

Trait Emotional Intelligence: Trajectory towards Proposed Leadership Program

Raymond L. Patterson, PhD

Department of Physical Education
College of Arts, Sciences and Education
Holy Angel University
#1 Holy Angel Ave., Sto. Rosario Street, Angeles City
Philippines

Abstract

Emotional intelligence is indispensable to a person. It is actually the essential element of human behavior that is distinct from one's intellect. Emotional intelligence is the sole predictor of leadership skill of every student leaders and the strongest predictor of personal excellence. Leadership is a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more consistent and logical. With that, it is the purpose of the study to measure the HAU college student leaders' traits emotional intelligence. For it will be used as the base line to the series of leadership trainings of student leaders. The HAU student leaders across colleges' traits emotional intelligence following the facets of emotional intelligence ranges from slightly high to high. It means that, the HAU student leaders' state of well-being reflect a generalized sense of well-being, extending from past achievements to future expectations.

Keywords: Emotional Intelligence, Student Leader, Emotionality, Sociability, Self-control, Well-being

Emotional intelligence is indispensable to a person. It is actually the fundamental element of human behavior that is distinct from one's intellect. It is a flexible set of skill that can be acquired and improved with practice. Moreover, emotional intelligence is the foundation for a multitude of critical skills—it impacts most everything a person say and do each day. Emotional intelligence is the sole predictor of leadership skill of a student leader and the strongest driver of personal excellence.

Leadership is a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more consistent and logical. Being a university student leader, it is a must that he/she has an honest understanding of who he/she is, what he/she knows, and what he/she can do. In short, the major key to be a successful leader, is to possess an established emotional intelligence or should be emotionally prepared. This is the reason why the researcher would like to determine the traits emotional intelligence of the college student leaders. This is to use the output as the base line for the series of leadership training. Furthermore, a student leader who possesses high emotional intelligence should be able to carry out the mission and vision of the university through different activities and plan of action.

According to Goleman (2011), a leader is the first person who shares the essence of “emotional intelligence” to humanity in the year 1995 book of that title. Goleman found that intelligence, toughness, determination and vision are qualities of a person which is required to be successful in any endeavor of a leader, but it is insufficient. Because a leader to be successful must have a high degree of emotional intelligence, which includes the following facets self-awareness, well-being, self-control, emotionality, and social skill. The said facets have impact between emotional intelligence and measurable result. Also Goleman found out, that the most effective leaders are similar to one who is crucial in his / her way: they are the individuals whose emotional intelligence is high. For any person eyeing for any position, IQ and technical skills are the key threshold plus emotional intelligence.

The research shows that emotional intelligence is the outcome of leadership. It tells how emotionally prepared the person eyeing for a position is. For without the emotional preparedness of the person, even if he/she does not have the best training in the world, an incisive, analytical mind, and an endless supply of smart ideas, he still would not make a great leader.

There are 5 reasons why emotional intelligence is critical for leaders according to Fletcher (2012). It is identified that it is necessary for a leader to possess the following traits.

To name a few: charisma, purpose, and determination which are the typical traits of a leader. However, many leaders have a single quality in common. In short, what distinguishes the best leaders from the majority is their level of emotional intelligence.

Emotional intelligence is the ability to comprehend and handle one's emotions and those around them. High degree of emotional intelligence gives the person a variety of skills namely: a) ability to manage relationships, b) navigate social networks, c) influence and d) inspire others. Every individual possesses different degree of emotional intelligence, but in order for an individual to become an effective leader, he / she must possess a high level of emotional intelligence. In today's place of work, it has become a highly important factor for success, efficiency and team group effort. The following are important reasons why leaders should cultivate their emotional intelligence: a) self-awareness, b) emotional management, c) effective communication, d) social awareness and e) conflict resolution.

Emotional Intelligence and Leadership. According to Exforsys incorporated (2009) there is a connection between one's emotional intelligence and ability to lead. In recent years, more attention has been paid to the connections that exist between emotional intelligence and leadership. When it comes to management, putting people at ease, and finding a balance between work and their personal lives, are characteristics of the individual with higher than average EQs and tends to be very skilled.

An emotionally smart person tends to be straightforward, especially when it comes to explaining their feelings, they are not only superior at building relationships, but they are also good at healing broken relationships as well. While IQ has its place, EQ should never be underestimated in attaining personal excellence. A strong leader is an individual who is able to control his/her impulses. One of the strongest facets of a leader is someone who can put others at ease. A leader who has high degree of emotional intelligence is a person who is very self-aware. Truly self-awareness is one among the key facets to strong leadership.

According to the Center for Creative Leadership (2003), higher levels of emotional intelligence are associated with better output in the following areas: a) participative management; b) putting people at ease; c) self-awareness; d) balance between personal life and work; e) straightforwardness and composure; f) building and mending relationships; g) doing whatever it takes; h) decisiveness; i) confronting problem person; and j) change management. With these, a leader with high level on those areas will be so called emotionally intelligent and good leader.

With that, it is the purpose of the study to measure the HAU college student leaders' traits emotional intelligence. For it will be used as the base line to the series of leadership trainings of student leaders.

Statement of the Problem

The study aims to measure the traits emotional intelligence of the college student leaders of Holy Angel University. Specifically, it attempts to answer the following problems:

1. How may the traits emotional intelligence of the HAU student leaders be described in terms of:
 - 1.1 State of Well being
 - 1.2 State of Self Control
 - 1.3 State of Emotionality
 - 1.4 State of Sociability Global Traits Emotional Intelligence
2. How may the significant difference of the traits emotional intelligence of the HAU student leaders across colleges be established?
3. Proposed related activities which could be of help in improving the emotional preparedness of the college student leaders to become a real leader.

Significance of the Study

The researcher hopes that the output of the study will be of great help to the College and University Student Council, Head of Student Affairs and Student Leader Advisers, Leadership Trainer and School Library.

Conceptual Framework

The study aims to measure the HAU college student leaders' traits emotional intelligence. For it will be used as the base line to the series of leadership trainings of student leaders.

Presented in the conceptual paradigm are the facets of Emotional Intelligence namely: Global Traits Emotional Intelligence, Well-being, Self-control, Emotionality and Sociability. The said paradigm shall serve as the framework through which the Emotional Intelligence of the College leaders of Holy Angel University shall be described using the Standardized Survey Questionnaire on Traits Emotional Intelligence by Petrides and Furnham (2001) as the major statistical tool to measure the aforementioned facets of emotional intelligence.

Paradigm of the Study

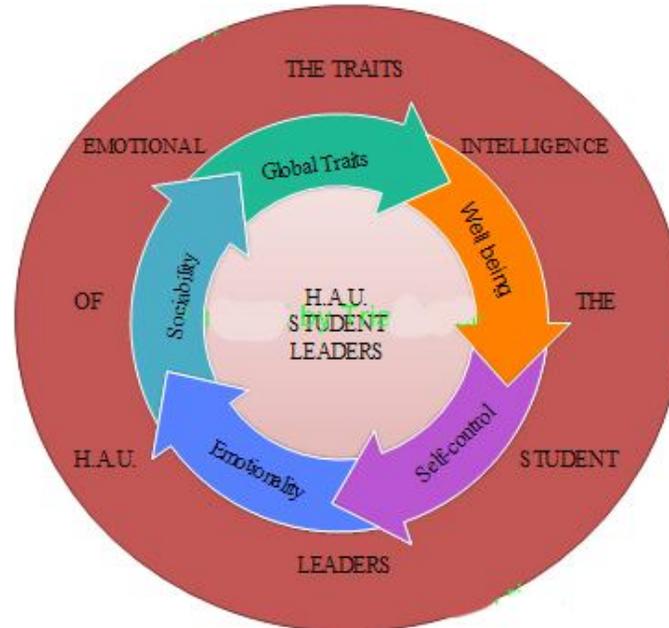


Figure 1: Conceptual framework. This framework utilized the theory of Petrides and Fernham on Traits Emotional Intelligence

The study hypothesized that the emotional intelligence is different between and among college student council officers.

Methods

Research Design

This study describes the nature of the situation as it exist for the study uses a descriptive type of research. As defined by Adanza (2004), descriptive research is an investigation which describes and interprets what it is. The Descriptive method of research is designed for the investigator to gather information about present conditions. The main objective of the study is to describe the nature of a situation as it exists at the time of the study and to explore the causes of particular phenomena. Practices and relationship that exist, beliefs and processes that are ongoing, trends that are developing are the concerns of descriptive type of research according to Adanza. Also according to Airasian et al (2008), a descriptive research solving the current status of the subject of the study for it involves collection of data. The study is descriptive for it pursuits of a series of steps starting with: a) analysis of the problem, b) definition of the problem, c) adaptation of techniques for gathering data, d) interpretation and e) description of data in precise terms and even fact finding.

After the identification of the problem, the researcher conducted extensive library research and analysis of the different research output on emotional traits and leadership.

Journals, instructional materials and relevant literature serve as reference materials in the preparation of the related literature and studies. Interviews and consultation were employed with people knowledgeable on the study to further collect pertinent data.

The standardized questionnaire by Petrides and Furnham (2001) *Trait Emotional Intelligence Questionnaire* (TEIQue – SF; Petrides, in preparation) was utilized. The TEIQue has been designed as a comprehensive measure of trait EI, covering all of the 5 facets namely: global traits emotional intelligence, well-being, self-control, emotionality and sociability.

The TEIQUE comprises of 30 questions that focuses on the five facets of emotional intelligence, act in response to a 7-point likert scale which were given to the panel of experts for final evaluation on the appropriateness and level of the questions. The questionnaire was administered to the HAU student leaders as the respondents of the study. The questionnaire focuses to measure primarily the five facets of emotional intelligence of college student leaders.

After retrieving the completed questionnaires, the responses of the student leaders were tallied and analyzed using an appropriate statistical tool such as mean rating and the non-parametric test for multiple groups / sample T Test (Kruskal-Wallis) through SPSS.

Based from the results of the establishment of the significant difference of HAU student leaders on traits emotional intelligence experts such as guidance personnel, head of the student affairs, psychologist and psychometrician were consulted for possible activities or program that may be used to address the student leaders' strength and weaknesses.

Respondents

The researcher visited the office of student affairs of Holy Angel University to identify the possible number of respondents, from the college student councils and university student council. The researcher use the total population of the respondents to ensure the validity of the study and to capture precise clear-cut answer from the respondents. Since the entire college student leaders were included as respondents. A total of 96 college student leaders across all colleges recognized by the HAU student affairs office took part in the study.

The table below presents the total number of respondents per college.

Table 1: Council and the total Number of Respondents

Council	Number of College Student Leaders
CASED CSC	10
CBA CSC	12
CCJEF CSC	10
CEA CSC	12
CHM CSC	8
CICT CSC	10
CNAMS CSC	10
USC	24
Total	96

Instruments / Sources of Data

To draw pertinent data and information needed to answer the specific problem, the researcher utilized the following instruments:

- 1.Documentary Analysis – the researcher was able to gather materials on student leader, emotional intelligence, and qualities of a leader through different references, journals and websites.
- 2.Questionnaire – in order for the researcher to measure the college student leader's emotional intelligence specifically their global traits emotional intelligence, the researcher used the psychometric trait emotional intelligence,a standard questionnaire. Traits Emotional Intelligence Questionnaire is a 30-item questionnaire designed to measure global trait emotional intelligence, well-being, self-control, emotionality and sociability. The items were responded on a 7-point Likert scale from completely disagree to completely agree.
- 3.Interview – after collecting, tallied and analyzed all the data, the researcher conducted an interview to validate the given answer of the respondents. These were done through structured and unstructured interview. Additional information were gathered depending on the situation of the respondents.

Statistical Treatment

The results that were gathered from the questionnaire were tallied, tabulated, analyzed and interpreted. The mean rating and the non-parametric test for multiple groups / samples T Test (Kruskal-Wallis) were employed in the treatment of data. In order to facilitate the analysis and interpretation of the data, the researcher constructed an arbitrary set of graduated five-point scale by Mendoza (2012).

Statistical Ranges	Interpretation
1.00 – 1.86	Very Low (VL)
1.87 – 2.73	Low (L)
2.74 – 3.60	Slightly Low (SL)
3.61 – 4.47	Neutral
4.48 – 5.34	Slightly High (SH)
5.35 – 6.21	High (H)
6.22 – 7.00	Very High (VH)

Procedure

After identifying the problem by the researcher, the researcher conducted an intensive library research and analysis of the reference materials, journals, websites and instructional materials, which served as reference materials in analyzing the traits emotional intelligence of the college student leaders. The researcher also conducted an interview and consultation to psychologist, head of student affairs and college student leaders.

Ninety six college student leaders of holy angel university participated as the respondents of the study. To ensure the validity of the study and capture a precise clear-cut answer. The questionnaire was administered personally by the researcher to all the college student leaders following the program schedule. This helps both the researcher and respondents follow a more systematic way of answering and retrieving the questionnaire. With that, clear and precise answers were achieved. The program of administering the questionnaire were as follows: a) Monday – CASED CSC & CBA CSC; b) Tuesday – CCJEF CSC & CEA CSC; c) Wednesday – CHM CSC & CICT CSC; d) Thursday – CNAMS CSC; and e) Friday – University Student Council.

Results

I. Traits Emotional Intelligence in Terms of state of well-being, Self-Control, Emotionality, Sociability and Global Traits of the college student leaders

A. State of Well Being

Table 2 presents the state of well-being of the HAU student leaders. 29.17% or 28 student leaders possess a very high state of well-being, while 35 or 35.71% possess a high state of well-being. 30 or 31.25% possess a slightly high state of well-being. 3 or 3.13% hold a neutral state of well-being.

Table 2: State of Well-being of the HAU Student Leaders

	Very High		High		Slightly High		Neutral		Slightly Low		Low		Very Low		Total respondents per College
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	
CSC CASED	5	50.00	3	30.00	2	20.00	0	0.00	0	0.00	0	0.00	0	0.00	10
CSC CBA	2	16.67	6	50.00	4	33.33	0	0.00	0	0.00	0	0.00	0	0.00	12
CSC CCJEF	3	30.00	2	20.00	3	30.00	2	20.00	0	0.00	0	0.00	0	0.00	10
CSC CEA	5	41.67	6	50.00	1	8.33	0	0.00	0	0.00	0	0.00	0	0.00	12
CSC CHM	0	0.00	5	62.50	3	37.50	0	0.00	0	0.00	0	0.00	0	0.00	8
CSC CICT	4	40.00	5	50.00	1	10.00	0	0.00	0	0.00	0	0.00	0	0.00	10
CSC CNAMS	4	40.00	4	40.00	1	10.00	1	10.00	0	0.00	0	0.00	0	0.00	10
USC	5	20.83	8	33.33	11	45.83	0	0.00	0	0.00	0	0.00	0	0.00	24
Total	28	29.17	39	40.63	26	27.08	3	3.13	0	0.00	0	0.00	0	0.00	96

B. State of Self-Control

State of self-control of the student leaders was shown in Table 3 reflects that 3.13% of the student leaders possess a very high self-control; 23.96% or 23 student leaders possess a high self-control; 53 or 55.21% possess a slightly high self-control and 7 or 7.29% possess a neutral self-control.

Table 3: State of Self-control of the HAU Student Leaders

	Very High		High		Slightly High		Neutral		Slightly Low		Low		Very Low		Total respondents per College
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	
CSC	2	20.00	2	20.00	6	60.00	0	0.00	0	0.00	0	0.00	0	0.00	10
CASED															
CSC CBA	0	0.00	4	33.33	8	66.67	0	0.00	0	0.00	0	0.00	0	0.00	12
CSC CCJEF	0	0.00	3	30.00	6	60.00	1	10.00	0	0.00	0	0.00	0	0.00	10
CSC CEA	1	8.33	2	16.67	5	41.67	4	33.33	0	0.00	0	0.00	0	0.00	12
CSC CHM	0	0.00	4	50.00	4	50.00	0	0.00	0	0.00	0	0.00	0	0.00	8
CSC CICT	1	10.00	1	10.00	8	80.00	0	0.00	0	0.00	0	0.00	0	0.00	10
CSC	2	20.00	2	20.00	3	30.00	3	30.00	0	0.00	0	0.00	0	0.00	10
CNAMNS															
USC	2	8.33	6	25.00	12	50.00	3	12.50	0	0.00	1	4.17	0	0.00	24
Total	8	8.33	24	25.00	52	54.17	11	11.46	0	0.00	1	1.04	0	0.00	96

C. State of Emotionality

Table 4 presents the state of emotionality of the HAU student leaders across colleges. 3 or 3.13% hold a very high state of emotionality; 39 or 39.80% hold a high level of emotionality; 51 or 53.13% hold a slightly high emotionality and 3 or 3.13% hold a neutral state of emotionality.

Table 4: State of Emotionality of the HAU Student Leaders

	Very High		High		Slightly High		Neutral		Slightly Low		Low		Very Low		Total respondents per College
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	
CSC CASED	0	0.00	6	60.00	4	40.00	0	0.00	0	0.00	0	0.00	0	0.00	10
CSC CBA	0	0.00	2	16.67	10	83.33	0	0.00	0	0.00	0	0.00	0	0.00	12
CSC CCJEF	0	0.00	1	10.00	8	80.00	1	10.00	0	0.00	0	0.00	0	0.00	10
CSC CEA	0	0.00	6	50.00	5	41.67	1	8.33	0	0.00	0	0.00	0	0.00	12
CSC CHM	0	0.00	4	50.00	4	50.00	0	0.00	0	0.00	0	0.00	0	0.00	8
CSC CICT	0	0.00	3	30.00	7	70.00	0	0.00	0	0.00	0	0.00	0	0.00	10
CSC CNAMNS	1	10.00	6	60.00	2	20.00	1	10.00	0	0.00	0	0.00	0	0.00	10
USC	2	8.33	11	45.83	11	45.83	0	0.00	0	0.00	0	0.00	0	0.00	24
Total	3	3.13	39	40.63	51	53.13	3	3.13	0	0.00	0	0.00	0	0.00	96

D. State of Sociability

The state of sociability of the HAU student leaders across colleges is presented in Table 5. The data shows that 6 out of 96 student leaders or 6.25% obtain a very high level of sociability; 19.79% or 19 student leaders obtain a high level of sociability; 58 or 60.42% obtain a slightly high level of sociability; 12.50% or 12 student leaders obtain a neutral level of sociability; and 1 or 1.04% whose sociability was slightly low.

Table 5: State of Sociability of the HAU Student Leaders

	Very High		High		Slightly High		Neutral		Slightly Low		Low		Very Low		Total respondents per College
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	
CSC CASED	2	20.00	5	50.00	3	30.00	0	0.00	0	0.00	0	0.00	0	0.00	10
CSC CBA	1	8.33	1	8.33	9	75.00	0	0.00	1	8.33	0	0.00	0	0.00	12
CSC CCJEF	1	10.00	3	30.00	3	30.00	3	30.00	0	0.00	0	0.00	0	0.00	10
CSC CEA	0	0.00	1	8.33	11	91.67	0	0.00	0	0.00	0	0.00	0	0.00	12
CSC CHM	0	0.00	2	25.00	5	62.50	1	12.50	0	0.00	0	0.00	0	0.00	8
CSC CICT	0	0.00	2	20.00	8	80.00	0	0.00	0	0.00	0	0.00	0	0.00	10
CSC CNAMNS	2	20.00	0	0.00	6	60.00	2	20.00	0	0.00	0	0.00	0	0.00	10
USC	0	0.00	5	20.83	13	54.17	6	25.00	0	0.00	0	0.00	0	0.00	24
Total	6	6.25	19	19.79	58	60.42	12	12.50	1	1.04	0	0.00	0	0.00	96

E. Global Traits Intelligence

Table 6 presents the global traits intelligence of the HAU student leaders across colleges. The data gives an idea about the global traits of the student leaders. 8 or 8.33% of the student leaders possess very high global traits; 38 or 39.58% possess high global traits; 42 or 43.75% possess slightly low global traits; and 8 or 8.33% possess neutral global traits.

Table 6: Global Traits Emotional Intelligence of the HAU Student Leaders

	Very High		High		Slightly High		Neutral		Slightly Low		Low		Very Low		Total respondents per College
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	
CSC CASED	2	20.00	6	60.00	2	20.00	0	0.00	0	0.00	0	0.00	0	0.00	10
CSC CBA	1	8.33	1	8.33	10	83.33	0	0.00	0	0.00	0	0.00	0	0.00	12
CSC CCJEF	0	0.00	5	50.00	3	30.00	2	20.00	0	0.00	0	0.00	0	0.00	10
CSC CEA	0	0.00	7	58.33	5	41.67	0	0.00	0	0.00	0	0.00	0	0.00	12
CSC CHM	0	0.00	4	50.00	4	50.00	0	0.00	0	0.00	0	0.00	0	0.00	8
CSC CICT	1	10.00	3	30.00	6	60.00	0	0.00	0	0.00	0	0.00	0	0.00	10
CSC CNAMS	2	20.00	4	40.00	2	20.00	2	20.00	0	0.00	0	0.00	0	0.00	10
USC	2	8.33	8	33.33	10	41.67	4	16.67	0	0.00	0	0.00	0	0.00	24
Total	8	8.33	38	39.58	42	43.75	8	8.33	0	0.00	0	0.00	0	0.00	96

II. Significant Difference between the traits Emotional Intelligence of one college with Another College

A. On Emotional Intelligence

Table 7 presents the difference between the states of well-being of one college with another college. At $\alpha = 0.05$ level of significance, there exists enough evidence to state that there is no difference in the mean test scores and, hence, the mean test scores among the college with another college student leaders state of wellbeing.

Table 7: Difference between the States of Wellbeing of Colleges

Asymp.Sig.	CSC CASED	CSC CBA	CSC CCJEF	CSC CEA	CSC CHM	CSC CICT	CSC CNAMS	USC
CSC CASED		.493	.568	.490	.062	.817	.209	.565
CSC CBA	.639		.164	.588	.446	.569	.949	.068
CSC CCJEF	.829	.112		.304	.586	.447	.285	.475
CSC CEA	.668	.566	.285		.769	.914	.240	.935
CSC CHM	.549	.134	.180	.881		.879	.456	.651
CSC CICT	.911	.072	.623	.430	.586		.960	.376
CSC CNAMS	.181	.399	.219	.649	.223	.864		.653
USC	.621	.253	.408	.574	.446	.495	.949	

B. On Self-Control

The difference between the states of self-control of one college with another college is presented in Table 8. At $\alpha = 0.05$ level of significance, there exists enough evidence to state that there is no difference in the mean test scores and, hence, the mean test scores among the five (5) colleges with another college namely CSC CASED; CSC CBA; CSC CCJEF; CSC CEA; CSC CHM and CSC CICT student leaders state of wellbeing. While CSC CNAMS whose sig. value of .054 with that of CSC CEA and USC with sig. value of .026 with that of the CSC CBA obtained an α value of less than .05, meaning that there is a significance difference between and among colleges state of self-control.

Table 8: Difference between the States of Self-Control of Colleges

Asymp.Sig.	CSC CASED	CSC CBA	CSC CCJEF	CSC CEA	CSC CHM	CSC CICT	CSC CNAMS	USC
CSC CASED		.790	.249	.268	.311	.211	.780	.429
CSC CBA	.087		1.00	.304	.127	.895	.236	.026
CSC CCJEF	.285	.462		.538	.143	.465	.372	.574
CSC CEA	.214	.306	.311		.549	.316	.054	.242
CSC CHM	.402	.247	.389	.485		.137	.752	.405
CSC CICT	.448	.777	.141	.191	.513		.264	.565
CSC CNAMS	.108	.767	.486	.278	.400	.160		.494
USC	.867	.655	.288	.701	.283	.918	.714	

C. On Emotionality

The difference between the states of emotionality of one college with another college is presented in Table 9. At $\alpha = 0.05$ level of significance, there exists enough evidence to state that there is no difference in the mean test scores and, hence, the mean test scores among the colleges with another college, except for the CSC CBA with sig. value of .027 with that of CSC CICT shows that there is a significant difference on the student leaders' state of emotionality.

Table 9: Difference between the States of Emotionality of Colleges

Asymp.Sig.	CSC CASED	CSC CBA	CSC CCJEF	CSC CEA	CSC CHM	CSC CICT	CSC CNAMS	USC
CSC CASED		.206	.381	.161	.185	.599	.726	.860
CSC CBA	.895		.358	.071	.129	.237	.895	.087
CSC CCJEF	.599	.083		.834	.243	.528	.344	.341
CSC CEA	.731	1.00	.819		.651	.359	.085	.401
CSC CHM	.846	.478	.115	1.00		.593	.939	.207
CSC CICT	.334	.027	1.00	.748	1.00		.334	1.00
CSC CNAMS	.784	.057	.206	.117	.558	.221		.838
USC	.350	.254	.723	.807	.287	.085	.980	

D. On Sociability

The difference between the states of sociability of one college with another college is presented in Table 10. At $\alpha = 0.05$ level of significance, there exists enough evidence to state that there is no difference in the mean test scores and, hence, the mean test scores among the colleges with another college, except for the CSC CASED with sig. value of .043 with that of CSC CBA there is a significant difference on the student leaders state of sociability.

Table 10: Difference between the States of Sociability of Colleges

Asymp.Sig.	CSC CASED	CSC CBA	CSC CCJEF	CSC CEA	CSC CHM	CSC CICT	CSC CNAMS	USC
CSC CASED		.071	.151	.770	.839	.114	.600	.217
CSC CBA	.043		.124	.962	.321	.218	.523	.175
CSC CCJEF	.224	.475		.706	.900	.986	.276	1.00
CSC CEA	.527	.981	.289		.285	.523	.461	.264
CSC CHM	.653	.256	.294	.385		.628	.767	.827
CSC CICT	.667	.238	.745	.226	.375		.519	.828
CSC CNAMS	.622	.530	.133	.558	.197	.340		.275
USC	.705	.834	.965	.299	.117	.313	.279	

E. On Global Traits Intelligence

The difference between the global traits emotional intelligence of one college with another college is presented in Table 11.

At $\alpha = 0.05$ level of significance, there exists enough evidence to state that there is no difference in the mean test scores and, hence, the mean test scores among the colleges with another college, except for the CSC CEA with sig. value of .049 with that of CSC CICT indicates that there is a significant difference on the student leaders global traits emotional intelligence.

Table 11: Difference between the Global Traits Emotional Intelligence of Colleges

Asymp.Sig.	CSC CASED	CSC CBA	CSC CCJEF	CSC CEA	CSC CHM	CSC CICT	CSC CNAMS	USC
CSC CASED		.445	.352	.167	.096	.811	.151	.434
CSC CBA	.868		.331	.863	.799	.545	.635	.420
CSC CCJEF	.332	.629		.495	.683	.733	.240	.409
CSC CEA	1.00	.279	.192		.739	1.00	.116	.590
CSC CHM	.513	.481	.768	.420		.211	.550	.588
CSC CICT	.911	.310	.198	.049	.547		.272	.779
CSC CNAMS	.326	.131	.095	.363	.574	.317		.655
USC	.290	.144	.625	.302	.513	.441	.352	

Discussion

I. Traits Emotional Intelligence of the HAU Student Leaders across Colleges in Terms of state of Wellbeing, Self-Control, Emotionality, Sociability and Global Traits

The HAU student leaders across colleges ‘traits emotional intelligence following the facets of emotional intelligence ranges from slightly high to high. It means that, the HAU student leaders’ state of wellbeing reflect a generalized sense of well-being, extending from past achievements to future expectations. Overall, individuals with high scores feel positive, happy, and fulfilled. According to Exforsys incorporated (2009), individual with higher than average EQs are tend to be skilled and the result of the HAU student leaders means that they are skilled, they can be a good manager, they can put the populace at ease and can find stability in their group. In terms of self-control, the HAU student leaders have a healthy degree of control over their urges and desires. In addition to fending off impulses, they are good at regulating external pressures and stress. They are neither repressed nor overly expressive. High self-control is associated with flexibility. For emotionality, a HAU student leader believes thathe/she has a wide range of emotion-related skills. They can perceive and express emotions and can use his/her emotional abilities to develop and sustain close relationships with important others. HAU student leaders’ level of sociability emphasizes on social relationships and social influence. HAU student leaders’ focus on the individual as a means in different social contexts and not on personal relationships with family and close friends. HAU student leaders’ are better at social interaction. They believe that they have good listening skills and can communicate clearly and confidently with people from very diverse backgrounds. Lastly, the global traits emotional intelligence of the HAU student leaders across colleges’ possess the standard on what is expected to them. They feel positive, happy, fulfilled, healthy degree of control, flexible, can perceive and express emotion, and better in terms of social interaction. According to the Center for Creative Leadership (2003), higher emotional intelligence are associated with better output with that as the HAU student leaders result shows they are considered participative managers, they put people at ease, they can balance personal life with their duty as student leader, straightforwardness and composed and open to changes.

II. Significant Difference between the traits Emotional Intelligence of one College with Another College

The traits emotional intelligence of one college with another college in terms of wellbeing does not show a significant difference. It means that, in general student leaders possess a very close level of wellbeing. While for self-control, emotionality, sociability and global traits there is one to two college which vary in terms of emotional intelligence. It means that there is a significant difference. There is a significant difference between USC and CSC CBA state of self-control, as well as for CSC CNAMS and CSC CEA self-control. There is also significant difference between CSC CBA and CSC CICT state of emotionality. CSC CASED and CSC CBA state of sociability reveals that there is a significant difference. Lastly, CSC CEA and CSC CICT shows a significant difference on their global traits emotional intelligence.

III. Proposed Related Activities Which Could Help in Improving the Emotional Preparedness of the College Student Leader to Become a Real Leader

The researcher consulted psychologist, guidance and counselors, and leadership trainers on the formulation of the proposed activities that could enhance emotional intelligence. The following are the list of activities that based also on the source of the proposed activities The EQ Tool Box (2010) and Lynn, A. B. (2012).

1. Empty Your Wallet, Pockets or Purse

This exercise is focuses on helping the members to explore themselves by telling stories of her personal belongings. After telling individual stories, the members will be asked to tell some feedback on their behavioral patterns. The member is encouraged to visualize and dream of his/her desired stories after five years.

2. Naming Feelings

This exercise supports the participant's development of a vocabulary for feelings which is a support to every individual need. It also introduces to the participants on the fact that if you wish you can change your feelings, thoughts and behavior.

3. Watch Your Words

This involves knowing the impact of the words we use when we interact with others. With this activity, the participants will think about the principle of cost/benefit effect. Also that individual will consider which ground rules should be present in the ground.

4. Trust Thermometer

The activity focuses on individual level of trust and reason why other individual trust some people but others don't. The said activity is a serious one so it needs to follow the most basic trust between the members.

5. Sharpening Observation

The activity aims to improve the participant's skill in observing and their self-awareness. You can post a certain question about their observation in a certain minute/s for it will make the individual learn from oneself. In the Non-verbal Hearsay Experiment the participants are told to spread a rumor-without words! With this activity the participants will learn about perception, attendance and emotional body language.

6. Celebrate New Goals

Be introduced to some important question whether the change comes from inside out or outside in, and who is responsible for it to happen.

7. Picture Yourself

This activity aims participants imagine themselves in successful situations. Encourage participants to perform on their feelings. Build successes with the team by visualizing actions that are reliable with the goal of building team sense of importance.

8. Personality Contest

This activity intends to improve relationships and bonds with the members by heightening awareness of how the perceptions affect the relationships. Help participants progress their inspiration and motivation. Help the participants comprehend that they may really be sending visible messages to the members of the organization that are not equal.

9. Music of Our Workplace

Help the participants verbalize the culture they perceive in their work units or organizations by using music as a metaphor. Encourage participants to try shape their workplace culture by using music as a metaphor. Encourage participants to verbalize to their members their vision of a perfect workplace culture. And open the lines of communication with the members or the organization and leaders regarding the underlying culture of their workplace.

10. Listening Habits

Help participants develop self-awareness related to their ability to listen. Assist participants in the self-assessment of their listening skills. And identify negative or disruptive listening patterns that interfere with building good bonds with the organizations.

Conclusions and Future Study

Conclusions

Based on the foregoing findings, the following conclusions were made:

1. All colleges except CCJEF possess a high level of wellbeing, while CCJEF possess a slightly high state of wellbeing.
2. The state of self-control, emotionality, sociability and global traits emotional intelligence of the student leaders across colleges range from slightly high to high.
3. There is no significant difference in the state of wellbeing among the college with other college student leaders.
4. There is a significant difference on the state of self-control between CSC CNAMS and CEA. Also between USC and CSC CBA. While the rest of the other colleges there is no significant different with their state of self-control.
5. There is no significant difference between and among student leaders' state of emotionality except for CSC CBA and CICT.
6. There is no significant difference between and among student leaders' state of sociability except for CSC CASED and CBA.
7. There is no significant difference between and among student leaders' state of global traits emotional intelligence except for CSC CEA and CICT.
8. HAU student leaders' traits emotional intelligence ranges from neutral to very high individually and from slightly high to high as team.

Recommendations

The following recommendations are hereby offered based on the obtained findings and conclusions of the study for future research:

1. Yearly the student leaders across colleges vary and only few remain to be a leader. The Office of Student Affairs should conduct an emotional intelligence check on the preparedness of the student leaders as leaders and based all the activities on the weaknesses in order to enhance the competencies of the upcoming student leaders across colleges.
2. The leadership trainer should be given a profile especially the emotional intelligence of the student leaders across colleges so that the activities to be set will be based on the needs of the student leaders' total development. And be able to meet the competence of being a leader.
3. State of well-being clinic for CCJEF should be given separately to enhance more their preparedness to become student leaders of their college.
4. Significant to every council that every council is unique and possesses different emotional intelligence. The leadership program should be modified for every council. Base the training program on the weakness of the council.
5. After a year round student activity and leadership training conduct re assessment of student leaders' emotional intelligence development.
6. For future research directions: a study on the leadership style of student-leaders; the big 5 personality traits such as openness to experience, conscientiousness, extraversion, agreeableness and neuroticism; using emotion to facilitate thought, managing emotions in a way that enhances personal growth and social relations.

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