



EXPLORING THE FIVE COMPOSITE SCALES OF EMOTIONAL INTELLIGENCE AMONG FEMALE STUDENT-LEADERS OF ACCREDITED PRIVATE HIGHER EDUCATION INSTITUTIONS IN REGION II

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ABSTRACT: *This descriptive-correlational study determined the five composite scales of emotional intelligence of the women population of student-leaders in ten accredited private higher education institutions in Region II. Student's emotional intelligence was assessed through the Bar-On Emotional Quotient Inventory (EQ-I: S). Emotional intelligence scores were obtained using the mean. Emotional intelligence scores were further analyzed to obtain the corresponding composite scale. Inferences were tested using the T-test for independent samples and Analysis of Variance (ANOVA). Findings revealed that majority of the student leaders were rated highest on "interpersonal" scale. Inferential test revealed that a significant difference exists on the emotional intelligence of the female students in Region II as a whole.*

KEYWORDS: *emotional intelligence, female, intrapersonal, interpersonal, stress management, adaptability and general mood.*

INTRODUCTION

Emotional intelligence is a collection of such skills as self-control, determination, self-motivation and sensitivity to the feelings of others. It is described in term of "abilities such as being able to motivate one self and persist in the face of frustration, to control impulse and delay gratification, to regulate one's mood and keep distress from swamping ability to think; to empathize and to hope". (Goleman, 2000). It is the capacity to be aware of, control and express one's emotions, and to handle interpersonal relationships judiciously and empathetically. "Emotional Intelligence has as much to do with knowing when and how to express emotions as it does with controlling it". BarOn (2006) defines E.I in terms of such emotional and social skills that influence our understanding and expression of ourselves and others and the ability to deal with everyday demands. He developed the Bar On EQi that is a scientifically developed and validated measure of intelligence. This inventory consists of five major components and 15 subscales of these components. The five composite scales



include: Intrapersonal Component, Interpersonal Component, Stress Management, Adaptability and General Mood. A brief description of these scales is given below:

1. Intrapersonal Component: It emphasizes self-awareness and self-expression. It includes five subscales:
 - *Emotional Self Awareness- understanding of one's own emotions
 - *Self-Regard – understanding, acceptance and respect of the self
 - *Self-Actualization – ability to strive for personal goals and actualize potentials
 - *Assertiveness – effectively express and defend one's beliefs and thoughts
 - *Independence – being self-directed and self-controlled
2. Interpersonal Component: It involves managing and regulating emotions and includes two
Subscales:
 - *Empathy – awareness of how others feel
 - *Social Responsibility – being cooperative, constructive and responsible member of the society
 - *Interpersonal Relationship – establishing pleasant relationships and healthy interactions with others.
3. Stress Management – managing and regulating emotions and involves two subscales:
 - *Stress Tolerance -ability to withstand difficult conditions and unpleasant event by constructively
managing emotions.
 - *Impulse Control – to resist or delay a desire
4. Adaptability – ability to adjust with the change and cope with problems that come with
Change. It includes the following subscales:
 - *Reality Testing – to objectively judge external reality and internal feelings
 - *Flexibility – adapt to one's thoughts and emotions according to the changing situations and adjust in new situations.
 - *Problem Solving – to identify the problem and to put forward an effective solution.



5. General Mood – includes competencies related to self-motivation and includes two subscales:

*Happiness – satisfaction with one's life, ability to express positive feelings and enjoy life.

*Optimism – to think positively, keep in view the bright side of life and remain hopeful in the face of difficulties and negative feelings.

E.I involves various motivational skills essential in achieving goals in various facets of life thereby leading to success. In an article by Dillon (2001) posted in the internet entitled, "Affective Education and the Role of Emotional Intelligence", it is claimed that extensive research indicates that only 7% of leadership success is attributable to intellect and technical skill while 93% results from other qualities that encompasses emotional intelligence. Emotional Intelligence is the key to personal, social, mental, moral and even leadership and professional success. Excellent performance of the leadership roles and responsibilities, strongly necessitates the presence of emotional intelligence. It was claimed that emotional intelligence is the sine qua non of leadership. Leaders who are better able to regulate their emotions will find it easier to develop a competency such as Initiative or Achievement drive. Ultimately, these social and emotional competencies play magical role, essential in leading people.

In the present generation, women or the female group are already empowered to get out into the open and share the same role with men in all endeavors even penetrating highest positions in the state thus becoming very influential leaders. All schools private or even government institutions therefore, should be well guided by its vision, mission and Decalogue of objectives to tap the leadership potentials and intelligences especially emotional intelligence of the students so that they can bring out the best from their students, to be globally competitive and mentally, socially, spiritually, morally and emotionally ready to face the world with utmost confidence.

Exploring the five composite scales of emotional intelligence of the women population of student-leaders in Region II would be an avenue for all institutions, agencies, companies and



different organizations both in private and government entities to provide trainings and learning opportunities for the development of the individual's emotional intelligence to enhance and improve their social relationships because this is the meaning of our human existence. We live for others so let us nurture and share our God-given emotional intelligences for the good and welfare of the humanity, hence this study.

STATEMENT OF THE PROBLEM

This study sought to explore the five composite scales of the emotional intelligence among female student-leaders of private higher education institutions in Region II.

Specifically, it was geared towards realizing the following:

1. What is the emotional intelligence of female student leaders by province and as a whole relative to intrapersonal, interpersonal, stress management, adaptability and general mood composite scales?
2. Is there a significant difference in the emotional intelligence of female student-leaders as a whole relative to intrapersonal, interpersonal, stress management, adaptability and general mood composite scales?

METHODOLOGY

Research Design

The *Descriptive Correlational Method* was utilized in this study to describe an existing relationship between variables and the degree to which two or more qualitative variables are related by the use of a correlation coefficient. This design was used to find out the direction and extent of relationship between different variables of a population under study.

Participants

The female student-leaders of selected private higher education institutions in Region 02 served as participants in the study. Since there were only ten (10) private higher education



institutions involved in the study, the total enumeration technique was used to represent the total population. A total of 105 samples was used as respondents of the study.

The Bar-On Emotional Quotient Inventory (EQ-I: S) a standardized test by Reuven Bar-On was used in the study to assess the key aspects of intelligence of student-leaders. Furthermore, it was designed to measure relatively independent emotional variables such as intrapersonal, interpersonal, stress management, adaptability and general mood.

Data Gathering Procedure

1. List of female student leaders of private higher education institutions in Region II from the office of the Commission on Higher Education Institutions (to identify the total number of participants in the study – letter of request to the Regional Director)
2. Endorsement letter from CHED to formally conduct the study in the 10 accredited private higher education institutions in the region.
3. Letter of permission from the Directors/Coordinators of Student Affairs in the 10 private schools.
4. Administration of the Bar-On EQ-I: S or the Bar-On Emotional Quotient Inventory: Short Version to assess the emotional intelligence of the student leaders.
5. Scoring, profiling, data analysis and interpretation of the data and results through the help and assistance of a psychometrician.
6. Personal and brief interviews with the participants of the study as to how they emotionally manage the execution of their duties as female student-leaders so as to effectively perform their duties and responsibilities.

Data Analysis

The present study was concerned with the emotional intelligence of the female student-leaders; thus the following statistical treatments were used to analyze the data gathered.

Emotional intelligence scores were obtained using the mean. Emotional intelligence scores were further analyzed to obtain the corresponding composite scale.

Inferences were tested using the T-test for independent samples and Analysis of Variance (ANOVA)



To test the difference on the emotional intelligence of female student leaders as a whole, the F-test was used.

RESULTS AND DISCUSSIONS

Table 1

**Over-all Summary of the Emotional Intelligence of the Female Student-Leaders
by Province and as A Whole in Region II**

	Cagayan		Isabela		Nueva Vizcaya		As A Whole	
Dimension	Category Mean	DS	Category Mean	DS	Category Mean	DS	Category Mean	DS
Interpersonal	3.63	High	3.77	High	3.78	High	3.73	High
Adaptability	3.63	High	3.64	High	3.40	High	3.56	High
General Mood	3.29	Average	3.39	High	3.17	Average	3.28	Average
Stress Management	2.74	Average	3.34	Average	2.75		2.94	
Intrapersonal	2.73	Average	3.38	Average	2.22	Average	2.78	Average
Over-all Mean	3.20	Average	3.50	High	3.06	Average	3.26	Average

Table 2 presents the over-all summary of emotional intelligence of female student-leader respondents by province and as a whole in Region II.

On Interpersonal composite scale or dimension, the table reveals an over-all mean 3.73 or often true. It implies that a highly-developed interpersonal skills enable student-leaders to have healthy relationships that would make them tolerating of reactions and inputs of each other - prompting to have an open correspondence that could possibly promote excellence in all endeavors. Furthermore, this implies that these student leaders are able to establish cooperative, constructive and satisfying relationships with others.

On Adaptability, it has an over-all mean of 3.56 or often true. It implies that the student leaders have well-developed sense of adaptability which enable them to examine immediate situation before coming up with conclusion, developing time management skills and organizing their workload better.



On the General Mood, an over-all mean of 3.28 or sometimes true implies that these female student leaders have adequately developed emotional fitness thus are able to lead themselves a balanced life by stressing the importance of both work and personal life.

On Stress Management, the female student leaders have an over-all mean of 2.94 or sometimes true. This implies that they have adequately developed way of managing stresses which enable these female student-leaders to be proactive in stressful situations, prioritize activities and are able to take “time out” when tension builds up.

Finally, on Intrapersonal composite scale or dimension, the table reveals an over-all mean of 2.78 or sometimes true. This implies that these female student leaders have adequately developed intrapersonal relationship, which enables them to detect and symbolize complex and high-differentiated sets of feelings and communicate their needs to others.

The table reveals and Over-all mean of 3.26 or sometimes true. This implies that a well-developed emotional and social skill greatly influence student leader’s ability to succeed in life and directly influence their over-all well-being. This further implies that the female student-leaders of Region II are very much aware of their emotions and needs, and are assertive and they could express easily their needs, have strong motivation drive to realize their goals, to hone all their skills and capabilities and are able to calmly deal with stress which is typically part of such changes.

Table 2

***Test of Difference in the Emotional Intelligence of Female Student-Leaders
in Region II As A Whole***

Dimension	Category Mean	DS
Interpersonal	3.73	High
Adaptability	3.56	High
General Mood	3.28	Average
Stress Management	2.94	Average
Intrapersonal	2.78	Average
Over-all Mean	3.26	Average

Tc= 18.1550

alpha= 0.05

P= 0.00002706

Reject Ho



Table 3 shows the test of difference in the emotional intelligence of female student-leaders in Region II. The t-test yielded with a t-value of 18.1550 with a probability of 0.00002706 at the 0.05 level of significance. Since the probability value is less than alpha, then the null hypothesis earlier presented is rejected, hence there is a significant difference in the emotional intelligence of female student-leaders. This implies that each of the female student-leaders in Cagayan, had distinct emotional intelligence from Isabela and Nueva Vizcaya female student-leaders. Thus the emotional intelligence of the female student-leaders of Region II should be uniquely addressed.

SUMMARY OF FINDINGS

1. Interpersonal composite scale was ranked first by the female student leaders in Region II, followed by Adaptability dimension. Third in rank is the general mood composite scale. Next is stress management and last in rank is the intrapersonal dimension.
2. The test of difference in the emotional intelligence of female student-leaders show that there is a significant difference, in the emotional intelligence of female student-leaders of Cagayan, Isabela, Nueva Vizcaya as a whole relative to the interpersonal, intrapersonal, stress management, adaptability and general mood composite scales.

CONCLUSIONS

Based on the findings, the following conclusions are drawn:

1. The female student leaders of the ten (10) accredited private higher education institutions of Region II are composed of students who are emotionally adjusted, productive, committed and competent in the performance of their assigned tasks and duties thus are considered responsible leaders.
2. Furthermore, it can be concluded that when grouped as a whole, there is a significant difference on the emotional intelligence of Cagayan, Isabela and Nueva Vizcaya female student-leaders, that the student leaders of Region II differ from one another. The



student leaders in Region II as a whole are unique and their emotional intelligences are distinct from each other.

RECOMMENDATIONS

1. The guidance program should periodically conduct emotional intelligence conferences, trainings or seminars and to further enhance the leadership inclinations of the student leaders for them to become psychologically fit and emotionally managed individuals who can effectively lead, organize, plan and decide for the welfare of the students they serve. Thus it is deemed necessary that the Guidance Office should keep a complete emotional intelligence inventories of the students.
2. The female student-leaders of Region II greatly aspire to become emotionally intelligent and effective student-leaders. The school should design Programs for Student's Development thru the Office of Student Welfare and Development in their plan of action, the conduct of leadership trainings and conferences along emotional intelligence particularly on stress management, general mood and intrapersonal aspects of the human person. The OSSW program should also take into consideration possible activities for the students to perform excellently in their academics but also opportunities to enhance the leadership and emotional capabilities of their student leaders.
3. The foundation of the student's leadership and emotional development lies on the hands of the family, thus parents play a vital role in the lives of their children in motivating, supporting and molding them to become wonderful persons inside and out.
4. The school should work hand in hand with parents in honing the emotional intelligence of their pupils or students since teachers serve as the surrogate parents and adviser of their students in school. Pressing school concerns especially on emotional issues should be immediately addressed to the parents for proper supervision, action and solution.
5. A study on emotional intelligence and gender differences can be a follow-up study to be able to look into the differences of the social and emotional skills of female student leaders from their male counterpart.



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