

Table 1
Story Design

<i>Module #</i>	<i>Module Title</i>	<i>Latent factors</i>	<i>Story Design</i>
-----------------	---------------------	-----------------------	---------------------

1	Dispositional Joy	Self-oriented	Joy is a positive emotion wherein every individual knows how it feels. It is the target emotion for Module 1 because it is broad and encompasses all positive emotions. This module provides activities that elicit dispositional joy. It discusses concepts of joy, including the procedures on extending its positive experiences.
2	Dispositional Contentment	Self-oriented	When Module 1 is completed, it can progress to Dispositional Contentment, which is concurrently experienced with joy. It is a self-oriented positive emotion. Module 2 aims to achieve an individual's perception of completeness in the present moment by providing activities that produce dispositional contentment by practicing gratitude and awareness of the self.
3	Dispositional Pride	Self-oriented	When Module 2 is finished, it progresses to Dispositional Pride, which is another self-directed or oriented emotion. The third module produces an individual's emotional display to success and creates a drive to demonstrate competence – to dream big about accomplishing goals. This module also teaches individuals to savor achievements and cultivate authentic pride.
4	Dispositional Love	Object or situation specific	When Module 3 is done, it progresses to Dispositional Love, which is now an interpersonal, object, or situation-specific emotion. Module 4 will elicit dispositional love, a feeling when perceiving another individual as reliable, trustworthy, keep them safe, secure, and fully submit themselves being the recipient of that care. Moreover, this module can also cultivate the target emotion of the next module, which is Dispositional Compassion.
5	Dispositional Compassion	Object or situation specific	In addition to what being said above, compassion can also cultivate dispositional love since this module focuses on producing feelings of warmth, concern, and care for the other, as

			well as a strong motivation to improve the other's well-being.
6	Dispositional Amusement	Object or situation specific	After Module 5, facilitation may proceed to Module 6, which is another object or situation-specific emotion, wherein an individual feels pleasure and enjoyment, often accompanied by smiles and easy laughter, when encountering an object of humor.
7	Dispositional Awe	Object or situation specific	The final dispositional positive emotion module is awe. Like amusement, this emotion is also epistemological. This module aims to savor and cultivate the feelings felt when exposed to diverse stimuli: beauty, ability, virtue, and supernatural phenomena.

Only four modules were subject for try-out namely modules 1 to 4, the targeted emotions are Dispositional Joy, Pride, Contentment, and Love. **Table 2** below shows the plotting of date, time, and location of try-out for each module. The budget for each module was set and the materials needed such as short bond paper, evaluation forms, activity materials, and food for the participants were identified, as well as the materials available.

Table 2
Identified Resources Needed and Available

Day	Module #	Date	Time	Room	Qty.	Materials Needed	Budget (P)	Materials Available
1	1	02/10/2020	12:00nn-1:00pm	MB 306	1 ream	short bond paper	500	Ink Printer
					30 pcs.	Evaluation Forms		
						Food		
2	2	02/11/2020	5:00 – 6:00pm	MB 304	1 ream	short bond paper	500	Ink Printer
					30 pcs	Evaluation Forms		

4pcs. Cartolina								
Food								
3	3	02/13/2020	12:00nn-1:00pm	MB 306	1 ream	short bond paper	500	Ink Printer
					30 pcs	Evaluation Forms		Spare Cartolina
					13yd	Ribbon		
Food								
4	4	02/14/2020	5:00 – 6:00pm	MB 304	1 ream	short bond paper	500	Ink Printer
					30 pcs	Evaluation Forms		
Food								

Phase 2 – Development

Stage 1. The researcher determined the design of each module. The components of the module were outlined and the contents were carefully planned.

Stage 2. The learning objectives were specified. The modules developed were designed to savor, cultivate, and promote dispositional positive emotions. In each module, specific learning objectives were set to obtain the target emotion. **Table 3** presents a summary of the specific learning objectives demonstrated for each module.

Table 3
Learning Objectives Demonstrated on the Seven Modules

<i>Module Title</i>	<i>Learning Objectives</i>
Dispositional Joy	– Practice savoring joy by reminiscing past positive experiences, appreciating current pleasant events, and anticipating upcoming positive events. – Realize that dispositional joy can be prolonged through the process of savoring. – Value the importance of prolonging positive emotions by savoring.

Dispositional Contentment	– Perform cultivating activities in enhancing dispositional contentment by listing the things the students have and what they need or want to have. – Distinguish wants from needs, and be able to prioritize what is more important. – Express gratitude whenever accomplishing pleasant things in life.
Dispositional Pride	– Cultivate dispositional pride by practicing the positive emotional state of pride. – Classify the two types of pride: authentic and hubristic pride. – Give value on expressing authentic rather than hubristic pride.
Dispositional Love	– Promote dispositional love by communicating through love languages – To ascertain the significance of caregiver-child relationship to the present behavior; and the different attachment styles. – Expressing love not just to family and friends, but also to every person an individual meets.
Dispositional Compassion	– Train dispositional awe by performing a compassion meditation. – Distinguish compassion from sympathy, and empathy. – Practice compassion by understanding someone else's situation and taking action to improve their lives.
Dispositional Amusement	– Savor dispositional amusement by learning how to express humor and find things humorous. – Identify the importance of having a good sense of humor. – Practice taking notes about the things that made yourself feel amused.
Dispositional Awe	– Cultivate dispositional awe by seeing the things around us. – Identify the true meaning of awe and what it feels like. – Give value on dispositional awe by recognizing its benefits.

Stage 3. The mood-setting and main activities for individualized and grouped facilitation were determined as presented in **Table 4**. The researcher ensured that the materials needed, and the instructions written in the module were clear and appropriate for the college students.

Table 4

Summary of Activities for Mood Setting and Main Activity for Individualized and Group Facilitation.

<i>Module #</i>	<i>Mood Setting</i>		<i>Main Activity</i>	
	<i>Individualized</i>	<i>Grouped Facilitation</i>	<i>Individualized</i>	<i>Grouped Facilitation</i>
1		That's My Joy, BINGO!	Savoring The Joy of Times	
2		Ready, Set, Match!	PGY ³ (Practicing Gratitude and Why, why, why approach)	
3		Nut Stacko!	Have PRIDE in it!	
4		SML (So Much Love)	Love Express	Envelope: Giving and Getting
5		Care, Pair, Share	Jar of Hurt	
6		Bakit? Kasi...	I like HUMOR	Animal Noises
7		Now You Kn-Awe? Uh-huh!	Awe Walks	

Stage 4. The researcher constructed guide questions exhibited in **Table 5** that helped the participants to process their insights and learnings during the main activity. These guide questions assisted the students and the facilitator in achieving the module's learning objectives.

Table 5
Summary of Guide Questions for Analysis

<i>Module Title</i>	<i>Guide Questions</i>
Dispositional Joy	1. How did you feel during the main activity? 2. How did the activity affect your current mood? 3. What are your realizations during the activity? How did your realizations affect you? 4. How do you think savoring dispositional joy will help you in the future? 5. What is the importance of savoring pleasant things in life?
Dispositional Contentment	1. In the first part of the main activity, did you easily identified the things you have right now? Are these things tangible or intangible? 2. How did you feel while thinking of the things you have? 3. What did you realize upon thinking about the things you have? 4. In the second part of the activity, how did you distinguish your wants from your needs? 5. While answering the three whys: a. Is it easy for you to identify the reason why do you need to achieve those things? Why or why not? b. Is it easy for you to identify the reason why do you want to have those things? Why or why not? 6. From the first and second part of the activity, did you feel aware of yourself in terms of what you have, what you need, and what you just want? How?
Dispositional Pride	1. Upon thinking about your achievement in life, how do you say this is your greatest achievement? How does this differ from your other achievements in life? 2. Did achieving your goal made you what you are today? How so? 3. What process did you go through to achieve that achievement? Did you appreciate the process and the people around you during that time? 4. How did you feel when you recalled those achievements? 5. If a person having the same goal as you were seeking advice, what would you tell him/her?
Dispositional Love	1. Did you easily identify to whom are you going to address the letter? How? 2. What did you feel while writing the letter? Why?

	3. What were you thinking and feeling while getting your envelope? Why? 4. What did you feel while reading the letter, and knowing that someone labeled you as reliable, trustworthy, making them feel safe and secure, and learning that someone cares for you? 5. 5. How does the feeling of giving differ from receiving a letter? Why?
Dispositional Compassion	1. How did you feel when you read about the problem of that someone in the paper? 2. Did you easily understand his or her situation? How? 3. Is understanding their situation made you quickly think of a solution? Why? 4. How did you think of a solution? 5. What is the importance of understanding the problem of making solutions?
Dispositional Amusement	1. How did you feel when you were scattered around the room while you were blindfolded? 2. What were you thinking during the start of the activity? 3. Did you find it easy to find your groupmates? How did you feel when you found a groupmate? Why? 4. Did you enjoy? Did you find the activity amusing? Why? Why not? 5. What are the other things do you find amusing or enjoyable?
Dispositional Awe	1. Where did you choose to go? Why? 2. What were you doing and thinking while taking a stroll? Why? 3. Did you see things that made you experience a flight of inspiration or wonder? What are they? 4. How did you feel while seeing those things? Why? 5. How do our different senses contribute to the awe experience?

Stage 5. **Table 6** illustrated the outline of the topics covered in every module.

The researcher guaranteed that abstraction is well elaborated and can be understandable by the student with or without a facilitator.

Table 6

Summary of Outlined Topics for Abstraction

<i>Module Title</i>	<i>Outline of the Topics</i>
---------------------	------------------------------

Dispositional Joy	I. What is Joy II. Savoring a. Implications of Savoring III. How to Savor Dispositional Joy a. Past b. Present c. Future
Dispositional Contentment	I. Defining Contentment II. Savoring and Cultivating Contentment a. Practicing Gratitude i. Importance of Practicing Gratitude ii. How to Practice Gratitude b. Self-Awareness i. Why approach
Dispositional Pride	I. Dispositional Pride a. Authentic vs Hubristic Pride II. Cultivating Authentic Pride
Dispositional Love	I. Love II. Attachment a. Attachment Styles III. Promoting Love b. Giving and Getting Love i. Five Love Languages 1. Giving Gifts 2. Quality Time 3. Physical Touch 4. Words of Affirmation 5. Acts of Service
Dispositional Compassion	I. What is Compassion a. Differentiating Sympathy, Empathy, and Compassion II. Training Compassion a. Compassion Meditation b. Compassion towards Different Categories of People
Dispositional Amusement	I. Amusement II. Importance of Sense of Humor III. The ubiquity of Amusement or Humor
Dispositional Awe	I. What is Awe? II. What does Awe Feel Like? III. Benefits of Awe

Stage 6. **Table 7** summarizes the activities include in the Application. These activities are created and ensure to be doable inside and outside of the school.

Table 7
Summary of Application Activities

<i>Module Title</i>	<i>Application Activity</i>
Dispositional Joy	Jot the Joy
Dispositional Contentment	Jars of Contentment
Dispositional Pride	Write your own Bio-Note
Dispositional Love	I love you, I list you
Dispositional Compassion	Commonalities Practice
Dispositional Amusement	Haha-Journal
Dispositional Awe	Awe of The Day

Purpose #2: Establish the validity of the developed modules

Phase 3 – Validation

As noted earlier, two groups evaluated the general acceptability of the seven DPE modules developed. Five experts validated the module, while 18 to 24 students for grouped facilitation validated the modules as users, and five students for self-paced modules. The seven modules were rated according to the basic parts of the modules: Activity, Analysis, Abstraction, Application, and Over-all Module using a scale of 1 to 3, with 1 as the lowest and 5 as the highest.

Table 8
Experts' Rating for Module 1

<i>Part of the Module</i>	<i>Items</i>	<i>Means</i>
Activity: Savoring The Joy of Time	1. The main activity is aligned with the objectives.	3

	2. The main activity is appropriate for the module's topic.	3
	3. The instruction is understandable, clear, and specific	3
		3
Analysis	1. The questions created helped the participants to process learnings.	3
	2. The questions created were appropriate in analyzing the activity.	3
	3. The questions can be easily comprehended	3
		3
Abstraction	1. The discussion of the Dispositional Joy is clear and understandable.	3
	2. The abstraction was able to deliver the important concepts and ideas in line with the topic of Dispositional Joy.	3
		3
Application: Jot the Joy	1. The activity allows the participants to apply what they have learned about the topic discussed in the module.	3
	2. The activity can be done by the students, without the assistance of a facilitator.	2.67
		2.83
Over-all Module	1. Module 1 is well designed in terms of structure and organization	3
	2. The design of Module 1 is appropriate in terms of the use of pictures, clip arts, color schemes	3
	3. Module 1 is designed artistically	3
	4. Module 1 was able to discuss and elaborate on the topic.	3
		3
Over-all Average		2.98

Legend:

<i>Mean rating</i>	<i>Interpretations</i>	
2.01-3.00	Yes	Excellent
1.01-2.00	Somehow	Good
0-1.00	No	Poor

In detail, the main activity, analysis, abstraction, application, and the design of Module 1 scored excellent in terms of acceptability. In terms of activity part, all experts agreed that the Savoring the Joy of Time is aligned with its learning objectives, appropriate for the topic, and has clear, specific, and understandable instructions. The experts also agreed that the guide questions are appropriate in analyzing the activity, which can help process the learnings of the participant. However, one expert responded that the Jot the Joy is somehow doable without the assistance of the facilitator.

Comments and suggestions are essential in improving the module (see **Table 9**). One expert suggested better terms to use such as ‘extending’ instead of ‘prolonging,’ and ‘tips’ instead of ‘how.’ It was also recommended applying second-person pronouns to make it more personal for college students. Some parts of the Abstraction were commended, however, an expert recommended to put citations for the objectivity of the Module. In terms of the Application activity, which is Jot the Joy, it was advised that the activity could be more effective with the assistance of the facilitator. An expert also recommended using mature features since the module is purposely for college students.

Table 9
Experts’ Comments and Suggestions for Module 1

<i>Part of the Module</i>	<i>Comment/s or Suggestions</i>
Learning Objective	– Which is the better term “prolonging” or “extending?”

Analysis	– “Delete Question #3 if it is not different from Question #2. If they are different, write in what way are they different.” – Adding “your” to Question #5 to make it more personal.
Abstraction	– "This is good but enhance the difference between 'happy' and 'joy'." – Commented “Very Good” on the examples of savoring. – Change ‘How’ to ‘Tips’ – “Put citation if possible, at least be objective.”
Application: Jot the Joy	– “The activity will be more effective with the assistance of a facilitator.”
Design	– “It is more appropriate to use related pictures of matured features.”

Module 2 – Dispositional Contentment

Table 10 presents the yielded average ratings of experts in Module 2. The module scored 2.98 for the overall average, which is indicative of the excellent rating of its acceptability. All parts of the module scored 3.00 except for Application, which produced 2.83 average ratings.

Table 10
Experts’ Rating for Module 2

<i>Part of the Module</i>	<i>Items</i>	<i>Means</i>
Activity: PGY ³	1. The main activity is aligned with the objectives.	3
	2. The main activity is appropriate for the module’s topic.	3
	3. The instruction is understandable, clear, and specific	3
		3
Analysis	1. The questions created helped the participants to process learnings.	3
	2. The questions created were appropriate in analyzing the activity.	3

	3. The questions can be easily comprehended	3
		3
Abstraction	1. The discussion of the Dispositional Contentment is clear and understandable.	3
	2. The abstraction was able to deliver the important concepts and ideas in line with the topic of Dispositional Contentment.	3
		3
Application: Jars of Contentment	1. The activity allows the participants to apply what they have learned about the topic discussed in the module.	3
	2. The activity can be done by the students, without the assistance of a facilitator.	2.67
		2.83
Over-all Module	1. Module 2 is well designed in terms of structure and organization	3
	2. The design of Module 2 is appropriate in terms of the use of pictures, clip arts, color schemes	3
	3. Module 2 is designed artistically	3
	4. Module 2 was able to discuss and elaborate on the topic.	3
		3
Over-all Average		2.98

Based on the results above, the abstraction of Module 2 is clear and understandable. It was able to supply the important concepts and ideas about Dispositional Contentment. Moreover, experts advised using the second-person pronoun to make the module more personal, and it was advised to emphasize the connection between gratitude and contentment (see **Table 11**). Although the PGY³ resulted in an excellent evaluation of the module's acceptability, the experts advised being more specific with the time allotment,

and instructions. In the Y³ or Why approach activity, there is a need to provide examples for easy understanding. In terms of the Analysis part, the results also showed all experts agreed that the guide questions are easy to comprehend, appropriate to the topic, and can help the students to process learnings, however, two experts added extra questions to deepen the students' analysis.

Table 11

Experts' Comments and Suggestions for Module 2

<i>Part of the Module</i>	<i>Comment/s or Suggestions</i>
Learning Objective	– Change “To express gratitude whenever accomplishing pleasant things in life” to “To express gratitude for every accomplishment in life”
Mood Setting: Ready, Set, Match!	– “Romantic- is this really needed?” – Alternative for “romantic partner” – "Are you referring to qualities and characteristics as a synonym?"
Activity: PGY ³	– Practicing Gratitude -“Be specific for the time you want to allot for this. The ‘How’ part needs time to reflect. – For the word ‘Have’ – “ Something tangible or even as experience” – ‘Thankful’ – “Why not use gratitude since this is a continuation of the box?” – YYY- “Will you allow pair sharing?” “You need to give an example.” – Clearer instruction
Analysis	– “Include a question that may help you lead the participants to perceived contentment.” – Revision of Question #1 – “Also analyze why do they need to rearrange their priorities.”
Abstraction	– "Use the second-person pronoun" – “The definition of self-awareness is very good.” – Emphasize connection of Gratitude and Contentment
Design	– Change some colors – Use happier clip arts

Module 3 – Dispositional Pride

The overall average rating of Module 3 is 3.00. Base on **Table 12**, all experts agreed to the excellent rating of acceptability of the third module from Activity, Analysis, Abstraction, Application, and to the Over-All Module (Design).

Table 12
Experts' Rating for Module 3

<i>Part of the Module</i>	<i>Items</i>	<i>Means</i>
Activity: Have PRIDE in it!	1. The main activity is aligned with the objectives.	3
	2. The main activity is appropriate for the module's topic.	3
	3. The instruction is understandable, clear, and specific	3
		3
Analysis	1. The questions created helped the participants to process learnings.	3
	2. The questions created were appropriate in analyzing the activity.	3
	3. The questions can be easily comprehended	3
		3
Abstraction	1. The discussion of the Dispositional Pride is clear and understandable.	3
	2. The abstraction was able to deliver the important concepts and ideas in line with the topic of Dispositional Pride.	3
		3
Application: Write your own BioNote	1. The activity allows the participants to apply what they have learned about the topic discussed in the module.	3
	2. The activity can be done by the students, without the assistance of a facilitator.	3
		3

Over-all Module	1. Module 3 is well designed in terms of structure and organization	3
	2. The design of Module 3 is appropriate in terms of the use of pictures, clip arts, color schemes	3
	3. Module 3 is designed artistically	3
	4. Module 3 was able to discuss and elaborate on the topic.	3
		3
Over-all Average		3

Although Module 3 has an overall average rating of 3.00, comments and suggestions were still provided by the experts for further enhancements, as seen in **Table 13**. One expert commented that the Nut Stacko might be time-consuming for a mood-setting. He also added find a song that can substitute for the discussion of cultivating authentic pride. In line with the Abstraction, another expert suggested making the students understand what type of pride do they practice to learn and improve themselves during the main activity. Moreover, the expert described the over-all module to be unique.

Table 13
Experts' Comments and Suggestions for Module 3

<i>Part of the Module</i>	<i>Comment/s or Suggestions</i>
Mood Setting: Nut Stacko!	– “This may take more time than expected”
Activity: Have PRIDE in it	– “Help the students understand what type of pride they have to develop themselves.”
Abstraction	– Cultivating Authentic Pride – “Can these lines be traced from contemporary songs as part of their playlist?”
Over-all Module	– “This is unique!”

Module 4 – Dispositional Love

As presented in **Table 14**, the experts' overall average rating on Module 4 is 2.79, which signifies an excellent rating of the module's acceptability. The experts' ratings on the different parts of the module range from 2.50 for Application to 3.00 for Analysis.

Table 14
Experts' Rating for Module 4

<i>Part of the Module</i>	<i>Items</i>	<i>Means</i>
Activity: Envelope: Giving and Getting	1. The main activity is aligned with the objectives.	2.33
	2. The main activity is appropriate for the module's topic.	2.67
	3. The instruction is understandable, clear, and specific	3
		2.67
Analysis	1. The questions created helped the participants to process learnings.	3
	2. The questions created were appropriate in analyzing the activity.	3
	3. The questions can be easily comprehended	3
		3
Abstraction	1. The discussion of the Dispositional Love is clear and understandable.	3
	2. The abstraction was able to deliver the important concepts and ideas in line with the topic of Dispositional Love.	2.33
		2.75
Application: I love you, I list you	1. The activity allows the participants to apply what they have learned about the topic discussed in the module.	2.33
	2. The activity can be done by the students, without the assistance of a facilitator.	2.67
		2.5

Over-all Module	1. Module 4 is well designed in terms of structure and organization	3
	2. The design of Module 4 is appropriate in terms of the use of pictures, clip arts, color schemes	3
	3. Module 4 is designed artistically	3
	4. Module 4 was able to discuss and elaborate on the topic.	2.67
		2.92
Over-all Average		2.79

In terms of Abstraction, all experts agreed that the abstraction is clear and understandable. However, an expert recorded that, by some means, module 4 was able to deliver the important concepts and ideas of dispositional love. For that reason, it was suggested to include few examples of caregiver and child interactions during early childhood with the attachment styles, which may aid the learners in understanding the concept further (see **Table 15**). I Love You, I List You yielded an average of 2.5 wherein one expert responded that the activity somehow allowed the participants to apply what they have learned about the topic; and that it can somehow be done alone or without the assistance of the facilitator. Moreover, the expert also recommended adding a portion to describe the students' own language of love for understanding more about themselves. Similar to the suggestions from the previous modules, it was suggested to use illustrations appropriate for college students.

Table 15
Experts' Comments and Suggestions for Module 4

<i>Part of the Module</i>		<i>Comment/s or Suggestions</i>
Activity: Envelope: Giving and Getting	–	"The discussion about love and attachment were good but the main activity can be improved as well as the question if the new activity is created."

	– “The facilitator should also consider activities with different ways of expressing one’s love other than writing.”
Abstraction	– “A few examples of interactions/bond between the caregiver and child during early childhood in relation to the attachment styles will aid the learners in understanding the concept further. May also be included during discussion instead.” – “Indicating the reference study (Bowlby’s Attachment Behavioral Program) of the lesson is commendable since there are other researches with different concepts in the discussion of love (e.g. Sternberg, Components of Love).”
Application: I love you, I list you	– "An added portion to describe their own language of love can also be considered to check the learners' understanding of the concept regarding themselves".
Design	– “Use pictures that are appropriate to college students”

Module 5 – Dispositional Compassion

Table 16 exhibits the over-all average ratings on Module 2. The module yielded an over-all average of 2.90, which is indicative of its excellent evaluation. The experts’ ratings on the different parts of the module range from 2.78 for Analysis to 3.00 for Activity.

Table 16
Experts’ Rating for Module 5

<i>Part of the Module</i>	<i>Items</i>	<i>Means</i>
Activity: Jar of Hurt	1. The main activity is aligned with the objectives.	3
	2. The main activity is appropriate for the module’s topic.	3
	3. The instruction is understandable, clear, and specific	3
		3
Analysis	1. The questions created helped the participants to process learnings.	3
	2. The questions created were appropriate in analyzing the activity.	2.67

	3. The questions can be easily comprehended	2.67
		2.78
Abstraction	1. The discussion of Dispositional Compassion is clear and understandable.	3
	2. The abstraction was able to deliver the important concepts and ideas in line with the topic of Dispositional Compassion.	3
		3
Application: Commonalities Practice	1. The activity allows the participants to apply what they have learned about the topic discussed in the module.	2.67
	2. The activity can be done by the students, without the assistance of a facilitator.	3
		2.83
Over-all Module	1. Module 5 is well designed in terms of structure and organization	3
	2. The design of Module 5 is appropriate in terms of the use of pictures, clip arts, color schemes	3
	3. Module 5 is designed artistically	3
	4. Module 5 was able to discuss and elaborate on the topic.	2.67
		2.92
Over-all Average		2.90

All experts responded yes that the questions formulated could help participants in processing their learnings. However, some responded that somehow the questions were appropriate in analyzing the activity. It is suggested in **Table 17**, that the questions should be arranged from ‘what’ to ‘how’ format for better student engagement. Experts said that the discussion for Dispositional Compassion is clear and understandable, and supplied essential concepts and ideas connected to the activity. Moreover, it is recommended to add in the discussion that during meditation, the venue must be conducive to such exercise or at least helps the students to get in the zone. Experts also suggested considering an activity

for the application that could measure learning of the concept within or after the session that the facilitator would be able to witness.

Table 17
Experts' Comments and Suggestions for Module 5

<i>Part of the Module</i>	<i>Comment/s or Suggestions</i>
Analysis	– "The question should be arranged from what to how format to engage individuals in answering the questions."
Abstraction	– "It must be considered that during meditation, the venue must be conducive to such exercise or at least helps the learners to get in the zone."
Application: Commonalities Practice	– "It's a good learning application however, it's mentioned to be done outside of the session. Hence, there need to be other options to measure the learning of the topic." – "Consider an activity for the application that can measure learning of the concept within or after the session that the facilitator will be able to witness"

Module 6 – Dispositional Amusement

Displayed in **Table 18**, Module 6 collected an over-all average of 2.93, suggestive for its excellent acceptability. Ratings on the different components of the module range from 2.83 for Application to 3.00 for Abstraction and Over-all Module in terms of design and format.

Table 18
Experts' Rating for Module 6

<i>Part of the Module</i>	<i>Items</i>	<i>Means</i>
Activity: Animal Noises	1. The main activity is aligned with the objectives.	3
	2. The main activity is appropriate for the module's topic.	2.67
	3. The instruction is understandable, clear, and specific	3
		2.89

Analysis	1. The questions created helped the participants to process learnings.	3
	2. The questions created were appropriate in analyzing the activity.	2.67
	3. The questions can be easily comprehended	3
		2.89
Abstraction	1. The discussion of Dispositional Amusement is clear and understandable.	3
	2. The abstraction was able to deliver the important concepts and ideas in line with the topic of Dispositional Amusement.	3
		3
Application: Haha-Journals	1. The activity allows the participants to apply what they have learned about the topic discussed in the module.	2.67
	2. The activity can be done by the students, without the assistance of a facilitator.	3
		2.83
Over-all Module	1. Module 6 is well designed in terms of structure and organization	3
	2. The design of Module 6 is appropriate in terms of the use of pictures, clip arts, color schemes	3
	3. Module 6 is designed artistically	3
	4. Module 6 was able to discuss and elaborate on the topic.	3
		3
Over-all Average		2.93

The Animal Noises yielded an average of 2.89 wherein all experts agreed that it is aligned with the provided learning objectives and includes clear, specific, and understandable procedures. However, only some agreed that Animal Noises is appropriate for the topic, which is suggested for checking out other activities that are specific to

amusement rather than the said activity because it may confuse students with other concepts or objectives like communication (see **Table 19**). Appropriateness of the questions for the activity only scored 2.67 because an expert advised formatting the questions from easy to difficult. In addition, experts recommended considering an activity involving collaboration between students other than working on amusement on their own.

Table 19
Experts' Comments and Suggestions for Module 6

<i>Part of the Module</i>	<i>Comment/s or Suggestions</i>
Activity: Animal Noises	– “If the activity is not processed well to be connected to dispositional amusement, it may seem as though it aims to lead to a different topic (e.g. communication).” – “Check out other activities that are specific to amusement rather than utilizing one that may be confused with other concepts or objectives.”
Analysis	– “Easy to difficult format of question should be observed.”
Application: Haha-Journals	– “Facilitators can also consider an activity involving collaboration between students other than working on amusement on their own.”

Module 7- Dispositional Awe

Exhibited in **Table 20** over-all average of Module 7 is 2.93. The results show the excellent acceptability of the module. Ratings on the different components of the module range from 2.83 for Abstraction to 3.00 for Abstraction and Over-all Module in terms of design and format.

Table 20
Experts' Rating for Module 7

<i>Part of the Module</i>	<i>Items</i>	<i>Means</i>
Activity: Awe Walks	1. The main activity is aligned with the objectives.	3

	2. The main activity is appropriate for the module's topic.	3
	3. The instruction is understandable, clear, and specific	2.67
		2.89
Analysis	1. The questions created helped the participants to process learnings.	3
	2. The questions created were appropriate in analyzing the activity.	2.67
	3. The questions can be easily comprehended	3
		2.89
Abstraction	1. The discussion of the Dispositional Awe is clear and understandable.	3
	2. The abstraction was able to deliver the important concepts and ideas in line with the topic of Dispositional Awe.	2.67
		2.83
Application: Awe of The Day	1. The activity allows the participants to apply what they have learned about the topic discussed in the module.	3
	2. The activity can be done by the students, without the assistance of a facilitator.	3
		3
Over-all Module	1. Module 7 is well designed in terms of structure and organization	3
	2. The design of Module 7 is appropriate in terms of the use of pictures, clip arts, color schemes	3
	3. Module 7 is designed artistically	3
	4. Module 7 was able to discuss and elaborate on the topic.	2.67
		2.92
Over-all Average		2.90

According to the results above, the activity is aligned with the learning objectives, however in **Table 21**, for further improvement of the module, the expert advised to note

some objectives that were not emphasized. The overview was perceived to be vague by the expert, she suggested to add details to help students understand the basic concepts they were about to learn.

Table 21
Experts' Comments and Suggestions for Module 7

Part of the Module	Comment/s or Suggestions
Overview	– “Overview seemed a little vague. Added details in it can help learners understand the basics of the concept they are about to learn.”
Activity: Awe Walks	– “Take note of some objectives that were written but were not given emphasize.”
Analysis	– “The questions were good for elaborating what happened during the activity but the questions should also help the students to know what the connections of sympathy and empathy to compassion are.” – The question should not just explain further what had happened in the activity but it should also be a way for the facilitator to connect the activity to the objectives.

Table 22 demonstrates a summary of the overall average rating per module of the experts. Module 3 or Dispositional Pride yielded a perfect average of 3.00, which suggests that experts agreed that the module met the standards written in the evaluation form. Next, Module 1 and 2 or Dispositional Joy and Dispositional Contentment both resulted in a 2.98 average. Followed by Module 6 or Dispositional Amusement, which scored an average of 2.93. Module 5 and 7 or Dispositional Compassion and Dispositional Awe have a similar average which is 2.90. Lastly, Module 4 scored the lowest average among the seven modules, which is 2.79, yet still has excellent acceptability. Overall, the experts' rating for the DPE modules is 2.93 which indicates that the whole module has an excellent evaluation.

Table 22*Summary of Experts' Over-all Average Per Module*

<i>Module #</i>	<i>Module Title</i>	<i>Module Average</i>
1	Dispositional Joy	2.98
2	Dispositional Contentment	2.98
3	Dispositional Pride	3
4	Dispositional Love	2.79
5	Dispositional Compassion	2.90
6	Dispositional Amusement	2.93
7	Dispositional Awe	2.90
Over-all Modules Average		2.93

Validation of the Modules based on Student-Users' Judgments (Grouped Facilitation)

The users' judgments are as important as the experts' judgment. The data below show the results and discussions of the four-implemented modules for grouped facilitation. This section shows the average ratings of the users on each component of the module, including their comments and suggestion in improving the modules.

Module 1 – Dispositional Joy

As presented in **Table 23**, the users' overall average rating on the developed module is 2.95, signifying an excellent evaluation of its acceptability. Users' evaluation average ratings on the different parts of the module range from 2.85 (Application) to 3.00 (Activity).

Table 23*Users' Rating for Module 1*

<i>Part of the Module</i>	<i>Items</i>	<i>Means</i>
Activity: Savoring The Joy of Time	1. The main activity is aligned with the objectives.	3

	2. The main activity is appropriate for the module's topic.	3
	3. The instruction is understandable, clear, and specific	3
		3
Analysis	1. The questions created helped the participants to process learnings.	2.92
	2. The questions created were appropriate in analyzing the activity.	2.92
	3. The questions can be easily comprehended	2.96
		2.93
Abstraction	1. The discussion of the Dispositional Joy is clear and understandable.	3
	2. The abstraction was able to deliver the important concepts and ideas in line with the topic of Dispositional Joy.	2.92
		2.96
Application: Jot the Joy	1. The activity allows the participants to apply what they have learned about the topic discussed in the module.	2.92
	2. The activity can be done by the students, without the assistance of a facilitator.	2.79
		2.85
Over-all Module	1. Module 1 is well designed in terms of structure and organization	2.96
	2. The design of Module 1 is appropriate in terms of the use of pictures, clip arts, color schemes	3
	3. Module 1 is designed artistically	3
	4. Module 1 was able to discuss and elaborate on the topic.	2.96
		2.98
Over-all Average		2.95

<i>Legend:</i>		
<i>Mean rating</i>	<i>Interpretations</i>	
2.01-3.00	Yes	Excellent
1.01-2.00	Somehow	Good
0-1.00	No	Poor

In detail of the results, the users responded yes that Savoring The Joy of Time is aligned with the objectives, appropriate for the module's topic, and has clear and understandable instructions. Most of the users agreed that the questions in the Analysis are easy to comprehend, and helped them to process learnings. Users also said that the discussion of Dispositional Joy is clear and understandable, and is able to deliver the concepts and ideas in line with the topic. They also agreed that Jot the Joy is doable even without the assistance of the facilitator. Lastly, all of the users agreed that Module 1 is designed artistically, and the illustrations used are appropriate. As shown in **Table 24**, some users described the module as pleasant to their eyes and found the activities enjoyable. A user also commented that module 1 held a great lesson; however, it was suggested to have time management. They also added that the activities were fun.

Table 24
Users' Comments and Suggestions for Module 1

<i>Part of the Module</i>		<i>Comment/s or Suggestions</i>
Activity:	–	“The activities are fun and it was related to the goals.”
Savoring the Joy of Time		
Analysis	–	Processed “A lot” of learnings
	–	“The questions are easy to understand”
Others:	–	“Thank you for a great lesson!”
	–	“Time Management. The Module is too long for a short amount of time”
	–	“The module was cute and easy to facilitate.”

Design	–	“The colors and illustrations are pleasant to the eyes.”
--------	---	--

Module 2 – Dispositional Contentment

Table 25 shows that the users’ overall average rating for Module 2 is 2.89, indicative for an excellent evaluation of its acceptability. Users’ average ratings on the different parts of the module, ranges from 2.84 for the Over-all Module to 2.93 for Abstraction and Application.

Table 25
Users’ Rating for Module 2

<i>Part of the Module</i>	<i>Items</i>	<i>Means</i>
Activity: PGY ³	1. The main activity is aligned with the objectives.	2.9
	2. The main activity is appropriate for the module’s topic.	2.9
	3. The instruction is understandable, clear, and specific	2.9
		2.9
Analysis	1. The questions created helped the participants to process learnings.	2.95
	2. The questions created were appropriate in analyzing the activity.	2.85
	3. The questions can be easily comprehended	2.9
		2.9
Abstraction	1. The discussion of the Dispositional Contentment is clear and understandable.	2.9
	2. The abstraction was able to deliver the important concepts and ideas in line with the topic of Dispositional Contentment.	2.95
		2.93
Application: Jars of Contentment	1. The activity allows the participants to apply what they have learned about the topic discussed in the module.	2.9

	2. The activity can be done by the students, without the assistance of a facilitator.	2.95
		2.93
Over-all Module	1. Module 2 is well designed in terms of structure and organization	2.8
	2. The design of Module 2 is appropriate in terms of the use of pictures, clip arts, color schemes	2.85
	3. Module 2 is designed artistically	2.8
	4. Module 2 was able to discuss and elaborate on the topic.	2.9
		2.84
Over-all Average		2.89

Based on the results, most of the users agreed the PGY³ is connected with the objectives, suitable for the module's topic, and has clear and understandable procedures. Most of them said yes that they easily understand the guide questions, and it helped them to process learnings. According to them, the discussion part is clear and understandable and was able to provide concepts and ideas in line with the topic. They agreed that the Jars of Contentment allowed them to apply what they have learned about the topic. In addition, most of the users agreed that Module 2 is well-designed and was able to elaborate on the topic.

Table 26 arranges the comments and suggestions of the users regarding Module 3. One suggested letting the students determine their characteristics instead of just picking the characteristics of the person that would represent himself or herself. Users also suggested to have fewer activities and more sharing of their experiences. Some said that the facilitation of Module 2 was time-consuming while others found the time very limited and wished to have an extension. In terms of the design, one user commented that the

spaces provided in the main activity were not enough for their answers. The other user suggested having a page number to make it easier to find the contents of the module. Lastly, the user commented that they liked the Module 2 and they had so many realizations.

Table 26

Users' Comments and Suggestions for Module 2

<i>Part of the Module</i>	<i>Comment/s or Suggestions</i>
Mood Setting: Ready, Set, Match!	– “I think it is best if you let the students decide what they would want to write about themselves for them to reflect about themselves, and to know the real attitude or reaction of others with the presented characteristics.”
Activity: PGY ³	– “Some spaces are not enough for the answers” – “Be strict with the allotted time for activities” – “Fewer activities, and more sharing of experiences”
Design	– “Very Artistic” – “I think there should be a page indicator so that the activities or content will be easy to find.”
Others:	– “I like today’s module” – “Compress the given time to finish the whole module if possible.” – “Keep up the good run-through of research” – “I have so many realizations.” – “Time was very limited.”

Module 3 – Dispositional Pride

It appears in **Table 27** that the users’ overall average evaluation on Module 3 is 3.00, which indicates an excellent rating of its acceptability. Users’ average evaluation on the different components of the module ranges from 2.94 for the Activity to 3.00 for Analysis, Abstraction, Application, and Over-all Module.

Table 27

Users' Rating for Module 3

<i>Part of the Module</i>	<i>Items</i>	<i>Means</i>
---------------------------	--------------	--------------

Activity: Have PRIDE in it!	1. The main activity is aligned with the objectives.	3
	2. The main activity is appropriate for the module's topic.	2.94
	3. The instruction is understandable, clear, and specific	3
		2.98
Analysis	1. The questions created helped the participants to process learnings.	3
	2. The questions created were appropriate in analyzing the activity.	3
	3. The questions can be easily comprehended	3
		3
Abstraction	1. The discussion of the Dispositional Pride is clear and understandable.	3
	2. The abstraction was able to deliver the important concepts and ideas in line with the topic of Dispositional Pride.	3
		3
		3
Application: Write your own BioNote	1. The activity allows the participants to apply what they have learned about the topic discussed in the module.	3
	2. The activity can be done by the students, without the assistance of a facilitator.	3
		3
		3
Over-all Module	1. Module 3 is well designed in terms of structure and organization	3
	2. The design of Module 3 is appropriate in terms of the use of pictures, clip arts, color schemes	3
	3. Module 3 is designed artistically	3
	4. Module 3 was able to discuss and elaborate on the topic.	3
		3

In terms of Activity, all users agreed that Have Pride In It is aligned with the topic, with a clear, specific, and understandable procedure. However, only some agreed that the activity is appropriate for the module's topic. In the Analysis part, all users agreed that the guide questions assisted them in processing learning because they were appropriate for the activity and can be easily comprehended. Based on the results, the discussion was clear and understandable, and it was able to deliver the essential concepts and ideas regarding Dispositional Pride. All of them agreed that the module is doable without the help of a facilitator. Lastly, they all think that the module was well designed and used appropriate illustrations.

Based on **Table 28**, the users enjoyed the activities, think that it was related to the topic, and well elaborated. One user requested to add more activities. The users commended the module for using general words for the Analysis, enough for them to relate themselves with the questions. Users also commented that the discussion was entertaining and interesting, and the time was well managed.

Table 28*Users' Comments and Suggestions for Module 3*

<i>Part of the Module</i>	<i>Comment/s or Suggestions</i>
Activity: Have PRIDE in it!	– “The activity was fun. Although there were only two, the topic is already visible. The pride theme was already and directly stated.” – “The activities were related to the topic, and it helped us understand easily the objectives of the module.” – “Well-elaborated”
Analysis	– “Used general words” – “The questions are good enough to relate ourselves to”
Abstraction	– “Interesting”

Design	– “The color is refreshing
Others:	– “The activities, discussion, and sharing of opinions are very entertaining. I enjoyed the whole discussion and understand clearly the topic.”
	– “Today’s discussion was good. Time was well-managed. Activities and Discussion were really good”
	– “The module is nice. The time was used well- enough for us to finish on time.”
	– “The module was good and very understandable.”
	– “I hope they add more activities.”

Module 4 – Dispositional Love

Table 29 reveals the users’ overall average evaluation on Module 4, which is 2.99, and is suggestive to an excellent rating of its acceptability. Users’ average evaluation on the different parts of the module, ranges from 2.97 (Application) to 3.00 (Activity, Analysis, and Abstraction).

Table 29
Users’ Rating for Module 4

<i>Part of the Module</i>	<i>Items</i>	<i>Means</i>
Activity: Envelope: Giving and Getting	1. The main activity is aligned with the objectives.	3
	2. The main activity is appropriate for the module’s topic.	3
	3. The instruction is understandable, clear, and specific	3
		3
Analysis	1. The questions created helped the participants to process learnings.	3
	2. The questions created were appropriate in analyzing the activity.	3
	3. The questions can be easily comprehended	3

		3
Abstraction	1. The discussion of the Dispositional Love is clear and understandable.	3
	2. The abstraction was able to deliver the important concepts and ideas in line with the topic of Dispositional Love.	3
		3
Application: I love you, I list you	1. The activity allows the participants to apply what they have learned about the topic discussed in the module.	3
	2. The activity can be done by the students, without the assistance of a facilitator.	2.94
		2.97
Over-all Module	1. Module 4 is well designed in terms of structure and organization	3
	2. The design of Module 4 is appropriate in terms of the use of pictures, clip arts, color schemes	2.94
	3. Module 4 is designed artistically	3
	4. Module 4 was able to discuss and elaborate on the topic.	3
		2.99
Over-all Average		2.99

In a detailed manner, most of the students agreed that Module 4 could be accomplished without a facilitator while some responded 'somehow.' On the other hand, all users thought that the main activity is aligned with the objectives and is appropriate for the topic. According to them, the guide questions helped them to process their insights and learning about the module. The questions were appropriate in analyzing the activity provided. They also said that the discussion was clear and understandable, and it was able to deliver the important concepts and ideas about dispositional love.

Stated in **Table 30** are the comments and suggestions of some of the users. According to them, they did enjoy the activity and it showed clear objectives. One of them said that learning the concepts of love is important; the other said that the concepts were good and understandable. The users perceived that their participation with the try-out was worth it, and interesting since Love is relatable.

Table 30

Users' Comments and Suggestions for Module 4

<i>Part of the Module</i>	<i>Comment/s or Suggestions</i>
Activity: Envelope: Giving and Getting	– “The activity was fun and has clear objectives.”
Abstraction	– “Love is important, but to know the abstract concept of love is more important.” – “Good and very understandable”
Others:	– “My participation with the try-out was worth-it” – “Module 4 was the most interesting because it was the most relatable.”

Table 31 exhibits a summary of the overall averages of the implemented module. Similar to the experts' validation, Module 3 or Dispositional Pride scored a perfect average of 3.00. However, unlike with the experts' validation, Module 4 or Dispositional Love scored 2.99 average. Module 1 or Dispositional Joy followed with 2.95 average, and lastly, Module 2 or Dispositional Contentment yielded 2.89 average. All of the implemented modules have an excellent evaluation of its acceptability.

Table 31

Summary of User's Over-all Average of Implemented Modules

<i>Module #</i>	<i>Module Title</i>	<i>Module Average</i>
1	Dispositional Joy	2.95

2	Dispositional Contentment	2.89
3	Dispositional Pride	3
4	Dispositional Love	2.99
Over-all Average of Implemented Modules		2.96

Validation of Modules based on Student-Users' Judgments (Individualized)

Four modules were also conducted for try-out to test the acceptability of the DPE modules for individuals. Five individuals were invited to accomplish the modules at their pacing. In this set of modules, mood-setting was removed and some activities were modified for individual participants.

Module 1 – Dispositional Joy

The overall average of Module 1 that is employed for individuals is 2.83 (see **Table 32**). This indicates an excellent evaluation of the first module's acceptability. Individual users' average evaluation on the different components of the module ranges from 2.65 for the Over-all Module Format and Design to 3.00 for Activity. Savoring the Joy of Time was modified, wherein forming a group was removed, with this, it resulted that all of the individual users agreed that the module could be performed alone or without the assistance of the facilitator.

Table 32
Individuals' Rating for Self-Paced Module 1

<i>Part of the Module</i>	<i>Items</i>	<i>Means</i>
Activity: Savoring The Joy Time	1. The main activity is aligned with the objectives.	3
	2. The main activity is appropriate for the module's topic.	3

	3. The instruction is understandable, clear, and specific	3
		3
Analysis	1. The questions created helped the participants to process learnings.	2.8
	2. The questions created were appropriate in analyzing the activity.	2.8
	3. The questions can be easily comprehended	2.8
		2.8
Abstraction	1. The discussion of the Dispositional Joy is clear and understandable.	2.8
	2. The abstraction was able to deliver the important concepts and ideas in line with the topic of Dispositional Joy.	3
		2.9
Application: Jot the Joy	1. The activity allows the participants to apply what they have learned about the topic discussed in the module.	2.8
	2. The activity can be done by the students, without the assistance of a facilitator.	3
		2.9
Over-all Module	1. Module 1 is well designed in terms of structure and organization	2.6
	2. The design of Module 1 is appropriate in terms of the use of pictures, clip arts, color schemes	2.4
	3. Module 1 is designed artistically	2.6
	4. Module 1 was able to discuss and elaborate on the topic.	3
		2.65
Over-all Average		2.83

Legend:

<i>Mean rating</i>	<i>Interpretations</i>	
2.01-3.00	Yes	Excellent
1.01-2.00	Somehow	Good

0-1.00	No	Poor
--------	----	------

Module 2 – Dispositional Contentment

In Module 2, only the mood-setting was removed and other parts remained. This module yielded an over-all average of 2.83 as seen in **Table 33**, which is indicative of an excellent evaluation of its acceptability for self-paced modules.

Table 33

Individuals' Rating for Self-Paced Module 2

<i>Part of the Module</i>	<i>Items</i>	<i>Means</i>
Activity: PGY ³	1. The main activity is aligned with the objectives.	2.8
	2. The main activity is appropriate for the module's topic.	3
	3. The instruction is understandable, clear, and specific	3
		2.93
Analysis	1. The questions created helped the participants to process learnings.	2.8
	2. The questions created were appropriate in analyzing the activity.	2.8
	3. The questions can be easily comprehended	3
		2.87
Abstraction	1. The discussion of the Dispositional Contentment is clear and understandable.	3
	2. The abstraction was able to deliver the important concepts and ideas in line with the topic of Dispositional Contentment.	3
		3
Application: Jars of Contentment	1. The activity allows the participants to apply what they have learned about the topic discussed in the module.	2.8

	2. The activity can be done by the students, without the assistance of a facilitator.	3
		2.9
Over-all Module	1. Module 2 is well designed in terms of structure and organization	3
	2. The design of Module 2 is appropriate in terms of the use of pictures, clip arts, color schemes	2.2
	3. Module 2 is designed artistically	2.4
	4. Module 2 was able to discuss and elaborate on the topic.	3
		2.65
Over-all Average		2.83

Module 3 – Dispositional Pride

Table 34 shows the overall average of Module 3 is 2.81 which suggests its excellent acceptability being self-paced modules for individuals. In this module, mood-setting was detached, and the activity underwent a little modification. Have Pride In It scored a 2.93 average which can be suggestive that it has clear, specific, and understandable instructions, aligned with the learning objectives, and somehow appropriate for the module's topic.

Table 34
Individuals' Rating for Self-Paced Module 3

<i>Part of the Module</i>	<i>Items</i>	<i>Means</i>
Activity: Have PRIDE in it!	1. The main activity is aligned with the objectives.	3
	2. The main activity is appropriate for the module's topic.	2.8
	3. The instruction is understandable, clear, and specific	3
		2.93
Analysis	1. The questions created helped the participants to process learnings.	2.8

	2. The questions created were appropriate in analyzing the activity.	2.6
	3. The questions can be easily comprehended	3
		2.8
Abstraction	1. The discussion of the Dispositional Pride is clear and understandable.	2.8
	2. The abstraction was able to deliver the important concepts and ideas in line with the topic of Dispositional Pride.	3
		2.9
Application: Write your own BioNote	1. The activity allows the participants to apply what they have learned about the topic discussed in the module.	2.8
	2. The activity can be done by the students, without the assistance of a facilitator.	2.6
		2.7
Over-all Module	1. Module 3 is well designed in terms of structure and organization	3
	2. The design of Module 3 is appropriate in terms of the use of pictures, clip arts, color schemes	2.8
	3. Module 3 is designed artistically	2.4
	4. Module 3 was able to discuss and elaborate on the topic.	2.8
		2.7
Over-all Average		2.81

Module 4 – Dispositional Love

Table 35 manifests the overall rating of the individuals with Module 4. It shows that this module yielded an average of 2.77, which is still indicative of excellent acceptability for self-paced modules. Here, the mood-setting was also removed and the main activity was a little bit modified by the researcher.

Table 35
Individuals' Rating for Self-Paced Module 4

<i>Part of the Module</i>	<i>Items</i>	<i>Means</i>
Activity: Envelope: Giving and Getting	1. The main activity is aligned with the objectives.	2.6
	2. The main activity is appropriate for the module's topic.	3
	3. The instruction is understandable, clear, and specific	2.8
		2.8
Analysis	1. The questions created helped the participants to process learnings.	2.8
	2. The questions created were appropriate in analyzing the activity.	2.8
	3. The questions can be easily comprehended	2.6
		2.73
Abstraction	1. The discussion of the Dispositional Love is clear and understandable.	3
	2. The abstraction was able to deliver the important concepts and ideas in line with the topic of Dispositional Love.	2.8
		2.9
Application: I love you, I list you	1. The activity allows the participants to apply what they have learned about the topic discussed in the module.	3
	2. The activity can be done by the students, without the assistance of a facilitator.	2.6
		2.8
Over-all Module	1. Module 4 is well designed in terms of structure and organization	2.6
	2. The design of Module 4 is appropriate in terms of the use of pictures, clip arts, color schemes	2.6
	3. Module 4 is designed artistically	2.6

4. Module 4 was able to discuss and elaborate on the topic.	3
	2.7
Over-all Average	2.77

DPE modules were implemented for individuals to investigate its applicability to be a self-paced module. **Table 36** shows a summary of the individuals' over-all averages of the modules implemented for individuals. The try-out gained 2.81 over-all average which is indicative of its excellent acceptability. Module 1 and Module 2 scored higher average compared to Module 3 and Module 4 which yielded 2.81 and 2.77 average respectively.

Table 36

Summary of Individuals' Over-all Averages of Implemented Self-Paced Modules

<i>Module #</i>	<i>Module Title</i>	<i>Module Average</i>
1	Dispositional Joy	2.83
2	Dispositional Contentment	2.83
3	Dispositional Pride	2.81
4	Dispositional Love	2.77
Over-all Average of Implemented Self-Paced Modules		2.81

Purpose #3: Try-out the modules with the following approach: grouped and individualized.

Phase 3 – Try-out

Four out of seven DPE modules were piloted to investigate its acceptability as a module. These were conducted with a group of students and five individuals to see if the module is applicable for both group and individualized facilitation. Sample of accomplished modules was displayed in Appendix L.

The schedule of group facilitation try-out is abridged in **Table 37**. The second week of February was allotted for the DPE modules try-out. Module 1 - Dispositional Joy was implemented on February 10 at 12 noon to 1:00 pm, Module 2 - Dispositional Contentment was conducted the next day at 5:00 pm to 6:00 pm, Module - 3 Dispositional Pride was piloted on February 13 at 12:00 noon to 1:00 pm, and Module 4 - Dispositional Love was administered on February 14 on 5-6 pm. All were located at the main building of the research setting.

Table 37
Schedule of Grouped Facilitation Try-out

<i>Day</i>	<i>Module Title</i>	<i>Date</i>	<i>Time</i>	<i>Location</i>
1	Dispositional Joy	February 10, 2020	12:00- 1:00pm	MB 306
2	Dispositional Contentment	February 11, 2020	5:00- 6:00pm	MB 304
3	Dispositional Pride	February 13, 2020	12:00- 1:00pm	MB 306
4	Dispositional Love	February 14, 2020	5:00- 6:00pm	MB 304

Day 1: Module 1 - Dispositional Joy

Fifteen minutes before the time, the researcher and the facilitator entered the classroom of the student participants to introduce themselves, and distribute informed consent to orient the participants. There were 27 students in the classroom; however, only 24 students engaged in the study since three of the students refused to participate. Their decisions were respected.

To start the implementation, the facilitator introduced the module by presenting the Overview and Learning Objectives. Students were observed flipping and scanning the pages through the module. Before continuing to the main parts of the module, a mood-

setting activity was conducted (That's My Joy, BINGO) to energize and at the same time to build rapport between the facilitator and the students. After presenting the instructions, students listed the things that make them feel joy. The facilitator provided a pattern to complete, and then students find persons who have similar joy with them. Three students who completed the pattern shouted "Bingo!"

During the mood-setting activity, some students stood up and roamed the room, while some remained seated while participating. The noise within the room increased while there was still a student who was feeling sleepy. After the activity, the students were asked about their experience. A student told that she felt unique because she expected that it will be easy for her to find a friend with the similar object of joy but she did not see anyone, while the other student responded that he was amazed because she found classmates who have a similar object of joy with her.

The savoring activity (main activity) followed. Students listed the things that make them feel joy from the past, present, and future. For ten minutes, students capitalized on their joy by sharing it with their classmates. The researcher observed that they were quiet while writing and less noise was maintained during the sharing activity. After the time given, analysis for the main activity followed. See **Table 38** for the students' sample responses, which clearly presented their insights.

Table 38

Summary of Responses of Students During Module 1 - Analysis

<i>Analysis Questions</i>	<i>Responses</i>
1. How did you feel during the activity?	– “I felt joy because suddenly I remembered all the joyful moments that happened to me.” – “I feel happy hearing the stories of my classmates”

2. How did the activity affect your mood?	– “I was sleepy a while ago, but when the sharing of experiences started, I felt the urge to listen and participate.” – “I thought this was just a simple sharing activity but I felt joy seeing that my groupmates were attentive to me”
3. What are your realizations during the activity? How did it affect you?	– “I suddenly see things that mattered to me and I learned to appreciate everything that happened and is happening to me because it left me joy.” – “I realized that it is important to see and appreciate things, even the smallest one.” – “All of a sudden, I felt relief because I remembered the things that made and makes me feel joy despite the hardships today.”
4. How did you think savoring dispositional joy would help you in the future?	– “I think anticipating my joy from the future will help me to be more motivated at the present.” – “For example, when I feel sad, I can just savor the things that made me joy”
5. What is the importance of savoring pleasant things in life?	– “I think savoring pleasant things in life would help us improve our emotions and prolong our feelings of joy.” – “It is important because we can use this when we’re feeling down.”

After the main activity, the researcher observed that the cooperation of the students improved; students who raise their hands to recite or share their answers increased. An example was the student whom the researcher was observing because she was sleepy during the mood-setting. When the facilitator asked how the main activity affected their mood, she raised her hand and answered honestly. She said that at first, she was sleepy but when he heard the experiences of her groupmates, and after sharing her own story, she felt the desire to listen and participate. On the other hand, a student cried when asked about her realizations. According to her, she suddenly saw the things that mattered to her and she learned to appreciate everything that happened and is happening in her life because it left

her joy. Gathered answers from most of the students in the fourth question were the same. Most of them responded that savoring is helpful when they are feeling down because it helps to uplift and extend their emotions of joy, while some said that savoring joy from the future would make them feel motivated in the present.

The abstraction and discussion part of the module also run smoothly. While the facilitator was taking over the class, the researcher witnessed that the students were listening. Some were nodding when agreeing with the facilitator about the concepts of joy. After the discussion part, the application followed, which is a take-home activity they wrote on a 1/4 sheet of paper and collected the next day. Most of them wrote, "I came home safe" "I woke up early" "I am not late."

Day 2: Module 2 - Dispositional Contentment

On the next day of the try-out, the facilitator and the researcher went to the students' classroom early. The number of the students present were reduced, the researcher again respected these students' decision since it is the research participants' right to withdraw from the study. However, those students who were not present in Module 1 told the researcher that they were willing to participate in the try-out. Thus, the total number of participants for Module 2 was 20.

Similar to the process of Day 1, Module 2 try-out begun by introducing Dispositional Contentment in the Overview and presenting the target learning objectives. The facilitator then presented the instructions for the Ready Set Match activity. The students surrounded the slips of paper on the floor. The students were thrilled and raced to get the slips of paper with good characteristics were written. Others laughed it off after getting slips of paper with negative characteristics. The occupation, personality, physical

appearance, and other characteristics written in the slips of paper represented who they were in the activity. With that, students showed their classmates what they could offer to them and chose a partner based on their desired characteristics. The facilitator gave questions after the mood-setting activity.

The implementations then proceeded to the main activity, namely the PGY³ or Practicing Gratitude and Why, Why, Why approach. In the first part of the main activity, which is the Practicing Gratitude, students listed the things that they have-intangible or tangible-at the present, then they elaborated how do they think being thankful or gratitude can grow their contentment. The responses of the student are shown in **Table 39**.

Table 39

Sample of Responses of Students in Practicing Gratitude Worksheet

<i>Question</i>	<i>Responses</i>
How do you think being thankful can grow your contentment?	– “I believe being grateful can make your heart full and with that, you’ll not want anything that you don’t have.” – “Being thankful makes me feel the satisfaction that I am yearning for, whenever greediness or my ego takes over my mood. It also helps me in viewing the bright side of everything whenever problems arise.” – “Once we acknowledged and be thankful for the things we have, and not focusing on the things we do not, it can make us feel content. Joy coincides with contentment, to have this, we have to notice the good things and how we are fortunate, and as not all people can relish the same opportunities we have right now.” – “I think if you are thankful for something or someone, you would not have a second thought of having more expensive things in your life, and that is where you become contented. Instead of being insecure or envious of another, you enhance the

things you have into the greater purpose or use and improve your bond with the people you truly care about.”

Abridged in the table, are some of the responses of the students. Other responses were filtered since they have the same insights as to the responses included in the table. Most of the students answered that being thankful for what you have helps a person to control desire on unnecessary things and be contented. Others mentioned that looking for the things they have that others do not make them feel thankful, and by that, they learned that not all individuals get the same opportunity, that is why they are thankful and contented.

The second part of the activity is the Why, Why, Why approach. The students distinguished their wants from their needs, and then they wrote the reason why do they need or want that thing. From their answer, they will ask again a why to that. Next, students filtered all the things they wrote by encircling the important things they have to achieve, and crossing out what do they have to ignore. The researcher heard a side comment from a student, “*Parang ayoko at hindi ko kayang i-cross-out,*” or “It seems like I don’t want and I cannot cross-out it (what he had written)”

After PGY³, the facilitator proceeded to the Analysis part. Although they had already asked questions on the first and second parts of the main activity, an analysis was still conducted to deepen the discussion and processing of learning or insights. **Table 40** shows the questions and sample responses of the students in Module 2 – Analysis.

Table 40

Summary of Responses of Students During Module 2 – Analysis

<i>Analysis Questions</i>	<i>Responses</i>
---------------------------	------------------

1. In the first part of the main activity, did you easily identified the things you have right now? Are these things tangible or intangible?	– “Yes, I’ve listed material and non-material things.” – “Yes, I’ve listed both but, I listed more intangible things.”
2. How did you feel while thinking of the things you have?	– “I feel grateful for having those I have written” – “I feel thankful for the opportunity to have the things that I possess right now.”
3. What did you realize upon thinking about the things you have?	– “I realized that small things matter.” – “I saw the extraordinary in the ordinary things that I have.” – “Self-awareness is important to know what you have, what you need or want to have; in that case, we will learn how to be contented.”
4. In the second part of the activity, how did you distinguish your wants from your needs?	– “I just thought of the things that were necessary and unnecessary for me to have.”
5. While answering the three whys: a. Is it easy for you to identify the reason why do you need to achieve those things? Why or why not? a. Is it easy for you to identify the reason why do you want to have those things?	– Yes, because these were the things that I really need for everyday life and for the future.” – Yes. Awareness of myself helped me to identify the things I need to achieve, and then I found out that there is a deeper reason why I need to have those things.” – “Yes because these were just the things I want to satisfy my desires.”
6. From the first and second part of the activity, did you feel aware of yourself in terms of what you have, what you need, and what you just want?	– "Yes because I just discovered the deeper reasons why I need to achieve some things. And the activity helped me to understand that self-awareness is important because I was just reminded of the things that I have, and I feel contented." – Yes. Self-awareness helped me to discover more of what I have and that made me feel thankful and contented even more”

In this activity, most of the students cooperated with the facilitator and many were given a chance to share their insights. The same student from Module 1, was in tears again after sharing how grateful she is with what she has. From the gathered responses, the researcher thinks that Module 2 was able to reach its learning objectives. After the activity, an interactive discussion of Module 2 followed. The students were listening attentively and actively participated if the facilitator has questions. Finally, the application activity was presented. The students filled up the jar by shading it according to their perceived contentment on that aspect.

Day 3: Module 3 - Dispositional Pride

During the third day of the DPE modules try-out, the participants were reduced again to 18. Upon entering the room, students were busy doing their seatwork, so the researcher let them finish first until its already time for the implementation. Two minutes before the try-out, they fixed their things. The researcher then let the facilitator handle the class. The try-out began again with the introduction of Module 3 through Overview and highlighting the target learning objectives that students should achieve after implementation. Next, the facilitator elaborated on the procedures for the Nut Stacko (mood setting) activity. While preparing the materials, the students grouped themselves into four. The race started when everyone was ready. They were thrilled but at the same time, concentrating on their sticks and metal nuts, careful not to destroy the stacks. The first group who stacked the metal nuts shouted, "Achieve na Achieve!"

After the mood-setting, the facilitator then proceeded to the main activity, which was the Have Pride In It. The students wrote their greatest achievement in life on a paper medal provided. The facilitator collected the paper medals, and one by one called the

students to share their experience on how did they achieve their greatest achievement, how they were feeling before and after achieving it. The facilitator wears the medal on the student. When everyone was done with their sharing of achievement and experiences, the facilitator continued to the Analysis part. Shown in **Table 41** is the summary of responses gathered for Module 3 – Analysis.

Table 41

Summary of Responses of Students During Module 3 – Analysis

<i>Analysis Questions</i>	<i>Responses</i>
1. Upon thinking about your achievement in life, how do you say this is your greatest achievement? How does this differ from your other achievements in life?	– “Compared to my other achievements, I worked harder for this.” – “I think this my greatest achievement because this was what I really wish for and now I reached it.”
2. Did achieving your goal made you what you are today? How so?	– "My achievement in life is existing because, despite my negative thoughts, I'm still here" – “Yes, I think If I did not pass my majorship exam, I would be probably at a different University.”
3. What process did you go through to achieve that achievement? Did you appreciate the process and the people around you during that time?	– "While learning how to cook, I was always burnt in the pan, yet I appreciate the process of learning how to cook because my mother told me that I cook better now. – “I really worked hard to pass my majorship exam in biology and I really appreciate the process because I achieved my goal.”
4. How did you feel when you recalled those achievements?	– “I felt proud of myself because I managed to achieve it. Looking back when I couldn't reach it and still in the process, I felt sad and discouraged and thought I couldn't get it.”
5. If a person having the same goal as you were seeking advice, what would you tell him/her?	–

During the analysis, another student cried while appreciating her success, existing. The facilitator handled her emotions well and told her that everyone is proud of her. After the sharing of achievements, the facilitator progresses to the discussion part of the module. Authentic and hubristic pride was differentiated, and cultivating authentic pride was taught. The researcher observed that the students seemed to understand the topic. Before ending the implementation, the facilitator gave the Write Your Own Bio-Note activity to be submitted the next day.

Day 4: Module 4 - Dispositional Love

On the last day of the module try-out, the number of student participants remained at 18. Facilitation was still more active, after presenting the Overview and Learning Objectives, mood-setting occurred. In SML (So Much Love) activity, one by one, students shared the memorable experiences they did for love, and someone did for them. In the first part, where they shared the memorable experience they did for love, they were visibly very active. Some shared funny experiences and others were serious. In the second part where they shared a memorable moment that someone made for them for love, it was also funny because eight consecutive students said, "*Si Mama.*" or "My mom." During the activity, the same student from day 1 and 2 cried again while sharing what her mother has done for her.

Next to mood-setting activity is the Envelope: Giving and Getting Activity, wherein they wrote letters for three persons: (1) someone they think is reliable and trustworthy, (2) someone they care for, and (3) someone who makes them feel safe and secure. Row by row, they put the letters on the recipient's envelope, and then read what they received. Analysis followed; see **Table 42** for sample responses from the questions.

Table 42*Summary of Responses of Students During Module 4 - Analysis*

<i>Analysis Questions</i>	<i>Responses</i>
1. Did you easily identify to whom are you going to address the letter? How?	– “No, because I was confused to whom I was going to give the letter, to my friends who knew I loved them, or to anyone else in the room I wanted to share my love with.”
2. What did you feel while writing the letter? Why?	– “I felt genuine love when I was writing that letter since I remember things that I appreciate about them and what they did for me and for the people around them.”
3. What were you thinking and feeling while getting your envelope? Why?	– “Firstly, I wasn’t expecting to receive one but I felt really appreciated since some people really notice things that you do for them and it’s really comforting that they are thankful about that”
4. What did you feel while reading the letter, and knowing that someone labeled you as reliable, trustworthy, making them feel safe and secure, and learning that someone cares for you?	– “I felt that I was a trustworthy friend being able to receive a letter, I felt really safe and secured with them since its assuring that someone has your back.”
5. How does the feeling of giving differ from receiving a letter? Why?	– “In giving a letter, all I can feel was genuine love, I want to make them feel that they are important to me, and at the same time, I feel that they are reliable and that I am safe with them. In receiving a letter, I was touched because I wasn't expecting to get one but I did. I am so moved that the persons who gave me the letter cares for me, and felt safe with me.”

During the activity, all of the students engaged in the Analysis. They freely shared their thoughts and feelings while doing the activity. The Dispositional Love was discussed after. The facilitator elaborated on the different Attachment styles and love languages. Students were really listening and seemed to be interested in the topic.

Individualized Approach Try-Out

Since the modules are examined if it can be accepted as a self-paced module, the researcher let the five individuals accomplish the module alone. Before the grouped implementation started on February 13, the researcher found individuals who were willing to participate in the study. They take home their modules and returned it on February 17.

These are their responses to the Analysis of each module. **Table 43** exhibited Module – 1 Analysis for the individualized module. All of the individuals felt joy while doing the Savoring The Joy of Time Activity. Most of them said that the activity lightened their mood. Many of the individuals said that they realized that it is important to notice the little things that make them happy. They elaborated on their insights on how important savoring is.

Table 43

Summary of Responses of Individuals During Module 1 - Analysis

<i>Analysis Questions</i>	<i>Responses</i>
1. How did you feel during the activity?	– “I felt happy and excited” – “It feels so happy to remember joyful memories.” – “I felt happy.” – “I feel somewhat happy.”
2. How did the activity affect your mood?	– “Before answering the module, I was happy, now it heightened up my mood” – “A while ago I was bored, but as I answer the module my mood lifted up.” – "It enhances my mood because it made me remember that there are people supporting me." – “Reminiscing happy memories and anticipating future events encourage me.”
3. What are your realizations during the activity? How did it affect you?	– "I realized that the memory I cherish will lead me to better well-being."

	– “I realized that it’s important to notice the ordinary or small things that are happening around us.” – “I realized that I need to remember the small things that make me happy, and appreciate it.” – “I realize that I worry too much and tend to forget the little things in life that makes me happy”
4. How did you think savoring dispositional joy would help you in the future?	– “In tough moments, it would encourage me to get back up and keep trying until I succeed.” – Savoring joy would help me lighten up my mood every time I get sad.” – “It would help me remember happy memories that I tend to forget during hardships and stressful scenarios.” – It would help me to never give up and always focus on my goal and follow the dream that I want to achieve.”
5. What is the importance of savoring pleasant things in life?	– “It helps us to be happy and cherish more good things in life, and appreciate the little things.” – "Savoring is important because it extends the feeling of joy." – “Savoring provides a more positive outlook in life.” – “The importance of savoring pleasant things in life enables you to do more and will help you remember to keep track of your positive emotions.”

In **Table 44**, responses of the individuals for Module – 2 Analysis were summarized. All of the individuals were able to distinguish their needs from their wants. They realized how important self-awareness to achieve contentment. Thinking of the things they have, they felt lucky, blessed, and thankful because according to them, not all people have the opportunity to have what they have.

Table 44*Summary of Responses of Individuals During Module 2 - Analysis*

<i>Analysis Questions</i>	<i>Responses</i>
1. In the first part of the main activity, did you easily identified the things you have right now? Are these things tangible or intangible?	– “Most were intangible, but some of it is tangible.” – Quite easy. The things I wrote were intangible. – "Yes, some of it is tangible, some are intangible" – “Some things I wrote were tangible.”
2. How did you feel while thinking of the things you have?	– “I felt lucky since people don’t usually have what I have.” – “I am flattered because I have them.” – “I feel thankful because I have most things people don’t have.” – "I felt mostly worried since I need some cash but also hungry since I haven't eaten, but I felt really grateful for all the blessings that our family has received."
3. What did you realize upon thinking about the things you have?	– “I realized that I was blessed.” – “I realized I should appreciate what I have.” – “I realized that there are many things in life to appreciate no matter how small it is.”
4. In the second part of the activity, how did you distinguish your wants from your needs?	– "I distinguished it based on the level of its importance." – “I distinguished my wants from my needs by thinking that my wants aren’t necessary.” – “By learning what’s more important in your situation.” – “I guess from the state of my priorities, and assessing which was more important.”
5. While answering the three whys: a. Is it easy for you to identify the reason why do you need to achieve those things? Why or why not?	– Yes, if it is important to my goal, then it is a need.” – Yes, because it has deeper meanings or reasons why I need that.” – “Yes, because needing it is a real requirement.” – “Yes, because it involves my family and myself, it is easier to prioritize.

b. Is it easy for you to identify the reason why do you want to have those things?	– “Yes, if it is not necessary to reach my goal.” – “Yes, that’s what I want as of the moment.” – “Yes, since it’s not a priority nor a need.” – “Yes, since I want to relax sometimes especially when I’m tired.”
6. From the first and second part of the activity, did you feel aware of yourself in terms of what you have, what you need, and what you just want?	– "I felt aware by analyzing what I need more, and what I have, and feel contented." – “Yes. By thinking of the things that makes me contented.” – “Yes, by checking yourself, your situation, and the basic needs.” – “Yes, since I have my priorities on what we need the most.”

In **Table 45**, the individuals elaborated how their greatest achievement differ from their other achievements, and how did it contribute to what they are today. According to their responses, they felt happy and proud of themselves again while recalling the memories about their achievements. They all appreciated the processes they have undergone in order to achieve their greatest achievements.

Table 45

Summary of Responses of Individuals During Module 3 - Analysis

<i>Analysis Questions</i>	<i>Responses</i>
1. Upon thinking about your achievement in life, how do you say this is your greatest achievement? How does this differ from your other achievements in life?	– “It differs since I did not depend on my parents; it is solely on my own independence.” – “I say that that was my greatest achievement because I looked forward and work hard for it.” – “My other achievements in life are also notable and I’m very proud, but this achievement overthrows that since this one had countless all-nighters and tears to achieve it.” – “My greatest achievement differs since this one defined me the most.”
2. Did achieving your goal made you what you are today? How so?	– “Yes, it made me more independent and trusts myself more.”

	– “Yes, because if I weren’t able to pass my majorship exam I might be transferred to other universities.” – “Yes, it made me more confident in what I’m capable of.” – "Yes, since graduating from SHS can get me closer to having some financial income for my family."
3. What process did you go through to achieve that achievement? Did you appreciate the process and the people around you during that time?	– “I had to go first through my strict and concern parents to let me be independent. They were supportive in the end.” – “Process” Reviewing every night for 2 weeks. Yes because I almost broke down because of the pressure, but my friends and family were supporting me.” – “I had to go all-nighters and many breakdowns. But I still appreciate the process since it forced my skills that prove to be useful to my goal.” – “I had a hellish process, it wasn’t easy. My friend and family helped me along the way that’s why I cherish them very much.”
4. How did you feel when you recalled those achievements?	– “I felt very enthusiastic and excited to be more independent.” – “I felt happy and proud that I achieved those goals.” – “I felt very proud of myself.” – “I felt proud of myself and also happy since it’s a very joyful memory for me.”
5. If a person having the same goal as you were seeking advice, what would you tell him/her?	– “I would tell them that they’re doing all right, all you have to do is trust yourself.” – “Do not be shy to review during majorship exams because it is worth it. The hardships are all worth it.” – “I would tell him to keep going, one day it will be worth it.” – "I would tell him or her to not give up and enjoy the journey since it would help him or her to grow as a person in many aspects."

According to the students, they easily identified to whom they are going to give their letters (see **Table 46**). They feel relieved, blessed, and thankful that they have good friends that always got at their back. On the other hand, they would feel appreciated, flattered, and loved when someone gave them a letter and labeled them as reliable and trustworthy, cares for them, and feels safe and secure when around them.

Table 46

Summary of Responses of Individuals During Module 4 – Analysis

<i>Analysis Questions</i>	<i>Responses</i>
1. Did you easily identify to whom are you going to address the letter? How?	– “Yes, I think of my friends that always supported me.” – “Yes, by identifying who makes me happy, whom I can trust easily, and making me secure.” – “Yes, since my friends are not really my friends if I don’t love them.” – “Yes, since the people that I want to address have helped me since the beginning of the semester.”
2. What did you feel while writing the letter? Why?	– “I felt relieved since I have good friends that will take care of me.” – “I felt happy and blessed meeting them.” – “I felt thankful for having friends like them since they always got my back.” – “I felt grateful for them since, without them, every day would be dull, and I would struggle each day.”
3. Imagine someone gave you a letter, what would you feel? Why?	– “I would feel flattered, and utmost thankful.” – “I will be flattered because of all the persons that they know I am one of the persons they gave a letter.” – “I would feel appreciated, loved, and thankful since it’s an honor to receive one, and I’ll be flattered.

	– “I would feel very touched since it means that they care for me just like the way I care for people even if they don’t tell me often.”
4. In relation to number 3, what do you think you will feel while reading the letter, and knowing that someone labeled you as reliable, trustworthy, making them feel safe and secure, and learning that someone cares for you?	– “I would feel appreciated and loved.” – “I will be touched because I learned that they feel secure and safe with me.” – “I will feel flattered and feel like I deserve it, and raise my confidence.” – “It feels very heart-warming to be appreciated, that’s why I would feel very touched, loved, and valued.”
5. How does the feeling of giving differ from receiving a letter? Why?	– "Receiving a letter gives yourself utmost love and appreciation while giving will make them feel loved also, and special." – “Giving: I feel loved and appreciated. Receiving: I am happy that I was able to express my love for them.” – “It differs since to give is better than to receive.” – "Giving would make us very happy since we notice their efforts for us, and the same goes for receiving one, you would feel overwhelmed since they remembered you all this time.”

Purpose #4: Evaluation of the developed modules

Phase 4 - Evaluation

Every after the module implementation, evaluation forms were given to the students, wherein they now function as the participants of the study. In this section, a summary of the over-all averages per aspects of the module was presented: Format, Content, and Experience of the student.

Evaluation of the Modules based on Student-Participants' Judgments

Module 1 – Dispositional Joy

In **Table 47**, Module 1 gathered an over-all average of 3.77 that is indicative of a very satisfactory rating of the participants. The overall average of the different aspects of the module ranged from 3.57 for Experience and 3.87 for the Format.

Table 47
Participants' Evaluation of Module 1

<i>The Aspect of the Module</i>	<i>Items</i>	<i>Means</i>
Format	1. The layout of Module 1 is arranged in a well-organized structure.	3.75
	2. The instructions in Module 1 are well-emphasized.	3.83
	3. The font size and font style of Module 1 are readable.	3.96
	4. Titles and subtitles in Module 1 are clearly defined.	3.88
	5. The instructional modules are generally formatted in a convenient manner considering the paper size used.	3.92
		3.87
Content	6. I easily understood the objectives of the module.	3.88
	7. I easily understood the instructions of the activities in the module.	3.75
	8. I could work on the lessons at my own pace.	3.75
	9. I understood clearly the ideas/concepts in each module.	3.79
	10. The abstraction helped me to understand the dispositional joy and how to savor it.	3.79
	11. I appreciated the styles of illustrations and written expressions.	3.83
	12. I enjoyed working through the activities and the discussion until I finished the whole module.	3.67
		3.78

Experience	13. I was able to feel the target emotion during and after the implementation of the module.	3.46
	14. The activities are doable and not time-consuming.	3.67
	15. I was able to fulfill the learning objectives set by the researcher.	3.58
		3.57
Over-all Average		3.77

Legend:

<i>Mean rating</i>	<i>Interpretations</i>	
3:01-4.00	Strongly Agree	Very Satisfactory
2.01-3.00	Agree	Satisfactory
1.01-2.00	Disagree	Unsatisfactory
0-1.00	Strongly Disagree	Very Unsatisfactory

Based on the results, almost all of the participants strongly agreed that the layout of Module 1 is arranged in a well-organized structure; instructions are well emphasized; font style and size were readable; titles and subtitles were clearly defined and; Module 2 is generally formatted in a convenient manner. Similar to the format, most of the participants strongly agreed that they easily understood the objectives, instructions of the activities of the module, and its ideas or concepts. They also said that they can work on the lessons at their own pace, the abstraction helped them to understand dispositional joy, and how to savor it. Most of the participants strongly agreed that they appreciated the styles of illustrations and written expressions and enjoyed working through the activities and discussions until the whole module was finished. In terms of Experience, almost all of them strongly agreed that they felt the target emotion during and after the implementation. They said that the activities were doable and not time-consuming. They also strongly agreed that they were able to fulfill the learning objectives set by the researcher.

Remarks and suggestions were also placed by the participants in **Table 48**. Most of them remarked that they enjoyed the activities prepared by the researcher, as well as ideas and concepts provided for them. It was also recommended to check the emotional status or mood of the students before starting any of the activities.

Table 48

Participants' Remarks and Suggestions for Module 1

	<i>Remarks or Suggestions</i>
What I like most about this module was:	– That's My Joy, Bingo! – Savoring The Joy of Time – it made me realize how little things make people happy. – "The activities were so enjoyable." – "I like fun activities." – "The lesson." – "I was able to distinguish happy from joy. A good perspective." – The illustrations and the readable content." – Remembering happy moments." – "Fun and easy activities" – "Analysis of the activities" – "It was well organized and understandable." – "I liked the whole activity, starting with the bingo. Hearing the laughter of my classmates as if we never had problems. It's such an eargasm for me. I also like the sharing part" – Sharing of things that give us joy.
My suggestions for improving the module are:	– "Try to ask the emotional status of the students first before doing any activity" – "More time or extension of time"

Module 2 – Dispositional Contentment

Table 49 exhibits the over-all average of Module 2, which yielded 3.87 that is suggestive for a very satisfactory rating of the participants. The overall average of the different aspects of the module ranged from 3.8 for Experience and 3.89 for the Content.

Table 49
Participants' Evaluation in Module 2

<i>The Aspect of the Module</i>	<i>Items</i>	<i>Means</i>
Format	1. The layout of Module 2 is arranged in a well-organized structure.	3.85
	2. The instructions in Module 2 are well-emphasized.	3.9
	3. The font size and font style of Module 2 are readable.	3.85
	4. Titles and subtitles in Module 2 are clearly defined.	3.9
	5. The instructional modules are generally formatted in a convenient manner considering the paper size used.	3.9
		3.88
Content	6. I easily understood the objectives of the module.	3.9
	7. I easily understood the instructions of the activities in the module.	3.9
	8. I could work on the lessons at my own pace.	3.85
	9. I understood clearly the ideas/concepts in each module.	3.85
	10. The abstraction helped me to understand dispositional contentment, how to savor and cultivate it.	3.9
	11. I appreciated the styles of illustrations and written expressions.	3.9
	12. I enjoyed working through the activities and the discussion until I finished the whole module.	3.9
		3.89
Experience	13. I was able to feel the target emotion during and after the implementation of the module.	3.75
	14. The activities are doable and not time-consuming.	3.8
	15. I was able to fulfill the learning objectives set by the researcher.	3.85
		3.8

According to the results, most of the participants strongly agreed that the layout of Module 2 is organized in a well-ordered structure. In addition, instructions were given an emphasis, font style and size were readable, titles and subtitles were clearly defined. Module 2 is formatted in a suitable manner. With regards to the content, most of the participants strongly agreed that they understood the objectives easily, as well as the instructions of the activities, and its ideas or concepts. They also strongly agreed that they could work on the lessons at their own pace; the abstraction helped them to understand dispositional contentment. Almost all participants strongly agreed that they appreciated the styles of illustrations and written expressions and enjoyed working through the activities and discussions until the whole module was finished. In terms of Experience, almost all of them strongly agreed that they felt the target emotion during and after the implementation. They said that the activities were doable and not time-consuming. They also strongly agreed that they were able to fulfill the learning objectives set by the researcher.

The participants also placed remarks and suggestions (see **Table 50**). Most of them remarked that they liked the mood-setting and the main activity. They appreciated the lessons brought by Dispositional Contentment. Despite enough time allotted for the module, some students demanded more time.

Table 50*Participants' Remarks and Suggestions for Module 2*

<i>Remarks or Suggestions</i>	
What I like most about this module was:	– “I learned how to appreciate things” – “The artistic design” – “The activities” – “Lecture”

	– “Easy to understand” – “It made me grateful and think deeply and appreciate everything.”
My suggestions for improving the module are:	– More time or extension of time.

Module 3 – Dispositional Pride

The 3.89 over-all average of Module 3 is indicative of a very satisfactory rating of the participants as displayed in **Table 51**. The different aspects of the module ranged from an average of 3.87 for both the Content and Experience to 3.93 for the Format.

Table 51
Participants Evaluation in Module 3

<i>The Aspect of the Module</i>	<i>Items</i>	<i>Means</i>
Format	1. The layout of Module 3 is arranged in a well-organized structure.	3.94
	2. The instructions in Module 3 are well-emphasized.	3.94
	3. The font size and font style of Module 3 are readable.	3.94
	4. Titles and subtitles in Module 3 are clearly defined.	3.89
	5. The instructional modules are generally formatted in a convenient manner considering the paper size used.	3.94
		3.93
Content	6. I easily understood the objectives of the module.	3.83
	7. I easily understood the instructions of the activities in the module.	3.89
	8. I could work on the lessons at my own pace.	3.78

	9. I understood clearly the ideas/concepts in each module.	3.94
	10. The abstraction helped me to understand dispositional pride and how to cultivate it.	3.94
	11. I appreciated the styles of illustrations and written expressions.	3.89
	12. I enjoyed working through the activities and the discussion until I finished the whole module.	3.83
		3.87
Experience	13. I was able to feel the target emotion during and after the implementation of the module.	3.83
	14. The activities are doable and not time-consuming.	3.89
	15. I was able to fulfill the learning objectives set by the researcher.	3.89
		3.87
Over-all Average		3.89

The majority of the participants strongly agreed that they felt dispositional pride during and after the implementation. In terms of experience, participants strongly agreed that the activities were doable and not time-consuming. According to them, they were able to achieve the learning objectives established by the researcher. With regard to the format, participants strongly agreed that the layout of Module 3 is ordered in a well-organized structure. Moreover, the instructions were given emphasis, font style and size were readable, titles and subtitles were clearly defined. It is formatted in a suitable manner. Similar to the content, most of the participants strongly agreed that they understood the objectives easily, as well as the instructions of the activities, and its ideas or concepts. They also strongly agreed that they could work on the lessons at their own pace; the abstraction helped them to understand dispositional contentment. Many participants strongly agreed

that they appreciated the styles of illustrations and written expressions and enjoyed working through the activities and discussions until the whole module was finished.

Most of the participants remarked that they enjoyed the interactive activities such as the Nut Stacko and Have Pride In It (See **Table 52**). They liked the lesson which they learned about authentic and hubristic pride. Despite enough time allotted for the module, some students demanded more time. For the improvement of Module 3, the participants recommended using more illustrations that are interesting.

Table 52

Participants' Remarks and Suggestions for Module 3

<i>Remarks or Suggestions</i>	
What I like most about this module was:	– “The two types of pride which are authentic and hubristic pride and the mindset, “Always remember that there is better and lesser than you.” – Have Pride In It – “I learned a lot about the topic” – Nut Stacko – “Very interactive activities” – “I feel proud of myself again while recalling our achievements before.” – “The artistic design, and very understandable.”
My suggestions for improving the module are:	– More interesting illustrations – More time for implementation – It must be tackled in front of many students – Add more activities

Module 4 – Dispositional Love

Module 4, with an overall average of 3.88 is revealing a very satisfactory rating of the participants as exhibited in **Table 53**. The different aspects of the module ranged from an average of 3.83 for Experience to 3.93 for the Format.

Table 53
Participants' Evaluation in Module 4

<i>The Aspect of the Module</i>	<i>Items</i>	<i>Means</i>
Format	1. The layout of Module 4 is arranged in a well-organized structure.	3.89
	2. The instructions in Module 4 are well-emphasized.	3.89
	3. The font size and font style of Module 4 are readable.	3.89
	4. Titles and subtitles in Module 4 are clearly defined.	3.94
	5. The instructional modules are generally formatted in a convenient manner considering the paper size used.	3.94
		3.91
Content	6. I easily understood the objectives of the module.	3.89
	7. I easily understood the instructions of the activities in the module.	3.89
	8. I could work on the lessons at my own pace.	3.83
	9. I understood clearly the ideas/concepts in each module.	3.89
	10. The abstraction helped me to understand dispositional love and how to promote it.	3.83
	11. I appreciated the styles of illustrations and written expressions.	3.89
	12. I enjoyed working through the activities and the discussion until I finished the whole module.	3.89
		3.87
Experience	13. I was able to feel the target emotion during and after the implementation of the module.	3.83
	14. The activities are doable and not time-consuming.	3.83
	15. I was able to fulfill the learning objectives set by the researcher.	3.83
		3.83
Over-all Average		3.88

The outcome of the evaluation showed that many of the participants strongly agreed that the layout of Module 4 is in a well-organized structure, with instructions of the activities were well emphasized, font style and size were readable, with titles, and subtitles clearly defined and is generally formatted in a convenient manner. Same with the format, the majority of the participants strongly agreed that they understood easily the objectives, instructions, and the ideas or concepts of the module. Based on the results, they can work on the lessons at their own pace with the abstraction helping them to understand dispositional love. Participants strongly agreed that they loved the styles of illustrations and written expressions and enjoyed working through the activities and discussions until the whole module was finished. In terms of Experience, most of them strongly agreed that they felt dispositional love during and after the implementation. They said that the activities were doable and not time-consuming. They also strongly agreed that they were able to fulfill the learning objectives set by the researcher.

The participants' remarks and suggestions for Module 4 are included in **Table 54**. Dispositional Love was coincidentally implemented on a Valentine's Day, a participant said that it is perfect for the Love Month because it made her realize that appreciation and showing love is important. Most of the students liked the activities such as the SML or So Much Love Activity and the Envelope: Giving and Getting. Some also liked it because they can relate very well with the topic. No suggestions to improve the module was given.

Table 54

Participants' Remarks and Suggestions for Module 4

<i>Remarks or Suggestions</i>	
What I like most about this module was:	– “It tackles about love.”

-
- "All of it. It is perfect for the love month, especially today is Valentine's Day. It helped me realize that appreciation and showing love is important."
 - "The sharing and writing activity."
 - SML or So much Love
 - Envelope: Giving and Getting
 - "It is relatable to the objective and the feelings of the learners."
 - "The abstract of love."
-

Table 55 presents the summary of the evaluation averages of the participants for the implemented modules. Dispositional Joy got an average of 3.77, Dispositional Contentment yielded an average of 3.87, Dispositional Pride gathered an average of 3.89, and Dispositional Love got an average of 3.88. These averages resulted in an over-all evaluation average rating which is 3.85 that says the module is very satisfactory.

Table 55

Summary of Participants' Average of Evaluation Per Implemented Module

<i>Module #</i>	<i>Module Title</i>	<i>Average</i>
1	Dispositional Joy	3.77
2	Dispositional Contentment	3.87
3	Dispositional Pride	3.89
4	Dispositional Love	3.88
Over-all Evaluation Average		3.85

Evaluation of the Self-paced Modules based on Individuals' Judgments

Module 1 – Dispositional Joy

Table 56 exhibits, Module 1 has an average of 3.67 that is indicative of a very satisfactory rating of the individuals with the module. Different aspects of the module yielded an average ranged from 3.47 for Experience to 3.76 for the Format.

Table 56
Evaluation of Individuals in Self-Paced Module 1

<i>The Aspect of the Module</i>	<i>Items</i>	<i>Means</i>
Format	1. The layout of Module 1 is arranged in a well-organized structure.	3.8
	2. The instructions in Module 1 are well-emphasized.	4
	3. The font size and font style of Module 1 are readable.	3.4
	4. Titles and subtitles in Module 1 are clearly defined.	4
	5. The instructional modules are generally formatted in a convenient manner considering the paper size used.	3.6
		3.76
Content	6. I easily understood the objectives of the module.	3.8
	7. I easily understood the instructions of the activities in the module.	3.8
	8. I could work on the lessons at my own pace.	3.8
	9. I understood clearly the ideas/concepts in each module.	3.8
	10. The abstraction helped me to understand the dispositional joy and how to savor it.	3.4
	11. I appreciated the styles of illustrations and written expressions.	3.6
	12. I enjoyed working through the activities and the discussion until I finished the whole module.	3.6
		3.69
Experience	13. I was able to feel the target emotion during and after the implementation of the module.	3.4
	14. The activities are doable and not time-consuming.	3.4
	15. I was able to fulfill the learning objectives set by the researcher.	3.6
		3.47

Over-all Average	3.67
-----------------------------	-------------

The majority of the individuals strongly agreed that they felt dispositional joy during and after the implementation. In terms of experience, individuals strongly agreed that the activities were doable and not time-consuming. According to five individuals, they were able to achieve the learning objectives established by the researcher. With regard to the format, individuals strongly agreed that the layout of Module 1 is ordered in a well-organized structure. Moreover, the instructions were given emphasis, font style and size were readable, titles and subtitles were clearly defined. It is formatted in a suitable manner. Similar to the content, most of them strongly agreed that they understood the objectives easily, as well as the instructions of the activities, and its ideas or concepts. They also strongly agreed that they could work on the lessons at their own pace; the abstraction helped them to understand dispositional contentment. Almost all of them strongly agreed that they appreciated the styles of illustrations and written expressions and enjoyed working through the activities and discussions until the whole module was finished.

Module 2 – Dispositional Contentment

Showed in **Table 57**, the module has an overall average rating of 3.67 that is indicative of a very satisfactory rating of the individuals with the module. Different aspects of the module gathered an average ranged from 3.27 for Experience to 3.80 for the Content.

Table 57
Evaluation of Individuals in Self-paced Module 2

<i>The Aspect of the Module</i>	<i>Items</i>	<i>Means</i>
Format	1. The layout of Module 2 is arranged in a well-organized structure.	3.8

	2. The instructions in Module 2 are well-emphasized.	4
	3. The font size and font style of Module 2 are readable.	3.4
	4. Titles and subtitles in Module 2 are clearly defined.	3.8
	5. The instructional modules are generally formatted in a convenient manner considering the paper size used.	3.6
		3.72
Content	6. I easily understood the objectives of the module.	3.8
	7. I easily understood the instructions of the activities in the module.	3.8
	8. I could work on the lessons at my own pace.	3.4
	9. I understood clearly the ideas/concepts in each module.	4
	10. The abstraction helped me to understand dispositional contentment, how to savor and cultivate it.	3.8
	11. I appreciated the styles of illustrations and written expressions.	3.8
	12. I enjoyed working through the activities and the discussion until I finished the whole module.	4
		3.8
Experience	13. I was able to feel the target emotion during and after the implementation of the module.	3
	14. The activities are doable and not time-consuming.	3.2
	15. I was able to fulfill the learning objectives set by the researcher.	3.6
		3.27
Over-all Average		3.67

According to its results, the majority of the individuals strongly agreed that the layout of Module 2 is organized in a well-ordered structure. Also, instructions were emphasized, font style and size were readable, titles and subtitles were clearly defined. Module 2 is formatted in a suitable manner. With regards to the content, most of the individuals strongly agreed that they understood the objectives easily, as well as the instructions of the activities, and its ideas or concepts. They also strongly agreed that they could work on the lessons at their own pace; the abstraction helped them to understand dispositional contentment. Almost all of the individuals strongly agreed that they appreciated the styles of illustrations and written expressions and enjoyed working through the activities and discussions until the whole module was finished. In terms of Experience, almost all of them strongly agreed that they felt the dispositional joy during and after the implementation. They said that the activities were doable and not time-consuming. They also strongly agreed that they were able to fulfill the learning objectives set by the researcher.

Module 3 – Dispositional Pride

Table 58 presents Module 3 having an average of 3.68 that is suggestive for a very satisfactory rating of the individuals with the module. Different aspects of the module yielded an average ranged from 3.57 for Content to 3.84 for the Format.

Table 58
Evaluation of Individuals in Self-paced Module 3

<i>The Aspect of the Module</i>	<i>Items</i>	<i>Means</i>
Format	1. The layout of Module 3 is arranged in a well-organized structure.	3.8
	2. The instructions in Module 3 are well-emphasized.	4

	3. The font size and font style of Module 3 are readable.	3.8
	4. Titles and subtitles in Module 3 are clearly defined.	3.8
	5. The instructional modules are generally formatted in a convenient manner considering the paper size used.	3.8
		3.84
Content	6. I easily understood the objectives of the module.	3.6
	7. I easily understood the instructions of the activities in the module.	3.8
	8. I could work on the lessons at my own pace.	3.4
	9. I understood clearly the ideas/concepts in each module.	3.6
	10. The abstraction helped me to understand dispositional pride and how to cultivate it.	3.6
	11. I appreciated the styles of illustrations and written expressions.	3.6
	12. I enjoyed working through the activities and the discussion until I finished the whole module.	3.4
		3.57
Experience	13. I was able to feel the target emotion during and after the implementation of the module.	3.6
	14. The activities are doable and not time-consuming.	3.6
	15. I was able to fulfill the learning objectives set by the researcher.	3.8
		3.67
Over-all Average		3.68

Concerning the Format, individuals strongly agreed that the layout of Module 3 is arranged in a well-organized structure. The instructions were given emphasis, font style and size were readable, titles and subtitles were clearly defined. It is formatted in a suitable

manner. Similar to the content, most of them strongly agreed that they understood the objectives easily, as well as the instructions of the activities, and its ideas or concepts. They also strongly agreed that they could work on the lessons at their own pace; the abstraction helped them to understand dispositional contentment. Almost all of them strongly agreed that they appreciated the styles of illustrations and written expressions and enjoyed working through the activities and discussions until the whole module was finished. Most of the five individuals strongly agreed that they felt dispositional pride during and after the implementation. In terms of Experience of the individuals, they strongly agreed that the activities were doable and not time-consuming. According to five individuals, they were able to achieve the learning objectives established by the researcher.

Module 4 – Dispositional Love

Table 59 revealed Module 4 yielding an average of 3.78 which is suggestive for a very satisfactory rating of the individuals with the module. Different aspects of the module gathered an average ranged from 3.72 for Format to 3.72 for the Format.

Table 59
Evaluation of Individuals in Self-paced Module 4

<i>The Aspect of the Module</i>	<i>Items</i>	<i>Means</i>
Format	1. The layout of Module 4 is arranged in a well-organized structure.	3.6
	2. The instructions in Module 4 are well-emphasized.	3.8
	3. The font size and font style of Module 4 are readable.	3.6
	4. Titles and subtitles in Module 4 are clearly defined.	3.6
	5. The instructional modules are generally formatted in a convenient manner considering the paper size used.	4

		3.72
Content	6. I easily understood the objectives of the module.	4
	7. I easily understood the instructions of the activities in the module.	3.8
	8. I could work on the lessons at my own pace.	3.8
	9. I understood clearly the ideas/concepts in each module.	3.8
	10. The abstraction helped me to understand dispositional love and how to promote it.	3.6
	11. I appreciated the styles of illustrations and written expressions.	4
	12. I enjoyed working through the activities and the discussion until I finished the whole module.	4
		3.86
Experience	13. I was able to feel the target emotion during and after the implementation of the module.	3.6
	14. The activities are doable and not time-consuming.	3.8
	15. I was able to fulfill the learning objectives set by the researcher.	3.8
		3.73
Over-all Average		3.78

Based on the results, almost all of the five individuals strongly agreed that the layout of Module 4 is arranged in a well-ordered structure. In addition, instructions were given emphasis, font style and size were readable, titles and subtitles were clearly defined. Module 2 is formatted in a suitable manner. Concerning the content, most of the individuals strongly agreed that they understood the objectives easily, as well as the instructions of the activities, and its ideas or concepts. They also strongly agreed that they could work on the lessons at their own pace; the abstraction helped them to understand dispositional contentment. Almost all of the individuals strongly agreed that they appreciated the styles

of illustrations and written expressions and enjoyed working through the activities and discussions until the whole module was finished. In terms of Experience, almost all of them strongly agreed that they felt the dispositional love during and after the implementation. They said that the activities were doable and not time-consuming. They also strongly agreed that they were able to fulfill the learning objectives set by the researcher.

Displayed in **Table 60** is the summary of the evaluation averages of the individuals for the implemented modules. Dispositional Joy got an average of 3.67, Dispositional Contentment yielded an average of 3.67, Dispositional Pride gathered an average of 3.68, and Dispositional Love got an average of 3.78. These averages resulted in an over-all evaluation average rating which is 3.70 that says the module is very satisfactory.

Table 60

Summary of Individuals' Average of Evaluation Per Implemented Module

<i>Module #</i>	<i>Module Title</i>	<i>Average</i>
1	Dispositional Joy	3.67
2	Dispositional Contentment	3.67
3	Dispositional Pride	3.68
4	Dispositional Love	3.78
Over-all Evaluation Average		3.70

Discussion

The aim of this study was to develop modules with psychoeducational features to promote and cultivate positive emotions in such a way that it contributes to the students' mental well being and flourishing. In order to achieve the purpose of the study, these modules underwent planning, development, validation, try-out, evaluation, and finalization.

The results of Module 1 – Dispositional Joy from the validation of experts and student-users, and evaluation of the student-participants from both group and individual try-out, attest that it has excellent acceptability in terms of validity on its parts such as Activity, Analysis, Abstraction, and Application; and a very satisfactory rating in terms of evaluation in the Format, Content, and Experience. As expected, the module was able to elicit dispositional joy by providing activities that would help participants to savor their feelings of joy, and discussions that would help them deepen their understanding of joy and how to prolong it. Participants' responses like, "I felt joy because suddenly I remembered all the joyful moments that happened to me," shows that they were able to prolong their dispositional joy. Tugade and Fredrickson (2007), stating that savoring can extend the duration of positive emotional experiences when reminiscing on past positive experiences support the statement above. Another statement, "I feel happy hearing the stories of my classmates," is indicative that participants were able to savor the present while their classmates were capitalizing their joy, which is beneficial because listeners were able to savor the joy of the present while the speakers were able to savor by capitalizing their joy. According to Tugade and Fredrickson (2007), savoring is beneficially interpreting pleasant moments by engaging socially, such as communicating the event to others or capitalizing.

As planned, Module 2 – Dispositional Contentment aims to teach the participants how to savor current life circumstances, by cultivating dispositional contentment, which is supported by Fredrickson (2000) saying that unlike other emotions, contentment cannot be instilled directly, however, cultivating its key components can initiate, or jump-start, the entire, multicomponent emotion process. One way of cultivating contentment is by

practicing gratitude. Gathered responses like "I feel thankful for the opportunity to have the things that I possess right now," and "Being thankful makes me feel the satisfaction that I am yearning for, whenever greediness or my ego takes over my mood," are examples of gratitude. Contentment and gratitude belong to the same grouping of states (low arousal, pleasant) (Cordaro et al., 2016). Although gratitude may refer to pleasant feelings about perceived benefits while contentment does not require a focus on benefits, gratitude, on the other hand, may initiate or be the jump-start of the emotional process of cultivating contentment. The outcome of Module 2 – Dispositional Contentment from the validation of experts and student-users, and evaluation of the student-participants from both group and individual try-out, confirms its excellent acceptability in terms of validity on the basic parts of the module, and a very satisfactory rating in terms of evaluation in the Format, Content, and Experience.

Similar to the first two modules, Module 3 – Dispositional Pride resulted in excellent acceptability of the whole module, and a very satisfactory rating of evaluation on the Format, Content, and Experience of the Participants. As anticipated, Module 3 elicited dispositional pride by savoring their greatest achievement, and by savoring, authentic pride was promoted. Pride has been associated with the achievement of valuable goals (Tracy & Robins, 2004) and as a motivating goal-directed behavior and perseverance on difficult tasks (Williams & DeSteno, 2008). Example responses for this are, "I really worked hard to pass my majorship exam in biology, and I really appreciate the process because I achieved my goal." Participants were able to display authentic pride. Authentic pride reflects pride in concrete personal achievements ("I felt happy and proud that I achieved those goals."), and typically results from attributions to internal, unstable, and specific

causes ("I had to go all-nighters and many breakdowns. But I still appreciate the process since it forced my skills that prove to be useful to my goal.").

Lastly, Module 4 was able to produce its target emotion, which is Dispositional Love. Participants were able to savor the moments when they gave and received love. Love involves the surge of feeling experienced when one perceives another acting as a reliable and trustworthy caregiver and submits passively and fully to being the recipient of this care (Sroufe, 1996). Example responses elicited from the participants are "I felt genuine love when I was writing that letter since I remember things that I appreciate about them and what they did for me and for the people around them," and "I felt relieved since I have good friends that will take care of me." These responses prove that participants were able to experience dispositional love. On the other hand, results of Module 2 – Dispositional Contentment from the validation of experts and student-users, and evaluation of the student-participants from both group and individual try-out, confirms its excellent acceptability in terms of validity on the basic parts of the module, and a very satisfactory rating in terms of evaluation in the Format, Content, and Experience.

It seems that the savoring activities in the module, which maintain and increase positive emotions through the broaden-and-build theory, acted as pathways to flourishing. Fredrickson claimed that positive emotions have a broadening effect on the momentary thought-action repertoire: they allow individuals to cast off habitual responses and rather look for creative and flexible ways of thinking and acting (Fredrickson 2004). For example, the current study showed the broadening effects of positive emotions through the displayed behavior and responses of the participants of the try-out. It can be recalled that the researcher mentioned that a student was observed to be sleepy prior to the savoring activity

and was seen active until the end of facilitation after participating in the main activity of Module 1 - Dispositional Joy. The response of the student was also recorded during the Analysis part of the module, saying, "I was sleepy a while ago, but when the sharing of experiences started, I felt the urge to listen and participate." In Module 2 - Dispositional Contentment, students responded, "I saw the extraordinary in the ordinary things that I have," and, "Being thankful makes me feel the satisfaction that I am yearning for, whenever greediness or my ego takes over my mood. It also helps me in viewing the bright side of everything whenever problems arise," after being asked about their realization upon thinking about the things they have. These behaviors and responses suggest that distinct positive emotions really serve to broaden individuals' array of thoughts and actions that come to mind. In turn, broadening sparked by one positive emotion can increase an individual's receptiveness to future pleasant or meaningful events, raising the possibilities that the individual will obtain positive meaning in these future events and experience additional positive emotions.

Above is the building part of the theory, so what do individuals build? Broadened thought-action repertoires gained importance because they can build different personal resources (Fredrickson, 2001). Students who were able to experience the target positive emotions may gain physical resources. Broadening and undoing effects of positive emotion are responsible for the beneficial effects of positive emotions on health, physical functioning, and longevity (Branigan & Fredrickson, 2012). Positive emotions are capable of down-regulating the lingering cardiovascular aftereffects of negative emotions (Frederickson, 2000). An example of a student's reflection was, "All of a sudden, I felt relief because I remembered the things that made and makes me feel joy despite the

hardships today." The word 'relief' was a sign that the student, with the help of the savoring activities, was able to release lingering negative emotions she acquired from difficulties that he or she was facing as of that moment. Another example of a student's response is, "I felt proud of myself because I managed to achieve it. Looking back when I couldn't reach it and still in the process, I felt sad and discouraged and thought I couldn't get it." The student suddenly felt pride after accomplishing his or her achievements and recalling the negative thoughts and emotions felt during the process of achieving the goal. Hence, these students may gain a physical resource that gives them fast recovery from the cardiovascular aftereffects of their negative emotions.

It was already mentioned that joy ignites the desire to play, wherein play builds enduring social resources. The developed modules for dispositional positive emotions do contain not only psychoeducation but also social play. Social play, with its shared humor and smiles, builds enduring social bonds and attachments (Aron et al., 2000) that can be the locus of subsequent social support (Fredrickson, 2004). It can be seen in the results that the students mentioned that they had fun with the activities provided in the module, such as 'That's My Joy, Bingo!', 'Ready, Set, Match!', 'Nut- Stacko', and 'SML (So Much Love).' Certainly, these social play or activities, aimless or not, produced substantial outcomes: it built and established rapport and attachments. Individuals with an enduring social resource can have someone to ask for help and can be someone to provide help. Aside from physical and social resources, the dispositional positive emotion modules can also help build enduring intellectual resources. Students may develop problem-solving skills, creativity, executive control, and learn new information. Lastly, the broadened thought and action repertoire of students can build psychological resources because positive emotions can fuel

resiliency (Fredrickson, 2004). Noting that resilience is an enduring personal resource, the broaden-and-build theory gives a more definite prediction that encounters of positive emotions might also, over time, build psychological resilience, not just reflect it (Frederickson, 2004). This coping resource also develops optimism and a sense of identity and goal orientation. These are students experiencing joy and pride after being able to bounce back from the challenges that they encountered.

Transformation transpires after the broadening of thought and action repertoire and building enduring personal resources. This stage holds the enhancement of well-being and the flourishing of the students. To say that an individual has enhanced well-being and is flourishing, the individual must have experienced the interaction of PERMA or positive emotions, engagement, relationships, meaning, and accomplishments. The researcher guaranteed that the developed modules can further lead to enhanced well-being and flourishing of the students because of the following: (1) The primary purpose of the study is to develop modules that can savor and cultivate positive emotions. The modules managed to savor and cultivate these emotions based on the literature and reflection of the students. (2) Engagement is subjective and retrospective. After the module try-out, the students said the task completely absorbed them. Example responses are: "I had fun with the activities provided," and "The activities, discussion, and sharing of opinions are very entertaining. I enjoyed the whole discussion and understood the topic clearly." The evaluation is a piece of evidence as well that the students engaged well with the module since the majority of them strongly agreed with the questionnaire item, "I enjoyed working through the activities and the discussion until I finished the whole module." (3) The module was able to develop and strengthen relationships or bonds of the students during the sharing

of positive emotional experiences. Example responses are, "Hearing the laughter of my classmates as if we never had problems. It is such an eargasm for me. I also like the sharing part," "I was sleepy a while ago. However, when the sharing of experiences started, I felt the urge to listen and participate," and, "I thought this was just a simple sharing activity, but I felt joy seeing that my groupmates were attentive to me." (4) The module was able to guide students in finding meaning. Sample responses from the students are, "I suddenly see things that mattered to me and I learned to appreciate everything that happened and is happening to me because it left me joy," and, "Yes, because I just discovered the deeper reasons why I need to achieve some things. And the activity helped me to understand that self-awareness is important because I was just reminded of the things that I have, and I feel contented." (5) The modules included play or activities that have goals to accomplish or that involves winning because, according to Seligman (2011), individuals are motivated to succeed, to have mastery, to have competence, even if it does not produce the first four elements (PERM). With all these mentioned, the researcher proposes that the DPE modules could be feasible to employ during school and counseling interventions.

CHAPTER IV

Summary, Conclusion, and Recommendations

Summary of the Study

The DPE modules are developed to maintain and improve individuals' well-being despite encountered difficulties. The DPE modules went through five phases before it was finalized: Planning, Development, Validation, Try-out, and Evaluation. In the Planning phase, positive emotions that will be included in the DPE modules were determined. The seven positive emotions were adapted from Shiota and Keltner's (2007) Dispositional Positive Emotion Scale. Also, the choice of participants and identification of the sources available were considered, such as time constraints, financial status, materials, and workable physical set-up. The Development phase has six stages: first, the researcher identified the design, format, and components of the module; second, the learning objectives of each module were specified based on the topics included in each module; third, the specific activities for mood-setting and main activity were created; fourth, guide questions were formulated to help participants process learnings and help the facilitator to identify if specific objectives were achieved; fifth, the abstraction was carefully written and discussed; and in the final stage, activities for the students that were applicable at home or another setting were prepared. Seven modules were formed and were subject to validation. In this phase, five experts and 18-24 student-users validated the module. After all the comments and suggestions of the validators were incorporated, Try-out phase followed, wherein four out of seven modules were implemented in the following approach: grouped facilitation and individualized. Lastly, the Evaluation phase, wherein the student-participants evaluated the module based on its format and content, including their

experience during the try-out. Their reflections during the activities, and their comments and suggestions regarding the module were noted.

Summary of the Results

The study was able to produce seven modules promoting seven dispositional positive emotions such as joy, contentment, pride, love, compassion, amusement, and awe. The seven modules obtained excellent validity from the experts with a 2.93 mean rating. Module 3 - Dispositional pride got the highest mean rating among all the modules, followed by Module 1 and 2, which scored a tie with a 2.98 mean rating. Likewise, Modules 1 to 4, gathered an excellent rating from the student-users from both grouped and individualized modalities with a mean score of 2.96 and 2.81, respectively. Comments and suggestions of the said validators were considered for the improvement of the modules.

Try-out was implemented in the second week of February. The first day of the grouped implementation (Module 1) was the most challenging since it was the researcher's and the facilitator's first encounter with the participants; luckily, the facilitation went smoothly. It was observed that Modules 2 - Dispositional Contentment and Module 4 - Dispositional Love's facilitation were the most fun and enjoyable for the participants. They enjoyed the provided activities and lessons. However, Module 3 was the most contemplative implementation; wherein their authentic pride was promoted, and students talked about their achievements no matter how big or small. On the other hand, the researcher gave the self-paced modules to the participants in the individualized approach.

The participants' evaluation revealed that majority gave a strong agreement for each criterion of the format, content, and their experience with the modules, wherein strong

agreement corresponds to a very satisfactory rating. Participants in the grouped approach gave a 3.85 mean rating for the four modules; again, Module 3 - Dispositional Pride got the highest evaluation ($x = 3.89$). Participants in the individualized approach gave a 3.70 mean rating for the implemented modules with Module 4 - Dispositional Love being the highest evaluated module among the four.

Limitations of the Study

Pre-test and post-test of Dispositional Positive Emotion Scale for the participants were not administered since the research is focused on module development. The research used a limited number of participants and was facilitated in a single university. Only four out of the seven modules were implemented as well. Individual participants have a separate copy of the self-paced module wherein the mood-setting was not included, and some of the activities were modified so it can be doable for the individual participants.

Conclusion

Since momentary experiences of dispositional positive emotions can broaden an individual's usual modes of thinking and builds enduring personal resources for coping, the current study developed a module that can provide experiences of discrete positive emotions. These positive emotional experiences can generate upward spirals of an individual's health and mental well-being and may lead to their flourishing as an individual. Therefore, following previous literature and the reflections of the students, DPE modules were able to produce savoring and cultivating activities that would promote dispositional positive emotions. The modules were also able to provide momentary experiences for the individuals through the mood-setting, main activity, and application.

With all the essential information or data transpired from the present study, the study was able to develop modules that could be feasible for teachers, counselors, or psychologists to utilize during a school or counseling intervention with their students or clients. The created modules can be useful to both school and counseling interventions. Besides students or clients being involved in activities that savor and cultivate positive emotions, the DPE module holds a psychoeducational feature that provides lessons that would help them distinguish a positive emotion. The psychoeducational feature aims to broaden knowledge of positive emotions and give ideas on strengthening and prolonging positive emotions. In addition, the enhanced dispositional positive emotions with the help of the DPE modules, may lead to an improvement in an individual's academic performance and an increase in grit and motivation.

Recommendations

Since one of the modules' purposes is to help individuals flourish despite adversity, the researcher recommends using the modules as part of the Homeroom Guidance Program of the school with senior high school students. These students are taking the last two years of the K-12 program to equip them for college. However, it is not easy. Like students in college, senior high school students experience academic and non-academic stressors that may affect their emotions and well-being. Homeroom Guidance Programs, supervised by a teacher or a counselor, can provide a stress-free atmosphere to students, where students can loosen up and express themselves without academic judgment. The inclusion of the DPE modules in the Homeroom Guidance Program can help them sustain or increase their well-being and deal with these stressors by inducing their positive emotions.

Furthermore, these modules were developed, not just for students. These were also prepared to address people with everyday problems. It is also recommended by the researcher to implement it with individuals, particularly maltreated adolescents, who are victims of different types of abuse. The modules and the undoing effect of positive emotions may help these individuals alleviate the lingering effects of negative emotions caused by their unpleasant experiences and prevent their negative emotions from causing further pain, anxiety, and trauma.

The researcher recommends the following to future studies: (1) the present study may be replicated by other researchers by preparing modules for other positive emotions; conducting an experimental design to validate further the findings of the study; developing and tryout out modules using experimental approach test their effectiveness, and using other scale equivalence table in interpreting responses on a five-point Likert scale; (2) conduct a pre-test and post-test regarding the target emotions of each module; (3) implementation of the modules to a bigger number of participants ; and (4) study on the attitudes and behaviors of college students when using modular instructions.

References

- Ackerman, C. (2019). *Positive emotions: a list of 26 examples & definition in psychology*. PositivePsychology. <https://positivepsychology.com/positive-emotions-list-examples-definition-psychology/#definition-positive-emotions>
- Ackerman, C. (2019). *What is positive psychology & why is it important?* PositivePsychology. <https://positivepsychology.com/what-is-positive-psychology-definition/>
- Ackerman, C. E. (2020). *Flourishing in Positive Psychology: Definition + 8 Practical Tips (PDF)*. PositivePsychology.com. <https://positivepsychology.com/flourishing/>
- Allen, S. (2018). The science of awe. In *Greater Good Science Center*. <https://doi.org/10.1557/S0883769400032061>
- Armenta, C. N., Fritz, M. M., & Lyubomirsky, S. (2017). Functions of positive emotions : gratitude as a motivator of self-improvement and positive change. *Emotion Review*, 9(3), 183–190. <https://doi.org/10.1177/1754073916669596>
- ASU Department of Psychology (2018). *Let's Talk About Awe*. Retrieved from <https://www.youtube.com/watch?v=1o2XkcftsMQ>
- Babauta, L. (2013). *A guide to cultivating compassion in your life, with 7 practices*. Zen Habits. <https://zenhabits.net/a-guide-to-cultivating-compassion-in-your-life-with-7-practices/>
- Bergland, C. (2013). *Compassion can be trained*. Psychology Today. <https://www.psychologytoday.com/us/blog/the-athletes-way/201305/compassion-can-be-trained>
- Basson, M. J., & Rothmann, S. (2018). Flourishing: positive emotion regulation strategies of pharmacy students. *International Journal of Pharmacy Practice*, 26(5), 458–464. <https://doi.org/10.1111/ijpp.12420>
- Bober, K. (2017). *The psychology of five love languages*. Ashford University. <https://www.ashford.edu/blog/social-behavioral-science/the-psychology-behind-the-5-love-languages>
- Brogaard, B. (2016). *Love as attachment*. Psychology Today. <https://www.psychologytoday.com/us/blog/the-mysteries-love/201612/love-attachment>
- Burton, N. (2015). *Empathy vs. sympathy*. Psychology Today. <https://www.psychologytoday.com/us/blog/hide-and-seek/201505/empathy-vs-sympathy>

- Carey, T. (2015). *The 3Y secret to greater contentment*. Psychology Today. <https://www.psychologytoday.com/us/blog/in-control/201503/the-3y-secret-greater-contentment>
- Catalino, L. I., & Fredrickson, B. L. (2011). A Tuesday in the Life of a Flourisher: The Role of Positive Emotional Reactivity in Optimal Mental Health. *Emotion*, 11(4), 938–950. <https://doi.org/10.1037/a0024889>
- Damian, R. I., & Robins, R. W. (2012). The link between dispositional pride and creative thinking depends on current mood. *Journal of Research in Personality*, 46(6), 765–769. <https://doi.org/10.1016/j.jrp.2012.07.003>
- Davis, T. (2018). *What is savoring — and why is it the key to happiness?* Psychology Today. <https://www.psychologytoday.com/us/blog/click-here-happiness/201807/what-is-savoring-and-why-is-it-the-key-happiness>
- Dixon, D. D., Anderson, C. L., & Keltner, D. (2018). Measuring positive emotions: an examination of the reliability and structural validity of scores on the seven dispositional positive emotions scales. *Journal of Well-Being Assessment*, 2(2–3), 115–133. <https://doi.org/10.1007/s41543-019-00015-y>
- Duran, S., & Barlas, G. (2016). Effectiveness of psychoeducation intervention on subjective well being and self compassion of individuals with mental disabilities. *International Journal of Research in Medical Sciences*, 4(1), 181–188. <https://doi.org/10.18203/2320-6012.ijrms20160028>
- Ekkekakis, P. (2012). Affect, Mood, and Emotion. In G. Tenenbaum, R. Eklund, & A. Kamata (Eds.), *Measurement and exercise in sport psychology* (English, pp. 321–332). Human Kinetics. https://ekkekaki.public.iastate.edu/pdfs/ekkekakis_2012.pdf
- Engel, B. (2008). *What is compassion and how can it improve my life?* Psychology Today. <https://www.psychologytoday.com/us/blog/the-compassion-chronicles/200804/what-is-compassion-and-how-can-it-improve-my-life>
- Fitzpatrick, M. R., & Stalikas, A. (2008). Positive emotions as generators of therapeutic change. *Journal of Psychotherapy Integration*, 18(2), 137–154. <https://doi.org/10.1037/1053-0479.18.2.137>
- Folkman, S. (2008). The case for positive emotions in the stress process. *Anxiety, Stress and Coping*, 21(1), 3–14. <https://doi.org/10.1080/10615800701740457>
- Fredrickson, B. L. (1998). What Good Are Positive Emotions? *Review of General Psychology*, 2(3), 300–319. <https://doi.org/10.1037/1089-2680.2.3.300>
- Fredrickson, B. L. (2004). The broaden – and – build theory of positive emotions. *Phil. Trans. R. Soc. Lond. B*, 359, 1367–1377. <https://doi.org/10.1098/rstb.2004.1512>

- Fredrickson, B. L. (2014). The value of positive emotions: the emerging science of positive psychology is coming to understand why it ' s good to feel good. *The American Scientist*, 91(4), 330–335. <https://doi.org/10.1511/2003.4.330>
- Fredrickson, B. L. (2001). The role of positive emotions in positive psychology. *The American Psychologist*, 56(3), 218–226. <https://doi.org/10.1037/0003-066X.56.3.218>
- Fredrickson, B. L. (2000). Cultivating positive emotions to optimize health and well-being. *Prevention & Treatment*, 3(1), 1–25. <https://doi.org/10.1037/1522-3736.3.1.31a>
- Grosvenor, C. (2019). *The nutstacker game from “minute to win it.”* Liveabout. <https://www.liveabout.com/minute-to-win-it-the-nutstacker-1396747>
- Hamon, R., & Bull, K. (2016). “What do you have to offer me?”: A relationship building activity for demonstrating social exchange theory. *Family Science Review*, 21(1), 26–40. <https://doi.org/10.26536/fsr.2016.21.01.03>
- Han, J., Batterham, P. J., Caelear, A. L., Wu, Y., Xue, J., & van Spijker, B. A. J. (2018). Development and pilot evaluation of an online psychoeducational program for suicide prevention among university students: A randomised controlled trial. *Internet Interventions*, 12, 111–120. <https://doi.org/10.1016/j.invent.2017.11.002>
- Hedrick, M. (2015). *How to find contentment*. Psychology Today. <https://www.psychologytoday.com/us/blog/living-schizophrenia-one-man-s-journey/201512/how-find-contentment>
- Hochanadel, A., & Finamore, D. (2016). Fixed and growth mindset in education and how grit helps students persist in the face of adversity. *Journal of International Education Research (JIER)*, 11(1), 47. <https://doi.org/10.19030/jier.v11i1.9099>
- Humor. (2015). Psychology Today. <https://www.psychologytoday.com/intl/basics/humor>
- Lazarus, R. S. (1991). Goal congruent (positive), & problematic emotions. In R. S. Lazarus (Ed.), *Emotion and adaptation*. Oxford University Press. https://doi.org/10.1007/978-1-4419-0463-8_357.
- Linnenbrink-garcia, L., Patall, E. A., & Pekrun, R. (2016). Adaptive motivation and emotion in education: research and principles for instructional design. *Climate, Motivation, and Emotion*, 3(2), 228–236. <https://doi.org/10.1177/2372732216644450>.
- Manioci, R. (2016). Determining the Impact of a Psychoeducational Group on Student-Athlete Identity. *Counselor Education*.
- Mcgee, M. (2019). *Contentment*. Doctor Michael Mcgee. <https://drmichaelmcgee.com/contentment/>
- McGraw, P. (2011). *The importance of humor research*. Psychology Today. <https://www.psychologytoday.com/intl/blog/the-humor-code/201109/the-importance-humor-research>

- Motlova, L. B., Balon, R., Beresin, E. V., Brenner, A. M., Coverdale, J. H., Guerrero, A. P. S., Louie, A. K., & Roberts, L. W. (2017). Psychoeducation as an Opportunity for Patients, Psychiatrists, and Psychiatric Educators: Why Do We Ignore It? *Academic Psychiatry*, 41(4), 447–451. <https://doi.org/10.1007/s40596-017-0728-y>
- Nelis, D., Quoidbach, J., Hansenne, M., & Mikolajczak, M. (2011). Measuring individual differences in emotion regulation: The Emotion Regulation Profile-Revised (ERP-R). *Psychologica Belgica*, 51(1), 49–91. <https://doi.org/10.5334/pb-51-1-49>
- Nordhall, O., & Knez, I. (2018). Motivation and justice at work : The role of emotion and cognition components of personal and collective work identity. *Frontiers in Psychology*, 8(January), 1–12. <https://doi.org/10.3389/fpsyg.2017.02307>
- Ortigas, C. (2008). *Group process and the inductive method: theory and practice in the philippines*. Ateneo University Press.
- Pagsulat ng bionote. (2017). Slideshare. <https://www.slideshare.net/yrrehc04rojas/pagsulat-ng-bionote>.
- Patra, S., Arun, P., & Chavan, B. S. (2015). Impact of psychoeducation intervention module on parents of children with autism spectrum disorders: A preliminary study. *Journal of Neurosciences in Rural Practice*, 6(4), 529–535. <https://doi.org/10.4103/0976-3147.165422>
- Practice awe walk. (2015). Greater Good In Action. https://ggia.berkeley.edu/practice/awe_walk
- Republic Act No. 11036 | GOVPH. (2018, June 20). <https://www.officialgazette.gov.ph/2018/06/20/republic-act-no-11036/>.
- Richey, R. C., & Klein, J. D. (2014). Design and development research. In J. M. Spector, M. D. Merrill, & M. J. Bishop (Eds.), *Handbook of Research on Educational Communications and Technology* (pp. 141–150). Springer Science+Business Media. <https://doi.org/10.1007/978-1-4614-3185-5>
- Rojas, M., & Veenhoven, R. (2013). Contentment and affect in the estimation of happiness. *Social Indicators Research*, 110(October 2011), 415–431. <https://doi.org/10.1007/s11205-011-9952-0>
- Sansone, R., & Sansone, L. (2002). Gratitude and well being: the benefits of appreciation. *Psychiatry (Edgmont (Pa. : Township))*, 7(11), 18–22. <http://www.pubmedcentral.nih.gov/articlerender.fcgi?artid=3010965&tool=pmcentrez&rendertype=abstract>
- Seligman, M. E. P. (2011). Well-being Theory. In *Flourish: a visionary new understanding of happiness and well-being* (pp. 14–25). Free Press. https://books.google.com.ph/books?id=YVAQVa0dAE8C&printsec=frontcover&hl=tl&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false.

- Seppala, E. (2013). *The compassionate mind*. Association for Psychological Science. <https://www.psychologicalscience.org/observer/the-compassionate-mind>
- Sheldon, K. M., & Lyubomirsky, S. (2006). How to increase and sustain positive emotion : The effects of expressing gratitude and visualizing best possible selves. *The Journal of Positive Psychology*, 1(2), 73–82. <https://doi.org/10.1080/17439760500510676>
- Shiota, M. N., Keltner, D., & John, O. P. (2006). Positive emotion dispositions differentially associated with Big Five personality and attachment style. *Journal of Positive Psychology*, 1(2), 61–71. <https://doi.org/10.1080/17439760500510833>
- Sinclair, S., Beamer, K., Hack, T. F., McClement, S., Raffin Bouchal, S., Chochinov, H. M., & Hagen, N. A. (2017). Sympathy, empathy, and compassion: A grounded theory study of palliative care patients' understandings, experiences, and preferences. *Palliative Medicine*, 31(5), 437–447. <https://doi.org/10.1177/0269216316663499>
- Singer, T., & Klimecki, O. M. (2014). Empathy and compassion. *Current Biology*, 24(18), R875–R878. <https://doi.org/10.1016/j.cub.2014.06.054>
- Singh, K. (2018). Positive and negative affect, and grit as predictors of happiness and life satisfaction. *Journal of the Indian Academy of Applied Psychology*, 34(Special Issue), 40–45.
- Stone, E. (2017). *The emerging science of awe and its benefits*. Psychology Today. <https://www.psychologytoday.com/us/blog/understanding-awe/201704/the-emerging-science-awe-and-its-benefits>
- Tugade, M. M., & Fredrickson, B. L. (2007). Regulation of positive emotions: Emotion regulation strategies that promote resilience. *Journal of Happiness Studies*, 8(3), 311–333. <https://doi.org/10.1007/s10902-006-9015-4>
- Vandercammen, L., Hofmans, J., & Theuns, P. (2014). relating specific emotions to intrinsic motivation : on the moderating role of positive and negative emotion differentiation. *PLoS ONE*, 9(12), 1–22. <https://doi.org/10.1371/journal.pone.0115396>
- Watkins, P. C., Emmons, R. A., Greaves, M. R., Bell, J., Watkins, P. C., Emmons, R. A., Greaves, M. R., & Bell, J. (2017). Joy is a distinct positive emotion : Assessment of joy and relationship to gratitude and well-being. *The Journal of Positive Psychology*, 9760(December), 1–18. <https://doi.org/10.1080/17439760.2017.1414298>
- Zhao, H., Zhang, H., Xu, Y., He, W., & Lu, J. (2019). Why are people high in dispositional awe happier? The roles of meaning in life and materialism. *Frontiers in Psychology*, 10(MAY), 1–9. <https://doi.org/10.3389/fpsyg.2019.01208>



APPENDIX A

Request Letter for Expert

Philippine Normal University
The National Center for Teacher Education
Taft Avenue, Manila

January 2020

DR. TITO C. BACLAGAN

OSASS

Philippine Normal University
Taft Avenue, Manila

Dear Dr. Baclagan,

Good Day!

I am Bianca Camille R. Banog, currently enrolled as a fifth-year student of BSMA Psychology and Counseling at Philippine Normal University. I am currently working on research titled **Development of Dispositional Positive Emotion Modules on College Students**.

In line with this, I would like to request your expertise to review and validate the content of the modules I prepared for its enhancement.

I am hoping for your positive response regarding this matter. In case you have any concern about the modules, you may contact me through the email address provided in the signature.

Thank you and God bless!

Respectfully yours,

BANOG, BIANCA CAMILLE R.

banog.bcr@pnu.edu.ph

+639267251276

Noted by:

DR. TERESITA T. RUNGDUIN

Thesis Adviser



APPENDIX B

Request Letter for Expert

Philippine Normal University
The National Center for Teacher Education
Taft Avenue, Manila

January 2020

PROF. MERIMEE TAMPUS-SIENA, MAEd, RGC
OSASS
Philippine Normal University
Taft Avenue, Manila

Dear Professor Merimee Tampus-Siena,

Good Day!

I am Bianca Camille R. Banog, currently enrolled as a fifth-year student of BSMA Psychology and Counseling at Philippine Normal University. I am currently working on research titled **Development of Dispositional Positive Emotion Modules on College Students**.

In line with this, I would like to request your expertise to review and validate the content of the modules I prepared for its enhancement.

I am hoping for your positive response regarding this matter. In case you have any concern about the modules, you may contact me through the email address provided in the signature.

Thank you and God bless!

Respectfully yours,

BANOG, BIANCA CAMILLE R.
banog.bcr@pnu.edu.ph
+639267251276

Noted by:

DR. TERESITA T. RUNGDUIN
Thesis Adviser



APPENDIX C

Request Letter for Expert

Philippine Normal University
The National Center for Teacher Education
Taft Avenue, Manila

February 2020

DR. RAQUEL SALVADOR

Arellano University-Jose Abad Campus
Taft Avenue, Pasay

Dear Dr. Salvador,

Good Day!

I am Bianca Camille R. Banog, currently enrolled as a fifth-year student of BSMA Psychology and Counseling at Philippine Normal University. I am currently working on research titled **Development of Dispositional Positive Emotion Modules on College Students**.

In line with this, I would like to request your expertise to review and validate the content of the modules I prepared for its enhancement.

I am hoping for your positive response regarding this matter. In case you have any concern about the modules, you may contact me through the email address provided in the signature.

Thank you and God bless!

Respectfully yours,

BANOG, BIANCA CAMILLE R.

banog.bcr@pnu.edu.ph

+639267251276

Noted by:

DR. TERESITA T. RUNGDUIN

Thesis Adviser



APPENDIX D

Request Letter for Expert

Philippine Normal University
The National Center for Teacher Education
Taft Avenue, Manila

February 2020

MS. DAWN JAYLIAGN R. LISONDRA, RPm, LPT

Student Development Center

Holy Family School of Quezon City, Inc.
Diliman, Quezon City

Dear Ms. Lisondra,

Good Day!

I am Bianca Camille R. Banog, currently enrolled as a fifth-year student of BSMA Psychology and Counseling at Philippine Normal University. I am currently working on research titled **Development of Dispositional Positive Emotion Modules on College Students**.

In line with this, I would like to request your expertise to review and validate the content of the modules I prepared for the enhancement of the modules.

I am hoping for your positive response regarding this matter. In case you have any concern about the modules, you may contact me through the email address provided in the signature.

Thank you and God bless!

Respectfully yours,

BANOG, BIANCA CAMILLE R.

banog.bcr@pnu.edu.ph
+639267251276

Noted by:

DR. TERESITA T. RUNGDUIN

Thesis Adviser



APPENDIX E

Request Letter for Expert

Philippine Normal University
The National Center for Teacher Education
Taft Avenue, Manila

February 2020

MS. SHANE TIFFANIE HALILI, RGC, RPsy
Queen of Heaven School of Cavite, Inc.
Bacoor City, Cavite

Dear Ms. Halili,

Good Day!

I am Bianca Camille R. Banog, currently enrolled as a fifth-year student of BSMA Psychology and Counseling at Philippine Normal University. I am currently working on research titled **Development of Dispositional Positive Emotion Modules on College Students**.

In line with this, I would like to request your expertise to review and validate the content of the modules I prepared for its enhancement.

I am hoping for your positive response regarding this matter. In case you have any concern about the modules, you may contact me through the email address provided in the signature.

Thank you and God bless!

Respectfully yours,

BANOG, BIANCA CAMILLE R.
banog.bcr@pnu.edu.ph
+639267251276

Noted by:

DR. TERESITA T. RUNGDUIN
Thesis Adviser



APPENDIX F

Permission Request Letter for the Try-Out Supervisor

Philippine Normal University
The National Center for Teacher Education
Taft Avenue, Manila

January 2020

DR. TITO C. BACLAGAN
OSASS
Philippine Normal University
Taft Avenue, Manila

Dear Dr. Baclagan,

Good Day!

I am Bianca Camille R. Banog, currently enrolled as a fifth-year student of BSMA Psychology and Counseling at Philippine Normal University. I am presently working on research titled **Development of Dispositional Positive Emotion Modules on College Students**.

In line with this, I would like to ask permission to take your time and allow me to make your students as my participants for the module try-out. Along with this, I would like to request your expertise to supervise me in facilitating the modules try-out.

I am hoping for your positive response regarding this matter. In case you have any concern about the modules, you may contact me through the email address provided in the signature.

Thank you and God bless!

Respectfully yours,


BANOG, BIANCA CAMILLE R.
banog.bcr@pnu.edu.ph
+639267251276

Noted by:

DR. TERESITA T. RUNGDUIN
Thesis Adviser



APPENDIX G

Parent's Consent Form

Philippine Normal University
The National Center for Teacher Education
Taft Avenue, Manila

PARENTAL CONSENT FORM

Dear Parents / Guardians:

Good day!

I am Bianca Camille R. Banog, a fifth-year BSMA Psychology and Counseling student at the Philippine Normal University. At present, I am presently working on research titled, **Development of Dispositional Positive Emotion Modules on College Students**.

In line with this, you are given this consent form that aims to determine your approval for your son/daughter to be one of the respondents. Please refer to the following for your complete knowledge regarding my study:

Purpose of the Study: This research aims to develop modules enhancing the seven dispositional positive emotions such as joy, contentment, pride, love, compassion, amusement, and awe, of college students.

Procedures: If you permit your son/daughter to participate in this research, they will be a participant in the facilitation of the modules. He/she will also answer the Students' Module Evaluation Form.

Risks and Benefits: Your son/daughter is unlikely to experience risks or discomfort when participating in the facilitation of the modules. Their participation in this research will contribute to the knowledge of the researcher regarding the effectiveness of the dispositional positive emotion modules.

Compensation: There will be no payment for the participation in this study.

Confidentiality: The researcher will not share information about them to anyone outside of the research. The information that will be collected from this research project will be kept private.

Participation and Withdrawal: You can choose whether your son/daughter will participate in the trial process. He/she may withdraw any time, without consequence, if they decide.

Identification of the researcher: If you have any question regarding the research, please feel free to contact the researcher on +639267251276 or email banog.bcr@pnu.edu.ph

Sincerely,


BANOG, BIANCA CAMILLE R.
Researcher
BSMA Psychology and Counseling
Philippine Normal University

REPLY SLIP

I have read the information above and hereby consent voluntarily that my son/daughter _____ of _____ will participate in the study.
(Name) (Year and Section)

SIGNATURE OVER PRINTED NAME OF PARENT

DATE



APPENDIX H

Parent's Consent Form (Tagalog Version)

Philippine Normal University
The National Center for Teacher Education
Taft Avenue, Manila

KASULATAN NG PAHINTULOT PARA SA MGA MAGULANG NG MGA KALAHOK

Mahal na magulang at tagapag-alaga:

Magandang Araw!

Ako po si Bianca Camille R. Banog na nasa ika-limang taong estudyante ng kolehiyo sa Pamantasang Normal ng Pilipinas na kasalukuyang kumukuha ng BSMA Psychology and Counseling. Sa ngayon ako ay nasa proseso ng pagsusulat ng aking pananaliksik na pinamagatang “Development of Dispositional Positive Emotion Modules” (Pagbuo ng mga modyul na magpapaunlad sa mga positibong emosyon).

Ang kasulatan na ito ay naglalayong matukoy ang iyong pagsang-ayon na maging kalahok ang iyong anak sa aking pananaliksik. Mangyaring sumangguni sa sumusunod para sa iyong kumpletong kaalaman patungkol sa aking pag-aaral:

Layunin ng Pananaliksik Ang pananaliksik na ito ay naglalayong bumuo ng mga modyul na magpapaunlad sa pitong positibong emosyon ng mga mag-aaral sa kolehiyo.

Mga Paraan: Sa iyong pagsang-ayon, ang iyong anak ay magiging kalahok para sa pasilitasyon ng mga modyul at gawain. Sila rin ay aatasang tugunan ang ilang katanungan para sa pagsusuri ng mga modyul.

Mga Panganib at Kapakinabangan: Ginagarantiya ng mananaliksik na ang iyong anak ay hindi makakaranas ng anumang panganib o kakulangan sa ginhawa sa kanyang paglahok sa pasilitasyon ng mga modyul. Ang kanyang pakikilahok sa pananaliksik na ito ay mag-aambag sa kaalaman ng mananaliksik patungkol sa pagiging epektibo ng mga modyul na nabuo.

Mga Gastos o Bayad: Ang mga kalahok ng pananaliksik ay walang babayaran.

Pagiging Kompidensyal: Ang mananaliksik ay hindi magbabahagi ng impormasyon tungkol sa iyong anak sa sinumang hindi bahagi ng pananaliksik. Ang impormasyong kinokolekta ng mananaliksik mula sa proyektong ito ng pananaliksik ay papanatilihiing pribado.

Karapatang Tumanggi: Malayang kang pumili kung ang iyong anak ay makikilahok o hindi makikilahok sa proseso ng pagsubok ng mga modyul. Maaaring tumanggi o umalis anumang oras, nang walang kapalit o konsikuwensya ang iyong anak sa paglahok sa pananaliksik.

Taong Dapat Tawagan: Kung mayroon kang anumang katanungan tungkol sa pananaliksik, mangyaring huwag mag-atubiling makipag-ugnay sa mananaliksik sa +639267251276 o mag-email sa banog.bcr@pnu.edu.ph

Sumasaiyo,

BANOG, BIANCA CAMILLE R.
Mananaliksik
BSMA Psychology and Counseling
Pamantasang Normal ng Pilipinas

SERTIPIKO NG PAGBIBIGAY NG PAHINTULOT

Nabasa ko ang mga impormasyon sa itaas at aking kusang-loob ko na pinahihintulutan

ang aking anak na si _____ mula sa
(Pangalan)
_____ na lumahok sa nasabing pananaliksik.
(Taon at Seksyon)

PANGALAN AT LAGDA NG MAGULANG

PETA



APPENDIX I

Participant's Consent Form

Philippine Normal University
The National Center for Teacher Education
Taft Avenue, Manila

INFORMED CONSENT FORM

This informed consent form is for the selected college students of Philippine Normal University-Manila.

Banog, Bianca Camille R.
V-1 BSMA Psychology and Counseling
Student researcher
+ 639267251276

This Informed Consent Form has two parts:

- Information Sheet (to share information about the study with you)
- Certificate of Consent (for signatures if you choose to participate)

You will be given a copy of the full Informed Consent Form

Part I: Information Sheet

Introduction

The researcher is currently enrolled as a fifth-year student of BSMA Psychology and Counseling at Philippine Normal University. She is currently working on research titled Development of Dispositional Positive Emotion Modules on College Students. This form will provide you information about the study and invites you to be a part of this module try-out. Before you decide, you can talk to anyone you feel comfortable with about the study. This consent form may contain words that you do not understand. You can ask if you have questions and the researcher will take time to explain.

Type of Research Intervention

This research will involve your participation in a module try-out that will take about 60 minutes of your time.

Participant Selection

You are being invited to take part in this module try-out because the researcher feels that your experience as a college student contributes much to our understanding and knowledge of concepts of the study.

Voluntary Participation

Your participation in this module try-out is entirely voluntary. It is your choice whether to participate or not. The choice that you make will have no bearing on your education or any academic-related evaluations or reports. You may change your mind later and stop participating even if you agreed earlier.

Procedures

You will be asked to join the four session try-out facilitated by the researcher. The last session will be the evaluation of the modules.

Duration

The research will take place for four days.

Risks

There is no risk or discomfort when you participate in the module try-out. The results of this research will be helpful for students, teachers, guidance counselors and parents to understand that positive emotions can be cultivated.

Benefits

This research will be a foundation for knowledge about yourself and the current state of your positive emotions. Further, your participation is likely to help the researcher find out more about the functionality of positive emotion towards an individual's flourishing.

Reimbursements

You will not be provided any monetary incentive to take part in the research. However, the researcher will give you a token of appreciation for your time.

Confidentiality

The researcher will not share information about you to anyone outside of the research. The information that the researcher collects from this research project will be kept private.

Right to Refuse or Withdraw

You do not have to take part in this research if you do not wish to do so, and choosing to participate will not affect your education or academic-related evaluations in any way. You may stop participating in the module try-out at any time that you wish without your education being affected.

Who to Contact

If you have any questions, you can ask us now or later. If you wish to ask questions later, you may contact the researcher: Bianca Banog, +639267251276/banog.bcr@pnu.edu.ph

Part II: Certificate of Consent

I have been invited to participate in research about Development of Dispositional Positive Emotion Modules of Students. I have read the foregoing information, or it has been read to me.

☐ *I consent voluntarily to be a participant in this study.*

☐ *No, I don't want to be a participant of this study.*

SIGNATURE OVER PRINTED NAME

DATE

APPENDIX J



Participant's Consent Form (Tagalog Version)

Philippine Normal University
The National Center for Teacher Education
Taft Avenue, Manila

KASULATAN NG PAHINTULOT PARA SA KALAHOK

Ang kasulatang ng pahintulot na ito ay para sa mga napiling mag-aaral sa kolehiyo ng Pamantasang Normal ng Pilipinas

Banog, Bianca Camille R.
V-1 BSMA Psychology and Counseling
Mananaliksik
+ 639267251276

Ang Kasulatan ng Pahintulot ay may dalawang bahagi:

- Impormasyon ng Pananaliksik (upang maibahagi ang impormasyon ng pag-aaral sa iyo)
- Sertipiko ng Pagbibigay ng Pahintulot (para sa iyong lagda kung pipiliin mong lumahok)

Unang Bahagi: Impormasyon ng Pananaliksik

Panimula

Ang mananaliksik ay kasalukuyang nasa ika-limang taon ng kolehiyo sa Pamanatasang Normal ng Pilipinas at kumukuha ng BSMA Psychology and Counseling. . Sa ngayon siya ay nasa proseso ng pagsusulat ng kanyang pananaliksik na pinamagatang “Development of Dispositional Positive Emotion Modules” (Pagbuo ng mga modyul magpapaunlad sa mga positibong emosyon). Ang kasulatang ito ay magbibigay sa iyo ng impormasyon patungkol sa pananaliksik at iimbitahan kang maging isa sa mga kalahok. Bago ka magpasya, maaari kang makipag-usap sa kahit sino na komportable ka tungkol sa pag-aaral. Ang kasulatan na ito ay maaaring maglamang ng mga salitang hindi mo maintindihan. Maaari kang magtanong kung mayroon kang mga katanungan at maglalaan ng oras ang mananaliksik upang magpaliwanag

Uri ng iyong Pamamagitan sa Pananaliksik

Sa pananaliksik na ito ay kinakailangan ang iyong paglahok sa isang *module try-out* na aabutin ng 60 minuto ng iyong oras.

Paraan ng Pagpili ng Kalahok

Inaanyayahan kang makibahagi sa *module try-out* dahil sa tingin ng mananaliksik na ang iyong karanasan bilang isang mag-aaral sa kolehiyo ay mag-aambag para sa aming pag-unawa at kaalaman sa mga konseptong nilalaman ng pananaliksik.

Kusang Paglahok

Ang iyong pag-lahok sa pananaliksik ay kusang-loob. Malaya kang sumali o tumanggi na makilahok sa *module try-out*. Ang iyong pasya ay walang epekto sa iyong edukasyon o anumang mga pagsusuring pang-akademiko. Maaari kang magbago ng iyong pasya mamaya at ihinto ang pakikilahok kahit na nauna kang sumang-ayon.

Mga Paraan

Ikaw ay magiging kalahok ng tatlong sesyon ng *try-out* na pangungunahan ng mananaliksik. Ang huling session ay ang pagsusuri ng mga modyul.

Tagal

Ang pananaliksik ay magtatagal ng isang oras sa apat na araw.

Mga Panganib

Walang panganib na magaganap o kakulangan sa ginhawa sa iyong paglahok sa *module try-out*. Ang mga resulta ng pananaliksik na ito ay magiging kapaki-pakinabang para sa mga mag-aaral, guro, *counselors* at mga magulang upang maunawaan na ang mga positibong emosyon ay maaaring linangin.

Mga Benepisyo

Ang pananaliksik na ito ay magiging pundasyon para sa kaalaman mo tungkol sa iyong sarili at sa kasalukuyang estado ng iyong positibong emosyon. Bukod dito, ang iyong pakikilahok ay makatutulong sa mananaliksik na malaman ang higit pa tungkol sa papel ng positibong emosyon tungo sa pag-unlad ng isang tao.

Mga Bayad o Gastos

Wala bayad ang paglahok at wala ring matatanggap na bayad ang kalahok sa pananaliksik. Gayunpaman, bibigyan ng mananaliksik ang kalahok ng isang tanda ng pagpapahalaga at apresasyon ng iyong oras.

Pagiging Kompidensyal

Ang mananaliksik ay hindi magbabahagi ng impormasyon tungkol sa iyo sa sinumang hindi bahagi ng pananaliksik. Ang impormasyong kinokolekta ng mananaliksik mula sa proyektong ito ng pananaliksik ay papanatilihing pribado.

Karapatang Tumanggi

Hindi mo kailangang makibahagi sa pananaliksik na ito kung hindi mo nais na gawin ito, at ang pagpasya na lumahok ay hindi makakaapekto sa iyong edukasyon o mga pagsusuri na nauugnay sa iyong pag-aaral. Maaari mong ihinto ang pakikilahok sa *module try-out* sa anumang oras na nais mo.

Taong Dapat Tawagan: Kung mayroon kang anumang katanungan tungkol sa pananaliksik, mangyaring huwag mag-atubiling makipag-ugnay sa mananaliksik sa +639267251276 o mag-email sa banog.bcr@pnu.edu.ph

Ikalawang Bahagi: Sertipiko ng Pahintulot

Inanyayahan akong lumahok sa pananaliksik na pinamagatang *Development of Dispositional Positive Emotion Modules for Students*. Nabasa ko na ang naunang impormasyon, o nabasa na ito sa akin.

___ *Sumasang –ayon ako na maging kalahok ng pananaliksik*

___ *Hindi ako sumasang-ayon na maging kalahok ng pananaliksik.*

PANGALAN AT LAGDA

PETSA

APPENDIX K

Experts' and Users' Module Evaluation Form

Name of Evaluator: _____

MODULE EVALUATION QUESTIONNAIRE

Development of Dispositional Positive Emotion Modules For Students	
Module Title	

INSTRUCTIONS: Read the items carefully. For each item, tick the box from number 1 (No) to 3 (Yes) that best represents your response. You can also write comments that may help the researcher in improving the developed modules.

1 = No
2 = Somehow
3 = Yes

I. Activity- (Name of Activity)

	1	2	3	Comment/s
1. The main activity is aligned with the objectives.				
2. The main activity is appropriate for the module's topic.				
3. The instruction is understandable, clear, and specific				

II. Analysis of the Activity

	1	2	3	Comment/s
1. The questions created helped the participants process learnings.				
2. The questions created were appropriate in analyzing the activity.				
2. The questions can be easily comprehended.				

III. Abstraction

	1	2	3	Comment/s
1. The discussion of the Dispositional ____ is clear and understandable.				
2. The abstraction was able to deliver the important concepts and ideas in line with the topic of Dispositional _____.				

IV. Application- (Name of Activity)

	1	2	3	Comment/s
1. The activity allows the participants to apply what they have learned about the topic discussed in the module.				
2. The activity can be done by the students, without the assistance of a facilitator.				

V. Overall Module

	1	2	3	Comment/s
1. Module _ is well designed in terms of structure and organization				
2. The design of Module _ is appropriate in terms of the use of pictures, clip arts, color schemes				
3. Module _ is designed artistically				
4. Module _ was able to discuss and elaborate the topic.				

Other comment/s or suggestion/s:

APPENDIX L

Students Participants' Module Evaluation Form

Module Title	
--------------	--

MODULE EVALUATION QUESTIONNAIRE

As the participant of our research, your views, and feedback, concerning your experiences during the module try-out is important. It will help us in improving the quality of our module and the students' learning experiences.

INSTRUCTIONS: Read the items carefully. For each item, tick the box from number 1 (Strongly Disagree) to 4 (Strongly Agree) that best represents your response. You can also write comments that may help the researcher in improving the modules developed.

4 = Strongly Agree

3 = Agree

2 = Disagree

1 = Strongly Disagree

Module _ - Format	1	2	3	4
1. The layout of Module _ is arranged in a well organized structure.				
2. The instructions in Module _ are well- emphasized.				
3. The font size and font style of Module _ are readable.				
4. Titles and subtitles in Module _ are clearly defined.				
5. The instructional modules are generally formatted in a convenient manner considering the paper size used.				
Module _ - Content	1	2	3	4
6. I easily understood the objectives of the module.				
7. I easily understood the instructions of the activities in the module.				
8. I could work on the lessons at my own pace.				
9. I understood clearly the ideas/concepts in each module.				
10. The abstraction helped me to understand dispositional ____ and how to savor it.				
11. I appreciated the styles of illustrations and written expressions.				
12. I enjoyed working through the activities and the discussion until I finished the whole module.				
Module _ - Experience				
13. I was able to feel the target emotion during and after the implementation of module.				

14. The activities are doable and not time consuming.				
15. I was able to fulfil the learning objectives set by the researcher.				

What I liked most about this module was:
My suggestions for improving the module are:

APPENDIX M

Research Statistics

Frequency Distribution. This was the way of recording the gathered data, often used as a list of a set of scores and their frequency. This was used in summarizing the experts' and students' responses from the module evaluation forms.

Mean. This type of measure of central tendency was applied in getting the average between scores, set of numbers, data set, and for calculating differences or correlation. The mean was utilized in representing the typical value. This was used in getting the averages of the responses of the experts and the students in the validation and evaluation of the module.

$$\bar{X} = \frac{\sum fx}{\sum f}$$

Percentage. The proportion related to a whole. This was used in proportioning the responses yielded from the instruments such as the module evaluations for experts and students.

$$\frac{x}{n} \times 100 = p$$

APPENDIX N

Researcher's Curriculum Vitae

BIANCA CAMILLE ROMAGUERA-BANOG

banog.bcr@pnu.edu.ph

+639267251276

City of San Fernando, Pampanga



PERSONAL INFORMATION

Name: Bianca Camille R. Banog
Age: 22 years old
Date of Birth: October 24, 1998
Birth Place: St. Dominic Hospital, Bacoar, Cavite City
Sex: Female
Religion: Roman Catholic
Address: Blk. 11 Lot 8, 2nd Street, North Breeze Subdivision, City of San Fernando, Pampanga

EDUCATION

<i>Nursery</i>	ACM Kiddie School	2002-2003
<i>Kinder</i>	ACM Kiddie School	2003-2004
<i>Preparatory</i>	Tree House Child Development Learning Center	2004-2005
<i>Elementary</i>	Scoulla Madonna (St. Mary of the Step)	2005-2006
	Timoteo Paez Elementary School	2006-2011
<i>High school</i>	Pasay City Science High School	2011-2015
<i>College</i>	Philippine Normal University-Manila	2015-Present
	Bachelor of Science-Master of Arts in Psychology and Counseling Straight-Program	

EXPERIENCES AND ACHIEVEMENTS

ACM Kiddie School	2002-2004
Little Miss ACM	2003
2 nd Honor	2004
Tree House Child Development Learning Center	2004-2005
Spelling Bee Candiate	2005
Scoulla Madonna (St. Mary of the Step)	2005-2006
5 th Honor	2006
Timoteo Paez Elementary School	2006-2011
Consistent Honor Student	2006-2010
Little Student Councilor	2008-2009

SPG Secretary	2009-2010
4 th Place Pagsulat ng Balita Division Level	2010
Best Output in ICT Integration in Teaching and Learning	2010
SPG Vice President	2010-2011
Best in EPP-Home Economics	2011
Girl Scout of the Year	2011
Karangalang Banggit	2011
Pasay City Science High School	2011-2015
Most Efficient Monitor	2011-2012
Joined Eat Bulaga Cheerdance Contest	2012
Joined Juicy Cologne Dance Contest	2013
3 rd Place Slogan Making – English	2013-2014
Binibining Kalikasan-Fire 2014	2014
Field Demonstration-Champion	2012 & 2013
Philippine Normal University	2015-Present
Sabayang Pagbigkas-Champion	2015
Cheerdance Competition-Champion	2016
Recognition for sharing valuable time and Service on NSTP Outreach Activity	2016
Active role as part of the demonstration class during the Project Teacher Exchange for ASEAN	2016
Active Member of PNU Psychological Society	2016-2017
Participated in PAGPADAYAW 2017: Quiz Bowl Competition	2017
Participated in PAGPADAYAW 2017: Dance Contest	2017
Active Member of PNU Psychology and Counseling Society	2017-2018

SEMINARS AND TRAININGS

ICT Integration in Teaching and Learning

Focused in: Effects in Attitudes, Course Outputs and Achievements of Teachers and Pupils

May 17-22 and 27-29, 2010

Timoteo Paez Elementary School

MTAP-DepEd-NCR Talented Program in Mathematics for Grade 6

October 23-December 11, 2010

Padre Zamora Elementary School

Patrol Leadership Training Course

February 4-5, 2011

Timoteo Paez Elementary School

APC Summer Dance Camp

April 27-May 2, 2015

Asia Pacific College

Peer Counseling Training Workshop

Theme: Handling Counselees Carefully

August 3, 2016

Philippine Normal University-Manila

Shedding Light: An Autism Awareness Talk

September 17, 2016

Adamson University

30th Annual PAPJA Convention

Theme: Emphasizing the Importance of Mental Health in the Philippine Setting

January 20-21, 2017

SMX Convention Center, Pasay City

Peer Facilitators' Inter-University Assembly 2017

Theme: Peer Facilitators as Advocates for Mental Health

February 18, 2017

University of Santo Tomas

Ablaze: Exploring Hypnotism and Hypnotherapy

August 15, 2017

Centro Escolar University-Manila

Wika: Tagapagpadaloy ng Kultura at Sikolohiyang Pilipino

August 30, 2017

Philippine Normal University-Manila

Reach Out: A Celebration of Mental Health

Focus: Keep your Mental Health in Check

October 14, 2017

Lyceum of the Philippines University-Manila

What is Comparative Education?

December 9, 2017

Philippine Normal University-Manila

First Psychological Summit 2018

Theme: Current Trends and Issues in the Field of Psychology and Promoting Mental health Awareness

January 20, 2018

Adamson University

What is” From Dogs to Twin Oaks: BF Skinner’s Philosophy of Education”

Discussion

February 17, 2018

Philippine Normal University-Manila

From Dogs to Twin Oaks: BF Skinner’s Philosophy of Education

February 17, 2018

Philippine Normal University-Manila

Current Trends in Psychological Assessment

February 20, 2018

Philippine Normal University-Manila

DSM-5 Made Easy

February 23, 2018

Philippine Normal University-Manila

Tips and Tricks in Board Exam: A Review on Industrial/Organization Psychology

March 7, 2018

Philippine Normal University-Manila

Tips and Tricks in Board Exam: A Review on Psychological Assessment

March 8, 2018

Philippine Normal University-Manila

Ang Natural na Semantikang Metawika Bilang Lapit sa Semantikal na Pagsusuri ng mga Salitang Pandamdam

March 9, 2018

Philippine Normal University-Manila

Development of Guidance on Personal and Social Competence for Kindergarten Pupils

October 20, 2018

Philippine Normal University-Manila

Advocating For Mental Health in the Academe

August 28, 2019

Philippine Normal University-Manila

Blended Hugs: Supporting Each Other Through P.F.A

May 26, 2020

PGCA Webinar Series 2020

Resilience in The New Normal

May 28, 2020

PGCA Webinar Series 2020

Living Through a Time of Crisis

June 2, 2020

PGCA Webinar Series 2020

Science of COVID-19: Coping Behavior

June 4, 2020

PGCA Webinar Series 2020

Tele & Web Counseling: Continued Support Despite the COVID-19 Crisis

June 9, 2020

PGCA Webinar Series 2020

Dealing with Grief During Pandemic

June 11, 2020

PGCA Webinar Series 2020

Dealing with Gaming and Social Media Addiction for a Better New Normal

June 12, 2020

PGCA Webinar Series 2020

Crash Course: Guidance and Counseling

June 16, 2020

PGCA Webinar Series 2020

Mental Health: Lessons from the Masters

June 18, 2020

PGCA Webinar Series 2020

OTHERS

1st Philippine International Eco-Show

Showcasing Filipino talent and creativity towards achieving greener Earth

By Center for International Trade Expositions and Missions

August 27, 2010

SMX Convention Center, Pasay City