
| RESEARCH ARTICLE

Assessing the Emotional Intelligence Level of School Heads towards Crafting an Executive Development Program

Lu, Tianjia¹ ✉, Liu, Mengjiao², Zhang, Xinbei³ and Li, Ou⁴

¹²³⁴*La Consolacion University Philippines*

Corresponding Author: Lu, Tianjia, **E-mail:** 693952659@Qq.Com

| ABSTRACT

The study aimed to assess the perception of emotional intelligence among the school heads of a Catholic school in Jiangsu, China. The researchers used the descriptive method of research, carrying out the survey technique by means of questionnaires. The results suggest that the school heads have average emotional intelligence and an enhancement program on emotional intelligence could be proposed. The emotional self-expression ranking suggests that development progresses over time, highlighting the importance of interpersonal connections and compassion in fostering emotional intelligence.

| KEYWORDS

Emotional Intelligence, Executive Development Program, School Heads

| ARTICLE INFORMATION

ACCEPTED: 01 January 2024

PUBLISHED: 1 January 2024

DOI: 10.32996/jweep.2024.6.1.5

1. 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 in 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 becomes 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 the organization.

When it comes to politics here in China, it has been observed that some of our great leaders get involved in scandals. Practically, they were educated at different known universities. Why did it happen? What happened in the process? In the book *Developing Emotional Intelligence*, produced by the International Labor Organization in 2005, it is said that gifted leadership occurs when heart and head meet, and 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 are, the more cooperatively 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 and 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 organizations to promote the 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 had been enamored with emotional intelligence, which resulted in 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 the 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 advancements in this field have been developed to aid the corporate world in ensuring 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 at the grassroots level? K-12 teachers are confused and uncertain of what they are doing. Many are not convinced of the readiness of the Ministry of Education 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 funds 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 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 their 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 already been the practice that after getting 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, the stability of private schools is at stake. Principals are in 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 the study by 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 those with poor bosses.

Josey –Bass emphasizes 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 the 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 is to promote its products or to increase sales, finds emotional intelligence useful and important to its 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 a glimpse of it in the students' curriculum. However, it is in tapping the potentials of the top management, the school heads and principals, and the executives of educational institutions that change can possibly have a broader scope of influence. If they are fascinated with the charisma 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 desire to change. Seeburger (1997) says that in matters of the heart, the best way to teach is by example.

It is in light of the issues mentioned above that the researcher became interested in conducting this study. Believing that it is in giving warmth to relationships, strengthening values and beliefs, and leading with the heart that one can see purpose in an organization, she attempted to look into the level of emotional intelligence of the catholic primary school principals and school heads among catholic schools 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 there is no magic bullet that can fix every problem or issue, but it is a sincere effort not just to counteract the challenges or issues of the world today that affect the educational institution but to offer an 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.

1.1 Theoretical/Conceptual Framework

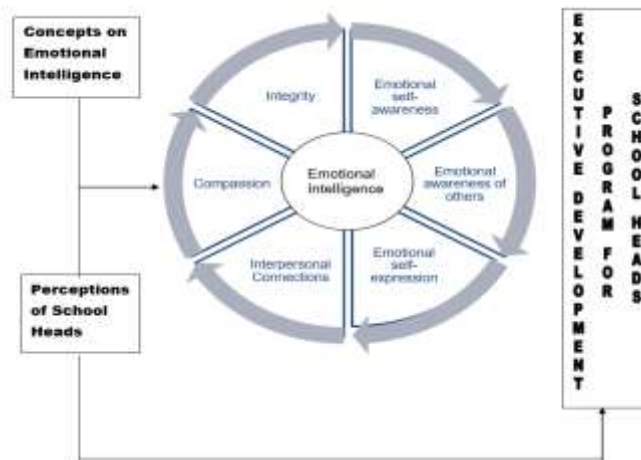


Figure 1. Conceptual Framework of the Study

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 basis 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 oneself, 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 a 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 characterized 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) explain 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 oneself in a very positive way despite the mood that a person is in at the present moment results in a 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 position 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 the 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 a 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, his authority credible, and he has a positive influence on the people working with him.

On the interpersonal scale, individuals are assessed on how likely they would have satisfying interpersonal relationships, how good they are 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 classified on 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 the ability to motivate, control, and coordinate 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. This ineptness comes at a time when emotional intelligence in individuals and organizations is emerging as a missing ingredient in the recipe for 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, emotional fitness, builds one's authenticity, believability, and resilience, expanding the 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 this, one extends creative instinct and capacity to deal 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.

1.2 Operational Framework

Using the variables from the mentioned theories, the researcher formulated an operational model that will be utilized for the objectives of this study. Based on the preceding framework, the proposed study presents its concept map as illustrated in Figure 1.

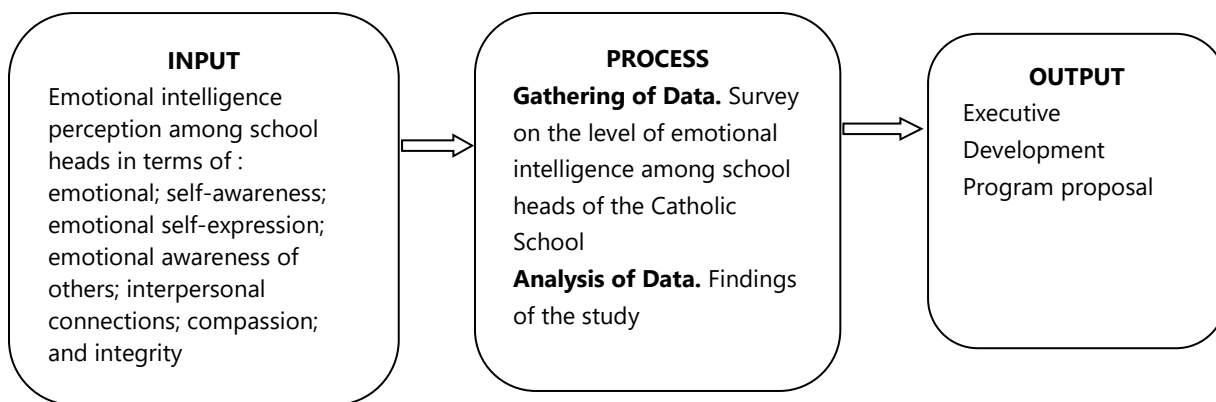


Figure 2. Operational Model of the Study

The theory has given all the basic components of a research study on the impact of service quality on customer trust in selected courier services in China. Based on the theoretical framework, the operational model identified the relationship of the variables in the study. The operational model, as shown in Figure 2 above, is an illustration of the input-process-output utilized in this study. First, **Input** covered the Emotional intelligence perception among school heads in terms of emotional self-awareness, emotional

self-expression, emotional awareness of others, interpersonal connections, compassion, and integrity. Second, the **Process** described the level of emotional intelligence among school heads of the Catholic Schools in Jiangsu, China. Based on the result of the survey, this study will lead to an Executive Development Program proposal, which is the **Output**. This process helped the researcher follow the research method.

1.3 Statement of the Problem

The main purpose of the study was to determine the emotional intelligence perception among school heads of selected catholic schools in Jiangsu, China.

Specifically, it aimed to answer the following questions.

1. What is the perception of the catholic school heads on their level of emotional intelligence 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; and
 - 1.6 Integrity?
2. Does the perception of the catholic school heads on their level of emotional intelligence have a significant difference in terms of the factors stated above?
3. Based on the findings of the study, what executive development program can be proposed?

1.4 Statement of Hypothesis

This hypothesis will be the tentative answer to the research problems. The null forms will be subjected to statistical testing at a .05 level of significance through the corresponding appropriate statistical tests.

1. The perception of the catholic school heads on their level of emotional intelligence has no significant difference in terms of Emotional Self-Awareness, Emotional Self-Expression, Emotional Awareness of Others, Interpersonal Connections, Compassion, and Integrity.

1.5 Assumptions of the Study

The catholic school head's level of emotional intelligence can be a basis for crafting an Executive Development Program.

1.6 Scope and Delimitation

This study dealt with the emotional intelligence among school heads in selected primary catholic schools in Jiangsu, China. This study was limited only to all catholic schools in China that are run and managed by Chinese in Jiangsu, China, for the school year 2022-2023. 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 catholic primary 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 assessed their emotional intelligence level themselves. The researcher used the descriptive method of research in the survey approach through questionnaires, which were followed up by random interviews.

1.7 Significance of the Study

The study holds utmost importance to the following:

Administrators. This study will help administrators become 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 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 relationships 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 in conducting a study on emotional literacy and leadership.

1.8 Definition of Terms

The following terms are defined either conceptually or operationally:

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

Content validation. It is an assessment or evaluation done by experts in 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 to recognize one's own feelings and those of others to motivate oneself and manage emotions well in oneself and in one's 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 a 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 who have an 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 and 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 if 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 who are responsible for 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.

2. 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.

2.1 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 one's own feelings and those of others, lift mood and motivate and manage emotions internally and in relationships 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 - underlies accomplishment of every sort. 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, a 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 the accomplishment of organizational goals would be enhanced with greater emphasis on developing managerial Emotional intelligence.

Asidao (2001) finds out that there is a significant effect of emotional intelligence on the job performance of school managers. Training is a significant predictor of the 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 the 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 this, one extends creative instincts and capacity to flow with problems and pressures and to compete for the future by building up capabilities to sense - and access - the widest range of hidden solutions and emerging opportunities more readily (Cooper and Sawaf, 1997).

Ferrera (2006) finds out that there is a significant relationship between administrators' emotional intelligence 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 a 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 maintain a positive attitude even in the face of adversity. This refers to one's ability to recover from setbacks or the 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 goals, to avoid negative outcomes 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 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 has a 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's 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 provide support for the participants as they work to raise their emotional intelligence competencies.

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

Enriquez (2005) concludes that the management styles interactions intertwined very highly with emotional self-awareness, accurate self-awareness, accurate self-assessment, and relationship management. A 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 a 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 an individual's behavior. The building of relationships is the cornerstone of 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 was 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 was 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 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 also 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, and 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 your 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, influencing competence along with

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 Prochaska's research revealed that people go through several stages before they are ready to engage in meaningful change efforts. In the pre-contemplation 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, 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 benefit 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.

2.2 Synthesis of Reviewed Literature

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

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 the accomplishment of organizational goals would be enhanced with greater emphasis on developing managerial Emotional intelligence.

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

Ferrera (2006) finds out that there is a significant relationship between administrators' emotional intelligence 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 a relationship to the decision making styles of the administrators of the tertiary school administrators.

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, influencing competence along with Leading others and Developing other's competencies is considered especially salient. In addition, Conflict Management and Communication have also been shown to be important behaviours for managers to demonstrate.

3. 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. Surveys 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 amounts of information. It is often used simply to obtain a description of a particular group of individuals. To have an opportunity for follow-up questions and to clarify some issues more fully, the researcher also conducted one-on-one and telephone interviews. The Likert scale type of question was used after Rensi Likert 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 it easy to understand their answers by indicating the 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.

3.1 Sources of Data

The primary sources of data will be the school heads of selected catholic schools in Jiangsu, China. On the other hand, the secondary sources of data will be journals, articles, foreign and local websites and records related to emotional intelligence and executive development program proposals.

3.2 Population of the Study

This study involved 19 school heads from 15 primary catholic schools in Jiangsu, China, of which fifteen were principals, and four were head teachers. Because the population was small, the researcher used the entire population as respondents.

3.3 Instrumentation and Validation

The instruments used were questionnaire checklists on personal profiles and the level of emotional intelligence of school heads. Items included in the emotional intelligence questionnaire were adopted from Cooper and Sawaf's EQ Map Questionnaire (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 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 competencies such as interpersonal connections, which would lead to clarifying and

developing one’s values and beliefs. The results of the study were based on preparing the executive development program for school heads. Concepts of different authors on emotional intelligence were also considered.

3.4 Statistical Treatment of Data

The following statistical tools are used to treat the gathered data:

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

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

4. 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 with the discussion, the strengths and weaknesses are also presented. The level of each dimension of 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 perception of the catholic school heads on their level of emotional intelligence in terms of: Emotional Self-Awareness; Emotional Self-Expression; Emotional Awareness of Others; Interpersonal Connections; Compassion; and 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	I am aware of my feelings	3.89	VTM	1
2	I can tell when I’m upset	3.79	VTM	3
3	I know the reason why I am sad.	3.89	VTM	2
4	I am not scared of emotional people	2.68	MTM	5
5	I 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 Table 4, the top three indicators are that I 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 is 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 secure in dealing 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 it, and own it, 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 and accepting and owning emotions happen. Through the collaboration of all human faculties, one's capacity to respond positively to 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), 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. A positive attitude influences others. You can give your whole self if you are self-motivated. A 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	I let other people know they are doing their job	3.42	TM	1.5
2	I don't keep my feelings to myself.	2.26	TM	5
3	I let people know when uncomfortable feelings get in the way of our work	2.84	TM	4
4	I reach out to others when I need help.	3.05	MTM	3
5	I can sense how others feel	3.42	TM	1.5
Overall Mean		3.00	TM	

1.3 On Emotional Awareness of Others

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

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

Indicators		WM	Interpretation	Rank
1	I can recognize emotions in others by watching their eyes	3.42	TM	3
2	I am a good listener	3.79	VTM	1
3	I am good at reading between the lines.	3.37	TM	4
4	I focus on people's positive qualities	3.26	TM	5
5	I 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 thinking 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 focusing 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 second rank indicator, thinking about how others might feel before I give my opinion, is discerning where others are. It is choosing the proper words at the 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 skilful 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 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 programs 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	I know who to go to or what to do to solve my problem	3.74	VTM	2
2	I have no difficulty making friends.	3.32	TM	4
3	I am guided by my beliefs and values	3.79	VTM	1
4	I 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 knowing that my family is always there for me when I need them, with a 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 a leader has a network in place when the time for action comes.

Am guided by my beliefs and values, and 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 to 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 relationships 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, and that is why he is affected when he loses something important. But it depends to 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 for 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 their efforts to cooperate with him.

Emotional self-awareness and emotional awareness of others are essential dimensions to develop interpersonal connections. They have 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, and 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 a 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	I can see pain in others, even if they don't talk about it	3.26	TM	3.5
2	I consider the feelings of others when I talk to them.	3.63	VTM	1
3	I can put myself in someone else's shoes	3.47	TM	2
4	I don't constantly worry about my shortcomings.	2.42	MTM	5
5	I 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 considering the feelings of others when I talk to them is very true among the participants. The next in rank is that I can put myself in someone else's shoes, with 3.47 interpreted as —true of me.

On the other hand, the indicator that does 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 for the submission of records and something happens in the family of a teacher (e.g., the death of a loved one or giving birth), a principal has to give the teacher 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	I am willing to admit it when I make a mistake	3.37	TM	3
2	I tell the truth even when it is difficult	3.47	TM	2
3	I never tell lies	3	TM	4
4	I understand that my job is an extension of my value system	3.89	VTM	1

5	I 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 understands that my job is an extension of my value systems, which 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 tells 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 to 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 basics to attain integration in one’s 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 one’s 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 participants’ levels of emotional intelligence.

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	

Emotional self-awareness got the highest mean of 3.5 (R1), followed by interpersonal connections, with a mean of 3.49 (R2) and 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, which is described as interpersonal connections.

Next is emotional awareness of others with a weighted mean of 3.46, followed by integrity with a weighted mean of 3.25, interpreted as—very true of me and lastly, emotional self-expression with a weighted mean of 2.97. All of them had 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 self-emotional self-awareness and ends with 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 relationships 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, emotional self-expression was least observed 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 modules on this dimension should be prioritized in the proposed program.

5. Summary of Findings, Conclusions and Recommendations

5.1 Summary of Findings

1. The overall mean level of emotional intelligence of school heads was 3.34, which was interpreted as true of me. Among the six dimensions of emotional intelligence, 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.

5.2 Conclusions

1. The catholic primary school heads have an 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 the development of oneself doesn't happen at once but rather progresses as one relates with others.

5.3 Recommendations

1. Include the 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 catholic primary school heads.
4. Similar studies can be undertaken by individuals who are interested in this area using more variables and more participants.

Funding: This research received no external funding.

Conflicts of Interest: The authors declare no conflict of interest.

Publisher's Note

: All claims expressed in this article are solely those of the authors and do not necessarily represent those of their affiliated organizations, or those of the publisher, the editors and the reviewers.

References

- [1] Azzopardi, G. (2003). How to develop a high eq – to get promoted. New Delhi: Infinity Books.
- [2] 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.
- [3] Bacon, A. & Dawson, A. (2010). *Emotional intelligence for rookies*. London: Marshall Cavendish Business.
- [4] 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.
- [5] Barry S. (1987). *The world's best party games*. Canada: Sterling Publishing Co., Inc.
- [6] Beatty, B. et al. (2007). *The essentials of school leadership*. London: Paul Chapman Publishing and Carwin Press.
- [7] Cooper, R. K. & Sawaf, A. (1997). *Executive eq emotional intelligence in leadership and organizations*. New York: Penguin Putnam Inc.
- [8] Condren, T. (n.d). What Does emotional Intelligence and Gender Have To Do With Leadership Effectiveness ... Or Does It?|| *Advancing Women In leadership 21 (Summer 2006)*.
- [9] Deming, V. K. (2004). *Third big book of leadership games*. New York: McGraw – Hill.
- [10] Dups, (2009). *Coach with eq*. Philippines: R.A Delos Reyes Consultancy. Goleman, D. (1996). *Emotional intelligence*. New York: Bantam Books.
- [11] 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.
- [12] Eulogio —Amang|| Rodriguez Institute of Science and Technology. Manila.
- [13] Ferrera, I. C. (2006). *Emotional intelligence and leadership behavior of elementary school administrators: Implication for a model*. Unpublished Dissertation.

- [14] Goleman, D. (1998). Working with emotional intelligence. New York: Bantam Books.
- [15] Goleman, D. (2002). Primal Leadership. United States of America: Harvard Business School Press.
- [16] Gravetter, F. J. & Forzano, L.B. (2006). Research method for the behavioural sciences. USA: Wadsworth/Thomson Learning.
- [17] Gowensmith, D. (1998). Instant group devotions for children's ministry. Philippines: Group Publishing Inc.
- [18] Hasson, G. (2012). Emotional intelligence. England: Pearson Education Limited.
- [19] Hughes, M. (2005). Emotional intelligence in ction. California: John Wiley & Sons, Inc.
- [20] International Labor Organization. (2005). Developing emotional intelligence. Switzerland.
- [21] Jossey-Bass. (2001). The emotionally intelligent workplace. San Francisco: John Wiley and Sons, Inc.
- [22] Lynn, A. B. (2005). The eq difference. United States of America: American Management Association.
- [23] Morris, E. & Casey, J. (2006). Developing emotionally literate staff. London: Paul Chapman Publishing.
- [24] Nadler, R. S. (2011). Leading with emotional intelligence. USA: McGraw Hill.
- [25] 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.
- [26] 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.
- [27] 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.
- [28] Seeburger, F. F. (1997). Emotional literacy. New York: Crossroad Publishing Company.
- [29] Villapando, M. (2005). The concept of emotional intelligence as perceived by filipino managers: An exploratory study. Unpublished Masteral Thesis. University of the Philipines. Manila.
- [30] 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.
- [31] Viryavidhayavongs, V. & Jiamsuchon, S. (2001). The relationship between emotional quotient and leadership effectiveness in life insurance business organizations. Unpublished Dissertation. Assumption University. Thailand.
- [32] Wilding, C. (2007). Teach yourself emotional intelligence. USA.: McGraw Hill Companies, Inc.