



## EMOTIONAL INTELLIGENCE OF FEMALE STUDENT-LEADERS OF ACCREDITED PRIVATE HIGHER EDUCATION INSTITUTIONS IN CAGAYAN VALLEY REGION: AN ASSESSMENT

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**ABSTRACT:** *This descriptive-correlational study determined the emotional intelligence of female 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). Profile data were treated using the simple frequency and percentage, emotional intelligence scores 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, Analysis of Variance (ANOVA) and Chi-square Tests. Findings revealed that majority of the student leaders were rated highest on "interpersonal" scale. Moreover, female student's age, year level, birth order, religion and socio-economic status do not significantly relate with their emotional intelligence.*

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

### INTRODUCTION

Personality makes the individual unique. It helps organize the way a person thinks, feels, behaves and even how he relates with other. The way a person expresses his or her emotions in general affect his or her personality. How a person manages his or her emotions greatly reveals an ample picture of his or her personality... thus it requires a lot of emotional intelligence to efficiently and effectively relate with one's self and with others as well.

Emotional intelligence is a part of human personality and personality provides the context in which emotional intelligence operates. "Emotional Intelligence" is a mental ability that involves the ability to reason validly with emotional information and the action of emotions to enhance thought. EI is a construct that involves an individual's ability to monitor their own and other's emotions, to distinguish between the positive and negative effects of



emotions and to use emotional information to regulate thinking and actions (Jordan & Troth, 2002).

Goleman, Boyatzis and McKee (2002) claimed that EI and IQ are important determinants for effective leadership, IQ may have long been acknowledged as the key to the door of success, but an adult's IQ is said to be fairly constant. Notably, EI on the other hand can be changed, though it is not the opposite of IQ neither is it the replacement for knowledge, ability or job skills, but instead it enhances work skills. It has been stated that in industries, *"IQ gets you hired, but EQ gets you promoted"* (Gibbs, 2000). Goleman proposed that EI plus IQ equal success. Leadership is an important factor for professional success. Butlet et. Al (2006) wrote that emotional intelligence and transformational leadership skills were very important for organizations to remain competitive. *"The more complex the job is, the more emotional intelligence matters"* (Goleman 2002).

A lot of our female young leaders of the generation nowadays are tough, resilient, open, strong thus marks potential excellent future leaders where true greatness and effective performance lies ahead. The female's superiority in social skills was obtained in one study of *"Gender Differences in Self-Estimated Trait Emotional Intelligence"* which was conducted by Petrides and Adrian in 2000). Compared to their male counterparties, females are more prone to show empathy and understanding, more willing to compromise and listen openly, which empowers them to smooth communication with different individuals and improve the relationships within a team. Females tend to be more socialized to take care of others.

Thus every school must focus on leaders as individuals who can guide and stimulate those who aspire to exemplify leadership excellence. But only emotionally guided individuals working together with confidence, commitment, synergy and joy make successful, productive organizations possible.

Educators and school administrators have a big role in developing the emotional intelligence of the young generation, be it females or males for EI is the key to personal, social, mental, moral and even leadership and professional success.



Cagayan Valley Region is a community of people with different personalities. The female student leaders who are the focus of the present study, display different emotions as they struggle to accomplish the given leadership task and in dealing with the people they serve and work with. In so doing, these student leaders need a lot of social and mental learning which entails emotional intelligence.

Hence this study assessed the emotional intelligence of student leaders of Private Higher Education Institutions in Cagayan Valley Region. It is strongly believed that for leaders to be able to perform their leadership roles and excel in their academic responsibilities, emotional intelligence is very essential. Leaders who are better able to regulate their emotions will find it easier to develop a competency such as Initiative or Achievement drive. More importantly, these social and emotional competencies will make emphatic and effective leaders who are fully committed and emotionally equipped to serve the nation.

## **STATEMENT OF THE PROBLEM**

This study sought to assess the emotional intelligence of female student-leaders of private higher education institutions in Cagayan Valley Region

Specifically, it was geared towards realizing the following:

1. What is the personal profile of the female student-leaders as a whole in terms of the following variables:
  - 1.1 Age
  - 1.2 Year level
  - 1.3 Birth Order
  - 1.4 Religion
  - 1.5 Socio-economic status
2. 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?
3. Is there a significant relationship in the emotional intelligence of the female student-leaders when grouped according to personal profile variables by province and as whole?



## **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.

Furthermore, the descriptive correlational design was used to find out the direction and extent of relationship between the emotional intelligence and the mean academic of the female student- leaders under study.

### **PARTICIPANTS**

The respondents of the study were female student-leaders of selected private higher education institutions in Cagayan Valley Region. 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.

To gather data for the profile variables, the female student leaders answered the Personal Data Sheet. The questionnaire was attached as part of the main questionnaire distributed by the researcher to the respondents.

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 in the different organizations in their respective schools.

## DATA ANALYSIS

In as much as the study was concerned with the emotional intelligence of the female student-leaders, the following statistical treatments were used to analyze the data gathered.

On the profile of the respondents as to profile variables, the simple frequency and percentage distribution was used.

The Chi-square was utilized to determine whether there was a significant relationship of the emotional intelligence of the student leader-respondents when grouped according to profile variables by province and as a whole.

## RESULTS AND DISCUSSIONS

**Table 1.1**

**Frequency and Percentage Distribution of the Female Student-Leaders Relative to Age**

Age Range	Frequency	Percentage
16-17	13	12.38
18-20	47	44.76
21-23	32	30.48
24-26	9	8.57
27-29	4	3.81
<b>Total</b>	<b>105</b>	<b>100.00</b>

**Mean Age = 20.48**



Table 1 shows the frequency and percentage distribution of respondents as to age as a whole in Region II. Of the 105 respondents, the highest frequency of 47 or 44.76 percent belongs to 18-20 age bracket, followed by 32 or 30.48 percent, belonging to the 21-23 age bracket, 13 or 16-17 age bracket, 9 or 8.57 percent are in the age range of 24-26 and the lowest frequency of 4 or 3.81 percent are in the age range of 27-29. The findings imply that majority of the respondents in Region II are in the age bracket of 18-20 and 21-23 respectively, this is supported with a mean age of 20.48. This further implies that the respondents are in the legal age thus they are socially and mentally responsible to perform their leadership roles and duties.

**Table 1.2**

***Frequency and Percentage Distribution of the Female Student-Leaders Relative to Year Level***

Year Level	Frequency	Percentage
First year irregular students/ALS	13	12.38
Second Year	17	16.19
Third Year	22	20.95
Fourth Year	38	36.19
Fifth Year	15	14.29
Total	105	100.00

Table 1 shows the frequency and percentage distribution of respondents as to year level as a whole in Region II. The table indicates that from among the 105 female student-leader respondents in Region II, majority of the respondents belong to fourth year level with 38 or 36.19 percent, followed by the third year with 22 or 20.95 percent, 17 or 16.99 percent is represented by the second year, the fifth year had 15 or 14.29 of the female student-leader respondents while the first year had the least representation of 13 or 12.38 percent since this school year is the start of the K2-12 Program that is why very few schools accepted first year students except for cases of irregular and graduates of ALS students. The result of the study shows that female student-leaders of Region II are in the proper age bracket for their year level. This further implies that since the respondents belong to a higher year level, they are expected to be socially aware, emotionally adjusted and mentally capacitated to manage and lead the student body organization in the region.



**Table 1.3**

***Frequency and Percentage Distribution of the Female Student-Leaders Relative Birth Order***

<b>Birth Order</b>	<b>Frequency</b>	<b>Percentage</b>
First-child	30	28.57
Second- child	13	12.38
Third- child	10	9.52
Fourth child	15	14.29
Fifth- child	8	7.62
Sixth- child	9	8.57
Seventh- child	8	7.62
Eight-child	10	9.52
Eleventh-child	2	1.90
<b>Total</b>	<b>105</b>	<b>100.00</b>

Table 1 shows the frequency and percentage distribution of respondents as to birth order as a whole in Cagayan Valley Region. Of the 105 respondents, majority of the respondents are first child or first-born with 30 or 28.57 percent followed by the fourth-child with 15 or 14.29 percent. Third in rank is the second-child with 13 or 12.38 percent. The third and eight-child came next with 10 or 9.52 percent, sixth-child followed with 9 or 8.57 percent. The fifth-child together with the seventh-child came next with 8 or 7.62 percent. The eleventh-child ranked last from among the respondents with only 2 or 1.90 percent. From the result, it implies that first-born children behave in a more matured way because of association with adults and due to the fact that they are expected to assume responsibilities. Furthermore, they are good conformists and usually serve as good models thus are expected to be likewise good and model leaders.

**Table 1.4**

***Frequency and Percentage Distribution of the Female Student-Leaders Relative to Religion***

<b>Religion</b>	<b>Frequency</b>	<b>Percentage</b>
Roman Catholic	67	63.80
Non-Catholic	38	36.19
<b>Total</b>	<b>105</b>	<b>100.00</b>



Table 1 shows the frequency and percentage distribution of respondents as to religion as a whole in Cagayan Valley Region. The table indicates that from among the 105 female student-leader respondents in Region II, majority of the respondents are Roman Catholic with 67 or 63.80 percent while only 38 or 36.19 percent are Non-Catholic. This implies that Roman Catholic outnumbered the Non-Catholic female student-leaders in the region. This is due to the fact that Region II is predominantly Catholic as a consequence of Spanish rule in the Philippines. That majority of the respondents are still fully engrossed to the original religious faith- the Roman Catholic religion.

**Table 1.5**

***Frequency and Percentage Distribution of the Female Student-Leaders as to Socio-Economic Status***

<b>Socio-Economic Status</b>	<b>Frequency</b>	<b>Percentage</b>
Above Average (Family income of 500,000 and above annually)	49	46.67
Average (Family income of 400,000 and above annually)	31	29.52
Below Average (Family income of 300,000 and below annually)	25	23.81
<b>Total</b>	<b>105</b>	<b>100.00</b>

Table 1.5 shows the frequency and percentage distribution of respondents as to socio-economic status as a whole in Cagayan Valley Region. As shown in the table above, majority of the female student-leader respondents in Cagayan Valley Region belong to the above average socio-economic status with 49 or 46.67 percent, 31 or 29.52 percent belong to families who live an average socio-economic status and only 25 or 23.81 percent are below average in socio-economic status. The result of the study implies that accredited private higher education institutions in Cagayan Valley Region indeed are widely known, recognized and acknowledged for quality education. Thus parents of well-to-do families are not hesitant to send their children in private schools because they know for a fact that since these schools are already accredited, meaning they passed the standards for quality education. And those parents are assured of the future success of their children in these institutions.



**Table 2**

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

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

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

On Interpersonal composite scale or dimension, the table reveals an over-all mean 3.73 or often true. It implies that well-developed interpersonal relationship enables student-leaders to be more sensitive to the moods, temperament, motivations and intention of others. Furthermore, they are able to understand and appreciate the feelings of 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 be more flexible, realistic and successful in managing change.

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, which allows them to take



over the situation, to be optimistic, energetic and self-directed when coping with problems and difficult situations.

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 thus helping them to be calm and work well under pressure and are rarely impulsive or lose control.

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 assess more of their own feelings and emotions and knew so well their wants, desires and even their idiosyncrasies thus can effectively manage their plans and decisions.

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. These female student-leaders of Region II have sufficient drive to pursue their goals and actualize their potentials and relate well with others and are able to efficiently cope with stress.



**Table 3**

**Summary of Test of Relationship Between the Emotional Intelligence of Female Student-Leaders when Grouped According to Personal Profile Variable by Province As A Whole**

Profile Variable	$\chi^2$	df	LS	P	D	$\chi^2$	df	LS	P	D	$\chi^2$	df	LS	P	D	$\chi^2$	df	LS	P	D
Age	.000	1	.05	.9909	Accept Ho	0.003	1	.05	.9575	Accept Ho	0.282	2	.05	.8685	Accept Ho	.016	1	.05	.8992	Accept Ho
Year Level	.001	1	.05	.9757	Accept Ho	0.051	1	.05	.8206	Accept Ho	0.173	2	.05	.9173	Accept Ho	.081	1	.05	.8947	Accept Ho
Birth Order	.007	1	.05	.9310	Accept Ho	0.001	1	.05	.9806	Accept Ho	0.173	2	.05	.9173	Accept Ho	.032	1	.05	.8585	Accept Ho
Religion	.048	1	.05	.8266	Accept Ho	0.057	1	.05	.8114	Accept Ho	0.153	2	.05	.9265	Accept Ho	.016	1	.05	.8992	Accept Ho
Socio-Economic Status	.0061	2	.05	.9702	Accept Ho	0.075	2	.05	.9631	Accept Ho	2.803	4	.05	0.5913	Accept Ho	.134	2	.05	.9353	Accept Ho
	Cagayan					Isabela					Nueva Vizcaya					As A Whole				

Table 6 summarizes the test of relationship in the Emotional Intelligence of female student-leaders by province and as a whole when grouped according to their personal profile.

For Age in Cagayan province, the chi-square test yielded with a probability of 0.9909 at the 0.05 level of significance. Isabela and Nueva Vizcaya provinces on the other hand yielded a computed chi-square value of 0.003 and 0.282 with a probability of 0.975 and 0.8685 respectively both at 0.05 level of significance.

Finally, as a whole, the chi-square test revealed a computed chi-square value of 0.96 with a probability of 0.8992 at 0.05 level of significance. Since the probability is greater than alpha then the null hypothesis is accepted that there is no significant relationship between emotional intelligence of female student-leaders of Cagayan Valley Region and age. It further implies that the age of these female student-leaders from Cagayan, Isabela and Nueva Vizcaya provinces do not affect their emotional intelligence.



For Year Level in Cagayan province, the chi-square test yielded with a computed chi-square value of 0.001 with a probability of 0.9757 at the 0.05 level of significance. Isabela and Nueva Vizcaya provinces on the other hand yielded a computed chi-square value of 0.051 and 0.173 with a probability of 0.8206 and 0.9173 respectively both at 0.05 level of significance.

Finally, as a whole, the chi-square test revealed a computed chi-square value of 0.96 with a probability of 0.8947 at 0.05 level of significance. Since the probability is greater than alpha then the null hypothesis is accepted that there is no significant relationship between emotional intelligence of female student-leaders of Cagayan Valley Region. and year level. It further implies that the year level of these female student-leaders from Cagayan, Isabela and Nueva Vizcaya provinces as a whole do not have impact or influence on their emotional intelligence.

For Birth Order in Cagayan province, the chi-square test yielded with a computed chi-square value of 0.007 with a probability of 0.9310 at the 0.05 level of significance. Isabela and Nueva Vizcaya provinces on the other hand yielded a computed chi-square value of 0.001 and 0.173 with a probability of 0.5052 and 0.5857 respectively both at 0.05 level of significance.

Finally, as a whole, the chi-square test revealed a computed chi-square value of 0.032 with a probability of 0.8585 at 0.05 level of significance. Since the probability is greater than alpha then the null hypothesis is accepted that there is no significant relationship between emotional intelligence of female student-leaders of Cagayan Valley Region. and birth order. It further implies that the ordinal position of these female student-leaders from Cagayan, Isabela and Nueva Vizcaya provinces do not have impact or influence on their emotional intelligence.

For Religion in Cagayan province, the chi-square test yielded with a computed chi-square value of 0.048 with a probability of 0.8266 at the 0.05 level of significance. Isabela and Nueva Vizcaya provinces on the other hand yielded a computed chi-square value of 0.057



and 0.153 with a probability of 0.8114 and 0.9265 respectively both at 0.05 level of significance.

Finally, as a whole, the chi-square test revealed a computed chi-square value of 0.016 with a probability of 0.8992 at 0.05 level of significance. Since the probability is greater than alpha then the null hypothesis is accepted that there is no significant relationship between emotional intelligence of female student-leaders of Cagayan Valley Region and religion. It further implies that the whether these female student-leaders from Cagayan, Isabela and Nueva Vizcaya provinces as a whole are Roman Catholic or Non-Roman Catholic, it has nothing to do with their emotional intelligence. This further means that whatever religion they embrace, they perform equally well in emotional and social skill and also in performing their roles as leaders.

For Socio-economic status in Cagayan province, the chi-square test yielded with a computed chi-square value of 0.061 with a probability of 0.9702 at the 0.05 level of significance. Isabela and Nueva Vizcaya provinces on the other hand yielded a computed chi-square value of 0.075 and 2.803 with a probability of 0.9631 and 0.5913 respectively both at 0.05 level of significance.

Finally, as a whole, the chi-square test revealed a computed chi-square value of 0.134 with a probability of 0.9353 at 0.05 level of significance. Since the probability is greater than alpha then the null hypothesis is accepted that there is no significant relationship between emotional intelligence of female student-leaders of Cagayan Valley Region. and their socio-economic status.

It further implies that as to socio-economic status, the table showed that, all female student-leaders from Cagayan, Isabela and Nueva Vizcaya provinces as a whole have similar emotional intelligence even if the student leaders belong to above average, average or below average status in life.



Generally, the result implies that the profile variables of the respondents namely age, year level, birth order, religion and socio-economic status were found to no interaction with emotional intelligence of respondents. This further implies that the female student-leaders of Cagayan Valley Region were found to be similar in social and emotional skills in intrapersonal, interpersonal, adaptability, stress management and general mood composite scales or dimensions.

## **SUMMARY OF FINDINGS**

1. Personal Profile of Respondents in Terms of the following variables:
  - 1.1 Age - Majority of the female respondents in Cagayan Valley Region are in the age bracket of 18-20 and 21-23 respectively, this is supported with a mean age of 20.48 years, hence are already at the age of majority.
  - 1.2 Year Level - Most of the female student-leaders in Cagayan Valley Region belong to the fourth year level with 38 or 36.19 percent.
  - 1.3 Birth Order – Majority of the female student-leaders in Cagayan Valley Region are first child or first-born with 30 or 28.57 percent
  - 1.4 Religion - Majority of the female student-leaders in the region are Roman Catholics with 67 or 63.80 percent.
  - 1.5 Socio-Economic Status - Majority of the female student-leader respondents in Cagayan Valley Region belong to the above average socio-economic status with 49 or 46.67 percent.
2. In Cagayan Valley Region, Interpersonal was ranked first by the female student leaders followed by Adaptability dimension. Third in rank is the general mood. Next is stress management and last in rank is the intrapersonal dimension.
3. Generally, the result of the study implies that the profile variables of the respondents as a whole namely, age, year-level, birth order, religion and socio-economic status were



found to no interaction or no significant relationship with emotional intelligence of the female student-leader respondents.

## **CONCLUSIONS**

Based on the findings, the following conclusions are drawn:

1. The ten (10) accredited private higher education institutions of Cagayan Valley Region are composed of students who display different emotions as they struggle to accomplish the given leadership task and in dealing with the people they serve and work with but despite these differences, the female student-leader respondents in Cagayan Valley Region are leading, emphatic, stretching, exceptive, intuitive leaders plugged into productive, future oriented attitudes.
2. It can be concluded therefore that there is no significant relationship between emotional intelligence and academic performance of female student-leaders of Cagayan Valley Region. Perhaps, it can be attributed to the fact that all the female student-leader respondents have similar rating in their academic performance, which is satisfactory. It can further be concluded that emotional intelligence of the female student-leaders has nothing to do with their academic performance.
3. Furthermore, it can be concluded that there are significant differences on the emotional intelligence of Cagayan, Isabela and Nueva Vizcaya female student-leaders. However, when grouped as a whole, there is no significant difference on the emotional intelligence of Cagayan, Isabela and Nueva Vizcaya female student-leaders.
4. Finally, it can also be concluded that the personal profile variables of the female student-leaders namely age, year-level, birth order, religion and socio-economic status were found to no interaction with emotional intelligence of female student-leaders of Cagayan Valley Region.

## **RECOMMENDATIONS**

1. The inclusion of emotional intelligence awareness activities/sessions into the academic programs of the school in both private and government schools should be prioritized for



the students to excel not only academically but to psychologically prepare them in their different endeavors and to succeed in their battles in life.

2. The Guidance Office should have a complete emotional intelligence inventories of the students. The guidance program should also periodically The conduct emotional intelligence trainings, seminars and workshops should likewise be religiously done by the guidance personnel and staff to help students become emotionally managed and to develop both the emotional and social skills of the students and make them psychologically fit in dealing with their academic as well as their extra-curricular activities in school.
3. It is highly recommended that the Office of Student Welfare and Development to target in their Ghannt Chart or program of activities every school year, the conduct of leadership workshops and seminars focusing on emotional intelligence to enhance their leadership skills and increase their emotional capabilities to effectively deal not only with their emotions but to become fully aware of the emotions of others which can be their weapon in establishing harmonious relationship with others and be able to lead effectively the studentry.
4. Educators are strongly obliged to be partners with parents in developing and honing the emotional intelligence of the students since teachers are not supposed to just teach their subject matter in school but play multifaceted roles in character building and values transformation which entails emotional intelligence so as to prepare their students in facing life squarely.
5. A follow-up study is highly appreciated on the emotional intelligence of student leaders not only in accredited private higher education institutions in Cagayan Valley Region but likewise in the different Government Colleges and State Universities in Region II to critically assess and analyze how students coming from private institutions emotionally manage their constituents and lead them effectively compared with the students coming from a public or government school.



6. Emotional Intelligence and Gender differences can be conducted for a follow-up study to have a clear-cut picture of how men effectively handle their emotions and carry on their gender roles compared with women or the female group.

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