



# THE INTEGRATION OF EMOTIONAL INTELLIGENCE (EI) IN THE WORKPLACE: ENHANCED LEADERSHIP CAPACITY BUILDING FOR SGOD PERSONNEL

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## **The Integration of Emotional Intelligence (EI) in the Workplace: Enhanced Leadership Capacity Building for SGOD Personnel**

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### **Abstract**

This action research aimed to improve the interpersonal relationships, both personally and professionally, of the School Governance and Operations Division (SGOD). The integration of Emotional Intelligence (EI) in the workplace creates better relationships among SGOD Personnel and the clientele of the functional division and promotes a positive work environment. Further, Drigas, A. S., and C. Papoutsi (2018, 45) stated that EI serves as the guiding force for experiencing, reasoning, acquiring knowledge, resolving issues, and making choices. This researcher chose the twenty-two (22) SGOD personnel under study for the most important reason that these people are dealing with clients from the fields, either office transactions or during various activities related to monitoring. The research tool was administered to the group of respondents after permission was solicited from the City Schools Division Superintendent to facilitate the distribution of the questionnaire checklist to the SGOD Personnel, and retrieval was done immediately. The tool of research as retrieved was found with errors in answering. Many response fields were left unanswered. Given this, the researcher conducted an interview with select respondents who were assigned with control numbers for traceability while maintaining confidentiality. The tallying of the raw score to its percentage value was done. The office staff will monitor and support the SGOD projects and programs, ensuring that the quality of work is guaranteed. As a result, the research endeavor will have garnered stronger support from the working individuals. The results revealed that there is a significant relationship between the elements of Emotional Intelligence and the SGOD's EI attributes. As depicted in the table, Pearson  $r = 0.816$  with a corresponding p-value much less than the significance level,  $\alpha = 0.05$ . Hence, the null hypothesis is not accepted, deducing a highly significant correlation between the elements of Emotional Intelligence and the SGOD's EI attributes. With careful planning, implementation, and evaluation, Emotional Intelligence (EI) can be applied successfully by most SGOD personnel. To improve the existing practices of the SGOD Personnel, the researcher designed a training program to capacitate the SGOD Personnel of the Division of Pagadian City in terms of enhancing their Emotional Intelligence.

**Keywords:** *Emotional intelligence; Leadership capacity building; SGOD personnel*

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## **Context and Rationale**

Happy faces determine the joy of work in the workplace. Personnel feel the pleasure of being in the workplace once they feel that they are trusted, engaged, and involved physically and emotionally in works vying for common purpose ultimately to serve the interest of the office. Each personnel are expected to render services based on his prescribed KRAs. The eight- non-negotiable service and working hours shall provide the quantity and rate of production the personnel has achieved based on the given MOVs.

Emotion is the complex feeling associated with physiological arousal and overt behavior (Gopinath 2011, 1-15). Emotion in the workplace states that it is a two-way physiological that proves both positive and negative attitude drives which the individual display these two attitudes depending upon the trend in the workplace (Wharton 2014, 335-358). When the workplace is favorable and suitable for work, then a positive attitude is likely to be experienced by the worker, but if it is going to the side, then a negative attitude will happen. The negativity and the positivity of the attitude towards work and service would depend upon the personnel's feelings and mood. But the mood and emotions are indeed associated with environmental and social factors. Pressures of work and activities that urge an employee to achieve for a particular period and time frame determine the emotional feeling during work time or duty. In Ogińska-Bulik's study (2005, 167–175), she discusses the significance of emotional intelligence (EI) and how it is related to human services work. EI is the capacity to identify and manage emotions in others, as well as to be aware of one's own feelings and distinguish them from others', and to use this knowledge to inform one's own thoughts and actions.

Similarly, Duran, Extremera, and Rey (2004, 386-390) conducted a study that involved professionals working in institutions for individuals with intellectual impairments and found a noteworthy correlation between burnout syndrome and emotional intelligence, specifically regarding personal accomplishment. According to the research, there may be a relationship between perceived job stress and the effects of actual stress, and emotional intelligence (EI) is manifested in the ability to recognize, express, and regulate emotions. In the study conducted by Kannnaiah and Shanthi (2015, 147-154), they perceived that Emotional intelligence just referred to the capacity to recognise, regulate, and assess feelings. While some studies contend emotional intelligence is an innate trait, others contend it may be developed and increased. A number of tests have been created to gauge emotional intelligence, albeit each test's methodology and content are different. A person with high emotional intelligence is more likely to be able to communicate their feelings in a healthy way and to be sensitive to the feelings of others around them, which will improve performance and relationships at work. Being emotionally intelligent does not mean being a wimp! Being able to use one's emotions to guide decision-making at the time and gain greater control over oneself and one's influence over others is a new kind of intelligence. So, this is perhaps an elemental component to be possessed by people handling merely monitoring and fieldwork because these important venues need to check and balance one's emotion while interacting, mingling, and dealing with clientele of varied social and psychological orientation. Harvard Health Publishing of Harvard Medical School emphasized that these ideas gained widespread recognition with Daniel Goleman's 1995 book, *Emotional Intelligence*. From our ability to foster long-term relationships with friends to whether we're able to succeed in school and pursue meaningful work that gives us a sense of purpose, emotional intelligence could have a surprisingly powerful effect on our lives. The institution added that emotions are originated in the brain and affect the body; self-awareness, self-regulation, social awareness, and conflict resolution abilities are the

four essential components of emotional intelligence, and mastering them can help you build stronger relationships while developing your emotional intelligence.

The SGOD is non-exceptional to this response in the workplace. Being the backbone and the biggest in all the relative operations in the department, a tactical SGOD system of personnel management must come into account on observation and evaluation of each personnel delivering his job. Each day hundreds and even thousands of follow-ups and queries are coming from the fields that relate to LIS/ EBEIS and other planning and research concerns; the physical and educational facilities department is regularly receiving documents and replying to follow-ups things related to building construction and school facilities that include the acquisition of chairs and classrooms repairs schedules, the M&E being assigned to the various division programs and projects relative to School-Based management (SBM). The School Health Section of the SGOD is responsible for delivering health, dental, and medical services to the public schools and in the Division office, spearheading the school-based Feeding Program, and extending technical assistance related to health and nutrition. Most of the SGOD personnel are deployed for monitoring, and their functions are relative to field monitoring and involvement in most programs and projects initiated by the SDO. Therefore, it is imperative for all SGOD concerned to be aware of their tasks. They are adherent to fast-track operational deliverables that constitute a well-balanced operation of the schools and the SDO. However, it is observed and revealed in the Customer and Clients Satisfactory Survey (CCSS) administered by the division that there are cases that people from the fields receive dissatisfaction in terms of services and poor dealing of clients provided by these people.

The proponent of this action research proposes four key components, namely: self-awareness, self-regulation, social awareness, and conflict management skills, and three important attributes of achieving and developing emotional intelligence in the workplace, namely: skills, experience, and personal values. By identifying these key elements and characteristics among the SGOD personnel, the researcher is optimistic that the results of this research endeavor will have gained more solid support from the working personnel, the SGOD programs and projects will be attended and supported by office personnel, the quality of work will be assured.

### **Innovation, Intervention, and Strategy**

The division of Pagadian City is composed of sixty-two (62) elementary schools and twenty (20) secondary schools being distributed to fourteen (14) districts: District 1 with 5 schools, District 2 with 4 schools, District 3 with 4 schools, District 4 with 3 schools, District 5 with 5 schools, District 6 with 5 schools, District 7 with 4 schools, District 8 with 3 schools, District 9 with 4 schools, District 10 with 5 schools, District 11 with 8 schools, District 12 with 11 schools, District 13 with 12 schools, District 14 with 11 schools plus the 20 junior and senior high schools all of these clientele are directly and indirectly served by the SGOD personnel. Professional and business transactions in the three divisions of the DepEd system entail interpersonal skills and motivation that bring about satisfaction for appropriate delivery of related schools and office services. It is partially observed that there are cases that people from the fields receive dissatisfaction in terms of services provided by these people in the division, such as transaction of documents for submission, quarries related to school and classroom facilities, LIS issues, PDO project development, a social mobilization that concerns with stake holding, and other school support programs, claims, and other promotional and meritorious concerns. By conducting and instilling an Emotional Intelligence in the SGOD personnel, the services can be delivered and attained most appropriately. The

harmonious integrity among non-teaching personnel in the division and the fields can be developed and improved.

The capacity-building activities can provide awareness and realization among the SGOD personnel that exemplary leadership is achieved by self-identification and projection of emotional reestablishment.

### **Action Research Questions**

This action research aimed to identify the Emotional Intelligence among the twenty-two (22) SGOD personnel of the Pagadian City division. It sought to answer the following subproblems:

1. What is the extent of emotional intelligence of the SGOD personnel in terms of its key elements:
  - 1.1 Self-awareness;
  - 1.2 Self-regulation;
  - 1.3 Social awareness; and
  - 1.4 Conflict management skills?
2. What is the extent of emotional intelligence attributes of the SGOD personnel in terms of:
  - 2.1 Skills;
  - 2.2 Experience; and
  - 2.3 Personal values?
3. Is there a significant relationship between the elements of emotional intelligence and the attributes of the SGOD personnel?
4. Based on the findings, what capacity-building program can be designed to enhance the emotional intelligence of the SGOD Personnel of Pagadian City Division?

### **Action Research Method**

#### **Research Design**

This study investigates the emotional intelligence (EI) and its attributes among School Governance and Operations Division (SGOD) personnel within the Department of Education (DepEd) Pagadian City Division. Utilizing a descriptive-correlational research design, the study aims to provide insights into the current emotional intelligence levels and examine the relationships among various emotional intelligence attributes within this specific group of educational professionals.

Emotional intelligence is increasingly recognized as a crucial factor in personal and professional success, especially in fields that involve interpersonal interactions such as education. This study focuses on SGOD personnel in the DepEd Pagadian City Division to understand their emotional intelligence and the relationships among its attributes.

#### **Participants and Other Sources of Data and Information**

This researcher chose the twenty-two (22) SGOD personnel under study for the most important reason that these people are dealing with clients from the fields, either office transactions or during various activities related to monitoring. The personnel in the SGOD are identified as follows:

The SGOD Chief: Basic functions include the giving of technical assistance and strategic guidance to the school division's management in order to facilitate the smooth governance and operation of the schools and learning centers while maintaining accountability for the organization's performance.

The EPS SGOD: Functions include development and supervision, and implementation of the school division office's special programs and projects aimed at the all-around development of students (non-curricular\*), as well as the provision of technical support to schools so they can carry out long-term programs and initiatives.

SEPS & EPS M&E; Provides technical support in implementing quality management systems in the school's division office, the schools, and learning centers and monitors adherence to standards and policies towards effective and efficient delivery of quality basic education.

SEPS & EPS SOCMOB: Finalizes the write-up and updates stakeholders on the status and progress of programs and projects to generate feedback and ongoing support. Provides technical assistance to support special programs and projects towards increasing access to and enhancing the delivery of quality basic education. Fosters and maintains partnerships and collaborations with education partners and stakeholders by mobilizing resources.

PDO II for DRRM: In order to execute required measures, programs, and projects in catastrophe and Risk Management (DRRM) to the school's division in order to prepare and minimize the effect of the catastrophe on the delivery of basic education, coordinates with the NDRRM (CO and RO), Local Government, and other government agencies.

SEPS & EPS HRD: Provides technical assistance to the school division through the TA teams in order to deliver high-quality and long-lasting HRD services towards the recruitment and development of qualified personnel in the area. It also operationalizes HRD systems, develops its components to suit local circumstances, and supports the execution of a strategic HRD plan.

SEPS PLANNING & RESEARCH & PO III: Contributes ideas and technical assistance to the creation and revision of the school division's yearly work plans and six-year strategic plan, prepares descriptive and analytical reports of processed basic education data and its implications, to be used as a basis for fact-based and data-driven planning & decision-making.

HEPO III: Provides technical inputs to the management of the school's division towards improving health and well-being of learners, responds to the health needs of the Learners in Schools and Learning Centers by identifying resources and appropriate technical assistance, and developing sustainable projects and programs to assist schools in creating a hygienic and safe learning environment and ensure learner's physical, psychological, and emotional well-being and readiness to learn.

NURSE II: Provides quality nursing service and education to develop the learners' physical, mental, social, and spiritual health to effectively ensure their readiness to learn, plans and formulates strategies to improve the health and well-being of learners as inputs to plans and strategies to improve health and well-being of learners.

ENG. III: Creates a work schedule for minor facility repairs in order to direct the acquisition of labour and materials, assesses the quality of the repairs performed, and suggests payment based on work and cost specifications.

### **Research Instrument**

The emotional intelligence instruments used in this study are validated tools employed to assess the overall emotional intelligence of SGOD personnel. The components of the measures are necessary for personnel in the Schools Governance and Operation Division (SGOD) which concentrate specifically on self-awareness, self-regulation, social awareness, and conflict management skills. The responses are numerically described as follows: ⑤- Always, ④- Often, ③- May or may not be, ②- rarely, and ①- Never. Moreover, the emotional intelligence measure caters to the following components necessary for personnel in the Schools Governance and Operation Division (SGOD) which concentrate specifically on skills, experience, and personal

values. The responses are numerically described as follows: ⑤- Always, ④- Often, ③- May or may not be, ②- rarely, and ①- Never.

### Data Gathering Procedure

The research tool was administered to the group of respondents after permission was solicited from the City Schools Division Superintendent to facilitate the distribution of the questionnaire checklist to the SGOD Personnel, and retrieval was done immediately.

The tool of research as retrieved was found with errors in answering. Many blanks were left unanswered. In view of the conditions, the researcher conducted a personal interview with some respondents using the control number for identities of their names in tracing them. The tallying of the raw score to its percentage value was done.

### Data Analysis

Descriptive statistics will highlight the mean scores and standard deviations for both overall emotional intelligence and individual attributes. Correlational analyses using the Pearson test reveal any significant relationship between the elements of emotional intelligence and the SGOD's EI attributes.

## Results and Discussion

***The extent of the Four Key Elements of Emotional Intelligence.*** The study's significant findings, analysis, and interpretation of data harvested to interpret the extent of the key elements of Emotional Intelligence, and the level of Emotional Intelligence attributes of the SGOD personnel are hereby carefully stressed. Descriptive statistics were utilized to analyze and interpret the data, such as mean as a measure of average and standard deviation as a measure of the variability of numerical observations.

Table 1 shows that the extent of Emotional Intelligence of the SGOD Personnel in terms of Self-Awareness was disclosed as Excellent ( $Mean = 4.45$ ;  $SD = 0.68$ ). Indicator number 1, "I listen for verbal cues, such as tone, when communicating with other people," garnered the highest level ( $Mean = 4.86$ ;  $SD = 0.35$ ), while indicator number 5 "I believe that my assumptions are based on past, present, and anticipated experiences" posted the lowest level ( $Mean = 4.23$ ;  $SD = 0.75$ ). Thus, the personnel listen for verbal cues, such as tone, when communicating with other people, and they use logic to arrive at an interpretation or conclusion.

**Table 1: Extent of Self-Awareness of the SGOD Personnel as a Key Element of Emotional Intelligence**

	<b>Indicators</b>	<b>Mean</b>	<b>SD</b>	<b>Interpretation</b>
1.	I listen for verbal cues, such as tone, when communicating with others.	4.86	0.35	Excellent
2.	I look for nonverbal cues, such as facial expressions, gestures, and posture, when communicating with other people.	4.27	0.94	Excellent
3.	I use logic to arrive at an interpretation or conclusion.	4.55	0.60	Excellent
4.	I use rational thought processes to arrive at an interpretation or conclusion.	4.32	0.78	Excellent
5.	I believe that my assumptions are based on past, present, and anticipated experiences.	4.23	0.75	Excellent
	<b>Overall</b>	<b>4.45</b>	<b>0.68</b>	<b>Excellent</b>

Mean Range: 1.00 – 1.80 = Poor; 1.81 – 2.60 = Fair; 2.61 – 3.40 = Good; 3.41 – 4.20 = Very Good; 4.21 – 5.00 = Excellent



Table 2 confirms the very good extent of self-regulation of the SGOD Personnel as a key element of Emotional Intelligence ( $Mean = 4.16$ ;  $SD = 0.71$ ). Indicator number 2, "As soon as I see things aren't going right, I want to do something about it." garnered the highest level ( $Mean = 4.41$ ;  $SD = 0.81$ ), while indicator number 5, "If I wanted to change, I am confident that I could do it" posted the lowest level ( $Mean = 3.91$ ;  $SD = 0.81$ ). This crucial component of Emotional Intelligence posted highly acceptable conditions, but it is noteworthy to contend that the level of self-regulation of the SGOD Personnel could still be improved. The SGOD Personnel exhibited distinction in accomplishing goals that they set for themselves. Further, concerning the things that are not going well, they wish to take action.

**Table 2: Extent of Self-Regulation of the SGOD Personnel as a Key Element of Emotional Intelligence**

	<b>Indicators</b>	<b>Mean</b>	<b>SD</b>	<b>Interpretation</b>
1.	I do my office work because I'll feel bad about myself if it doesn't get done.	4.05	0.99	Very Good
2.	As soon as I see things aren't going right, I want to do something about it.	4.41	0.73	Excellent
3.	I think about how well I've done in the past when I set new goals.	4.18	0.59	Very Good
4.	I am able to accomplish the goals I set for myself.	4.23	0.43	Excellent
5.	If I wanted to change, I am confident that I could do it.	3.91	0.81	Very Good
	<b>Overall</b>	<b>4.16</b>	<b>0.71</b>	<b>Very Good</b>

*Mean Range: 1.00 – 1.80 = Poor; 1.81 – 2.60 = Fair; 2.61 – 3.40 = Good; 3.41 – 4.20 = Very Good; 4.21 – 5.00 = Excellent*

Table 3 shows the extent of social awareness of the SGOD Personnel as a key element of Emotional Intelligence, which is descriptively equivalent to Very Good ( $Mean = 3.96$ ;  $SD = 0.76$ ). Indicator number 4, "I have the ability to identify and change what is wrong and unjust," garnered the highest level ( $Mean = 4.18$ ;  $SD = 0.66$ ), while indicator number 1 "I can do well on all my tests, even when they're difficult" posted the lowest level ( $Mean = 3.77$ ;  $SD = 0.81$ ). Consistently, all the five (5) indicators of social awareness as a significant component of Emotional Intelligence demonstrated a Very Good level only. This outcome implies that there is still room for improving the social awareness of SGOD Personnel, especially in mastering the hardest task in their work and meeting all the learning goals that their superiors set.

**Table 3: Extent of Social Awareness of the SGOD Personnel as a Key Element of Emotional Intelligence**

	<b>Indicators</b>	<b>Mean</b>	<b>SD</b>	<b>Interpretation</b>
1.	I can do well on all my tests, even when they're difficult.	3.77	0.87	Very Good
2.	I can master the hardest task in my work.	3.95	0.58	Very Good
3.	I can meet all the learning goals my superior set.	4.00	0.62	Very Good
4.	I have the ability to identify and change what is wrong and unjust.	4.18	0.66	Very Good
5.	I feel that social injustice can be addressed.	3.91	1.06	Very Good
	<b>Overall</b>	<b>3.96</b>	<b>0.76</b>	<b>Very Good</b>

*Mean Range: 1.00 – 1.80 = Poor; 1.81 – 2.60 = Fair; 2.61 – 3.40 = Good; 3.41 – 4.20 = Very Good; 4.21 – 5.00 = Excellent*

In this action research, the extent of conflict management skills of the SGOD Personnel as a key element of Emotional Intelligence is also determined. Table 4

presents the overall results posting at a Very Good extent ( $Mean = 4.18$ ;  $SD = 0.94$ ). Indicator number 4 “I try to find win-win solutions to disagreements” garnered the highest level ( $Mean = 4.55$ ;  $SD = 0.67$ ), while Indicator number 2 “I respond to different disagreements differently” posted the lowest level ( $Mean = 3.77$ ;  $SD = 1.11$ ). Thus, enhancing the ability of SGOD personnel to respond to different disagreements differently is indeed crucial.

**Table 4: Extent of Conflict Management Skills of the SGOD Personnel as a Key Element of Emotional Intelligence**

	<b>Indicators</b>	<b>Mean</b>	<b>SD</b>	<b>Interpretation</b>
1.	I feel good about how I handle most conflicts or disagreements.	4.09	1.11	Very Good
2.	I respond to different disagreements differently.	3.77	1.11	Very Good
3.	In an argument, I try to understand the other person’s point of view.	4.27	0.88	Excellent
4.	I try to find win-win solutions to disagreements.	4.55	0.67	Excellent
5.	When I disagree with someone, I talk about how I feel and listen to them talk about how they feel.	4.23	0.92	Excellent
	<b>Overall</b>	<b>4.18</b>	<b>0.94</b>	<b>Very Good</b>

*Mean Range: 1.00 – 1.80 = Poor; 1.81 – 2.60 = Fair; 2.61 – 3.40 = Good; 3.41 – 4.20 = Very Good; 4.21 – 5.00 = Excellent*

Table 5 depicts the summary of the extent of the four key elements of Emotional Intelligence of the SGOD Personnel. By and large, the four (4) dimensions of Emotional Intelligence exhibited Very Good results ( $Mean = 4.19$ ;  $SD = 0.77$ ). Strikingly, only one attribute, namely, self-awareness, posted the highest level ( $Mean = 4.45$ ;  $SD = 0.68$ ). Among the four (4) attributes of Emotional Intelligence of the SGOD Personnel, social awareness exhibited the lowest level ( $Mean = 3.96$ ;  $SD = 0.76$ ). These results imply the urgency to capacitate the SGOD Personnel to proficiently manifest high levels of social awareness as a significant component of their Emotional Intelligence.

**Table 5: Summary of the Extent of the Four Key Elements of Emotional Intelligence of the SGOD Personnel**

	<b>Key Elements</b>	<b>Mean</b>	<b>SD</b>	<b>Interpretation</b>
1.	Self-Awareness	4.45	0.68	Excellent
2.	Self-Regulation	4.16	0.71	Very Good
3.	Social awareness	3.96	0.76	Very Good
4.	Conflict management skills	4.18	0.94	Very Good
	<b>Overall</b>	<b>4.19</b>	<b>0.77</b>	<b>Very Good</b>

*Mean Range: 1.00 – 1.80 = Poor; 1.81 – 2.60 = Fair; 2.61 – 3.40 = Good; 3.41 – 4.20 = Very Good; 4.21 – 5.00 = Excellent*

#### ***The extent of the Emotional Intelligence Attribute of the SGOD Personnel.***

There are three important attributes of achieving and developing emotional intelligence in the workplace: skills, experience, and personal values. By identifying these key elements and attributes among the SGOD personnel, the researcher is optimistic that the results of this research endeavor will have gained more solid support from the working personnel, the SGOD programs and projects will be attended and supported by office personnel, the quality of work will be assured.

Table 6 shows that the extent of the Emotional Intelligence attribute of the SGOD Personnel in terms of skills disclosed as Excellent ( $Mean = 4.41$ ;  $SD = 0.63$ ). Indicator number 1, “I was hired in the office due to professional qualifications,” garnered the highest level ( $Mean = 4.77$ ;  $SD = 0.43$ ). Only Indicator Number 4, “I find myself being always tricky” of skills as an attribute of EI, displayed the lowest mean value ( $Mean = 3.45$ ;  $SD = 1.01$ ) interpreted as Very Good, and the other eight (8) are all excellent. Thus,

a capacity-building program could consider the enhancement of skills of SGOD personnel in terms of craftiness in doing their roles and responsibilities in the workplace.

**Table 6: Extent of the Emotional Intelligence Attribute of the SGOD Personnel in terms of Skills**

	<b>Indicators</b>	<b>Mean</b>	<b>SD</b>	<b>Interpretation</b>
1.	I was hired in the office due to my professional qualifications.	4.77	0.43	Excellent
2.	I can easily handle with practical jokes.	4.32	0.72	Excellent
3.	I am adaptable to a new trends in technology.	4.36	0.66	Excellent
4.	I find myself always being tricky.	3.45	1.01	Very Good
5.	I can generate reports and data whenever my boss needs them.	4.45	0.67	Excellent
6.	I conserve the resources provided to me by the office.	4.55	0.53	Excellent
7.	Our office is multi-tasking.	4.64	0.48	Excellent
8.	One objective can derive multiple activities when taken into honest account.	4.43	0.61	Excellent
9.	The dual communication is essential to effect job delivery.	4.67	0.58	Excellent
	<b>Overall</b>	<b>4.41</b>	<b>0.63</b>	<b>Excellent</b>

*Mean Range: 1.00 – 1.80 = Poor; 1.81 – 2.60 = Fair; 2.61 – 3.40 = Good; 3.41 – 4.20 = Very Good; 4.21 – 5.00 = Excellent*

Table 7 confirms the very good extent of the Emotional Intelligence attribute of the SGOD Personnel in terms of experience (*Mean = 4.14; SD = 0.66*). Indicator number 8, "Everybody should learn about the security of tenure," garnered the highest level (*Mean = 4.55; SD=0.63*). Experience is a very significant component of Emotional Intelligence because it could continuously empower and refine the emotional intelligence of any individual. As the famous adage goes, experience is the best teacher. It is noteworthy to contend that an intervention program should be designed to train the SGOD Personnel in ranking their work priorities as they exhibited the lowest level in this indicator (*Mean = 3.10; SD = 1.09*).

**Table 7: Extent of the Emotional Intelligence Attribute of the SGOD Personnel in terms of Experience**

	<b>Indicators</b>	<b>Mean</b>	<b>SD</b>	<b>Interpretation</b>
1.	I have sufficient training about my work.	4.32	0.72	Excellent
2.	It is hard for me to rank my work priorities.	3.10	1.09	Good
3.	Each day seems to be a new challenge for me in the office.	4.18	0.42	Very Good
4.	I am always able to manage complex in scheduling.	4.14	0.56	Very Good
5.	The length of service reflects job satisfaction.	4.36	0.58	Excellent
6.	I believe that financial management matters in work performance.	4.14	0.71	Very Good
7.	I believe in the importance of CIGPS as elemental to effective service.	4.32	0.54	Excellent
8.	Everybody should learn about the security of tenure.	4.55	0.63	Excellent
	<b>Overall</b>	<b>4.14</b>	<b>0.66</b>	<b>Very Good</b>

*Mean Range: 1.00 – 1.80 = Poor; 1.81 – 2.60 = Fair; 2.61 – 3.40 = Good; 3.41 – 4.20 = Very Good; 4.21 – 5.00 = Excellent*

Table 8 shows the extent of the Emotional Intelligence attribute of the SGOD Personnel in terms of personal values, which is descriptively equivalent to Excellent (Mean = 4.45; SD = 0.57). Among the thirteen (13) indicators of personal values as a significant attribute of Emotional Intelligence, indicator number 7, "Punctuality is necessary for effective service," garnered the highest level (Mean= 4.82; SD=0.36) and only Indicator Number 4 "The work I have is justly recompensating" (Mean=4.14; SD=0.64) and Number 5 "I am a risk-taker" (Mean=4.14; SD=0.76) demonstrated Very Good level only and garnered the lowest level. The other indicators posted excellent levels of personal values such as punctuality as necessary for effective service, openness to listen to clienteles from the field, and resolving interpersonal conflict at the office level.

**Table 8: Extent of the Emotional Intelligence Attribute of the SGOD Personnel in terms of Personal Values**

	<b>Indicators</b>	<b>Mean</b>	<b>SD</b>	<b>Interpretation</b>
1.	The work given to me is defined on my KRAs.	4.50	0.67	Excellent
2.	I know how to adjust my time for work and time for relaxation.	4.50	0.51	Excellent
3.	My colleagues can provide me with TA.	4.45	0.56	Excellent
4.	The work I have is justly recompensating.	4.14	0.64	Very Good
5.	I am a risk-taker.	4.14	0.76	Very Good
6.	The command responsibility is an observance in the workplace.	4.55	0.45	Excellent
7.	Punctuality is necessary for effective service.	4.82	0.36	Excellent
8.	I can work with less supervision.	4.55	0.57	Excellent
9.	I can be productive even if I am on "work from home."	4.23	0.58	Excellent
10.	I am open to listening to my clienteles from the field.	4.68	0.49	Excellent
11.	The KRAs are non-negotiable in the office.	4.23	0.61	Excellent
12.	I am so oriented with the system implemented by the office.	4.36	0.73	Excellent
13.	Interpersonal conflict should be first resolved at the office level.	4.64	0.46	Excellent
	<b>Overall</b>	<b>4.45</b>	<b>0.57</b>	<b>Excellent</b>

Mean Range: 1.00 – 1.80 = Poor; 1.81 – 2.60 = Fair; 2.61 – 3.40 = Good; 3.41 – 4.20 = Very Good; 4.21 – 5.00 = Excellent

Table 9 illustrates the summary of the extent of the Emotional Intelligence attributes of the SGOD Personnel. Overall, the three (3) attributes of Emotional Intelligence exhibited Excellent results (Mean = 4.33; SD = 0.62). Strikingly, experience attribute garnered the lowest level (Mean = 4.14; SD = 0.63), while personal values attribute garnered the highest level (Mean = 4.45; SD = 0.57). These results suggest room for improving the experience attribute of the SGOD Personnel so that they can continuously enhance their Emotional Intelligence in the long-term performance of their roles and responsibilities.

**Table 9: Summary of the Extent of the Emotional Intelligence Attributes of the SGOD Personnel**

	<b>Indicators</b>	<b>Mean</b>	<b>SD</b>	<b>Interpretation</b>
1.	Skills	4.41	0.63	Excellent
2.	Experience	4.14	0.66	Very Good
3.	Personal Values	4.45	0.57	Excellent
	<b>Overall</b>	<b>4.33</b>	<b>0.62</b>	<b>Excellent</b>

Mean Range: 1.00 – 1.80 = Poor; 1.81 – 2.60 = Fair; 2.61 – 3.40 = Good; 3.41 – 4.20 = Very Good; 4.21 – 5.00 = Excellent

**Testing the Relationship between the Elements of Emotional Intelligence and the SGOD's EI Attributes.** To test the null hypothesis of no significant relationship between the elements of Emotional Intelligence and the SGOD's EI attributes, Pearson correlation  $r$  was used. This statistical test procedure was run along with the use of the level of marginal statistical significance,  $p$ -value, for the rejection or acceptance of the null hypothesis. The predictive analytics software Statistical Package for the Social Sciences (IBM SPSS Statistics 22) was employed in order to perform each of these statistical analyses.

**Table 10: Test of Significant Relationship between the Elements of Emotional Intelligence and the SGOD's EI Attributes**

<b>N</b>	<b>Pearson <math>r</math></b>	<b><math>p</math>-value</b>	<b>Decision</b>	<b>Interpretation</b>
22	0.816**	0.000	Reject $H_0$	Significant Relationship

\*\**. Correlation is significant at the 0.01 level (2-tailed)*

Table 10 conveys the test of the significant relationship between the elements of Emotional Intelligence and the SGOD's EI attributes. As depicted in the table, Pearson  $r = 0.816$  with a corresponding  $p$ -value that is much less than the significance level,  $\alpha = 0.05$ . Hence, the null hypothesis is not accepted, deducing a high significant correlation between the elements of Emotional Intelligence and the SGOD's EI attributes.

The study's significant findings, analysis, and interpretation of data gathered to spell out the extent of the key elements of Emotional Intelligence, and the level of Emotional Intelligence attributes of the SGOD personnel are hereby carefully stressed. The outcomes of this study signifying that there is a strong positive relationship between the four elements of Emotional Intelligence and the three attributes of EI warrants the claim that the development of self-awareness, self-regulation, social awareness, and conflict management skills of the SGOD Personnel would greatly impact their skills, experience, and personal values. Conversely speaking, the deficiency of the elements of Emotional Intelligence could directly and significantly reduce the emotional intelligence attributes of the SGOD personnel.

Several research claims provide anchorage and support to these findings. Ogińska-Bulik (2005, 167-175) highlighted the significance of Emotional Intelligence (EI) as workers seem to place a high value on the capacity to identify and control others' emotions as well as their own. Emotional intelligence (EI) is the capacity to be conscious of one's own feelings as well as those of others, to distinguish between them, and to use this information to direct one's own thoughts and actions. Similarly, Duran, Extremera, and Rey (2004, 386-390) demonstrated a strong correlation between burnout syndrome and emotional intelligence (EI), suggesting that EI as demonstrated by the capacity to identify, express, and regulate emotions may have an effect on the perception of stress at work and the fallout from stress. Thus, considering the elements of Emotional Intelligence would significantly influence the attributes of EI necessary for the skills, experience, and personal values of the SGOD Personnel. The findings contribute to our understanding of the nuanced emotional intelligence requirements within educational governance and operations and offer practical implications for professional development initiatives tailored to the unique needs of SGOD roles.

**Designing Capacity Building Program to Enhance the Emotional Intelligence of the SGOD Personnel of Pagadian City Division.** In exploring the practical implications of relationships for between the Elements of Emotional Intelligence and the SGOD's EI Attributes, it is crucial to consider how understanding

and enhancing specific elements of emotional intelligence can contribute to improved performance in SGOD-specific tasks. Based on the findings of this study, the researcher designed a training program to capacitate the SGOD Personnel of the Division of Pagadian City in terms of enhancing their Emotional Intelligence. This intervention is essential in highlighting the potential for training interventions to enhance specific emotional intelligence elements that are strongly correlated with desired attributes (*See Appendix A*).

### **Conclusion and Recommendations**

Emotional Intelligence can aid someone to accomplish personal and professional objectives and handle interpersonal relationships empathetically. Improving emotional intelligence in the work environment can motivate your group and foster an environment where everyone feels good. This study inspected the significant relationship between the elements of emotional intelligence (EI) and the specific Emotional Intelligence attributes of School Governance and Operations Division (SGOD) personnel within the Department of Education. The study reveals that there is a highly significant relationship between the four key elements of Emotional Intelligence and the three attributes of EI. The foregoing findings support that the progress of self-awareness, self-regulation, social awareness and conflict management skills of the SGOD Personnel would substantially influence their skills, experience, and personal values. On the other hand, the insufficiency of the elements of Emotional Intelligence could directly reduce the emotional intelligence attributes of the SGOD personnel.

We socially interact with clients or officemates to transact official business in the workplace. As observed when using EI to attend to their queries, concerns, and issues healthily, they feel comfortable, happy, and strong relationships can be established. Apparently, reduce stress and feel loved and happy in my work. Using Emotional Intelligence (EI) at the workplace helps me navigate my social complexities and lead and motivate others who excel in my career. I usually solicited feedback from other people to reveal my personal attributes and tell me how I would communicate with people. This is very useful suggestion to be aware of how other people might see you, how to change for the better, and how to modify your behavior before it becomes problematic for a customer or coworker to be aware of your emotional inclinations.

At the forefront of giving technical assistance to School Heads and other Division Personnel, it is bolstered the public servant to see that services extended to the clients would be friendly to ensure that proper solutions and intervention would be delivered at the right time and manner. To improve the existing practices of the SGOD Personnel, the researcher designed a training program to capacitate the SGOD Personnel of the Division of Pagadian City in terms of enhancing their Emotional Intelligence. This study recommends considering the potential for positive organizational outcomes based on improved emotional intelligence and suggests areas for future research, including longitudinal studies or interventions aimed at improving emotional intelligence in SGOD personnel.

### Action Plan

#### Capacity Building Program to Enhance the Emotional Intelligence of the SGOD Personnel of Pagadian City Division School Year 2021 – 2022

<b>Objectives</b>	<b>Strategies/ Activities</b>	<b>Time Frame</b>	<b>Persons involved</b>	<b>Sources of Fund</b>	<b>Expected Outcomes</b>
To plan for Capacity Building on Emotional Intelligence for the SGOD Personnel of Pagadian City Division.	Take research on the internet, and use other references on the design of the Capacity Building	January 5, 2022	• SGOD-EPS, SEPS on Human Resource and Development	None	Accomplished Action Plan
To generate information and knowledge from the internet.	Surfing from the internet for researching and saving data.	January 8, 2022	• SGOD-EPS,	None	Generated information from the internet and other references
To finalize the design on the conduct of Capacity Building to the SGOD Personnel.	Prepare the reading files for organizing an action research design	February 20, 2022	• SGOD-EPS,	None	Accomplished Action Plan
To conduct Capacity Building to SGOD Personnel.	Face to Face	February 20, 2022	• SGOD-EPS, SEPS on Human Resource and Development, and CSC Representatives	Local Funds, Sponsored Funds	1. Attendance of the participants. 2. Simulation on how to handle the clients of the SGOD. 3. Completion Reports

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### Financial Report

The table below shows the breakdown of expenses before, during, and after the conduct of this action research.

<b>General Descriptions</b>	<b>Quantity</b>	<b>Unit</b>	<b>Unit Price</b>	<b>Total Estimated Costs</b>
Short Bond paper sub. 20	3	reams	275	825
Ink for printer	4	bottles	271.25	1,085
Internet Costs			1,000	1,000
Printing and Binding	5	copies	60	300
Ballpen	2	pcs	20	40
Snacks (50 participants)			35	1,750
Total				5,000

## **Appendix A**

### **Training Proposal**

**TITLE OF THE TRAINING:**

**1-DAY CAPACITY BUILDING ON EMOTIONAL INTELLIGENCE OF THE SCHOOL GOVERNANCE AND OPERATION (SGOD)PERSONNEL**

**TARGET PARTICIPANTS AND NUMBER OF PARTICIPANTS:**

School Governance and Operation (SGOD) Personnel – 22

**PROPOSED DATE AND VENUE:**

February 11, 2021  
Pagadian City Pilot School

**FUNDING SOURCE:**

No funds required

**PROPONENT/S:**

Education Program Supervisor –SGOD

**I. RATIONALE:**

Happy faces determine the joy of work in the workplace. Personnel feel the joy of being in the workplace once they feel that they are trusted, engaged, and involved physically and emotionally in works vying for common purpose ultimately to serve the interest of the office. Each personnel is expected to render services based on his prescribed KRAs. The eight- non-negotiable service and working hours shall provide the quantity and rate of production the personnel have achieved based on the given MOVs.

The SGOD is non-exceptional to this response in the workplace. Being the backbone and the biggest in all the relative operations in the department, a tactical SGOD system of personnel management must come into account on observation and evaluation of each personnel delivering his job.

The capacity-building activities can provide awareness and realization among the SGOD personnel that exemplary leadership is achieved by self-identification and projection of emotional reestablishment.

**II. OBJECTIVES:**

1. To deliver and attain the most appropriate services extended by the SGOD personnel to the clients.
2. To establish harmonious integrity among non-teaching personnel in the division and the fields can be developed and improved.
3. To provide satisfaction in terms of services provided by SGOD Personnel in the division to the clients on school support programs, claims, and other promotional and meritorious concerns.

**III. TRAINING CONTENT and METHODOLOGIES (Training Matrix)****PROGRAM****8:00-8:30 AM****-Registration****8:31-9:30 AM****-Preliminaries (Audio/video)****9:31-11:35 Am****-Emotional Intelligence -**

Sanny Boy I. Asim  
EPS-SGOD

**11:36 AM- 1:00 PM**

-Lunch Break

**1:01 – 2:00 PM**

-Salient Features on CSC Provision on Clients Satisfaction  
**CSC Representative, Pagadian City**

**IV. EXPECTED OUTPUTS:**

1. Accomplished lecture note.
2. High percentage of passing in the TM assessment
3. Session plan

**V. LIST OF TRAINERS** (Indicate qualifications)

<b>Name of Trainers/Resource Speakers</b>	<b>Relevant Qualifications</b>	<b>Topic Assigned</b>
EPS-SGOD	Trained	Emotional Intelligence
Division HDR Personnel	Trained	Human Relation
CSC Representative, Pagadian City Branch	Experts	Civil Service Provisions on Clients Satisfaction.

**VIII. RESOURCE PACKAGE/S**

- A. Training Matrix
- B. Laptops (Powerpoint presentation, videos)

## Appendix B

### Research Instrument

The following Emotional Intelligence measures are catered to the following components necessary for personnel in the Schools Governance and Operation Division (SGOD) which concentrate specifically on **self-awareness, self-regulation, social awareness, and conflict management skills**. The Responses are numerically described as follows: ⑤- Always, ④- Often, ③- May or may not be, ②- rarely, and ①- Never.

Read the statements carefully and give your honest response by blackening the number representing your assessment.

1. I listen for verbal cues, such as tone, when communicating with other people? ⑤④③②①
2. I look for nonverbal cues, such as facial expressions, gestures, and posture, when communicating with other people. ⑤④③②①
3. I use logic to arrive at an interpretation or conclusion. ⑤④③②①
4. I use rational thought processes to arrive at an interpretation or conclusion. ⑤④③②①
5. I believe that my assumptions are based on past, present, and anticipated experiences. ⑤④③②①
6. I do my office work because I'll feel bad about myself if it doesn't get done. ⑤④③②①
7. As soon as I see things aren't going right, I want to do something about it. ⑤④③②①
8. I think about how well I've done in the past when I set new goals. ⑤④③②①
9. I am able to accomplish the goals I set for myself. ⑤④③②①
10. If I wanted to change, I am confident that I could do it. ⑤④③②①
11. I can do well on all my tests, even when they're difficult. ⑤④③②①
12. I can master the hardest task in my work. ⑤④③②①
13. I can meet all the learning goals my superior set. ⑤④③②①
14. I have the ability to identify and change what is wrong and unjust.

⑤④③②①

15. I feel that social injustice can be addressed? ⑤④③②①

16. I feel good about how I handle most conflicts or disagreements.

⑤④③②①

17. I respond to different disagreements differently. ⑤④③②①

18. In an argument, I try to understand the other person's point of view

⑤④③②①

19. I try to find win-win solutions to disagreements. ⑤④③②①

20. When I disagree with someone, I talk about how I feel and listen to them

talk about how they feel. ⑤④③②①

The following Emotional Intelligence measures are catered to the following components necessary for personnel in the Schools Governance and Operation Division (SGOD) which concentrate specifically on **skills**, **experience**, and **personal values**. The Responses are numerically described as follows: ⑤- Always, ④- Often, ③- May or may not be, ②- rarely, and ①- Never.

Read the statements carefully and give your honest response by blackening the number representing your assessment.

1. I was hired in the office due to professional qualifications.

⑤④③②①

2. I have sufficient training about my work.

⑤④③②①

3. The work given to me is defined on my KRAs.

⑤④③②①

4. I know how to adjust my time for work and time for relaxation.

⑤④③②①

5. My colleagues can provide me with TA.

⑤④③②①

6. It is hard for me to rank my work priorities.

⑤④③②①

7. Each day seems to be a new challenge for me in the office.

⑤④③②①

8. I can easily handle with practical jokes.

⑤④③②①

9. The work I have is justly recompensating.

⑤④③②①

10. I am a risk-taker.  
⑤④③②①
11. I am adaptable to a new trends in technology. ⑤④③②①
12. I find myself always being tricky.  
⑤④③②①
13. I am always able to manage complex in scheduling.  
⑤④③②①
14. I can generate reports and data whenever my boss needs them.  
⑤④③②①
15. The length of service reflects job satisfaction.  
⑤④③②①
16. The command responsibility is an observance in the workplace.  
⑤④③②①
17. I conserve the resources provided to me by the office.  
⑤④③②①
18. Punctuality is necessary for effective service.  
⑤④③②①
19. I can work with less supervision. ⑤④③②①
20. I can be productive even if I am on "work from home."  
⑤④③②①
21. I believe that financial management matters in work performance.  
⑤④③②①
22. Our office is multi-tasking.  
⑤④③②①
23. I am open to listen to my clientele from the field.  
⑤④③②①
24. The KRAs are non-negotiable in the office.  
⑤④③②①
25. One objective can derive multiple activities when taken into honest account.  
⑤④③②①
26. The dual communication is essential to effect job delivery. . ⑤④③②①
27. I am so oriented with the system implemented by the office.  
⑤④③②①
28. I believe in the importance of CIGPS as elemental to effective service.  
⑤④③②①
29. Everybody should learn about the security of tenure. ⑤④③②①
30. Interpersonal conflict should be first resolved at the office level. ⑤④③②①