

LEADERSHIP BEHAVIOR AND EMOTIONAL INTELLIGENCE OF STUDENT -LEADERS OF CAGAYAN STATE UNIVERSITY

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ABSTRACT: This research investigated the leadership behavior and emotional intelligence of student leaders of Cagayan State University. Specifically, it determined the relationship of the profile of the student-leaders with their leadership behavior and emotional intelligence and their leadership behavior with their emotional intelligence. The subjects of the study were the student-leaders holding executive positions from the different colleges of the eight campuses of the university. A Descriptive-correlational design was used with inferential statistics to treat the data. Findings show that teamwork and creativity are the dominant leadership behavior of student leaders. However, they are very low in stress management along with emotional intelligence. The higher the year level of the student-leaders, the better is their ability to manage stress, relate with others, adapt to any situations, maintain a good mood and relate with their own selves. The study further ascertained that age, sex, ethnicity, college affiliation, course, birth order, family income, religion, and year level of the student-leaders do not significantly relate to their leadership behavior. The students-leaders are equipped with the necessary leadership behavior that can propel their constituents to work well with them. They can also bring some innovations and can take risks emanating from their leadership roles.

KEYWORDS: leadership behavior, emotional intelligence, student leaders

I. INTRODUCTION

Leadership is a process of influencing the actions of an organizational group in goal setting and accomplishment. Considered as a process, leadership implies purposeful behavior effectively. As a process, it is unending one and is continuous through time, since the need for such leadership is ever-present (Miranda, 2002). According to Carr (2014), leadership begins with teamwork and teamwork begins with caring and respect. Thus, preparing students to be effective leaders should be given impetus by continually developing and instilling to them new knowledge and fresh ideas on theories and practices underlying leadership. This is in line with the need to provide student-leaders a source of dynamism, innovation, and entrepreneurial spirit. The challenge does not end in merely providing novel ideas for the students but also enhancing the social responsibility of giving back to the society the rewards of relevant education. The young leaders of today who are very enthusiastic, energetic and full of aspirations could be one of the country's greatest assets if bits intelligence are developed and harnessed.

Previous researchers found out that while Intelligence Quotient (IQ) could predict to a significant degree the academic performance and professional and personal success, there appears to be something missing in the equation. Eventually, they were able to establish the fact that IQ is not necessarily the case – that in actuality, there might be a greater predictor of success, and Emotional Intelligence builds on this foundation. The term Emotional Intelligence was coined by Reuven Bar-on to describe his approach in assessing the aspect of general intelligence. He has expanded his original definition to include social as well as emotional dimensions. Emotional and social intelligence is a multifactorial array of interrelated emotional, personal and social abilities that influence over-all ability to actively and effectively cope with daily demands and pressures (Bar-on, 2000).

Furthermore, Emotional Intelligence (EI) is a type of intelligence that involves the ability to monitor one's own and other's emotions, to discriminate among them, and to use the information to guide one's thinking and actions. According to Mayer and Salovey (2000), EI subsumes Howard Gardner's Inter and Intrapersonal Intelligences

and involves abilities that may be categorized into five domains: Self-awareness, Managing emotions, Motivating oneself, Empathy, and Handling relationships. Cooper and Sawaff (2001) state that EI is the ability to sense, understand and to effectively apply the power of acumen of emotions as a source of human energy, information, and influence.

Emotional Intelligence is claimed to be the *sine qua non* of leadership. Leaders who are better able to regulate their emotions will find it easier to develop competencies such as initiative or achievement drive. Ultimately, it is these social and emotional competencies that could lead to effective leadership performance.

For several decades, schools have sought to improve leadership performance among their students. Student government initiates pieces of training and workshops in a team approach to address the problem that some student-leaders lack the capability and the appropriate behavior to lead effectively. Only emotionally guided individuals working together with confidence, commitment, synergy, and joy make successful, productive organizations possible.

The student leaders who are the focus of this study display different emotions as they struggle to accomplish the given leadership tasks and in dealing with people they serve and work with. In doing so, these students need a lot of social and emotional learning which entails emotional intelligence. The researchers, therefore, endeavored to pursue this study to look into a better way of training our students to become leaders thus making them more effective, productive, and caring leaders not only in the school but also in the community where they live.

Objectives of the Study

The study determined the relationship of leadership behavior and emotional intelligence of the student leaders of Cagayan State University. It further established the relationship of the student leader's profile with their leadership behavior and emotional intelligence.

II. METHODOLOGY

Study Design

The study design used was descriptive-correlational. This method was used to describe the existing relationship between variables and the degree to which these are related to the use of the correlation coefficient.

Respondents

The respondents of the study were the student-officers holding executive positions in the University as follows: the University Student Government President, the Governor of each campus, and the Mayor of each college in Cagayan State University who were enrolled during the school year 2014-2015.

Instruments

The researchers used two sets of questionnaires as their main tool in gathering the data. The first set elicited information about their profile including age, gender, course, year level, birth order, an income of parents, religion, ethnic affiliation; and, the second part, which elicited information relative to their personal perception of their leadership behavior. The second set was the Bar-On Emotional Quotient Inventory (EQ – I: S) by Reuven Bar-On. This standardized questionnaire was used to assess the key aspects of the emotional intelligence of the respondents which include intrapersonal, interpersonal, stress management, adaptability, and general mood. It is a 10-15-minute self-report designed to measure emotionally intelligent behavior in a situation where a more detailed assessment is not possible. It consists of 51 items distributed across 8 scales.

Bar-On EQ-I: S uses a five-point Likert-style format in which respondents are asked to rate each statement with respect to their own experience. The response options are “very seldom or not true of me”, “seldom true of me”, “sometimes true of me”, “often true of me”, “very often true of me”.

Collection of Data

The researchers secured the list of student-leaders holding executive positions in the eight (8) campuses of Cagayan State University through the Office of Student Services and Welfare of each campus with permission

from the Director of Student Services and Welfare or directly from the Office of the USG President, whichever was convenient. Once the students were identified, the researchers sought permission and endorsement from the OSSW Director and eventually requested approval from the University President to float the two sets of questionnaire per campus.

The OSSW Coordinators was requested to assist the researchers for the respondents' cooperation and to ensure that the respondents will give an honest-to-goodness response. Further, the researchers requested the assistance of the Guidance Director or counselors in the use of and treatment of the Bar-On EQ-I: S Inventory which served as the tool in assessing the emotional intelligence of the respondents. The administration of the psychological test (EQ – I: S) was done at a time convenient to the student- leaders.

Analysis of Data

The statistical treatment utilized to analyze the data that were gathered were the simple frequency and percentage distribution for the profile of the respondents; chi-square analysis was utilized to determine whether the profile and leadership behavior is at all related; chi-square analysis was also used to determine the relationship between the profile and the emotional intelligence of the respondents; and the same statistical treatment was also used to determine if there is a significant relationship in the leadership behavior and emotional intelligence of the student – leaders.

III. RESULTS AND DISCUSSION

Table 1. Profile of Respondents

Category	(Indicator)	Frequency	Percent
Age	16 and below y/o	1	2.2
	17 – 18 y/o	17	37.8
	19 and above	27	60
Sex	Male	24	53.3
	Female	21	46.7
College affiliation	CTED, CHK	11	24.4
	CAHS, CN	1	2.2
	CTech, CICS	10	22.2
	CBEA. CAgri	10	22.2
	CHIM, CCrim	7	15.6
	Others	6	13.3
Year Level	1st Year	1	2.2
	2 nd Year	6	13.3
	3 rd Year	18	40.0
	4 th Year	20	44.4
Sibling Order	First-born	14	31.1
	Middle-born	22	48.9
	Last-born	7	15.6
	Only child	2	4.4
Family Income	P300,000.00 and above (High)	4	8.9

There were 45 respondents in this study coming from seven campuses of Cagayan State University. These respondents were the student- leaders who occupy executive positions in the college, campus, and university level. Most of them were aged 19 and 20 mostly 3rd year and 4th students. This is expected since there is a standing university policy that only 3rd year and 4th- year students can run for the position of governor or president, except for mayor where a sophomore can already run for the said position. The respondents were dominated by males as well as Ilocanos belonging to low-income families.

Table 2. Leadership Behavior of Respondents

Indicators	Category Mean	Descriptive Value
Teamwork	4.61	Very Often
Productivity	4.36	Often
Simplicity	4.01	Often
Creativity	4.55	Very Often
Overall Weighted Mean	4.44	OFTEN

It was found out that these student-leaders who were occupying executive positions were doing well in as far as their leadership behavior is concerned in relation to their duties and responsibilities. The student-leaders often manifested their capability to work with a team, planning and processing activities, simplifying work and taking risks. However, the leadership behaviors that were very often manifested were *teamwork* and *creativity*. This finding is in consonance with the idea of J. Carr (2014) that leadership begins with teamwork and teamwork begins with caring and respect. This implies that they care about the people they work within the organization as they usually take the risks and often admit and forgive mistakes. Based on the observations of the researchers with student leaders, they are able to plan and design, negotiate and create programs and projects and implement them successfully.

Table 3. Mean Emotional Intelligence Scores of the Student Leaders

Type	Lowest Score	Highest Score	Mean Score	Standard Deviation	Descriptive Value
Intrapersonal	65	115	82.38	14.120	Low
Interpersonal	65	112	90.98	11.563	Average
Stress Management	65	114	78.91	12.193	Very Low
Adaptability	75	124	97.49	12.498	Average
General Mood	65	109	88.64	10.371	Low
Overall EI Mean Score	65	110	82.89	10.796	Low

Generally, emotional intelligence is low. The finding reveals that the student-leaders could hardly manage stress that emanates from their duties as students and roles as student leaders. However, the student leaders were able to establish a mutually satisfying relationship with others simply because they have a positive and cheerful outlook in life and can adapt to the demands of their positions.

Table 4. Relationship Between Profile and Leadership Behavior

Variable	Df	Computed X ² Value	Probability	Decision
Age	4	3.204	0.524	Accept Ho
Sex	1	0.161	0.688	Accept Ho
College	8	3.617	0.578	Accept Ho
Year Level	3	2.678	0.444	Accept Ho
Sibling Order	4	1.998	0.736	Accept Ho
Socio-economic Status	2	1.463	0.481	Accept Ho
Religion	1	0.265	0.607	Accept Ho
Ethnicity	3	2.426	0.489	Accept Ho

There is no significant relationship between the student-leaders' profile and leadership behavior. This means that student-leaders' leadership behavior is not related to their age, sex, college, year-level, ethnicity, sibling order, religion, and socio-economic status.

Table 5. Relationship Between Profile and Emotional Intelligence

Variable	Df	Computed X ² Value	Probability	Decision
Age	4	9.328	0.053	Accept Ho
Sex	1	0.980	0.322	Accept Ho
College	8	4.502	0.809	Accept Ho
Year Level	3	7.981	0.046	Reject Ho
Sibling Order	4	6.207	0.184	Accept Ho
Socio-economic Status	2	3.216	0.200	Accept Ho
Religion	1	1.272	0.259	Accept Ho
Ethnicity	3	1.880	0.598	Accept Ho

There is a significant relationship between the emotional intelligence of the student leaders and their year level. This means that the higher the year-level of the student leaders, the more emotionally stable they are.

Majority of the student leaders holding executive positions in the university belong to the 3rd and 4th-year levels. Since they belong to the higher levels, they are expected to be matured enough to manage well their emotions in tackling their duties and responsibilities as student leaders.

Table 6. Relationship Between Leadership Behaviour and Emotional Intelligence

Variable	Computed r-value	Probability	Decision
Leadership behavior and emotional intelligence of the student leaders	0.231	0.128	Accept Ho

There is no significant relationship between the leadership behavior and emotional intelligence of the student leaders. This implies that student leaders' leadership behavior does not have anything to do with their emotional intelligence. However, the student leaders can still manifest good leadership behavior even if they are faced with a lot of academic and leadership-related challenges brought about by their positions.

IV. CONCLUSIONS AND RECOMMENDATIONS

The student-leaders possess good leadership behavior necessary to be efficient and effective leaders. The more matured the student-leader is, the better is his ability to cope and adapt to the demands of his roles and functions as a leader.

Student governments whether college, campus, and university level should include in their plan of activities the conduct of leadership pieces of training and conferences along emotional intelligence particularly on stress management, general mood, and intrapersonal aspects of the human person. The student development program should also include activities that enhance leadership behavior and emotional capabilities of the student leaders.

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