



PHILIPPINE
N O R M A L
U N I V E R S I T Y



Graduate Theses

CGSTER

March 2014

Toward the Development of Executive Development Program on Emotional Intelligence

Sr. Rowena A. Alcaraz

Philippine Normal University

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



Online Commons Citation

Alcaraz, R.A.S., Navarro, E.V., & Ocampo, J.M. (2014)
Toward the development of executive development program on emotional intelligence
(Master's Thesis, Philippine Normal University)
Retrieved from pnu-onlinecommons.org/omp/index.php/pnu-oc/catalog/book/398

TOWARD THE DEVELOPMENT OF EXECUTIVE DEVELOPMENT
PROGRAM ON EMOTIONAL INTELLIGENCE

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

In Partial Fulfilment of the Requirements for the Degree
Master of Arts in Education
with Specialization in
Educational Management

By
Sr. Rowena A. Alcaraz, FMIJ
March 2014

ABSTRACT

Name : ALCARAZ, SR. ROWENA A.

Title of Thesis : TOWARD THE DEVELOPMENT OF EXECUTIVE
DEVELOPMENT PROGRAM ON EMOTIONAL
INTELLIGENCE

Degree : Master of Arts in Education

Specialization : Educational Management

Key Concepts : Emotional Intelligence
Executive Development Program

Advisers : Dr. Jose M. Ocampo Jr.
: Dr. Erlinda V. Navarro

Leadership plays an important role in the success of an organization. The principals and school heads as school leaders and managers are agents of change. And since change starts within their formation should be considered to effect change in the organization.

This study sought to determine the level of emotional intelligence of school heads of the Diocesan Catholic School System of the Diocese of San Pablo as perceived by themselves in terms of emotional self-awareness, emotional self-expression, emotional awareness of others, interpersonal connections, compassion, and integrity. Based on the findings an executive development program was proposed.

The study involved 19 school heads of fifteen elementary schools of DCSS; 15 of whom were principals and four were head teachers. Because the population was small the researcher used the population survey.

The researcher used the descriptive method of research carrying out the survey technique by means of questionnaires. To have a follow-up inquiry, the researcher also conducted a random personal and phone interviews. The questionnaires were validated by 10 experts in the field of education; four from PNU and six from the district of Los Banos.

The data gathered were manually computed. Frequency and percentage were used to deal with personal profile of respondents. Average weighted mean was used to determine the level of emotional intelligence. Ranking was employed to find out the strengths and weaknesses of school heads across dimensions of emotional intelligence. To test the reliability of the questionnaires Cronbach alpha was used through SPSS.

The study revealed that the overall mean of the level of emotional intelligence of the school heads was average. Among the six dimensions of emotional intelligence, the emotional self-awareness and interpersonal connections ranked first and the emotional self-expression ranked last.

CONCLUSIONS

Based on the findings presented in the study, it was concluded that the DCSS elementary school heads have acceptable or average level of emotional intelligence. Since the results did not reach the highest possible score, an executive development program may help to further enhance the emotional intelligence of the school heads. Having the emotional self-

expression the last in rank implies that the development of oneself does not happen at once but rather progresses as one relates with others.

RECOMMENDATIONS

To offer quality service in terms of management and leadership and to respond to the challenges of the present system of education, it is recommended that emotional intelligence test of applicants for school heads be included in their qualifications. Conducting seminars and workshops on the development of emotional intelligence among school heads is also encouraged for them to become aware of the need for emotional literacy. They may also include the proposed Executive development program on Emotional Intelligence in the formation program of the DCSS school heads. Similar studies can also be undertaken by individuals who are interested along this area to assess the emotional competency of the organization and its members and propose some innovations to develop the support system in creating emotionally intelligent institution.

ACKNOWLEDGMENT

The researcher has been so blessed to have been gifted with people whose generosity in sharing their talent, time, and expertise can never be compensated. They have been the researcher's inspiration and support as she struggled to finish this undertaking. She is forever grateful to the following:

Dr. Jose M. Ocampo Jr., her adviser, for the patience, encouragements and guidance he provided the researcher throughout the study;

Dr. Erlinda V. Navarro, her adviser, for her understanding, patience, encouragement, and guidance intended to the researcher;

Dr. Jose Rizal Sanchez, for his guidance and expertise;

Fr. Seraphin Peralta, Dr. Diony Varela, Dr. Roderick Tadeo and Dr. Alejandro Ibanez who did not have a second thought of helping the researcher in the validation of her instruments and for their encouragements;

Dr. Esmeralda E. de Castro, OIC-district supervisor of Los Baños, for her expertise and assistance in asking help from other principals to validate the researcher's instruments;

The elementary school principals of the District of Los Baños, for their time and effort in validating the instruments;

Rev. Fr. Philip Atienza, director of the Diocesan Catholic School System of the Diocese of San Pablo, for allowing the researcher to conduct this study at DCSS;

All DCSS elementary principals, for not depriving the researcher of their participation in the study as respondents;

Sr. Rowena Naag, for her assistance in the distribution of the questionnaires;

Dr. Rene Belecina, for his assistance in the interpretation of data;

The Franciscan Missionary Sisters of the Infant Jesus through Sr. Alma Pia de Luca and the delegational council for their trust, support, and encouragement to the researcher to finish the study;

Sr. Mabel Rojas, for providing the researcher with references, guiding her in the preparation of the modules, and for interceding for her in asking assistance from experts to validate the content of the executive development program ;

The validators of the program from different schools and universities; Miss Ma. Aurora Emeteria Gonzales, Dr. Gary Dy, Dr. Josefina G. Madrid, Dr. Isabelita C. Celestino, Sr. Susana Valdez, rc, Sr. Maria Lirio Guillermo, and Dr. Carmencita H. Salonga for their patience and generosity;

The members of the Community of the Nativity, Sr. Ermelinda Cortes, Sr. Maricel Peñarroyo and Sr. Mercy Perlas, witnesses of the researcher's ups and downs in the course of her study and for their patience, understanding, and moral support;

The Franciscan Montessori School of the Nativity for their understanding and support;

The researcher's family, for their understanding, prayers, and moral support; and

To the Almighty God, the source of everything that is good and the researcher's inspiration, guide, and great Teacher.

TABLE OF CONTENTS

	Page
Title Page.....	i
Approval Sheet.....	ii
Abstract.....	iii
Acknowledgment.....	vi
Table of Contents.....	viii
List of Appendices.....	ix
List of tables.....	x
List of figures.....	xi
CHAPTER	
I. THE PROBLEM AND ITS BACKGROUND	
Introduction.....	1
Conceptual Framework.....	6
Statement of the Problem.....	13
Significance of the Study.....	14
Scope and Delimitation of the Study.....	14
Definition of Terms.....	15
II. REVIEW OF RELATED LITERATURE	
Related Literature/Studies.....	17
III. RESEARCH METHODOLOGY	
Research Design.....	20
Participants of the Study.....	30
Research Instruments.....	32

Validation of the Instrument.....	32
Data Gathering.....	35
Procedure in Developing and Validating the Program ...	35
Statistical Analysis.....	37
IV. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA	
1. Level of Emotional Intelligence.....	39
1.1 Self-Awareness	
1.2 Self-Expression	
1.3 Emotional Awareness of Others	
1.4 Interpersonal Connections	
1.5 Compassion	
1.6 Integrity	
2. Proposed Executive Development Program.....	59
V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	
Summary of Findings	99
Conclusions.....	99
Recommendations.....	100
References.....	101
Appendices	
Appendix A.1 Letter to the DCSS Director.....	106
Appendix A.2 Letter to the Respondents.....	107
Appendix A.3 Letter to the Instrument Validators.....	108
Appendix B.1 Research Instruments for Validators	110
Appendix B.2 Research Instruments	
for the Respondents.....	112

Appendix C.1	List of Experts (Instrument Validation).....	117
Appendix C.2	Summary Rating of the Instrument Validation.....	118
Appendix C.3	Result of Instrument Validation.....	119
Appendix D.1	Summary Result of Reliability Test	123
Appendix D.2	Reliability Test.....	125
Appendix E.1	Letter to the Validators (Executive Development Program)	127
Appendix E.2	Summary Rating of the Program Validation...	128
Appendix E.3	Result of Program Validation	129
Appendix E.4	List of Experts on Program Validation.....	143

List of Tables

Table number	Title	Page
1	Profile of Participants.....	31
2	Summary of Instrument Validation Result on Emotional Intelligence.....	34
4	Weighted Mean of Emotional Intelligence on Emotional Self-Awareness.....	40
5	Weighted Mean of Emotional Intelligence	

	on Emotional Self-Expression.....	43
6	Weighted Mean of Emotional Intelligence	
	on Emotional awareness of Others.....	46
7	Weighted Mean of Emotional Intelligence	
	on Interpersonal Connections.....	49
8	Weighted Mean of Emotional Intelligence	
	on Compassion.....	52
9	Weighted Mean of Emotional Intelligence	
	on Integrity.....	54
10	Summary of the Level of Emotional Intelligence...	56

List of Figures

Figure Number	Title	Page
1	Conceptual Framework.....	12
2	Map of Laguna.....	144

CHAPTER I

THE PROBLEM AND ITS SETTING

Introduction

“It is not more light that is needed in the world, it is more warmth. We will not die of darkness but of cold.”

Jenny Read

(1947-1976)

Leadership plays an important role to the success of an organization. The principals and school heads as leaders and managers are agents of change. In our past changing and challenging world of today, education should be adept with the changes brought about by globalization. As technology provides more light and as knowledge and information about almost everything become very much accessible to all, relationships get cold and impersonal because most encounters happen in the cyber world which is something that is virtual. Even words and ideas that matter to the heart evolve in meaning nowadays. Friends for example can be found by just the click of the mouse. In this kind of relationship emotions are taken for granted. According to Dups (2009) emotions though temporary play an important role in the organization because leadership is not a position but a relationship. Emotional intelligence as Goleman (1995) points out emerges primarily through relationships. Relationships can help people become more emotionally intelligent and ultimately any attempt to improve emotional intelligence in organizations will depend on relationships among individuals and groups in organization..

When it comes to politics here in the Philippines, it has been observed that some of our great leaders get involved in scandals. Practically they were educated from different known universities. Why did it happen? What happened in the process? In the book *Developing Emotional Intelligence* produced by International Labor Organization in 2005, it is said that gifted leadership occurs when heart and head meet, thoughts and feelings blend. The manners in which leaders act – not just what they do, but how they do it - is a fundamental key to effective leadership. We rely on connections with others for our emotional stability. As emotions are contagious, the more positive the overall moods of people the more cooperative they work together and the better the results. The major task of a leader is to create positive feelings that free the best in people. Resonant leaders are attuned to their people's feelings, know how to empathize and move them in a positive emotional direction.

Hughes (2011) believes that emotional intelligence is always the missing piece of the skill set and behavior of today's leadership crises. It is crucial for the organizations to promote development of high emotional intelligence with all of their leaders to avoid serious problems such as lack of impulse control and employees underperforming because their leader is not clear, motivating or acknowledging their efforts. He even claimed that the corporate world has been enamored with emotional intelligence that resulted to Goleman's writing of a second book, *Working with Emotional intelligence* in 1998 and *Social Intelligence* in 2006. Emotional research and theory became popular which led to the founding of Consortium for Research on Emotional Intelligence in Organizations with Cary Cherniss; Richard Boyatzis, Goleman and others who collaborated on in-depth research. Emotional intelligence is now considered the strongest indicator of success in the work world. A lot of

advancement in this field has been developed to aid the corporate world to ensure success in their leadership and management.

In the field of education, with the introduction of K-12, questions on leadership arose. The gap between the policy makers in the top management and the implementers of the new educational system became obvious. Are those in the top management aware of the experiences of the teachers in the grass roots? K-12 teachers are confused and uncertain of what they are doing. Many are not convinced of the readiness of DepEd to carry out the new system. It seems that the policy makers are not aware of the realities of the teachers because they are not there. Lack of materials, insufficient training, and scarcity of fund to the point of almost exploiting the kindergarten teachers are known to everyone. According to the International Labor Organization (2005) in the book *Developing Emotional Intelligence*, leadership is giving energy and you have got to appeal to people's emotions. They have to buy in with their hearts and bellies, not just their minds. Emotionally intelligent leaders know when to listen and when to command. They nurture relationships and build a fierce loyalty thereby inspiring people to give the best. EI leaders do each of these at the right time, in the right way with the right person. Dups (2009) said, People don't care how much you know until they know how much you care.

The private educational institutions are now experiencing the exodus of qualified teachers. Almost every year, they need to hire new ones. It has been already the practice that after getting a work experience and training in private schools, new teachers leave to transfer to public schools for a greener pasture. Because private schools especially the small ones depend merely on the tuition fees of students they can't afford to offer the same salary and benefits the public schools give. Training demands a lot of time and resources

from the part of the school and school heads. In this case, stability of private schools is at stake. Principals are on a dilemma on how to keep the teachers in the organization. What better options can be given to teachers for them to choose to stay in the private schools?

Jossey – Bass (2001) declares that emotional intelligence plays a role in almost any factor that influences organizational effectiveness. He related the result of study of Gallup Organization, in Zipkin (2000) of two million employees at 700 hundred companies that how long the employee stays at a company and how productive she is there is determined by her relationship with her immediate superiors. Spherion, a staffing and consulting firm in Fort Lauderdale Florida and Lou Harris Associates quantified this effect further by the findings they had that only 11 % of the employees who rated their bosses as excellent said that they were likely to look for a different job in the next year and 40 % of those who rated their bosses as poor said they were likely to leave. It is concluded that people with good bosses are four times less likely to leave than are those with poor bosses.

Josey –Bass emphasize that the most effective are those who have the ability to sense how their employees feel about their work situation and to intervene effectively when those employees begin to feel discouraged or dissatisfied which means that bosses whose employees stay are bosses who manage with emotional intelligence.

Since education contributed to the formation of society, it is about time to integrate formation of the heart in the field of education. If the corporate world has been enamored with emotional intelligence it is hoped that its effect will be felt more if it is applied in education. If the corporate world whose main concern to promote its products or to increase sales find emotional intelligence useful and important to their success, how much more is the field

of education whose main concern is the formation of the youth, the formation of humanity as a whole. Nadler (2011) says that people who possess high emotional intelligence are the ones who truly succeed in work – building flourishing careers and long lasting relationships as well as having a balanced work and home life.

With the introduction of K-12, one can notice the glimpse of it in the curriculum of the students. However it is in tapping the potentials of the top management, the school heads and principals; the executives of educational institutions that change can possibly have a broader scope of influence. If they will be fascinated with the charism or appeal of emotional intelligence in their life as leaders of an educational organization, that fascination will naturally flow down to the bottom and the whole educational system will be changed.

Ruth L. Jacobs in Jossey-Bass (2001) says that the commitment to developing emotional intelligence must be made from the top. Developing emotional competence in organizations will be successful only if the leadership values such competence and communicates the importance of emotional intelligence to its members. Successful leaders model emotional intelligence. She even said that before initiating an effort to increase emotional intelligence in an organization, leaders should understand and buy into its long term benefits. They should be the first ones to experience the training or interventions to increase their own emotional competence before the rest of the organization participates so that they can communicate clearly the purpose and importance of the change effort.

The researcher believes that it is in keeping the heart and in being emotionally intelligent that one desires to change. Seeburger (1997) says that in matters of the heart, the best way to teach is by example.

It is in the light of the issues mentioned above that the researcher got interested to conduct this study. Believing that it is in giving warmth to relationships, strengthening values and beliefs, and in leading with the heart that one can see his purpose in an organization, she attempted to look into the level of emotional intelligence of the elementary school principals and school heads of the Diocesan Catholic School System to see if there is a need for the development of an enhancement program on emotional intelligence and to find out if it is the missing ingredient in their recipe for competitiveness (Goleman, 1998). Yes, Goleman is correct when he said that it is no magic bullet that can fix every problem or issues, but it is a sincere effort not just to counteract the challenges or issues of the world today that affects the educational institution but to offer alternative to school heads on how they will be helped to be more equipped in dealing with the demand of their work as leaders and managers.

Conceptual Framework

As shown in the conceptual framework, emotional intelligence with its components—emotional self-awareness, emotional self-expression, emotional awareness of others, interpersonal connections, compassion, and integrity as perceived by the principals themselves are the bases for the proposed executive development program. The circle suggests that the development of emotional intelligence is cyclic. It is a process that is not structured. Even though different authors agree that emotional literacy always begins with emotional self-awareness, the development of one dimension affects the other dimensions and even the development of the other dimensions affects one's emotional self-awareness. Emotional literacy is the interplay of all dimensions of emotional intelligence. The concepts given by

different authors were also considered in the development of the executive development program on emotional intelligence.

Goleman (1997) notes that emotional intelligence is the capacity for recognizing one's own feelings and those of others, for motivating themselves, and for managing emotions well in themselves and in their relationships.

According to Cooper and Sawaf (1997), emotional intelligence is the ability to sense, understand, and effectively apply emotions as a source of human energy, information, and influence.

Mayer and Salovey (1997) specifically define emotional intelligence as the ability to perceive emotions and to access and generate emotions so as to promote emotional and intellectual growth.

Lynn (2005) in her book "The EQ Difference" views emotional intelligence as a partnership between our rational brain and limbic brain. By blending the thoughts coming from the rational brain with the information given by the limbic brain, we can direct our actions and behaviours. She also considers emotional self-awareness as the doorway to emotional intelligence. She even believes that it is impossible to gain emotional intelligence without self-awareness and that it is circular and cumulative process that is never fully realized.

Emotional self-awareness is considered as springboard to other components of emotional intelligence. As a journey, emotional literacy always starts within. As one masters himself with his own emotions and feelings, emotional self-expression follows.

Hasson (2012) expresses that emotional intelligence recognizes that intellect and emotions are mutually inclusive and that they are both as

important as each other. Emotional intelligence is the most important factor in how effectively you get on with others professionally as well as personally.

Azzopardi (2003) says that the real measure of intelligence is not only our IQ but also our EQ. A high EQ is characterised by the ability to read the feelings of others, to put ourselves in their shoes: and by self-control – the ability to control our impulses, to reason and to remain calm in all circumstances, and to think positively despite difficulties and hardships.

Christine Wilding (2007) points out that a combination of intellectual intelligence and emotional intelligence determines one's overall success and happiness in life. Emotional intelligence is what we call a “soft skill”. It is a trait or set of traits and competencies, that can be developed.

Bar-on (1997) says that emotional intelligence is an umbrella term that covers a wide-ranging group of individual abilities and temperaments. These are outside the traditional area of specific knowledge, general intelligence, and technical or professional skills. It overlaps, to some extent, with general knowledge. The emotionally intelligent person is able to think more creatively and use his emotions to solve problems.

Bacon and Dawson ((2010) explains that emotional self-expression doesn't mean one needs to be emotional in expressing himself but expressing feelings through body language, facial expressions, voice and words. As one appeals to the other person at an emotional level, he has to get the approach right, ensure the rationale is meaningful and use appropriate language.

The capacity to express in a very positive way despite the mood that a person is in at the present moment results in positive atmosphere in the workplace. Emotional awareness of others is the ability to manage one's emotions and to be sensitive to the emotions of others. Having developed the

three components— emotional self-awareness, emotional self-expression, and emotional awareness of others, one can confidently go out and reach out to others.

Bacon and Dawson (2010) believe that as one becomes senior in his positions as a leader the more he has to develop his emotional intelligence, because it is twice as important as IQ.

The intrapersonal scale describes how individuals understand their emotions and, specifically, how they express and communicate their feelings and needs. If that is so, it's implied that emotional self- awareness and emotional self-expression are dimensions belonging to intrapersonal scale.

Interpersonal connection plays an important role in the field of management and leadership because as a school head, he does not lead alone. Leaders and managers always deal with people. Leadership is always a relationship. As one relates with others, rapport is built and the aspect of affection and trust develops and that is compassion. Compassion is the ability to share with others sentiments and to feel what others feel. It is in genuine relationship with the self and with others that one can discover and accept the realities of being human with giftedness and limitations. Integrity is achieved if one has journeyed in life with consistency in his belief, in his witnessing as a leader, and in his relationship with others. In that way, he becomes authentic and his authority credible and has a positive influence in the people working with him.

In interpersonal scale, individuals are assessed on how likely they would have satisfying interpersonal relationships, how good are they as listeners, and how they understand and appreciate the feelings of others. The other dimensions included in this study such as emotional awareness of others, interpersonal connections, compassion and integrity are dimensions

classified in the interpersonal scale. Total EQ describes an individual who is generally effective in dealing with daily demands and is typically happy.

In Bradford's analysis (1984) in Viriyavidhavongs and Jiamsuchon (2001), a successful leader not only has ability to motivate, control, and coordinates subordinates but also brings them into the decision process. A leader's effectiveness is associated with drive, motivation, honesty/integrity, self-confidence, intelligence, and emotional intelligence. All of which can be developed through experience, training, and analysis. Such training helps managers understand themselves and others, understand the emotional traits of others and the implication of these traits for work performance, build EQ in themselves and others, and effectively relate to a wide variety of people.

Nadler (2011) believes that emotional intelligence, aside from being the key ingredient to success, can also protect an IQ drain or dive when either stress or emotionality can affect cognitive functioning. Leaders with high emotional intelligence are more adaptable, resilient, and optimistic.

Jossey-Bass (2001) states that Emotions are contagious, and a single person can influence the emotional tone of a group by modelling.

Goleman (1998) stresses that businesses are waking up to the fact that even the most expensive training can go awry, and often does. And this ineptness comes at a time when emotional intelligence in individuals and organizations is emerging as a missing ingredient in the recipe of competitiveness. Emotional competence according to him is a learned capability that results in outstanding performance at work.

In light of the concepts presented above, the researcher practically considered Cooper and Sawaf's Four Cornerstones of Emotional Intelligence in developing this study. It moves emotional intelligence out of the realm of

psychological analysis and philosophical theories and into the realm of direct knowing, exploration, and application. An Executive EQ begins with the cornerstone of emotional literacy which builds a locus of personal efficacy and confidence through emotional honesty, energy, awareness, feedback, intuition, responsibility, and connection.

The second cornerstone, the emotional fitness, builds one's authenticity, believability, and resilience, expanding circle of trust and capacity for listening, managing conflict, and making the most of constructive discontent. In emotional depth, the third cornerstone, one explores ways to align life and work with one's unique potential and purpose, and to back this with integrity, commitment, and accountability, which, in turn, increase influence without authority. From here one advances to the fourth cornerstone, the emotional alchemy. Through which one extends creative instinct and capacity to flow with problems and pressures and to compete for the future by building capabilities to sense more readily and access the widest range of hidden solutions and emerging opportunities.

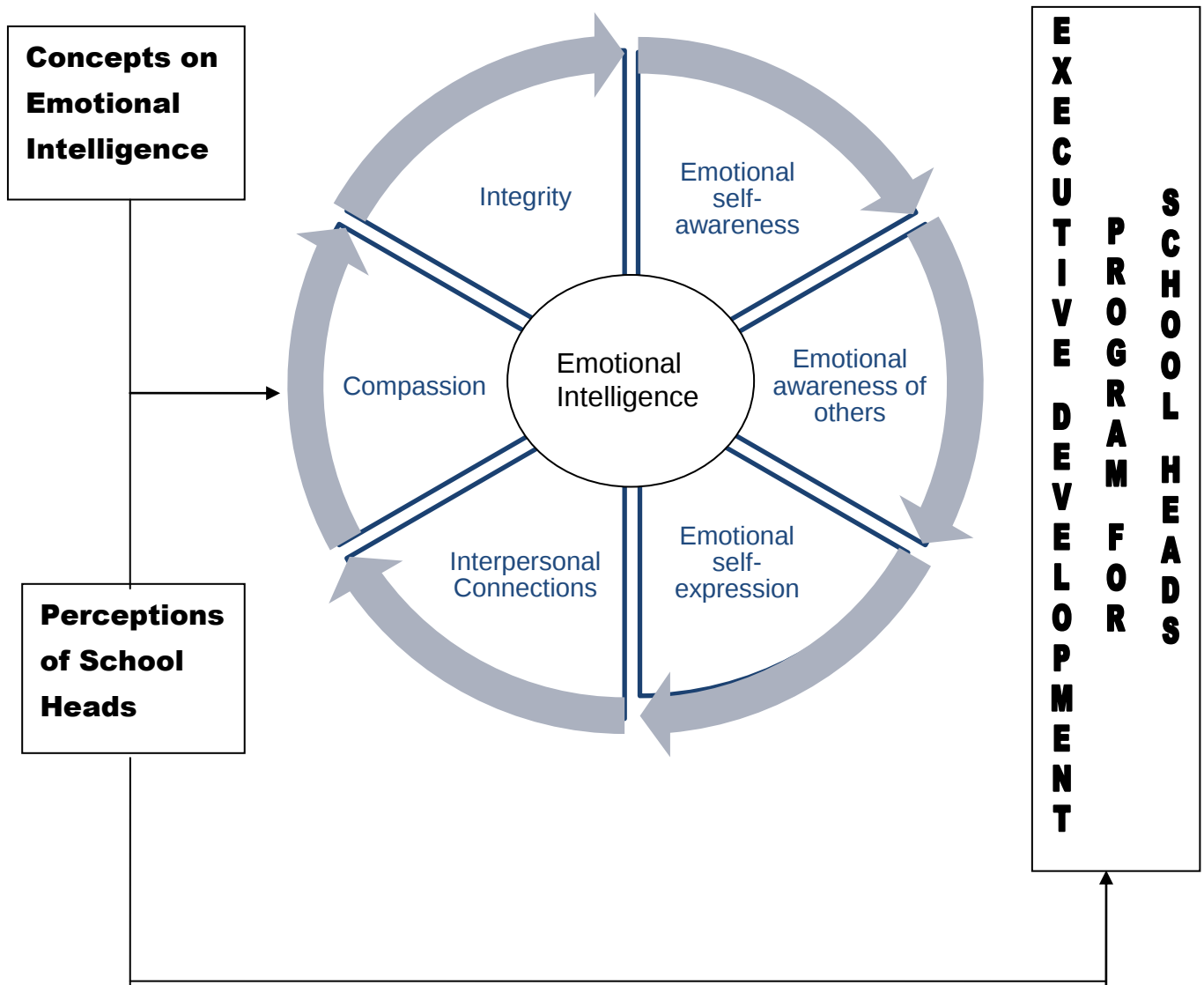


Fig. 1 Conceptual Framework

Statement of the Problem

The main purpose of the study was to determine the emotional intelligence of school heads of the Diocesan Catholic School System of San Pablo as perceived by the school heads themselves.

Specifically, it aimed to answer the following questions.

1. What is the level of emotional intelligence of the school heads of the Diocesan Catholic School System of San Pablo in terms of :
 - 1.1 Emotional Self-Awareness
 - 1.2 Emotional Self-Expression
 - 1.3 Emotional Awareness of Others
 - 1.4 Interpersonal Connections
 - 1.5 Compassion
 - 1.6 Integrity
2. Based on the findings of the study, what executive development program can be proposed?

Significance of the Study

The study holds utmost importance to the following:

Administrators. This study will help the administrators to be aware of the importance and contribution of emotional intelligence to management leadership effectiveness. This may also aid them in organizing activities for training and development that would enhance the EQ of school managers.

School Managers. This study will help the school managers to assess their performance as managers in connection with their emotional intelligence. They will also be encouraged to improve their EQ to progress and grow more in their chosen field.

Teachers. This study will help the teachers to experience harmonious relationship in the organization brought about by emotionally intelligent leadership and management school heads can create as they decide to journey toward emotional literacy.

Researchers. This study can also contribute ideas and spark some light to those who are interested to conduct study on emotional literacy and leadership.

Scope and Delimitations

This study dealt with the emotional intelligence of school heads of all elementary schools of the Diocesan Catholic School System of San Pablo (all Liceo schools). This study was limited only to all elementary schools that are run and managed by the diocese in the province of Laguna for the school year 2012-2013. It does not include other catholic schools owned by religious congregations. However, principals who belonged to religious congregations and were entrusted with the administration of the diocesan elementary

schools were part of this study. The participants of this study were 15 principals and four school heads; two were religious and the rest were lay.

As school heads, they themselves assessed their emotional intelligence level. The researcher used the descriptive method of research in survey approach through questionnaires which was followed up by random interviews.

Definition of Terms

The following terms are defined either conceptually or operationally:

Administrators. They are the persons responsible in making necessary policies in an organization or school.

Content validation. It is an assessment or evaluation done by experts on a particular field on the content, language and usefulness of a program.

Emotion. It refers to a dynamic expression of an instinct, which may emanate from conscious or unconscious sources.

Emotional Intelligence. It is the capacity for recognizing one's own feelings and those of others for motivating himself and for managing emotions well in oneself and in their relationships. It also means a learned capacity that results in outstanding performance work.

Emotional Literacy. It is made up of the ability to understand one's emotions, the ability to listen to others and empathise with their emotions, and the ability to express emotions productively. To be emotionally literate is to be able to handle emotions in a way that improves one's personal power and improves the quality of life around him.

Emotional Management. It is the component of emotional intelligence that frees person from being a prisoner of his feelings. It is a sense of self-

mastery, of being able to withstand the emotional storms rather than being “passion’s slave” (Goleman, 1995).

Executive Development Program. It is a proposed enhancement program on emotional intelligence, particularly for those school heads that have the executive role in the policies and affairs of the school.

Intelligence. It is the ability to meet and adapt to novel situations quickly and effectively. It also refers to the ability to grasp relationships and learn quickly.

Interpersonal. It concerns the ability of an individual to be emotionally concerned with others.

Intrapersonal. It involves knowing oneself, how one understands his emotions and expresses and communicates his feelings and needs.

Mood. It is a state of mind that can be positive or negative. It lets a person know if something is making him feel good or something is wrong and needs attention.

Religious. Individuals who are members of a religious order or congregation. They are consecrated people who may or may not live in a community and observe religious vows of poverty, chastity and obedience.

School Managers. They practically refer to principals and school heads that are responsible in the implementation and execution of the policies made by the administrators.

Self-Awareness. It is a deep understanding of one’s emotions, strengths and limitations, and values and motives.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the related literature and studies from books, articles, journals, and theses about local and foreign information on emotional intelligence and their roles in leadership and management.

ON EMOTIONAL INTELLIGENCE

Emotion is sometimes explained as energy in motion (that is e-motion), referring to the shifting energy within the body. This shift is a signal to the brain. Once the brain receives this cue, it is able to interpret the emotion into a feeling and start to prepare the body for action (Bacon and Dawson 2010).

Dr. Daniel Goleman et al. in Bacon and Dawson (2010) define emotional intelligence as the ability to recognize own feelings and those of others, lift mood and motivate and manage emotions internally and in relationship with others.

- I. Dimensions of Emotional Intelligence
 - A. Five Main Domains of Emotional Intelligence
 1. *Knowing one's emotions.* Self-awareness – recognizing a feeling as it happens – is the keystone of emotional intelligence. The ability to monitor feelings from moment to moment is crucial to psychological insight and self-understanding. People with greater certainty about their feelings are better pilots of their lives, having a surer sense of what they really feel about *personal decisions*.
 2. *Managing emotions.* Handling feelings is an ability that builds on self-awareness. People who are poor in this ability are constantly battling feelings of distress, while those who excel in it can bounce back far more quickly from life's setbacks and upsets.

3. *Motivating oneself.* Marshalling emotions in the service of a goal is essential for paying attention, for self-motivation and mastery, and for creativity. Emotional self-control - delaying gratification and stifling impulsiveness – underlie accomplishment of every sort. And being able to get into the “flow” state enables outstanding performance of all kinds. People who have this skill tend to be more highly productive and effective in whatever they undertake.
4. *Recognizing emotions in others.* Empathy, another ability that builds on emotional self-awareness, is a fundamental people skill. People who are more emphatic are more attuned to the subtle social signals that indicate what others need or want. This makes them better at callings such as the caring professions, teaching, sales, and management.
5. *Handling relationships.* The art of relationships is in large part, skill in managing emotions in others. The specific skills involved are the abilities that undergird popularity, leadership, and interpersonal effectiveness. People who excel in these skills do well at anything that relies on interacting smoothly with others; they are social stars (Goleman 1995).

Viryavidhayavongs and Jiamsuchon (2001) note that EQ and its various factors are significantly correlated with leadership effectiveness and that more successful managers and those occupying higher positions have higher levels of EQ. Although the results are related directly only to life insurance companies, they also suggest that accomplishment of organizational goals would be enhanced with greater emphasis on developing managerial Emotional intelligence.

Asidaao (2001) finds out that there is significant effect of emotional intelligence to job performance of school managers. Training is a significant predictor of job performance of school managers.

B. Five Areas of Emotional Intelligence

1. *Self-awareness and self-control.* The ability to fully understand oneself and to use that information to manage emotions productively.
2. *Empathy.* The ability to understand the perspectives of others.
3. *Social Expertness.* The ability to build genuine relationships and bonds and to express caring, concern, and conflict in healthy ways.
4. *Personal Influence.* The ability to positively lead and inspire others, as well as oneself.
5. *Mastery of Purpose and Vision.* The ability to bring authenticity to one's life and live out one's intentions and values (Lynn 2005).

Feldman (1999) observes that leaders with high levels of emotional intelligence positively apply social skills to influence others, create strong relationships with clients and employees, and are effective motivators by controlling their emotions and understanding their weaknesses.

C. The Four Cornerstone Model of Emotional Intelligence

1. *Emotional Literacy.* It builds a locus of personal efficacy and confidence through emotional honesty, energy, awareness, feedback, intuition, responsibility, and connection.
2. *Emotional Fitness.* It builds authenticity, believability, and resilience, expanding circle of trust and capacity for listening, managing conflict, and making the most of constructive discontent.

3. *Emotional Depth*. One explores ways to align life and work with unique potential and purpose, and to back this with integrity, commitment, and accountability, which in turn increase influence without authority.
4. *Emotional Alchemy*. Through which one extends creative instincts and capacity to flow with problems and pressures and to compete for the future by building up capabilities to sense more readily – and access – the widest range of hidden solutions and emerging opportunities (Cooper and Sawaf, 1997).

Ferrera (2006) finds out that there is a significant relationship between administrators' emotional intelligences' domains such as self-awareness, self-management, and task-oriented behaviors. She also concludes that there is a strong indication that emotional intelligence is an important factor in administrators' leadership effectiveness.

However, Natano's (2011) study shows that emotional intelligence does not show relationship to the decision making styles of the administrators of the tertiary school administrators.

D. Four Categories to Simplify EQ

1. Self-awareness EQ

EQ starts from within, thus Bar-On calls it "intrapersonal EQ." Cooper and Sawaf, 1997 call it emotional literacy. It is a healthy and positive self-esteem or self-regard that makes a person connect well with the team.

2. Relationship EQ

This means emotional fitness, i.e. being fit to connect with others, having fun moments together or sticking together even when there is

disagreement. Through emotions a person is linked to everyone. It is rapport or emotional affinity.

3. Resilience and Depth EQ

This is pure and simple adaptability, or one's ability to look at the brighter side of life and to maintain a positive attitude even in the face of adversity. This refers to one's ability to recover from setbacks or ability to spring back quickly into shape after being bent, stretched, or deformed. Emotionally, you're flexible.

4. Self-actualization and Optimism EQ

It means emotional transformation. A person transforms from fear to happiness, from shyness to assertiveness, from narrow-mindedness to open-mindedness, from comfort to courage. This assumes the clarity of perspective that allows one to see clearly what lies ahead or what lies outside the seeming limitations that scare a person (Dups, 2009).

The study of Villapando (2005) shows that Filipino managers also perceive emotional intelligence as an avenue to achieve good relations with others, to be productive, to uplift oneself and others to achieve one's goal, and to avoid negative outcome and to achieve peace and harmony with others.

II. Emotional Leadership

School leadership is inherently and inescapably emotional. Emotions are present in everything a person does. They tell a person to trust or not to trust, that he is safe to inquire, challenge and change. It is not enough to be intelligent about emotions. Being emotionally intelligent and savvy to emotions, power in leadership is a start. But leaders need more than this if they are to be truly wise. Leaders need to be able to make meaning with

emotions, alone and with others. A deepened embodied respect for emotion's powerful presence in all the people's lives can inform good leadership and create community (Beatty et al., 2007).

In the words of Tan wee Wah (1983), in his study on the relationship between emotional Intelligence and leadership development in an organization to find out the relationship between the EI and the personality traits with the job performance of 58 managers and executives of a multinational using a correlation approach, "EI intervention will play a vital role in the organization's leadership development program. Given this understanding and the fact that, EI have significant impact on the individual managers' success, it is imperative that the appropriate support is ensured to integrate the individual managers' EI 'success' into the overall organization success and create a high EI climate within the organization." Theoretically, the findings imply that the EI level of a neutral and analytical person tends to be lower. The study supports the position that emotional competence differentiates high performers and it is important to understand the "emotional" side of the managers to identify and address workplace emotional intelligence issues and provides support for the participants as they work to raise their emotional intelligence competencies.

Lazarte (2003) found out that there is a significant relationship between Emotional intelligence and job performance and that civil status and number of non DepEd training programs attended affect the Emotional intelligence level of principals.

Enriquez (2005) concludes that the management styles interactions intertwined very highly in emotional self-awareness, accurate self-awareness, accurate self-assessment, and relationship management. Very significant relationship exists between the various management styles and domains of

emotional intelligence. She even recommends that, since institutions of higher learning are composed of people who face their own challenges, they need to do and follow few precious and basic things a team of people working together, not only to promote the three E's of management efficacy, expertise, and efficiency but also to have a vision focusing on the realm of human development and character.

When it comes to the realm of human development and character, Condren et al. (2006) opine that emotional intelligence can be developed and strengthened. Principals must pay attention to the emotions of others and the motivation behind individual's behavior. The building of relationships is the cornerstone to effective practice. When school leaders begin to target weaknesses in leadership and develop emotional intelligence through professional development efforts, it stands to reason that they will be perceived as more effective leaders. As a result, schools should improve and grow to become true learning organizations.

Ocampo (2008) concluded that activities that focus on self-awareness or self-understanding can address different dimensions of emotional intelligence.

III. Three Main Schools of Emotional Intelligence

1. Abilities-Based Concept

It is developed by Mayer, Salovey and Caruso. It uses a self-assessment instrument called the Mayer, Salovey and Caruso emotional Intelligence test, or MSCEIT.

2. The Bar-On Model

It is developed by Reuven Bar-On and it uses the Emotional Quotient Inventory (EQi).

3. Goleman, Boyatzis and Hay Group Model

It uses the 360-degree assessment Emotional Competence Inventory (ECI) and Emotional and Social Competence Inventory (ESCI).

Now with the advances in new fields such as Social Neuroscience, Cognitive Social Neuroscience, and Neuroleadership, “Social Intelligence” was added to the Emotional Intelligence Concept and vernacular to capture what Goleman calls “two person psychology: what transpires as we connect.” PET scans and functional MRI’s have added data to the dance between people’s brains when they interact. These advances are adding to what we know about leadership, “followership”, innovation, emotional regulation, creativity, and decision making. Leadership is accomplished through social relationships, and we are “wired to connect.” (Nadler, 2011)

IV. The Advantages of Emotional Intelligence

1. Feeling confident about yourself as a decent human being.

Possessing the skills and character to deal in the best possible way with thoughts and situations as they arise.

2. Being personally competent

Personal competence is an amalgamation of emotional self-awareness and your self-management skills.

3. Gaining respect from others and having them simply like you more.

When you deal with others with thoughtfulness and integrity, they will trust and respect your worth.

4. Improved communication skills.

You know how to get along well with others when you are emotionally sensitive to their feelings and emotions and you can

appreciate another person's point of view. You can express clearly not only your own feelings but transmit an understanding of theirs and then even serious disagreements can be amicably resolved.

5. Better personal relationships.

Close personal relationships require flexibility and tolerance, acceptance and understanding, as well as the motivation to work hard at making such intimate relationships the best they can possibly be.

6. Success at work.

They will appreciate your calmness amidst adversity, your ability to see all sides of an argument, and your excellent negotiating skills. (Wilding, 2007)

V. Aspects of emotions

Emotions bridge thought, feeling, and action – they affect many aspects of a person, and the person affects many aspects of the emotions. (John D. Mayer, 2000)

<http://www.6seconds.org/2000/06/25/what-are-emotions/>

1. Physical Aspect

It is the physical changes that occur in your body when you experience an emotion. More than one emotion can produce the same physical reaction. Fear, anger, excitement, for example, can all be characterized by increased heart rate, rapid breathing and the release of adrenaline.

2. Behavioural Aspect

It is the outward expression of emotion; the things you do, your actions or inaction when you experience an emotion. Outward

expressions of emotions vary in different cultures. For example, in some cultures, if a person avoids eye contact it is taken as a sign of respect. In other cultures, in certain contexts, lack of eye contact might suggest guilt.

3. Cognitive Aspect

It involves what you think; your perception and interpretation when something happens. The cognitive aspect is the internal feeling part of an emotion – the conscious, subjective element of an emotion. (Hasson, 2012)

VI. Emotional Intelligence Competence Model for Managers

The manager model emphasizes competencies that facilitate leading or influencing others. In the self-awareness cluster, Self confidence becomes particularly salient at the managerial level. In the Hay/ McBer database this competence was found to be a critical differentiator of outstanding managers across studies. The same held true for Trustworthiness, also known as Integrity in many competency models. In order for managers to be effective they must consistently act upon their espoused values and beliefs. Achievement orientation, or setting and meeting challenging goals, was also a key differentiator of Spencer and Spencer's meta analysis; and self-control, the core of self-management, has been found in longitudinal studies to predict success in managers, particularly those high in power motivation (McClelland & Boyatzis, 1982; Jacob and McClelland, 1994) In the Social Awareness cluster, Empathy and Organizational Awareness are critical competencies for managers. As one moves up in the organization, understanding the underlying issues and politics of the organization becomes increasingly necessary in order to be successful. In the

Social skill cluster the emphasis in managerial jobs is influencing and leading others. Thus, influence competence along with the Leading others and Developing others competencies is considered especially salient. In addition, Conflict Management and Communication have also been shown to be important behaviours for managers to demonstrate.

VII. The Optimal Process For Promoting EI in Work Organizations

A. Precontemplation

1. Create an Encouraging Environment

B. Contemplation

1. Gauge readiness
2. Help Learners Recognize Benefits
3. Help Learners Assess EI and provide feedback
4. Make Learning Self-directed
5. Develop positive expectations

C. Preparation

1. Set Clear, Meaningful, Manageable Goals

D. Use Models

1. Encourage practice and provide feedback on Performance

E. Maintenance

1. Inoculate Against Setbacks
2. Build In Follow-Up Support

Cherniss and Goleman in Jossey-Bass 2001 mentioned about Prochaska's research that revealed that people go through several stages before they are ready to engage in meaningful change efforts. In the precontemplation stage, they have no interest at all in change and no plans.

In the next stage which is contemplation, the individuals are aware of some possible benefits of SEL, the individuals are aware of some possible benefits of SEL, but they are not sure that it is both desirable and possible for them to work on improving their own emotional competence. They are no longer actively resistant, but they are also not convinced that they should embark on a change effort. Only in the third stage, preparation, do people decide that they will undertake a program of personal change and make specific plans for doing so. (Cherniss and Goleman in Jossey-Bass 2011)

This study is no exemption to what Cherniss and Goleman are talking about. This will also undergo a process before it reaches its full implementation. Presenting this study to them may not guarantee a hundred percent interest or support from them. This may even create discomfort or doubt or even criticism from school heads. But when they give time to look into the content of this paper and consider the possibilities and benefits it offers it is already in the contemplation stage. Becoming aware of the need to enhance emotional intelligence may not completely convince them, but this time they are not that resistant to embark on a change effort. It is only during the preparation that they decide to engage themselves in the program for personal change and for the benefits of the organization.

This undertaking is not an easy one because it needs time, readiness, and openness for change and possibilities for growth, learning and development.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the discussion of the research design used in the study, procedures followed in gathering data, treatment, and procedure to answer the specific questions.

Research Design

The researcher used the descriptive method of research carrying out the survey technique by means of questionnaires. According to Gravetter and Forzano (2006), descriptive research typically involves measuring a variable or set of variables as they exist naturally. The descriptive strategy is not concerned with relationships between variables but rather with the description of individual variables. The goal is to describe a single variable or to obtain separate descriptions for each variable. The results from descriptive research can help capture interestingly, naturally occurring behavior. Survey and questionnaires are the instruments used in this study since they are used extensively in the behavioral sciences as relatively efficient ways to gather large amount of information. It is often used to simply to obtain a description of a particular group of individuals. To have an opportunity for follow-up questions and for the possibility to clarify some issues more fully the researcher also conducted one-on-one and telephone interviews. Likert scale type of question was used after Rensi Likert, who developed the five point response scale as a part of a much more sophisticated scaling system.

According to Gravetter and Forzano (2006) rating scale questions produce numerical values that can be located as measurements from an interval scale. It is easy to use standard statistical procedures to summarize and interpret the results from a rating scale question. Because the scale

permits degrees of response participants find them easy to understand their answers by indicating degree of agreement or approval and they can breeze through a long series of questions after the rating scale has been introduced at the beginning of the survey, it is possible to collect a lot of data on a variety of different topics on a single, relatively efficient survey. Interviews however, are useful in situations when the researcher is willing to accept the limitations of a small group of participants in exchange for the in depth information that can come from a detailed interview.

Participants of the study

This study involved 19 school heads from 15 elementary schools of Diocesan Catholic School System of the Diocese of San Pablo, Laguna; of which fifteen were principals and four were head teachers. Because the population was small the researcher used the entire population as respondents.

As shown in Table 1, the majority of participants were principals (15 Or 78.95%), female (15 or 78.95%), married (12 or 63.16%), and middle aged (10 or 52.63%). The highest percentage (36.84%) had a master's degree.

Table 1. Demographic Profile of Participants

Age	f	%
21-30	0	21-30
31-40	3	15.79%
41-50	10	52.63%
51-60	6	31.58%
Total	19	100.00%
Gender		
Male	4	21.05%
Female	15	78.95%
Total	19	100.00%
Civil Status		
Single	5	26.32%
Married	12	63.16%
Widow/Widower	2	10.53%
Total	19	100.00%
Position		
Principal	15	78.95%
Head Teacher	4	21.05%
Total	19	100.00%
Highest Educational Attainment		
BEED with MA units	2	10.53%
BSED with MA units	4	21.05%
MA Degree	7	36.84%
Doctoral Units	2	10.53%
Doctoral Degree	3	15.79%
Total	18	94.74%

Research Instruments

The instruments used were questionnaire checklists on personal profile and level of emotional intelligence of school heads. Items included in the emotional intelligence questionnaire were adopted from the EQ Map Questionnaire of Cooper and Sawaf (1997). The emotional intelligence questionnaire was modified considering the context of the respondents, since it was practically meant for executives in the corporate world. Out of 21 dimensions or scales the researcher chose six dimensions; namely emotional self-awareness, emotional self-expression, emotional awareness of others, interpersonal connections, compassion and integrity, with five indicators each. The first three had something to do with his relationship with the self, the fourth with his relationship with others and the last two were concerned with one's values and beliefs. The researcher looked into consideration the direction of awareness, expression and patterns of relationship from the self going out to others. She intended to begin the journey with emotional literacy that concerned emotional self-awareness, emotional self-expression and emotional self-awareness of others. As one became literate he would be able to develop competency such as interpersonal connections that which would lead to clarifying and developing one's values and beliefs. The results of the study were bases in preparing the executive development program for school heads. Concepts of different authors on emotional intelligence were also considered.

Validation of the Instrument

Ten expert practitioners in the field of education were tapped to validate the instruments. The validators were composed of four professors from the college of graduate studies of the Philippine Normal University, Manila and six principals from the district of Los Baños.

The validation lasted for two weeks in February 2013. The comments and suggestions of the validators were carefully incorporated. (see Appendix C.3)

The validators were asked to assess the acceptability, appropriateness, content, and language of each indicator. Each item was assessed using the following scale and interpretation:

Scale		Verbal Interpretation
3	-	Very Appropriate
2	-	Appropriate
1	-	Not appropriate

After the responses were tallied, the mean of each indicator was computed and interpreted as:

2.5	-	3.0	The item is very appropriate.
1.5	-	2.49	The item is appropriate.
1.0	-	1.49	The item is not appropriate.

The result of the validation showed a general mean of 2.27 on emotional intelligence interpreted as “appropriate”. Therefore, the instrument was considered appropriate for the study. Tables 2 and 3 present the result of the validation.

Table 2. Summary of Instrument's Validation Result on Emotional Intelligence

	Dimension	Mean	Interpretation
1	Emotional Self-Awareness	2.38	Appropriate
2	Emotional Self-Expression	2.14	Appropriate
3	Emotional Awareness of Others	2.36	Appropriate
4	Interpersonal Connections	2.3	Appropriate
5	Compassion	2.14	Appropriate
6	Integrity	2.28	Appropriate
	Overall Mean	2.27	Appropriate

The validators suggested that some indicators of each item needed modification and enhancement. (See Appendix C.3 for their suggestions.)

To ensure the reliability of the instrument, it was tried out to 16 principals. The result of their answers were tallied and computed through SPSS and the result of Chronbach alpha .0846 prove its reliability. (see Appendix D.1)

Data Gathering Procedure

For the administration of the questionnaires, the researcher sought permission from the director of the Diocesan Catholic School System through a letter. She also sent the school heads a letter asking their assistance to conduct the study.

Since it was summer, the respondents did not regularly report to their respective schools. As a result, different schemes were employed by the researcher to distribute the questionnaires. Some questionnaires were personally given to the respondents by the researcher, some were distributed during seminars with the help of a supervisor, and some were distributed through the secretary of the DCSS. Phone calls were made by the researcher to expedite the retrieval. The questionnaires were personally retrieved by the researcher and the retrieval was completed in two weeks.

After retrieving all the questionnaires the researcher encoded the responses for the data processing and statistical treatment.

The data obtained were presented in tables, analyzed, and interpreted within the framework of specific questions posed in the statement of the problem and sequence of items in the questionnaire.

Based on the findings of the study, the researcher prepared the proposed program to enhance the emotional intelligence of the school heads.

Procedure in Developing and Validating the Program

Initially, the researcher analyzed the result of the study. The weighted mean of 3.34, interpreted as true of me which was average and the fact that they did not attain the highest possible score seemed suggesting that an

enhancement program should be proposed to improve their understanding and practice of emotional literacy.

Realizing the need to prepare a program, the researcher reviewed literature and studies to acquire enough and substantive concepts and activities that were essential in developing an executive development program on emotional intelligence for school heads. With concepts and activities she had in hand she developed a program considering the concepts of emotional dimension that ranked the last which was emotional self-expression. Knowing that emotional self-expression was concerned with relationship with the self or something that was intrapersonal she preferred to start the program with the module on emotional self-awareness which was considered as the spring board to other dimensions of emotional literacy. Its weighted mean of 3.59 which was the highest in rank did not give the weight or an inclination that the school heads had already mastered emotional self-awareness because its interpretation did fall on true of me which was average. It was also in accord with what Goleman (1995) said that emotional self-awareness is a fundamental competence on which others such as emotional self-control build.

The process of developing the program had undergone a series of consultation to the researcher's advisers.

The researcher subjected the program to further assessment to school managers, head of guidance and counselling department, guidance counsellors who were experts in giving formation on emotional intelligence, psychologists and psychometrician, retreat facilitator who was expert in group dynamics and people who were practically involved in giving human formation to leaders, may it be students, faculty or school heads. They were requested to validate the program on the basis of adequacy and suitability of items and

activities to school heads, language and appropriateness of content to school heads and usefulness and overall assessment of the program. They were given two weeks to give them ample time to assess the whole program. There were times that they needed to talk personally to the researcher to clarify some ideas on the program and to explain and discuss their suggestions and comments. Suggestions were presented to the researcher's advisers for comments. (see Appendix E.3 for the summary of comments and suggestions) Necessary revisions on the content and language of the program were undertaken based on the recommendations of the validators. After which the final draft of the program was developed. Appendix E.4 presents the profile of the validators of the proposed executive development program on emotional intelligence for school heads.

Based from the result of the assessment of the validators it is worth emphasizing that as presented in Appendix E.2, the validators agreed on the different areas that were assessed. This was affirmed by the obtained overall mean of 3.49, proving that the validators agree on the adequacy and suitability of items and activities, language and appropriateness of content.

Statistical Analysis

To facilitate data analysis and interpretation the following statistical tools were used:

1. Frequency and percentage were used to present the personal profile of respondents. Average weighted mean was used to determine the level of intelligence. Ranking was employed to find the strengths and weaknesses of school heads across dimensions of the emotional intelligence.

2. Cronbach alpha was used to test the reliability of the questionnaires through Statistical Package for the Social Sciences (SPSS). (see Appendix D)

CHAPTER IV

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the data gathered in tabular and textual presentation. It discusses the corresponding analysis and interpretation. It features the level of emotional intelligence of school heads as perceived by school heads themselves. Along the discussion, the strengths and weaknesses are also presented. The level of each dimension of the emotional intelligence is discussed and the rank of each indicator is considered. However, the level of emotional intelligence is also presented and discussed per component. Based on the findings of the study an enhancement program is proposed.

1. What is the level of emotional intelligence of the school heads of the Diocesan Catholic School System of San Pablo in terms of the following?

- 1. Emotional Self-Awareness**
- 2. Emotional Self-Expression**
- 3. Emotional Awareness of Others**
- 4. Interpersonal Connections**
- 5. Compassion**
- 6. Integrity**

The following tables present the level of emotional intelligence on emotional self-awareness, emotional self-expression, emotional awareness of others, interpersonal connections, compassion, and integrity.

1.1. On Emotional Self-Awareness

Table 4 shows the level of emotional intelligence on emotional self-awareness.

Table 4. Weighted Mean of Emotional Intelligence on Emotional Self-Awareness

Indicators		Mean	Interpretation	Rank
1	am aware of my feelings	3.89	VTM	1
2	can tell when I'm upset	3.79	VTM	3
3	know the reason why I am sad	3.89	VTM	2
4	am not scared of emotional people	2.68	MTM	5
5	can identify my feelings	3.68	VTM	4
Overall Mean		3.59	TM	

Legend:

Rating Scale	Verbal Interpretation	Level
3.6 - 4.0	Very True of Me	High
2.6 - 3.5	True of Me	Average
1.6 - 2.5	Moderately True of Me	Below Average
1.0 - 1.5	Not True of Me	Low

As shown in the Table 4, the top three indicators are *am aware of my feelings*, *know the reason why I am sad*, and *can tell why I am upset*. They were all assessed as “very true of me.” The indicator *can identify my feelings* ranked fourth, which was assessed as “very true of me.” Notably, the indicator

am not scared of emotional people ranked last, which was assessed as “moderately true of me.” Having the lowest mean of 2.68 suggests that the school heads can handle their feelings and are secured to deal with different kinds of people. Their emotional state is not dependent on the emotions of others.

Bacon and Dawson (2010) explain that self-awareness is the most fundamental element of emotional intelligence. Having a greater knowledge of oneself enhances personal performance and improves one's relationship with others.

Awareness of oneself is consciousness of the physical manifestation of emotions. One who is aware of his feelings can notice and own the emotion associated with its external manifestations (e.g. dry mouth, sweating, lump in the throat). When one is emotionally high, he must also get in touch with his body. If a principal notices his reddening while dealing with a difficult situation and can name the emotion associated with it, admit, and own, he cannot be controlled by his emotion but instead he can respond to it with proper disposition.

Sawaf and Cooper (1997) assert that when emotions are acknowledged and guided constructively, they enhance intellectual performance.

Knowing the reason why I am sad, the second top indicator, is experienced when after naming and owning one's emotion, a person has the capacity to connect and associate it with his own realities. If, for example, a principal has a problem in the family he has to leave it at home for him to avoid getting irritated at the minor mistakes of his faculty or staff. He can perform better, think objectively, and face squarely whatever circumstances he may face.

Seeburger (1997) believes that one must be emotionally literate to understand what the emotions tell him about himself.

Emotional literacy is encompassing. It covers all aspects of humanity. It is not just emotional but also spiritual.

It is realized that emotional self-awareness is a holistic journey; it is a journey within. Emotional self-awareness does not stop at knowing (head level). Being aware that one feels an emotion is not enough. From the head (knowing) one has to journey to the body to be in touch with the signals it sends where emotions are physically manifested. From the body he has to proceed to the heart where identifying one's feelings, accepting, and owning emotions happen. Through the collaboration of all human faculties, one's capacity to respond positively to the emotions is enhanced. Therefore, self-awareness is a call to wholeness. It is a process of solidifying a person for him to move on to other dimensions of emotional intelligence. Developing one's emotional self-awareness is strengthening the very foundation of a journey toward emotional literacy.

According to Goleman (1995), the clarity about emotions may undergird other personality traits: they are autonomous and sure of their boundaries, are in good psychological health, and tend to have a positive outlook in life.

An interview with one of the principals confirms Goleman's view of emotional self-awareness:

"Emotional self-awareness helps me in carrying out the task of being a leader and a manager. It has something to do with attitude. Positive attitude influences others. You can give your whole self if you are self-motivated. Positive attitude is always directed to what is good and beneficial to all."

The overall mean of 3.59 interpreted as “true of me” which is average suggests that the school heads’ emotional self-awareness needs enhancement.

1.2 On Emotional Self-Expression

Table 5 exhibits the emotional intelligence of school heads on emotional self-expression.

Table 5. Weighted Mean of Emotional Intelligence of School Heads
on Emotional Self-Expression

Indicators		WM	Interpretation	Rank
1	let other people know they are doing their job	3.42	TM	1.5
2	don't keep my feelings to myself	2.26	TM	5
3	let people know when uncomfortable feelings get in the way of our work	2.84	TM	4
4	reach out to others when I need help.	3.05	MTM	3
5	can sense how others feel	3.42	TM	1.5
Overall Mean		3.00	TM	

The top indicators with highest weighted mean of 3.42 are *let other people know they are doing their job* and *can sense how others feel* are true of the respondents. The last two indicators that are interpreted as “true of me”

are reach out to others when I need help and don't keep my feelings to myself with a weighted mean of 3.05 and 2.26, respectively. It appears that the school heads are free in reaching out to others when they need help. However, the last two indicators, having a verbal interpretation of “true of me” and “moderately true of me,” respectively suggest that they still have to enhance their emotional intelligence on emotional self-expression. That notion is confirmed by the overall mean of 3, the lowest among all the dimensions of emotional intelligence which was assessed as “true of me.”

According to Goleman et al. (2002), the most meaningful act of responsibility that leaders can do is to control their own state of mind. Effective leadership demands the same sort of capacity for managing one's own turbulent feelings while allowing the full expression of positive emotions.

The top indicator, *can sense how others feel*, takes time to develop. Noticing and naming the emotions of a person are hard if one does not know the person so well. Noticing the physical manifestations may help but the level of awareness may not be that deep. If that is the case, it demands more effort from the principal to express himself positively.

Morris and Casey (2006) believe that self-expression is one facet of self-management and concerns the degree to which one can express feelings and gut-level instincts, allowing him to be used as important information as he goes about his everyday life. Self-expression saves time, strengthens connections with others, and enhances individual and group performance.

The other top indicator, *let other people know they are doing their job*, demands art for appreciation of what others are doing positively. It is when a principal has something good to say to his subordinates.

Lynn (2005) asserts that emotions must be expressed authentically. However, the researcher finds her ideas incomplete. There are times that a person has to be true to himself but he has also to keep in mind the establishment of harmonious relationship with others. Sometimes, authenticity in emotions drives people away.

Cooper and Sawaf (1997) emphasize that emotional literacy requires a person to acknowledge and respect his feelings while having the awareness and discipline not to be blown about by the emotional winds of the moment; instead, he actively directs his emotional energy into doing more of the right things.

With that statement, one may conclude that the emotional literacy goes beyond emotions. The phrase *doing more of the right things* may mean transcendence and sacrifice. Therefore, one may conclude that emotional literacy is not just psychological or emotional but also moral.

Practically, it was found out that one has to observe balance in this dimension. The concept of right and wrong has to be considered. Two conflicting values are being weighed here: emotional honesty and authentic freedom. Authentic freedom is to do what is right. But when it comes to expressing one's emotions, doing what is right might compromise emotional honesty. A certain discipline is applied to become emotionally literate. Even if one is angry; he has to go beyond his emotion to maintain a pleasant atmosphere and a good relationship in an organization. Emotions are contagious. As leaders, school heads influence the mood of the people around them. So, to promote a good working environment, school heads should address their emotions positively.

1.3 On Emotional Awareness of Others

Table 6 presents the emotional intelligence of school heads on emotional awareness of others.

Table 6. Weighted Mean of Emotional Intelligence on Emotional Awareness of Others

Indicators		WM	Interpretation	Rank
1	can recognize emotions in others by watching their eyes	3.42	TM	3
2	am a good listener	3.79	VTM	1
3	am good at reading between the lines	3.37	TM	4
4	focus on people's positive qualities	3.26	TM	5
5	think about how others might feel before I give my opinion	3.47	TM	2
Overall Mean		3.46	TM	

The indicator with the highest mean (3.79) is *am a good listener* interpreted as “very true of me.” It is followed by *think about how others might feel before I give my opinion* interpreted as “true of me.” The last two indicators that are interpreted as “true of me” are *am good at reading between the lines* and *focus on peoples' positive qualities*. Since the highest rating scale is not achieved, it seems that enhancement activities in this dimension are needed.

Bacon and Dawson (2010) contend that having the ability to sense what others are feeling or needing and to generally pick up the “vibe” of those around is paramount. Without this one will be missing out on a considerable amount of data that can help change a subdued atmosphere within a team or alter the negative mood or state of an individual.

The responses of a school head interviewed relate to the idea of Bacon Dawson:

“Napakahirap pasunurin sa isang policy ang isang taong nasaktan mo ang damdamin. Kaya nga, ingat na ingat akong makasakit ng damdamin. Sa panahon ng aking pagiging principal, wala pa akong napagsabihan ng masakit na salita.”

Goleman et al. (2002) observe that when leaders are able to grasp other peoples’ feelings and perspectives, they access a potent emotional guidance system that keeps what they say and do on track.

The second in rank indicator, *think about how others might feel before I give my opinion*, is discerning where others are. It is choosing the proper words in a proper time in a proper disposition. A principal must be objective in giving opinions.

Goleman (1995) explains that emotional awareness of others builds on self-awareness; the more open a person to his emotions, the more skillful he becomes in reading feelings.

The indicator *am a good listener*, which is first in rank, is being open to the information that others might give. A principal who is a good listener listens with the heart and accepts raw ideas without judgment.

Emotional awareness of others involves all the human faculties. One has to open all his senses to the messages and emotions expressed by

others. The sense of sight must be keen to see the physical manifestations of emotions (e.g. facial expression, gestures, sweat). He has to listen to explicitly expressed messages and to what is implied. Over and above, integrating all the data gathered using all the faculties with intuition; one has to focus on the positive qualities. If one has mastered emotional self-awareness, it would be easier to master emotional awareness of others because emotional self-awareness is the springboard of emotional literacy.

With an overall mean of 3.46, interpreted as “true of me,” it can be deduced that the school heads still need enhancement program in this dimension.

1.4 On Interpersonal Connections

Table 7 shows the assessment of the emotional intelligence of school heads on interpersonal connections.

Table 7. Weighted Mean of Emotional Intelligence on Interpersonal Connections

Indicators		WM	Interpretation	Rank
1	know who to go to or what to do to solve my problem	3.74	VTM	2
2	have no difficulty making friends	3.32	TM	4
3	am guided by my beliefs and values	3.79	VTM	1
4	grieve when I lose something important to me	3	TM	5
5	know that my family is always there for me when I need them	3.63	VTM	3
Overall Mean		3.49	TM	

Evidently shown in Table 7 is the highest weighted mean of 3.79 given to indicator *am guided by my beliefs and values* interpreted as “very true of me.” The next indicators that are also interpreted as “true of me” are *know who to go to or what to do to solve my problem* and *know that my family is always there for me when I need them* with the weighted mean of 3.74 and 3.63, respectively.

The last indicator that gained the lowest weighted mean of 3 is *grieve when I lose something important to me* interpreted as “true of me.”

Goleman et al. (2002) emphasize that relationship management is friendliness with a purpose: moving people in the right direction, whether it is agreement on a marketing strategy or enthusiasm about a new project. They work under the assumption that nothing important gets done alone. Such leader has a network in place when the time for action comes.

Am guided by my beliefs and values, the top indicator, is true to a principal who enfleshes his words in his actions. If he believes that punctuality builds trust, he will never come late in meetings. His consistency will make his people trust his words. And when trust is there, he can lead the people in the right direction. If one is guided by his beliefs and values, he is likely to have a clear direction in life. If problems come, he knows what to do and who to go to. The security given by the family, the basic unity of society, is also important to have good relationship with others. When one is secured, he has no difficulty in making friends because he is transparent in his relationship. Transparency helps him to value everything he has, that is why he is affected when he loses something important. But it depends on some extent as what is shown in Table 7 when the indicator *grieve when I lose something important to me* becomes the least in the rank.

Goleman is correct when he says “Relationship management is friendliness with a purpose.” If a principal is friendly he is likely to *know who to go to or what to do to solve the problem*. This indicator is true to a principal who finds it easy to mobilize his faculty and staff to solve a problem or to implement a program. And this could only be possible if he is able to build trust and rapport among them. He can effortlessly motivate people and they will never have a second thought to give themselves, their talents, and efforts to cooperate with him.

Emotional self-awareness and emotional awareness of others are essential dimensions to develop interpersonal connections. They are the ability to relate well with others. They are a two-way process where give-and-take is observed. In emotional self-awareness, one is made aware of his giftedness and limitations. He is aware of what he can give to the organization

in the same way that he accepts his own limitations. Being grounded on the knowledge of self leads to acceptance of others. If a school head has a welcoming heart and a generous will to give himself to others—his time, talent, presence—whether he likes it or not, people will be attracted to him and social bonds will be established. The cycle of kindness will never stop with the people around but it will naturally affect not just the school but the whole world and transformation in the lives and hearts of people can happen.

Putting together all the data under interpersonal connections as assessed by the participants, the findings generate the grand weighted mean of 3.5 interpreted as “true of me.”

Again, since the highest mean is not reached, it seems that there is need for enhancement activities in this area.

1.5 On Compassion

Table 8 shows the level of emotional intelligence of school heads on compassion.

Table 8. Weighted Mean of Emotional Intelligence on Compassion

Indicators		WM	Interpretation	Rank
1	can see pain in others even if they don't talk about it	3.26	TM	3.5
2	consider the feelings of others when I talk to them	3.63	VTM	1
3	can put myself in someone else's shoes	3.47	TM	2
4	don't constantly worry about my shortcomings	2.42	MTM	5
5	am not jealous of people who have more than I do	3.26	MTM	3.5
Overall Mean		3.21	TM	

In Table 8, the second indicator got the highest weighted mean of 3.63. It means that *consider the feelings of others when I talk to them* is very true among the participants. The next in rank is *can put myself in someone else's shoes* with 3.47 interpreted as "true of me."

On the other hand, the indicator *do not constantly worry about my shortcomings* got the lowest weighted mean of 2.42 interpreted as "moderately true of me."

A principal who considers the feelings of others when he talks to them is a principal who listens to explanations and who is willing to know the heart of the matter. He is not so much preoccupied with what he has to say but considers the feelings of others and is objective in dealing with problems.

Lynn (2005) states that social expertness allows a person to build genuine social bonds with others. It allows him to know people beyond name, rank, and serial number. It allows him to connect with them honorably.

A principal who can put himself in someone else's shoes knows how to sympathize with people. For example, if there is a deadline of submission of records and something happened in the family of a teacher (e.g. death of a loved one or giving of birth) a principal has to give a teacher a consideration.

It is further realized that compassion is not just a feeling but an action. Empathizing with one's feelings is not enough to show compassion. A school head has to consider how he can help not just by doing something (like giving money, advice, or any material thing) but by being present. Listening is an expression of being one with the other. And it can uplift the soul that suffers. Compassion is very important in the life of a school head. With it, one lets others feel that they belong and that the school head understands. In this case, openness, trust, understanding, and communion will prevail in the school environment.

Having the overall mean of 2.94 interpreted as "true of me," enhancement activities are recommended for the school heads to develop their emotional intelligence in this aspect.

1.5 On Integrity

Table 9 shows the level of emotional intelligence of school heads on integrity.

Table 9. Weighted Mean of Emotional Intelligence on Integrity

Indicators		WM	Interpretation	Rank
1	am willing to admit it when I make a mistake	3.37	TM	3
2	tell the truth even when it is difficult	3.47	TM	2
3	never tell lies	3	TM	4
4	understand that my job is an extension of my value system	3.89	VTM	1
5	have not done things on my job that are against my beliefs	2.63	MTM	5
Overall Mean		3.27	TM	

In Table 9, the assessment of the respondents reveals that the indicator *understand that my job is an extension of my value systems* got the highest indicator and is interpreted as “very true of me.” With this finding, it can be deduced that the school heads recognize the importance of values in the execution of their work as leaders of schools.

With a weighted mean of 3.47 interpreted as “true of me,” the indicator *tell the truth even when it is difficult* ranks next. The indicators *never tell lies* and *have not done things on my job that are against my beliefs* got the lowest weighted means of 3 and 2.63 interpreted as “true of me” and “moderately true of me,” respectively. It can be concluded, however, that based on the

grand mean of 3.27 interpreted as “true of me,” there is a need to give importance on the abovementioned indicators.

A principal who shows his words in his actions “understands that his job is an extension of his value system.” If a principal believes that simplicity is beauty, he would not come to school with blonde dyed hair and wear indecent dress.

Bacon and Dawson (2010) explain that by taking actions that support words, a person appears authentic and sincere. By modeling behavior and by introducing values that others should operate by, one creates a culture of conscientiousness that drives performance, engenders mutual respect, and maintains business ethics.

One principal related:

“I consider integrity very important in being a school head. Whatever I ask from the teachers I have to do it. It is easier to motivate others if I show myself an example. If I tell them to be honest, they must see honesty in me. I am a person of integrity.”

From intrapersonal to interpersonal, one has to go back to the basic to attain integration in his journey toward emotional literacy. In the end, he is the one to assess or to confirm how his journey has been. Looking back, a school head has to admit that emotional literacy is not easy to achieve and relying on one’s ability alone, one cannot reach his goal. As St. Paul said, “I do what I do not like to do and I do not do what I like to do.” Therefore, a school head has to acknowledge the divine intervention that makes the journey reachable (one with self, one with others, and one with God). A school head needs an anchor that holds him to the truth, love, unity, and integrity.

Table 10 depicts the summary of the level of emotional intelligence of the participants.

Table 10. Summary of Level of Emotional Intelligence of Participants

	Components	Mean	Interpretation	Rank
1	Emotional Self-Awareness	3.59	TM	1
2	Emotional Self-Expression	3	TM	6
3	Emotional Awareness of Others	3.46	TM	3
4	Interpersonal Connections	3.49	TM	2
5	Compassion	3.21	TM	5
6	Integrity	3.27	TM	4
Overall Mean		3.34	TM	

The **emotional self-awareness** got the highest mean 3.5 (R1), followed by **interpersonal connections** with a mean of 3.49 (R2) **emotional self-expression** with a mean of 3 as the lowest. This shows that school heads had mastered self-awareness, the very first dimension given in developing emotional intelligence which led to their capacity to harmonize their relationship with other people described as interpersonal connections.

Next is **emotional awareness of others** with a weighted mean 3.46, followed by integrity with a weighted mean of 3.25, interpreted as “very true of me” and lastly, the **emotional self-expression** with a weighted mean of 2.97. All of them were with a weighted mean of 3.25 interpreted as “very true of me” or average.

Based on Table 10, the direction of the development of emotional intelligence starts with the self-emotional self-awareness and ends with the self-emotional self-expressions. From self-awareness it goes out right away to interpersonal connections and emotional awareness of others. In this case it seems that relationship with self and with others is given importance first and then flavored with values and affection such as compassion and integrity. There is truth in this observation because it is in the deepening of relationship that one develops affection. When trust and rapport are already established, opening up starts and it is then that self-expression is developed and strengthened.

This implies that among the six dimensions, the **emotional self-expression** was observed least among school heads. Therefore, creative expression of oneself should be encouraged for a deeper knowledge of each other so that a better relationship could be attained in the school community.

3. Based on the findings of the study, what executive development program can be proposed?

The findings revealed that the level of emotional intelligence of school heads was average and the highest possible score was not achieved. Therefore, a development program was proposed. Considering that even the emotional self-awareness and interpersonal

connections that ranked first among the dimensions got the average score, confirms the idea that they need to have a conscious journey to emotional literacy. Having self-expression as the last in rank which is also average gave the researcher a hint that module on this dimension should be prioritized in the proposed program.

EXECUTIVE DEVELOPMENT PROGRAM
ON
EMOTIONAL INTELLIGENCE

Introduction

Education is a never ending quest for wisdom, truth, and wholeness. Having advanced in education, position and age does not give school heads or principals the signal to stop learning. The higher their education the more responsibilities they have, the more mature they become, and the more they are required to update themselves with the new trends in education. Goleman (1998) states that emotional intelligence skills are synergetic with cognitive ones; top performers have both. The more complex the job, the more emotional intelligence matters – it's because a deficiency in these abilities can hinder the use of whatever technical expertise or intellect a person may have.

They now face a more challenging time especially with the introduction of K-12 in the Philippine education. Whether they like it or not, both public and private institutions cannot help following the directives of the Department of Education. K-12 offers holistic formation to the young. How can school heads assure the educators are capable of giving what the DepEd expects them to give? One cannot give what he does not have. This program offers a holistic formation to the key implementers of innovations of the educational system—the school heads and principals. Holistic formation concerns beyond the spiritual and professional enhancement exercises that all Catholic schools give.

School leadership is inherently and inescapably emotional (Beatty 2007). Great leadership works through emotions. No matter what leaders set out to do—whether it is creating strategy or mobilizing teams to action—their success depends on how they do it. Even if they get everything just right, if leaders fail on this primal task of driving emotions in the right direction, nothing they do will work as well as it could or should (Goleman et al., 2007).

Leadership in education plays an important role in the formation of society. It is the school where public servants come from. It is the school that molds not just the minds but also the hearts of individuals. Well rounded and balanced citizens should be developed for the society.

And since the principals are the key movers in education, their own formation should also be considered. As school heads, they must be well-rounded and integrated individuals for them to lead the school in proper perspective. If the school aims for holistic formation, the principals should also have holistic formation.

In Catholic institutions like DCSS, it can be guaranteed that principals are given spiritual and professional enhancement training. But this present formation program is different in a sense that it starts with what is basic in our humanity- our emotions. It tries to avoid being so spiritual to the point of clinging to what is ideal without being in touch with what is real in our humanity. The danger of being so intellectual and to rationalize everything is aimed to be balanced with the capacity to acknowledge one's need to relate not just with others but more importantly with one's self. Nadler (2011) says that emotional intelligence, aside from being the key ingredient for success can also protect leaders from an IQ drain or dive when either stress or emotionality can effect cognitive functioning. Leaders with more emotional intelligence are more adaptable, resilient and optimistic. To bring more enthusiasm and harmony in the service as educators and to make leadership more humane, this enhancement program is proposed to help the principals deal well with themselves, with their work, and with others.

Rationale

It has been observed that not all school heads with excellent academic performance are good in decision making. Because of pressures and the nature of their work, IQ is not enough for them to be equipped to face all the work and challenges they encounter in carrying out the multifarious, complicated, and time bound tasks as principals. Though they may be adequately prepared for their position with the experiences they had, their work is vast that human aspects in dealing with people and circumstances have to be considered. As leaders they do not just lead but they also inspire and influence.

Studies also reveal that emotions are an essential activating energy for ethical values such as trust, integrity, empathy, resilience, and credibility and for social capital which represents the ability to build and sustain trusting, profitable relationships. At the heart of these traits is something very great that a leader must have: the capacity to create excitement. This is similar to what is generally called the ability to motivate self and others, but it is too watered down an expression to signify the inner fire required to build great organization, business, and companies to compete for the future. Fortunately, scientists now consider EI a learnable intelligence, one which can be developed and improved at any time and at any age. Emotions are powerful organizers of thought and action and are, paradoxically, indispensable for reasoning and rationality. Emotional intelligence also comes to the aid of IQ when one needs to solve important problems or make a key decision and to enable him to accomplish this in a superior fashion and in a fraction of the time—a few minutes, or even moments. For example, instead of the entire day or more of the exhausting nonstop linear, sequential thinking that might

be required to reach the same decision without the aid of EQ (Cooper and Sawaf, 1997).

It is in this context that the researcher, after conducting a study on the level of emotional intelligence of the principals and school heads of the Diocesan Catholic School system thought of proposing a program to enhance the emotional intelligence of principals. After making them aware of the role of emotional intelligence in leadership and management, hopefully this will make them realize that there is a need for enhancement in the area of relationship and in strengthening leadership capabilities in order to create change in the organization. This is an alternative for them to start the journey to emotional literacy.

Framework

This proposed enhancement program is composed of seven modules: six modules for emotional literacy and one for self-evaluation.

This program can be integrated in the formation program implemented by the DCSS. This will help them apply their spiritual formation and professional skills in carrying out their task meaningfully and joyfully. They can allot one day or more for intensive training and processing. In this proposed program enhancement exercises are included in all components of the emotional intelligence to make the participants aware of their strengths and weaknesses. There are also suggested individual or group activities. It is also recommended that this program be done in a place far from their place of work where school heads can leave behind the work concerns and focus more on the activity. Proper orientation about the activity should be given for them to be personally convinced of the need for emotional literacy. Readiness and openness of the group should be assured so that self-directed processing may become possible. They must be informed of the result of their emotional

intelligence questionnaire given to them by the researcher in the course of this study (see table 10). Upon knowing the level of emotional intelligence of the group and determining its weakness it is up to the administrators to choose what module they are going to use or to start with for them to journey closer and closer to emotional literacy.

Suggested exercises or tests to assess the emotional intelligence of school heads for them to personally check their present disposition as educational leaders are also provided. References are also given to give credits to the authors and for reference purposes for the suggested activities. The seventh module is for self-assessment which is aimed at finding out if the program affects the result of score of their emotional intelligence. The module can be given at the beginning or at the end of the school year. Some lectures are also provided for further discussions.

Findings/Results	Proposed Activities/Suggestions
1. Average level of emotional intelligence	Executive Development Program on Emotional Intelligence
2. Average level of all dimensions a. Emotional self-awareness b. Emotional self-expression c. Emotional awareness of others d. Interpersonal connections e. Compassion f. integrity	One module per dimension Activities 1. Group dynamics and games 2. Processing 3. Lectures 4. Suggested readings, personal and group activities
3. Emotional Self-expression last in rank	To be prioritized in the sequence of modules aside from emotional self-awareness

The Executive Development Program was proposed since it was found out that the level of emotional intelligence of the DCSS school heads was average. Gaining the average score in all emotional dimensions; even the highest in rank; emotional self-awareness and interpersonal connections suggested that modules per dimension should be prepared. In proposing the activities, three human aspects were considered. Tapping the physical aspect of man were the games and group dynamics, while touching the affective dimension was the processing part and lectures were cognitive by nature.

Aside from the self-awareness which was considered as the stepping stone to emotional literacy, emotional self-expression was given priority since it ranked the lowest among the other dimensions. It was the second module in the Development Program on Emotional Intelligence.

Emotional Literacy

Module I: On Emotional Self-Awareness

This module invites you to acknowledge, identify, explore, own, and befriend your emotions. Here, you shall discover how emotions affect your behavior in your day to day life. Mastering your emotions and having a clear view of where you are and who you are, will put you in better position to decide how to act in different situations.

I. Activity

Are You in Touch?

II. Objectives

To acquire greater sensitivity to how changing emotions can affect human interactions

To gain a new technique to gain emotional centeredness

To increase awareness of the capricious nature of emotions

III. Materials

Are You in Touch? Handout

Flip chart and markers

Cacophonous music that is jarring and unsettling

Suggestion: James Tenney Selected Works 1961 -1969, New World Records.

www.newworldrecords.org

Please adhere to copyright laws when using recorded music

IV. Time Frame: One Hour

V. Procedure

1. Talk to the group about emotional intelligence.
2. After speaking for a couple of minutes, turn on the cacophonous music. Have the music loud enough for everyone to hear but not so loud that they cannot hear you. You (the facilitator) respond as if the music is not playing. You do not react to the music – no wincing, twitching, eye rolling, or body stiffening.
 - a. If someone asks you to stop the music, calmly tell him or her you will stop it in a little while.
 - b. If someone asks you to turn the music down, pretend to do so, but do not change the volume.
3. At the conclusion of your brief discussion of emotional intelligence, ask the group the ten questions on the Are You in Touch? Handout. Do not distribute the handout at this time.
4. Have the group do the following exercise called Hook-Ups, which is designed to increase self-awareness and reduce tension. The exercise helps re-establish emotional centeredness and can be used when feeling angry, confused or sad.

Hook-Ups*

Hook-ups connect the electrical circuits in the body, containing and thus focusing both attention and disorganized energy. As the mind and body relax, energy circulates through areas blocked by tension.

Part One: Sitting, the participant crosses left ankle over right. He/she extends arms, crossing left wrist over right. He/she then interlaces fingers and draws hands up toward chest. He/she may now close

eyes, breathe deeply, and relax for about a minute. Optional: Participant presses tongue flat against the roof of mouth on inhalation, and relaxes the tongue on exhalation.

Part two: When ready, participant uncrosses legs. He/she touches fingertips of both hands together, continuing to breathe deeply for about another minute.

5. Distribute the hand out and review with the group the extended exercise, which is at the end of the handout. Get commitment from the participants to take and record their emotional pulse in this regimented way until it becomes a second nature and they find themselves automatically checking in with their emotions.

VI. Processing

1. How did you feel when we first started?
2. What are you feeling right now?
3. Why do you feel differently?
4. How did you emotionally react to the music? Did it impact your attitude?
5. Did it happen immediately or take a few minutes to build?
6. Did the music lead you to feel more or less open to positive interactions with others?
7. How did you feel about the facilitator or coach while the music was playing?
8. List all the ways in which you were aware of the music's effect on your emotions and attitude.

9. What did you feel when the music was turned off?
10. When the music was turned off, did any of the negative emotions caused during the time it was playing disappear automatically?
11. Think of a situation in your life in which you were feeling pretty good (or pretty bad) and some event or new information suddenly caused your feelings to change dramatically. What happened? What impact did it have on you and on the quality of your interactions with others?

Extended Exercise

Do this in the course of your normal day.

At selected times, stop and check your “emotional pulse” and write down what is happening.

Determine the specific times during the day and evening that you will stop and check.

Regularly record your responses to the following questions in a notebook, personal digital assistant, or appointment book:

What are you feeling now?

When did you start feeling this way?

Why are you feeling this way? What is the cause?

VII. Discussion/Lecturette

Emotions are feelings or gut level instincts or reactions. Unlike thoughts, they are not cognitive but are sensed or experienced and become valuable sources of information about yourself, others, and events and situations around you. Here included are the six dimensions of emotional

intelligence: *emotional self-awareness, emotional self-expression, emotional awareness of others, interpersonal connections, compassion and integrity.*

Emotional Self-awareness is the degree to which you are able to notice, name, and understand your feelings. People with greater certainty about their feelings are better pilots of their lives, having surer sense of how they really feel about personal decisions.

In the interaction of feeling and thought, the emotional faculty guides your moment to moment decisions, working hand in hand with the rational mind, enabling or disabling thought itself.

- Knowing yourself better helps you to recognize and understand the impact that your emotional state has on yourself and others. It enables you to decide whether the emotional state that you are in is positive and helpful or negative and unhelpful. Without knowing yourself, you can never reach your full emotional intelligence potential. Knowing yourself is at the heart of every EI element.
- Change your mind; change your day! If you recognize that your current mood or emotional state is having a negative impact on yourself and others, do something about it.
- Nothing just happens to you; you are in control. You can help yourself achieve more by changing what you say to yourself, and by changing what you imagine the result would be.
- Your beliefs about your experiences and yourself directly affect your behavior and consequently the impact you have on others.

VIII. Other Suggested Activities

Mindfulness: A Meditation Approach

(Group Process... By Carmela D. Ortigas pp.74-76)

Feedback (Group Process...By Carmela D. Ortigas pp. 191-192)

Module 2: On Emotional Self-Expression

This module helps you to promote positive emotional states. It will help you modify your immediate impulses triggered by the emotions you experience. Here, you will test your ability to delay or to find alternatives in expressing yourself to preserve and uphold nobler values and relationship.

I. Activity

Walk the Talk

II. Objectives

To express one's self freely and creatively

To realize how moods affect others

To educate your self-expression (self-management)

III. Materials

Ball pen and paper

IV. Time Frame: One Hour

V. Procedure

Take a few moments to think about your self-expression. What are the messages you actually communicate to teachers, parents, and students. Write down two actions or habits that tend to form patterns in your management style and that you suspect may be sending the wrong messages to them. Next, decipher those actions by asking yourself what messages they actually convey to your stakeholders despite what your intention is.

Here is an example:

Action: I do not look at people when they are talking to me especially when they come during my busy hour, instead I continue with my work while listening to them at the same time.

What it says: I cannot give you my full attention. I am busy.

Action 1:

What it says:

VI. Processing

1. What actions are prevalent in your dealing with others?
2. Are you aware of the messages your actions send to the people around you?
3. What gestures, facial expressions or posture do you think hinder you in having a harmonious relationship with others?

VII. Discussion

Emotional Intelligence is about being able to:

- Recognize your own feelings and those of others.
- Lift your mood and motivate yourself.
- Manage your emotions internally and in your relationships with others.

From the definition, you can see that the first aspect of emotional intelligence is related to your ability to manage yourself. To do this, you need to have a strong sense of self-awareness, a belief in yourself and a firm self-control.

The second aspect of emotional intelligence is related to your ability to manage your relationship with others. For this, you need to really understand the feelings and responses of others and build on this understanding to form strong and lasting relationships. To help you develop self and relationship management, you need to tap your intrapersonal and interpersonal intelligences.

Emotional expression varies across cultures.

Different emotions are evoked by different situations in different cultures. Many emotions such as pride, shame, guilt, and embarrassment depend on socio-cultural variables and are, therefore, felt in relation to different situations in different cultures.

Self-expression is one facet of self-management which concerns the degree to which you can express your feelings and gut level instincts, allowing them to be used as important information as you go about our everyday life. Self-expression saves time, strengthens connections with others, and enhances individual and group performance.

Emotional signals are sent in every encounter, and those signals affect those you are with. When two persons interact, the direction of mood transfer is from the one who is more forceful in expressing feelings to the one who is more passive. So, whether you like it or not, you influence or are being influenced when you relate with other people and express your emotions. And as leaders, influence plays an important role in decision making.

VIII. Other Suggested Activities

Learning To Read Your Feelings

(How To Develop a High EQ by Gilles Azzopardi p.45, 2003)

Module 3. On Emotional Awareness of Others

This module enhances your capacity to read the emotions of others by being sensitive to the signals manifested physically (gestures, facial expressions, etc.) and to the subliminal messages expressed implicitly in words.

I. Activity

Video clips on emotions or a film

II. Objectives

To accept and understand the feelings of others without judging

To learn the skills of reading the emotions of others

To keep in touch with the feelings of others

III. Materials

Laptop and LCD projector or DVD player

Video clips of emotions or a film

IV. Time Frame: Thirty Minutes

V. Procedure

1. Present a film or video clips on different emotions.
2. Watch a film or the video clip on a screen with the sound turned down.
3. Read the emotions, attitudes and feelings of people in the film.

VI. Processing

1. What physical sign or gestures helped you identify the emotions projected on the video clip?
2. Think of a person whom you know so well (a friend or a member of your faculty). Can you easily identify his/her emotion? Whose emotion is easier to identify, the emotions presented in the video clip or the emotion of your friend? Why?

VII. Discussion

Tips to Improve Your Emotional Awareness of Others (Interpersonal Sensitivity)

Improving your interpersonal sensitivity helps you to communicate with people on an empathetic level. By creating an emotional climate in which thoughts and feelings can be shared in a respectful and considered way, you will fully understand and appreciate one another's perspectives.

Establishing this level of understanding provides you with an insight into how the other people are making their decisions and how receptive they are to your ideas, etc.

So, to keep this level of interpersonal sensitivity, you must bear the following points in mind:

- Always tune in to the thought and feelings of others. Be on their wavelength.
- Continue to strive to see the situation from the other person's perspective, and be willing to take their views and needs into account.
- Value the quality of information that someone else is willing to share with you.

- Respect is an important factor within rapport. You must always treat the other person's thoughts and feelings with consideration.
- You are only a custodian of trust. It is a quality which is bestowed on you by the other person's perception of you. If you break the trust, you can very rarely repair it.
- Remember to create and nurture an empathetic climate by asking appropriate questions, listening actively, and clarifying your understanding.

VIII. Other Suggested Activities

Murder

(The World's Best Party Games by Shiela Anne Barry, p.44, 1987)

Learn To Read The Feelings Of Others

(How To Develop A High EQ by Gilles Azzopardi, p. 153, 2003)

Module 4: On Interpersonal Connections

This module helps you honorably connect with others. It is a call for you to invite those within your social bonds to collaborate in achieving your intentions.

I. Activity

Drawing Dialogue

II. Objectives:

To solicit and accept support from others

To establish rapport with other members of the organization

To acknowledge the need for others

III. Materials

Crayon and paper

IV. Time Frame: One Hour

V. Procedure

1. The facilitator gives the following instructions:

Go to the box of crayon and quietly choose a color that expresses some important aspects of yourself. Silently pair up with someone whose crayon's color is different from yours. With your partner take one of the large pieces of paper and find a place to sit down. Do not make separate drawing. Discuss or decide what you will draw together. Begin to draw slowly and focus your awareness on the process of drawing and on how you feel as you interact with your partner. You may take turns in drawing or you may draw at the same time. Start

drawing now and take 10 minutes to interact with your partner as you go on drawing.

Now share what you experienced as you worked on the drawing together. Share what you observed or noted during your interaction and express how you felt during the silent dialog.

VI. Processing

1. What color matched your personality?
2. What were you thinking when you were asked to draw together with your partner?
3. What did you find out about the personality of your partner as you drew together? What did you experience as you drew together?
4. What were you aware of while you were drawing?
5. How did you feel when you were asked to choose a color?
6. How did you feel when you were asked to choose a partner and draw together?
7. How did you feel when you and your partner drew together?
8. How did you feel as you expressed with your partner your experience while working together?

VII. Discussion

Adele Lynn (2005), calls it Social Expertness. According to her, it extends your emotional intelligence to develop relationship with others. It is the ability to build genuine relationships and bonds and to express caring, concern, and conflict in healthy ways. Once you have developed your self-awareness, self-control and empathy

VIII. Suggested Activities

Some suggestions on Improving EQ in the Area of Interpersonal Connections

(The EQ Difference by Adele Lynn, p. 201, 2005)

Module 5: On Compassion

This module assists you to attune your feelings with the feelings of others. It will enable you to understand the behavior of others. This will also assist you to grasp the shared values and priorities that can guide the group. This is deeper than emotional awareness of others because you have to put part of yourself in your relationship with others for you to be one with them.

I. Activity

Active Listening: Filters in Communication

II. Objectives

To develop compassion through listening

To learn the skills of understanding messages completely, which involve the content and feeling components of a message

To value the feelings of others

To show empathy

III. Materials

IV. Time Frame: One Hour

V. Procedure

1. Give an introductory talk about communication emphasizing the “filters” or “refractors” of communication.
2. Give the participants three minutes to think of any of the following topics, which they will then share with a group:
 - a. The most pressing or critical problem in my life now
 - b. Two most influential persons in my life and why

- c. My resources and how I will spend the last year of my life
 - d. The most frustrating or satisfying event in my life
3. Form triads. Each member of a triad is represented by a letter – A, B, or C.

A becomes the speaker who initiates the activity by relating his concern to the other members. He limits his sharing to five minutes.

B becomes listener 1 who listens to the content of the speaker's message. He summarizes or paraphrases the content after the speaker is finished. His sharing takes three minutes.

C becomes listener 2 who focuses on the feelings of the speaker as the latter relates his personal concern. He reflects back or summarizes in two minutes the feelings picked up during the narration.

4. No interruption or note taking is allowed. In the course of the activity, each participant in a triad should perform once each of the three roles.

The members of a triad are seated facing one another. The triads are separated from one another to avoid interference.

After this initial interaction, the triad members rotate roles during the next two interactions. Thus:

Round	I	II	III
	A	B	C
	B	C	A
	C	A	B

VI. Processing

1. As listener 1, what helped you in summarizing the content of the speaker's message? What were the filters that prevented you from listening accurately?
2. As listener 2, what helped you in catching the feelings of the speaker? What prevented you from doing so?
3. As a speaker, what was it in your listener that encouraged you to be more expressive?
4. Write their individual responses on the board or on a chart paper.
5. Analyze and summarize the gathered data by getting the commonalities and distinctiveness. The list becomes, in effect, guidelines to active listening.

Active listening is the ability to understand the complete message – both content and feelings. Catching only one or the other is really only half listening or half understanding.

VII. Discussion

Your ability to tune in to other people and to recognize and understand what is going on inside them and between you on a “feelings level” is determined by your personal sensitivity. By building your interpersonal intelligence, and by being open to and valuing the input of others, you can build “great” relationships which are both empathetic and harmonious.

If you have good relationships with the people around you will have a great impact on them and you will have a great influence on them. As a leader it will facilitate decision making because they feel that they are valued and given importance.

VIII. Other Suggested Activities to Develop Compassion

Self-compassion test

(<http://www.self-compassion.org/test-your-self-compassion-level.html>)

Important Meter Test

(The EQ Difference by Adele B. Lynn, p. 196, 2005)

Module 6: On Integrity

This module highlights the value of your underlying principles and the importance of exploring them with others when you are faced with a dilemma. This encourages you to create a culture of contentionsness that drives performance, engenders mutual respect, and maintains business ethics by modelling behavior that you want others to adopt, and by introducing values you want them to operate by.

I. Activity

Follow the leader

II. Objectives

To behave consistently

To display clear commitment to a course of action in the face of challenge

To realize the value of influence without authority

II. Materials

None

III. Time Frame: One Hour

IV. Procedure

1. Choose a leader and the rest of the group must do everything the leader does. (It is a good idea to alert the leader beforehand so that he or she can figure out a number of interesting and unusual things to do.)
2. Each player follows the other in a line close behind the leader. If you are in a large area, such as a hall or a gym, the leader can start by making a large circle, and then close in to make a smaller one.

Leaders can skip jump, run or hop or take any other kind of steps. When the circle is small, the leader can unwind it and run straight line.

3. If this is done to end an activity the leader can pick up papers, carry used dishes out to the kitchen and so on ... and all the players must follow.

V. Processing

1. Why did you follow the leader?
2. As a leader, have you encountered subordinates who did not follow your instruction? Give possible reasons for their action.
3. As a principal, are there policies in the DCSS that you find difficult or easy to implement? Explain your answers.

VI. Discussion

Integrity means accepting full responsibility, communicating openly and clearly, keeping promises, avoiding hidden agendas, and having the courage to lead yourself and others with honor and being honest not just in mind but also in the heart. It can be seen as a deepening and expansion of emotional honesty.

It is from our deepened experience of our unique potential and purpose, backed by a commitment to integrity, that our genuine influence grows. When used without coercion, it becomes the indispensable source of energy that shapes our dreams and real world accomplishments alike. It is this influence that enables us to make our presence felt in today's vast interconnecting networked of people, problems and possibilities, in all of which, in some form and on some level, you are a part of. Those who ultimately succeed in life and work learn to exert their influence in

creative and respectful ways, without rank, privilege, or authority. (Cooper and Sawaff, 1997)

VII. Suggested Activities

Personal Development Activities

(Emotional Intelligence for Rookies by Bacon and Dawson pp.186-188, 2010)

Ten Things I Value

(Human Intimacy by Earnest Tan pp. 9-13, 1988)

PART 2: Concluding Activity

This will measure any improvement in the emotional intelligence and decision making skills of principals after undergoing the proposed program.

I. Activity

Self-evaluation

II. Objectives

To compare the result of the EI questionnaires

To measure change or improvement in emotional intelligence and decision making skills based on the proposed enhancement program.

III. Procedure

1. Answer the Emotional Intelligence Questionnaire.
2. Compare the results of the two questionnaires.

IV. Processing

1. Are there changes in the results of your score on the emotional intelligence questionnaire?
2. Does the program help you improve your emotional intelligence?

CHAPTER V

Summary, Conclusions and Recommendations

This chapter presents the summary of findings, conclusions derived from the findings and recommendations based on the data gathered, analyzed, and interpreted.

Summary

The main purpose of the study was to determine the Emotional Intelligence of school heads of Diocesan Catholic School System of San Pablo as perceived by the school heads themselves.

Specifically, it aimed to answer the following questions:

1. What is the level of emotional intelligence of the school heads of the Diocesan Catholic School System of San Pablo in terms of:
 - 1.1 Emotional Self-Awareness
 - 1.2 Emotional Self-Expression
 - 1.3 Emotional Awareness of Others
 - 1.4 Interpersonal Connections
 - 1.5 Compassion
 - 1.6 Integrity
2. Based on the findings of the study, what executive development program can be proposed?

Descriptive method of research was used, carrying out the survey technique by means of questionnaires.

This study involved 19 school heads from 15 elementary schools of Diocesan Catholic School System of the Diocese of San Pablo, Laguna; 15 of whom were principals and four were head teachers. Because the population was small, the researcher used the entire population as respondents.

The instruments used were questionnaire checklists on personal profile and emotional intelligence of school heads.

The data gathered were manually computed. Frequency and percentage were used to deal with personal profile of respondents. Overall weighted mean was computed to determine the level of intelligence. Ranking was employed to find the strengths and weaknesses of school heads across dimensions of the emotional intelligence. Through SPSS, Cronbach alpha was used to test the reliability of the questionnaires.

FINDINGS

1. The overall mean of the level of emotional intelligence of school heads was 3.34 which was interpreted as “true of me.” Among the six dimensions of emotional intelligence the emotional self-awareness and interpersonal connections ranked first and emotional self-expression ranked last with a weighted mean of 3.00 interpreted as “true of me.”

CONCLUSIONS

Based on the findings presented in this study, the following conclusions were drawn and formulated:

1. The DCSS elementary school heads have average level of emotional intelligence.

2. Since they have not attained the possible score an enhancement program on emotional intelligence can be proposed.
3. Having the emotional self-expression the last in rank implies that development of oneself doesn't happen at once but rather progresses as one relates with others.

RECOMMENDATIONS

To offer quality service to all the stakeholders of the school and to respond to the challenges of the present system of education, the following measures are hereby recommended for consideration:

1. Include Emotional Intelligence Test for the qualifications of applicants for school heads.
2. Conduct seminars and workshops on the development of emotional intelligence among school heads.
3. Include the proposed Executive Development Program on Emotional Intelligence in the formation program of the DCSS school heads.
4. Similar studies can be undertaken by individuals who are interested along this area using more variables and more number of participants.

REFERENCES

A. Books

- Azzopardi, G. (2003). How to develop a high eq – to get promoted. New Delhi: Infinity Books.
- Bacon, A. & Dawson, A. (2010). Emotional intelligence for rookies. London: Marshall Cavendish Business.
- Bar-On, R. (2000). Emotional and social intelligence: Insights from the emotional quotient inventory (EQ-i). In R. Bar-On and J. D. A. Parker (Eds.), Handbook of emotional intelligence. San Francisco: Jossey-Bass.
- Barry S. (1987). The world's best party games. Canada: Sterling Publishing Co., Inc.
- Beatty, B. et al. (2007). The essentials of school leadership. London: Paul Chapman Publishing and Carwin Press.
- Cooper, R. K. & Sawaf, A. (1997). Executive eq emotional intelligence in leadership and organizations. New York: Penguin Putnam Inc.
- Deming, V. K. (2004). Third big book of leadership games. New York: McGraw – Hill.
- Dups, (2009). Coach with eq. Philippines: R.A Delos Reyes Consultancy.
- Goleman, D. (1996). Emotional intelligence. New York: Bantam Books.
- Goleman, D. (1998). Working with emotional intelligence. New York: Bantam Books.

Goleman, D. et al. (2002). Primal Leadership. United States of America: Harvard

Business School Press.

Gravetter, F. J. & Forzano, L.B. (2006). Research method for the behavioural sciences. USA: Wadsworth/Thomson Learning.

Gowensmith, D. Et al. (1998). Instant group devotions for children's ministry. Philippines: Group Publisihing Inc.

Hasson, G. (2012). Emotional intelligence. England: Pearson Education Limited.

Hughes, M. (2005). Emotional ntelligence in ction. California: John Wiley & Sons, Inc.

International Labor Organization. (2005). Developing emotional intelligence. Switzerland.

Jossey-Bass. (2001). The emotionally intelligent workplace. San Francisco: John Wiley and Sons, Inc.

Lynn, A. B. (2005). The eq difference. United States of America: American Management Association.

Morris, E. & Casey, J. (2006). Developing emotionally literate staff. London: Paul Chapman Publishing.

Nadler, R. S. (2011). Leading with emotional intelligence. USA: McGraw Hill.

Seeburger, F. F. (1997). Emotional literacy. New York: Crossroad Publishing Company.

Wilding, C. (2007). Teach yourself emotional intelligence. USA.: McGraw Hill Companies, Inc.

A. Journals / Publications

Condren, T. et. al. "What Does emotional Intelligence and Gender Have To Do With Leadership Effectiveness ... Or Does It?" Advancing Women In leadership Online Journal Volume 21 (Summer 2006), p1.

B. Theses and Dissertations

Asidao, Z. Q. (2001). Emotional intelligence: Its influence on the job performance of managers of selected educational institutions in the division of city schools, Manila" Unpublished Dissertation. Technological University of the Philippines.

Enriquez, R. P. (2005). A study of the management styles and emotional intelligence

attributes of administrators in selected private universities in Metro Manila: A proposed model. Unpublished Dissertation. Eulogio Amang Rodriguez Institute of Science and Technology. Manila.

Ferrera, I. C. (2006). Emotional intelligence and leadership behavior of elementary

school administrators: Implication for a model. Unpublished Dissertation.

Eulogio "Amang" Rodriguez Institute of Science and Technology. Manila.

Natano, M. C. (2001). Emotional intelligence: Its relationship to the

decision making styles among the tertiary school administrators in the Cotabato Area. Unpublished Dissertation. Notre Dame University. Cotabato City.

Ocampo, A. P. (2008). Emotional quotient of the faculty of Fatima University, basis for a proposed teachers' affective intervention program with logical framework. Unpublished Masteral Thesis. Philippine Normal University. Manila.

Suarez, M. G. (2011). The emotional intelligence of anak batanguenos and students with non- overseas foreign worker parents in St. Thomas Academy: A basis for an intervention program. Laguna College of Business And Arts. Laguna.

Villapando, M. (2005). The concept of emotional intelligence as perceived by filipino managers: An exploratory study. Unpublished Masteral Thesis. University of the Philipines. Manila.

Villaruz, S. L. (2001). Emotional intelligence, morale, and performance of faculty at pamantasan ng Makati for the school year 2000-2001. Unpublished Masteral Thesis. DECS. Manila.

Viryavidhayavongs, V. & Jiamsuchon, S. (2001). The relationship between emotional quotient and leadership effectiveness in life insurance business organizations. Unpublished Dissertation. Assumption University. Thailand.

C. Websites

<http://www.geocities.ws/intelemono/ie-liderazgo.htm>.

[http://www. Journal. au.edu/abac-journal/2001/may01/relationship.pdf](http://www.Journal.au.edu/abac-journal/2001/may01/relationship.pdf)

[www. Eqtoolbox.org/resources/art.leader.php](http://www.Eqtoolbox.org/resources/art.leader.php)

[http:// www.bing.com/search q=ruderman + M.N](http://www.bing.com/search?q=ruderman+M.N)

www.ieconsortium.org

www.leonard.com.my/

APPENDIX A.1

Letter to the DCSS Director

PHILIPPINE NORMAL UNIVERSITY
College of Graduate Studies
Taft Avenue, Manila

April 1, 2013

Rev. Fr. Philip B. Atienza
DCSS Director
Diocese of San Pablo
Laguna, Philippines

Dear Fr. Philip:

Peace and all good!

The undersigned is presently conducting a study titled "Toward the Development of Executive Development Program on Emotional Intelligence and Decision Making Skills."

In this connection, I would like to ask permission from your good office to administer the questionnaires to all elementary school heads of Liceo schools.

Your positive response will be valued very much.

Rest assured that whatever data are gathered will be treasured with confidentiality.

Thank you and God bless.

Respectfully yours,

SR. ROWENA A. ALCARAZ, FMIJ
Researcher

Noted:

DR. ERLINDA V. NAVARRO
Research Adviser

DR. JOSE M. OCAMPO JR.
Research Adviser

Approved:

REV. FR. PHILIP B. ATIENZA
DCSS Director
Diocese of San Pablo
Laguna, Philippines

APPENDIX A.2
Letter to the Respondents
PHILIPPINE NORMAL UNIVERSITY
College of Graduate Studies
Taft Avenue, Manila

April 1, 2013

Dear Sir/Madam:

Peace and all good!

The undersigned is presently conducting a study titled “Executive Development Program on Emotional Intelligence and Decision Making Skills” to fulfill the requirements of the degree Master of Arts in Education major in Educational Management.

In this connection, I humbly request your assistance to make my study possible by answering the questionnaires attached. Your responses will be highly appreciated and will be of great help to come up with relevant results.

Rest assured that the information you will provide will be treated with confidentiality.

Thank you and God bless.

Respectfully yours,

SR. ROWENA A. ALCARAZ,
FMIJ
Researcher

Noted:

DR. ERLINDA V. NAVARRO
Adviser

DR. JOSE M. OCAMPO JR.
Adviser

Appendix A.3

Letter to the Validators

PHILIPPINE NORMAL UNIVERSITY

College of Graduate Studies

Taft Ave., Manila

February 23, 2013

Dear _____:

Greetings of Peace!

The undersigned is conducting a study titled “Executive Development Program on Emotional Quotient and Decision Making Skills” for the degree Master of Arts in Education with Specialization in Educational Management at the Philippine Normal University, Taft Ave. Manila.

In line with this, the undersigned would like to seek your assistance by validating the instruments to be used in the study.

In the succeeding pages are the Emotional Intelligence Questionnaire and the Decision Making Skills Questionnaire. Please rate them according to the level of appropriateness using the scale below:

3 – Very Appropriate

2 – Appropriate

1 – Not appropriate

Furthermore, you are requested to exhaust your authoritative expertise to exclude the items you think are inappropriate or to add indicators you think are good possible items.

Please tick the column that corresponds to your answer in each item.

Attached is the statement of the problem of the study for your perusal.

Thank you very much and God bless!

Respectfully yours,

SR. ROWENA A. ALCARAZ, FMIJ

Researcher

Noted:

DR. JOSE M. OCAMPO JR.

Adviser

DR. ERLINDA V. NAVARRO

Adviser

BRIEF PROFILE OF THE EVALUATOR

Name:

Designation:

Institution:

Post Graduate Degree:

University Graduated:

Length of Service:

Professional Affiliations/Position:

1. _____

2. _____

3. _____

Appendix B.1

Research Instruments for Validators

Part I - Emotional Intelligence

	Criteria/Indicator	3	2	1
1.	Aware of my feelings			
2.	Can tell when I'm upset			
3.	Know the reason why I am sad			
4.	Emotional people scare me			
5.	Can name my feelings			
6.	Let other people know they are doing their job			
7.	Keep my feelings to myself			
8.	Let people know when uncomfortable feelings get in the way of our work			
9.	Have trouble reaching out to others when I need help			
10.	Can sense how others are feeling			
11.	Can recognize emotions in others by watching their eyes			
12.	Good listener			
13.	Good at reading between the lines			
14.	Focus on people's positive qualities			

15.	Think about how others might feel before I give my opinion			
16.	Know who to go to or what to do to solve my problem			
17.	Have no difficulty making friends			
18.	My beliefs and values guide my daily actions			
19.	Grieve when I lose something important to me			
20.	My family is always there for me when I need them			
21.	Can see pain in others even if they don't talk about it			
22.	Consider the feelings of others when I talk to them			
23.	Can put myself in someone else's shoes			
24.	Constantly worry about my shortcomings			
25.	Jealous of people who have more than I do			
26.	Willing to admit it when I make a mistake			
27.	Tell the truth even when it is difficult			
28.	Never tell lies			
29.	My job is an extension of my value system			
30.	Have done things on my job that are against my beliefs			

Appendix B.2

Research Instruments for the Respondents

EMOTIONAL INTELLIGENCE

Emotional Intelligence is the ability to sense, understand and effectively apply the power and acumen of emotions as a source of human energy, information and influence. Human emotions are the domain core feelings, gut level instincts and emotional sensations. When trusted and respected, emotional intelligence provides a deeper, more fully formed understanding of oneself and those around us.

Check the number in each column which best describes your response to each indicator.

4 – Very true of me

3 – True of me

2 – Moderately true of me

1 – Not true of me

Criteria/Indicator		4	3	2	1
I ...					
1	am aware of my feelings				
2	can tell when I'm upset				
3	know the reason why I am sad				
4	am not scared of emotional people				
5	can identify my feelings				
6	let other people know they are doing their job				
7	do not keep my feelings to myself				
8	let people know when uncomfortable feelings get in the way of our work				
9	don't have trouble reaching out to others when I need help.				
10	can sense how others feel				
11	can recognize emotions in others by watching their eyes				
12	am a good listener				
13	am good at reading between the lines				

14	focus on people's positive qualities				
15	think about how others might feel before I give my opinion				
16	know who to go to or what to do to solve my problem				
17	have no difficulty making friends				
18	am guided by my beliefs and values				
19	grieve when I lose something important to me				
20	know that my family is always there for me when I need them				
21	can see pain in others even if they don't talk about it				
22	consider the feelings of others when I talk to them				
23	can put myself in someone else's shoes				
24	don't constantly worry about my shortcomings				
25	am not jealous of people who have more than I do				
26	am willing to admit it when I make a mistake				
27	tell the truth even when it is difficult				
28	never tell lies				
29	understand that my job is an extension of my value system				
30	have done things on my job that are against my beliefs				

PERSONAL DATA

Survey Questionnaire

I. Personal Data

Please provide information being asked for each of the following items. Check the options that correspond to your answer.

Name (optional): _____

School: _____

1. Age

- ☐ 21-30 years old
- ☐ 31-40 years old
- ☐ 41-50 years old
- ☐ 52 -60 years old
- ☐ 61 years old and above

2. Gender

- ☐ Male
- ☐ Female

3. Civil Status

- ☐ Single
- ☐ Married
- ☐ Widow/Widower

4. Position _____

5. Highest Educational attainment

() BEED with MA units

() BSED with MA units

() MA Degree

() Doctoral Units

() Doctoral Degree

Appendix C.1

List of Experts

LIST OF EXPERT VALIDATORS

VALIDATOR'S NUMBER	DESIGNATION	OFFICE
1	Professor	PNU, Manila
2	Professor	PNU, Manila
3	Professor	PNU, Manila
4	Professor	PNU, Manila
5	Principal	Lopez, Elem. Sch., Los Baños
6	Principal	San Antonio, Los Baños
7	Principal	Mayondon, Los Baños
8	Principal	Los Baños, Central Sch.
9	Principal	Los Baños, Laguna
10	Principal	Los Baños, Laguna

APPENDIX C.3

Result of Validation of Experts on EI Questionnaire

Part I - Emotional Intelligence

Item No.	Comments and Suggestions	Final Item
1.	Add the word <i>am</i> It is very general.	Am aware of my feelings
2.	None	Same statement
3.	None	Same statement
4.	Start with the verb <i>am</i>	Am scared of emotional people
5.	Use the word <i>identify</i> instead of <i>am</i>	Can identify my feelings
6.	Add the word <i>well</i> .	Let other people know they are doing their job well.
7.	None	Don't keep my feelings to myself
8.	None	
9.		Have trouble reaching out to others when I need help
10.	Use the word <i>feel</i> instead of <i>are feeling</i> .	Can sense how others feel

11.	None	Same statement
12.	Start with the word verb <i>am</i>	Am a good listener
13.	Start with the word verb <i>am</i>	Am good at reading between the lines
14.	None	Same statement
15.	None	Same statement
16.	None	Same statement
17.	None	Same statement
18.	Start the phrase with the verb <i>am</i>	Am guided by my beliefs and values
19.	None	Same statement
20.	Start the phrase with the verb.	Know that my family is always there for me when I need them
21.	None	Same statement
22.	None	Same statement
23.	None	Same statement
24.	None	I don't constantly worry about my short comings.
25.	Start the phrase with a verb.	Am jealous of people who have more than I do

26	Start the phrase with a verb.	Am willing to admit it when I make a mistake
27.	Tell the truth even when it is difficult	Same statement
28.	Make the phrase positive	Tell the truth
29.	Start with a verb	Understand that my job is an extension of my value system
30.	None	Have not done things on my job that are against my beliefs

	• The indicators are good but please observe structural parallelism/consistency • If your indicators are written in statement form , make them all in statements form. • If your indicators are written in phrase form , make them all in phrase form. • I consider your indicators appropriate, however you should also consider the categories/components EQ as proposed by Gardner, then followed by the indicators per category item. • Congratulations, Sr.! You may now administer your tool. Please consider the comments. • There are no comments and suggestions in Decision Making skills questionnaire.	
--	--	--

Appendix D.2

Reliability statistics

Emotional Intelligence

Cronbach's Alpha	N of Items
0.846	30

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
B1	96.1875	56.829	0.219	0.845
B2	96.5625	54.929	0.332	0.842
B3	96.2500	55.133	0.486	0.84
B4	97.1250	52.917	0.402	0.84
B5	96.3125	55.429	0.354	0.842
B6	96.5625	55.329	0.279	0.844
B7	97.1250	54.65	0.199	0.849
B8	96.9375	56.063	0.167	0.847
B9	97.3750	53.183	0.304	0.845
B10	96.5625	52.396	0.682	0.833
B11	96.8125	50.563	0.793	0.828

B12	96.5000	52.667	0.519	0.836
B13	96.7500	52.067	0.748	0.831
B14	96.6875	54.629	0.289	0.844
B15	96.6250	54.65	0.367	0.841
B16	96.5625	54.663	0.368	0.841
B17	96.5625	52.663	0.372	0.842
B18	96.6250	54.517	0.385	0.841
B19	96.8750	50.383	0.854	0.826
B20	96.3125	58.763	-0.196	0.853
B21	96.5625	54.529	0.387	0.841
B22	96.3750	54.65	0.434	0.84
B23	96.6875	50.363	0.661	0.83
B24	97.6250	56.917	0.024	0.854
B25	98.5000	59.333	-0.193	0.861
B26	96.5000	53.6	0.528	0.837
B27	96.6250	52.517	0.659	0.834
B28	96.9375	54.063	0.335	0.842
B29	96.4375	54.129	0.477	0.839
B30	98.0625	54.063	0.269	0.846

Appendix E.1
PHILIPPINE NORMAL UNIVERSITY
College of Graduate Studies
Taft Ave., Manila

February 3, 2014

Dear
Greetings of Peace!

The undersigned is conducting a study titled "Toward the Executive Development Program on Emotional Intelligence" for the degree Master of Arts in Education with specialization in Educational Management at the Philippine Normal University, Taft Ave. Manila.
In line with this, the undersigned would like to seek your assistance by validating the program she prepared for the school managers.

In the succeeding pages are the modules on Emotional Intelligence. Please evaluate the adequacy of items, language used, appropriateness of content to school managers and your overall evaluation of the program using the following scales:

Adequacy and suitability of items/activities to school heads	Language and Appropriateness of to School Heads
4 – Very Adequate	4 – Strongly Agree
3 – Adequate	3 – Agree
2 – Inadequate	2 – Disagree
1 – Very Inadequate	1 – Strongly Disagree

Usefulness and Overall assessment of the program
4 – Very Much Accepted
3 – Accepted
2 – Needs Improvement
1 – Change

Furthermore, you are requested to exhaust your authoritative expertise to exclude the items you think are not appropriate and add items that you think can enrich the program.

Kindly tick the column that corresponds to your answer in each item.

Thank you very much and God Bless!

Respectfully yours,

SR. ROWENA A. ALCARAZ, FMIJ
Researcher

Noted:

DR. JOSE M. OCAMPO, JR.
Adviser

DR. ERLINDA E. NAVARRO
Adviser

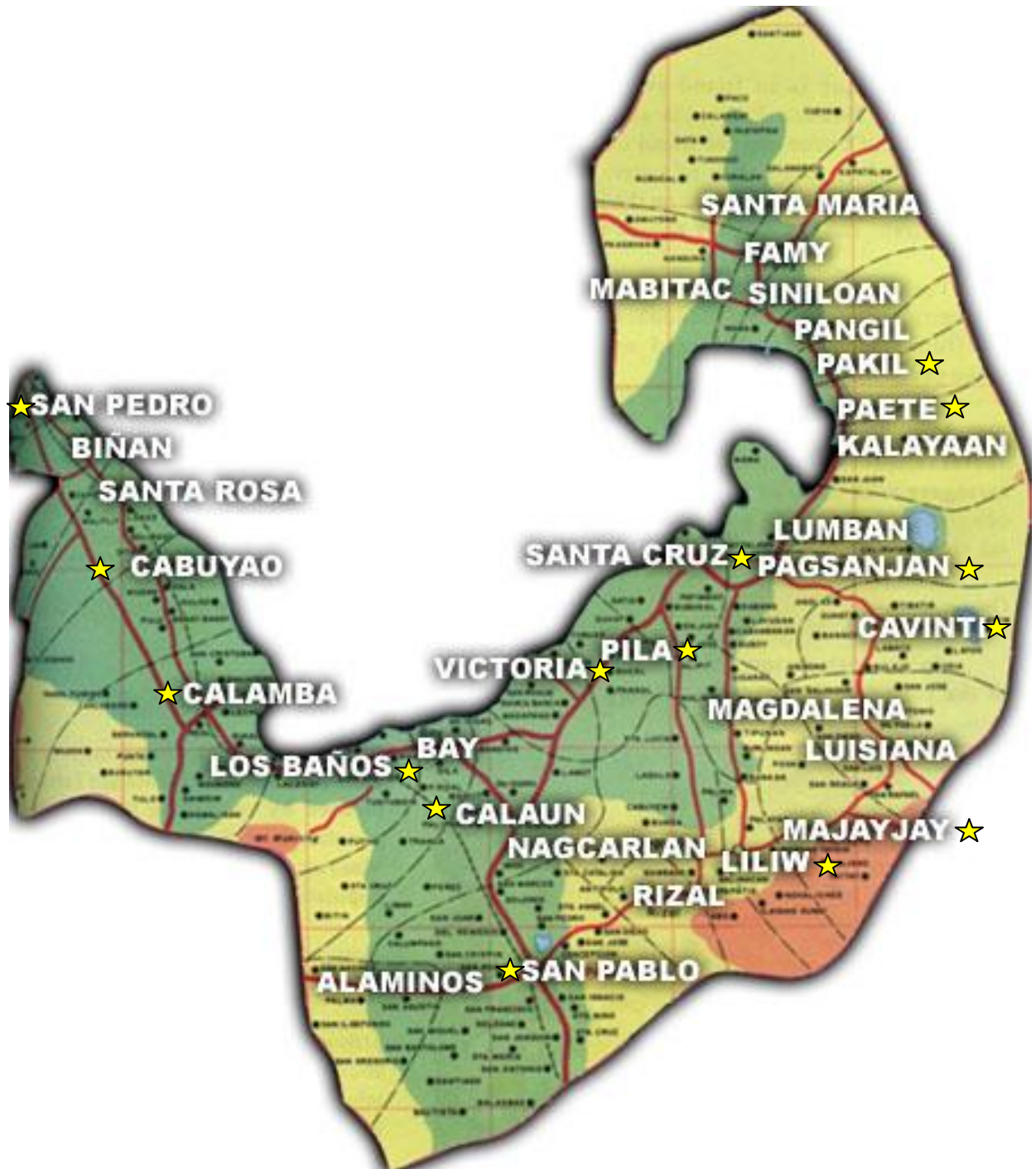
LIST OF EXPERT VALIDATORS

(Executive Development Program on Emotional Intelligence)

VALIDATOR'S NUMBER	DESIGNATION/OFFICE	POST GRADUATE DEGREE	LENGTH OF SERVICE
1 Sr. Maria Lirio Guillermo	Professor / UST, Manila	S.Th.D. / Ph. D.	16 years
2 Ma. Aurora Emeteria P. Gonzales, RPm, RGC	Guidance Counselor- Psychometrician / MBMS, Sto. Tomas, Batangas	MA Ed –Guidance and Counselling	15 years
3 Dr. Gary Dy	Faculty / University of the East	Doctor of Education	15 years
4 Dr. Josefina G. Madrid	Professor, Psychology Dept./ Dela Salle University, Dasmarinas	Ph.D. major in Psychology and Guidance	18 years
5 Dr. Isabelita C. Celestino	Ass. Professor 5/ Dela Salle University, Dasmarinas, Cavite	EdD Career Guidance	

6 Susana Valdez, rc	Retreat facilitator/ Cenacle Retreat House, Loyola Hts. Q,C.	Masters in Pastoral Ministry	14 years
7 Carmencita H. Salonga. PhD, RGC,CCP, RP	Head, Guidance and Counseling Dept. / Centro Escolar University, Mla.	Ph.D./RGC/CCP/RP	21 years

Map of Laguna



CURRICULUM VITAE

Name: SR. ROWENA A. ALCARAZ, FMIJ

Address: Agapita Road, Lopez Avenue, Los Baños, Laguna

Date of Birth: November 9, 1974

Place of Birth: Lemery, Batangas

Educational Background

Elementary: Salong Elementary School

Salong, Calaca, Batangas

1986-1987

Secondary: P.A. Paterno Memorial National High School

Putting Bato East, Calaca, Batangas

1990-1991

College: Batangas State University

AB English

1994-1995

Graduate Course: Philippine Normal University

Taft Ave., Manila

Master of Arts in Education major in Educational Management

Civil service Eligibilities

Civil Service Sub-Professional

Licensure Examination for Teachers

Teaching Experiences

Liceo de Los Banos

Los Banos, Laguna

1995-1999

St. Peter Catholic School of Mulanay

Mulanay, Quezon

2005-2008

. Francis College

, Negros Oriental

2008-2010

St. Thomas Academy

Sto. Tomas, Batangas

2010-2011

Franciscan Montessori School of the Nativity

Los Banos, Laguna

2012 - present

EMOTIONAL INTELLIGENCE ENHANCEMENT PROGRAM

PART I – ON EMOTIONAL INTELLIGENCE				
Dimensions	Overview	Activities	Objectives	References /Links
1. Emotional Self-Awareness	This module enables you to acknowledge, identify, explore, own, and befriend your own emotions. Here you will discover how emotions affect your behavior in your day to day life. Mastering your emotions and having a clear view of where you are and	Are You in Touch? Hook-Up Exercise Mindfulness: A Meditation Approach	To acquire greater sensitivity to how changing emotions can affect human interactions To gain a new technique to gain emotional centeredness To increase awareness of the capricious nature of	Emotional Intelligence in Action (2006) by Marcia Hughes Emotional Intelligence ... By Marcia Hughes Group

	ability to delay or to find alternatives in expressing yourself to preserve and uphold nobler values and relationship.	Your Feelings	emotions To express oneself creatively and positively	Develop a High EQ by Gilles Azzopardi p.45, 2003
3. Emotional Awareness of Others	This module attempts to enhance your capacity to read the emotions of others by being sensitive to the signals manifested physically (gestures, facial expressions) and to the subliminal messages expressed	Video Clips on Emotions Movie Analysis (Character Analysis) Learn To Read The Feelings Of Others	To learn the skills of understanding complete messages To accept and understand other's feelings without judgment	http://www.youtube.com/watch?feature=player_embedded&v=4eEgO_BaPNw How To Develop A

	implicitly in words.	Murder	To keep in touch with other's feelings	High EQ by Gilles Azzopardi, p. 153, 2003 The World's Best Party Games by Shiela Anne Barry, p.44, 1987
4. Interpersonal Connections	This module helps you to honorably connect with others. It calls on you to invite those within your social bonds to collaborate in	Drawing Dialogue Meaning making	To encourage and accept support from others To establish rapport with the members of	The Essentials of School

	of others because you have to put part of yourself in your relationship with them.			
6. Integrity	This module highlights the value of your underlying principles and the importance of exploring them with others when you are faced with a dilemma. It further encourages you to create a culture of contentionsness that drives performance,	Follow the Leader “Ten Things I Value”	To behave consistently To display clear commitment to a course of action in the face of challenge To realize the value of influence without authority	The World’s Best Party Games by Shiela Anne Barry, p.44, 1987 Human Intimacy by Earnest Tan pp. 9-13

	engenders mutual respect, and maintains business ethics by modeling behavior that you want others to adopt, and by introducing values you want others to operate by.			
--	--	--	--	--

PART 2. SELF-ASSESSMENT/EVALUATION				
7. Self-Evaluation	This will measure any improvement in the emotional intelligence and decision making	Self-assessment on Emotional Intelligence	To measure change or improvement in emotional intelligence and decision making skills based on the	

	skills of principals after undergoing the proposed program. This will also direct the administrators to the area of formation they need to focus on more.		proposed enhancement program	
--	---	--	---	--

Summary Rating of Content Validation of Experts on Executive Development Program on Emotional Intelligence

Emotional Intelligence	Emotional Self-Awareness		Emotional Self-Expression		Emotional Awareness of Others		Interpersonal Connections		Compassion		Integrity		Weighted mean		Usefulness And Overall assessment	WM (1,2,&3)
Validators	1	2	1	2	1	2	1	2	1	2	1	2	1	2	3	
1	4	3	4	3	4	3	4	3	4	3	4	3	4	3	3	3.33
2	3	4	3	4	3	4	3	4	3	4	3	4	3	4	4	3.67
3	3	4	3	3	3	3	3	3	3	3	3	4	3	3.33	3	3.11
4	4	4	3	3	3	3	4	4	4	4	4	4	3.67	3.67	4	3.78
5	3	4	2	4	4	4	4	4	4	4	4	4	3.5	4	4	3.83
6	3	3	3	3	4	4	3	3	3	3	4	4	3.33	3.33	3	3.22
Overall Mean	3.33	3.67	3	3.33	3.5	3.5	3.5	3.5	3.5	3.5	3.67	3.83	3.42	3.55	3.5	3.49

Legend :

1 – Adequacy and suitability of items/activities

2 – Language and appropriateness of content

3 – Overall assessment

Comments and Suggestions of Validators on the Executive Development Program on EI

	Emotional Self-awareness	Emotional Self-expression	Emotional Awareness of Others	Interpersonal Connections	Compassion	Integrity	Part II. Concluding Activity
V.1		VI. Processing <i>Change the questions to</i> 1. How did you feel... 2. What were you feeling while watching others express their emotions? 3. Choose between >Here, you see other's expression of emotion, then –	I. Activity Showing video clips is different from video clippings. Which is yours? Will you show them Video clips or you're going to ask them to clip videos? II. Objectives Change the obj. to To accept and	This module helps you to connect honorably with others. It is a call for you to invite those within your social bonds to collaborate in achieving your intentions. III. Objectives To <u>solicit</u> and accept support from	II. Objectives To learn the skills of understanding <u>messages completely</u>. If this fits what you mean. To show just sympathy? Or empathy? Just to show s...? VI. Procedure #3. <u>Bolden letters A,B, and C.</u>	VII. Suggested Activities Use letter A instead of no.1. Creating Consistency A. Step 1 (Name this or each step.) Step 2. ? Ask each person to write the three words. <u>Be sure</u> you can identify who says so	I. Activity: Self-Evaluation Give a short description.

	it goes/comes to you. >How were you affected by the emotions of others? If you use this, your emphasis is first on yourself and you recognized that others caused how you feeling. VIII. Discussion >Recognize your own feelings and those of others jibes with the rephrased question >Here you see...	understand <u>without</u> <u>judging</u> the feelings of others. The second objective; To learn the skills of understanding complete messages <u>can be improved</u>. VI. Processing 1. What physical sign or gestures helped you identify the	others IV. Procedure ... You may <u>take turns in</u> (instead of alternate) drawing or you may draw at the same time Now share what you experienced as you do your drawing together. V.Processing Put it at the <u>next page</u>. Cognitive 2. <u>How</u> did	because you need to <u>recall their names</u>. Step 3. ? What surprises me? <u>when?</u> <u>Incomplete</u> What <u>is it that others do not see</u> in me that I value in myself? What is it that enabled them to create such impression? Or What is it that I do that enabled them to create such impression? Instead of What do I do	
--	---	--	---	---	--

			emotions projected <u>on</u> the video clip?	you choose your partner? 3. What were you thinking when you were asked to draw together with your partner? VII. Suggested activities to develop Interpersonal Connections 4th bullet – Seek quality? Not quantity?		the gives that person that impression? Use B instead of no.2 in Defining Your Values 1. Reflect on... Are the inner values external ones? I core values? Or value system? Alternately, ask yourself, “what do I find annoying about how others behave or <u>what they say?</u>” <u>Cooperation</u> instead of co-operation.	
--	--	--	---	--	--	---	--

				7th bullet – Think about your school and come up with a list of ideas that could help the school function. Volunteer to render service to make these ideas a reality. >In research, subjects are people involved in the study. Is it topic? You mean subject (person)?			
--	--	--	--	--	--	--	--

V.1	1. In formulating objectives, is it possible to consider: cognitive, affective, and psychomotor? 2. In writing we usually use either first or third person (I, He, She, We, They). Rule says, using You is either weak or too strong that the one reading gets stunned with the use of “You.” However, it still depends on the rest of the validators’ comments/suggestions/ or your decision. 3. Language used in some/most parts lean more to Guidance and Counseling. Unless, that fits to what you are searching for in answer to your problems or in complying to your objectives.						
V.2	Consider having a classification of the person’s emotional intelligence Example: <u>High EI</u> <u>Average EI Below Average EI</u> <u>Low EI</u>	Aside from having the Self-management questionnaire or How influential are you, it will be helpful to assess also the <u>intrapersonal</u> and <u>interpersonal</u> skills of the person	Consider also the <u>tips on how to deal with other’s emotions.</u>	If you have an assessment tool on the person’s interpersonal skills, <u>refer to the indicators or components of the said tool.</u>	Try to include (if possible) criteria to <u>assess the present level of compassion</u> of the person (through situations)	If possible, have criteria to determine the <u>level of integrity</u> of the person.	
V.3	III. Materials 1. Please Hear what I ‘m not	III. Materials 1. Self-management – my Profile	II. Materials 1. Video clips of emotions Specify the	2. Materials Add paper 4. Processing Include	Rationale of activity? 3. Include	Standard formatting for all modules 4. Procedure	

	Saying Isn't the poem too long for the activity? May include an activity that is more dynamic. 2. Emotional Intelligence self-perception Questionnaire Self-perception is different from self-awareness. Why not utilize a standardized EI test instead. Discuss the purpose of this questionnaire. Properly label the	Please relate to self-expression. 2. How influential are you? Not related? IX. Discussion Specifically discuss about self-expression.	videos to be presented. 3.Procedure Use present instead of prepare video clips on different emotions. VII. Tips... If you will use tips, use it on other modules as well	cognitive and affective in other modules	materials.	Integrate dynamic activity rather than merely defining terms.	
--	---	--	---	---	-------------------	--	--

	questionnaire. Indicate the topic on EI if applicable. Is this self-made? If not where is the proper citation? Use affirmative statements. It will affect the weighted mean if computed. VIII. Self-assessment Self-awareness or self-perception? Include an output to establish learning.						
V.4	III. Materials Emotional	III. Materials Self-		Kindly check the procedure.	Where is the processing part?		

	intelligence questionnaire Is this self-made? Please revise items 4 and 11 to make it politically correct in the field of behavior. However if it is a psychologically made test, there's no need.	Management – My Profile What would the over-all results mean? How is it to be interpreted? Please write the interpretation.		It should be congruent with the processing.			
V.5		5. Procedure Putting myself in the shoes of the participants, I am afraid that they might not be comfortable demonstrating emotions through facial expressions					

		and gestures.					
V.6	Suggested Title Enhancing Emotional Intelligence! A Leadership Development Program for DCSS Principals and School Heads Introduction 5th paragraph But this <i>present</i> formation program... Enhancing emotional intelligence/ literacy 1. Its role in	III. Materials Write the source of the materials. IV. Time Frame Enough time? 7. Self assessment 3. Write the procedure in evaluating the result.	IV. Time Frame Enough time? V. Procedure 2. Identify the emotions... <i>Write down individually</i>	III. Materials Crayon <i>Add paper</i> IV. Time Frame Enough time? V. Procedure Do they also share about the image they decided to draw? Cognitive #2. Why did... As per instruction, choose one with a different color, right? #4. Should it	Should there be an activity on compassion for oneself as well? IV. Time Frame Enough time? V. Procedure 2. Give the participants... How big? Member per group? Perhaps pairs/triads will be better? Material will be more sensitive 4. Form triads. This is like counseling triad	Identify the underlying principles. II. Objectives To behave consistently(walk one's talk) III. Time Frame Enough time? IV. How big is the grouping? VI. Suggested Personal Development... Perhaps to give a definition of integrity and its relation to leadership and being. Perhaps also to give	

the ongoing formation of school principals and heads 2. Its role in the decision making process of school principals and heads III. Materials 1. Copy of Please Hear What ... (poem a bit long) IV. Time frame Enough time? Depending on the # of participants, this might be short 2. Emotional Intelligence			be just observation of behavior? #5. What were you... Can be a more focused question (rephrase) 6. Suggested Activities... Add on rationale/ data on the importance of maintaining good interpersonal connections especially in school management and	praxis. B. How are the feelings of the speakers shown? C. ... feelings picked up How is it observed/ can't be identified in person B?	living examples of people of integrity.	
---	--	--	--	---	--	--

	Questionnaire What made you decide to scale down the test rather than giving the entire sections that are included in the study? Results might be more reliable with entire test taken. What were the criteria used to accept or omit an item? 5. Procedure #6. Was it easy to notice/identify and name what word struck me and the feeling attached to it?			leadership teamwork.				
--	---	--	--	-----------------------------	--	--	--	--

	Identify feeling? (own, explore, understand, accept) 6. Processing #2. Important question as it brings them to a greater self-awareness of one's own dynamics (transparency or hiding one's feelings)						
V.7	Self-awareness -ability to perceive aspects of our personality, behavior, emotions,	III. Materials Self-Management Profile -Eliminating negative thoughts		7. Suggested Activities... 8. Is this to be facilitated with religious, principal? If so, the	Self compassion is the ability to be compassionate to others. Emotionally intelligent persons perceive	Integrity is an adherence to moral and ethical principles, soundness of moral character,	

	motivations and thoughts processes 1. expresses own feelings 2. recognizes the situations that triggers own emotions 3. knows how own feelings impact on performance How well do I understand and value myself. III. Materials 1. Please Hear What I am not Saying This does not speak of self-	-Regulating one's own emotion -How well do I manage myself in changing situations. -Would it be better to divide this area to sub areas? What on self-management?		suggests activities should fit them.	themselves as confident , better able to understand, control and manage their emotions. II. Objectives To show sympathy or empathy? VIII. Suggested Activities... Empathy is intellectual identification with or vicarious experiencing of the feelings, thoughts or attitudes of another.	honesty.	
--	---	---	--	---	---	-----------------	--

Appendix D.1

Summary Result of Reliability Test

	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12	A13	A14	A15	A16	A17	A18	A19	A20	A21	A22	A23	A24	A25
1	4	3	3	3	4	3	3	3	3	3	2	2	3	3	4	3	3	3	2	4	3	4	3	2	2
2	4	4	4	2	4	4	2	3	1	4	4	4	3	4	4	3	4	4	3	4	4	4	4	2	1
3	4	4	4	3	4	4	2	3	2	4	3	3	3	3	3	4	3	4	3	4	4	3	4	3	2
4	4	4	4	2	4	4	3	4	2	3	3	3	3	3	3	3	1	4	3	4	4	4	2	2	1
5	4	4	4	2	3	3	4	2	2	3	3	3	3	4	4	4	4	3	3	4	3	4	3	3	2
6	4	3	4	3	4	3	3	3	3	3	3	3	3	3	3	3	4	3	3	4	3	3	3	3	2
7	4	3	4	3	4	3	3	3	3	4	3	4	3	3	3	4	4	3	3	4	3	4	2	3	2
8	4	3	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	3	4	4	3	3
9	4	4	4	4	4	4	3	3	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	1	1
10	4	4	4	3	4	3	3	3	4	3	3	4	4	2	4	3	3	4	3	4	4	4	4	3	2
11	4	4	4	3	4	4	4	4	3	4	4	4	3	3	4	4	4	3	4	3	4	4	4	3	1
12	4	3	4		4	4	1	4	2	4	3	4	4	4	3	4	4	4	3	4	4	4	4	1	1
13	4	4	4		4	4	4	3		4	4	4	4	4	3	4	4	4	4	4	4	4	4	3	1
14	4	4	4	4	4	3	3	3	4	4	4	4	4	4	4	4	4	3	4	3	4	4	4	3	1
15	3	3	4	2	3	3	3	3	2	3	3	4	3	3	3	4	4	3	3	3	3	3	3	3	3
16	4	3	3	4	3	4	3	3	3	3	3	4	3	4	3	3	3	3	3	4	3	3	3	2	1

A26	A27	A28	A29	A30
3	3	2	4	2
3	3	3	4	2
3	4	4	4	1
4	3	3	4	1
4	4	4	3	2
3	3	3	3	2
3	3	4	3	2
4	4	3	4	4
4	4	4	4	2
4	4	3	4	2
4	3	3	4	2
4	4	3	4	2
4	4	3	4	3
4	4	4	4	1
4	3	3	3	3
3	3	2	3	2

Appendix D.1

Summary Result of Reliability Test

	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12	A13	A14	A15	A16	A17	A18	A19	A20	A21	A22	A23	A24	A25	A26	A27	A28	A29	A30
1	4	3	3	3	4	3	3	3	3	3	2	2	3	3	4	3	3	3	2	4	3	4	3	2	2	3	3	2	4	2
2	4	4	4	2	4	4	2	3	1	4	4	4	3	4	4	3	4	4	3	4	4	4	4	2	1	3	3	3	4	2
3	4	4	4	3	4	4	2	3	2	4	3	3	3	3	3	4	3	4	3	4	4	3	4	3	2	3	4	4	4	1
4	4	4	4	2	4	4	3	4	2	3	3	3	3	3	3	3	1	4	3	4	4	4	2	2	1	4	3	3	4	1
5	4	4	4	2	3	3	4	2	2	3	3	3	3	4	4	4	4	3	3	4	3	4	3	3	2	4	4	4	3	2
6	4	3	4	3	4	3	3	3	3	3	3	3	3	3	3	3	4	3	3	4	3	3	3	3	2	3	3	3	3	2
7	4	3	4	3	4	3	3	3	3	4	3	4	3	3	3	4	4	3	3	4	3	4	2	3	2	3	3	4	3	2
8	4	3	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	3	4	4	3	3	4	4	3	4	4
9	4	4	4	4	4	4	3	3	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	1	1	4	4	4	4	2
10	4	4	4	3	4	3	3	3	4	3	3	4	4	2	4	3	3	4	3	4	4	4	4	3	2	4	4	3	4	2
11	4	4	4	3	4	4	4	4	3	4	4	4	3	3	4	4	4	3	4	3	4	4	4	3	1	4	3	3	4	2
12	4	3	4		4	4	1	4	2	4	3	4	4	4	3	4	4	4	3	4	4	4	4	1	1	4	4	3	4	2
13	4	4	4		4	4	4	3		4	4	4	4	4	3	4	4	4	4	4	4	4	4	3	1	4	4	3	4	3
14	4	4	4	4	4	3	3	3	4	4	4	4	4	4	4	4	4	3	4	3	4	4	4	3	1	4	4	4	4	1
15	3	3	4	2	3	3	3	3	2	3	3	4	3	3	3	4	4	3	3	3	3	3	3	3	3	4	3	3	3	3
16	4	3	3	4	3	4	3	3	3	3	3	4	3	4	3	3	3	3	3	4	3	3	3	2	1	3	3	2	3	2