A GRID AND GROUP EXPLANATION OF

EMOTIONAL INTELLIGENCE IN SELECTED

BELIZEAN PRIMARY SCHOOLS

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CHAPTER I

INTRODUCTION TO THE STUDY

Understanding one's emotions and their effect on others tends to benefit social

and working relationships. Similarly, understanding others' emotions can play a pivotal

role in the promotion and enhancement of positive social and working relationships (Bar-

On, 1997; Goleman, 1998). This capacity to recognize emotions so that an individual can

cope and relate to people in general is called Emotional Intelligence (EI) (Bar-On, 1997;

Goleman, 1998; Salovey & Mayer, 1990). Low, Lomax, Jackson, and Nelson (2004)

affirm that "emerging interdisciplinary research and studies from education, medicine,

and psychology are showing clear and significant contributions of emotional intelligence

to human performance, personal health, and resilience" (p. 2).

According to Salovey and Mayer (1990), EI is a form of intelligence that involves

one's own and others' emotions and discriminating among them, as well as using this

information as a guide for thinking and acting during interaction with others. Bar-On

(1997) coined EI and defined it as being concerned with understanding oneself and

others, how one should relate to people, and how an individual adapts and copes with

his/her environment to be successful. In essence, EI involves the ability to understand

one's emotions, to recognize and understand others' feelings and emotions, and to harness unproductive emotions. Understanding EI and its utility in educational contexts is important because education is about understanding human behaviour so that students become productive citizens. To add to the body of knowledge on EI, this research investigated how EI can be explained contextually through the lens of cultural theory (Douglas, 1982). Narrowing this explanation and understanding of one's emotions and that of others specifically among faculty members in specific school cultures was this study's focus.

Emotional Intelligence

The notion of EI has sparked considerable public attention around the world (Jamali, Sidani, & Abu-Zaki, 2008; Mathews, Emo, Roberts, & Zeidner, 2006; Sardo, 2004). With the publication of Goleman's (1995) *Emotional Intelligence: Why It Can Matter More Than IQ,* EI became a popular concept. Goleman sought to explain how emotional behavior affected personal interactions, relationships, learning, and performance.

Traditionally, it has been thought that the level of a person's Intelligence Quotient (IQ) or "unitary general intelligence" was the main determinant of academic and occupational success (Zeidner, Mathews & Roberts, 2009, p. 6). An individual with a high IQ was traditionally perceived as very intelligent, and the common perception was that such an individual can be a productive citizen and fit into society easily. However, this may not necessarily be a realistic assumption. Researchers continue to question and debate the whole notion of the different intelligences but particularly the level of IQ and EI and its relationship to success in life. These debates have led researchers and educational leaders alike to try to determine whether the level of IQ or EI is a better predictor of individual success in school and life.

For instance, Zeidner, Mathews and Roberts (2009) believe that EI "may be viewed as a subset of social intelligence" (p. 6), meaning a form of intelligence necessary for social interaction and useful for close working relationships. The development of EI can be traced back to the time of Alfred Binet in 1911, Barbara Leuner in 1966, Edward Thorndike in 1920, Howard Gardner in 1983, John Dewey in 1919, and Wayne Payne in 1986 (Zeidner, Mathews, & Roberts, 2009). Gardner (1983, 2006) posits that there are at least seven multiple intelligences through which learning can be facilitated, including Visual-spatial, Bodily-kinesthethic, Musical, Interpersonal, Intrapersonal, Linguistic, and Logical-mathematical. In particular, his interpersonal and intrapersonal intelligences underscore the importance of understanding other people and oneself. These two intelligences provided the foundation to what is now known as emotional intelligence.

Defining EI is not easy because there are many different models and conceptions of emotional intelligence. However, there are three main models of EI from which other models were later developed. Salovey and Mayer's (1990) model examines how EI is perceived as a form of pure intelligence or cognitive ability. A second model, developed by Bar-On (1997), is a mixed-model in which EI consists of cognitive ability and personality aspects. A third model, introduced by Goleman (1998), is also a mixed-model. The difference between the Bar-On model and Goleman's model, however, is that the latter has a focus on how cognitive and personality factors determine success in the workplace (Stys & Brown, 2004). Each of the above EI models has its own measurement scale. It must be noted that because of the differences in the models, EI researchers tend to have somewhat different perspectives on the level of usefulness of EI in the workplace. Whereas all claim to advance the existence and importance of the construct, they differ somewhat in how they

conceptualize and measure EI, which caused considerable debate over the past two decades. Despite the controversy over EI, however, there remains much global interest, as EI is potentially a strong determinant for life-long success.

While this study examined the literature on the different EI models, it drew specifically on Goleman's EI model of performance. This is important because Goleman's model is a mixed model that takes into consideration emotion, personality and cognitive aspects of EI.

Problem Statement

Although EI has gained worldwide acclaim, many areas of the globe are still not incorporating the concept. For example, Belize is a country striving to incorporate the best educational practices, but there appears to be no conscious effort to use EI among faculty and school administrators in Belizean schools. One reason for this paradox may be that teachers are not prepared in EI. Another reason may be that they do actually understand implicitly the practice of EI, but not by its explicit label or concepts. That is, some teachers may contextually apply EI in their settings, but do not refer to the application as EI nor are they familiar with the formal name, Emotional Intelligence.

One way to understand contextual meanings and practice is through Mary Douglas's (1982) typology of grid and group also referred to as cultural theory. According to this view:

> Douglas's typology of grid and group provides a matrix to classify school contexts and draw specific observations about individuals' values, beliefs, and behaviors. It is designed to take into account the total social environment as well as interrelationships among school members and their context. It explains how constructed contextual meanings are generated and transformed (Harris, 2005, p. 34).

Per the above, EI may have unique contextual meanings and applications in different school cultures. Grid and group typology posits that culture has a profound influence on educational understanding and practice (Harris, 2005). In this study, Douglas' typology of grid and group was used to describe and explain the contextual meaning of EI as it appeared in two selected primary schools in Belize.

Purpose of the Study

The purpose of this study was to use grid and group theory (Douglas, 1982) to investigate and explain the contextual meaning and manifestation of EI among faculty members in two Belizean primary schools. Whereas EI has become a popular concept around the globe in the past two decades, Belizean educators appear not to be utilizing the concept. Furthermore, the study sought to explain under what school context the concept can be best understood and manifested.

Research Questions

The following research questions guided this study:

1. How is Emotional Intelligence understood in different school cultures?

2. How is Emotional Intelligence manifested in different school cultures?

3. How does grid and group theory explain how Emotional Intelligence is understood and manifested in different school cultures?

4. What other realities exist outside the grid and group explanation?

Epistemological Perspective

Constructivism, the epistemological perspective of the study, seeks "to develop an understanding of the subjective and intersubjective meaning of human behavior" (Plack, 2005, p. 228). Therefore, the constructivist emphasizes the personal meaning made by both the inquirer and the inquired. According to Creswell and Miller (2000) "constructivists

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believe in pluralistic, interpretive, open-ended, and contextualized (e.g., sensitive to place and situation) perspectives toward reality" (pp. 125-126). Crotty (1998, 2003) explains that constructivists seek to understand phenomena from the emic perspective or insider's perspective. The goals of the inquirer therefore are to attempt to construct meaning from the individual and social constructions of those involved in the inquiry.

Theoretical Framework

Having a good knowledge of a school culture and all its complexities is crucial in developing a clear understanding of a type of interaction that occurs within that context. Harris (2005) explains that "culture is a human creation comprised of human interactions and relationships with all their complexities and flaws" (p. 32). He further explains that educators need to understand their school culture if they are to improve teaching and learning in their schools. School cultures do not only describe the way things are done in a particular context, but they also explain how individuals interact and the roles they play within the constraints of the school environment.

Harris (2005) explains that Douglas's typology of grid and group offers a framework for understanding the dynamics of a school culture and the type of interrelationships therein. Through the use of a matrix, her typology set the basis to explain the contextual meaning of school culture and a possible classification of the values, beliefs, and behaviors of individuals. This theoretical framework became the lens through which EI was scrutinized, described, and explained by investigation, interviews, observations, and document analysis in two Belizean primary schools.

According to Harris (2005), "There are four … distinctive school contexts in which one may find him or herself, and only two dimensions, grid and group, which define each of

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the four prototypes" (p. 34). The typology draws contextual meanings to explain behaviors and interactions within specified social settings.

Grid refers to how an individual's choices, limited within a social system through their interactions, can be plotted on a continuum (Harris, 2005). Grid strength, high or low, determines the type of environment dominant in a specific school culture and affects the choices of individuals constrained by the social system. The high or strong end of the grid continuum depicts educational contexts where role and rule dominate an individual's life choices. On the lower end of the continuum or weak-grid environment, there is individual autonomy and freedom in role choices.

The group dimension describes "the degree to which people value collective relationships and the extent to which they are committed to the larger social unit" (Harris, 2005, p. 36). This dimension can also be plotted on a continuum from high to low. The strong-group environment emphasizes the survival of the group as more important than the survival of the individual within the group, while the weak-group context or the low end of the continuum, emphasizes individual interests as valued more than group or collective interests (Harris, 2005).

The grid and group dimensions should not be seen as separate entities, but as a unified concept where the dynamics of grid and group are working simultaneously. Using this typology of grid and group, I developed an analysis of the social environment in two primary schools. Knowledge of the kind of environment or culture in these schools assisted me in explaining how EI was used for the improvement of teaching and learning, and development of positive social interaction among faculty members. The framework helped

to explain the schools' cultural biases and their effects on the faculty interaction in the schools.

Procedures

Naturalistic inquiry was used because it was ideal for seeking answers to research questions pertinent to understanding contextual meaning and applications (Erlandson, Harris, Skipper, & Allen, 1993). To describe and explain real school-life situations in two Belizean primary schools, case study reporting was used. Case study reporting was ideal because it considered the extensive and in-depth description required of the phenomenon under the study (Rossman & Rallis, 2003; Yin, 2009) and answered how and why questions (Yin, 1994; 2009).

My personal experiences and bias influenced the choice of the topic. First, as primary school teacher and principal and then a high school principal, I experienced and observed faculty behavior and their interactions with one another as well as with students. Additionally, I worked in schools having different leadership and cultures. Consequently, I have much experience in a school setting, and this was important because "the naturalistic researcher him or herself becomes the most significant instrument for data collection and analysis" (Erlandson, Harris, Skipper, & Allen, 1993, p. 39).

Setting and Participants

An initial survey was conducted in four Belizean primary schools using the grid and group assessment tool designed by Harris (2005). I needed at least 20 participants from each of the four schools to complete the assessment tool. This necessity proved problematic because most primary schools have fewer than 20 faculty members. Although 20 teachers were preferred, in schools with fewer than 20 teachers, all were asked to complete the

questionnaire. Initially, the intention was to use four schools because there are four distinctive school contexts and social environments (bureaucratic, corporate, collectivist, individualist) (Harris, 2005) and I wanted to determine if any of the four schools represented one or more of the abovementioned school environments.

Based on the outcome of the survey, two schools with different school contexts were selected for further study and five participants from each of these two schools were then selected for interviews and observation for a period of time. Purposive sampling was utilized. Data were gathered from questionnaires, interviews, observations, documents and artifacts.

Data Collection

Questionnaire. A grid and group assessment questionnaire (*Appendix A*) surveyed all of the faculty members in each of the four primary schools in southern Belize. From the results of this survey, two schools with different cultures were chosen. Furthermore, 10 faculty members, five from each of the two schools, were identified for interviews and further engagement.

While the questionnaire initiated the study and facilitated the selection of the purposive sample, I also utilized interviews, observations, documents, and artifacts (Erlandson, Harris, Skipper, & Allen, 1993), and these sources enabled me to construct the reality of the participants in their natural settings.

Interviews. Through the interviews the participants were offered an opportunity to reveal and share personal thoughts, feelings, and perspectives on EI in their school context. Interviews allowed me and interviewee to converse in-depth about the past and present work experiences. Rossman and Rallis (2003) contend that interviews are done to:

1) understand individual perspective;

2) probe or clarify;

3) deepen understanding;

4) generate rich descriptive data;

5) gather insights into participants thinking; and

6) learn more about the setting (p. 180).

The interviews also provided a lens through which the interpersonal, social, and cultural aspects of each particular context were seen and understood (Erlandson et al., 1993). All participants were asked to respond freely and thoughtfully to the set of semi-structured, open-ended questions.

Observations. Observation, a third strategy to collect data and essential information, is an important strategy as it entails the observation of "formal structured noting of events, activities and speech" (Rossman & Rallis, 2003, p. 172). Data were used "to describe the setting that was observed, the activities that took place in that setting, the people who participated in those activities and the meanings of what was observed from the perspectives of those observed" (Patton, 2002, p. 262). Furthermore, observations provided valuable information for a rich description of events and behaviors as they occurred and unfolded in the school contexts and captured information about artifacts in and around the school environments.

I completed scheduled visits to the two schools, recorded each visit, wrote detailed field notes, and kept journals, collected artifacts and any other relevant data. I ensured these data were safely stored for future references and further analysis. Emerging themes from the observations complemented the data gathered through other data sources.

Documents and artifacts. Documents used took the form of written and symbolic records, and anything existing before and during the investigation. It also included works of art, photographs, notes, charts, timetables, drawings, agenda of meetings, and minutes (Erlandson et al.,1993; Rossman & Rallis, 2003).

Data Analysis

After collecting the questionnaires, results were tabulated using the template provided by this assessment tool (*Appendix B*). Frequency counts of responses were tabulated. Interviews were transcribed verbatim and analysis of the results was checked for emerging themes. Observation field notes were carefully analysed and cross-checked for occurring themes and the analysis of documents and artifacts was similarly scrutinized for emerging themes. Triangulation of data collected from the different sources was completed and followed by the creation of a thick description and interpretation of the data.

Significance of the Study

Significance to Research

Understanding EI in the context of Belizean schools can add significantly to the body of research on EI. Whereas this case study is specific to a particular context, and therefore the results cannot be generalized to other contexts, yet it may help understand similar cases (Rossman & Rallis, 2003). Also, because EI in Belizean primary schools is unknown, this study can open the door to further EI research in particular and many kinds of research in general.

Significance to Theory

Using Douglas's (1982) grid and group framework as the lens to explain contextual meaning of EI helped to add to the literature of EI because this theoretical framework has not

been used to explain EI previously.   Whereas grid and group theory and EI have been studied separately, this study provided an integrated study of both theories which may prove significant to the further development of both theories.

Significance to Practice

EI was not a common term in the Belizean educational context; therefore, the study was significant to enlighten Belizean teachers and educators on the importance of EI and how to apply it contextually for increased performance and interaction with one another in the educational environment. Given the current instructional challenges, inclusive classrooms, accountability for high stake tests such as the Primary School Examination, and challenges among faculty and staff, the explanation and contribution provided by this study may well prove to be important in teacher selection, teacher education, peace education, education policy formulation, teacher professional development, and the establishment and promotion of child friendly schools.

<center>**Limitations of the Study**</center>

Participants were drawn from two Belizean schools only and limited to southern Belize because they were more accessible to me. While results may be transferrable, depending on the similarity of receiving contexts, results of the study are limited to the contexts under the study and cannot be generalized. Accessibility of primary schools with members of 20 or more teachers was limited in southern Belize. Teachers, busy with their daily responsibilities and commitments, had insufficient time to survey. Additionally, some teachers were unwilling to participate. Another limitation was the instrument itself since it was designed and used previously in high schools only; the wording may not necessarily be applicable to primary schools. Finally, because schools tend to be located in sparsely

populated rural areas, it was cost prohibitive to travel to and from the schools several times to collect the data.

Definition of Terms

1. Douglas's typology of grid and group - This typology of grid and group describes and provides a matrix to classify school contexts and to draw specific observations about individuals' values, beliefs, and behaviors. It is designed to account for the total social environment as well as interrelationships among school members and their context (Harris, 2005).

2. Emotional Intelligence (EI) - According to Goleman (1998), EI is "the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships" (p. 317).

3. Faculty – Faculty members refers to the teaching staff as well as the school principals and vice-principals.

4. Multiple intelligences - Gardner (2006) argues that there are seven intelligences (Visual-Spatial, Bodily-Kinaesthetic, Musical, Interpersonal, Intrapersonal, Linguistic, and Logical-Mathematical) and that they are useful because individuals learn in distinct ways.

5. Interpersonal Intelligence: "*Interpersonal intelligence* (author's emphasis) refers to a type of intelligence used to discriminate among persons, figure out their motivations, work effectively with them, and, if necessary, manipulate them" (Gardner, 2006, p. 39).

6. Intrapersonal intelligences – "*Intrapersonal intelligence* (author's emphasis) refers to a type of intelligence a person possesses, a good working model of herself; can identify personal feelings, goals, fears, strengths, and weaknesses; and can, in the happiest

circumstances, use that model to make judicious decisions in her life". (Gardner, 2006, p. 39)

7. Primary School – A primary school has levels Infant 1 to standard 6 with an age range of five to 14 years. Teachers' professional preparation ranges from high school diploma to a bachelor's degree. Even though some teachers may have some content knowledge of the subject they teach, some of them do not have the pedagogical skills.

Summary

While EI has gained a worldwide acclaim, many areas of the globe still do not incorporate the concept. For example, in Belize, there appears to be no conscious effort to use EI. Teachers may, however, contextually apply EI in their settings, but do not refer to the application as EI nor are they familiar with the formal title. This naturalistic inquiry used grid and group theory to investigate and explain the contextual meaning and manifestation of EI among faculty members in two Belizean primary schools.

Organization of the Study

Chapter Two reviews the EI literature, reviewing the early development of the construct, conceptualizations, overview of measurements, challenges, and effects on performance in the workplace. Also reviewed are Douglas' grid and group theory and the theoretical lens with a focus on their appropriateness to the study. Included in this chapter is a review of the Belizean schools' background and management. Chapter Three discusses the methodology of naturalistic inquiry, the data collection strategies, data analysis techniques, and subsequent data reports. Chapter Four provides a narrative portrait of the institutional contexts and participants involved in the study as well as a thick description of the collected data. Chapter Five provides a detailed analysis and interpretation of the data and Chapter Six

includes a summary of the findings, conclusions, benefits, and recommendations for further

studies.

CHAPTER II

REVIEW OF THE LITERATURE

The research on Emotional Intelligence includes several academic fields,

including education, medicine, and psychology and has implications for personal growth

and performance (Goleman, 1995, 1998; Low, Lomax, Jackson, & Nelson, 2004). This

chapter explores various definitions of EI and discusses three main models of EI. There is

also a presentation of some of its challenges and early development. The importance of

EI is closely examined as well as a review of the grid and group theory, which forms the

theoretical framework for the study. Finally, an overview of the Belizean school context

is examined.

Emotional Intelligence

The concept of EI has generated much interest and discussion within and outside

the field of psychology as well as the popular literature (De Vito, 2009) and has sparked

considerable interest, attention, fascination, and public attention around the world

(Jamali, Sidani, & Abu-Zaki, 2008; Mathews, Emo, Roberts, & Zeidner, 2006; Sardo,

2004). The publication of Daniel Goleman's *Emotional Intelligence: Why It Can Matter*

More Than IQ in 1995 made EI a most attractive concept as it sought to explain how

emotions influence an individual's behavior as well as understanding the behaviour of

others, which appears to be most critical in understanding human relationships, learning

and performance in educational institutions, organizations, and other places of work.

Although Goleman can be credited for popularizing EI in 1995 with his publication of the

concept in the New York Times, it was Peter Salovey and Jack Mayer (1990) who first

defined the concept and Bar-On (1997) who first coined the term *Emotional Quotient*

(EQ) (De Vito, 2009).

Definitions, Models, and Measurement of Emotional Intelligence

Defining EI is important to a better understanding of the concept; however,

precisely defining EI has become an enormous challenge as there are several definitions.

Druskat, Sala, and Mount (2006) explain that "Despite acceptance that emotion is a

source of information that influences behavior, important questions about the concept

abound" (p. xxviii). Higgs and McGuire (2001) state that a recurring theme that has

emerged from the many variations of definitions of the construct is that "EI is the ability

of an individual to harness their (sic) emotions to respond in the most effective way to

their (sic) environment" (p. 4). In this study, three of the most popular definitions are

provided from specific models of the construct.

In its early development, EI followed three main models. One model developed

by Peter Salovey and John Mayer in 1990, explained EI as a form of pure intelligence or

cognitive ability. Salovey and Mayer initially defined emotional intelligence in 1990 as,

"A form of intelligence that involves the ability to monitor one's own and others' feelings

and emotions, to discriminate among them and to use this information to guide one's

thinking and actions" (Stys & Brown, 2004, p. 1). In 1997, however, these authors

revised their definition to reflect their continued research and reflection of the construct:

> Emotional intelligence involves the ability to perceive accurately, appraise, and
>
> express emotion; the ability to access and/or generate feelings when they facilitate
>
> thought; the ability to understand emotion and emotional knowledge; and the

ability to regulate emotions to promote emotional and intellectual growth (Mayer & Salovey, 1997, p. 10).

Mayer and Salovey (1997) were convinced that each individual perceives, understands and uses emotions as sources of information differently (Druskat, Sala, & Mount, 2006), and they also saw EI as a type of intelligence. As such, EI was perceived as explainable by intelligence theory which claims that intelligence involves the capacity to carry out abstract reasoning, and that emotions convey clear and discernible meanings as they relate to relationships, and that many basic emotions are universal (Mayer, Salovey, & Caruso, 2002). These authors strive to define EI within the confines of the standard for a new intelligence (Mayer, Salovey, Caruso, & Sitarenios, 2003).

To measure EI, Mayer, Salovey, and Caruso (2002) did not rely on the self-report measures that most studies use to measure EI in the workplace; instead, they developed an ability test of EI which they believed greatly overcame the limitations of the self-report measures because it "provides a more objective assessment of people's actual rather than self-perceived ability" (p. 58). This test is popularly known as the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) (Mayer, Salovey, & Caruso, 2002).

A second model, developed by Bar-On (1997), was a mixed-model in which EI was perceived to consist of cognitive ability and personality aspects. He defined EI as all non-cognitive abilities, knowledge, and competencies that enable a person to deal with various life situations successfully. His EI model implies potential for performance and success rather than performance and success itself. To measure EI, Bar-On used the Emotion Quotient Inventory (EQ-i), a self-assessment measure with five main

components (intrapersonal, interpersonal, adaptability, stress management, and general mood) and 15 sub-components or skills.

A third model, introduced by Daniel Goleman (1998), is also a mixed-ability model that consists of cognitive ability and personality aspects. Goleman referred to EI as "the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships" (p. 317). He identified four main domains: self-awareness, self-management, social awareness, and relationship management. Krastek (2008) provided a concise description for each of Goleman's four main EI domains:

1. Self-Awareness is the ability to read and understand your own emotions as well as recognize their impact on work performance, relationships, and the like.

2. Self-Management is the ability to keep disruptive emotions and impulses under control.

3. Social Awareness is the skill of sensing other people's emotions, understanding their perspective, and taking an active interest in their concerns.

4. Relationship Management is the ability to handle other people's emotions (pp. 40-41).

Under the four main EI domains are clusters of 19 competencies and EI skills proposed by Goleman, Boyatzis, and Mckee (2002). These competencies are not innate capabilities, but, rather, learned and developed through experience. Evidently, no one individual can display all these skills or competencies at work; some individuals are apparently more adept at these skills than others.

For his model, Goleman uses the Emotional Competency Inventory (ECI) and Emotional Intelligence Appraisal (EIA) to measure EI. Another instrument used is the Work Profile Questionnaire-Emotional Intelligence Version (WPQ-ei).

The difference between the Bar-On's and Goleman's models however, is that the latter model has a focus on how cognitive and personality factors determine success in the workplace while the former model emphasizes how cognitive and personality factors influence general well-being (Stys & Brown, 2004, p. i). It must be noted from the differences in the models, these EI researchers tend to have somewhat different perspectives on the importance and positive contribution of EI in the workplace. Although all three aforementioned models claim to advance the study and importance of the construct, they have differences in how they conceptualize and measure the construct and cause considerable debate over the past two decades (Cherniss & Goleman, 2001; Mayer, Salovey, & Caruso, 2000).

In seeking to measure EI as multiple aspects of personal functioning, Bar-On and Goleman mostly used self-reporting tests designed to assess beliefs and perceptions about individual's competencies in specific domains (Chiva & Alegre, 2008). However, some scholars are reluctant to measure EI using scales due to its complexity as self-reporting test, for instance, cannot really capture the broad perspective of one's personal functioning and reality in particular contexts; therefore, researchers of emotion and emotional intelligence are using other strategies to collect and analyse information instead of relying on the traditional psychometric tradition of using measurement scales. For instance, Fineman (2004) asserts that "narratives might better catch a richer picture of

emotions in organizations" (p. 5); therefore, it would be possible to research EI without employing measurement scales and following a more qualitative technique.

Appendix C provides an integrated grid and group EI model I developed that illustrates a detailed summary description of key EI domains and competencies based on Goleman and associate's (2002) emotional competency model. This model integrates EI within specific school cultures as explained by Douglas' (1982) grid and group typology.

History and Challenges of EI

The history of emotions can be traced to the days of Plato (Hall, 2009), when emotions were considered wild and irrational, and what continued during the Stoic movement where an individual was considered wise if he did not succumbed to his emotions. It was important to suppress emotions and gain self-control, giving way to pure "rationality and logic" (p. 45). Studying emotions in psychology and philosophy in the early days was considered irrational (Hall, 2009).

The development of EI can be traced to the time of Alfred Binet in 1911, Barbara Leuner in 1966, Edward Thorndike in 1920, Howard Gardner in 1983, John Dewey in 1909, and Wayne Payne in 1986 (Zeidner, Mathews & Roberts, 2009). Gardner (1983; 2006) posited that there are multiple intelligences, at least seven in particular, through which learning can be facilitated. His interpersonal intelligence and intrapersonal intelligence, in particular, underscored the importance of understanding other people and oneself, and provided the foundation for the development of EI. Gardner's notion of these intelligences involved getting to know human beings and how they interact with others as he emphasized:

One uses one's *interpersonal intelligence* to discriminate among persons, figure out their motivations, work effectively with them, and, if necessary, manipulate

them. *Intrapersonal intelligence*, its complement, is directed inward. The

intrapersonally intelligent person possesses a good working model of herself; can

identify personal feelings, goals, fears, strengths, and weaknesses; and can, in the

happiest circumstances, use that model to make judicious decisions in her life (p.

39).

The EI concept is mentioned in the literary account of Jane Austen's *Pride and*

Prejudice in 1953 and Dutch science fiction writer Carl Lans whose novels in the 1960's

used the term "emotional quotient" (Zeidner, et al., 2009, p. 8). More recently in 1990,

John Mayer and Peter Salovey, two psychologists, published their article on EI that was

later popularized by Daniel Goleman (1995) in his book *Emotional Intelligence: Why it*

can matter more than IQ. His book became a best-seller and made it to the front cover of

Time Magazine, and Goleman used this opportunity to continue to capture the interest of

people around the globe. He set out to give a comprehensive account of EI and its

importance to organizational productivity, and to suggest that emotional illiteracy is

responsible for many of society's ills, "including mental illness, crime, and educational

failure" (Zeidner et al., 2009, p. 8).

Importance of EI

Although controversial issues regarding the utility and importance of the EI

construct continue, "the founding authors and researchers explain that emotionally

intelligent people possess the remarkable attribute of diagnosing and monitoring the

internal emotional environment of their own and others' minds during social transactions

and how skilfulness in managing their dealings and relationships with others in ways that

produce winning and mutually productive outcomes for both" (Kunnanatt, 2008, p. 618).

According to Goleman (1995), EI is a relatively new concept and data suggest EI "can be as powerful, and at times more powerful than IQ" (p. 34) as a predictor of success in school. Whereas individuals can have a high IQ, can be high achievers as determined by grades, Goleman believed that this does not tell one anything about how individuals react to the difficulties and challenges in life:

> Academic intelligence offers virtually no preparation for the turmoil – or opportunity – life's vicissitudes bring… Even though a high IQ is no guarantee of prosperity, prestige, or happiness in life, our schools and our culture fixate on academic abilities, ignoring *emotional* intelligence, a set of traits – some might call it character – that also matters immensely for our personal destiny. Emotional intelligence is a domain that, as surely as math or reading, can be handled with greater or lesser skill, and requires its unique set of competencies. And how adept a person is at those is crucial to understanding why one person thrives in life while another, of equal intellect, dead-ends: emotional aptitude is a *meta-ability*, determining how well we can use whatever other skills we have, including raw intellect (p. 36).

An individual with a high IQ was traditionally perceived as very intelligent, and the common perception was that such an individual can easily become a productive citizen. However, this may not necessarily be a realistic assumption.

Jamali, Sidani, and Abu-Saki (2008) were convinced that the usefulness of EI is demonstrated in its uniqueness to bringing a balanced view of the intertwined role of cognition and emotion in influencing life outcomes. This view contradicted the traditional view that cognition and emotion are discrete and independent

conceptualizations, and that cognitive intelligence alone serves a dominant role in work success (Cherniss, 2001).

Goleman (1995) asserted that "there are widespread exceptions to the rule that IQ predicts success" (p. 34). He contends that "at best, IQ contributes about 20 percent to the factors that determines life success, which leaves 80 percent to other forces" (p. 34). He was strongly convinced that there is a vast array of other factors that account for much of what makes an individual a productive citizen and successful in school and in life besides having a high IQ.

Fullan (1999) posited that "emotional intelligence at work is absolutely crucial for effectiveness in complex environments" (p. 25). Fullan (2001) also acknowledged the importance of EI and that people, especially school leaders, need it more than ever before. He asserted that "it should come as no surprise then that most effective leaders are not the smartest in an IQ sense but are those who combine intellectual brilliance with emotional intelligence" (p. 71). Fullan further claimed that in numerous studies done by Goleman, many managers who failed in their jobs all had a high level of expertise and IQ, but that "their fatal weakness was in emotional intelligence" (p. 71).

Deal and Peterson (1999) explained that the emotional and psychological orientation of staff in a school greatly influence a school culture. The aim of teachers and school leaders should be to promote a positive school climate and learning environment where students, staff, and school leaders are caring, supportive, encouraging, and emotionally intelligent.

Part of understanding one's emotions and those of others is the establishment of positive relationships. Sergiovanni (2006), in seeking to elaborate on the importance of

relationship, cited a report done by the Institute for Education and Transformation in 1992 at the Claremont Graduate School that pointed to relationships as being critical for school improvement and quality of schools. The report concluded that:

> Participants feel the crisis inside schools is directly linked to human relationships. Where positive things about the schools are noted, they usually involve reports of individuals who care, listen, understand, respect others and are honest, open, and sensitive. Teachers report their best experiences in school are those where they connect with students and are able to help them in some way (p. 110).

It appears then that building relationships with people is an important factor to consider and serves a pivotal role especially in a leader's success (Krastek, 2008). Building a trusting relationship that helps to transform an organization and motivate all individuals especially in a school system is a daunting task. Yet, this relationship building sets the foundation for success.

According to Hartley (2004), EI in some form or other has long been a consideration in the field of education, especially in teaching and management of education. He was convinced that "Within the management of education, so-called transformational leadership is becoming the new orthodoxy, and a central aspect of it is emotional intelligence" (p. 583). Although IQ has been the dominant determinant of an individual's success in the past, the popularity of EI has now captured the interest of people around the globe. It is unfortunate that academic intellect continues to serve as the basis and focus of rewards in schools and culture (Goleman, 1995).

Ulutas and Omeroglu (2007) believed that emotions have an important effect on our decisions and behavior although mental abilities get more support than EI. They

believe EI education is beneficial for educators as well as for children. Harrington-Lueker (1997), comment that there is more to being successful in school than good grades. She reported that a professor of educational psychology at Stanford University once commented in an article that sometimes school systems often overlook something of primary importance like "how to recognize and control emotion or the ability to empathize with another" (p. 8).

In the study of EI and relational trust (Wayne, 2008), a significant correlation was found between a principal's emotional intelligence and teacher relational trust. Craig (2008), in a similar study, also found that highly effective principals were emotionally intelligent, and had control of their own and other's emotions. Consequently, these principals had teachers who were happy and satisfied with their interactions with one another at work.

Hwang (2007) reported that EI is important for professionals as it provides information on teaching effectiveness and career excellence. He suggested that institutions should provide continuous programs on EI for the development of a school environment that facilitates learning. Singh, Manser, and Mestry (2007) focused on the importance of EI and the conceptualization of leadership in education and found that EI contributes "extensively to the success of a school because of its influence on leadership and its focus on people" (p. 560).

Fernández-Berrocal and Ruiz (2008) posited that maintaining the best possible relationship with other people is important:

Strong EI helps us to be able to offer those around us adequate information about our psychological state. In order to manage the emotional state of others, it is first

necessary to manage well one's own emotional states. Emotionally intelligent

persons are not only skilful in perceiving, understanding and managing their own

emotions, they also are able to extrapolate these skills to the emotions of others.

In this sense, EI plays a basic role in establishing, maintaining and having quality

interpersonal relationships (p. 429).

Higgs and Mcguire (2001) explored the effects of organizational culture on levels

of EI and found that "it is possible to conclude that higher levels of individual EI are

associated with higher levels of an organization's cultural propensity to support EI" (p.

30). Although the literature is replete with research highlighting the importance of EI to

career success and performance in the workplace around the globe, in Belize, studies

have yet to be conducted.

The Belizean School Setting

Providing an overview of the Belizean school setting as it relates to teacher

education and training is important as it serves to highlight some of the challenges

teachers encounter especially in the Toledo District in southern Belize. This study may

shed some light to why certain teacher behaviors were manifested in the schools selected

for the study.

Belize is a developing nation on the mainland of Central America with a

population of 331,000 (Statistical Institute of Belize, 2009). Like many developing

nations around the globe, Belize experiences serious challenges and struggles in

educating children and youth. The aim of the Belizean education system is to provide its

students with a level of functional literacy that will enable them to thrive in the Belizean

society and be productive citizens. One of the most serious challenges is the high number

of unqualified teachers in the classroom. Few have earned bachelor degrees and many have only a high school diploma.

Whereas this is a major concern countrywide, it is particularly serious in southern Belize at both the primary and secondary levels. Teachers for a Better Belize (TFABB) (2008), a group of U.S. teachers who has provided Belizean primary school teachers with professional development during the past few summers point out that:

> The quality of education in Toledo is below that in other parts of the country. While 42% of all primary teachers in Belize are fully trained, only 24% of Toledo's 296 primary teachers have received full training. Over half of Toledo's primary teachers have no schooling or training beyond high school (p. 1).

If the quality of teaching is to improve, then it is critical the quality of teacher preparation needs to be improved significantly. In a literature review of the state of education in Belize, Lewin (2007) wrote:

> One issue that studies have addressed is the quality of education received by the children in Belize. This young democracy has the potential to grow with the market economy, but only if it can find an effective way of reaching the teachers in every district and providing them with the essential training necessary to effectively teach the nation's children (p. 1).

Management of Schools in Belize

Schools in Belize are either government schools managed by the government of Belize through the various district education centers or denominational schools (grant-aided schools) managed by church personnel from the various denominations. There are

several denominations in Belize: Catholics, Nazarenes, Baptists, Anglicans, and Presbyterians, just to name a few.

Establishment of Primary Schools in Belize

The establishment of schools and development of education in Belize has a long history. According to Bennet (2008) "Belize's educational system originated with the establishment of a small primary school (elementary) school in the Belize Settlement in 1816" (p. 1). Since Belize (formerly known as British Honduras) was a colony of Great Britain, many of its education policies are directly derived from the British education system. Bennet (2008) explains that schools in Belize were initially staffed by teachers from England and, later on, local teachers who had to make their way through the ranks from a pupil teacher to a first class teacher took over gradually.

Part of the legacy of the early colonial education system was the "tradition of authoritarianism" (Bennet, 2008, p. 6) which was legalized in the nineteenth century. This gave the Board of Education before 1892 the authority to make regulations for the control and disciplining of pupils during school hours or out-of-school hours in all schools and even in public places. Furthermore, "the board has the power to authorize teachers and ministers to exercise control and discipline over their pupils in whatever manner seemed best to further the goals of education" (p. 6). This authoritarian approach became the modus operandi and hallmark of the Belize education system, where teachers exercise control and discipline over their pupils by resorting to corporal punishment (Bennet, 2008). Even though there has been much controversy over the issue of corporal punishment in primary schools in Belize currently, over the years, the legacy of corporal

punishment continues to exist in Belize as evident in the education rules (Ministry of Education Rules, 2000).

Under the dual system of control or the church-state partnership of education in Belize, Bennet (2008) explains that:

The denominational system is reaffirmed in the provision according to which every denominational body responsible for the running of primary schools is authorized to appoint a manager or managing authority empowered to appoint, transfer, suspend, and dismiss teachers under their direction (p. 106).

The vestiges of colonialism, the British education system, the church's bureaucracy, and authoritarianism continue to exist as evidenced by the management of church-state primary schools having the authority to hire and fire teachers as it deems necessary. Even the method of classroom management, control and disciplining of pupils reflects an authoritative style in some instances especially with the continued use of corporal punishment in some schools (Bennet, 2008).

It is against this backdrop that EI was studied in two primary schools in southern Belize. Furthermore, to conduct the study, a theoretical lens was needed to examine and carefully scrutinize the school cultures to determine any effect on how the faculty and staff accomplish their work, school activities, and personal and group interaction on a daily basis. The grid and group framework provided this lens on which EI was examined, described, and explained in the context.

Grid and Group Typology

Looking at the culture of schools to determine possible explanations of a certain phenomenon involves a social systems approach (Harris, 2005). A social phenomenon

such as emotional intelligence could be examined in the context of school culture. Harris explained that "to comprehend school culture from a systems approach, it is necessary to capture the totality of a specific context and to portray how individual roles, relationships, and social incorporation relate to the educational process" (p. 33). A framework that offers plausible explanations and understanding about the dynamics of school culture is Mary Douglas' (1982) typology of grid and group. Harris (2005) explained that:

> Douglas's typology of grid and group provides a matrix to classify school contexts and draw specific observations about individuals' values, beliefs, and behaviors. It is designed to take into account the total social environment as well as interrelationships among school members and their context. It explains how constructed contextual meanings are generated and transformed (p. 34).

Douglas' (1982) typology of grid and group offers a framework for understanding the dynamics of culture and the type of interrelationships inherent in a school culture. It seeks to explain through the use of a matrix the contextual meaning of school culture and a possible classification of the values, beliefs, and behaviours of individuals.

Harris (2005) explained that according to this typology, "There are four …distinctive school contexts in which one may find him or herself, and only two dimensions, grid and group, which define each of the four prototypes" (p. 34). The typology draws contextual meanings to explain behaviors and interactions within specified social settings.

Grid refers to how individual's choices are limited within a social system through their interaction with others and this interaction can be plotted on a continuum (Harris,

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2005). Grid strength can be strong or weak, which determines the type of environment

dominant in a specific school culture and the effect of this type on the choices of an

individual constrained by the social system. The high or strong end of the grid

continuum depicts educational contexts where role and rule dominate individual's life

choices. On the lower end of the continuum or weak-grid environment, there is

"individual autonomy and freedom in role choices" (p. 36). Figure 2.1 illustrates the grid

dimension of a school culture.

Figure 2.1 The Grid Dimension of School Culture
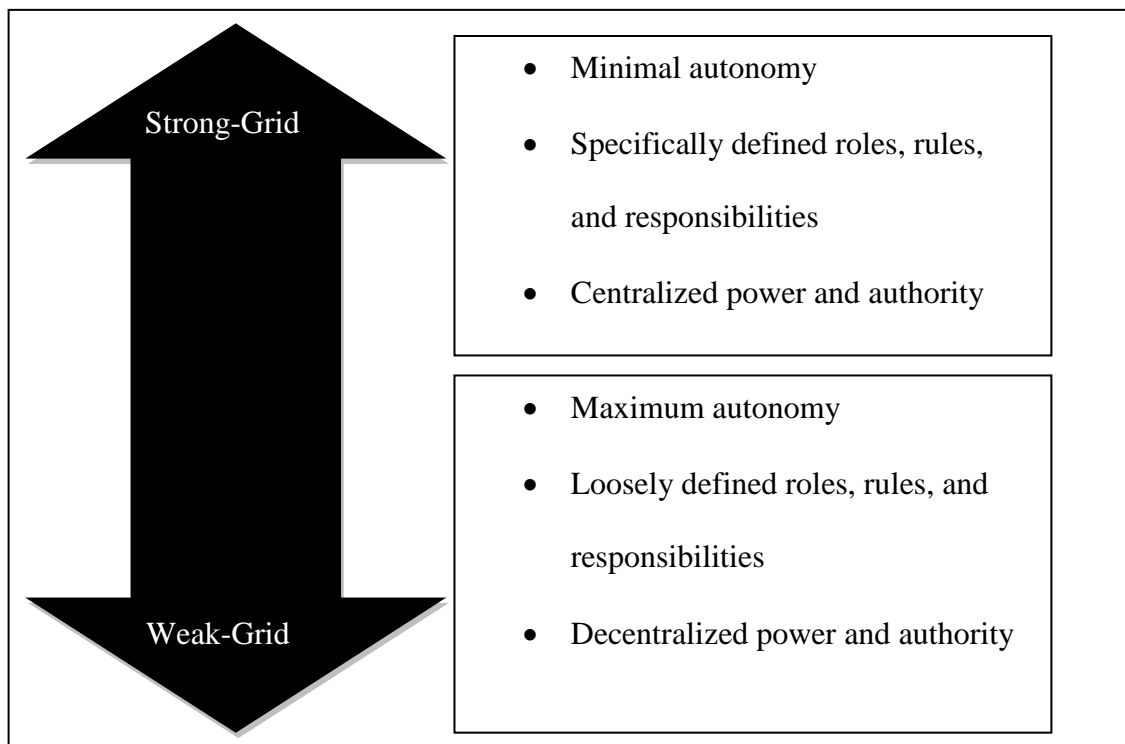
Strong-Grid

- Minimal autonomy
- Specifically defined roles, rules, and responsibilities
- Centralized power and authority

- Maximum autonomy
- Loosely defined roles, rules, and responsibilities
- Decentralized power and authority

Weak-Grid

From *Key strategies to improve schools: How to apply them contextually* by E. L Harris,

2005, Lanham, MD: Rowman & Littlefield Publishers.

The group dimension describes "the degree to which people value collective

relationships and the extent to which they are committed to the larger social unit" (Harris,

2005, p. 36). Like the grid dimension, the group dimension can be plotted on a

continuum from high to low or strong to weak. According to (Harris, 2005), the strong-group indicates strong allegiance to school and strong pressure to consider group goals and interests rather than the individual's interests or goals. The weak-group end of the continuum illustrates weak allegiance to school and minimal pressure to consider group goals. The following figure illustrates the group dimension of school culture.

Figure 2.2 The Group Dimension of School Culture
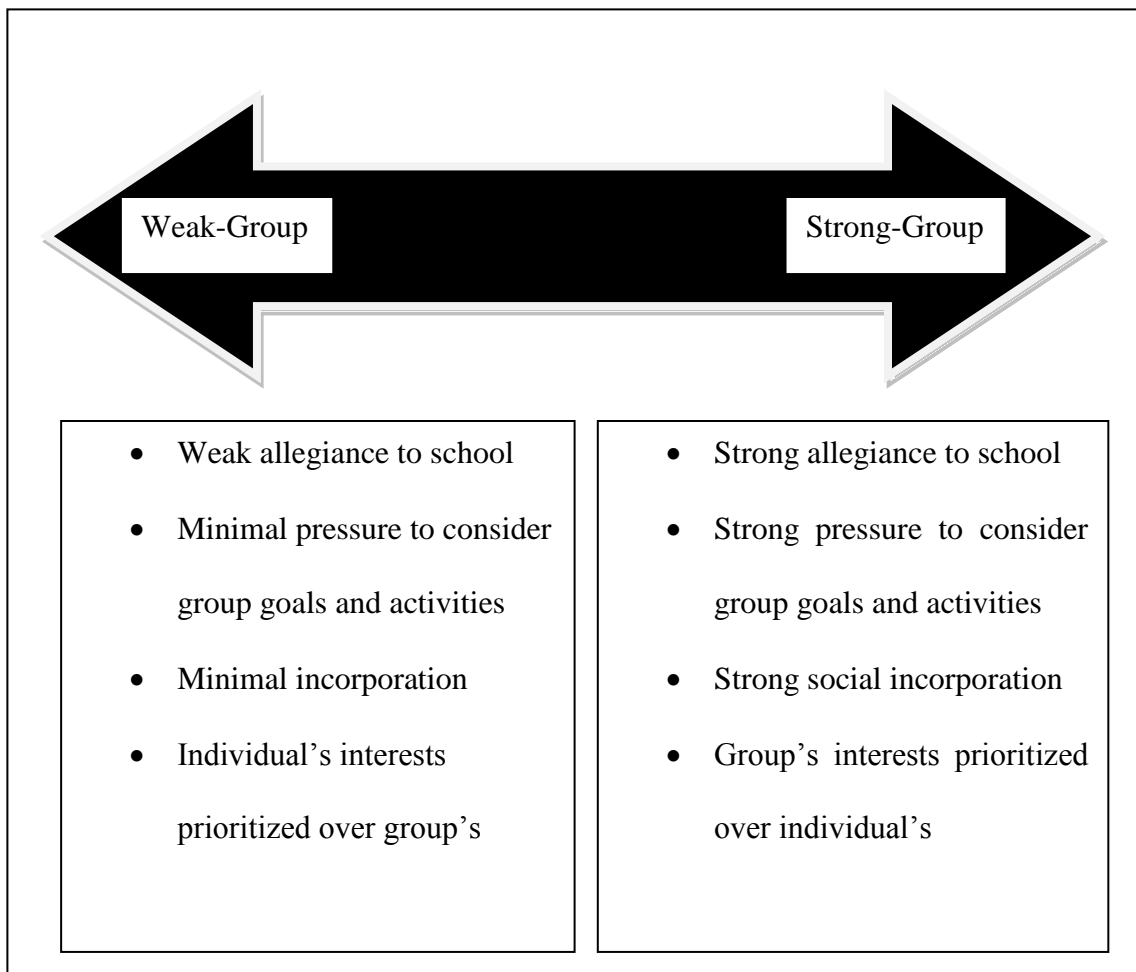
From *Key strategies to improve schools: How to apply them contextually*, by E. L Harris, 2005, Lanham, MD: Rowman & Littlefield Publishers.

The grid and group dimension should not be seen as separate entities but as a unified concept where the dynamics of grid and group are working simultaneously.

Drawing from this social concept of grid and group simultaneously operating together,

Douglas (1982) was able to identify the following four prototypes of social environments:

- Individualist (weak-grid and weak-group)

- Bureaucratic (strong-grid and weak-group)

- Corporate (strong-grid and strong-group)

- Collectivist (weak-grid and strong-group)

These four prototypes operating in a school culture are interdependent and

interrelated and result in a social and unique school environment or school culture which

impacts individuals and groups in various ways. The dominant theme or pattern resulting

from the dynamic relationship of grid and group defines a particular mind-set which has

influence on a cultural environment. This mind-set, also known as "social games",

(Harris, 2005), describes how people in the setting interact and socialize.

It is important to understand the different social environments and its key

characteristics. Harris (2005) offered a more detailed description of the four types of

social environment and their social games below.

Individualist (Weak-Grid/Weak-Group) environments include:

1. Individuals social relationships and experiences not constrained by rules
   and traditions;

2. Role status and rewards are competitive and contingent on defined
   standards;

3. Social distinction among individuals is limited; and

4. Group survival is not priority (p. 42).

Bureaucratic (Strong-Grid/Weak-Group) environments include:

1. There is little individual autonomy;

2. The environment is often hierarchical and dominated by authoritarianism;

3. Individual behavior is defined and without ambiguity; and

4. Little value placed on group goals and survival (p. 42).

Corporate (Strong-Grid/Strong-Group) environments include:

1. Social relationships and experiences are influenced by boundaries maintained by the group against outsiders;

2. Individual identification is derived from group membership;

3. Individual behavior is subject to controls exercised in the name of the group;

4. Roles are hierarchical with the top of the hierarchy having more power; and

5. Group survival is of utmost importance (p. 42).

Collectivist (Weak-Grid/Strong-Group) environments include:

1. Context have few social distinctions;

2. Role status is competitive;

3. Rules for status definitions and placement are more stable; and

4. The perpetuation of group goals and survival is highly valued (p. 42).

Douglas' (1982) grid and group theory have been used in a variety of settings to analyse, describe, and help explain various research topics in terms of organisational culture. Smith (2009) for instance, used grid and group theory as the framework to explain teachers' perception of professional development based on specific cultural prototypes. The study set out to determine the interrelationship between school culture

and teachers' satisfaction with professional development. The results of the study indicated that administrators and developers of professional development should consider using strategies that match the cultural preferences of their teachers. Furthermore, the study concluded that understanding the organizational culture is pivotal in the planning of professional development as this can increase teachers' satisfaction with the professional development.

Stansberry (2001) used the typology of grid and group as the framework to describe the organizational context of two colleges and their faculty technology use. The findings revealed that there was a relationship between the grid and group typology of both higher education institutions and faculty technology use although it was not necessarily a predictive relationship.

In another study using grid and group, Waelateh (2009) explained educational preferences in teaching English as a foreign language in the cultural environment of Thailand Southern University (TSU). Using grid and group typology as the lens to analyse the teaching environment provided an understanding on how teachers teach and why they taught the way they did in the existing school context. The study extended the application of the theory in the area of learning in a higher education institution.

Ellis (2006) also used grid and group theory to explain at-risk culture in an alternative middle school. In this study, she investigated the roles of at-risk students in the culture of an alternative school and how they behaved and interacted among themselves and the teacher. Using Douglas' (1982) grid and group typology as the lens for the study provided much insight into type of relationship and cultural environment existing at the school at the time of the study.

In another study, Chitapong (2005) used grid and group to explain teachers'
attitudes toward in-service professional development practices in selected schools in
Thailand. The framework added to the cultural perspective of PD practices and helped to
identify the cultural context of the school. It also helped to examine the relationship
between the cultural context and preferences and practices of the various forms of PD.

Kanaly (2000) used grid and group to interpret newcomers' voice in the decision
making process in selected elementary schools. The framework allowed close
examination of the social constructs within the school context and provided a better
understanding of individual and group relationship within the school culture. It provided
insight into the culture of the public school organization and its impact on decision
making for the newcomers.

Case (2010) completed a study using grid and group to explain culture and
community in online courses. The theory provided an understanding, explanation and
importance of the culture prototypes existent among faculty, student engagement,
communication and community within a variety of online courses.

Using this typology of grid and group also helped me to develop an analysis of the
social environment present in two Belizean schools. Knowledge of the kind of
environment or school culture in these schools helped to explain how EI was manifested
in each context. The framework helped to explain the school cultural context and its
effects on the type of interaction evident in the schools.

Summary

The literature examined the challenges encountered in defining EI in its early
development; it looked at three main models, and offered examples of the importance of

EI in education, students' success, and the workplace. The grid and group framework

was discussed followed by the overview of the Belizean education context. The next

chapter describes the methodology used to collect and analyse data.

CHAPTER III

METHODOLOGY

Two Belizean primary schools with different organizational cultures, one with a collectivist culture and the other with a corporate culture (Harris, 2005), were chosen for the study. Both schools were located in the rural area in southern Belize and both schools were church-state schools under the Roman Catholic supervision. Grid and group theory was the basis to investigate and explain the contextual meaning and manifestation of Emotional Intelligence (EI) among faculty members in two primary schools. Provided here is a description of the data collection and analysis strategies as well as the research design.

Naturalistic Inquiry

Naturalistic inquiry was the preferred methodology, because it uses multiple methods to explain multiple realities and helps me explore different human experiences, perceptions, motivations, and behavior in a particular context (Clissett, 2008; Denzin & Lincoln, 2005; Erlandson et al., 1993; Lincoln & Guba, 1985). The case study reporting technique of naturalistic inquiry was used as this provided thick description and heuristic value, also it is "an especially good design for practical problems – for questions, situations, or puzzling occurrences arising from everyday practice" (Merriam, 1998, p. 11). Yin (1994, 2009) also suggests that the case study should be the preferred research strategy when "how" and "why" questions need to be answered and when the focus of the study is on some real-life context.

Research Questions

The following research questions guided this study:

1. How is Emotional Intelligence understood in different school culture?

2. How is Emotional Intelligence manifested in different school culture?

3. How does grid and group theory explain how Emotional Intelligence is defined and manifested in different school cultures?

4. What other realities exist outside the Grid and Group explanation?

Researcher Bias

I worked as a teacher and principal at the primary school level in southern Belize for several years and is, therefore, familiar with the duties and responsibilities of a teacher and principal in the Belizean primary school system. Having worked at the primary level for many years, I am similarly quite familiar with the level of qualifications teachers possess and the type of interaction that occurs among teachers, principals, and school managers. Whereas I believe strongly that EI does make a difference in the performance of teachers because being understanding, and being able to harness one's and others emotions is essential for positive interaction and performance, I was particularly interested in determining or discovering the perspectives of participants with regards to EI and how it is explained and manifested in their schools.

<div align="center">

School Management in Belize

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Schools in Belize are either government schools managed by the government of Belize through the district education centers or denominational school (grant-aided schools) managed by church personnel from the different denominations.   There are several denominations in Belize some of which include: the Catholics, Nazarenes,

Baptists, Anglicans, and Presbyterians. Similarly, there are several denominational

schools in Belize managed by church leaders from the different denominations. Since

Belize (formerly known as British Honduras) was a colony of Great Britain, many of its

education policies are directly derived from the British education system. Part of this

legacy includes bureaucratic and authoritarian church-state leadership and management

of schools (Bennet, 2008).

Primary Schools Participants

This research study was carried out in two primary schools managed by the

Roman Catholic Church. Catholic schools in Belize are church-state schools and are

grant-aided meaning that the salaries of teachers in these schools are partially subsidized

by the Belizean government. These schools have as part of their mandate to teach Roman

Catholic doctrine to their pupils. Teachers are therefore required to teach Catholic

religious education in addition to the other subject areas of the curriculum.

<div align="center">

Participants

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Participants were faculty members in two Belizean primary schools in southern

Belize. Initially, 20 faculty members from four primary schools were sought so they

could complete the Grid and Group Assessment Tool recommended and used by Harris

(2005) (Appendix A). Unfortunately, only two primary schools had more than 20 faculty

members. Of the four primary schools, only one was located in an urban area while the

other three were located in the rural area. Where the number of faculty members was

fewer than 20, the entire faculty were asked to complete the assessment tool. Based on

the results of the assessment tool, two schools that represented two different

organizational cultures were chosen for further study.

The Institutional Review Board (IRB) of Oklahoma State University (OSU)

approved the research application and all processes for this study (Appendix D). Having

gained the approval of IRB, manager and principals of the schools, I then proceeded to

meet with the faculty members to seek their permission to complete the questionnaire

following the research protocol established by IRB.

Purposive sampling was employed to obtain the sample and to choose the

participants. Participants were purposefully chosen, because I wanted to ensure that I

selected individuals who could provide understanding of the context, research problem

and central phenomenon in the study (Creswell, 2007). Patton (2002) affirms that it is

important to select information-rich cases purposefully to understand better the

phenomenon under study.

Several criteria were used to select 10 participants for the interviews and further

study: teaching experience, number of years at the school, ethnic diversity, gender and

level of academic training and professional training. Out of the faculty of the two

primary schools with different school cultures as previously determined by the scores

obtained from the Grid and Group Questionnaire (Harris, 2005), a total of 10 participants,

five from each of the two primary schools, comprised the sample.

Data Collection Procedures

Following Fineman's (2004) assertion that "narratives might better catch a richer

picture of emotions in organizations" (p. 5), it was possible to research EI without using a

measuring scale. In so doing, I used what Fineman refers to as a more interactional,

context-focused form of inquiry, a naturalistic inquiry approach for the collection of data.

Naturalistic researchers use four general sources to collect data: interviews, observations,

documents, and artifacts (Erlandson et al., 1993). Baxter and Jack (2008) also added that "each data source is one piece of the 'puzzle', with each piece contributing to my understanding of the whole phenomenon" (p. 554).

Although I reviewed other EI models, I drew more comprehensive perspectives of the use and importance of EI from the model of Goleman et al. (2002). Drawing from his model, a thick description and explanation of the EI construct and competencies was completed within two primary school culture.

To facilitate the process and collection of data, it was important that the main characteristics of Goleman's EI model be summarized because it served as the benchmark for the explanation of the construct relating to grid and group typology. Appendix C provides an integrated summary description of key domains and Competencies of EI based on Goleman's, et al. (2002) emotional competency model which includes Recognition of Self, Self Awareness and Social Awareness, Regulation of Self-Management, and Relationship Management, along with the different grid and group cultural prototypes.

Ten faculty members were selected purposefully from two primary schools because of the unique culture of the schools as determined by the results of the Grid and Group Assessment Tool (Harris, 2005). These participants were engaged through their participation in semi-structured, open-ended interviews. Besides the interview, I used observations, documents, and artifacts. I kept relevant records, journals, and field notes on EI that facilitated the compilation, interpretation, and writing of the final report. The following briefly describes the data collection strategies that were employed.

Questionnaire

This study used the Grid and Group Assessment Tool (Harris, 2005) (Appendix A) to conduct an initial survey of at least 20 faculty members in each of four primary schools in southern Belize. Where the number of faculty members was fewer than 20, all were asked to complete the questionnaire and where there were more than 20 members, only 20 were asked to complete the questionnaire. Of the four primary schools surveyed, only two schools have more than 20 faculty members. The completed Grid and Group Assessment Tool (GGAT) (Harris, 2005) was designed to obtain information about the faculty members' thoughts, feelings, perceptions, values, and beliefs about their school. This information was needed to identify the type of school culture existing in each school. Permission to use the GGAT developed by Harris (2005) and based on Mary Douglas' (1982) grid and group typology was granted by Harris. Although the instrument can be administered electronically, limited Internet access in the rural schools prohibited that option. Thus, hard copies were prepared and administered by the researcher.

Prior to distributing the questionnaire to the faculty members, I had to gain entry to the schools so that the faculty members could participate in the study. Permission was sought from the Ministry of Education district education manager, catholic schools manager, and the principals of the schools through a formal letter of request. Once permission was granted, I travelled to the schools to administer the survey. I followed the research protocol of seeking the consent of participants to participate (Appendix E) by giving them the opportunity to not participate if they chose to or to stop completing the questionnaire at any time. Anonymity and confidentiality were assured for each

participant. After participants completed the questionnaire, I collected them for the
analysis.

The grid and group template (Appendix B) was used to score the questionnaire
and determine where on the four quadrants of the grid and group dimension each
response fell. Based on the outcome of the survey from the four schools, 10 faculty
members, five from each of the two schools, with different or opposite school cultures
were selected for interviews or further engagement in the study. The 10 faculty members
were chosen based on the length of service at the school and their interest to participate in
the study. Only those who were at the school for three years and above were chosen
because that length of time would have given them enough time to get immersed in the
school culture.

Interviews

The use of questionnaires provided vital information, but the interviews offered
the participants a better opportunity to reveal and share personal thoughts, feelings, and
perspectives on the issue under study. Interviews allowed me and interviewee to have an
in-depth conversation about the past, present, and future of their school that provided a
lens through which the interpersonal, social, and cultural aspects of the particular context
was seen and understood (Erlandson et al., 1993).

A pre-ethnography interview was conducted with one faculty member who was
not part of this study to ensure that the interview questions were adequate, to determine
approximate length of interview, and to estimate comfort of participant. The pre-
interview indicated that the questions were fine, but that length of responses might not be

as long as expected probably due to the individual's knowledge and experience of the EI concept.

It was important that I followed research protocol; therefore, prior to the interview with the selected participants, each of them was once again assured anonymity in the reporting of the study; they were reminded that whatever was said was confidential and that all data and audio files were going to be stored in a locked cabinet accessible only to my advisor and me.

I followed research protocol as established by the IRB of OSU so each participant was asked to sign a consent form before participating in the interview. Prior to assuring participants of the confidentiality of their responses, the interviewer explained the interview's purpose. They could have chosen not to participate in the interview if they chose to or stop at any time during the interview. Participants' responses were coded and pseudonyms were used to protect their identity. Participants and their schools were given pseudonyms.

The interviewer began by asking broad questions followed by prompting and probing questions, useful questioning techniques to secure more complete responses for each question. At the end of the interviews, the interviewees were thanked for participating. Because of the amount of data shared in a short time, it was difficult to keep track of all that was said and shared by the interviewee; therefore, to ensure that accurate data were collected, a voice recorder was used to record the interview proceedings in addition to my written notes.

All participants were asked to respond to the same set of semi-structured, open ended questions that allowed them to respond freely, yet thoughtfully in a formal setting.

The setting was formal where no interruption and distraction were likely to afford the participant the opportunity to be relaxed, comfortable, and free to respond to the interview questions without any interference. In one of the schools, interviews were conducted in the library when it was not being used and at the other school it was conducted at the principal's office. Each interview lasted about 25-30 minutes. Interviews were held before class began and when the participants were available. The formal setting provided both the participants and me the opportunity to interact on a one-to-one basis without being seen or being fearful of what others may think of them.

Directly related to the research questions were the following interview questions:

1. What experiences have you had that prepared you to be a teacher or administrator? Briefly describe your educational background.

2. How does teaching and learning take place in your school? What part do emotions play in that process? What part do feelings play in that process?

3. How do teachers and students interact with each other in your school? What part do emotions play in that process? What part do feelings play in that process?

4. How do teachers and administrators interact with each other in your school? What part do emotions play in that process? What part do feelings play in that process?

5. Describe your feelings towards work in your school.

6. What are some of the challenges you encounter as a teacher/administrator at this school?

7. Describe your feelings toward other colleagues at work in your school?

8.   What do you think your school can do to make teaching and working more

favorable to you and your colleagues? Explain.

9.   What else can you tell me about your school's social environment?

Observations

According to Patton (2002), "The first-order purposes of observational data are to

describe the setting that was observed, the activities that took place in that setting, the

people who participated in those activities, and the meanings of what was observed from

the perspectives of those observed" (p. 262). Rossman and Rallis (2003) also explain that

observation enables me "to understand the context of the study, to see tacit patterns, to

see patterns people are unwilling to talk about, to provide direct personal experience and

knowledge, and to move beyond the selective perceptions of both researcher and

participants" (p. 194).

Observation as a data collection strategy served a very pivotal role in revealing

how EI was manifested in the two participating schools. It provided me the opportunity

to observe whether what was said during the interview corresponded to what actually

occurred in the setting of the school as it related to EI. It also gave the observer the

opportunity to actually feel the emotions emanating from the environment and culture of

the school as it relates to the specific characteristics of the four quadrants described in the

grid and group typology.

The following served as a guide for observations (Harris, 2005):

1. The Setting: What is the physical environment like? What is the context?

What kinds of behavior does the setting promote or prevent?

2. The participants: Describe who is in the scene, how many people, and their roles. What brings these people together? Who is allowed here?

3. Activities and interactions: What is going on? Is there a definable sequence of activities? How do the people interact with the activity and with one another? How are people and activities connected or interrelated?

4. Frequency and duration: When did the situation begin? How long did it last? Is it a recurring type of situation or is it unique? If it recurs, how frequently? How typical of such situations is the one being observed?

5. Subtle factors: Less obvious but perhaps as important to the observation are:

   - Informal and unplanned activities

   - Symbolic and connotative meanings of words

   - Nonverbal communication such as dress and physical space

   - Unobtrusive measures such as physical clues

   - What does not happen – especially if it ought to have happened (pp. 97-98)

From March 21 to May 27, 2011, I visited each school once a week for interviews and observations except during the Easter break from April 18 to 29. Visits were four hours long, two hours at each school once a week for a total of eight weeks. Principals of both schools were duly informed of the visits. During the visits, I observed teachers teaching, during breaks, before sessions in the morning and after sessions in the afternoon. I often stood at the back or side of the classrooms to observe the kind of interaction occurring between teacher and students. Similarly, I observed the interaction of faculty members on campus after classes, during breaks, and before classes. These

observations took from 15 minutes to half an hour at a time for in class and out of class observations of all five faculty members at each school. Sometimes I spoke to teachers and students for clarification of what was observed.

Other activities I engaged in included walking around the school campus and visiting classrooms, restrooms, and the principal's office making all attempts to capture any instances of faculty interaction. I observed a staff meeting at St. Augustus primary school with the permission of the principal. At St. Augustus primary school, I also observed a graduation ceremony, an inaugural ceremony, and ate lunch with the teachers on the invitation of the principal. At Blue Fields primary school, I observed preparations for a primary school football marathon. I looked at these additional activities as incidences where faculty members display a high level of interaction and how they display emotional intelligence among each other, with the school principal, and within the school environment. The emerging themes from the observation served to complement the data gathered by means of the interview.

Documents and artifacts

I collected and used the following documents made available to me: school handbooks, school policies, faculty meeting agendas, minutes of staff and PTA meetings, lesson plan books, grade books, school calendars, timetables, financial reports from fundraising activities, brochures, copies of graduation speeches, and pictures. I was allowed to take photographs of the school and some of the activities. Documents and artifacts, like observations and the interview, helped to provide vital information.

Data Analysis

After collecting the completed grid and group assessment tool, responses and ratings were summed and averages found. These average ratings are presented on the template provided by this assessment tool for further analysis (Appendix B*).*

Firstly, the analysis of the grid and group questionnaire played a pivotal role in the overall research process as the results indicated which two schools were selected for further study. Secondly, during the interview process, the interviewees substantiated the results of the grid and group questionnaire by explaining how EI is defined and manifested in the schools selected based on their culture. Thirdly, grid and group was used to analyze the observations by correlating data collected and matching emerging themes to the particular school context for each school. Finally, grid and group was employed to match data collected through documents to determine whether specific EI themes emerge in each of the contexts. A triangulation of all data sources followed to substantiate the manifestation and explanation of EI using grid and group in the two schools.

Recordings made from each interview were transcribed verbatim and the results were coded to preserve the anonymity of the participants as agreed. Following in the tradition of data analysis and reconstructions of the reality of the participants captured by the interviews and their contexts to make meaningful wholes (Erlandson et al., 1993; Lincoln & Guba, 1985), I looked at units of data, emergent categories, as well as negative case analysis.

Unitizing Data

A unit of data according to Lincoln and Guba (1985) is the smallest unit of information about the topic or issue under the study. Such units "serve as the basis for

defining categories" (p.344). In this study, units of data were compiled, coded, and written on index cards and stored in a locked cabinet. These units of data were analyzed and checked for emerging themes.

Observation field notes were similarly collected, coded, and analysed to search for emerging and recurring themes. These field notes accompanied my reflexive journal.

Finally, triangulation of data from the different sources was the hallmark of this study and added to its credibility and trustworthiness. Data analysis was also accomplished using the grid and group typology to determine the manifestation and explanation of EI in the cultures of the two schools. A thick description and interpretation of the data from the various data sources followed.

Trustworthiness

The trustworthiness of naturalistic inquiry is based on the "rigorous methods of a study, my credibility, and the philosophical belief in the value of qualitative inquiry" (Patton, 2002, p. 553). Certain criteria must be met for research to be considered as trustworthy, and these criteria can be built into a naturalistic study. Lincoln and Guba (1985) identified the qualities of trustworthiness as credibility, transferability, confirmability and dependability. Credibility has to do with whether the data collected from the participants in their context is true and must be affirmed by them. Transferability has to do with the applicability of the findings of a research study to another similar context. Through external checks on the methodology and processes used to collect data, a study is determined for its dependability and following every detail of the documentation to ensure that the study is the actual outcome of the processes

involved and that it is not the researcher's biases that is indicative of the study's confirmability.

According to Lincoln and Guba (1985), the credibility criterion is the most important aspect of establishing trustworthiness for the reader or stakeholder of a study. Table 3.1 provides a summary of the techniques that establish trustworthiness.

Table 3.1 Summary of Techniques for Establishing Trustworthiness

Technique	Results	Examples
	Build trust	Length of time in the field
	Develop rapport	Avoid premature closing
	Build relationships	Get familiar with the social setting
Prolonged Engagement	Obtain wide scope of data	Learn the culture of an organization
		Avoid distortions and personal biases
	Obtain accurate data	such as respondents wanting to please or deceive the researcher
	Obtain in-depth data	Purposeful (provides scope and obtaining important and relevant data, spending enough time doing observation) assertive investigation, being persistent and avoiding premature closing
Persistent Observation		
	Obtain accurate data	Doing member checks

Technique	Results	Examples
	Sort relevancies from irrelevancies	Sorting out data that does not add to the study
	Recognize deceits	Watching out for misinformation deliberately designed to deceive or please the researcher
Triangulation	Verify data	Using different or multiple sources (interview notes, videotapes, photos, and documents), methods, or investigations
		Absence of data (what information was missing that should have been there)
Referential Adequacy	Provide a "slice of life"	Unobtrusive measures such as brochures, catalogs, yearbooks, photos, memos, etc.
Peer Debriefing	Test working hypothesis	Review of material by professionals outside the context
Member Checking	Test categories, interpretations or conclusion (constructions)	Returning to participants to check on the adequacy of the report/notes
		Allowing participants to test categories, interpretations and conclusions

Technique	Results	Examples
Reflexive Journal	Document researcher decisions	Reflexive field notes, dairy or journal
Thick Description	Provide data base for transferability	Vivid description of context and description of the data
	Provide a vicarious experience for the reader	Thick description using various data sources
Purposive Sampling	Generate data for emergent design and emerging hypothesis	Purposeful sample selection in each school Purposeful data collection using different sources
Audit Trail	Allow auditor to document trustworthiness of study	Raw data files, data reduction and analysis products, index cards, peer debriefing notes. Interview transcription, Field notes, reflexive journal, completed questionnaire, documents and artifacts

From *Naturalistic Inquiry,* by Lincoln and Guba, 1985, Beverly Hills, CA: Sage.

Summary

This chapter provided insight into the overall research design. It used naturalistic inquiry with data collection strategies and an instrumentation process that included discussion of the grid and group questionnaire, the interview, observation, and documents

and artifacts. The description emphasized the importance of each data collection strategy and outlined key considerations when implementing each strategy as established by the literature. In essence, each data collection strategy was well supported and well-grounded by previous research.

The chapter also described research protocol following IRB guidelines for studying human subjects. Such guidelines included the protection of human subjects by informed consent, explaining the purpose of the study, the assurance of confidentiality, anonymity, and freedom to withdraw from the study if the subjects so choose. Finally, this chapter also briefly described how data collected from each of the strategies were analyzed.

CHAPTER IV

NARRATIVE PORTRAITS

Two primary schools in the Toledo District of southern Belize, Blue Fields Primary School (BFPS) and St. Augustus Primary School (SAPS), are described in this chapter. Data from multiple data sources including interviews, observations, as well as documents and artifacts provided vital information for the thick description of each case. The presentation of the data from various sources provided insight into the cultural context of each school site.

Harris (2005) emphasized the importance of a school's cultural context, the participants, and activities and interactions that transpire within that context. Drawing from his work, a depiction and detailed description of the context of each school and a thick description of the participants, constructed realities and their activities and interactions were the main foci of this chapter.

The participants, which included principals, vice-principals, and teachers, served to help me understand the interplay of emotional intelligence (EI) competencies and cultural dynamics in the two schools. These activities and interactions highlighted the reality, subtle and critical aspects of life as they were manifested in the school environment.

Blue Fields Primary School

The Context

The following narrative portrait of Blue Fields Primary School as depicted during the 2010 and 2011 school-year represents my interpretation of the school at that time. Blue Fields Primary School is a rural school in the small village of Blue Fields in southern Belize and located approximately 20 miles from Punta Gorda (PG), the main town or commercial center of the Toledo District. The school began as a small school in 1963 with a very basic curriculum, offering only phonics, math and language arts for only two hours a day. However, as the community grew and the residents developed an interest in education, the curriculum offerings expanded. At the time of the study, Blue Fields served a student population of about 393 students through a staff of 17 including one pre-school teacher.

On one of my visits to the school one of the teachers saw me and greeted me, "Good morning, sir," followed by a handshake. I returned the greeting, and told him I came for a visit. "Oh, you are most welcome to the school," he told me. "If I can be of some help, let me know" He continued to his classroom, because the principal's office was not yet open.

Mr. Cardinez and Mr. Perez both arrived at about the same time dressed in their work uniforms and opened their offices. Both school administrators greeted me and welcomed me to their office. "Good morning Mr. Coc, how are you today? Come in and have a seat. I will be with you in a minute. Just let me attend to this child," the vice principal told me. This was indicative of the typical behavior of the two administrators who learned through their years of experience how to interact with people in this context.

Other teachers soon came into the office to sign the staff register, they bade the time of the day to the principal and vice principal, then left for their respective classrooms. They greeted me also. The administrators greeted their teachers as they came in to sign the staff register, and the little ones with them held on to their teacher's hands. I marveled at the level of closeness and respect these children had for their teachers. This type of behavior indicated the caring atmosphere that the school strove to promote on a daily basis, and it really provided a welcoming and warm atmosphere.

Once classes began, teachers did not have much time to interact as they had to go in along with their class. Each day a few of the teachers were assigned to do general supervision of the students while on the school grounds. All these daily routines were clearly stipulated in the school handbook, so the teachers and students knew exactly what to do.

School Buildings

Blue Fields Primary School consisted of five main buildings. School Building 1is a ferro-concrete structure divided into six classrooms with male and female restrooms located at the south end of the building.

To the northeast of School Building 1 is an open space and football (soccer) field with thick grass. Most physical education activities and sports occur here, because the school does not have a gym. The field is also used for football marathons organized by the school and the community primarily uses it for fundraising activities. "The annual school bazaar is our major fundraiser and we are thankful that we get good support from the parents and community," one of the teachers told me. "It is important that we raise funds for the school especially for operational expenses," the vice principal explained

"because all the responsibility is left on our shoulders." Evidently, the school administrators and the entire staff are not pleased with the lack of support from the school Catholic management.

School Building 2, a board building with concrete flooring divided into five classrooms, houses the principal's and vice principal's office and a small school library. Administrators' offices are small and congested with office supplies on small shelves and a computer on each table. The vice principal's office accommodated several seats and a table for visitors, teachers, or students to sit around or work on. Reference books, textbooks, teaching aids, maps, a globe, and several trophies are arranged haphazardly on the dusty shelves in the office. In another corner of the same room are two duplicating machines, one still working and another one cast aside having served its time.

School Buildings 3 and School Building 4, located to the east side of the principal's office, are two other wooden buildings with concrete floors. These buildings are divided into three classrooms each. The walls, windows, floors and roof of the buildings are showing signs of many years of use, evidenced by faded paint on the walls.

School Building 5 is secured for the purpose of hands-on training in sewing for the upper division students because not all students get to go to high school. Additionally, the school incorporates hands-on experience in modern agricultural practices in the curriculum and students had the opportunity to build an organic school garden.

All teachers from Infant One to Standard Six are required to teach at least one half of an hour of Catholic education each day. Teaching religion is therefore an integral part

of each day's activities, and a slot for religion is evident on all time tables pasted on the wall in each classroom.

The church building is located at the entrance of the school campus and accessible to both the school and community. Occasionally the entire school attends mass. Teachers also used this building for prayer services, mass practice, and other church related activities.

Students from Blue Fields could choose from two high schools to attend. One is Julian Cho Technical High School (JCTHS), located four miles away on the southern highway, and the other school is the Toledo Community College (TCC) located in Punta Gorda (PG), the main town about 21 miles away. The school is proud of its performance each year because students coming from this school often excel at both high schools.

Students at Blue Field Primary School

The students of the school community are primarily of Mayan descent namely the *Q'eqchi'* Maya. According to the school principal, "at least 90% of the student population are *Q'eqchi'* Maya while the remaining 10% consist of other groups such as the Mopan Mayas, Creoles, Mestizos, East Indians and Garifunas."

A total of 393 students attend the school including the preschoolers.   Primary school students from Standard One to Six (grades one to eight) consists of 14 classes with ages ranging from 5 to 14 years old. Classes begins at 9:00 a.m. and ends at 3:30 p.m., a total of five and half hours with 15 minutes of break in the morning and afternoon, and a one hour lunch break between noon and 1:00 p.m.

The Faculty at Blue Fields Primary School

Seventeen faculty members and one volunteer are employed at the school. Faculty members are responsible for their own classes except for Standards Four, Five, and Six (grade six, seven, and eight) where teachers teach individual subject areas of the curriculum. Subject teaching allows the use of the expertise of well experienced teachers to teach subjects such as math, English, social studies, and science to prepare students for the Primary School Examination (PSE) taken by the standard Six students near the end of the school year. Standard Five and Six teachers still have their own homeroom class to attend to and are also responsible to teach the subjects of religion, physical education, music, expressive arts, gardening and reading. All teachers are expected to have a level of expertise to deal with classroom management and disciplinary problems, and to teach all the subjects of the primary school curriculum.

Teachers are permitted to leave their classrooms for break and lunch, but they are still expected to supervise and be on the alert at all times for any student misconduct. To ensure the safety of all students, at least three teachers daily are scheduled for general supervision of all students on the campus. Additionally, two teachers per month are responsible to ensure that all students get off the bus in an orderly fashion and also note who are missing, ensuring that each child got back on the bus after they are dismissed each day.

The faculty works within a time frame broken into three terms. First term is from September to November, second term from December to mid-March, and third term is from mid-March to the last Friday in June. The total contact time for primary schools is 5.5 hours per day. During this time frame most of the faculty interaction, teaching, and other school activities transpired. Extra-curricular activities are held before and after

classes and during the weekends. The schedule of each teacher dictates the kinds of

activities that transpire each day.

Participants

  Although all faculty members employed at Blue Fields Primary School were

invited to participate in the survey, only 13 participated and responded to the Grid and

Group Cultural Awareness Tool (Harris, 2005). Five of these 13 were purposefully

selected to participate in interviews, observations, and further engagement in the study.

Table 4.1 provides professional and educational background of the five participants.

Table 4.1 Blue Fields Primary School Participants

Faculty member	Qualification	Teaching Experience
Joe Cardinez	Diploma in Education	34 years
Said Perez	Bachelor's in Education	22 years
Miralda Ordonez	Bachelor's in Education	30 years
Chris Ortiz	Level -Two Trained Teacher	23 years
Jane Petillo	Level- One Trained Teacher	25 years

Adapted from the school Handbook 2010-2011. School Publication

  The years of experiences range from 23 to 34 years, and their level of teacher

training varied. Administrators (principal and vice-principal) were included as part of the

faculty of the school; therefore, the voices and experiences of two administrators along with other faculty members were represented in this study.

Joe Cardinez. Mr. Joe Cardinez served as teacher and administrator both in urban and rural areas in Belize. As the principal of Blue Fields, he was the overall administrator who ensured the smooth operation of the school. Mr. Cardinez firmly believes that teaching and learning entails being understanding, loving, and caring for children. In teaching, "we need to befriend the children, so my first task is to get the teachers to accept the children and to love them." He always believed that it was important to talk to children, to understand them, and have one-to-one conferences with them.

As a school administrator, Mr. Cardinez believes that his strength lay in his ability to work with the teachers as a team. He expressed his satisfaction of having a great working relationship with his teachers, "I think that the relationship is great with the teachers, the teachers take up their responsibility seriously and they get things done. They know their role and they carry it out expeditiously every time," he continued. When problems arose with the teachers he would have a one-to-one conference with them to understand the nature of the problem and said he would try his best to resolve the problem in an amicable manner.

He lamented that the school Catholic management and the Ministry of Education were not as involved in his school as they should have been. For the most part, "we are the ones who have to find the necessary funds for operational expenses, maintenance, and repair," he commented.

When it came to parents and community participation he voiced that, "I am very pleased with their cooperation. During fundraising activities, I usually get the full support of the parents and community."

Regarding social activities, Mr. Cardinez explained that they did not have many activities but they did have teachers' social gathering especially during teachers' day and during Christmas. He said that when they have such activities, all teachers participate as such activities were agreed on by the staff.

Mr. Cardinez happily shared with me that the school was a good school and the parents and community were pleased with the school's performance. He also shared the following:

> Our school recognizes and acknowledges the top performance at the end of the year especially during graduation. Outstanding students' names are also placed on the honor role. The parents are pleased with the school because of the consistent outstanding performance of students each year.

Although he was not pleased with the involvement of the school management and Ministry of Education, he was quite pleased that the parents and community were always willing to assist him to make his school a good school ranking as one of the top three schools in the district. Furthermore, it was evident that he was also pleased with the team-work and collaborative efforts of his teachers in making the school a high achieving school.

Said Perez. Mr. Said Perez, vice-principal, substituted for the principal whenever he was out of his office or there was a need to do so. He was responsible for establishing a positive school environment conducive to learning by providing assistance to teachers,

listening to their needs, providing basic teaching resources, meeting with parents and community members, and reporting to the principal on the day-to-day occurrences at school.   It was evident that he did a lot of record keeping and registration of students, and was accountable for many of the things that transpired at the school. He seemed to have excellent public relations skills, and was friendly and approachable. He possesses a bachelor's degree in primary education and was enrolled in a master's degree program which he hoped to complete in the near future. Although he had a lot of experience, the vice principal admitted that he started off as a high school graduate, proceeded to pass his First Class Teachers' Exam, and then went for further training at the Belize Teachers' Training College in Belize City. Additionally, he completed a principals' course which equipped him to take up the helm of school leadership. On being asked how teaching and learning occurred at his school, Mr. Perez explained:

> First and foremost I believe that the child plays a very serious role. The child is the nucleus of the process of the teaching and learning process. I insist that the teachers work as facilitators of learning. I also believe in the importance of community participation so that we support each other.

Mr. Perez acknowledged that not all teachers were adequately prepared to teach; therefore, the school administrators planned professional development sessions for them to address some of their weak areas. The school had many needs, he explained and "it is unfortunate that we as a school have to seek or raise funds to take care of our school expenses because the school management and the Ministry of Education provide very little support to the school."

Mr. Perez opined that "feelings play a very important role" in the teaching learning process and teachers need to be aware of this. Similarly, he believed that social activities were important for teachers as this would give them the opportunity to "let loose" and interact with one another in an informal setting. When it came to interaction between administrators and teachers, he said they have an "open door policy" so that if teachers had issues and concerns that needed to be addressed, they were free to come in to the office to discuss them with him. According to him, being sensitive to someone's feelings was important especially in terms of communication. He believes that "a lot of times, it's not what you say, but it's how you say it" that matters.

Overall, Mr. Perez believed that there was a strong "sense of commitment" to the school. Teachers and people from the community took ownership of the school, so they worked hard to make the school an excellent school. The greatest challenge he said was "the limited resources especially financial resources." Whereas the community was supportive of their efforts, he again lamented that the management and the Ministry of Education were not doing enough to support the school.

"The school recognizes outstanding students, members of the PTA, and retired teachers at the end of the year." Mr. Perez informed me. Additionally, he explained that although not often, the school had social activities for teachers where they were able to interact with one another. "When planning and deciding on social activities, the decision is made by consensus and not made by the administrators and because of this they feel comfortable that they have a say in the decision," he explained. However, Mr. Perez insisted that it was important that all teachers understood their role and worked accordingly to accomplish whatever task that needed to be completed.

Chris Ortiz. Mr. Ortiz began teaching as a high school graduate at the age of 18

years. Most of his experience was obtained through observation and the help of senior

teachers. Eventually, he went to Belize Teachers' College to earn his teaching diploma.

With regards to teaching Mr. Ortiz explained that:

> Students and teachers should work closely with each other and teachers should
>
> understand and empathize with students when they are facing challenges in their
>
> lives and in school. I am aware that the approach of teachers does make a
>
> difference when handling student behaviors. I think sometimes it's us as teachers;
>
> it's our approach to the children that creates the scenario in the classroom.

He strongly believed that the school atmosphere was a friendly one with good

interaction among teachers and administrators. As a subject teacher at the upper division,

he found his colleagues to be very helpful and cooperative. Although the school had

limited resources, he was glad that students' performance at his school continues to be

commendable and that the school is recognized as one of the best in the southern region

of Belize. Mr. Ortiz thought that their success could be attributed to "the good support

they got from parents, community, and administration." Although they did not have

many social activities for teachers, they did have times when they socialize and interact

with each other. When such activities were planned, it was done by consensus at a staff

meeting and not decided only by the school administrators, so that each teacher had a say

in the decision. Furthermore he mentioned that:

> Teachers and students are formally recognized for their outstanding achievement
>
> especially during assembly, graduation or at mass. This conveys a show of

recognition and appreciation for the hard work they do and serves as an incentive to them.

Jane Petillo. Mrs. Petillo served in other areas of rural Toledo before coming to teach at Blue Fields Primary School. She started to teach shortly after she graduated from high school in 1985; she studied and passed her First Class Teacher's Exam, and completed level-one teacher training at the Belize Teachers' College. She said that:

As a teacher very early during the school year, I get to know all my students' parents very well so that when anything happens at school I can readily call them to get their support. The parents are very supportive and I have no problem with them.

One of her self-identified strengths was getting to know the students and really trying to understand them. Because of this, she felt there was good interaction between herself and her students. When asked about her working relationship at school, she stated:

I don't have any problem with my colleagues; we have a good working relationship. Similarly, I don't have any problem working with the administrators. They are always supportive; however, I could do with more supervision from the principal so that I could get feedback because I need to know if I am performing the way I should.

Mrs. Petillo was happy with the support of the parents and community especially during fundraising. Good community support was shown; however, she lamented the fact that the management and the Ministry of Education hardly found time to support them. Among the teachers, there was team work, and this made their work both

successful and easier to manage. She was also supportive of the type of decision making

that occurred at the school. Everyone collectively decides on fundraising and social

activities. Although they had limited social activities, everyone participated.   She was

happy about the recognition of outstanding students during graduation; however, she

lamented the lack of recognition for individual teacher's efforts. Overall, she believed

that the school's environment where parents, teachers, and community worked

collaboratively benefited the institution.

    Miralda Ordonez. Mrs. Miralda Ordonez had taught for the past 30 years

accumulating a wealth of knowledge and experience and was subject teaching in the

upper division. A trained teacher and possessing a bachelor's degree in primary

education from the University of Belize, said:

> Teachers should use various teaching methods to teach their students. As a
>
> teacher, clear and open communication is important. You have to get to know
>
> your students and you have to be prepared and communicate openly with your
>
> children.

She said she instills in her students the value of respect and understanding others

especially when they are having a bad day. This type of understanding and respect can

be found among the teachers and administrators according to Mrs. Ordonez who was

happy about the close working relationship between the school and community especially

during fundraising activities. However, she was displeased about the working

relationship between the Catholic management and the Ministry of Education:

> The school management and Ministry of Education hardly ever visit or get
>
> involved in the life of the school. All fundraising and payment of utility and

operational expenses is left to the school. Fortunately, the parents and community give the school full support.

When they had social activities, everyone cooperated. They sometimes celebrate birthdays, and teachers' day and engaged in other small gatherings to interact with one another; however, such activities were limited because a lot of time and emphasis is focused in preparing the students for the PSE. Generally though, she was pleased that teachers and administrators have a very good working relationship. The administrators know their roles and responsibilities and teachers know what the expectation were and they work diligently for the benefit of the school.

Activities and Interactions

At the entrance to the school compound from the highway is a small roundabout with a flagpole. Here the school assembly is held at 9:00 a.m. the first school day of the week. Students and teachers assemble around this flagpole for a short time to sing the national anthem and recite the national prayer after which the principal, vice principal and teachers make announcements for the week.

School Assembly. I attended one of the morning assemblies which began promptly at 9:00 a.m. the time at which classes start on non-assembly days. Students alerted by the buzzer, came from all corners along with their teachers to assemble around the flag pole. Double lines in regimental order were formed with the teacher in the lead or directly behind them. As soon as everyone was assembled, standing straight at attention with hands at their side, the vice principal led the assembly beginning with the recitation of the national prayer followed by the singing of the national anthem as the flag was hoisted. Brief reports and announcements by the vice principal quickly followed.

Students were encouraged to keep the compound clean, to take pride in their school, and to work hard in their studies. With the ringing of the buzzer, the students, again like little foot soldiers, made their way to their classrooms in regimental order. This 20 minute assembly was well-organized and effective, and teachers knew exactly what to do and they did it effectively as a team. The principal did not attend because of another commitment, but everything went well in his absence.

Staff Meeting. At a 30 minute staff meeting that began shortly after classes at the end of the day, I was invited to speak briefly about my research. Additionally, the meeting was used to inform teachers of upcoming school related activities. A few teachers, who had just arrived from a football activity at another school, were uncomfortable and tired and hardly wanted to be part of the meeting. Evidently, a football competition was taking place among primary schools in the area and Blue Field's team participated in the competition.

It was a hot day and they were sweaty, but all the same, they came and were briefed about the purpose of the meeting. After quick discussion of school issues and upcoming activities, the meeting was adjourned as a couple of the teachers had to catch the bus home.

<center>**St. Augustus Catholic Primary School**</center>

The Context

The following is a narrative portrait of St. Augustus Primary School during the 2010-2011 school-year, that represents a depiction of the school environment and my interpretation of the school at that time. Included are description of the school buildings, students, faculty, and activities observed during the visits.

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School Buildings

The school is located in a rural community about 21miles west of Punta Gorda Town in southern Belize. St. Augustus Primary School consists of five separate buildings erected at different times to accommodate the growth of the student population. The first building, constructed in 1949, is made of thick solid stone walls, concrete floor, wooden doors and windows, and asbestos zinc roofing. This structure is divided into seven classrooms and with a section of one classroom serving as the principal's office and another classroom serving a dual purpose as it also accommodates a stage.

As the school continued to expand, two additional buildings were constructed to accommodate the increase in enrolment. An infant division school building (grades one and two) with four additional classrooms was built. Still later, two additional buildings (Buildings 3 and 4) were erected and were divided into five classrooms with one of the classrooms reserved for a computer lab.

School Building 5, the preschool building located next to School Buildings 3 and 4 was also constructed out of solid rock similar to the first school building.. The floor is made of concrete, the windows are lumber and the roof is covered with zinc. It was initially built as a community center where the community would have village meetings and social activities.

To address the need for additional classrooms, the principal was able to secure funding through the assistance of the Japanese government for a new building which became a reality in March 2011. This new three-classroom building is made of concrete floor, concrete walls, zinc roof, and windows of metal louvers, and it is located by the

football (soccer) field and used by the upper division classes of Standards Four, Five, and Six (grade six to eight).

On one of my visits to St. Augustus Primary School, I was able to capture what a typical day was like at the school. As I approached the entrance of the main school building where the principal's office was, I looked closely at a large welcome sign drawn on an vertical concrete slab with the school's motto "Striving to Make a Difference" and beneath it a painting of the patron saint of the school. I slowly climbed the steps on my way to the principal's office as quite a number of students were running up and down the steps oblivious of who I was, what I was doing or where I was going.

I looked around and saw several teachers coming from the opposite side of the school from where I came. They were making their way to the principal's office to sign in the staff register. I finally arrived at the principal's office where I was greeted "Come in, Mr. Coc, have a seat, make yourself comfortable, I am bit busy right now, but I will be with you in a minute." The principal went to attend to some students who came to see him. At this time, when the teachers came to the office to sign the attendance register, they saw me. They greeted me, signed the attendance register, and then went their way. All the teachers were in uniforms as required by the school. Just when I was about to talk to the principal, the phone rang loudly and he answered it. "I am sorry, I am very busy this morning," he told me. "It's ok, I am fine, and I am not in a hurry," I assured him. Just then, the nearby clock indicated that it was time for the buzzer to ring. The vice principal rang the buzzer and the children began to form their lines by class outside on the court to prepare for assembly.

After the assembly, the different classes proceeded to their respective classrooms to begin the instructional day. Teachers walked behind their classes to ensure the students were well behaved all the way to class. The assembly lasted about 35 minutes.

St. Augustus Primary School with an enrolment of 337 students including preschoolers was divided into 14 classrooms.   Besides preschool, classes ranged from Infant One to Standard Six (grade one to grade eight).

In most classrooms, teachers pasted on the wall their class timetable, welcome chart, letters of the English alphabet, duty chart, weather chart, national symbols of Belize, pocket chart, word wall, good manners chart, classroom rules, and bulletin board which is a requirement of the school and the Ministry of Education. All teachers were expected to have a reasonable level of expertise to deal with classroom management and disciplinary problems, and to teach all the subjects of the primary school curriculum.

Students of St. Augustus Primary School

The children come mostly from the immediate community with only about three percent of them from nearby communities. Transportation services are not needed to bring the children from other communities because they are few in numbers and within walking distance. The Mopan Mayas are the dominant ethnic group in the school and community, making up at least 99% of the student body with the remaining one percent being Garifunas, *Q'eqchi'* Mayas, and Mestizos.

Most of the students come from impoverished homes, and many come to school with little money for food. The school made a special effort to cater to the physiological needs of students who had very little food to eat each day.

Graduates of this primary school attended Julian Cho Technical High School (JCTHS), a government-owned high school and managed by a school board, just seven miles away from the school or they attended the Toledo Community College (TCC) in Punta Gorda Town, which is about 21 miles away. An Adventist high school opened its doors the previous school year in the community, so a few of the students were already matriculated there.

The Faculty at St. Augustus Primary School

Sixteen faculty members including one preschool volunteer helper and one Japanese volunteer in charge of the computer lab and responsible to teach basic computer skills to the upper division students comprised the staff. Of these 16, 13 were Mopan Mayas, two were Garifunas, and one was Japanese. Twelve of the Mayan teachers came directly from the school community and one from another community. The two Garifuna teachers came from Punta Gorda Town and commuted by bus.

The faculty worked within a timeframe of three terms: September to November, December to mid-March, and mid-March to June. Unlike Blue Fields where classes began at 9:00 a.m., at St. Augustus classes began at 8:30 a.m. each day with a 15 minute break at 10:00 a.m., lunch was between 11:30 a.m. and 1:00 p.m. There was another break at 2:30 p.m. to 2:45 p.m. and classes ended at 3:30 pm. Within this time-frame most faculty interaction, teaching, and other school activities transpired.

Participants

Of the 16 faculty members, all except the two volunteers participated in the survey and responded to the Grid and Group Cultural Awareness Tool (Harris, 2005). Responses from the Grid and Group Cultural Awareness Tool served to highlight faculty

cultural perceptions of their school.   Five of the 14 were purposefully selected to participate in interviews, observations, and further engagement in the study.

Part of the criteria for selection of the purposive sample was at least three years of school service to enable them to have become fully immersed in, and familiar with the culture of the school.

Table 4.2 St. Augustus Primary School Participants

Faculty member	Qualification	Teaching Experience
Henry Shal	Trained Teacher	29 years
Natasha Tzul	Level-One Trained Teacher	11 years
Nathan Savala	Level-Two Trained Teacher	15 years
Clayton Burns	Level -Two Trained Teacher	21 years
Eufemia Cruz	First Class Teacher	12 years

Adapted from the School Information Sheet 2010-2011. School Publication

The sample represented a range of teaching experiences and different levels of teacher training. Since the administrator (principal) formed an integral part of the school culture, he was also included; therefore, his voice and experiences along with four faculty members are represented in this study.

Henry Shal. Mr. Henry Shal began teaching shortly after he graduated from high school. He later earned a trained teacher's diploma and gained a wealth of knowledge and experience in teaching. When I inquired about his experience as a teacher he told me he had worked as a teacher for the past 29 years and had served in many rural schools in the Toledo District. He began as a teacher at St. Augustus and after 10 years he was recommended for the principalship. He served as principal for the past four and one half years for a total of 14 years.   He attributed his inspiration and success both as a teacher and a principal to past principals of the school who were his mentors.

Mr. Shal encountered times when teachers came unprepared for their lessons and he would be upset about it, but he said that it was important to manage his feelings. In teaching he admitted that it is important to understand the child, teacher and also oneself. In terms of his working relationship with teachers, he told me:

> In dealings with teachers, I believe that I am very flexible and lenient. Some teachers tend to take advantage of this leniency; therefore, there are times when they do as they please.   In such situations, I would caution them and even log such behaviors and in the end, such teachers would get angry at me. Additionally, parents are no longer as supportive as they used to be, therefore, I am thinking of giving up leadership of the school.

The school has limited financial and other resources and, as a school leader, he has to find the necessary funds for utility bills and operational expenses. He and his teachers were compelled each year to raise funds for school maintenance and operational expenses. Parents were asked to assist the teachers in fundraising activities; however, there was very little support from the parents and community.

He was elated that one of his efforts in seeking assistance from funding agencies had paid off and he had gotten a three classroom building. A Japanese government grant provided this facility to relieve overcrowded classrooms. He tried his best to provide assistance to teachers in terms of teaching materials because he wanted his teachers to provide classroom environments conducive to learning but because of limited resources, he was not able to provide much.

Mr. Shal acknowledged and recognized the efforts of teachers who were dedicated to their work, and he also said that they had social activities where the teachers interacted with each other. Although this was not a common practice, he believed such activities were important to relieve frustrations and stress arising from the demands of teaching.

Natasha Tzul. Mrs. Tzul appeared to be a little nervous but in good spirits when she came for the interview. Her academic background included studies of child development and classroom management.

At the time of the study, Mrs. Tzul was teaching Standard VI (grade 8) students, and preparing them to sit the PSE. She gave her class her full attention and conducted morning class prior to the start of regular sessions so that her students got extra lessons. She was fully convinced that giving her students her undivided attention would motivate them and make them successful on the exam.

Mrs. Tzul acknowledged that she felt elated and encouraged to do even better when other people and particularly her principal commended her efforts and the work she was doing. Regarding her principal's support, she confided that "he would put great job

in my plan book" and such recognition would "put up my self-esteem" and "make me feel good".

Interaction with other colleagues was limited because of the location of the school buildings. There was no teachers' lounge so she rarely interacted with other teachers during the day. However, she had observed that some teachers just could not get along with each other and with the school administration. She admitted that there was room for improvement when it comes to socializing and interacting. Generally though, she believed that parents and the community were not as supportive of the school as desired because of accountability and transparency issues of the school finances. The school was then compelled to work almost in isolation from the community except for those few parents and businesses who always willingly supported the school.

Nathan Savala. Mr. Savala revealed that he got into the teaching profession because of the poverty status of the students and the community. He wanted to make a difference in his students, so that one day they could help themselves and their community. He summarized his thoughts relating to his students:

It is important to understand and sympathize with students when they come in with problems from home or when they get in trouble at school. We need to listen and be open to students because they have a lot to share. Teachers need to be sensitive to the needs of students because, when dealing with slow students, if you isolate them, they feel they are dumb; so, it is important that they be given the opportunity to interact with the smart students. Students who come to school with behavioral problems want attention; because, they are probably not getting any attention at home.

Mr. Savala perceived the principal to be failing miserably when it comes to communicating with teachers. For example, in previous meetings, he believed the principal was dictatorial, and made certain demands, and pushed teachers around without prior communication and discussion about the matter being addressed. He told me:

> I am not getting any support from the principal, and the other teachers likewise are not supportive of the principal's dictatorial style of leadership. Meetings should be well-organized, well communicated to members of the faculty, and provide opportunities to share positive things and to discuss school issues collaboratively. Teachers should be recognized at meetings and not reprimanded. He (principal) just looks at the negative side, there is nothing positive from the administrator and that is where I kind of felt bad about it.

What he greatly desired was for the principal to be more open and supportive so they could have a friendly school atmosphere. He believed some teachers were afraid to voice their opinions at meetings, so he proposed that a suggestion box be placed in the office for teachers to express their concern in writing and place it in the box for the administrator to read.

Another challenge at the institution, he said, was the lack of resources and high student/teacher ratio in some classes, which contributed to numerous disciplinary problems. As a teacher and village leader, he explained that the people often expressed their concerns to him, and they specifically were not happy about the school situation. Mr. Savala said he enjoyed teaching but got frustrated when he could not get the full support of the principal. In fact, he said that they hardly have any social activity because teachers cannot seem to agree with one another.

Clayton Burns. Mr. Burns who possessed a lot of teaching experience had been serving for quite some time in the rural areas of the Toledo District as both a teacher and principal. However, he was working as a teacher and not a principal at St. Augustus Primary School at the time of the study. He had level-one teacher training, which was just a year of training after high school. He was inspired by other principals and teachers to take up the teaching profession. In teaching he said "one has to always be prepared to teach and learn to motivate students."   In dealing with aggressive students, his approach was to be sensitive and try to understand why the student was behaving in such a manner. Once he understood the root cause of the problem, he found it easier to address it.

Mr. Burns was happy that some of his colleagues were cooperative, supportive, and understanding. He liked working with them because he strongly believed that "two heads are better than one." However, this working relationship had lots of room for improvement at his school because some teachers did not get along with him and the school administrator, a situation not healthy for the school environment.

Limited or even lack of school material and resources was always a challenge compelling faculty to raise funds annually to meet operational expenses. Here the school needed the support of the parents, management, and the community; unfortunately, there was very little support from parents and the community.

Mr. Burns said that more cooperation and unity among the faculty and school community was needed. He lamented the fact that there were few social activities for teachers and even when there was one, some teachers did not attend. Such activities he believed would be an ideal opportunity for them to interact, socialize, and enjoy themselves.

Eufemia Cruz. Mrs. Cruz said that her initial interest in the teaching profession came through her observation of other teachers teaching. She then got into teaching and began to qualify herself first by sitting her First Class Teachers' Exam and passing it; then she entered the level-one teachers' training program at Belize Teachers' College where she earned her level-one teachers' certificate. She hoped to complete her level-two training in the very near future so that she can better serve the educational needs of her students. She believed it was important to get to know students and discuss any problems they may have on a one-to-one basis.

Regarding the working relationship with other teachers she explained that:

There is a lack of cooperation among the teachers and this caused a lot of hard feelings and frustration. I feel that the principal has to be more open and understanding and not jump to conclusions as this has caused friction and ill-feeling among the teachers on numerous occasions.

What was more frustrating according to her was the lack of parental support especially regarding fundraising. At PTA meetings, only a few of the parents would attend so most of the time the teachers were the ones who had to make the decision and spearhead most of the fundraising activities. This lack of parental and community support she said "was not helping the school to grow because there was no unity." Additionally, "the teachers themselves were not united either." They needed to work collaboratively to address some of the many school concerns and problems they were facing at school and in the community. She also mentioned that "there was no recognition given to teachers" and, in fact, "there were very limited social activities they engaged in at the school." The few times they interacted as a staff, was at staff meetings

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and, during these meetings, interaction often degenerated into disagreements and heated discussions.

Activities and Interactions

Activities witnessed at St. Augustus Primary School included a staff meeting, school assembly, graduation ceremony, and inaugural ceremony. Each of these activities gave me a very unique opportunity to observe faculty behavior and interaction relating to the explanation and manifestation of EI in the school context.

Staff Meeting. The staff meeting I attended began at approximately 3:45 p.m. and ended at 4:30 p.m. It was well organized and started off with a prayer led by one of the teachers. The minutes of a previous meeting was read and was well documented, and the principal chaired the meeting. On the agenda, the main item was to discuss preparation for graduation to be held in June 2011. Other topics discussed included the graduation theme, guest speaker, gift for the guest speaker, and reception to be held after graduation in honor of the guest speaker. It was observed that decisions were made mostly by consensus although there were some disagreements during the discussion. The principal as the leader of the school had control of what transpired and also had the power to make the final decision if he deems it necessary; however, for the most part; he displayed good listening skills and was flexible in his final decisions, considering suggestions made by the staff.

At one point teachers became agitated because of a decision made by the Catholic manager to collect 10 dollars from each of them as a contribution toward the church. Apparently, some teachers in a previous discussion on the issue decided they would contribute only five dollars. Two of them agreed to contribute the 10 dollars being

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requested; however, in the end, each teacher got a 10 dollar deduction from their salaries against their will towards this contribution. The principal was blamed for this decision and the teachers were clearly unhappy with him. Generally though, it was evident that most members of the faculty worked as a team although there was a few who tended to isolate themselves. At the meeting, it became clear that the principal had made some unpopular decisions in the past and teachers were not happy about it.

School Assembly. The students and teachers assembled one Monday morning on the volleyball court for the school assembly, a regular practice to begin each school week. The school children, coming from several buildings, gathered on the volleyball court by class with their teachers leading them and motioning to them to stay still and be quiet especially during the prayer and singing of the national anthem. Everyone participated in the recitation of the national prayer as well as the singing of the National Anthem of Belize. The principal then gave the announcements and some remarks. Here and there, one of the younger students would fall out of line, turn around, or utter a sound to disturb the peace and the teachers quickly restored order. After the one half hour assembly ended, classes filed out and headed toward their rooms in regimental order. It was evident that teachers know their roles and responsibilities for these outside activities and had good control of their students. They also assisted each other in controlling their classes.

Graduation Ceremony. Just 15 minutes before the 10 o'clock hour everyone except the parents and invited guests were seen scurrying to church in search of a seat. At the entrance of this monumental church made of thick stone slabs and colorful Venetian glass windows, students dressed neatly in navy blue gowns were already lined

up ready for the last church bell to ring signaling the time to march in. Teachers were seen making last minute preparations in church, walking back and forth among the prospective graduates before they began the ceremony. Most of the parents and invited guests were already seated in church at the front pews waiting patiently. Finally, the last church bell rang, the pomp and circumstance was played reverberating inside this huge building. All eyes were on the graduates as they marched to the tune of the music, making their way to the front of the church where they were to be seated for the ceremony. During the march, cameras flashed as parents, teachers, and friends of the graduates took fond memories of the occasion at their finest hour. Finally, the graduates completed the march, they took their designated seats, the pomp and circumstance stopped and the Master of Ceremonies (MC) indicated to everyone that it was time to officially begin the ceremony.

The audience was asked to stand for the opening prayer and the singing of the national anthem. Everyone stood at attention for the singing of the National Anthem on the invitation of the MC. From the front first pews where I sat, a sea of anxious faces was seen as they awaited the proceedings of the ceremony. After acknowledging the special guests and commenting on the importance of the occasion, the MC invited everyone to sit back, relax and enjoy the ceremony.

The speeches then followed in sequence with the salutatory speech, the principal's speech, and the valedictory address. When the guest speaker arose to speak, there was a standing ovation as students, parents, and teachers eagerly waited to hear what the keynote speaker had to say. The speaker was obviously a dynamic speaker, eloquent in speech and with a wealth of experience to share. He shared the importance of hard work,

dedication to study, and having a vision and goal in life. Having shared his experience with the graduates and the audience, he retired to his seat and again everyone applauded him.

After the ceremony, he was invited to a special meal prepared especially in his honor by the faculty and staff of the school. I was also a part of this special meal, and it gave him an opportunity to witness the type of interaction that transpired throughout the entire activity.

At this graduation, the meaning of team effort and team work became abundantly clear and, furthermore, the level of preparation and organization was obviously one of the best. Faculty and staff worked hand-in-hand to make this occasion a truly memorable one and everyone including the guest speaker was totally impressed with the preparation and execution of the entire activity. At the reception all faculty members were present and worked together to ensure everything went according to plan and, in the end, everyone agreed it was truly a commendable and most unforgettable experience.

Inaugural Ceremony. It was the occasion of the inauguration of a three-classroom building donated by the government and people of Japan to the people of the community as a good-will gesture towards the improvement of education in the district and country of Belize. When the time came to officially begin the ceremony, the MC invited everyone to stand. Everyone stood for the prayer and singing of the national anthem, after which the MC invited everyone to sit back, relax, and enjoy the ceremony.

The principal thanked the donors for the wonderful gift coming from the government and people of Japan and pledged to make good use of the building to improve the standard of education in the community and district. He also expressed his

grief on hearing of the earthquake, tsunami, and nuclear disaster that occurred in Japan at the time and said that despite all the suffering, the government of Japan remained steadfast in its commitment to the project. The Catholic manager expressed his gratitude for the donation and said he was similarly disheartened to hear of the terrible news of the disaster in Japan. He assured the gathering that the donation was much appreciated and pledged that it would be put to good use.

The Minister of Education praised the government and people of Japan for the wonderful donation which he assured the Japanese ambassador would be put to good use. He expressed his grief on hearing of the disaster in Japan and also had kind words for the hard work of the principal of the school. He strongly advised the children to take good care of the building and to put it to good use. The minister along with the Japanese ambassador then proceeded to cut the ribbon to inaugurate the building officially. After the ceremony, everyone went to have a close look at the new building and all the guests were invited to a special meal prepared in their honor. All the children and the audience were similarly treated to a hearty meal.

It was evident that much preparation and hard work went into the organization and execution of plans for this most important ceremony where so many distinguished guests were present. At this ceremony, at least three ministers of government were present as well as the press, the manager, and education team from the district education center. The faculty and staff of the school were at the fore-front of the preparation every step of the way. All were seen carrying out their designated role and responsibilities to cause the occasion to be memorable. It was truly well organized and everyone was pleased with the entire ceremony.

Summary

  In this chapter narrative portraits of the two schools were provided with a thick description of the setting, participants, and various activities and interactions. Various data sources interview, observation, documents, and artifacts were used to help with the description. In the next chapter, I provide details of the data and analysis from the Grid and Group Assessment Tool (Harris, 2005) as well as other data sources. A comparison of the two school cultures based on the grid and group typology is also given.

CHAPTER V

DATA ANALYSIS

The previous chapter provided narrative portraits of two schools, Blue Fields Primary School and St. Augustus Primary School. The thick descriptions of each case were developed from multiple sources, including interviews, observations, documents and artifacts.

This chapter provides analysis of those thick descriptions through a cultural lens, emphasizing each school's grid and group categorization. In the process of this analysis each school was analyzed individually, followed by a comparison of both schools' cultural context. Detailed presentation and analysis of survey results for each school provides the reader with the knowledge of the unique social environment of each school. Drawing on Harris' (2005) emphasis on the importance of context, participants and their activities and interactions, the presentation and analysis of each school's social context is then discussed in relation to emotional intelligence (EI). The categorization of each school into a specific culture provided the context for explaining EI and how it was manifested in each school culture.

Grid and Group Assessment

Perceptions of participants of their school's cultural environment were categorized as either weak-grid/strong-grid or weak-group/strong-group, based on a weak response as having a rating of 1- 4 and a strong response with a rating of 5 – 8 on a scale of 1 to 8. Table 5.1 summarizes the average responses of participants from each school according to grid and group item numbers.

Table 5.1 Summary of Cultural Awareness Item Numbers

School	Weak-Grid Response Items	Strong- Grid Response Items	Weak-Group Response Items	Strong-Group Response Items
Blue Fields (Corporate Culture)	Items: 4, 5, 6, 8, 9, 11	Items: 1, 2, 3, 7, 10, 12	Item: 5	Items: 1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12
St. Augustus (Collectivist Culture)	Items: 4, 5, 6, 9, 11	Items: 1, 2, 3, 7, 8, 10, 12	Items: 5, 9	Items: 1, 2, 3, 4, 6, 7, 8, 10, 11, 12

Blue Fields Primary School (Corporate: Strong-Grid/Strong-Group)

The results of the Grid and Group Assessment Tool indicated that a total of 13 out of 17 faculty members (76.5%) completed the survey. The other four faculty members did not complete the survey for personal reasons.

Grid Questions

Based on the overall responses, 76 of the responses were in the weak-grid category (score 1, 2, 3, or 4) and 80 of the responses were in the strong-grid category (score 5, 6, 7, or 8). While most of the responses were of the strong-grid category, a significant number were weak-grid. Thus, based on the survey alone, the grid analysis was very hard to discern. These items frequently indicated strong-grid:

- item 1 *(Authority structures are centralized/hierarchical)*,

- item 2 *(Job responsibilities are well-defined)*,

- item 3 *(Individual teachers have no autonomy in textbook selection)*,

- item 7 *(Teachers obtain instructional resources through individual administrative allocation)*,

- item 10 *(Hiring decisions are made without teacher input)*, and

- item 12 *(Rules and procedures are numerous)*.

Items frequently indicating a weak-grid response were:

- item 4 *(Individual teachers have full autonomy in generating their educational goals)*,

- item 5 *(Individual teachers have full autonomy in choosing instruction methods/strategies)*,

- item 6 *(Students are encouraged to participate/take ownership of their education)*,

- item 8 *(Instruction is personalized for each student)*,

- item 9 *(Individual teachers are motivated by intrinsic self-defined interests)*, and

- item 11 *(Class schedules are determined with teacher input)*.

Group Questions

There were 124 responses in the strong-group category (score 1, 2, 3, or 4) and 32 responses were in the weak-group category (score 5, 6, 7, 8). It is evident that the majority of responses are of strong-group category. Items representing strong-group were:

- item 1 *(Chain of command is all educators working collaboratively)*,

- item 2 *(Educator's socialization and work are incorporated/united activities)*,

- item 3 *(Extrinsic rewards primarily benefit everyone at the school site)*,

- item 4 *(Teaching and learning are planned/organized around group goals/interests)*,

- item 6 *(Teachers work collaboratively toward goals and objectives)*,

- item 7 *(Curricular goals are generated collectively)*,

- item 8 *(Communication flows primarily through corporate, formal networks)*,

- item 9 *(Instructional resources are controlled/owned collaboratively)*,

- item 10 *(People hold much allegiance/loyalty to the school)*,

- item 11 *(Responsibilities of teachers and administration are clear/communal with much accountability)*, and

- item 12 *(Most decisions are made corporately by consensus or group approval)*.

Grid Considerations

Context and Participants

The results of the survey indicated that Blue Fields Primary School had a strong-grid/strong-group environment indicative of a corporate culture.   In such a corporate context, "Individual identification is heavily derived from group membership" (Harris, 2005, p. 42). Participants viewed their actions and identity as subject to the scrutiny and control of the larger group. Many (80) of the responses from participants viewed roles as hierarchical and (76) of the responses viewed them as unilateral. In a classic strong-grid environment, "roles are hierarchical; at the top of the hierarchy, roles have unique value and power" (p. 42). In **Blue Fields Primary School,** there was a hierarchy of well-defined roles at the school, beginning with the site administrators whose main responsibility was to oversee the administration of the school to ensure the delivery of adequate preparation and quality teaching. Although it was evident that the faculty had high regard for the hierarchy of the school, there was a strong feeling of oneness and collaboration among the faculty and staff.

Mr. Cardinez who headed the school was an experienced teacher with 34 years in the teaching profession and 24 years at the school. He had served in both rural and urban communities in the country of Belize. When he was appointed as principal in 1986, his first thought was to initiate "change" based on his wealth of knowledge and experience obtained in observing other school administrators both in rural and urban settings. Ever since he began working at Blue Fields Primary School, there had been drastic improvement in the performance of the students in the Primary School Exam (PSE) which they sit in their final year at the school.

There were clearly well-defined hierarchical roles at the school beginning with the principal and vice principal and followed by the teachers, parents, and students. The

site administrators had clear job descriptions indicating a strong-grid environment, and there were clearly defined working and reporting relationships between teachers and administrators. Additionally, the school was under the direct supervision of the Catholic Management and Ministry of Education to which the site principal had a direct reporting and working relationship.

When the concept of emotional intelligence is considered in the context of the school culture, the specific grid and group cultural prototype present at the school facilitated the explanation EI and how it was manifested within the school context. In the strong-grid/strong-group corporate culture of Blue Fields Primary School for instance, the strong-grid indicated the existence of a hierarchical structure where there should be minimal autonomy, specifically defined roles, rules and responsibilities and where power and authority is centralized (Harris, 2005). However, the strong-group component of the school culture was strong enough to temper the effects of the strong-grid structure. Consequently, there was strong pressure to work collaboratively, work with understanding, and being careful to advance the interests of both individual and school which signals the presence of key EI indicators within the school culture.

Activities and Interactions

Drawing from Goleman's (1998) definition of EI (having the capacity to recognize our own and others' feelings, for motivating ourselves and for managing emotions in ourselves and our relationships) and using Goleman's, et al. (2002) four main EI domains of self-awareness, self-management, social awareness, and relationship management as the main EI domains along with other competencies under observation, I explained how these domains and competencies were understood and manifested in the

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corporate culture at Blue Fields Primary School. Table 5.2 illustrates Goleman's, et al.

(2002) EI domains and competencies.

Table 5.2 Summary of Goleman's EI Domains and Competencies

	SELF Personal Competence	OTHER Social Competence
RECOGNITION	**Self-Awareness** Emotional Self-Awareness Accurate Self-Assessment Self-Confidence	**Social Awareness** Empathy Organizational Awareness Service
REGULATION	**Self-Management** Emotional Self-Control Transparency Adaptability Achievement Initiative Optimism	**Relationship Management** Inspirational Leadership Influence Developing Others Change Catalyst Conflict Management Building Bonds Teamwork and Collaboration

Adapted from *Primal leadership: Learning to lead with emotional intelligence* by D.

Goleman, R. Boyatzis, and A. Mckee, 2002, Boston, MA: Harvard Business School

Press.

In analyzing data from various sources, I found that the term *emotional*

intelligence was rarely used at the school, and some teachers indicated they had not even

heard the term before or knew what it meant. Only two of the five faculty members

interviewed and observed had some familiarity with the term and what it meant. Not

being familiar with the terminology, however, did not mean that these faculty members

were not applying the construct at work and in their relationships. It was noted that when

the term emotions or feelings and the importance of understanding one's and other's

emotions and feelings were used, it became clear that these were familiar terms. When asked if they believed understanding someone's emotions and feelings was important at work, one participant said "Yes, we are working with human beings and if we have an understanding of people's feelings and emotions, we'll be in a better position to work with them." Another participant said that "it helps you relate better with the individual and you will know how to treat the individual better and this will help to avoid conflict." These expressions coming from the participants are consistent with Goleman's, et al. (2002) EI domains of social awareness and self-management. Still another participant said:

Certainly, understanding someone's emotions and feelings are (sic) essential in any work place. Knowing and understanding these elements helps you as the co-worker to be able to look out for that person. And not knowing or understanding these elements can make you break or build the individual.

The above statements confirm Deal and Peterson's (1999) conviction that the emotional and psychological orientation of staff in a school greatly influences a school culture. Furthermore, they believe that the aim of teachers and school leaders should be to promote a positive school climate and learning environment where students, staff, and school leaders are caring, supportive, encouraging, and emotionally intelligent.

From the standpoint of the hierarchical relationship at the school, faculty members complied with the school site administrators by showing due respect to their positions and authority (social awareness). Whereas the administrators reserved the right to make final decisions to accomplish school goals, it was clear that any decision by faculty consensus was given due consideration (relationship management). In this way,

faculty members displayed understanding and respect for each other's opinions, fostering collective and collaborative initiatives resulting in positive outcomes for the school and community.

Group Considerations

The site administrators and other faculty members boasted of a high standard of achievement at the school in terms of student performance on the Primary School Examination (PSE), which students sit during their last year at the school. According to the principal and faculty members, the school did very well on this exam the past several years becoming a tradition with which the parents and community preferred and were thus quite satisfied. As Harris (2005) asserts, "Perpetuation of traditions and group survival are of utmost importance" in a corporate school culture. Such a level of performance can be attributed to the collective efforts of the school administrators, teachers and the community because, as a school with a corporate culture "all share in the opportunities, risks, and future of the school" (p. 42). When asked what his staff does to enable his school to be one of the best schools in the district, Mr. Cardinez explained, "We continue to work as a team and that each is important to achieve the goals and objectives that we established at the beginning of the school year." Similarly, faculty members explained that they have a good working relationship at the school and they "work as a team" to achieve the goals and objectives. Additionally, the parents and community worked in partnership and thus gave support to the consistent and continued success of the school. This is consistent with the views of Fernandez-Berrocal and Ruiz (2008) who posited that maintaining the best possible relationship with other people is important and that being emotional intelligent plays a pivotal role in such relationships.

Being emotional intelligent however, means that one has to be able to manage one's emotions and also be able to offer those around us adequate information about our psychological state so that they can interpret in a positive way how to respond to our emotions. Such understanding and interpretation can serve to harness negative emotions and make use of positive emotions to the benefit of those involved in the interaction.

Whereas, there was a hierarchical structure at the school, much attention was given to group work and responsibilities. Faculty members were assigned tasks and responsibilities and given power and authority to ensure that these activities were implemented, yet the administrators worked closely with them to ensure these activities were fulfilled. For instance, certain teachers were assigned a responsibility for daily supervision of students around school and supervision of school children while being transported. Others had the responsibility to work together to prepare for subject teaching the upper division classes in preparation for the PSE. In activities, there was collaboration among the staff to ensure that what happened was for the good of the group and the school in general. Whereas the school administrators reserved the right to make final decisions on behalf of the school and the group, most decisions were made by consensus. In this way, faculty members took ownership of and responsibility for the decisions because they had a say in the decision-making process.

Although many faculty members were unfamiliar with the term EI, some of the EI constructs and competencies were obvious, although not to a large extent. Whereas the high-grid hierarchical roles of the school administrators were clearly visible, these administrators did not make their position and authority get in the way of achieving the goals of the larger group. For instance, participants were able to work as a team, they

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consulted with each other in terms of their work, and they displayed understanding, empathy, and respect for the emotions and feelings of each other as well as their students (self-awareness, self-management). This is in accordance with Fernandez-Berrocal and Ruiz (2008) who believe that "emotionally intelligent persons are not only skillful in perceiving, understanding and managing their own emotions, they also are able to extrapolate these skills to the emotions of others" (p. 429) thus promoting a good working relationship and by extension a peaceful and productive working environment.

At Blue Fields, cooperation and good-will existed among faculty members and community members, and recognition of teachers and students at graduation were kind gestures that served as testimony of the presence, utility, and importance of EI at the school (relationship management). Although faculty members worked in a high grid environment, the close working relationship, the understanding and support of site administrators, and PTA, were clearly visible, and adding to one integrated working team making Blue Fields Primary School a top performing school (social awareness).

High respect and regard of the teachers, parents, and visitors to the administrative office demonstrated acknowledgment of and recognition to the hierarchical structure, roles, and authority in the school. Despite the obvious recognition, respect, and high regard for the office of the administrators, "administrators, teachers, students, and parents worked in a cohesive, and integrated system for the benefit of all involved" (Harris, 2005, p. 42). Clearly the strong-group component of the school culture played a more dominant role in the manifestation of EI domains and competencies.

Figure 5.1 illustrate the characteristics of Blue Fields strong-grid/strong-group corporate culture and how EI was manifested within the culture.

Figure 5.1 Blue Fields Strong-Grid/Strong-Group Corporate Culture and EI

Strong-Grid

- Strong allegiance to school
- Strong pressure to consider group goals and activities
- Strong social incorporation
- Group's interests prioritized over individual's
- Minimal autonomy
- Specifically defined roles, rules, and responsibilities
- Centralized power and authority

Weak-Group   Strong-Group

Weak-Grid

Manifestation of EI

- Strong working relationships among faculty members

- Site administrators and other faculty members understood and sensitive to each other needs

- Recognition were given to students and teachers for outstanding performance

- Planning, preparation and decision making were done collaboratively for the benefit of faculty members and institution

- There was opportunity for social interaction and relationship management

Adapted from *Key strategies to improve schools: How to apply them contextually*, by E.

L Harris, 2005, Lanham, MD: Rowman & Littlefield Publishers.

St. Augustus Primary School (Collectivist: Weak-Grid/Strong-Group)

The results of the Grid and Group Assessment Tool indicated that a total of 14 out of 14 (100%) faculty members completed the survey. Only the volunteers did not complete the questionnaire.

Based on the overall responses, 98 of the responses were in the weak-grid category (score 1, 2, 3, 4) and 70 of the responses were in the strong-grid category (score 5, 6, 7, 8). While most of responses were of the weak-grid category and dominated the culture of the school, a significant number is of strong-grid. These items frequently indicated strong-grid:

- item 1 *(Authority structures are centralized/hierarchical)*,

- item 2 *(Job responsibilities are well-defined*,

- item 3 *(Individual teachers have no autonomy in textbook selection)*,

- item 7 *(Teachers obtain instructional resources through individual administrative allocation)*,

- item 8 *(Instruction is not personalized for each student)*,

- item 10 *(Hiring decisions are made without teacher input)*, and

- item 12 *(Rules and procedures are numerous)*

Items that were closely associated with the weak-grid responses were:

- item 4 *(Individual teachers have full autonomy in generating their educational goals)*,

- item 5 *(Individual teachers have full autonomy in choosing instruction methods/strategies)*,

- item 6 *(Students are encouraged to participate/take ownership of their education)*,

- item 9 *(Individual teachers are motivated by intrinsic self-defined interests)*, and

- item 11 *(Class schedules are determined with teacher input)*

One hundred twenty-four responses were in the strong-group category (score 1, 2, 3, or 4) and 44 responses were in the weak-group category (score 5, 6, 7, 8). Clearly, most of the responses were of the strong-group category while a small number was of the weak-group category. These items frequently indicated strong-group:

- item 2 *(Educator's socialization and work are incorporated/united activities)*,

- item 3 *(Extrinsic rewards primarily benefit everyone at the school site)*,

- item 4 *(Teaching and learning are planned/organized around group goals/interests)*,

- item 6 *(Teachers work collaboratively toward goals and objectives)*,

- item 7 *(Curricular goals are generated collectively)*,

- item 8 *(Communication flows primarily through corporate, formal networks)*,

- item 10 *(People hold much allegiance/loyalty to the school)*,

- item 11 *(Responsibilities of teachers and administration are clear/communal with much accountability)*, and

- item 12 *(Most decisions are made corporately by consensus or group approval)*.

Two items in the weak-group responses were:

- item 5 *(Teacher performance is evaluated according to individual teacher goals, priorities, and criteria)*, and

- item 9 *(Instructional resources are controlled/owned individually).*

Grid Considerations

Context and Participants

Results for St. Augustus indicated a weak-grid/strong-group category or collectivist culture. With (124) responses in the strong-group category (44) in the weak-group category; and with (98) responses being weak-grid, (70) strong-grid, it is clear that St. Augustus has a collectivist culture. In such a school culture, "The perpetuation of group goals and survival is highly valued" (Harris, 2005, p. 42). In a weak-grid school culture, there is maximum autonomy, roles, rules and responsibilities are loosely defined, and authority structures and power is decentralized (p. 37). However, although individual faculty members had their personal goals in terms of individual class achievements, the group goal, that of striving to make the school a quality school, often transcended individual goals.

When he became school leader, Mr. Shal's first job was to ensure the involvement of all faculty members in the life of the school. He suggested and formed committees to oversee the smooth running and development of small projects and activities at the institution. Although these committees worked independently for the most part, he gave them his support and ensured that they were achieving their goals for the greater good of the school. He understood that his relationship with them determined his effectiveness as a leader so he tried to be understanding, supportive, and fair in all his undertakings with

them. This is important in the formation of a positive school culture and in accordance

with Deal and Peterson (1999), who believe strongly that the emotional and

psychological orientation of staff in a school greatly influence a school culture.

Furthermore, "Cultural patterns are highly enduring, have a powerful impact on

performance, and shape the ways people think, act, and feel" (Deal and Peterson, 1999, p.

4). It is clear that the enduring emotions and feelings of people at the workplace are

inherently part of the culture of an organization. Being able to understand, and respond

to the feeling and emotions of others and vice versa in a positive way fosters and

promotes a strong feeling of oneness, collegiality, and collaboration which are key

characteristics of EI.

Group Considerations

The collective and collaborative efforts of the faculty were evident in the

work of the committees set up to support and complement the realization of the school

goals. Decision making was often done by consensus and any deviation from this

practice was met with frustration and rejection by the teachers. Fundraising, sports and

other activities the school intended to have were discussed and decided as a staff. Harris

(2005) also suggested that in strong-group environments decision making for the most

part is decentralized and non-directive. Most decisions were made by consensus, and any

attempt by the administrator to resort to authoritarian leadership and hierarchy was

rejected immediately.

Outside influence and decisions were met with distrust. Each faculty member

sought equality and fairness in terms of distribution of work, supplies, voice and

treatment. In general, the school had a strong group that kept everyone in check to ensure

the survival of the group, yet there appeared to be a rift between the site administrator, some faculty members, and the community, causing much strain and frustration at the institution and compromising the level of performance at the school.

<div align="center">**Activities and Interactions**</div>

Using the four domains of Goleman's, et al. (2002) EI model namely (self-awareness, self-management, social awareness, and relationship management) and other competencies (Appendix D), I carefully observed and explained how these domains and competencies unfolded, manifested, and were understood through the activities and interactions of the faculty members within the school's collectivist culture. Through a close look at the different data sources (interview, observations, documents and artifacts) I studied how EI was understood within the school's context.

Of the five faculty members interviewed and observed, only two believed they knew what the term EI meant and how important the construct was in their job. The faculty members may not have been familiar with the terminology; they knew the importance of understanding their emotions and feelings as well as others' and had been applying this knowledge to some extent in the work place.

When asked if they believed understanding someone's emotions and feelings were important, one of the participants said "Definitely! Teachers come to school with different difficulties from home, workplace; as a leader, you cannot readily/hastily reprimand; you need to find out the reason for the behavior/emotion" (social-awareness, relationship management). Another participant said "Yes, I believe understanding someone's emotions and feelings are important at work because it will help me approach and assist the person more effectively" (self-awareness, social-awareness). One other

participant said that she believed that understanding someone's emotions and feelings were important at work because she can make a difference in someone's life (social-awareness, relationship management). Again, this is consistent with Deal and Peterson (1999) conviction that the emotional and psychological orientation of staff play a pivotal role in a school culture and that teachers should aim to promote a positive school climate and learning environment where students, staff, and school leaders are caring and supportive of each other making the school an emotionally intelligent workplace.

Many of the faculty members were not familiar with the EI terminology; however, I witnessed a manifestation of some of the key components or competencies of EI as defined in Goldman, et al. (2002) model. For instance, some teachers with personal issues and pressing concerns about the school were addressed through meaningful dialogue at staff meetings (social-awareness, relationship management). Teacher and student outstanding performances were given due recognition during school assemblies and at graduation. Faculty members were cognizant that being insensitive to others' needs and poor communication were often the root cause of disharmony and friction among them (self-awareness, social-awareness). Faculty members were aware of the importance of understanding their emotions and feelings as well as others' and the necessity to manage these emotions for positive interaction and the smooth running of the institution (relationship management). Lack of understanding and sensitivity to the emotions of others are often the root cause of ill-feeling and frustrations among the staff and faculty members at the school. Figure 5.2 illustrates the grid and group characteristics of St. Augustus collectivist culture and how EI was manifested at the school.

Figure 5.2 St. Augustus Weak-Grid/Strong-Group Collectivist Culture and EI

Strong-Grid

Weak-Group   Strong-Group

Weak-Grid

- Strong allegiance to school
- Strong pressure to consider group goals and activities
- Strong social incorporation
- Maximum autonomy
- Loosely defined roles and responsibilities
- Decentralized power and authority

Manifestation of EI

- Planning of school activities done collaboratively by faculty members
- Recognition of team work and collaborative efforts
- Faculty members are seen equally important highlighting positive working relationships
- Faculty members display emotional sensitivity to students and each other and reject authoritarian leadership and hierarchy

Adapted from *Key strategies to improve schools: How to apply them contextually*, by E.

L Harris, 2005, Lanham, MD: Rowman & Littlefield Publishers.

Comparison and Contrast of Blue Fields and St. Augustus Primary Schools

Table 5.3 provides the reader with an overview of the two schools' enrolment and number of faculty members. It also provides information on level of participation and the resulting cultural prototype of each school.

Table 5.3 Comparison of Blue Fields and St. Augustus Primary Schools

Schools	Students	Faculty	Survey Responses	% of Survey Responses	Culture
BFPS	393	17	13	76.5	Corporate
SAPS	337	14	14	100	Collectivist

Table 5.4 Survey Results from Blue Fields and St. Augustus Primary Schools

School	Weak-Grid Responses	Strong-Grid Responses	Weak-Group Responses	Strong-Group Responses	Culture
Blue Fields (Strong-Grid/Strong-Group)	76	80	32	124	Corporate
St. Augustus (Weak-Grid/Strong-Group)	98	70	44	124	Collectivist

Based on the results of the Grid and Group Cultural Awareness Tool (Harris, 2005) survey, Blue Fields had a strong-grid/strong-group (Corporate) culture while St. Augustus Primary had a weak-grid/strong-group (Collectivist) culture.

Grid Considerations

Although Blue Fields was placed on a **strong-grid** consideration and St. Augustus on a weak-grid consideration, both schools had strong-group categories and considerations, making group goals and survival a priority and ensuring the continued success of the institutions. Despite the differences in the grid categories of each school, decisions were still made by consensus although the site administrators reserved the right to make final decisions in the name of the group in the strong-grid environment.

Both Blue Fields and St. Augustus share a common thread in their culture in that they both had strong- group considerations. However, Blue Fields had a more structured hierarchy of roles and authority, but final decisions were tempered in the name of the group and for the benefit of the school. At Blue Fields all faculty members knew their roles and the expectations of the school as laid out in the school handbook. Although the school administrators clearly had much authority over other faculty members, the voice of the group still dominated. Therefore, the school administration was compelled to make final decisions with the group consensus in mind.

Group Considerations

Despite the similarities in terms of group considerations, there appeared to be a more closely knitted group with a greater team work and collaboration among the faculty of Blue Fields than among the faculty of St. Augustus. Both schools aspired to be quality schools, but because there were lesser cooperation, team work, and collaboration among

the faculty, staff, and community at St. Augustus, their level of achievement were limited. The principal lamented the fact that faculty members were not as cooperative as they should be, and the parents and community were not cooperative in school activities either. At Blue Fields despite the hierarchical structure, the more centralized positional authority; there was more cooperation between school and community, between administrators and faculty members. All shared a common aspiration, to make their school one of the best schools in the southern region and in Belize and they believed they had succeeded. Common to both schools was the limited involvement of the Catholic management and the Ministry of Education, which they believed could have contributed positively to both schools.

From the data obtained from the interviews, observations, documents, and artifacts, it was evident that not all faculty members of both schools were familiar with the EI terminology and constructs; however, in both schools it was evident that the EI constructs and competencies were part of the culture of the school. Although not to a large extent, the utility of EI was manifested and confirmed by faculty members through their interactions, relationships with one another and in the activities at the institution.

Further Analysis of the data indicated that each individual within the culture of the two schools play very important roles in shaping culture. For instance, at both schools the site administrators' interaction and working relationship with members of the faculty impact performance in different ways. Both schools have strong-groups which according to Douglas (1982) should incorporate individuals in the different work and activities of the school such as team-work, collaboration, sharing of resources, and recreation. This was evident in the data however, in response to the open lines of communication at Blue

Fields, individual faculty members felt more comfortable and confident to participate in school activities, more at ease with each other thus providing an avenue for committed and dedicated service to both the school and community in which they serve. This has created a sense of community and oneness among the faculty at the school. At St. Augustus, individual faculty members also indicated their show of support for team-work, collaboration, and commitment to the school; however, the pattern of communication among faculty members were not as open as at Blue Fields thus creating an atmosphere and culture of uneasiness and anxiety. It is evident therefore, that individuals within a school play a significant role in shaping culture. The resultant culture can then be either positive and provide opportunities for optimal performance of faculty or negative restricting the potential of individuals from doing their best.

For both schools to provide the best educational opportunities and conducive environments for optimal students' learning, EI also has an important role to play. It was evident from the data that members of faculty need to be more understanding of each other. They needed to harness unproductive emotions. Whereas, both schools wanted to provide the best educational opportunities and conducive learning environment for optimal students' learning, they had challenges that prevented them from doing so. Not all faculty members were able to work together. They were not sensitive enough and understanding of each other creating a culture of anxiety, frustration, and stress. Fortunately, when faced with these challenges, emotional intelligence can provide the avenue needed to alter the negative behavior of individuals thus altering the school culture to a more conducive and productive environment. Emotional intelligence can help to improve school culture by helping individuals to become more in tune with their

emotions and the emotions of others, by being more understanding and sensitive to others, and by harnessing unproductive emotions. A school culture with heightened awareness of the importance and application of EI will help to improve overall faculty interaction and by extension improve the school environments and students' learning.

Altering and improving EI within a school culture is directly related to grid and group because it provides the context where EI is manifested. In this study, grid and group provided the theoretical framework for EI to be studied contextually. If individual faculty member EI is to be improved in each school context, it will also alter the school culture, in this way; EI has a direct link to grid and group.

From the standpoint of this study, it appears that teachers and even site administrators were not trained in EI and many of them were not familiar with the concept of EI. Given the current Belizean school context and culture where many teachers, school principals and other stakeholders are not able to get along very well, where recruitment of teachers does not called for them to be trained in EI, where students are still subjected to corporal punishment, and where the emotional and social fabric of the nation is threatened by the wave of crime and violence so rampant in Belize; against this backdrop EI has lots of implications and benefits for the country.

The study implies benefits in policy formulation in the areas of education such as recruitment of teachers with a good experience and background in EI, it has implications for professional development of currently employed faculty and staff in EI, Teacher Education and pre-service training in EI, Peace Education to address the current crime, violence and social decay and to provide for proper disciplining of students, teachers, and staff members. EI can provide the needed alternative to corporal punishment, to increase

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heightened awareness of the need for understanding oneself and others so as to treat other people with sensitivity and respect and at the same time achieve desired outcomes. As the ministry of education in the young nation of Belize embarks to transform schools into child friendly schools, a major component must be to transform the teaching force into a teacher friendly work force without losing focus of the overarching goal of improving school environments, school climate, and high performing schools. Ultimately, as the teaching force in nation of Belize see and realizes the intertwined roles of IQ and EI, it will stand ready to promote and foster the education and training of individuals who will be emotionally intelligent and capable of addressing the relevant educational needs of the most important resource of the country, that of its human resource. A more capable work force, will ultimately, promote meaningful and positive interaction among schools throughout the country where the less competent schools will learn from other more competent schools, activating a chain reaction where teachers will cooperate and collaborate with each other thereby uplifting the standards of education in Belize.

Summary

This chapter presented the grid and group analysis of Blue Fields and St. Augustus primary schools. It also provided analysis, explanation, and discussion of how EI was manifested in the two different school contexts using information from various data sources. Based on the results of the survey, Blue Fields fell under a high grid/high group classification making it a corporate culture and St. Augustus fell under a weak-grid/strong-group category classifying it as a collectivist culture.

The grid and group typology was a useful framework in describing the organizational behavior and culture of each institution. Triangulation of data indicated

that EI practices and manifestation were more evident in schools with a strong-group

social environment than with high grid environment and of a weak-grid/weak-group

environment. The direct link between grid and group and EI was discussed and similarly,

the implications and significance of the study to Belize was examined. The next chapter

provides a summary, conclusion, benefits of EI and recommendations for further

research.

CHAPTER VI

SUMMARY, CONCLUSIONS, BENEFITS, & RECOMMENDATIONS

In his seminal work, *Emotional Intelligence: Why It Can Matter More Than IQ,* Goleman (1995) explained how understanding and awareness of one's emotions and that of others can affect personal interactions, relationships, learning, and performance. Although there is controversy about the conception and measurement of the construct among EI researchers (Cherniss & Goleman, 2001; Mayer, Salovey, & Caruso, 2000), much global interest in EI still remains.

Although EI has gained worldwide acclaim (De Vito, 2009; Jamili, Sidani, & Abu-Zaki, 2008; Mathews, Emo, Roberts, & Zeider, 2006; Sardo, 2004), people in many areas of the globe appear not to be incorporating the concept into their daily work, activities, and interactions. Why are certain faculty members in schools incorporating the concept at work and others are not? Harris (2005) posits that specific school cultures may have certain influences on human behavior, activities, and interactions working within the confines of the school context. He explains that Douglas's typology of grid and group offers a framework for understanding the dynamics of a school culture and the type of interrelationships that exist within specific school cultures.

The purpose of this study was to use grid and group theory to investigate and explain the contextual meaning and manifestation of EI among faculty members in two Belizean primary schools through these research questions:

1. How is emotional intelligence understood in different school cultures?

2. How is emotional intelligence manifested in different school cultures?

3. How does grid and group theory explain how emotional intelligence is understood and manifested in different school cultures?

4. What other realities exist outside the grid and group explanation?

Naturalistic inquiry was used to study two primary schools in southern Belize with different cultural contexts. Multiple data collection strategies, including survey, interviews, observations, documents and artifacts analysis were used as data sources.

Summary of the Findings

Each of the four research questions guided this study and each one will be discussed in this section in relation to each school. Results of the survey indicated that the two schools had a different grid and group typology.

Blue Fields Primary School was best described as having a strong-grid/strong-group (Corporate) culture, while St. Augustus Primary School was described as having a weak-grid/strong-group (Collectivist) culture. Although each school had a different cultural context, there were similarities and differences in the way EI was manifested and explained at each school. There were marked cultural differences in the grid dimension of each school and major similarities were evident in the group dimension. Figures 6.1 and Figure 6.2 below illustrates a summary of the relationship of grid and group and the manifestation of EI in each school context.

Figure 6.1 Relationships of Blue Fields Cultural Context and Manifestation of EI

Corporate Culture (Strong-Grid/Strong-Group)

Centralized power and authority
Minimal autonomy
Specifically defined roles, rules, and responsibilities
Strong allegiance to school
Strong pressure to consider group goals and activities
Strong social incorporation
Group's interests prioritized over individual's interests

Explanation and Manifestation of EI

Few faculty members were familiar with the EI terminology
and what it meant
Faculty members had limited understanding of the EI concept
More recognition and respect given to hierarchical authority
figures than individual faculty needs
Planning, preparation, and decision-making were done
collaboratively.
Strong working relationships among faculty
Strong evidence of the manifestation of EI domains and
competencies among faculty
Strong evidence of self-awareness and self-management
Positive social interaction and relationship management
Strong parent partnership and community support
High standard of performance

Adapted from *Key strategies to improve schools: How to apply them contextually*, by E.

L Harris, 2005, Lanham, MD: Rowman & Littlefield Publishers.

Figure 6.2 Relationship of St. Augustus Cultural Context and Manifestation of EI

Collectivist Culture (Weak-Grid/Strong-Group)

Maximum autonomy
Loosely defined roles, rules, and responsibilities
Decentralized power and authority
Strong allegiance to school
Strong pressure to consider group goals and activities
Strong social incorporation and management
Group's interests prioritized over individual's

Explanation and Manifestation of EI

Few faculty members were familiar with the EI terminology
and what it meant
Faculty members had limited understanding of the concept
Planning is done collectively by some faculty members
Limited recognition of team work and collaborative efforts
Evidence of positive working relationship among faculty
members but limited
Provided for manifestation of EI competencies, self-awareness
and social awareness
Limited manifestation of EI domains such as self-management
and relationship management
Individual faculty members attempted to work hard for the
betterment of the institution
Communication among faculty members and community was
weak
Limited social activities and interaction
Some dissatisfaction with school leadership
Limited parent partnership and community participation in
meetings and school related activities
School performance was somewhat satisfactory

Adapted from *Key strategies to improve schools: How to apply them contextually*, by E.

L. Harris, 2005, Lanham, MD: Rowman & Littlefield Publishers.

Blue Fields had a high grid and St. Augustus had a low grid, meaning that roles are hierarchical and limited to a few at Blue Fields while at St. Augustus roles are competitive (Harris, 2005). In response to the first question:

1. How is emotional intelligence understood in different school cultures?

The study found that in both Blue Fields Corporate Culture and St. Augustus Collectivist Culture few faculty members were familiar with the EI terminology and its meaning and faculty members had limited understanding of the concept. Those who heard the term before thought it was important and those who were familiar with EI used it for understanding and working harmoniously with other colleagues indicating Goleman's, et al. (2002) EI relationship management domain.

When the terms feelings and emotions instead of EI were used, all faculty members understood that being aware of and harnessing one's emotions and others' emotions are crucial at work. Such awareness and harnessing of one's and other's emotions was related to Goleman's et al. (2002) EI domains of self-awareness, social awareness, and self-management.

School site administrators indicated that EI was crucial in relating to faculty and staff and getting them to work effectively despite the hierarchical relationship. As site administrators Goleman's et al. (2002) EI domain of relationship management proved very important and necessary. Under the Goleman's et al. (2002) relationship management are competencies such as: inspiration, influence, developing others, change catalyst, conflict management, and teamwork and collaboration. These EI competencies are critical EI components that equip leaders to lead followers and manage organizations successfully.

Taking the EI competency of developing others, for instance, "Leaders who are adept at cultivating people's abilities show a genuine interest in those they are helping along, understanding their goals, strengths, and weaknesses" (Goleman, et al., 2002, p. 256). Another EI competency such as teamwork and collaboration likewise play a pivotal role in generating a friendly and collegial atmosphere where individuals feel empowered and are ready to contribute positively and willingly to the development of their institution.

2. How is EI manifested in different school cultures?

EI and some of its corresponding domains and competencies were manifested at Blue Fields Primary School in various ways. For instance the EI domain of relationship management was manifested through faculty collaboration and team-work resulting in what the faculty perceive as quality work and high performance. Furthermore, relationship management was evident through clear communication within the school as well as through the recognition of outstanding students, faculty members, and parents during assemblies and graduation. Social awareness was evident in the decision making process which was done by consensus despite the hierarchical structure at the school.

Self-awareness, social awareness, and self-management were evident through faculty members understanding, expression and sensitivity to the feelings and emotions of others and through their teamwork and collaboration when planning and execution of their work. There were excellent parent and community relations and support at Blue Fields especially during meetings and fundraising activities displaying the EI domains of social awareness and relationship management. Other EI domains such as self-awareness, social awareness, and self-management were clearly displayed through

faculty members taking initiative to do extra work, dedication and commitment to work, and sustaining a high standard of performance at the school.

At St. Augustus Primary School, the EI domain of relationship management was evident through faculty collaboration and team-work although it was limited. Decisions were made mostly by consensus but there was a lot of dissatisfaction expressed among the faculty members therefore displaying limited social awareness and relationship management skills. The flow of clear communication among faculty and staff was weak.

Few outstanding students, faculty members, and parents were given recognition for their work and although some faculty members were understanding and sensitive of each other's feelings and emotions there were lots of dissatisfaction. Some faculty members showed dedication and commitment to work while others were doing just enough to get by at the school. Parents and community support was minimal especially at meetings and fundraising drives and performance level on the Primary School Exam (PSE) was relatively low at St. Augustus.

Comparing and contrasting specific EI practices at the two schools such as service and empathy that comes under the social awareness EI domain, in both schools participants feel it is their duty to provide the best service they could give to their school and that empathy is an important ingredient at work between school leaders and faculty members. However, the manner in which this was done differs at the two schools. At Blue Fields, there was a sense of commitment and interest in providing the best service to their school and they express much empathy, understanding, and support for each other. In contrast, the participants at St. Augustus do not express much commitment, and

interest in their school nor were there much understanding, empathy, and support for each other.

Similarly, looking at EI practices and competencies such as inspiration, influence, development of others, conflict management, teamwork and collaboration, it is evident that the participants at Blue Fields displayed the use of these practices and EI competencies to a satisfactory level resulting in positive outcomes for the institution. In contrast, participants at St. Augustus displayed these same EI practices and competencies but to a minimum level. The only time these practices were highly evident was during special activities such as at graduation and inauguration of a new school building, otherwise these practices were kept to a minimum at St. Augustus primary school.

3. How does grid and group theory explain how EI is understood and manifested in different school cultures?

The grid and group typology was a very useful framework in describing the organizational behaviour and culture of each institution. Triangulation of data from different sources, and placing Goleman's EI model and competencies in the context of different school cultures, revealed unique understanding and manifestation of the concept. From the standpoint of the hierarchical structure (strong-grid) at Blue Fields Primary School, faculty members complied with the school site administrators showing due respect to their positions and authority (self-awareness, social awareness). Whereas the administrators reserved the right to make final decisions to accomplish school goals, it was clear that any decision made by consensus was given due consideration (social awareness, relationship management). In this way, faculty members displayed
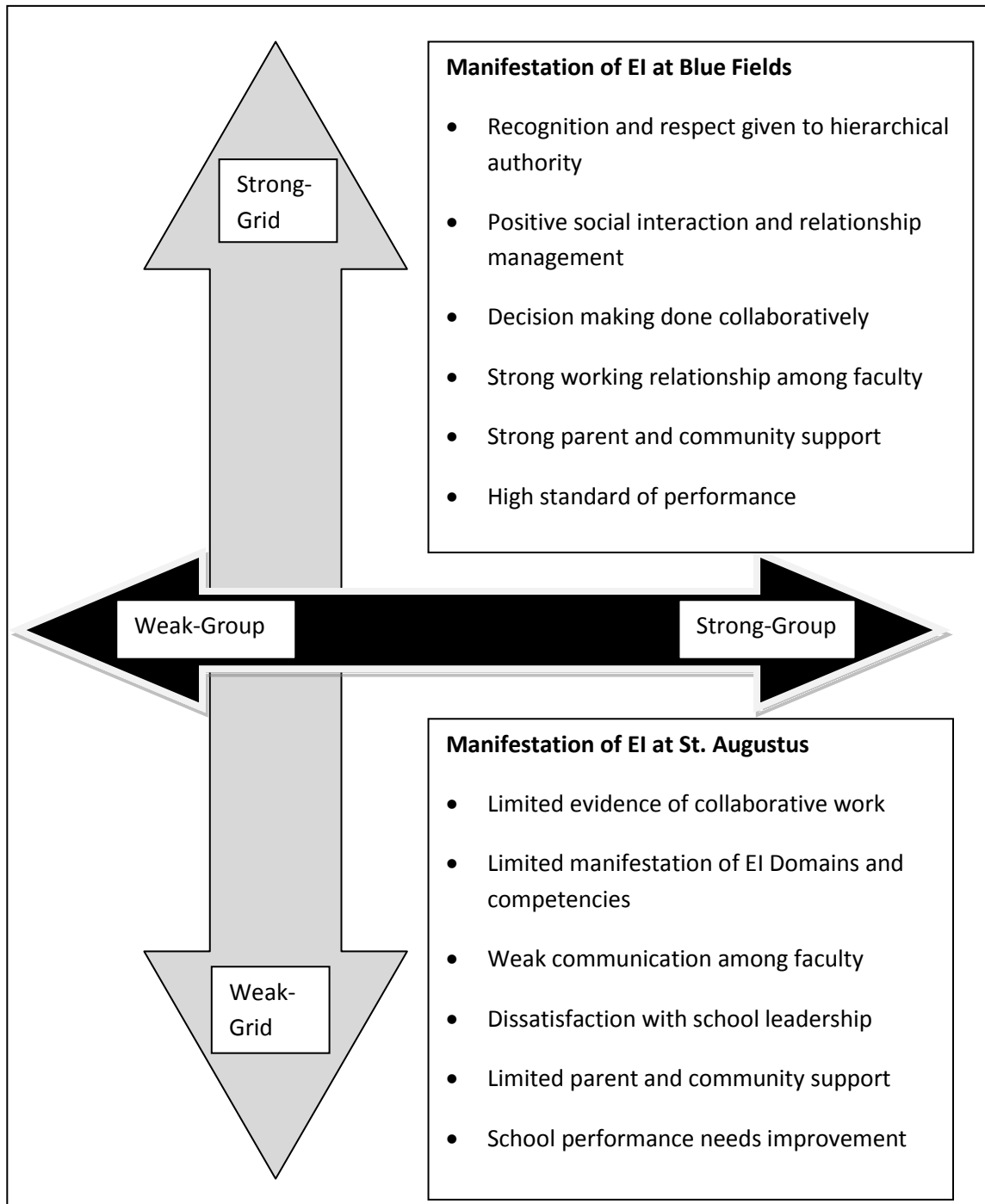
understanding and respect for each other's opinions, fostering collective and collaborative initiatives resulting in positive outcomes for the school and community.

In the weak-grid environment of St. Augustus Primary School, the autonomy of the individual faculty member was clearly evident and no authoritarian rule was tolerated. There were instances when the school site administrator tended to resort to an authoritarian style of leadership and the faculty members prohibited him from doing so. Much friction and dissatisfaction were caused among the faculty of the school and resulted in limited support for the school. The manifestation of EI within this weak-grid environment was evident in the self-awareness of what each could do for the school individually and in the social awareness of what their relationships could do for the larger school environment.

Blue Fields and St. Augustus Primary Schools shared a common thread in their cultures in that they both had strong- group considerations. However, Blue Fields had a more structured hierarchy of roles and authority, but final decisions were tempered in the name of the group and for the benefit of the school.

Despite the similarities in terms of group considerations, there appeared to be a more closely knitted group and more team work and collaboration among the faculty of Blue Fields than among the faculty of St. Augustus (social awareness, relationship management). Both schools aspired to be quality schools, but, because there was less cooperation, team work, and collaboration among the faculty, staff, and community at St. Augustus, their level of achievement was limited. The principal lamented that faculty members were not as cooperative as they should be, and the parents and community were not cooperative in school activities either.

Figure 6.3 Grid and Group Figure illustrating differences in the manifestation of EI at both Blue Fields and St. Augustus Primary Schools

Manifestation of EI at Blue Fields

- Recognition and respect given to hierarchical authority

- Positive social interaction and relationship management

- Decision making done collaboratively

- Strong working relationship among faculty

- Strong parent and community support

- High standard of performance

Strong-Grid

Weak-Group

Strong-Group

Weak-Grid

Manifestation of EI at St. Augustus

- Limited evidence of collaborative work

- Limited manifestation of EI Domains and competencies

- Weak communication among faculty

- Dissatisfaction with school leadership

- Limited parent and community support

- School performance needs improvement

Adapted from *Key strategies to improve schools: How to apply them contextually*, by E. L Harris, 2005, Lanham, MD: Rowman & Littlefield Publishers.

The strong-group environment at Blue Fields portrayed a more marked emotionally intelligent work place. For instance, participants were able to work as a team, they consulted with each other in terms of their work, and they displayed understanding, empathy, and respect for the emotions and feelings of each other as well as their students (self-awareness, self-management, social awareness). Cooperation and good-will existed among faculty members and community members, and recognition of teachers and students at graduation were kind gestures that served as testimony of the presence, utility, and importance of EI at the school (social awareness, relationship management). The close working relationship, the understanding and support of site administrators, and PTA, contributed to one integrated working team making Blue Fields Primary School a top performing school (social awareness, relationship management).

4. What other realities exist outside the grid and group explanation?

There is no doubt that school culture offers a unique understanding of activities and interactions that transpire within a school context. Harris (2005) contends that Douglas's typology of grid and group provides a matrix to classify school contexts and draw specific observations about individuals' values, beliefs, and behaviors." (p. 33). He further adds that "It is designed to take into account the total social environment as well as interrelationships among school members and their context" (p. 33). Despite these claims, it appears that this theoretical framework does not really address ethnic culture which is a subculture within the school culture. Firstly, each ethnic group has unique cultural understandings and practices that are not necessarily aligned with the organizational culture, but have a major influence on school culture and vice versa. Such ethnic culture and practices extend beyond the school culture. Secondly, the culture of

extreme poverty contributes to deviation from the dominant school culture rendering certain practices within the school impractical and questionable. For instance, asking children from very poor families to pay a small fee or contribution to the school often signals the wrong message, and could trigger parents keeping their children at home rather than sending them to school. Thirdly, faculty academic and professional training plays a pivotal role in the integration of EI within the culture of schools not necessarily addressed by grid and group. What this implies is that having a specific school culture does not necessarily mean that EI would be found to be an integral part of the culture. As Goleman (1995) asserts, EI can be taught and learned, so with a higher level of education, training, and experience, EI then becomes part of the school culture.

Conclusions

From the data obtained from multiple sources, interviews, observations, documents, and artifacts, it was clear that not all faculty members of both schools were familiar with the EI terminology and this could very well be because of their level of training, experience and exposure to the construct. Although the participants did not have prior training in EI, in both schools it was evident from the data that the EI constructs and competencies were in fact being used and are an integral part of the culture of the schools to some extent.

Douglas's (1982) typology of grid and group proved to be a useful framework in the determination of the type of school culture that was dominant at the two schools. It provided the context that facilitated the description of EI and how it was manifested at the two schools. The triangulation of data from different sources and placing Goleman's EI domains and competencies within the different school cultures revealed unique

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understanding and manifestation of the concept. Whereas not all of the primary EI domains (self-awareness, self-management, social-awareness, and relationship management), were observed with high frequency, they were observed within both school cultures.

The data indicated that EI practices and manifestation were more evident in the school with a strong-group social environment than a strong- grid environment and of a weak-grid/weak-group environment. The most probable reason for this observation could be because it was within a high group setting that much individual interaction occurred. It was within a high group context that there was need for understanding, for recognition, and for securing the survival of the group, and by extension, acknowledging individuals' needs.

Although not to a large extent, the utility of EI was manifested and confirmed by faculty members at both primary schools in terms of their interaction, relationship with one another, and in the activities that transpired at the institution at the time of the study. However, the study indicated that Blue Fields Primary School with a corporate culture provided a more conducive environment that facilitated the integration and manifestation of EI.

Despite not being familiar with the EI terminology, a higher manifestation of the EI construct at work, during activities and interactions among the faculty of Blue Fields could explain the higher level of performance of the school. In the case of St. Augustus Primary School with a collectivist culture, the data indicated fewer instances of the manifestation of EI domains and competencies. As the data indicate, faculty members, parents, and community members were not very supportive of the school as at Blue Field,

consequently the school performance was not as high as that of Blue Fields. Consequently, the data indicate that a corporate school culture provides a more conducive environment for the integration and promotion of EI than in a collectivist culture.

Benefits

The findings of this study can affect research, theory and practice. Briefly, several points are offered below:

Research

Since Goleman's EI model is particularly a theory of performance (Goleman, 1998), it has become very popular among major business organizations throughout the world who all sought to attain maximum returns from their investments. It has also become a very popular concept in other fields such as health and education (Low, Lomax, Jackson, & Nelson, 2004).

Understanding EI in the context of Belizean primary schools can add significantly to the body of research on EI. Although the findings of this research are context specific and are not generalizable, they can provide insight to the study of similar cases. Also, because EI in Belizean primary schools is relatively unknown, this study can open the door for further research in the Belizean educational context and many kinds of research where human interaction and activities are involved.

Theory

Using Douglas's (1982) grid and group framework as the lens to explain contextual meaning of EI adds to the body of literature of EI because this theoretical framework has not been previously used to explain EI. Furthermore, following Fineman's (2004) suggestion of using a qualitative approach to the study of EI instead of

the traditional psychometric approach contributed to understanding, explanation, and manifestation of EI in context. The study was not concerned with the measurement of EI within the specific school context; rather, it determined if it were present within the school culture. Using grid and group as the theoretical lens and also using triangulated data, an explanation of EI emerged.

Practice

As the findings revealed, EI is not a common term within the Belizean primary school context; therefore, the study is significant and serves to enlighten teachers and other educators on the importance of EI and how to apply it contextually for increased performance and meaningful interaction with one another in the educational environment. As the findings revealed, each school had its unique culture as determined by grid and group assessment tool (Harris, 2005) and being able to understand the culture of the school served a pivotal role in the contextual application of EI. With the current instructional challenges, inclusive classrooms, challenges among faculty and staff, accountability for high stakes tests such as the PSE, finding an alternative for corporal punishment, and the establishment of child friendly schools in Belize, the findings from this study may prove useful in the following ways:

- Faculty recruitment, selection and deployment

- Site administrator selection and deployment

- Continuous professional development

- Teacher education

- Peace education

- Alternative to corporal punishment when working with children

- Education policy formulation

- Establishment and promotion of child friendly schools

Per the above, careful selection and deployment of emotionally intelligent site administrators and teachers may serve a pivotal role in the establishment of a school culture that is conducive to a high standard of learning and performance. Currently, recruitment and employment of teachers and principals is based on academic qualification rather than being emotionally intelligent. Similarly, careful selection and deployment of faculty members to specific school environments and strategic locations can have a positive impact on school performance. Although all teachers are expected to be able to get along and work with each other wherever they are deployed to work, the reality is that some people just cannot get along with each other. When teachers cannot work together, there is a tendency to work in isolation, frustration develops and this can affect performance. Placement of teachers in particular context may also determine what type of continuous professional training and teacher training may be necessary to maximise learning. If teachers are found not performing in particular school culture and context then continuous professional training in EI can be planned to address the situation. Pre-service training in EI for teachers joining the teaching profession should be instituted at teacher training institutions. The need for careful selection, deployment, and the professional training of teachers in EI therefore may have implications for education policy formulation. This may also address the proverbial "square peg in a round hole" type of scenario where teachers are either not deployed in suitable school environments or they do not belong to the teaching profession. If teachers are not understanding of each other, too impatient, insensitive, and authoritative for instance, then they probably

belong to other careers such as the arm forces or police force. Finally, crime and violence so rampant in the country of Belize, understanding how to integrate EI contextually may have implications for peace education thereby providing an alternative for corporal punishment and establishing and promoting teacher friendly and child friendly schools.

Recommendations

The study particularly examined through a qualitative approach how EI was explained and manifested at two primary schools. Both schools had its own uniqueness in terms of its culture and the manifestation of EI. The study found that Blue Fields having a corporate culture manifested more EI tendencies as demonstrated in a higher level of teamwork, collaboration, and motivation than St. Augustus having a collectivist culture. Whereas both schools face some of the same challenges, the manner in which the challenges were addressed by the leadership and other faculty members made a difference in the outcome of their efforts.

Based on the findings as indicated above, I recommend a replication of the study of faculty at the high school level to determine if the findings will be similar or different. I also recommend replicating the study in an urban setting or even another district in the country of Belize. Replicating this study in another country is also recommended. Another recommendation is to use the Grid and Group Assessment Tool (Harris, 2005) to determine faculty contextual preferences then investigate how EI would be integrated in the preferred school culture. Finally, I recommend that a study be done following on the psychometric tradition, to measure and determine faculty EI level to learn if there is any relationship between EI level and academic performance in the Belizean school context.

Reflection

Goleman (1995, 1998) redefined what it meant to be smart and also emphasised the importance and utility of EI as a theory of performance. According to him, having a high IQ is not enough to get around in the workplace. Although a high IQ can get an individual the job he or she seeks; being able to perform excellently in the workplace so that he or she can maintain his/her place on the job is most important.

The examination of the construct EI in the context of two primary schools in Belize was important as it served to highlight the use or non-use of the concept. The determination of each school culture using (Harris, 2005) Grid and Group Assessment Tool served a pivotal role in understanding the uniqueness of each school culture and how EI is explained and manifested within the culture. Although both schools are in the rural areas and had about the same number of faculty members, each school had its own uniqueness in terms of its culture and the manifestation of EI. At both schools, it was fascinating to find out that not all faculty members were familiar with the EI concept; however, what was more fascinating was that faculty members observed at each school in fact used the concept to some extent in their teaching and daily interactions with others.

The study found that Blue Fields having a corporate culture tend to demonstrate a higher level of teamwork and collaboration than St. Augustus having a collectivist culture. The hallmark of Blue Fields corporate culture was a higher level of cooperation and involvement of parents in school activities, dedicated teachers working for the benefit of the institution, thereby realizing a higher level of performance at work as indicated by the high level of performance in the Primary School Exam. On the contrary, St. Augustus had lesser cooperation and involvement of parents, and other stakeholders,
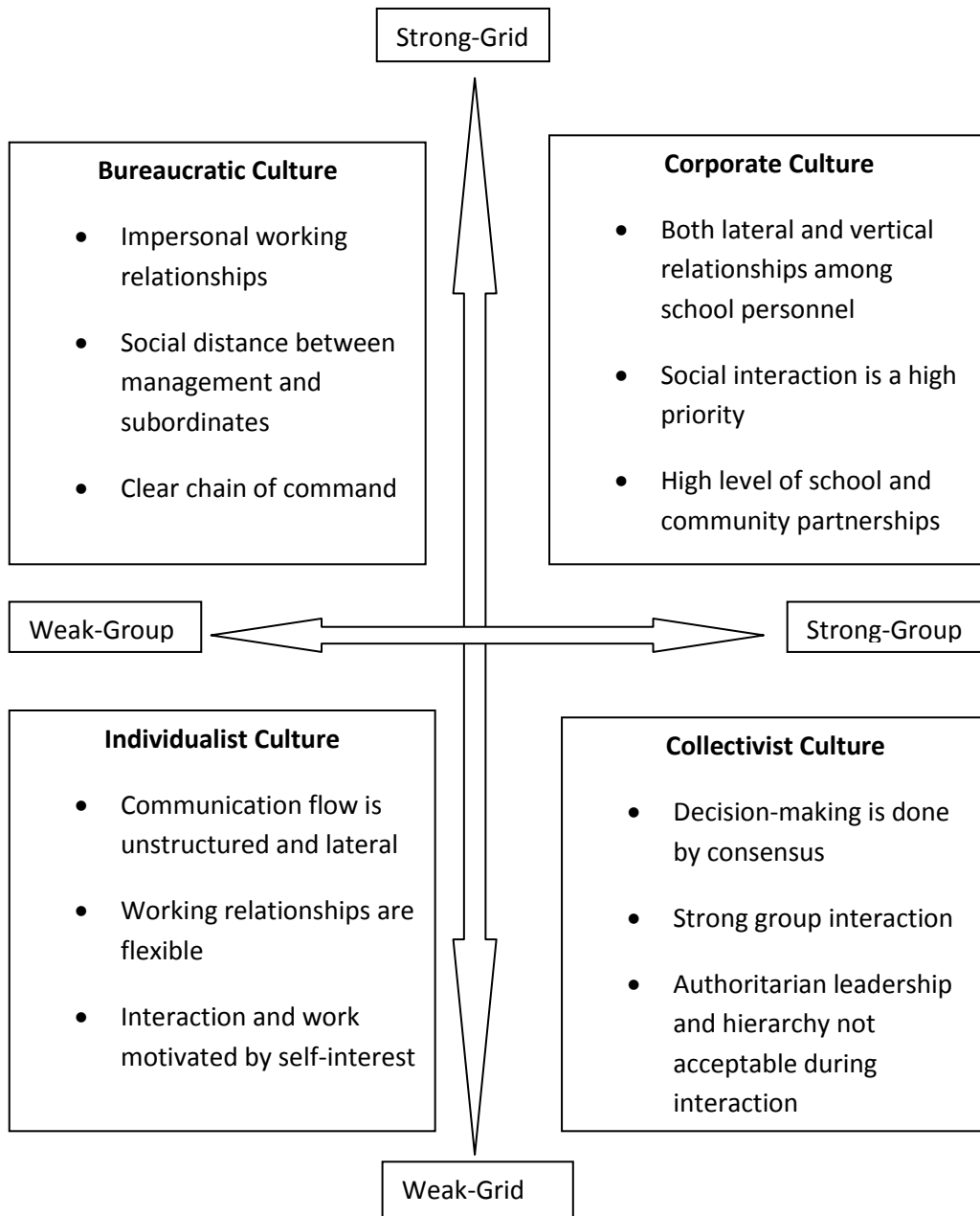
resulting in lower performance of the Primary School Exam. Whereas both schools face some of the same challenges, the manner in which the challenges were addressed by the leadership and other faculty members made a difference in the outcome of their efforts.

Using the naturalistic inquiry method for the study was critical as it provided me with the right approach for the collection and analysis of pertinent data. The use of interviews, observations, documents and artifacts; in addition to field and reflexive notes was crucial. Triangulation of data from the different sources served to strengthen the credibility and trustworthiness of the study. Whereas most research in EI follows the psychometric tradition of using measurement of the construct, this study was a qualitative one. This approach afforded me the opportunity to interact, listen, and examine closely the way the participants work and interact with others within the context of their school following on Fineman's (2004) interactional, context-focused form of inquiry. The manifestation of EI in both school cultures was clearly evident despite faculty members' limited knowledge and understanding of the concept; however, the level of usage of the concept appear to depend on the cultural prototype existent at each school.

Although EI was examined and described in only two school cultures namely the corporate and collectivist culture in this study, it can occur in any of the four grid and group cultural prototypes. Since EI is based on interaction, there are different types of interaction within the other grid and group cultures. The two other cultural prototypes within the grid and group framework are the bureaucratic and individualist cultures. Although each of the four cultural prototypes has its own unique characteristics yet there is a dynamic interaction and interrelationship among the four cultures. Figure 6.4

provides a summary of how interaction occurs in the four different grid and group

cultural prototypes.

Figure 6.4 Types of interaction that occur within the four cultural prototypes

```
                              ┌──────────────┐
                              │ Strong-Grid  │
                              └──────────────┘
                                     ▲
  ┌──────────────────────────┐      │      ┌──────────────────────────┐
  │   Bureaucratic Culture   │      │      │     Corporate Culture    │
  │                          │      │      │                          │
  │  • Impersonal working    │      │      │  • Both lateral and      │
  │    relationships         │      │      │    vertical relationships│
  │                          │      │      │    among school personnel│
  │  • Social distance       │      │      │                          │
  │    between management    │      │      │  • Social interaction is │
  │    and subordinates      │      │      │    a high priority       │
  │                          │      │      │                          │
  │  • Clear chain of command│      │      │  • High level of school  │
  │                          │      │      │    and community         │
  │                          │      │      │    partnerships          │
  └──────────────────────────┘      │      └──────────────────────────┘

┌────────────┐         ◁═══════════╪═══════════▷         ┌──────────────┐
│ Weak-Group │                     │                     │ Strong-Group │
└────────────┘                     │                     └──────────────┘

  ┌──────────────────────────┐      │      ┌──────────────────────────┐
  │   Individualist Culture  │      │      │    Collectivist Culture  │
  │                          │      │      │                          │
  │  • Communication flow is │      │      │  • Decision-making is    │
  │    unstructured and      │      │      │    done by consensus     │
  │    lateral               │      │      │                          │
  │                          │      │      │  • Strong group          │
  │  • Working relationships │      │      │    interaction           │
  │    are flexible          │      │      │                          │
  │                          │      │      │  • Authoritarian         │
  │  • Interaction and work  │      │      │    leadership and        │
  │    motivated by          │      │      │    hierarchy not         │
  │    self-interest         │      │      │    acceptable during     │
  │                          │      │      │    interaction           │
  └──────────────────────────┘      │      └──────────────────────────┘
                                     ▼
                              ┌──────────────┐
                              │  Weak-Grid   │
                              └──────────────┘
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Adapted from *Key strategies to improve schools: How to apply them contextually*, by E.

L Harris, 2005, Lanham, MD: Rowman & Littlefield Publishers.

Whereas this study focused mostly on how EI is explained and manifested within two grid and group cultural prototypes (corporate and collectivist), there are four distinctive cultural prototypes according to cultural theory (1982). Having an understanding how interaction occur in the other two grid and group cultures (bureaucratic and individualist) serve to provide the reader with additional information about the uniqueness of the other cultures as it relates to how interactions occur within those cultures. Figure 6.4 provides a snapshot of how these interactions occur in the four cultures.

Emotional Intelligence provides a way of looking at how people on a whole interact with each other positively in an attempt to achieve satisfactory performance in the work place. Each working environment, each context, and each organisational culture is unique. How successful an individual is when placed within the confines of a cultural context can be explained by EI which entails the ability to harness unproductive emotions and the ability to understand one's and other's emotions so that in the end, everyone is engaged in meaningful interaction and work which may eventually translate to productive outcomes.

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APPPENDICES

GRID AND GROUP TYPOLOGY QUESTIONNAIRE

Grid and Group Cultural Awareness Tool

Please enter the name of your school site:

Total years of service at this school site:

INSTRUCTIONS

Below are 24 items. Each item reflects a continuum from 1 to 8. For each item, read the entire item and choose the statement that you think best represents your **school site** (i.e., *not the school district*). Then, on the continuum, mark the button that represents the degree to which that statement applies to your **school site** (i.e., *not the school district*).

There are no "good" or "bad" responses to these items. The numbers 1 and 8 represent extremes along a continuum, with numbers 2-7 providing a continuous scale between the two extremes. For example, if the statement were:

In my school we drink: Weak Coffee (1).......Strong Coffee (8), the strength of the coffee could be indicated along the continuum of 1 through 8; however, one answer would not be better than another.

GRID CONSIDERATIONS

1. Authority structures are:

Decentralized/
non-hierarchical
○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 ○ 7 ○ 8
Centralized/
hierarchical

2. Job responsibilities are:

Ill-defined
○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 ○ 7 ○ 8
Well defined

3. Individual teachers have:

Full autonomy in
textbook selection
○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 ○ 7 ○ 8
No autonomy in
textbook selection

4. Individual teachers have:

Full autonomy in
generating their
educational goals
○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 ○ 7 ○ 8
No autonomy in
generating their
educational goals

5. Individual teachers have:

Full autonomy in
choosing instructional
methods/strategies
○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 ○ 7 ○ 8
No autonomy in
choosing instructional
methods/strategies

6. Students are:

Encouraged to
participate/take
○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 ○ 7 ○ 8
Discouraged from
participating/taking

ownership of their
education

ownership of their
education

---

7. Teachers obtain instructional resources through:

Individual negotiation	○	○	○	○	○	○	○	○	Administrative allocation
	1	2	3	4	5	6	7	8	

---

8. Instruction is:

Personalized for each student	○	○	○	○	○	○	○	○	Not personalized for each student
	1	2	3	4	5	6	7	8	

---

9. Individual teachers are motivated by:

Intrinsic/self-defined interests	○	○	○	○	○	○	○	○	Extrinsic/institutional rewards
	1	2	3	4	5	6	7	8	

---

10. Hiring decision are made:

With teacher input	○	○	○	○	○	○	○	○	Without teacher input
	1	2	3	4	5	6	7	8	

---

11. Class schedules are determined through:

With teacher input	○	○	○	○	○	○	○	○	Without teacher input
	1	2	3	4	5	6	7	8	

---

12. Rules and procedures are:

| Few | ○ 1 | ○ 2 | ○ 3 | ○ 4 | ○ 5 | ○ 6 | ○ 7 | ○ 8 | Numerous |

GROUP CONSIDERATIONS

1. Chain of command is:

| Individual teachers working alone | ○ 1 | ○ 2 | ○ 3 | ○ 4 | ○ 5 | ○ 6 | ○ 7 | ○ 8 | All educators working collaboratively |

2. Educators' socialization and work are:

| Separate/dichotomous activities | ○ 1 | ○ 2 | ○ 3 | ○ 4 | ○ 5 | ○ 6 | ○ 7 | ○ 8 | Incorporated/united activities |

3. Extrinsic rewards primarily benefit:

| The individual | ○ 1 | ○ 2 | ○ 3 | ○ 4 | ○ 5 | ○ 6 | ○ 7 | ○ 8 | Everyone at the school site |

4. Teaching and learning are planned/organized around:

| Individual teacher goals/interests | ○ 1 | ○ 2 | ○ 3 | ○ 4 | ○ 5 | ○ 6 | ○ 7 | ○ 8 | Group goals/interests |

5. Teaching performance is evaluated according to:

| Individual teacher goals, | ○ 1 | ○ 2 | ○ 3 | ○ 4 | ○ 5 | ○ 6 | ○ 7 | ○ 8 | Group goals, priorities, |

priorities, and criteria

and criteria

---

6. Teachers work:

| In isolation toward goals and objectives | ○ 1 | ○ 2 | ○ 3 | ○ 4 | ○ 5 | ○ 6 | ○ 7 | ○ 8 | Collaboratively toward goals and objectives |

---

7. Curricular goals are generated:

| Individually | ○ 1 | ○ 2 | ○ 3 | ○ 4 | ○ 5 | ○ 6 | ○ 7 | ○ 8 | Collaboratively |

---

8. Communication flows primarily through:

| Individual, informal networks | ○ 1 | ○ 2 | ○ 3 | ○ 4 | ○ 5 | ○ 6 | ○ 7 | ○ 8 | Corporate, formal networks |

---

9. Instructional resources are controlled/owned:

| Individually | ○ 1 | ○ 2 | ○ 3 | ○ 4 | ○ 5 | ○ 6 | ○ 7 | ○ 8 | Collaboratively |

---

10. People hold:

| No allegiance/loyalty to the school | ○ 1 | ○ 2 | ○ 3 | ○ 4 | ○ 5 | ○ 6 | ○ 7 | ○ 8 | Much allegiance/loyalty to the school |

---

11. Responsibilities of teachers and administrators are:

| Ambiguous/fragmented | ○ 1 | ○ 2 | ○ 3 | ○ 4 | ○ 5 | ○ 6 | ○ 7 | ○ 8 | Clear/communal with |

---

with no accountability

much accountability

---

12. Most decisions are made:

| Privately by factions or independent verdict | ○ 1 | ○ 2 | ○ 3 | ○ 4 | ○ 5 | ○ 6 | ○ 7 | ○ 8 | Corporately by consensus or group approval |

GRID AND GROUP TEMPLATE

GRID   Bureaucratic / Authoritarian   Corporate / Hierarchist

8								
7								
6								
5								
4								
3								
2								
1								
0	1	2	3	4	5	6	7	8	GROUP

      Individualistic / Individualism   Collectivist / Egalitarianism

Appendix C

Figure 4: An Integrated Grid and Group Emotional Intelligence Model

School Culture

| Bureaucratic Authoritarianism | Grid and Group Typology and Social Environments | Corporate Hierarchy |

	SELF Personal Competence	OTHER Social Competence
RECOGNITION	**Self-Awareness** Emotional Self-Awareness Accurate Self-Assessment Self-Confidence	**Social Awareness** Empathy Organizational Awareness Service
REGULATION	**Self-Management** Emotional Self-Control Transparency Adaptability Achievement Initiative Optimism	**Relationship Management** Inspirational Leadership Influence Developing Others Change Catalyst Conflict Management Building Bonds Teamwork and Collaboration

Source: Emotional Intelligence Competencies adapted from Goleman et al. (2002)

| Individualist Individualism | Collectivist Egalitarianism |

Source: Grid and Group Social Environment adapted from Harris (2005)

Appendix D

Oklahoma State University Institutional Review Board

Date: Monday, March 14, 2011

IRB Application No   ED1129

Proposal Title: A Grid and Group Explanation of Contextual Meaning of Emotional
Intelligence in Selected Belizean Schools

Reviewed and   Exempt
Processed as:

Status Recommended by Reviewer(s): Approved   Protocol Expires: 3/13/2012

Principal
Investigator(s):

Simeon Coc   Edward Harris
                                 308 Willard
Belize, OK 74078   Stillwater, OK 74078

The IRB application referenced above has been approved. It is the judgment of the reviewers that the
rights and welfare of individuals who may be asked to participate in this study will be respected, and that
the research will be conducted in a manner consistent with the IRB requirements as outlined in section 45
CFR 46.

☒ The final versions of any printed recruitment, consent and assent documents bearing the IRB approval
stamp are attached to this letter. These are the versions that must be used during the study.

As Principal Investigator, it is your responsibility to do the following:

1. Conduct this study exactly as it has been approved. Any modifications to the research protocol
   must be submitted with the appropriate signatures for IRB approval.
2. Submit a request for continuation if the study extends beyond the approval period of one calendar
   year. This continuation must receive IRB review and approval before the research can continue.
3. Report any adverse events to the IRB Chair promptly. Adverse events are those which are
   unanticipated and impact the subjects during the course of this research; and
4. Notify the IRB office in writing when your research project is complete.

Please note that approved protocols are subject to monitoring by the IRB and that the IRB office has the
authority to inspect research records associated with this protocol at any time. If you have questions
about the IRB procedures or need any assistance from the Board, please contact Beth McTernan in 219
Cordell North (phone: 405-744-5700, beth.mcternan@okstate.edu).

Sincerely,

Shelia M. Kennison

Shelia Kennison, Chair
Institutional Review Board

APPENDIX E

INFORMED CONSENT FORM

Project Title: A Grid and Group Explanation of Emotional Intelligence in Selected Belizean Schools

Investigators: Simeon Coc (Graduate Student at Oklahoma State University)
B.A. (Psychology), Murray State University (1991)
M.A. (Educational Leadership) Montana State University, (2006)

Purpose: As a faculty member at your institution, you are being asked to take part in a research study that seeks to investigate how Emotional Intelligence is manifested and explained in different school contexts. I am a graduate student at Oklahoma State University pursuing a doctorate degree in School Leadership and Higher Education. The purpose of the study is to use grid and group theory to investigate and explain the contextual meaning and manifestation of Emotional Intelligence among faculty members in two selected Belizean Schools and you have been selected as a possible participant in this study. You will be asked about your thoughts, preferences, perceptions, beliefs, values, feelings, and experiences about Emotional Intelligence at your institution.

Procedures: You are free to choose not to participate. As a faculty member, if you choose to participate in the study, you will be asked to complete a questionnaire called 'Grid and Group Assessment Tool' that would probably take about 10-15 minutes to complete. Furthermore, should your school be one of the two schools selected for further study, you may be asked to participate in an interview that will last between 45-60 minutes and will be audio recorded. The questions asked are developed by the researcher and all interview participants will be asked the same general questions. Additionally, I will be doing observation at your school for an extended period of time not exceeding eight weeks. During the observations, I will be taking notes that will give me more insight into the culture of your school and how EI is explained and manifested. Finally, you may be asked to provide materials that you normally use at work such as lesson plans, minutes of staff meetings, faculty annual plans, and other artefacts. The responses you provide from the questionnaire, interview, and observation and likewise any document or artefacts collected for the purpose of this study will in no way affect your regular school activities.

Risks of Participation:
There are no known risks associated with this project that are greater than those ordinarily encountered in daily life. You may feel emotional discomfort when answering questions about your personal thoughts and feelings.

Benefits: Being able to explain the contextual meaning of emotional intelligence among faculty members is the primary benefit of this research. This will serve to bridge the gap in the literature on the use of grid and group theory to explain emotional intelligence and the pivotal role that this may have to educational practice.

Okla. State Uni
IRB
Approved 3/14/1
Expires 3/13/1

Confidentiality:

All data collected for the purpose of this research will remain confidential. No identifiable information or data will be retained. To ensure that this happens, the researcher will assign pseudonyms for each person interviewed and the school involved. The pseudonyms will be used in all discussions and in all written materials produced by the researcher. Research records will be kept in a locked file and only the researcher will have access to the records. Data from the interviews, observations, and any other data collected will be maintained for a period no longer than required for completion of the research project. All audio recording files will be kept in my personal computer and no one other than myself and advisor will have access to these files. These files will be erased once I have completed the study.

Compensation:

There will be no compensation for participation in this study.

Contacts: If you have any questions, please ask. If you have additional questions later, you may contact me and/or the faculty advisor who will be happy to answer them. If you have questions about your rights as a research volunteer, you may contact Dr. Sheila Kennison, IRB Chair, 219 Cordell North, Stillwater, OK 74078, 405-744-3377 or irb@okstate.edu.

Researcher: Simeon Coc   Faculty Advisor: Dr. Ed Harris
Telephone: 501-630-4158   Telephone 405-744-7932

Participant Rights:

Participation is voluntary. If you decide to participate, you are free to discontinue participation at any time without prejudice, reprisal, penalties, or consequences of any kind.

Signatures:
I have read and fully understand the consent form. I sign it freely and voluntarily. A copy of this form has been given to me.

_____   _____
Signature of Participant   Date

I certify that I have personally explained this document before requesting that the participant sign it.

_____   _____
Signature of Researcher   Date

Okla. State Univ.
IRB
Approved 3/14/11
Expires 3/13/12
IRB# ED-11-74

155

VITA

Simeon Coc

Candidate for the Degree of

Doctor of Education

Thesis: A GRID AND GROUP EXPLANATION OF EMOTIONAL INTELLIGENCE
IN SELECTED BELIZEAN PRIMARY SCHOOLS

Major Field: Higher Education

Biographical:

Education:

Completed the requirements for the Doctor of Education in Educational
Leadership and Higher Education at Oklahoma State University, Stillwater,
Oklahoma in July, 2012.

Completed the requirements for the Master of Arts in Educational Leadership at
Montana State University, Bozeman, Montana in 2006.

Completed the requirements for the Bachelor of Arts in Psychology at Murray
State University, Murray, Kentucky in1991.

Experience:

Principal, Julian Cho Technical High School, Toledo District, Belize 2000-2004,
2007 to present
Principal, San Luis Rey Primary School, San Antonio, Toledo District, Belize,
1992-2000
Principal, Sarteneja Primary School, Sarteneja, Corozal District, Belize, 1987-
1988
Primary school teacher, San Luis Rey Primary School, San Antonio, Toledo
District, Belize, 1985-1987

Professional Memberships:

Member, of Belize Association of Principals of Secondary Schools
Member, Association of Principals of Government Secondary Schools
Member, Southern Regional Education Council in Belize
Member, Julian Cho Technical High School Board of Governors

Name: Simeon Coc   Date of Degree: July, 2012

Institution: Oklahoma State University   Location: Stillwater, Oklahoma

Title of Study: A GRID AND GROUP EXPLANATION OF EMOTIONAL
                INTELLIGENCE IN SELECTED BELIZEAN PRIMARY SCHOOLS

Pages in Study: 155   Candidate for the Degree of Doctor of Education

Major Field: Higher Education

Scope and Method of Study: The purpose of this qualitative study was to use grid and
        group theory to investigate and explain the contextual meaning and manifestation
        of Emotional Intelligence (EI) among faculty members in two Belizean Primary
        Schools. Purposive Sampling was used to select five faculty members from each
        of the two schools to participate in the study. Multiple methods, interviews,
        observations, documents, and artifacts were used to collect data from within the
        school context. Data were analyzed, coded, and examined carefully for emerging
        themes. The grid and group theoretical framework provided the lens needed for
        examination of the emotional intelligence domains and competencies and how it
        was manifested and explained within the two school environments.

Findings and Conclusions: Analysis of the grid and group questionnaire indicated that
        the two schools had different cultures. One school had a high-grid/high-group
        corporate culture while the other had a low-grid/high-group collectivist culture.
        Further analysis and triangulation of data from the multiple sources revealed that
        participants from both schools were not acquainted with the term EI nor were they
        trained to use the concept at work. However, the data indicated that participants
        were aware of the importance and utility of harnessing unproductive emotions at
        work. They were able to explain the pivotal role emotions play in understanding
        their own and others' emotions during work and social interactions. When placed
        within the grid and group cultural prototypes of corporate and collectivist culture,
        the manifestation of EI was more marked within the corporate school culture than
        in the collectivist culture. Manifestation of EI domains and competencies within
        the corporate school culture was evident in teamwork and collaboration,
        commitment to work, positive communication, good working relationship and
        partnership with one another and the community. In the collectivist culture, there
        were similar evidence and manifestation of key EI domains and competencies as
        in the corporate school culture but to a lesser extent. Evidently, a corporate
        school culture provided a more conducive environment for the integration and
        promotion of EI than in a collectivist culture.

ADVISOR'S APPROVAL: <u>Dr. Edward Harris</u>