A STUDENT TRAITS-BEHAVIOR-PERFORMANCE MODEL IN STUDYING HOW TRAITS OF PERSONALITY, EMOTIONALITY AND LEADERSHIP INFLUENCES STUDENT'S PERCEIVED ACADEMIC AND NON-ACADEMIC PERFORMANCES: CASE WITH MAE FAH LUANG UNIVERSITY

NANDA SOE MYINT

MASTER OF BUSINESS ADMINISTRATION
IN
ENTREPRENEURIAL MANAGEMENT

SCHOOL OF MANAGEMENT
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Nanda SoeMyint

Independent Study Title	A Student Traits-Behavior-Performance Model in Studying How Traits of Personality, Emotionality and Leadership Influences Student's Perceived Academic and Non-Academic Performances: Case with Mae Fah Luang University
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ABSTRACT

Traits of personality, emotionality and leadership have long been recognized in the field of psychology to manifest the capacity to render many stimuli functionally equivalent and to initiate and guide consistent (equivalent) forms of adaptive and expressive behaviors. These fundamental concepts and understandings, nevertheless, have not been comprehensively addressed in the existent literature and thus provide the apparent research opportunities.

This research thus attempts to this challenge. The traits-based behavioral influence to performance reflects a fundamental resource-based approach to gaining the competitive advantage at student level, and leadership and emotionality are student's team performance, student-teacher relationship and the general emotional intelligence reactions to the external stimuli. Statistical analyses, based on total 426 valid sample-sized data was collected which provides the empirical data base, strong evidences

to support the validity of the proposed traits-behavior-performance model.

Keywords: Emotional Intelligence/Personality Traits/Leadership/Student Performance/Team Performance/Student-Teacher Relationship

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CHAPTER 1

INTRODUCTION

1.1 Background to the Research

Student achievement and learning are characterized by a high interconnectedness between cognitive, emotional, and actional processes (Roth, 2001), and Schartz (2013) acknowledges that student learning as such is more towards "total human experience". Nevertheless, Tomlinson (2008) argues that this is never straight forward and the students would need to be mindful of the experiences they make during the learning process, i.e. the relational encounter with the teacher. The actional role of the student learning includes, for instance, at the resource level as leadership traits, both tasks and functional. Leadership traits are considered in this research to examine how they enable the students and the team members to rise to their individual challenges, including contributing to the teacher-student relationship and team working at behavioral levels. At the trait level, leadership demonstrates a tendency for personal responsibility and at the behavioral level in terms of personal leadership tasks. When student-teacher relationships are negative, the students are at risk of weak academic performances (McGrath & Van Bergen, 2015).

Specifically, the interconnectedness between cognitive, emotional, and actional processes of a total learning experience is operationalized by the three levels of the student traits, in terms of personality traits, emotionality traits and leadership traits. Emotionality traits have been shown to be able to lead to scholastic success (Fabio & Palazzeschi, 2015), but there are actually no studies been attempted on scholastic success that have simultaneously analyzed these three levels of traits. Thus, this research justifies its contributable role for such an attempt, albeit at an exploratory level, by employing the student population at Mae Fah Luang University, Chiang Rai, Thailand.

This study is important as it focuses on the fundamental resource level of the students, namely the traits. As discussed in Tejavanija Chang (2004), for Thai education

to play a more active and dynamic role in the Asian Pacific regions, in particular within the ASEAN regions, it is important the university makes a systemic effort to heighten the quality of the students as well as the programs offered. While the standards for program quality can often be referred to both the Internal and External Quality Assurance System (IQA, EQA) (Tejavanija Chang, 2004), the qualities of the students at the traits levels are unavailable. The trait-level study is important as "failure to observe these individual differences in teaching and learning process" would lead to "negative consequences for the both ends", i.e. students become inattentive, discouraged, or dropped out (Pornsakulvanich et al., 2012). In another research, Suchatprasoetkun (2010), establish that both personality and trait emotional intelligence have positive association with the Thai scholarship students' performances and commitment for performances.

1.2 Research Objectives

A scan of the literature realizes that there is a dearth of research studying the interrelationship structure among students' personality traits (exhibited by the Big-Five Personality Traits), task and relational leadership competencies, emotional intelligence, and both academic and non-academic student performances on campus and around the circles of friendships and family members. Thus, this research sets forth the following objective:

Through the use of exploratory factor analysis and inferential statistics tools, the research is aimed to study the interplay among personality traits, leadership competencies and emotional intelligence, and how they collectively influence personal function in team, team organization performance and relationship with teachers, which in turn influence accumulative grade point average (AGPA) of students, perceived academic performance and non-academic personal growth, parental relationship and job prospect belief.

To address the research objective, five Hypotheses are raised, as follows:

H1: Traits of personality, emotionality and leadership are significantly correlated among each other. Hypothesis 1 (H1) is raised to illustrate the interrelationships among the different characteristics or trait dispositions, i.e. personality, emotionality and leadership. The extant literature has been able to show the interrelationships between, for

instance, the "agreeableness" personality trait and the pro-social orientation towards others as defined in emotional intelligence (Atta, Ather, & Bano, 2013). In another front, emotional intelligence is shown to be related to the leadership trait disposition in the domain of relational disposition towards others (Lazovic, 2012). By the assertion of psychological knowledge in traits theory, trait reflects a stable capacity of the students to "render many stimuli functionally equivalent, and to initiate and guide consistent (equivalent) forms of adaptive and expressive behaviors" (Allport, 1937), hypothesis 2 (H2) is thus posited, which states as follows:

H2: Student traits can significantly contribute to explain the variances of behavioral performance in three domains, namely emotional intelligence, team performance, and student-teacher relationship. As implied in Hypothesis 2 (H2), the role played by personality traits in influencing small-group performance has long been evidenced, for instance in Mann (1959) and elsewhere (Stock, 2004). Leadership styles and traits are useful measures to describe the student's tendency for leading and directing, and heading or in charging abilities (Santos, Caetano, &Taveres, 2015). In the domain of traits influencing the team-based behavioral performance, this hypothesis acknowledges that the composition variables, consisting of traits of personality, emotionality and leadership, have not been appropriately addressed in the literature, for influencing academic and non-academic performances. Evidences that show leadership behavioral performance influencing both work and relational performance such as team performance can be found, for instance, in Zaccaro and Klimoski (2002).

H3: Behavioral performance domains, in areas of emotional intelligence, student's team performance (i.e. individual function in team performance, team organization performance), and student-teacher relationship are significantly correlated.

H4: Behavioral performance of the students, collectively, in emotional intelligence, student's team performance (i.e. individual function in team performance, team organization performance), and student-teacher relationship, do significantly contribute to explain the variances of student's perceived performance. Personal role in the team and the organizational ability and structure in establishing team-based performance have been illustrated in Hackman and Walton (1986). In other words, a manageable team is a performing team (Hackman & Walton, 1986).

H5: Student's perceived performance, in terms of academic and non-academic is significantly contributing to explain students' accumulate grade points average (AGPA) at the university study.

Apart from the above five hypotheses needed to verify the structure of the theoretical relationship of the conceptual model, the following demographics oriented research question is raised to provide a better contextual understanding to the investigated phenomenon.

Demographics Research Question: "To study the demographic variables, by the use of ANOVA or T-Test, in identifying the areas (traits, behavioral performance and perceived academic and non-academic performance) where students of different demographic variables, i.e. different years at the university, show the significant differences."

1.3 Justification of the Research

Traits-based behavioral influence on performance is the overall theme of this research. The importance can be evidenced from many research publications, but fundamentally it is because traits are the very root of all the dispositional potentialities (Tan, 2010). The applications of this theme are wide ranges, such as in workplace (Caruso & Salovey, 2004) that can lead to higher levels of perceived work locus of job control (Johnson, Batey, & Holdsworth, 2009), job satisfaction and job commitment (Singh & Woods, 2008), as predictive indicator for entrepreneurial success (Zampetakis, Beldekos, & Moustakis, 2009), as strong predictors of psychopathology (Williams, Daley, Burnside, & Hammond-Rowley, 2010), in reducing stress (Ciarrochi, Deane, & Anderson, 2002), in promoting mental and physical health (Platsidou, 2010; Tsaousis & Nikolaou, 2005), and improving social and interpersonal relationship quality (Schutte, Malouff, Bobik, Coston, Greeson, Jedlicka, Rhodes, & Wendorf, 2001).

In particular on the education domain, students of high-trait EI often have fewer unauthorized absences (Mavroveli, Petrides, Shove, & Whitehead, 2008), have better peer relations at schools (Petrides & Furnham, 2006), and academic performance in school (Paraker, Summerfeldt, Hogan, & Majeski, 2004). On the other aspect of trait,

such as personality trait, it is shown in Allport (1937) and Mayer and Salovey (1997) that personality traits are significant characteristic dispositions, which can be used to assess how the students use their generalized neuropsychic structure that is peculiar to the individual student to regulate their emotions as well as to guide behaviors. Nevertheless, research that attempts to study CGPA (Cumulative Grade Point Average) usually shows low R-squared in the explanation of variance of both personality trait and emotionality trait in predicting academic performance as it there are uncontrolled sources of variance due to the variability of between-teacher and between-major (Loundsbury, Sundstrom, Loveland, & Gibson, 2003).

Intelligence is also shown to be related to personality traits (Hofstee, 2001) that may have behavioral genetic roots (Johnson, Vernon & Feiler, 2008). In Petrides (2010), emotional intelligence trait is shown to be rooted on the same genes as the "Big Five personality traits", and thus allow a variance of behaviors i.e. emotionally, cognitively, and socially. Nevertheless, as discussed in Lopes, Salovey, and Strauss (2003, p. 641), in spite of a large body of research, it has proved difficult to integrate existing knowledge about the various competencies and traits into a cohesive theoretical framework. This research attempts with a trait-behavior-performance theoretical model to integrate a diversity of psychological traits and their dispositional facets and performance domains. In fact, the overlap between the different facets of traits i.e. emotional intelligence trait and personality trait, is likely to be minimized, as evidenced Lopes, Salovey and Strauss (2003), if behavioral assessment is considered. Also in Tan and Kantabutra (2014) and Cooper and Sawaf (1997, p. 37), the correlation between emotions and behaviors are implied by the argument that emotions are not excuses but one chooses to lose or not to lose one's temper, which may be depended upon traits and their dispositional potential.

1.4 Methodology

Researchers in the study of personality traits and psychological behaviors have wide varieties of methodological choices, raging in between objective-based scientific approach and subjective-based interpretative approach. There are pros and cons for each of the methodological choices.

As personality and the various traits are very personal issues, many of the more interpretive or phenomenological, subjective or qualitative based research approaches are recommended. Nevertheless, for generalizable structure purpose with a goal set to provide a reasonable understanding to the general characteristics in the student population about their traits-behaviors-performance phenomena, quantitative based approach is recommended. In other words, while phenomenological or subjectively oriented research requires considerable investigation of one person and is suitable to psychohistorical investigation and to clinical applications (Cloninger, 2009), quantitative-based positivistic or realist research is suitable to more generalized study that investigates into the general pattern and relationship structure of the variables needed to study the phenomena. Such a quantitative-based research, known as the nomothetic approach, has long been recognized as valid and effective in the studies of psychology (Allport, 1937).

Nevertheless, the future research could employ a more dualistic approach. Rychlak (1968) proposes that the content of social science and psychology requires a more dialectical science, more open to discovery of human nature, to supplement traditional science's emphasis on validation. The error-prone limitation can also be delimited through appropriate questionnaire development, rooted in strong literature review and the use of convergent validation conceptually, such as between emotionality traits and emotional intelligence behaviors, as well as the inferential statistical results capable to prove higher R-squared in the multivariate regression analysis. These initiatives and outcomes are clearly illustrated in this research and thus prevent the inherent major limitation of the self-reported nomothetical approach of the research design.

Through the delimitation of the major limitations, this research provides the empirical evidences towards accomplishing a good theory, known as traits-behavior-performance theory of psychological study. Both the conceptual and empirical evidences of this research match with the understanding of a good theory, in that it can offer idealized descriptions of natural events (Worrall, 2000), that are consistent with known observations as well as capable to encourage new observations and thus keep the science moving forward (Cloninger, 2009).

1.5 Definitions

Consistent definitions provide integrity of the research study to ensure consistency across numerous stages of the research, from planning to the step in digesting the current states of knowledge to questionnaires development, and data interpretation and conclusions. The definitions of key variables are provided in this section.

1.5.1 Personality Traits

The personality traits implemented in the survey instrument are derived from the Big-Five Personality Trait profiles, known to consist of extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience. Specifically, an extraverted person is one who shows the tendency to enjoy socializing with teammates and people around. “Agreeableness” personality trait shows caring and affectionate attitudes toward teammates and other people. “Conscientiousness” trait is one that has personality of self-disciplinary and persevering attitude and behavior toward fulfilling the goals targeted. “Openness to experience” shows the tendency of personality towards open to acceptance to a wide variety of stimulus and willingness to take risks for the benefits of gaining better insights through exposure to new experiences. “Neuroticism” trait is opposite to “emotional stability” and is one who feels distressed easily and more critical to himself or herself.

1.5.2 Emotional Intelligence

By emotion, it is evidenced to be imbued with reason and exhibits also intelligence (Kristjnsson, 2006). Fundamentally, in the extant literature, the emotional intelligence has been approached from either trait-based or ability oriented branches of thoughts. While the former is generally known to “be located at the lower levels of personality hierarchies” (Petrides, Pita, & Kokkinaki, 2007), the latter is more objective oriented which is a separate construct that aims to study the “ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in the self and others” (Mayer & Salovery, 1997).

1.5.3 Leadership Traits

Two fundamental dispositional traits of leadership are task-based and relational in nature. Relational leadership trait and role is fundamental whenever there is social activity involved (Judge, Piccolo & Kosalka, 2009). Task leadership explains how well leaders perform in their roles (Judge et al. 2009), and relational leadership explains how they are related to the communities, the terms and uses the relational sensitivity to help them deliver a task, a goal.

1.5.4 Perceived Academic and non-Academic Performance of Students

These variables are extracted or reduced through exploratory factor analysis, giving to the nature of student performances academically and non-academically. The former deals with students' self-reported perceptions over their academic performances, such as "The team I participated in general score in top rank" and "Since my first semester at the university, I have seen myself improved a lot academically." Non-academically, the suitable theme that can be used to explain this variable is "personal social and parent relationship, and job prospect confidence," indicated by "The university life has made me more mature," "Since my first semester at the university, I have seen myself improved a lot on social level," "I maintain good relationships with my parents," "I believe the prospect of job opportunity should be right," and "I am sure in my career I will be at the top rank."

1.6 Limitation and Delimitation

This research acknowledges the usefulness of nomothetic approach to the study of psychology (Allport, 1937) but also has made an attempt to minimize the risk posed by the self-report assessment of the questionnaires, through for instance, requesting and reminding the respondents to respond without bias, and being authentic in the responses.

In addition, for this research study, a total of 426 students are approached conveniently, and thus the research is not able to control for the equaled proportion of the student sampling population actually surveyed across each of the current year the student is currently pursuing. Nevertheless, the actual data collected indicates a relatively good

balance across the “Year of the Study” variable, except only 32 students at the Master or above.

1.7 Timetable and Research Study

A very intensive effort is required for this research which is reflected in the timetable.

September 2015: Attending the research class, and start the research concurrently, with a priority on literature review and the development of questionnaires.

October 2015: Data analysis and writing up a conference paper, and get accepted for full-paper conference presentation.

November 2015: Start writing thesis consisting of five chapters. While the first chapter is the summary of the entire thesis efforts which also includes the justification and background of the research, the other four chapters state the works of a deductive sequence of the research effort, starting from the literature review of the chapter two, to methodological design in chapter three, and data analysis and discussion in chapter four, and finally conclusion and implications of the contributions in chapter five.

December 2015: Expect to finish by year-end.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This research attempts to study the resources at student level, known as traits (personality, emotionality, leadership), that could potentially be used to drive student work performance through effective student-teacher relationship, emotional behaviors, and team-based performance (i.e. personal function, team organization). From the research work of resource-work engagement, it is known that poor resources may foster burnout and thus poor performance, whereas supportive resources would drive performance (May, Gilson, & Harter, 2004). Drawing from the role played by resources at teams-, jobs- and organization-based performances, the aim of this research study is to bridge the resources intrinsically possessed by the students toward contributing to their academic and non-academic performances.

Traits, from the psychological perspective, are something concrete, not merely to a consistent way of looking at things, and thus, (Alloport, 1937)acknowledged that traits are more than nominal existence, and are independent of the observer, which means traits are really out there. These traits essentially enact, collectively, as a dynamic psychological system that determines the student's unique adjustments to the environments, such as in terms of team-based activities, the student-teacher relationship, the emotional (intelligence) reactions to the environments. Such a concept is strongly advocated by (Alloport, 1937). In other words, in the linguistics of psychology, trait is "a generalized and focalized neuropsychic system (peculiar to the individual), with the capacity to render many stimuli functionally equivalent, and to initiate and guide consistent (equivalent) forms of adaptive and expressive behavior" (Alloport, 1937, p. 235).

The review into the existent literature indicates that personal resources could be manifested in terms of personality traits (McCrae & Costa, 1983;1985), emotionality

traits (or emotional self-efficacy tendency, Perez-Gonzalez, Petrides & Furnham, 2005) and leadership traits (Lord, DeVader, & Allige, 1986). From the view of trait theories, these cognitive, affective and emotional trait characters are interrelated, and evidences of their substantive relationship can be found in the literature. For instance, Lord et al., (1986), in their meta-analytical study that reviews the literature review, suggest future research should study the interrelationship between personality and leadership traits and dispositions.

In Judge, Bono and Iles and Gerhardtl (2002), the Big-Five personality traits (i.e. agreeableness, conscientiousness, extraversion, neuroticism, and openness to experiences) are shown to significantly contribute to explain the variances of leadership dispositions.

2.2 Schools of Thought

A review of the extant literature shows that there are numerous schools of thoughts that guide the theoretical development and empirical works of human personality and behaviors. For instance, in personality study, there are schools of psychodynamic, traits, learning, humanistic, cognitive, and biological (Cloninger, 2009), positive psychology (Seligman & Csikszentmihalyi, 2000), and environmental contingency school (Cattell, 1950; 1979). The review that shows the categories of these schools can be traced to the milestones from James (1890), to Cattell (1950), to the later movement in positive psychology (Seligman & Csikszentmihalyi, 2000). While traits-based school would be reinforcement in the coverage in the next section, in other schools would be provided with the brief understanding in this section.

The well-known “Cognitive-Behavioral Therapy (CBT) School” (Skinner, 1953) and “Behaviorism school” (Watson & Rayner, 1920) take their roots in “Experimental psychology”, which stress on being creative with methodological breakthroughs to add on what have been missing in interpretivism and scientific positivism and scientific positivism philosophies, in order to develop the uniquely beneficial therapeutic utilities to solve many of the clinical problems. Methodological debate has occupied the evolution of not only the field of psychology, but also in management studies. The debate is basically evolving around the dichotomy between those who emphasizes rigorous scientific

method and the more subjective experience oriented approach to research study. Based on this dichotomy, a variety of manifestations of debate have emerged in the extant literature, such as experimental and correlational (Cronbach, 1957), scientific versus humanistic (Kimbe, 1984), tough-minded versus soft-minded or tender-minded approach (James, 1902), and idiographic versus nomothetic approach to research study (Maher & Gottesman, 2005).

Others, by acknowledging the strengths and weakness of both cultures, made an attempt to bridge between the two so-called dichotomies (Greenberg, Koole, & Pyszcynski, 2004), by incorporating science based assessment platforms of personality traits to clinical environment (McCrae, 1991).

Other conceptual schools are summarized in brief as follows:

1. Biological school: human nature and individual differences (Buss, 1999), biological nature (Eysenck, 1967), the psychophysiological basis (Gray, 1970), and personality temperament (Kagan, 1994).

2. Cognitive school: Cognitive-affective system theory of personality (Mischel & Shoda, 1995), social cognitive theory of personality (Bandura, 1986)

3. Humanistic school: self-actualization and choice (Maslow, 1976), psychotherapy (i.e. more humanistic, interpretive, phenomenological approach to the study of traits, behaviors, etc.; Rogers, 1961; Rogers & Dymond, 1954), positive psychology (Seligman & Csikszentmihalyi, 2000; Seligman, Steen, Park, & Peterson, 2005).

4. Learning school: reinforcement, stimulus and response (Skinner, 1950), behaviorism (Staats, 1996).

5. Trait school: Trait (Allport; 1927; 1931; 1937; 1958; McCrae, 1991).

6. Environmental psychology school: Structure of personality in its environment (Cattell, 1950; 1979).

Environmental psychology school has been, as noted in Morgan (2008), from the very beginning, an integrative works of cross-disciplinary efforts, and Lewin (1951) provided a holistic understanding to the linkage between environment and psychology, for instance, by applying concepts Gestalt psychology. To this end, Lewin (1951) has known as the pioneer researcher in helping to shape the progressive development of the social psychology disciplines.

Although not specifically mentioned, this research can be situated within the discipline of social psychology, and further research would project into this direction in that the environment may have a hand in influencing the variances of the different traits to influence student behaviors and thus performance.

2.3 Traits School

Traits school that is the conceptual root for this research can be traced to the recent father known as Allport (1937) and Muray (1938), or the much early dates, to Galton (1884). Galton (1884, p. 181) states that "the character which shapes our conduct has a definite and durable 'something', and therefore that is reasonable to attempt to measure it." Because of the traits-based role in shaping our conduct, both Allport (1927; 1931; 1937) and Murray (1938) further the understanding to stress on the logics that traits drive behavior which in turn can be reasoned to predict performance. Traits school, in the early stages, relies on counting in an appropriate dictionary the words used to express the disposition traits of people, i.e. sociability, courage, niggardness (Galton, 1884, p. 181).

Human traits, according to Galton (1884), not only are the observable means to tell personality, but also "emotional temperament" (p. 184). Galton's (1884) traits driven works have provided the solid groundwork for the later research to bridge between personality traits and emotionality traits. Nevertheless, emotionality, such as concept of emotional intelligence (EI) and social intelligence (SI), only gains the momentum of academic emphasis in early 1900s, notably by E.L. Thorndike (1920).

In Thorndike (1920), he contributed by instilling the proactive ability of the human in their behaviors – that is, human has the ability to understand and manage their behaviors widely in human relations. Apparently, the correlates between emotional intelligence and social intelligence (Thorndike, 1920), and between emotional intelligence and personality traits (Gardner & Qualter, 2009; Petrides, 2010), and beyond (Gardner & Qualter, 2010), are established. Emotional intelligence is defined as "the ability to perceive, access, and generate emotions, and also to assist our thoughts, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth" in Mishar and Bangun (2014).

The three interplaying roles of traits, namely personality traits, emotionality traits, and leadership traits (as manifesting a main part of social intelligence), are thus taken the theme for this research. Meta-analytics study by Lopes et al., (2003) provide a knowledge base for the interrelationships between personality, emotionality, and social relationships. Literature review has shown that there are some fragmented studies that attempt to shed light on the generalizability of the personality and academic link (O'Connell & Sheikh, 2011). For instance, highly conscientious students are most likely to get higher college grades (O'Connell & Sheikh, 2011). Leadership behavior, of transformational and transactional nature, is also shown to correlate to emotional intelligence in a higher learning environment (Nordin, 2012), and thus is considered an important behavioral domain for the students to perform at the university study in this research.

Nevertheless, the R-squared in their multivariate regression analysis were low, at around 20 percent (Nordin, 2012). The different angles and scopes of opportunities, methodologically, conceptually and application wise, all point to the direction for the value of this research. These traits based characters (Galton, 1884) will be inferred to shape the conduct or behavior of the students in various aspects (i.e. student-teacher relationship), which further influence student performance (Allport, 1937; Murray, 1938). The interplaying roles of multiple traits (categories) have shown to conform with the classic doctrine of traits, as advocated by Allport (1927; 1931; 1937), which characterizes traits to be more than nominal existence, is more than a generalized habit, and is dynamic, or at least determinative, which the existence of a trait may be established empirically or at least statistically, and are only relatively independent of each other which is the same as a moral quality, and thus can be viewed as either in the light of the personality which contains it, or in the light of its distribution in the population at large.

This research exploits the "more generalized traits" in terms of the "Big Five" personality trait dimensions (McCrae & John, 1992), as the potentially inherited ability or competency and attitude (Petrides, 2011). Similarly, emotionality trait, being defined as "a constellation of emotional self-perceptions, located at the lower levels of personality hierarchies and measured via the trait emotional intelligence questionnaires" (Petrides et al., 2007), shares the same traits-based school of grounding. Because of the same dispositional root or genes, trait emotional intelligence facets are often considered as personality traits, as opposed to competencies or mental abilities (Petrides, 2010),

and numerous applications have already been examined, namely nursing, psycho-neuro-endocrinology, relationships, behavioral genetics, and work, among many others (Johnson, Batey, & Holdsworth, 2009; Mikolajczak, Roy, Luminet, Fillee, & de Timary, 2007; Quoidbach & Hansenne, 2009; Smith, Heaven, & Ciarrochi, 2008; Vernon, Villani, Schermer, & Petrides, 2008).

2.4 Buddhist Perspective to Emotional Intelligence

Quoted in Lucien (1969, p. 340) on what the sixth Zen Patriarch told, "to meditate" means to "realize the imperturbability of one's original nature," which signifies a manifestation of emotional intelligence. Undisturbed by phenomenon, one becomes inwardly calm and the natural mind is revealed in its original purity. In addition, the transcendent tranquility allows one to have self-awareness and the loving kindness to help others.

In Buddhist study, the three ingredients in simultaneous existence establish cognitive, perceptual, and affectionate reactions, namely the six-sense objects (i.e. what is sensed), the six-sensing channels (i.e. eye, ear, & mind) and consciousness. Buddhist psychology studies further note that a series of physiological and psychological reactions i.e. emotional feeling, craving as for pleasant sensations, and continuing accumulation of habits are formed as a result of mental and physical contacts. The accumulating habit, from the psycho-physiological perspective, fed by information from the world, signifies the accumulated experiences and karmic effects are continued which shape personality, emotional and behavioral traits (i.e. leadership traits) and emotional attachments to the sensed objects i.e. tastes of food, the positive experience associated with a tour, or the impressive service received.

Thus, personality traits and the emotional behaviors are inter-related and they reflect the nature of human epistemological progress towards understanding reality, which culminates in the state of consciousness, perception and creative attitude or creative habits. The latter is known to the Buddhist psychological discipline as signifying and associating with the whole stream of creative activities, rooted in attitudes and knowledge and value-belief system, during the whole life. Creative activities include, for

instance in the practical student life, as team-based activities (i.e. personal function in team, team organization), student-teaching performance, as well as the fundamental emotional reactions during the studying and learning processes.

In sum, the Buddhist psychological bodies of knowledge are shown here, deductively, to form a strong knowledge base to support and complement the academic literature of emotional intelligence and its applications. As conventionally argued in the Buddhist cannons, emotional calmness and maturity, manifested for instance by tranquility, arises from the purity of moral discipline (i.e. conscientiousness as in personality traits, and the empathic understanding and reactions in social environment), insight from hearing and examining (i.e. reflected by the capacity for self-awareness and awareness of others' emotional states) one's states of mind and emotion (Namgyal & Lhalungpa, 2006, p. 17).

2.5 Big-Five Personality Traits

A trait, as defined in George and Jones (1999,p.41), is " a specific component of personality that describes particular tendencies a person has to feel, think, and act in certain ways, such as shy or outgoing, critical or accepting, compulsive or easygoing." The most popular procedure in the study of personality trait owes to the "Big Five" model of personality (Costa & McCrae, 1992) which delineates the five distinctive aspects of traits, namely, "Extraversion, Neuroticism, Agreeableness, Conscientiousness, and Openess to Experiences," defined as follows:

1. Extraversion: a trait that "predisposes individuals to experience emotional states and feel good about themselves and the world around them" (p. 42).

2. Neuroticism: "people tendency to experience negative emotional states" (George & Jones, 1999, p. 43).

3. Agreeableness: "a trait that captures the distinction between individuals who get along well with other and those who do not, (p. 45)

4. Conscientiousness: which illustrates "the extent to which an individual is careful, scrupulous, and preserving," (p. 46)

5. Openness to experience: captures "the extent to which an individual is original, open to a wide variety of stimuli, has broad interests, and is willing to take risks as opposed to being narrow-minded," (p. 46)

Theoretical concepts and the measurement instruments for Big-Five personality traits started to get the recognition in 1980s, being pioneered by the works of McCrae and Costa (1983; 1985), and Eysenck (1992). The Big-Five personality traits are shown in Matthews, Deary and Whiteman (2003) as the five fundamental tasks of personal behaviors that aim to establish the understanding of why people act the way they do.

The Big-Five personality traits are generally known as a descriptive model that exploits the structural advantage of taxonomy of traits to help simplify the overarching complexities of personality traits phenomena.

The interrelationship between personality trait and emotional intelligence has been stressed on the theory of social competence. For instance, Scarr (1989) noted that getting along well with others involves personality traits especially extraversion. Nevertheless, personality traits, although correlates with intelligence (i.e. emotional intelligence), are not intelligence themselves (Scarr, 1989). Along this direction, research in the existent literature also shows that human personality has strong influences on behavior (Costa & McCrae, 1992).

In the educational context, the extant literature publications show that personality traits have significant role to influence the educational achievement of students, for instance, at university level (O'Connell & Sheikth, 2011), in grades (Lounsbury, Sundstrom, Loveland, & Gibson, 2003). Specifically, students who exhibit their personality traits to be conscientious and openness to experience have better academic performances than others (Lounsbury et al., 2003). This research adapts the measurement instrument of the "Big Five Inventory (BFI)" developed by John and Srivastava (1999), which has been shown, for instance, by Akanbi and many other researchers to have high test-retest reliability strengths (Akanbi, 2013).

2.6 Emotional Intelligence

Emotion, as evidenced in Kristjnsson (2006), is imbued with reason and exhibits intelligence, and the root of the ability to exhibit emotional stability and reasoning such as toward the objects and the people encountered (Tan, 2010) is known as emotional intelligence (EI), which is a recognized as a primary source of human energy, information and influence (Cooper & Sawaf, 1997). In particular, a person who exhibits EI is one who has acquired self-awareness capability to understand not only one's feelings and emotions, but those of others (Brackett & Mayer, 2003; Mayer, DiPaolo & Salovery, 1990; Mayer & Salovery, 1997). Mayer and Salovey (1997) have been widely acknowledged in the academics as the dominant pioneer in the field of emotional intelligence. Mayer (1993) also states that EI has the capability to use the emotional information to discriminate the environmental events to help them guide thinking and actions. Nevertheless, EI was popularized by Goleman (1998) who attempted to illustrate, in plain language, how EI can be applied to leaderships and organizational management.

Rooted in the aforementioned background of emotional intelligence, numerous definitions of emotional intelligence can be possible. For instance, in Marquez, Martin & Brackett (2006, p. 118), emotional intelligence is defined as "a mental ability that pertains to an individual capacity to process and reason with and about emotion-laden information," while in Mayer & Salovery (1997), emotional intelligence is defined as the ability to understand one's own feelings, have the empathy for the feelings of others and possess the capacity to regulate emotion in a way that enhances living.

Because of the ability of people who exhibit emotional intelligence to lead to enhanced human outcomes (Gable &Haidt, 2005), many researchers have made an attempt to study how the students use their emotional intelligence to improve their grade CGPA (Cumulative Grade Point Average) performance (Humphrey, Curan, Morris, Farrell & Woods, 2007) and academic success (Gardner, 1993; Parker, Creque, Barnhardt, Harris, Majeski, & Wood, 2004). People who possess emotional intelligence (EI) characteristics have proven to be able to control their own feelings and emotions and show strong and mature mindsets (Brackett & Mayer, 2003; Mayer et al., 1990), and often progress faster in career ladder (Goleman, 2004).

2.6.1 Historical Background of Emotional Intelligence

From the aforementioned descriptions it is understandable that emotional intelligence (EI) has intimate connection and practicality to the social domains. In this aspect, the thematic root of EI can be traced to E.L. Thorndike (1920) who coined the concept of "social intelligence." Since then, the concept of emotional intelligence can be found in the literature (Leuner, 1966) but the construct has only been introduced as a mainstream of study by Mayer and Salovery (1997).

2.6.2 Trait versus Ability Perspectives of Emotional Intelligence

Emotional intelligence has been approached from two perspectives, namely trait-based and ability oriented. The former is normally self-reported in the measurement approach which aims to study emotion-related self-perceptions (Petrides, 2011), which is generally known to be located at the lower levels of personality hierarchies (Petrides, Pita, & Kokkinaki, 2007). The latter, although can take on a self-report approach in the measurement, but is more objective oriented, which is a separate construct that aims to study the "ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in the self and others" (Mayer & Salovey, 1997). Nevertheless, some researchers caution that self-reporting could have some levels of problems and thus they suggest the use of inter-raters as correction (Ortony, Revelle, & Zinbarg, 2007). This research uses questionnaire-based survey and thus an approach that would need the others to verify has become infeasible unless qualitative-based approach is used in which lesser numbers of participants are involved.

Nevertheless, the two aspects of EI, traits and ability, have been shown to be rooted on the same genes that are also "implicated in the development of individual differences in the Big-Five personality traits" (Petrides, 2010). Thus, collectively, EI trait, personality trait and leadership trait are collectively known to be interrelated, and are grouped together in the trait domain of this research.

2.6.3 Measurement of Emotional Intelligence

Numerous measurement platforms of questionnaires based are available in the literature and are adapted for use in this research. In the domains of ability EI, measurement platforms include Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) (Mayer, Salovey, & Caruso, 2002). Trait wise, measurement instrument stress

to study the emotionality predisposition which captures the "inherent subjectivity of emotional experience" (Petrides, 2011, p. 660), and thus "invariably describe permutations of personality traits that relate to empathy, emotional expression, adaptability, and self-control" (Bar-On, 1997; Goleman, 1995; Salovey & Mayer, 1990). Trait-based EI measurement platforms can be referenced from Freudenthaler, Neubauer, and Haller (2008), and Petrides et al., (2007). Measurement platform for traits-based include the Trait Meta-Mood Scale (TMMS) (Salovey, Mayer, Goldman, Turvey, & Palfai, 1995) which rests upon how people reflect from their mood, and the Trait Emotional Intelligence Questionnaires (TEIQue) (Petrides, 2009), which is a 153-item questionnaire. Specifically, trait EI theory, as discussed in Petrides (2011, p. 660) maintains that "certain emotion profiles will be advantageous in some contexts, but not in others." Thus, this research directs its effort to study the types of trait EI that would significantly influence ability EI as well as other behavioral facets i.e. team-functioning of the students and the teacher-teacher relationship behaviors.

2.7 Leadership Traits

Leadership is one of the abstract constructs that are still lacking the consensus in the definitions, and is argued by Rost (1991), that "neither scholars nor the practitioners have been able to define leadership with precision, accuracy, and conciseness so that people are able to label it correctly when they use it happening or when they engage in it". Nevertheless, still the different researchers who define differently are still able to draw similar implications of their research on the roles played by leadership (Ciulla, 2013).

Although the nature of leadership could mean different things to different people, in different perspectives, leadership does possess some fundamental resemblance between the different diversities of operational definitions available in the extant literature. The most fundamental characteristics of leadership are that leadership involves certain kinds of process, act, or influence that in some way gets people to do something (Yukl, 2002). The process and social aspects thus are the fundamental scopes of roles and traits of leaderships and in this research both task and relational aspects of leadership traits are reinforce. In other words, certain leaders are task oriented, whereas others are relational in

tendency, i.e. being open experience and extraverted as characterized in personality trait. For instance, in MacDonald (1995), extraverted individuals have the leadership advantages, as leaders with the right "traits" are more fit and in a better position to adapt (Judge, Piccolo, & Kosalka, 2009). These demonstrate the interrelationship between the different domains of individual traits, such as personality traits, leadership traits, and an emotionality trait, which is a hypothesis that is raised in this research study (see the conceptual model section).

Relational leadership trait and role is fundamental whenever there is social activity involved (Judge et al., 2009). In addition, task leadership is another important trait and role aspect, which aims to describe and explain how well leaders perform in their roles (Judge, Bono, Illies, & Gerhardt, 2002). Overall, the theme of leadership trait is that the possession of it would, in general, allow leaders to emerge and to perform their roles well (Judge et al., 2009).

2.8 Student-Teacher Relationship

A significant body of research indicates that academic achievement and students' behaviors are influenced by the quality of the teacher-student relationship (Jones & Jones, 2013). In a meta-analysis of more than one hundred studies, Marzano, Marzano, and Pickering (2003) reported that positive teacher-student relationships were the foundation of effective classroom management which could significantly reduce behavior problems and lead to low defiant behavior, for instance, for the high-school students (Gregory & Ripski, 2008).

In an interview-based research study, a recurring theme in the students' comments is value they place on having teachers who care for them (Phelan, Davidson, & Cao, 1992). In addition, student-teacher relationship was also shown to help improve the emotionality behaviors of the students, in cases the students are at risk or were found literal inability to do the work, or lacking personal-social interaction or match, or were in isolation (Wehlage, Rutter, Smith, Lesko, & Fernandez, 1989). This infers that emotionality behaviors and the student-teacher relationship could be interrelated, and would be further examined in this research.

The research studies on understanding student-teacher relationship usually can be approached in two directions. First, studies are approached from the teacher's angle, for instance as follows:

1. The teacher should attempt to get to know the students better, and be patient and ask students if they understand the material, and show respect to the students in the same way that they expect to receive respect (Noguera, 2008).

2. The teacher shows willingness to help students whenever and however the students wanted help, in a high-school environment (Corbett & Wilson, 2002). In addition from the angle of the student or the teacher, research also is found that relates to the general characteristics of relationship, such as:

3. Openness or transparency between each other (Gordon, 1974). The other research studies would approach from the student perspective, for instance, as follows:

4. Students attempt to act in a manner that is supportive to the teacher's goals and wishes and their decision was based on their perceptions of the teacher (Plank, McDill, McPartland, & Jordan, 2001). The extant research publications also show the possible outcomes of favorable and positive student-teacher relationship, for instance:

5. Students who have better relationships with their teachers would generally show higher levels and wider scopes of engagement, for instances, in classes as well as in some social activities of significant values (Wentzel, 2006). In this research, both students' academic and non-academic (or social) perceived achievement would be studied by the effect from student-teacher relationship, in addition to emotionality behavior.

Towards this end, it is vitally useful to study the role student-teacher relationship played at the university context, as the extant research shows a lack of research in this area, with the majority at the high-school or elementary levels. Also, this is important from perspective that as students move from elementary to middle school, they perceive teachers as less nurturing, more focused on students' grades and competition between students, showing less personal interest in students, and more focused on adult control instead (Harter, 1996). In other words, student-teacher relationship may seem not to exert any significant role in influencing student achievement. Thus this research establishes a hypothesis to examine this relationship dynamics.

2.9 Theoretical Conceptual Model and Hypotheses

The overall literature reviews above can be seen to reflect the ABC structure of the interrelationships of the relevant variables. The structure can be summarized as the ABC model, which pictures the antecedents of traits that are consisted of personality trait, emotional trait and leadership trait, and behaviors consisting of emotional intelligence induced actions at individual level, team functioning and student-teacher relationship, and academic and non-academic performances as consequences.

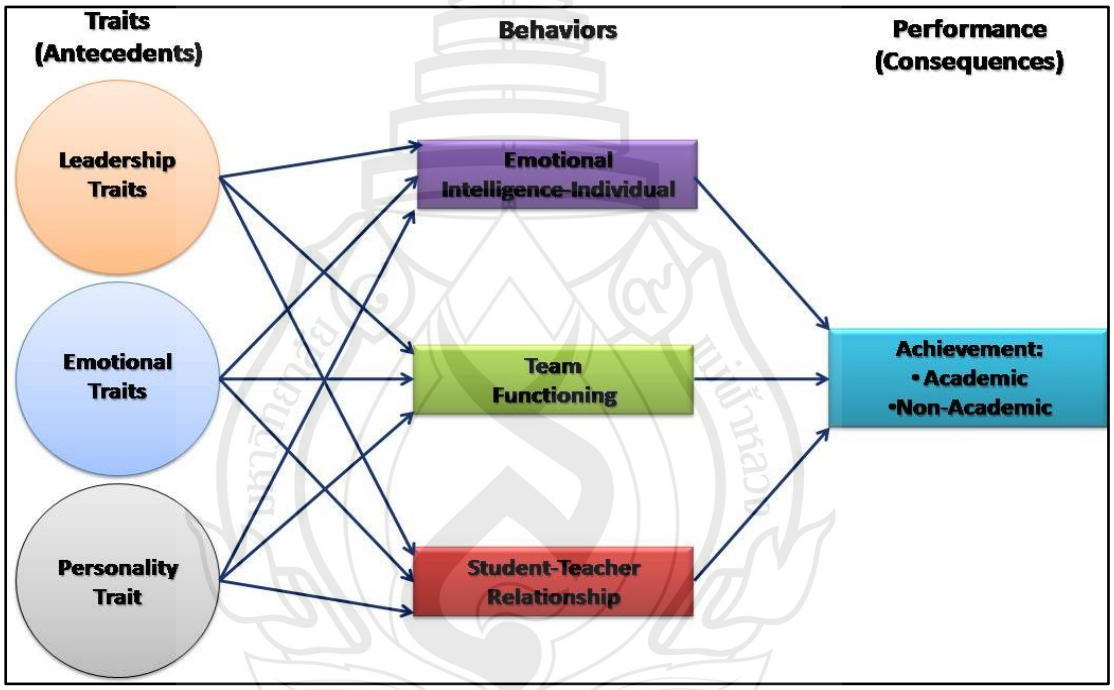


Figure 2.1 ABC Model

The antecedents, consisting of the three types or levels of traits, known as personality traits, emotionality traits and leadership traits, can function collectively to produce contextually meaningful team membership profiles, represented as potentiality and competency profiles. These antecedents also signify the team member's cognitive, affective, and behavioral competencies and potentiality of contribution to the team (Petrides, Perez-Gonzalez, & Furnham, 2007):

1. Cognitively: to discriminate among the emotions of others and the students, and to use information to guide one's thinking and action (Mayer & Salovery, 1997, p. 187); including manifesting the ability to perceive, integrate emotion to facilitate thought, understand emotions, and to regulate emotions to promote personal growth (Mayer & Salovery, 1997, p. 10).

2. Affective: such as feeling and emotions toward team members, and relationship with the team members (Henry, 1999)

3. Behaviors: which also involves the functions of capability in terms of knowledge and control (Kozlowski, 2009)

For personality traits, the dimensions of the Big-Five personality traits are used. Although this concept was rooted in lexical, natural-language approach (Klages, 1926; Allport & Odbert, 1936), but its validity has long been proven to demonstrate stable dispositional traits (Cattell, 1943; Fiske, 1949; Tupes & Christal, 1961; Norman, 1963; Borgatta, 1964; Norman, 1967; Cattell, Eber & Tatsuoka, 1970; Digman & Takemoto-Chock, 1981; Goldberg, 1981). It is acknowledged that the Big-Five personality traits represent personality at the broadest levels of abstraction.

Due to the cognitive, affective and behavioral driving potentiality and traits, personality traits and emotional intelligent trait forces are shown to be able to enable students to effectively perform their works (Hurley, 2013), i.e. team relationship, and student-teacher relationship (McGrath & van Bergen, 2015). In particular, emotional intelligence traits possess the relational characteristics that are applicable to team working characteristics such as in intra-personal feeling (Eckel & Grossman, 2005).

Consequences of the resulting emotional intelligence-induced, teams-based and student-teacher relational behaviors can be known as representing the quality of students learning (Bulmer & Profetto-McGrath & Cummings, 2009).

Thus the ABC theoretical model is an attempt to link dispositional traits (personality, emotional intelligence, and leadership) to individual's emotional, relational, teams-based, and student-teacher relational behaviors in contributing to the quality of students' performances, both academic and non-academic. With the establishment of this model validation, it can lead to the implication that draws the attention of the university to focus on team-building, group coordination (Janick & Bartel, 2003) and HRD

development for personality traits sharpening, emotional intelligence and leadership traits development.

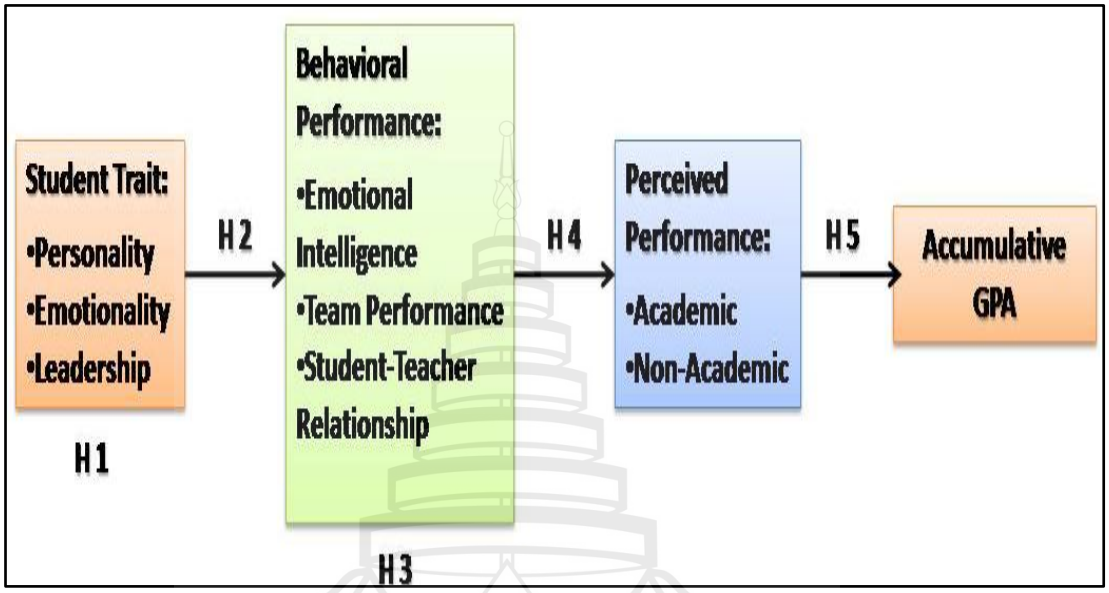


Figure 2.2 Theoretical Conceptual Model

The existent evidences of the trait theories that illustrate the interrelationships among the different characteristics of traits i.e. personality, emotionality and leadership (Judge et al., 2002):

H1: Traits of personality, emotionality and leadership are significantly correlated among each other.

By the assertion of psychological knowledge in traits theory, trait reflects a stable capacity of the students to "render many stimuli functionally equivalent, and to initiate and guide consistent (equivalent) forms of adaptive and expressive behaviors" (Allport, 1937), hypothesis 2 (H2) is thus posited, which states as follows:

H2: Student traits can significantly contribute to explain the variances of behavioral performance in three domains, namely emotional intelligence, team performance, and student-teacher relationship.

The role played by personality traits in influencing small-group performance has long been evidenced, for instance in Mann (1959) and elsewhere (Stock, 2004). Leadership

styles and traits are useful measures to describe the student's tendency for leading and directing, and heading or in charging abilities (Santos, Caetano, & Taveres, 2015).

In the domain of traits influencing the team-based behavioral performance, this hypothesis acknowledges that the composition variables, consisting of traits of personality, emotionality and leadership, have not been appropriately addressed in the literature, for influencing academic and non-academic performances.

H3: Behavioral performance domains, in areas of emotional intelligence, student's team performance (i.e. individual function in team, team organization performance), and student-teacher relationship are significantly correlated.

H4: Behavioral performance of the students, collectively, in emotional intelligence, student's team performance (i.e. individual function in team, team organization performance), and student-teacher relationship, do significantly contribute to explain the variances of student's perceived performance.

Personal role in the team and the organizational ability and structure in establishing team-based performance have been illustrated in Hackman and Walton (1986). In other words, a manageable team is a performing team (Hackman & Walton, 1986).

Evidences that show leadership behavioral performance influencing both work and relational performance such as team performance can be found, for instance, in Zaccaro and Klimoski (2002).

H5: Student's perceived performance, academic and non-academic is significantly contributing to explain students' accumulate grade points average at the university study.

Apart from the above five hypotheses needed to verify the structure of the theoretical relationship of the conceptual model, the following demographics oriented research question is raised to provide a better contextual understanding to the investigated phenomenon.

2.10 Research Question

"To study the demographic variables, by the use of ANOVA or T-Test, in identifying the areas (traits, behavioral performance and perceived academic and non-academic performance) where students of different demographic variables, i.e. different years at the university, show the significant differences."

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

This chapter first presents the position of the research paradigm, and based on the paradigmatic justification, in Section 3.2, then research design procedure is outlined in Section 3.3, accordingly. Having established the knowledge structure and the necessary operational definitions in both Chapter One and Two, questionnaire-based survey instrument uses these knowledge guides so that strong reliability and validity can be secured. Numerous well-proven measurement instruments, for instance, for emotional intelligence and personality traits (John & Srivastava, 1999; Mayer & Salovery, 1997) are adopted for the usage in this research. Section 3.4 serves the purpose to present how the survey instrument is developed reliably which also conforms to the validity requirements. Section 3.5 presents how the pilot testing is accomplished as well as the selection of the final sample procedure needed for this research.

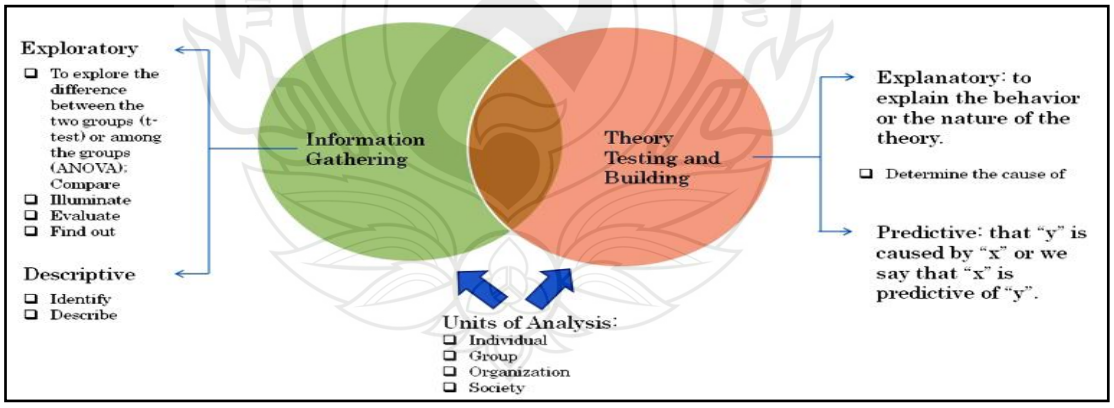
3.2 Research Ontology, Epistemology, and Methodology

Traits, from the psychological perspective, are something concrete, not merely to a consistent way of looking at things, and thus, Allport (1937) acknowledged that traits are more than nominal existence, and are independent of the observer, which means traits are really out there. Based on the assortments of Allport (1937) and elsewhere of the pioneering works of traits (McCrae & Costa, 1983; 1985), positivism paradigm is thus a suitable research paradigm. In other words, ontologically, there is this “real” reality but apprehendable (Guba & Lincoln, 1994).

Thus, epistemologically, according to Guba and Lincoln (1994, p. 110), "The investigator and the investigated object are assumed to be independent entities, and the investigator to be capable of studying the object without influencing it or being influenced by it." Methodologically, research questions and/or hypotheses, as shown in the theoretical conceptual model in the previous section, are stated in "propositional form and subjected to empirical test to verify them" (p. 100).

3.3 Research Design

According to Tan (2013), research effort can aim to focus on information gathering on the one hand and theory testing and building on the other hand, as indicated in Figure 3.1. On the information aspect, research often tends to obtain descriptive of the issues at hand but rather at exploratory level. Nevertheless, when research attempts to seek to generalize the knowledge beyond information, in the direction that it can explain and predict the phenomenon being investigated (Tan, 2013), then, the research is shown to test or build theory, as shown in the right-hand side of the purpose of resign structure in Figure 3.1.



Source Tan (2015)

Figure 3.1 The Purpose of Research Design

In a positivist approach to research design, as the research has underpinned on, the dominant aim of the research design should be positioned to search for parsimonious model by utilizing as few objective-kind variables as possible (Johnson & Duberley, 2010, p. 40). Which according to Tan (2015), an effective research design procedure could be deduction oriented.

Specifically, the deduction oriented research design procedure is outlined as follows, which clearly presents the sequential steps and the initiatives taken to accomplish in the research to address the following objective:

1. First, the Literature review that aims to put a structure of thought to the knowledge that interlinks the traits at the personal level to behavioral manifestation at team and student-teacher level, and perceived academic and non-academic performances, is studied, and culminated in a simplified, parsimonious model.

2. Second, as this research involves some degrees of complexities in the constructs i.e. emotional intelligence, and personality traits, for instance, appropriate operational definitions are stated, in Chapter One, and also many of the instrument concepts and reliable versions, for instance, from John and Srivasta (1999), can be adopted for usage. Constructs of which reliable applicable instrument cannot be easily located are developed in this research, by taking into the recommendation for reliable instrument design as recommended in Cronbach and Meehl (1955). Only when the fundamental reliability and validity qualities of the research instruments are secured than research efforts proceed to the next data collection level.

3. Collect the data from the currently registered students of the university, spread across first-year to fourth-year.

4. Data collected would also be further subjected to reliability analysis, and further inferential statistical tastings, including the use of exploratory factor analysis to ensure the right content homogeneity and thus content validity, and construct validity, and the use of the multivariate regression analysis for internal or theoretical substantive validity.

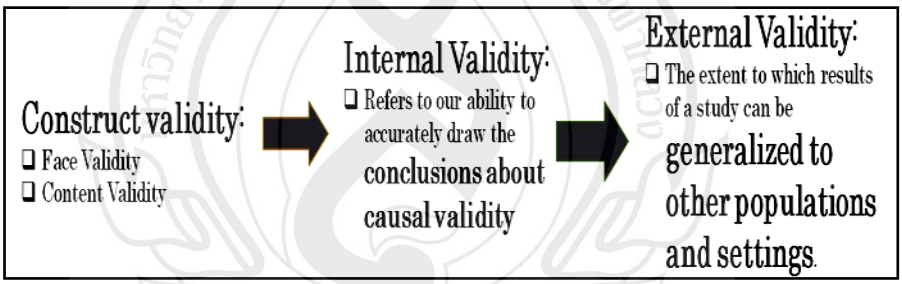
5. Data collected are then subjected to discussion in the context of the literature review given in Chapter Two which are structured in a way to address the research objective raised in Chapter One and Chapter Two.

6. Conclusions of the data analysis are also made in sequential manner to respond to how the hypotheses being raised are supported, and the nature and scopes of the interpretation involved. Numerous angles of implication, for the students and the university, and points of contribution for the theories will also be addressed in Chapter Five.

3.4 Questionnaire Development, Validity and Reliability Analysis

This section discusses the validity and reliability, and the logical development of the questionnaire items.

Specifically, validity of the construct has to first secure construct validity through face and content validity scrutiny and assurance. Both face and content validity then form the foundation for internal validity assessment, which, when data are representatively collected, then external validity can be accomplished. Thus each type of validity is built upon the preceding foundations as shown in Figure 3.2 below.



Source Tan (2015)

Figure 3.2 Validity Structure and Sequence for Questionnaires Development

In another words, validity assessment provides the justification that the piece of research is showing what it claims to show (Goodman, 2008). Reliability, on the other hand, is referred to the ability of robust quality of the instrument to generate the same (probabilistically the same) results when the same measures are administered to

the same respondents (test re-test reliability) or by different researchers (inter-rater reliability) (Tan, 2015; Yardley, 2008).

For construct validity, Thurstone (1952) provided a useful and pragmatic insight, which states that in the field of intelligence tests, it is common to define validity as the correlation between a test score (i.e. the questionnaire developed for this research) and some outside criterion which has already been empirically proven. This concurrent criterion approach to construct validity is also used, in showing the correlations and the significant role played by the different emotionality traits to emotional intelligence. Although they both have different contents but the inherent tendency and characteristics of emotional intelligence are similar.

In addition, factor analysis is also a helpful tool to interpret to shed light on construct validation, as factor analysis has been proven to be capable to identify tentative dimensions in suggesting the distinctive characteristics of the same construct (Schwab, 1980). In addition, the construct validity of both the independent and dependent variables are as necessary to scientific knowledge as is empirical validity (Schwab, 1980).

Nevertheless, to ensure research instrumentation efforts are able to deliver both construct and content validity, the variables or constructs are first defined from a normative perspective, in Chapter One. This normative effort provides the definitional obligation which ends with a specification of instrumentation procedure (i.e. the distinctive dimensions of characteristics of the construct or variable) to be included in the construct domain so that the right psychometric properties of the intelligence or other instruments of measurements can be developed appropriately. In short, both Chapter One and Chapter Two provide a strong base for construct and content validity, while the careful scrutiny of the questionnaire items design, in matching the definitional context of the construct, is to ensure reliability.

As discussed in Schwab (1980), reliability is necessary for validity (i.e. construct validity), but it is not sufficient. Reliability assessment can be secured by the determination of Cronbach's Alpha (Cronbach & Meehl, 1955).

Total 143 questionnaire items, consisting of seven sections, being laid out as follows:

1. Big-Five Personality Traits – Adapted from the 44-item scale designed by John and Srivastava (1999).

2. Short-Version of Big-Five Personality Traits

3. Emotional Intelligence

4. Task and Relational Leadership

5. Emotional Intelligence Index

6. Performance and Results

7. Demographic Variables including overall GPA.

As argued in Lounsbury et al. (2003, p. 1232), because "overall GPA contains between-teacher and between-major variability, which represent uncontrolled sources of variance, these sources of variance may have attenuated estimates of the validity for personality and mental ability variables in predicting course performance." As such, to compensate for this reality, the students' own perceived performances in numerous domains are incorporated in which academic is one of them. The following provides the lists of the instrument items together with the inter-item reliability measures (Cronbach's Alpha):

1. Personal functioning in team ($\alpha = 0.716$)

1) I was totally involved in the team.

2) I was very visible and present in the group.

3) I concern greatly with the team members and their well-being.

4) In the team, I was very focused on action, making process, moving forward and getting the work done.

5) I often gave my opinion, ideas, etc. to the team.

6) I have challenged myself in the team.

7) I mainly listened to what others in the team had to say.

8) I sometimes questioned the way others in the team had to say.

9) I was rather not visible in the team (negative).

10) I always feel that I am not a member of the team.

2. Team organization ($\alpha = 0.832$)

1) Our team always distributes the task clearly to each member.

2) Our team gave feedback to those members who did not respect the agreements.

3) Our team always has an overview of progress on the project task.

4) Our team always delivers to meet the teacher's expectation.

5) Our team members meet regularly to discuss the project.

3. Relationship with teacher (α = 0.762)

1) I maintain good rapport with the teacher.

2) I can always meet what the teacher expected me to do.

3) I always take proactive step to talk to the teacher.

4) I can always answer most of the exam questions in the class.

5) I can always meet the teacher's expectation.

4. Perceived academic performance (α = 0.714)

1) The team I participated in general score in top rank.

2) I have made lots of friends at this university.

3) Since my first semester at the university, I have seen myself improved a lot academically".

4) Since my first semester at the university, I have seen myself improved a lot on social level.

5. Personal social and parent relationship, and job prospect confidence (α = 0.858)

1) The university life has made me more mature.

2) I maintain good relationships with my parents.

3) I believe the prospect of job opportunity should be bright.

4) I am sure in my career I will be at the top rank.

In the measure of emotional intelligence, the following sixteen items are developed with Cronbach's Alpha equaled to 0.932, and to ensure concurrent validity, a preexisting instrument that is already judged to be valid (Nueman, 2006) by Boyatzis (2008), Goleman (1998), and others in view of the definition given by Mayer and Salovery (1997) is considered. The correlation analysis is used for this purpose. The overall emotional intelligence index is operationalized as follows:

1. I can accurately understand and accept myself.
2. I am always aware of my own emotions.
3. I am always of others' emotions.
4. I can effectively express myself.

5. I can maintain calm emotionally.
6. I make an effort to realize my personal goals.
7. I always aware of how others feel.
8. I always cooperate with others.
9. I contribute positively to team working.
10. I always maintain good relationship with my friends and others.
11. I can effectively manage my emotion.
12. I can effectively control my emotion.
13. I can easily adapt to my changing situations.
14. I can solve problems effectively.
15. I am always positive and looking at the positive side of the life.
16. I am always feeling contented (happy) with myself, others and life in general.

The overall emotional intelligence index as measured by the above items has shown concurrent validity through significant correlation relationships with the key dimensional themes of emotional intelligence discovered by Boyatzis (2008), Goleman (1998) and Mayer and Salovery (1997). These measurements are considered as trait emotionality intelligence, which is the only operational definition in the field that recognizes the inherent subjectivity of emotional experience (Petrides, 2010). While Boyatzis (2008) identifies four dimensional competencies of emotional intelligence in terms of self- and social- awareness, and the self-managed and social-skills, Goleman (1998) stresses the aspects of empathy and self-motivating. In other words, emotional intelligence indicates a capacity of empathic recognition of one's own and others' feelings, as well as the ability to motivate oneself and manage the states of emotion and relationship with other, as shown in Figure 3.3.

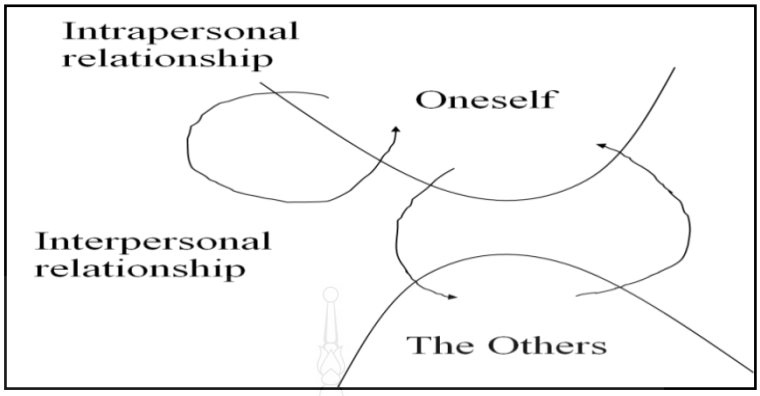


Figure 3.3 Emotional Intelligence towards Intrapersonal and Interpersonal relationship of Oneself and The Others

Specifically, Figure 3.3 indicates a self-reflective or self-awareness mechanism from both the angles of oneself and the others. The purpose of doing so is to purify the noises of disturbances cognitively and affectively from the sensing so that one can better understand oneself and the others. In other words, Figure 3.3 stresses the empathic listening to and respecting what one intuitively sense and feel openly and honestly (Cooper & Sawaf, 1997). The instrument items that depict Figure 3.3 as developed by and adapted from Boyatzis (2008), Goleman (1998) and Mayer and Salovery (1997) are given as follows:

1. I can aware of how my emotion impact on my body (example: When I begin to anger, I will notice my body is shaking).
2. Relax when under pressure in situations.
3. To get ready at will for a task.
4. Know the impact that your behavior will have on others.
5. Initiate successful resolution of conflict with others.
6. Calm yourself quickly when angry.
7. Know when you are becoming angry.
8. Regroup quickly after a setback, stay motivated.
9. Recognize when others are distressed.
10. Build consensus with others.
11. Know what senses you are currently using.
12. I can motivate myself to change my emotional state.

13. Can stay motivated when doing uninteresting work.
14. Help others manage their emotions.
15. Make others feel good.
16. Identify when you experience mood shifts.
17. Stay calm when you are the target of anger from others.
18. Stop or change an ineffective habit.
19. Show empathy toward others.

In the questionnaire items above, items numbering 1, 6, 11, and 21 represent self-awareness, and 2, 7, 12, 17, and 22 represent managing emotion, and 3, 8, 13, 18, and 23 represent motivating yourself, and 4, 9, 14, 19, and 24 represent empathy, and social skills contain items 5, 10, 15, 20, and 25. These self-reports instruments, albeit subjective in nature, but are adapted from among the most popular instruments such as Goleman's Emotional Competency Inventory (ECI), Bar-On's Emotional Quotient Inventory (EQ-i), and the Mayer, Salovery, Caruso emotional intelligence test (MSCEIT) (Bar-On, 1997; Mayer et al., 2002; Mishar & Bangun, 2014).

In terms of personality traits, the 44-items that measure the Big Five Inventory (BFI) as designed by John and Srivastava (1999) is adopted, with the response in the five Likert Scale ranging from Disagree Strongly (1) to Agree Strongly (5) according to the following structure:

1. Extraversion: 1, 6R, 11, 16, 21R, 31R, 36.
2. Agreeableness: 2R, 7, 12R, 17, 22, 27R, 32, 37R, 42.
3. Conscientiousness: 3, 8R, 13, 18R, 23R, 28, 33, 38, 43R.
4. Neuroticism: 4, 9R, 14, 19, 24R, 29, 34R, 39.
5. Open to Experience: 5, 10, 15, 20, 25, 30, 35R, 40, 41R, 44.

While the 44-item of the self-reported instrument for measuring personality trait has been shown to reach 0.7 to 0.8 of Cronbach Alpha in the inter-item reliability tests (Akanbi, 2013), the responses of the students at Mae Fah Luang University provide only reliability of the boundary for reliability, at 0.60.

What follows are the reliability analysis of the researcher's developed questionnaire items. Exploratory factor analysis result, shown in Table 3.1 below, indicates not only the sampling adequacy, indicated by 0.866 of KMO (Kaiser-Meyer-

Olkin), but the total variance Table 3.2 shows two extracted thematic factors for the student's perceived performance.

Table 3.1 KMO and Bartlett's Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.866
Bartlett's Test of Sphericity	Approax. Chi-Square	604.915
	Df	28
	Sig.	0.000

Table 3.2 Extraction Method: Principle Component Analysis

Total Variance Explained									
	Initial Eign Values			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
Componant	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.974	49.679	49.679	3.974	49.679	49.679	2.646	33.076	33.076
2	1.068	13.352							
3	.889	11.109							
4	.633	7.908							
5	.474	5.928							
6	.387	92.813							
7	.355	97.246							
8	.220	100.000							
Extraction Method Principal Component Analysis.									

Specifically the student's perceived performance has two domains, namely academic and non-academic, and the list of the questionnaire items, together with the overall reliability coefficients, are shown in the Table 3.3 below.

Table 3.3 Exploratory Factor Analysis for Student's Perceived Performance – Rotated Component Matrix

Rotated Component Matrix[a]		
	Component	
	1	2
VII 26	.866	.131
VII 27	.851	.166
VII 28	.677	.272
VII 23	.591	.534
VII 22		.766
VII 21	.151	.729
VII24	.362	.679
VII 25	.452	.644

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax With Kaiser Normalization
a. Rotation converged in 3 iterations

The following Table 3.4 lists the questionnaire items the researcher developed and the inter-consistency reliability analysis result.

Table 3.4 Researcher-Developed Questionnaire Developments and Reliability Analysis

Construct	Questionnaire Items	References	Cronbach's Alpha
The overall emotional intelligence index	1. I can accurately understand and accept myself. 2. I can maintain calm emotionally. 3. I make an effort to realize my personal goals. 4. I always aware of how others feel. 5. I always cooperate with others. 6. I contribute positively to team working. 7. I always maintain good relationship with my friends and others. 8. I can effectively manage my emotion. 9. I can effectively control my emotion. 10. I can easily adapt to my changing situations.	(Boyatzis, 2008) (Goleman, 1998) (Mayer, Salovery, & Caruso, 2002) and Researcher	0.932

Table 3.4 (continued)

Construct	Questionnaire Items	References	Cronbach's Alpha
The overall emotional intelligence index	11. I can solve problems effectively. 12. I am always positive and looking at the positive side of the life. 13. I am always feeling contented (happy) with myself, others and life in general.		
Personal functioning in team	1. I was totally involved in the team. 2. I was very visible and present in the group. 3. I concern greatly with the team members and their well-being. 4. In the team, I was very focused on action, making process, moving forward and getting the work done. 5. I often gave my opinion, ideas, etc. to the team. 6. I have challenged myself in the team. 7. I mainly listened to what others in the team had to say. 8. I sometimes questioned the way others in the team had to say. 9. I was rather not visible in the team (negative). 10. I always feel that I am not a member of the team.	(Henry, 1999), (Kozlowski, 2009), (Allport, 1936), (Pfaff, 2003) and Researcher	0.716
Team organization	1. Our team always distributes the task clearly to each member. 2. Our team gave feedback to those members who did not respect the agreements. 3. Our team always has an overview of progress on the project task. 4. Our team always delivers to meet the teacher's expectation. 5. Our team members meet regularly to discuss the project.	(Froebel, 2005) (Janick, 2003) and Researcher	0.832

Table 3.4 (continued)

Construct	Questionnaire Items	References	Cronbach's Alpha
Relationship with teacher	1. I maintain good rapport with the teacher. 2. I can always meet what the teacher expected me to do. 3. I always take proactive step to talk to the teacher. 4. I can always answer most of the exam questions in the class. 5. I can always meet the teacher's expectation.	(McGrath, 2015) and Researcher	0.773
Perceived academic performance	1. The team I participated in general score in top rank. 2. Since my first semester at the university, I have seen myself improved a lot academically.	(Cabrera, 1992) (Furnham, 1991) (Farsides, 2003) (Heaven, 2002) and Researcher	0.741
Personal social and parent relationship, and job prospect confidence	1. The university life has made me more mature. 2. Since my first semester at the university, I have seen myself improved a lot on social level. 3. I maintain good relationships with my parents. 4. I believe the prospect of job opportunity should be bright. 5. I am sure in my career I will be at the top rank.	(Hurley, 2013) (Eckel, 2005) And Researcher	0.858

3.5 Pilot Testing and Sampling Profile

Pilot testing was conducted to a group of students currently studied at Mae Fah Luang University, for 40 sample size. Pilot testing stages also are, in particularly, stressed on the appropriateness of the use of words, and the issues that are identified by exploratory factor and reliability analysis. Researcher pays particular attention for

each individual's response to the questionnaires, by carefully observing the respondent's behaviors, the pausing, and moments of doubts. These observations provide the necessary clue to further improve the reliability quality of the instrument. The sampling is targeted to students currently studying at the University, spreading around first, second, third and fourth year. Thus, this research does not aim to study the significant differences across the faculties, which may leave to future research effort.

According to the statistics issued by the administrative authority of Mae Fah Luang University, the total number of students in 2015 academic year reached approximately to 15,000 compared with 11,727 students in the previous academic year, 2014. Considering only 64 students in the first-year of the university establishment, in year 1998, the university is currently considered as the fast growing academic institution in Thailand for the past 17 years.

The determination of sample size can be determined by Z^2pq/e^2, where Z is the abscissa of the normal curve that cuts off an area α at the tails (1-α equals the desired confidence level, e.g. with 95%, Z is 1.96), e is the desired level of precision, i.e. ±5% precision, p is the estimated proportion of female population using, for instance, the face cosmetics, and q = 1-p. By assuming equal ratio of male and female students, then p=q=0.5, and thus, n = 384 sample size. Nevertheless, when the ratios of male and female students are not at 50% to 50%, the sample size required would be reduced according to the equation, Z^2pq/e^2. For this research study, a total of 426 students are approached conveniently, and thus the research is not able to control for the equaled proportion of the student sampling population actually surveyed across each of the current year the student is currently pursuing. Nevertheless, the actual data collected indicates a relatively good balance across the "Year of the Study" variable, except only 32 students at the Master or above.

CHAPTER 4

DATA ANALYSIS AND RESULTS

4.1 Introduction

This chapter discusses the results of the survey data by the use of descriptive and inferential statistics to help address the five hypotheses and relevant demographics question raised in Chapter Two (Literature Review). These hypotheses and the demographics question are used to address the research objective stated as follows:

Through the use of exploratory factor analysis and inferential statistics tools, the research is aimed to study the interplay among personality traits, leadership competencies and emotional intelligence, and how they collectively influence personal function in team, team organization performance and relationship with teachers, which in turn influence accumulative grade point average (AGPA) of students, perceived academic performance and non-academic personal growth, parental relationship and job prospect belief.

This chapter is organized as follows. Descriptive profiles are first explained, followed by results to discuss about the supportability of the five hypotheses that are raised in Chapter Two. The last section of this chapter would deal with the results of either the t-test or ANOVA tests over the relevant demographics variables.

4.2 Descriptive Analysis

4.2.1 Demographic Profile of the Respondents

On the demographic profile of the student participants in this research, male students are consisted of 132, and female students are consisted of 294, totaling 426 participants, as shown in Table 4.1.

Table 4.1 Gender Profile

Gender		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	294	69.0	69.0	69.0
	Male	132	31.0	31.0	100.0
	Total	**426**	**100.0**	**100.0**	

In terms of the current year of studying, the most participants are the third year, at 144 participants, shown in Table 4.2, followed by the first-year students, 90, fourth-year at 84 students, and the second-year students at 76. Only 7.5 percent of minorities can be seen in master and above students.

Table 4.2 Current Year of Study for the Student Participants

Year		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Master or Above	32	7.5	7.5	7.5
	4th Year Students	84	19.7	19.7	27.2
	3rd Year Students	144	33.8	33.8	61.0
	2nd Year Students	76	17.8	17.8	78.9
	1st Year Students	90	21.1	21.1	100.0
	Total	**426**	**100.0**	**100.0**	

As shown in Table 4.3, the majority of the student participants live on campus, at 218, representing 51.2 per cent, followed by the students who live outside campus and not with parents at 188 students or 44.1 per cent. A very minor 4.2 per cent of the participants are the students who live with their parents.

Table 4.3 Accompaniment Choice in Accommodation

	Living	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	2	.5	.5	.5
	Outside Campus and not with parents	188	44.1	44.1	44.6
	With Parents	18	4.2	4.2	48.8
	On Campus	218	51.2	51.2	100.0
	Total	**426**	**100.0**	**100.0**	

4.2.2 Descriptive Analysis of the Constructs

This section presents the descriptive response profiles of the student participants in constructs of personality traits, emotional intelligence and its fundamental cognitive, affective and behavioral competencies, and student leadership, students' team performance structure, and both academic- and non-academic student performance. The descriptive or inferential analyses are based on five Likert scales, of the following structure:

4.2.2.1 On Personality Traits: 1 = Disagree Strongly, 2 = Disagree a little, 3 = Neither Agree nor Disagree, 4 = Agree a Little, and 5 = Agree Strongly.

4.2.2.2 Emotional Intelligence is described by competencies of self-awareness, managing emotion, motivating oneself, empathy and social skills: 1 = Very slight ability, 2 = Slight ability, 3 = Moderate ability, 4 = Considerable ability and 5 = Great ability.

4.2.2.3 Leadership of both task and relational nature: 1 = Never, 2 = Seldom, 3 = Occasionally, 4 = Often, and 5 = Always.

4.2.2.4 Emotional intelligence index, team-working described by personal functioning in team and team organization, and the teacher-student relationships: 1 = Strongly disagree, 2 = Slightly disagree, 3 = Neither agree nor disagree, 4 = Slightly agree, and 5 = Strongly agree.

4.2.2.5 Perceived academic and non-academic performance: 1 = Strongly disagree, 2 = Slightly disagree, 3 = Neither agree nor disagree, 4 = Slightly agree, and 5 = Strongly agree.

From the aspect of personality traits, very minors are on the extreme and the majorities are described by the mean at around 3, such as the highest mean for the student participants are toward "Agreeableness," at mean 3.5023, followed by personality traits of "Openness to Experience" (at mean 3.2638) and "Conscientiousness" (at mean 3.2332), and "Extraversion" at 3.1338. The least is with "Neuroticism" which implies slightly towards its opposite of "Emotional Stability."

Table 4.4 Descriptive Statistics of all the Involved Variables

Descriptive Statistics	N	Minimum	Maximum	Mean	Std. Deviation
Extraversion	426	1.75	4.88	3.1338	.48119
Agreeableness	426	2.11	4.67	3.5023	.49180
Conscientiousness	426	2.11	5.00	3.2332	.47386
Neuroticism	426	1.00	4.50	2.8967	.53513
Openness to Experience	426	1.70	4.60	3.2638	.46085
Valid N (list wise)	426				

Basically, the characteristics of the personality traits can be understood as follows:

1. Openness-to-experience personality trait shows the tendency of personality towards open to acceptance to a wide variety of stimulus and willingness to take risks for the benefits of gaining better insights through exposure to new experiences. People, who high on openness to experience to be inclined as: "creative, imaginative, abstract, curious, deep thinkers, inventive, and value arts and aesthetic experiences," People, who low on openness to experience to be inclined as: "conventional, concrete, traditional, preferring the known to the unknown."

2. Extraversion trait shows the tendency to enjoy socializing with teammates and people around: People, who high on extraversion trait to be inclined as: "talkative, energetic, enthusiastic, assertive, outgoing, sociable, and people, who low on extraversion trait to be inclined as: reserved, quiet, and shy."

3. Agreeableness is a trait that shows caring and affectionate attitudes toward teammates and other people, and thus shows opposite characteristics to people who are mistrustful, un-sympathetic and un-cooperative: People, who high on agreeableness trait to be inclined as: "helpful, selfless, sympathetic, kind, forgiving, considerate, cooperative," and people, who low on agreeableness trait to be inclined as: "fault finding, critical, harsh, aloof, and blunt."

4. Conscientiousness trait is one that has personality of self-disciplinary and persevering attitude and behavior toward fulfilling the goals targeted: People, who high on conscientiousness trait to be inclined as: "thorough, dependable, reliable, hardworking, task focused, efficient, good planners," and people, who low on conscientiousness trait to be inclined as: "disorganized, late, careless, and impulsive."

5. Neuroticism trait is opposite to emotional stability, and thus is one that feels distressed easily and in general is more critical of himself or herself: People, who high on neuroticism trait to be inclined as: "Anxious, easily ruffled or upset, worried, moody," and people, who low on neuroticism trait to be inclined as: "Calm, relaxed, able to handle stress well, emotionally stable."

Graphical illustrations of frequency charts of the different personality traits, known as the Big-Five traits, are shown in Figure 4.1 to Figure 4.5.

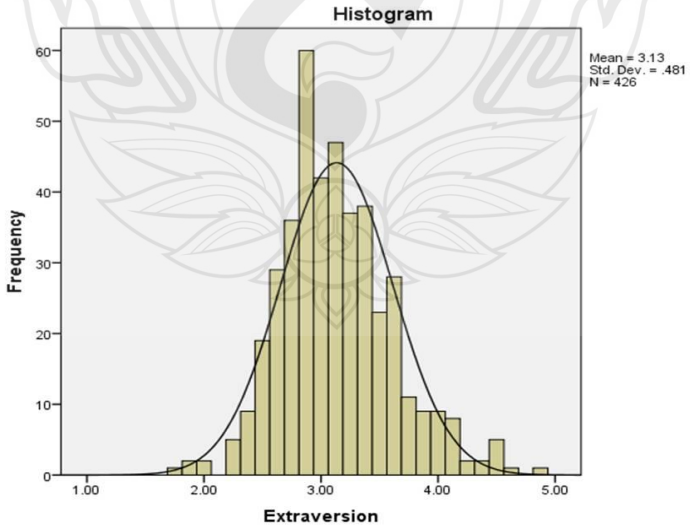


Figure 4.1 Bar Chart Histogram Plot for Extraversion Trait Profile of the Student Participants

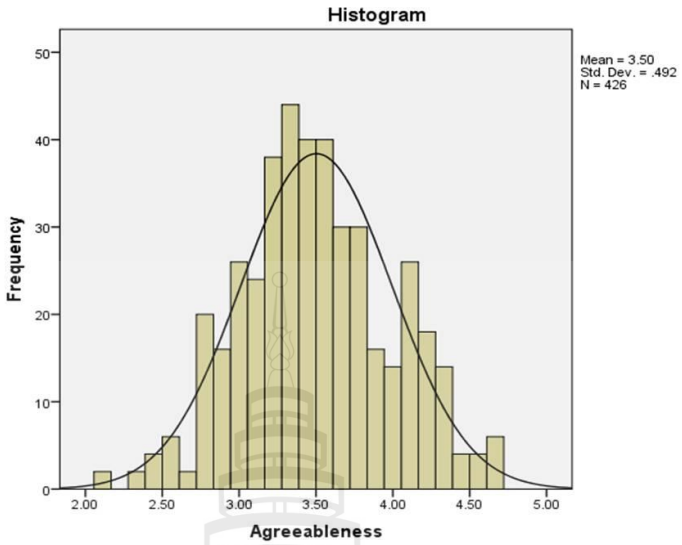


Figure 4.2 Bar Chart Histogram Plot for Agreeableness Trait Profile of the Student Participants

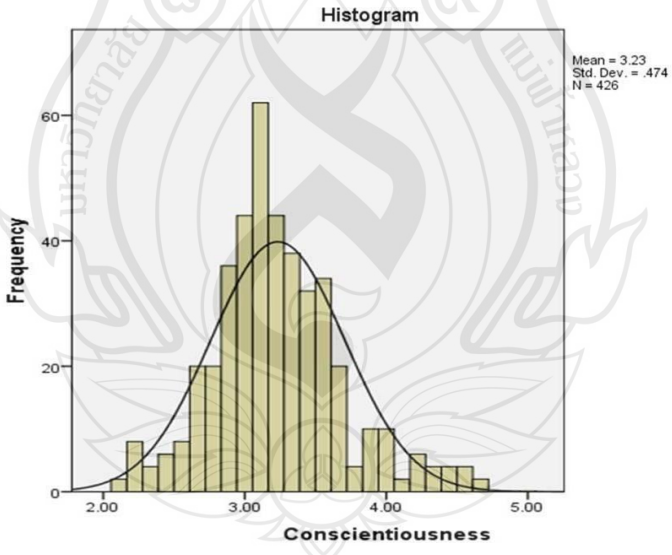


Figure 4.3 Bar Chart Histogram Plot for Conscientiousness Trait Profile of the Student Participants

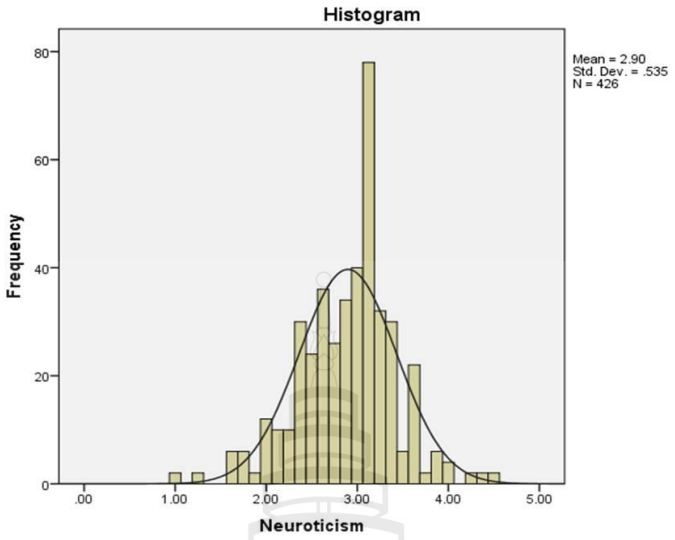


Figure 4.4 Bar Chart Histogram Plot for Neuroticism Trait Profile of the Student Participants

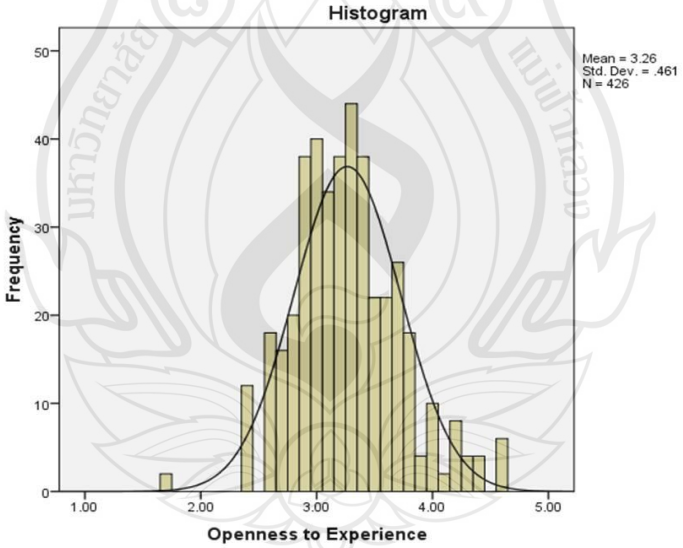


Figure 4.5 Bar Chart Histogram Plot for Openness-to-Experience Trait Profile of the Student Participants

In the area of emotional intelligence traits, the descriptive statistics Table 4.5 indicates that the majority of the students perceive they have moderate to considerable ability across all the emotional intelligence, represented by self-awareness at 3.5223 mean, followed by empathy and the ability to motivate oneself at 3.4892 and 3.4751 respectively, and managing emotion at 3.4751 and social skill at 3.4563. The similarity of personality trait and the emotional intelligence dispositions, such as between empathy and social skills with the "agreeableness", will be examined in the statistical analysis for Hypothesis 1 in the next section. Nevertheless, existing literature review indicates that there are certain degrees of similarities between personality traits and emotional intelligence traits and dispositions (Atta, Ather, & Bano, 2013; De Raad, 2005). For instance, in Atta et al. (2013, p. 253), it was stated that "Agreeableness seeks to measure whether one has prosocial orientation towards others," while in Goleman (1995; 1998), personality traits of extraversion, openness to experience, and conscientiousness are shown to be correlated to emotional competency inventory.

Table 4.5 Descriptive Statistics Table for Emotional Intelligence

Descriptive Statistics	N	Minimum	Maximum	Mean	Std. Deviation
Self Awareness	426	1.75	4.75	3.5223	.60032
Managing Emotion	426	1.80	5.00	3.4751	.58659
Motivating Yourself	426	1.60	5.00	3.3531	.58051
Empathy	426	2.00	5.00	3.4892	.54443
Social Skill	426	2.00	5.00	3.4563	.59569
Emotional Intelligence	426	1.56	5.00	3.6356	.63784
Valid N (list wise)	426				

The descriptive profiles for task leadership and relational leadership trait dispositions are shown in Table 4.6, which indicate the students perceive, in scales of occasionally to often, about their dispositional traits as follows:

1. Task leadership traits – "Always tell the group members what they are supposed to do in their individual targets; Sets necessary standards of performance for individual group members; Makes proper suggestions and guidance about how to solve

problems; Makes his or her perspective and needs clear to the others group members; Develops and test a plan of action for the group; Define role responsibilities and duties for each group members; Clarifies his or her own role and be respectful within the group; Provides a best plan for how the work is to be done; Provides criteria and required support for what is expected of the group; and Motivate and encourages group members to do high-quality work."

2. Relational leadership traits – "Always acts kindly and friendly with every group members; Helps others in the group feel safe and comfortable; Responds favorably and willing to the suggestions made by others; Treats every group members and others fairly; Behaves in a predictable and knowledgeable manners toward every group members; Communicates energetic and actively with group member; Shows his or her concerns for the well-being of others; Shows soft and flexibility in making decisions; Reveals thoughts and feelings to group members; and Helps group members get along with each others."

Table 4.6 Descriptive Statistics of Task and Relational Leadership Trait Dispositions

Descriptive Statistics	N	Minimum	Maximum	Mean	Std. Deviation
Task Leadership	426	2.00	5.00	3.4653	.60220
Relational Leadership	426	2.10	5.00	3.6460	.62485
Valid N (list wise)	426				

For team working and performance characteristics, Table 4.7 shows that all of the student participants reflect relatively neutral to agree levels of responses, presented in ascending orders as follows:

1. Personal functioning in team at mean 3.3455, represented by the perceptions over "I was totally involved, in the team; I was very visible and present in the group; In concern greatly with the team members and their well-being; In the team, I was very focused on action, making process, moving forward and getting the work done; I often gave my opinions, ideas etc to the team; I have challenged myself in the team; I mainly listened to what others in the team had to say; I sometimes questioned the way we were

working; I was rather not visible in the team (reversed); and I always feel that I am not a member of the team (reversed),"

2. The relationship between the students and the teacher at mean of 3.4404, described by "I maintain good rapport with the teacher; I can always meet what the teacher expected me to do; I always take proactive step to talk to the teacher; I can always answer most of the exam questions in the class; I can always meet the teacher's expectations," to

3. Team organization at mean 3.4404, represented by perceptions over "Our team always distributes the task clearly to each member; Our team gave feedback to those members who did not respect the agreements; Our team always has an overview of progress on the project task; Our team always delivers to meet the teacher's expectation; and Our team members meet regularly to discuss the project."

Table 4.7 Descriptive Statistics of Team-based Behaviors

Descriptive Statistics	N	Minimum	Maximum	Mean	Std. Deviation
Personal Functioning in Team	426	2.00	5.00	3.3455	.48521
Team Organization	426	1.00	5.00	3.4404	.65946
Relationship with Teacher	426	1.00	5.00	3.3840	.65765
Valid N (list wise)	426				

Students' perceived performance levels are also not much higher than the drivers or their antecedents such as the personality traits, emotional intelligence of the individual student, team working characteristics in terms of individual role and team organization, and leadership performance evidences. Students' perceived performances are factorized into two dimensions, namely academic, with a mean of 3.5481, and the perceived non-academic performance at 3.8169, as shown in Table 4.8. Both types of performances have standard deviation of 0.68107 and 0.81993, respectively. The perceived academic performance describes the students' perception over the performance of their team participation, and the students' perceived improvement over the years at the university, both academically and socially in education. The latter, perceived non-academic performances, which describe the scopes and the levels of the students' perceived benefits

received such as becoming more mature, maintaining better relationship with their parents and have brighter confidence over job opportunity and career.

Table 4.8 Descriptive Statistics of Students' perceived performance levels

Descriptive Statistics	N	Minimum	Maximum	Mean	Std. Deviation
Academic and Non-Academic Perceived Performance	426	1.00	5.00	3.6825	.68978
Perceived Academic Performance	426	1.00	5.00	3.5481	.68107
Non-Academic Performance	426	1.00	5.00	3.8169	.81993
Valid N (list wise)	426				

In terms of the overall GPA, the average of the student participants is determined at 2.8004, with a standard deviation of 0.68552, as shown in Table 4.9, and the overall descriptive plot is given in Figure 4.6.

Table 4.9 Descriptive Overall GPA Profile

Descriptive Statistics	N	Minimum	Maximum	Mean	Std. Deviation
Accumulative GPA	360	.00	4.06	2.8004	.68552
Valid N (list wise)	360				

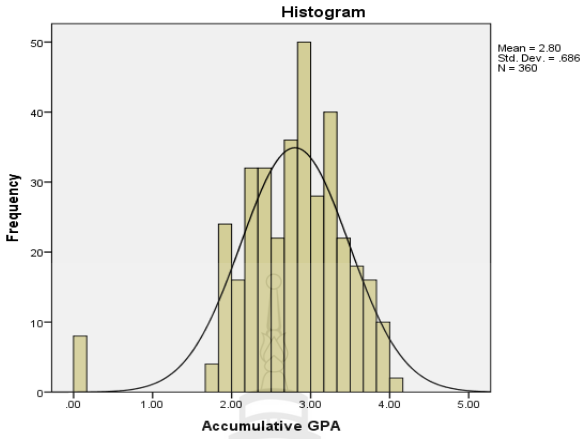


Figure 4.6 Bar Chart Histogram Plot for Accumulative GPA Profile of the Student Participants

4.3 Statistical Analysis and Hypothesis Test

4.3.1 Hypothesis 1 (H1)

Hypothesis 1 (H1) is stated as follows: Traits of personality, emotionality and leadership are significantly correlated among each other.

Hypothesis 1 (H1) is raised to illustrate the interrelationships among the different characteristics or trait dispositions, i.e. personality, emotionality and leadership. The extant literature has been able to show the interrelationships between, for instance, the "agreeableness" personality trait and the pro-social orientation towards others as defined in emotional intelligence (Atta, Ather, & Bano, 2013). In another front, emotional intelligence is shown to be related to the leadership trait disposition in the domain of relational disposition towards others (Lazovic, 2012).

H1 can be concluded by the correlations analysis in the ability to gauge the interrelationship nature of the variables. The Table 4.10 below indicates that the "Big Five" personality traits have positive interrelationships with each other. Fundamentally the other four personality traits are negatively correlated to neuroticism trait, but exhibit positive relationships among each other. These personality traits of students describe the students' typical or preferred way of thinking (cognition), feeling (affection) and behaving (Allport, 1937; 1955; 1960; 1961) which reflects a combination of emotional,

attitudinal and behavioral response patterns of the students. In short, these are the personal behavioral dispositions (Allport, 1961), of cardinal in nature, that are considered to be an eminent characteristic or ruling passion so outstanding that it dominates the people's lives (Allport 1960).

Table 4.10 Correlation analysis for the "Big Five" personality traits

Correlations		Extra-version	Agreeableness	Conscientiousness	Neuroticism	Openness to Experience
Extra-version	Pearson Correlation	1	.343**	.329**	-.263**	.396**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	426	426	426	426	426
Agreeableness	Pearson Correlation	.343**	1	.334**	-.318**	.281**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	426	426	426	426	426
Conscientiousness	Pearson Correlation	.329**	.334**	1	-.497**	.408**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	426	426	426	426	426
Neuroticism	Pearson Correlation	-.263**	-.318**	-.497**	1	-.268**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	426	426	426	426	426
Openness to	Pearson Correlation	.396**	.281**	.408**	-.268**	1
Experience	Sig. (2-tailed)	.000	.000	.000	.000	
	N	426	426	426	426	426

Note. **. Correlation is significant at the 0.01 level (2-tailed).

The 44-item version and the short-10 versions show convergent validity in that both instruments can depict the same phenomenon, as shown in the Table 4.11 to Table 4.15 below.

a. Short-Version:

1. Extraversion: Extraverted, enthusiastic; Reserved, quiet (Reversed).
2. Agreeableness: Critical, quarrelsome (Reversed); and Sympathetic, warm.
3. Conscientiousness: Dependable, self-discipline; Disorganized, careless (Reversed).
4. Emotional Stability: Anxious, easily upset (Reversed); Calm, emotionally stable.

5. Open to Experience: Open to new experiences, complex; conventional, uncreative (Reversed).

b. Long-version:

1. Extraversion: Is it talkative; Is reserved (i.e. not outgoing, keep certain thoughts and emotions to yourself) (Reversed); Is full of energy; Generates a lot of enthusiasm; Tends to be quiet (Reversed); Is sometimes shy, inhibited (overly restrained) (Reversed); Is outgoing, sociable.

2. Agreeableness: Tends to find fault with others (Reversed); Is helpful and unselfish with others; Starts quarrels with others (Reversed); Has a forgiving nature; Is generally trusting; Can be cold and aloof (Reversed); Is considerate and kind to almost everyone; Is sometimes rude to others (Reversed); Likes to cooperate with others.

3. Conscientiousness: Does a thorough job; Can be somewhat careless (Reversed); Is a reliable person; Tends to be disorganized (Reversed); Tends to be lazy (Reversed); Perseveres until the task is finished; Does things efficiently; Makes plan and follows through with them; Is easily distracted (Reversed).

4. Neuroticism: Can easily get depressed; Is relaxed, handles stress well (Reversed); Can be tense; Worries a lot; Is emotionally stable, not easily upset (Reversed); Can be moody; Remains calm in tense situations (Reversed); and Gets nervous easily.

5. Open to Experiences: Is original, comes up with new ideas; Is curious about many different things; Is original, inventive, a deep thinker; Has an active imagination; Is inventive; Values artistic, aesthetic experience; Prefers work that is routine (Reversed); Likes to reflect, play with ideas; Has a few artistic interests (Reversed); and Is sophisticated (know well) in art, music, or literature.

Table 4.11 Correlation analysis between 44-Item and 10-Item Survey Instrument on "Extraversion"

Correlations		Extraversion	Extraversion Short-Version
Extraversion	Pearson Correlation	1	.558**
	Sig. (2-tailed)		.000
	N	426	426
Extraversion	Pearson Correlation	.558**	1
Short-Version	Sig. (2-tailed)	.000	
	N	426	426

Note.** Correlation is significant at the 0.01 level (2-tailed).

Table 4.12 Correlation analysis between 44-Item and 10-Item Survey Instrument on "Agreeableness"

Correlations		Agreeableness	Agreeableness Short-Version
Agreeableness	Pearson Correlation	1	.478**
	Sig. (2-tailed)		.000
	N	426	426
Agreeableness	Pearson Correlation	.478**	1
Short-Version	Sig. (2-tailed)	.000	
	N	426	426

Note.** Correlation is significant at the 0.01 level (2-tailed).

Table 4.13 Correlation analysis between 44-Item and 10-Item Survey Instrument on "Conscientiousness"

Correlations		**Conscientiousness**	**Conscientiousness Short-Version**
Conscientiousness	Pearson Correlation	1	.534**
	Sig. (2-tailed)		.000
	N	426	426
Conscientiousness Short-Version	Pearson Correlation	.534**	1
	Sig. (2-tailed)	.000	
	N	426	426

Note.**.Correlation is significant at the 0.01 level (2-tailed).

Table 4.14 Correlation analysis between 44-Item "Neuroticism" and 10-Item "Emotional Stability"

Correlations		**Neuroticism**	**Neuroticism Short-Version**
Neuroticism	Pearson Correlation	1	-.530**
	Sig. (2-tailed)		.000
	N	426	426
Neuroticism Short-Version	Pearson Correlation	-.530**	1
	Sig. (2-tailed)	.000	
	N	426	426

Note.** Correlation is significant at the 0.01 level (2-tailed).

Table 4.15 Correlation analysis between 44-Item and 10-Item Survey Instrument on "Open to Experience"

Correlations		Openness to Experience	Openness Short-Version
Openness to Experience	Pearson Correlation	1	.453**
	Sig. (2-tailed)		.000
	N	426	426
Openness Short-Version	Pearson Correlation	.453**	1
	Sig. (2-tailed)	.000	
	N	426	426

Note.**.Correlation is significant at the 0.01 level (2-tailed).

Personality traits are also shown to correlate positively to emotional intelligence's efficacy traits and leadership trait, in Table 4.16 below, for instance, an extraverted trait personality has shown to exhibit both task and relational leadership (at correlations coefficient strength of 0.391 and 0.364, respectively), as well as emotional intelligence. Emotions are not excuses, and they are the behavioral choices of a person to lose or not to lose one's temper (Cooper & Sawaf, 1997, p. 37). Table 4.16 clearly shows that emotional intelligent disposition trait is positively correlated to the trait of conscientiousness, which shares the similar results discovered in Tan and Kantabutra (2014) and Brackett and Mayer (2003).

Traits are characteristic ways of behaving, involving dispositions toward behavior, and emotional intelligence has both the trait dispositions as well as demonstrating an ability, i.e. managing emotion, motivating oneself, empathy, and social skills. The students are to self-report on their dispositional traits and tendencies, and abilities, based on the well validated and reliable instruments adapted from Golemans Emotional Competency Inventory (ECI), Bar-On's Emotional Quotient Inventory Inventory (EQ-i), and the Mayer, Salovery, Caruso's Emotional Intelligence Test (MSCEIT) (Bar-On, 1997; Mayer, Salovery, & Caruso, 2002; Mishar & Bangun, 2014).

The significant discovery is that “neuroticism” personality trait shows negative correlations to every characteristic domain of emotional intelligence and leadership dispositions (to 0.001 levels, 2-tailed).

The driving force of personality traits, predominantly extraversion and agreeableness, to influence students’ emotional intelligence, is also empirically supported by the survey-based research finding of Ghiabi and Besharat (2011) based on 443 students (327 female and 206 male). It is also noted in Allport (1937) that personality traits exhibit the generalized neuro-psychic structure (peculiar to the individual) with the capacity to initiate and guide consistent forms of adaptive and stylistic behaviors, in terms socializability and agreeableness in influencing the students’ ability to perceive, integrate, understand, and regulate or manage emotions that benefit themselves, teammates and people around them and of the society in general (Mayer & Salovery, 1997).

Table 4.16 Correlation among Traits – Personality, Emotionality and Leadership

	Extraversion	**Agreeableness**	**Conscientiousness**	**Neuroticism**	**Open to Experience**
Self-Awareness	0.138**	0.259**	0.174**	-0.168**	0.233**
Managing Emotion	0.119**	0.327**	0.360**	-0.311**	0.288**
Motivating Yourself	0.334**	0.418**	0.411**	-0.324**	0.394**
Empathy	0.309**	0.509**	0.398**	-0.230**	0.397**
Social Skills	0.299**	0.493**	0.364**	-0.221**	0.390**
Task Leadership	0.391**	0.360**	0.415**	-0.261**	0.412**
Relational Leadership	0.364**	0.532**	0.351**	-0.213**	0.377**
Emotional Intelligence	0.415**	0.543**	0.407**	-0.281**	0.394**

In sum, in Table 4.16, the finding implies that students who experience varying emotions will also experience varying cognitive disposition manifested by the personality traits (i.e. worrying, being original to stimuli, careful, scrupulous to paying great attention to small points, etc.).

Next, the interrelationship nature of the different characteristic domains of emotional intelligence trait dispositions are examined, by the use of correlations analysis. The result of the correlations analysis is shown in Table 4.17. The high correlation coefficients among each of the different characteristics of emotional intelligence indicates the appropriateness of the operational definition given in Chapter One for emotional intelligence and its different dispositional and competency elements, namely self-awareness, managing emotion, motivating yourself, empathy and social skill.

Table 4.17 Correlation among Emotional Intelligence

Correlations		Emotional Intelligence	Self Awareness	Managing Emotion	Motivating Yourself	Empathy	Social Skill
Emotional Intelligence	Pearson Correlation	1	.502**	.510**	.509**	.594**	.553**
	Sig. (2-tailed)		.000	.000	.000	.000	.000
	N	426	426	426	426	426	426
Self Awareness	Pearson Correlation	.502**	1	.560**	.414**	.481**	.545**
	Sig. (2-tailed)	.000		.000	.000	.000	.000
	N	426	426	426	426	426	426
Managing Emotion	Pearson Correlation	.510**	.560**	1	.646**	.520**	.550**
	Sig. (2-tailed)	.000	.000		.000	.000	.000
	N	426	426	426	426	426	426
Motivating Yourself	Pearson Correlation	.509**	.414**	.646**	1	.641**	.622**
	Sig. (2-tailed)	.000	.000	.000		.000	.000
	N	426	426	426	426	426	426
Empathy	Pearson Correlation	.594**	.481**	.520**	.641**	1	.731**
	Sig. (2-tailed)	.000	.000	.000	.000		.000
	N	426	426	426	426	426	426
Social Skill	Pearson Correlation	.553**	.545**	.550**	.622**	.731**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	426	426	426	426	426	426

Note.** . Correlation is significant at the 0.01 level (2-tailed).

Specifically, emotional intelligence is defined in Chapter One as "understanding one's own feelings, empathy for the feelings of others and the regulation of emotion in a way that enhances living" (Mayer & Salovery, 1997). Component wise, self-awareness, people need to know their emotions and can control or manage their emotions and motivate by themselves in self-management. Students need to recognize and understand other students' emotions in social awareness and they also need to manage how to respond on other students' emotions in relationship management, seen in Table 4.18 and Table 4.19, which depicts the result of the multivariate regression analysis by taking relational and task leadership disposition traits as the dependent variables, while EI trait domains as the independent variables.

Table 4.18 Multivariate Regression Analysis – Predicting Relational Leadership Disposition Trait from Emotional Intelligence Disposition Traits

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.747[a]	.559	.555	.41705

a. Predictors: (Constant), Empathy, Self Awareness, Managing Emotion, Motivating Yourself

b. Dependent Variable: Relational Leadership

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	92.714	4	23.178	133.264	.000[b]
	Residual	73.224	421	.174		
	Total	165.938	425			

a. Dependent Variable: Relational Leadership

c. Predictors: (Constant), Empathy, Self Awareness, Managing Emotion, Motivating Yourself

Table 4.18 (continued)

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.241	.152		1.583	.114
	Self Awareness	.158	.042	.152	3.741	.000
	Managing Emotion	.086	.050	.081	1.733	.084
	Motivating Yourself	.238	.052	.221	4.591	.000
	Empathy	.502	.051	.437	9.844	.000

a. Dependent Variable: Relational Leadership

Table 4.19 Multivariate Regression Analysis – Predicting Task Leadership Disposition Trait from Emotional Intelligence Disposition Traits

Model Summary[b]				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.717[a]	.514	.509	.42185

a. Predictors: (Constant), Empathy, Self Awareness, Managing Emotion, Motivating Yourself

b. Dependent Variable: Task Leadership

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	79.206	4	19.802	111.273	.000[b]
	Residual	74.919	421	.178		
	Total	154.126	425			

a. Dependent Variable: Task Leadership

b. Predictors: (Constant), Empathy, Self Awareness, Managing Emotion, Motivating Yourself

Table 4.19 (continued)

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.362	.154		2.353	.019
	Self Awareness	.104	.043	.103	2.425	.016
	Managing Emotion	.101	.050	.099	2.010	.045
	Motivating Yourslef	.339	.052	.327	6.474	.000
	Empathy	.358	.052	.324	6.944	.000

a. Dependent Variable: Task Leadership

Specifically, the four definitional components of EI contribute significantly to predict both relational leadership disposition trait and task leadership dispositional trait. The implication can also be taken as emotional intelligence can be acknowledged as the ability to connect to the teams and other students and uses the necessary intelligence demonstrated by self-awareness, managing emotion, motivating yourself, and empathy, to accomplish the student projects or works at hand, as shown in Table 4.18 and Table 4.19, in the ability to explain the variance of relational and task leadership disposition traits at 55.9 percent and 51.4 percent, respectively, by emotional intelligence disposition traits.

4.3.2 Hypothesis 2 (H2)

By the assertion of psychological knowledge in traits theory, trait reflects a stable capacity of the students to "render many stimuli functionally equivalent, and to initiate and guide consistent (equivalent) forms of adaptive and expressive behaviors" (Allport, 1937), hypothesis 2 (H2) is thus posited, which states as follows:

H2 – Student traits can significantly contribute to explain the variances of behavioral performance in three domains, namely emotional intelligence, team performance, and student-teacher relationship.

First, the emotional intelligence behavior is studied. As indicated in Table 4.20, the multivariate regression analysis shows that emotional intelligence, as a summative index, can be explained for 60 percent of its variances, by personality traits of predominantly extraversion (with BETA 0.147) and agreeableness (with BETA 0.190),

conscientiousness (with BETA 0.091), self-awareness competency (with BETA 0.179) and managing emotion ability (with BETA 0.128, significant to 0.059), and relational leadership strength (with BETA 0.336).

The implication is that it can be inferred that emotional intelligence can be trained through, for instance, strategies that are able to foster changes in personality, leadership and the different facets of emotional efficacy traits. The latter is discussed in Roberts, Zeidner and Matthews (2001).

Table 4.20 Multivariate Regression Analysis – Emotional Intelligence

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.775[a]	.600	.588	.40929

a. Predictors: (Constant), Relational Leadership, Neuroticism, Extraversion, Openness to Experience, Self Awareness, Agreeableness, Conscientiousness, Managing Emotion, Motivating Yourself, Social Skill, Empathy, Task Leadership

b. Dependent Variable: Emotional Intelligence

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	103.721	12	8.643	51.598	.000[b]
	Residual	69.184	413	.168		
	Total	172.906	425			

a. Dependent Variable: Emotional Intelligence

b. Predictors: (Constant), Relational Leadership, Neuroticism, Extraversion, Openness to Experience, Self Awareness, Agreeableness, Conscientiousness, Managing Emotion, Motivating Yourself, Social Skill, Empathy, Task Leadership

Table 4.20 (continued)

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.832	.323		-2.573	.010
	Extraversion	.195	.049	.147	3.950	.000
	Agreeableness	.246	.054	.190	4.572	.000
	Conscientiousness	.123	.054	.091	2.268	.024
	Neuroticism	.007	.045	.006	.160	.873
	Openness to Experience	.069	.052	.050	1.345	.180
	Self Awareness	.190	.044	.179	4.341	.000
	Managing Emotion	.139	.051	.128	2.707	.007
	Motivating Yourslef	-.073	.055	-.066	-1.326	.185
	Empathy	.107	.062	.092	1.743	.082
	Social Skill	-.065	.056	-.060	-1.163	.245
	Task Leadership	.012	.067	.011	.180	.857
	Relational Leadership	.342	.069	.336	4.955	.000

a. Dependent Variable: Emotional Intelligence

Thus, emotional intelligence is a heterogeneous construct (Gignac, Palmer, Manocha, & Stough, 2005), which has the characteristics of cognition and emotion (Perez, Petrides & Furnham, 2005), and traits-based efficacies (Roberts et al., 2001).

Second, relating to the personal functioning in the team, the result of the multivariate regression analysis show in Table 4.21 indicates that personal functioning in team can be explained, for 38.7 percent of its variances, by personality trait of neuroticism (BETA 0.116), managing emotion efficacy trait (at BETA 0.197), task leadership trait (at BETA 0.307) and relational leadership trait (at BETA 0.259). Specifically, neuroticism or negative affectivity reflects students' tendency to experience negative emotional states, feel distressed, and generally view themselves and the world around them negatively, and thus students high on neuroticism are sometimes more critical of themselves and their performance than are people low on neuroticism. That tendency may propel them to improve their performance such as the role of personal function in project assignment team.

Personal functioning in team describes the students being totally involved in the team, be visible and present in the group, concern greatly with the team members and the well-being of team members, focusing on action, making process, moving forward and getting the project works done, giving opinions and ideas to the team, challenging oneself in the team, listening to what others in the team have to say, questioning the way the work is executed. To better perform the personal function in the team, Table 4.21 implies that students would need to strengthen their leadership disposition competencies, both tasks oriented and relational in nature. To be successful in a team and the team-delivered effectiveness, relational leaderships and emotional intelligence strengths are considered important.

Table 4.21 Multivariate Regression Analysis in Predicting Personal Functioning in Team

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.622[a]	.387	.369	.38544

a. Predictors: (Constant), Relational Leadership, Neuroticism, Extraversion, Openness to Experience, Self Awareness, Agreeableness, Conscientiousness, Managing Emotion, Motivating Yourslef, Social Skill, Empathy, Task Leadership

b. Dependent Variable: Personal Functioning in Team

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	38.700	12	3.225	21.708	.000[b]
	Residual	61.357	413	.149		
	Total	100.057	425			

a. Dependent Variable: Personal Functioning in Team

b. Predictors: (Constant), Relational Leadership, Neuroticism, Extraversion, Openness to Experience, Self Awareness, Agreeableness, Conscientiousness, Managing Emotion, Motivating Yourself, Social Skill, Empathy, Task Leadership

Table 4.21 (continued)

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.833	.305		2.737	.006
	Extraversion	.057	.047	.056	1.222	.223
	Agreeableness	-.036	.051	-.036	-.704	.482
	Conscientiousness	.041	.051	.040	.800	.424
	Neuroticism	.105	.042	.116	2.491	.013
	Openness to Experience	.060	.049	.057	1.229	.220
	Self Awareness	-.037	.041	-.045	-.887	.375
	Managing Emotion	.163	.048	.197	3.372	.001
	Motivating Yourself	-.044	.052	-.052	-.842	.400
	Empathy	.051	.058	.057	.874	.383
	Social Skill	-.067	.052	-.082	-1.272	.204
	Task Leadership	.247	.063	.307	3.906	.000
	Relational Leadership	.201	.065	.259	3.085	.002

a. Dependent Variable: Personal Functioning in Team

In the domain of team organization, result of the multivariate regression analysis shown in Table 4.22 shows team organization behavior can be explained, for 54.5 % of its variances, by predictors, known as agreeableness at BETA 0.127, self awareness at BETA 0.117, managing emotion at BETA -0.107, motivating yourself at BETA 0.125, empathy at BETA -0.186, social skill at BETA-0.118, task leadership at BETA 0.145, relational leadership at BETA 0.336, and personal functioning in team also contributes to team organization performance at BETA 0.378. Team organization is described by the characteristics of the team behavior in that the team always distributes the task clearly to each member, give feedback to those members who did not respect the agreements, always has an overview of progress on the project task, always delivers to meet the teacher's expectation, and team members meet regularly to discuss the project. Thus, H2 is supported from the perspective of team organization as well, with its variance being able to be explained, significantly, by traits of personality, leadership and emotionality. In another front, Lopes et al. (2003) showed that emotional intelligence and personality traits

do contribute significantly to perceived quality of one's interpersonal relationships, which matches with the findings of this research.

Table 4.22 Multivariate Regression Analysis in Predicting Team Organization

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.738[a]	.545	.531	.45161

a. Predictors: (Constant), Personal Functioning in Team, Neuroticism, Self Awareness, Extraversion, Agreeableness, Openness to Experience, Conscientiousness, Motivating Yourself, Social Skill, Managing Emotion, Task Leadership, Empathy, Relational Leadership

b. Dependent Variable: Team Organization

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	100.798	13	7.754	38.018	.000[b]
	Residual	84.027	412	.204		
	Total	184.826	425			

a. Dependent Variable: Team Organization

b. Predictors: (Constant), Personal Functioning in Team, Neuroticism, Self Awareness, Extraversion, Agreeableness, Openness to Experience, Conscientiousness, Motivating Yourself, Social Skill, Managing Emotion, Task Leadership, Empathy, Relational Leadership

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.401	.360		-1.115	.266
	Extraversion	.030	.055	.022	.553	.581
	Agreeableness	.170	.059	.127	2.858	.004
	Conscientiousness	.022	.060	.016	.370	.712
	Neuroticism	.016	.050	.013	.313	.755
	Openness to Experience	.061	.057	.043	1.068	.286
	Self Awareness	.129	.048	.117	2.662	.008
	Managing Emotion	-.120	.057	-.107	-2.091	.037
	Motivating Yourself	.142	.061	.125	2.342	.020
	Empathy	-.224	.068	-.185	-3.293	.001
	Social Skill	-.131	.061	-.118	-2.133	.034
	Task Leadership	.158	.076	.145	2.094	.037
	Relational Leadership	.354	.077	.336	4.595	.000
	Personal Functioning in Team	.514	.058	.378	8.908	.000

a. Dependent Variable: Team Organization

In the aspect of student-teacher relationship behavior, as shown in multi-regression analysis result of Table 4.23, the student-teacher relationship has shown to be explained for 38.6 percent of its variance by extraversion (at Beta 0.229), managing emotion (at BETA 0.131), motivating yourself (at BETA 0.222), and relational leadership (at Beta 0.212). Studying this student-to-teacher-relationship is important as a significant body of research indicates that academic achievement and students' behaviors are influenced by the quality of the teacher-student relationship (Jones & Jones, 2013). In a meta-analysis of more than one hundred studies, Marzano et al. (2003) reported that positive teacher-student relationships were the foundation of effective classroom management which could significantly reduce behavioral problems and thus lead to low defiant behavior, for instance, for the high-school students (Gregory & Ripski, 2008). Nevertheless, there is a lack of research study that examines the quality of the student-teacher relationship from the domains of traits, i.e. personality, emotionality and leadership. This research thus fills the gap in the extant literature. Table 4.23 clearly exhibits the significant positive relationship along this new contribution direction.

Table 4.23 Multivariate Regression Analysis in Predicting Student-Teacher Relationship

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.621[a]	.386	.368	.52269

a. Predictors: (Constant), Relational Leadership, Neuroticism, Extraversion, Openness to Experience, Self Awareness, Agreeableness, Conscientiousness, Managing Emotion, Motivating Yourself, Social Skill, Empathy, Task Leadership

b. Dependent Variable: Relationship with Teacher

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	70.979	12	5.915	21.650	.000[b]
	Residual	112.832	413	.273		
	Total	183.811	425			

a. Dependent Variable: Relationship with Teacher

b. Predictors: (Constant), Relational Leadership, Neuroticism, Extraversion, Openness to Experience, Self Awareness, Agreeableness, Conscientiousness, Managing Emotion, Motivating Yourslef, Social Skill, Empathy, Task Leadership

Table 4.23 (continued)

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.052	.413		.125	.900
	Extraversion	.313	.063	.229	4.952	.000
	Agreeableness	.099	.069	.074	1.446	.149
	Conscientiousness	-.035	.069	-.025	-.505	.614
	Neuroticism	.024	.057	.019	.411	.681
	Openness to Experience	.075	.066	.052	1.132	.258
	Self Awareness	-.034	.056	-.031	-.610	.542
	Managing Emotion	.147	.065	.131	2.244	.025
	Motivating Yourslef	.252	.070	.222	3.591	.000
	Empathy	-.092	.079	-.076	-1.171	.242
	Social Skill	-.102	.071	-.092	-1.433	.153
	Task Leadership	.124	.086	.113	1.442	.150
	Relational Leadership	.224	.088	.212	2.533	.012

a. Dependent Variable: Relationship with Teacher

4.3.3 Hypothesis 3 (H3)

Hypothesis three (H3) is supported which shows the positive correlation between emotional intelligence, personal functioning in team, team organization performance and student's relationship with teacher, in Table 4.24. In a way, the result highlights the advantages of emotional intelligence in interpersonal relationship, which is at team- and student-teacher relationship level. The correlation strengths, indicated by the correlation coefficients, are considered high (Cohen, 1992).

Table 4.24 Interrelationship Structure of Emotional Intelligence

Correlations		Emotional Intelligence	Personal Functioning in Team	Team Organization	Relationship with Teacher
Emotional Intelligence	Pearson Correlation	1	.602**	.588**	.609**
	Sig. (2-tailed)		.000	.000	.000
	N	426	426	426	426
Personal Functioning in Team	Pearson Correlation	.602**	1	.618**	.553**
	Sig. (2-tailed)	.000		.000	.000
	N	426	426	426	426
Team Organization	Pearson Correlation	.588**	.618**	1	.555**
	Sig. (2-tailed)	.000	.000		.000
	N	426	426	426	426
Relationship with Teacher	Pearson Correlation	.609**	.553**	.555**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	426	426	426	426

Note.**. Correlation is significant at the 0.01 level (2-tailed).

What is stated is the interrelationship strength between an overall emotional intelligence index (as measuring the emotional intelligence behavioral reaction) and other aspects of the student behaviors, towards personal functioning in team, team organization and the student relationship with the teacher. Emotional intelligence behavior takes on the perceived EI driven behaviors of the students, fully developed by the researcher, with reliability Cronbach's Alpha over the very reliable range, 0.9, and is used to measure the overall emotional behavior of the students that also reflect the capabilities of the emotional intelligence traits. Specifically, the EI behaviors measure, for instance, "I can accurately understand and accept myself," "I am always aware of my own emotions," "I am always aware of others' emotions," "I can effectively express myself," "I make an effort to realize my personal goals," "I always aware of how others feel," "I always cooperate with others," "I contribute positively to team working," "I always maintain good relationships

with my friends and others," "I can effectively manage my emotion," "I can effectively control my emotion," "I can easily adapt to any changing situations,", "I can solve problems effectively," "I am always positive and looking at the positive side of my life," and "I am always feeling contended (happy) with myself, others and life in general." The strong positive correlations between EI and other relational and student teams based behaviors show that EI plays an important role that should not be neglected in the student learning and career improvement process. Students should consider proactively to develop their EI dispositions and competencies as in doing so, it lead to many positive advantages, i.e. positive team working spirit and environment, and effective team organization.

4.3.4 Hypothesis 4 (H4)

Hypothesis 4 (H4) is stated as such: H4 – Behavioral performance of the students, collectively, in emotional intelligence, student's team performance (i.e. individual function in team, team organization performance), and student-teacher relationship, do significantly contribute to explain the variances of student's perceived performance. Personal role in the team and the organizational ability and structure in establishing team-based performance have been illustrated in Hackman and Walton (1986). In other words, a manageable team is a performing team (Hackman & Walton, 1986).

This hypothesis is raised in the first place, because the extant literature, for instance, in Lounsbury et al. (2003), indicates the low ability of AGPA to be predicted, partly because "overall GPA contains between-teacher and between-major variability, which represents uncontrolled sources of variance, and thus, these sources of variance may have attenuated estimates of the validity for personality and mental ability variables in predicting course performance" (Loundsbury et al., 2003, p. 1232). To prove the points of Loundsbury et al. (2003), AGPA is subjected to a multivariate regression analysis, with predictors of the behavioral variables designated as emotional intelligence, personal functioning in team, team organization and the relationship between the students and the teacher. The result indicated in Table 4.25 shows that AGPA can only be predicted for 11.1 percent of its variance by team organization, at 0.164 BETA.

Table 4.25 Multivariate Regression Analysis for Overall GPA

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.333[a]	.111	.101	.65014

a. Predictors: (Constant), Relationship with Teacher, Personal Functioning in Team, Team Organization, Emotional Intelligence

b. Dependent Variable: Accumulative GPA

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	18.655	4	4.664	11.034	.000[b]
	Residual	150.054	355	.423		
	Total	168.709	359			

a. Dependent Variable: Accumulative GPA

b. Predictors: (Constant), Relationship with Teacher, Personal Functioning in Team, Team Organization, Emotional Intelligence

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.278	.252		5.073	.000
	Emotional Intelligence	.098	.074	.092	1.329	.185
	Personal Functioning in Team	.090	.098	.063	.923	.357
	Team Organization	.174	.071	.165	2.434	.015
	Relationship with Teacher	.084	.069	.081	1.221	.223

a. Dependent Variable: Accumulative GPA

On the other hand, when perceived student performances are measured and studied, by the use of multivariate regression analysis, the results in Table 4.26 and Table 4.27 show much higher level of predictability, at 61.4 percent for the academic performances, and 56.7 percent of variance for the non-academic performance. The former, which is about academic performance, is measured by the team that the students participated in general are in top rank and the students have made dramatic improvement since the first semester, and is shown in Table 4.26 to be predicted by emotional intelligence (BETA 0.369), team organization (BETA 0.191), and relationship with

teacher (BETA 0.309). On the non-academic aspect of performance, the students perceive the university has made them more mature, and they can maintain good relationships with their parents, and they believe in the prospect of job opportunity and they are sure in their career will be at the top rank, and which can be predicted significantly by emotional intelligence (BETA 0.598), and team organization at BETA of 0.275, as shown in Table 4.27.

Table 4.26 Multivariate Regression Analysis for Academic Performance

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.784[a]	.614	.611	.42498

a. Predictors: (Constant), Relationship with Teacher, Personal Functioning in Team, Team Organization, Emotional Intelligence

b. Dependent Variable: Perceived Academic Performance

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	121.103	4	30.276	167.632	.000[b]
	Residual	76.036	421	.181		
	Total	197.138	425			

a. Dependent Variable: Perceived Academic Performance

b. Predictors: (Constant), Relationship with Teacher, Personal Functioning in Team, Team Organization, Emotional Intelligence

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.098	.150		.650	.516
	Emotional Intelligence	.394	.046	.369	8.600	.000
	Personal Functioning in Team	.076	.059	.054	1.283	.200
	Team Organization	.197	.043	.191	4.550	.000
	Relationship with Teacher	.320	.042	.309	7.556	.000

a. Dependent Variable: Perceived Academic Performance

For the non-academic performance, the multivariate regression results of the Table 4.27 below shows that it can be explained for 56.7 percent by emotional intelligence (BETA at 0.598) and team organization performance (BETA at 0.275).

Table 4.27 Multivariate Regression Analysis for Non-Academic Performance

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.753[a]	.567	.563	.54229

a. Predictors: (Constant), Relationship with Teacher, Personal Functioning in Team, Team Organization, Emotional Intelligence

b. Dependent Variable: Non-Academic Performance

ANOVA[a]

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	161.909	4	40.477	137.639	.000[b]
	Residual	123.809	421	.294		
	Total	285.718	425			

a. Dependent Variable: Non-Academic Performance

b. Predictors: (Constant), Relationship with Teacher, Personal Functioning in Team, Team Organization, Emotional Intelligence

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.218	.192		1.136	.257
	Emotional Intelligence	.768	.059	.598	13.132	.000
	Personal Functioning in Team	-.137	.076	-.081	-1.801	.072
	Team Organization	.342	.055	.275	6.176	.000
	Relationship with Teacher	.026	.054	.021	.477	.634

a. Dependent Variable: Non-Academic Performance

4.3.5 Hypothesis 5 (H5)

Hypothesis 5 (H5) is stated as such: H5 – Student's perceived performance, academic and non-academic, is significantly contributing to explain student's accumulate grade points average at the university study.

Hypothesis H5 (H5) can be addressed by the use of both correlations analysis and regression analysis. While the former (correlation analysis) shows that AGPA is significantly correlated, positively, to both perceived academic and non-academic performance, in Table 4.28, with correlations coefficients of 0.261** and 0.231**, respectively (correlation is significant at the 0.01 level, 2-tailed), the latter (multivariate regression analysis), shown in Table 4.29, indicates the percent of predictability of the variance of AGPA, at 7.3 percent, by perceived academic performance at BETA 0.194. Thus, it implies that the use of perceived performance survey instrument can only use to predict 7.3% of the AGPA, and thus the study of AGPA still is a great challenge for many researchers.

Table 4.28 Correlations between Perceived Performances (Academic, Non-Academic) and AGPA

Correlations		Accumulative GPA	Perceived Academic Performance	Non-Academic Performance	Academic and Non-Academic Perceived Performance
Accumulative GPA	Pearson Correlation	1	.261**	.231**	.265**
	Sig. (2-tailed)		.000	.000	.000
	N	360	360	360	360
Perceived Academic Performance	Pearson Correlation	.261**	1	.687**	.902**
	Sig. (2-tailed)	.000		.000	.000
	N	360	426	426	426
Non-Academic Performance	Pearson Correlation	.231**	.687**	1	.933**
	Sig. (2-tailed)	.000	.000		.000
	N	360	426	426	426
Academic and Non-Academic Perceived Performance	Pearson Correlation	.265**	.902**	.933**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	360	426	426	426

Note.** . Correlation is significant at the 0.01 level (2-tailed).

Table 4.29 Multivariate Regression Analysis for Overall GPA Predicted by Perceived Performances

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.269[a]	.073	.067	.66203

a. Predictors: (Constant), Non-Academic Performance, Perceived Academic Performance

b. Dependent Variable: Accumulative GPA

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	12.240	2	6.120	13.964	.000[b]
	Residual	156.469	357	.438		
	Total	168.709	359			

a. Dependent Variable: Accumulative GPA

b. Predictors: (Constant), Non-Academic Performance, Perceived Academic Performance

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.838	.185		9.912	.000
	Perceived Academic Performance	.191	.070	.194	2.715	.007
	Non-Academic Performance	.078	.058	.096	1.344	.180

a. Dependent Variable: Accumulative GPA

Overall, AGPA can be predicted by team-organization behavior of the students at 11.1 percent of its variance, with Beta coefficient of 0.165, and be predicted by the perceived academic performance of the students at 7.3 percent of its variance, with Beta coefficient at 0.369. The findings here reflect the same conclusions from other researchers, for instance, by Lounsbury et al. (2003) in that predicting AGPA usually has low R-squared of predictability and variance explanation because students normally take classes from a host of contextual choices and conditions, i.e. different requirements imposed by different teachers, and different team based environments, and even the nature of the subjects has a key role to play in influencing the AGPA. The results of these issues are shown in Figure 4.7.

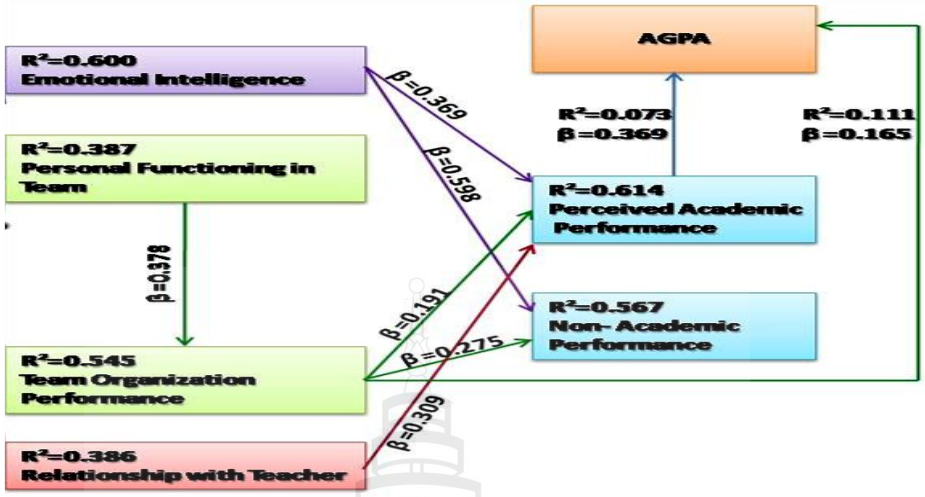


Figure 4.7 Multivariate Regression Analysis Results of AGPA

4.4 Demographic Analysis by the use of T-test and ANOVA Test

Apart from the above five hypotheses needed to verify the structure of the theoretical relationship of the conceptual model, the following demographics oriented research question is raised to provide a better contextual understanding to the investigated phenomenon.

Demographics Research Question: "To study the demographic variables, by the use of ANOVA or T-Test, in identifying the areas (traits, behavioral performance and perceived academic and non-academic performance) where students of different demographic variables, i.e. different years at the university, show the significant differences."

The following Table 4.30 and Table 4.31 are the results of ANOVA test, which shows that there are significant differences across the different year-levels of studies of the students at the university. Nevertheless the patterns are not uniform, and thus box plots as presented in Figures 4.8 to 4.12 are used to provide visual clarity. The trend, in general, depicts a drop in personality from first-year to second-year, flattens up until the third-year, but seems to pick at the fourth-year up. This would imply to the university management and the teachers to provide a more systematic approach to ensure that there is a positive correlation trend upward with the years of studies, under the assumption that

certain personality traits are useful for good teamwork performances, in projects management as well as academic and non-academic relational performances.

Table 4.30 Comparing Across personality traits and Different Years

Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Extraversion	First Year Students	90	3.3333	.49824	.05252	3.2290	3.4377	2.50	4.50
	2nd Year Students	76	3.1201	.40745	.04674	3.0270	3.2132	2.25	4.25
	Third Year Students	144	3.0278	.38787	.03232	2.9639	3.0917	2.00	4.63
	Fourth Year Students	84	3.0967	.56316	.06145	2.9745	3.2189	1.88	4.88
	Master or Above	32	3.1797	.58539	.10348	2.9686	3.3907	1.75	4.13
	Total	**426**	**3.1338**	**.48119**	**.02331**	**3.0880**	**3.1796**	**1.75**	**4.88**
Agreeableness	First Year Students	90	3.8123	.38693	.04079	3.7313	3.8934	3.11	4.67
	2nd Year Students	76	3.2953	.50170	.05755	3.1807	3.4100	2.33	4.33
	Third Year Students	144	3.3565	.41799	.03483	3.2876	3.4253	2.44	4.33
	Fourth Year Students	84	3.5291	.47537	.05187	3.4259	3.6323	2.56	4.67
	Master or Above	32	3.7083	.58096	.10270	3.4989	3.9178	2.11	4.56
	Total	**426**	**3.5023**	**.49180**	**.02383**	**3.4555**	**3.5492**	**2.11**	**4.67**
Conscientiousness	First Year Students	90	3.2963	.37762	.03981	3.2172	3.3754	2.44	4.56
	2nd Year Students	76	3.1228	.43531	.04993	3.0233	3.2223	2.33	4.33
	Third Year Students	144	3.1682	.39899	.03325	3.1025	3.2339	2.44	4.44
	Fourth Year Students	84	3.3360	.60317	.06581	3.2051	3.4669	2.11	5.00
	Master or Above	32	3.3403	.63292	.11189	3.1121	3.5685	2.22	4.44
	Total	**426**	**3.2332**	**.47386**	**.02296**	**3.1881**	**3.2783**	**2.11**	**5.00**
Neuroticism	First Year Students	90	2.8028	.58028	.06117	2.6812	2.9243	1.63	3.88
	2nd Year Students	76	2.9901	.50446	.05787	2.8749	3.1054	2.13	4.50
	Third Year Students	144	2.9479	.42883	.03574	2.8773	3.0186	1.75	4.38
	Fourth Year Students	84	2.8571	.60219	.06570	2.7265	2.9878	1.00	4.25
	Master or Above	32	2.8125	.67352	.11906	2.5697	3.0553	1.25	4.00
	Total	**426**	**2.8967**	**.53513**	**.02593**	**2.8458**	**2.9477**	**1.00**	**4.50**
Openness to	First Year Students	90	3.3822	.44686	.04710	3.2886	3.4758	2.60	4.40
	2nd Year Students	76	3.2579	.42810	.04911	3.1601	3.3557	2.40	4.40
	Third Year Students	144	3.2208	.41373	.03448	3.1527	3.2890	2.40	4.60
	Fourth Year Students	84	3.2214	.49016	.05348	3.1151	3.3278	2.40	4.60
	Master or Above	32	3.2500	.63855	.11288	3.0198	3.4802	1.70	4.60
	Total	**426**	**3.2638**	**.46085**	**.02233**	**3.2200**	**3.3077**	**1.70**	**4.60**

Table 4.31 ANOVA test results for personality traits and groups

ANOVA		Sum of Squares	Df	Mean Square	F	Sig.
Extraversion	Between Groups	5.399	4	1.350	6.110	.000
	Within Groups	93.005	421	.221		
	Total	**98.404**	**425**			
Agreeableness	Between Groups	16.388	4	4.097	19.962	.000
	Within Groups	86.406	421	.205		
	Total	**102.794**	**425**			
Conscientiousness	Between Groups	3.147	4	.787	3.589	.007
	Within Groups	92.283	421	.219		
	Total	**95.430**	**425**			
Neuroticism	Between Groups	2.193	4	.548	1.932	.104
	Within Groups	119.512	421	.284		
	Total	**121.705**	**425**			
Openness to Experience	Between Groups	1.688	4	.422	2.005	.093
	Within Groups	88.576	421	.210		
	Total	**90.263**	**425**			

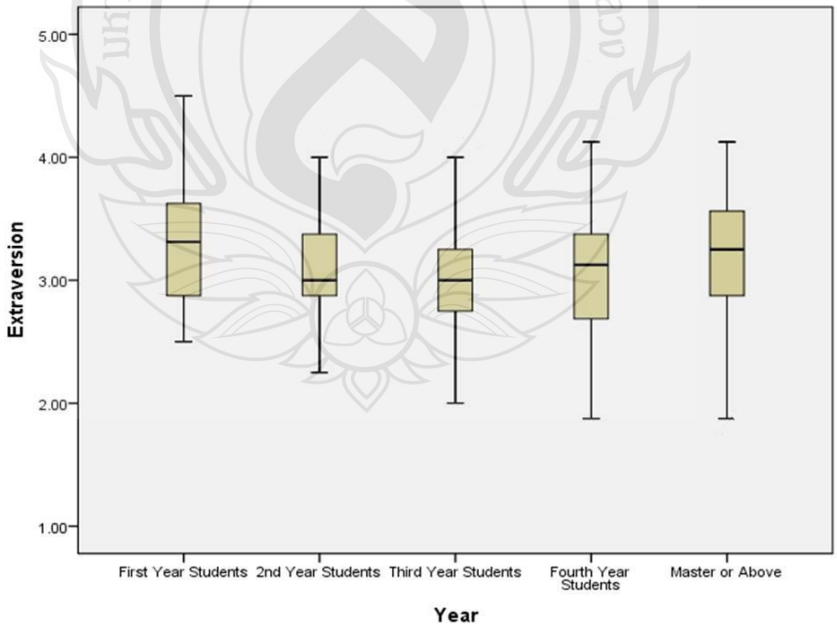


Figure 4.8 Comparing across Extraversion and Year

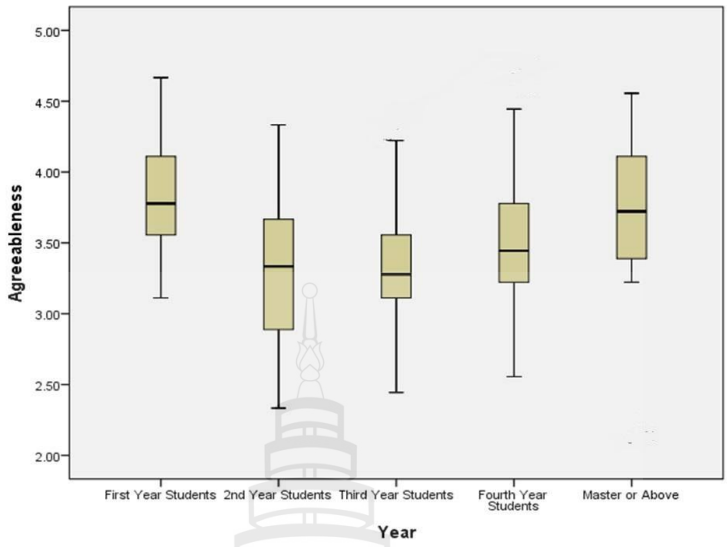


Figure 4.9 Comparing across Agreeableness and Year

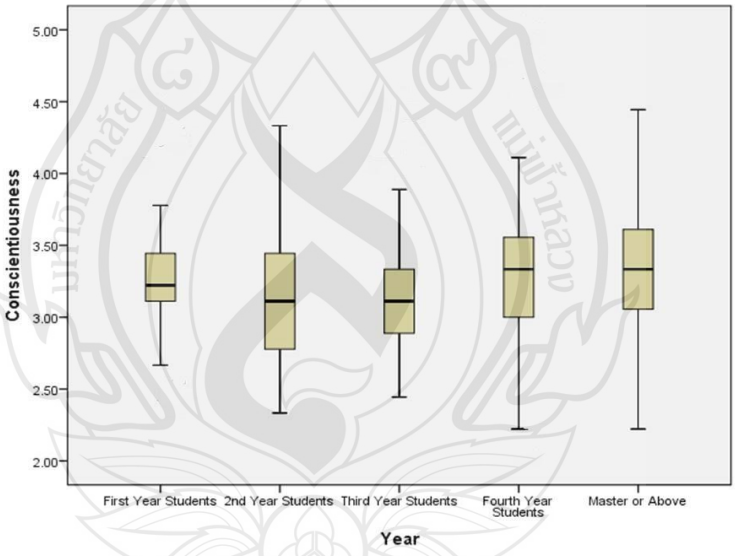


Figure 4.10 Comparing across Conscientiousness and Year

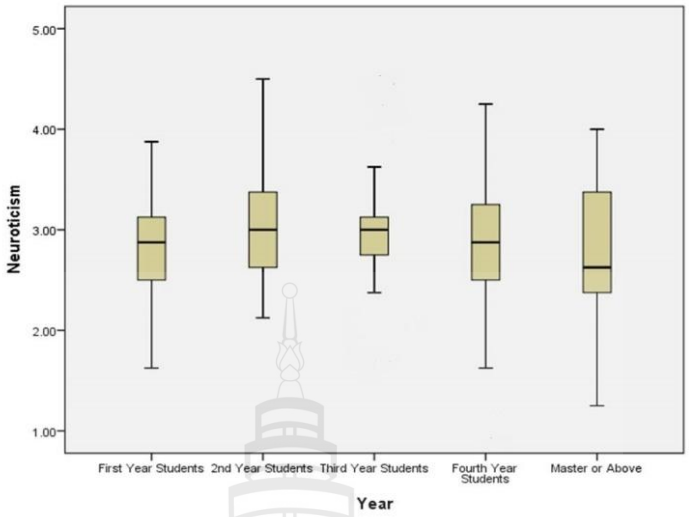


Figure 4.11 Comparing across Neuroticism and Year

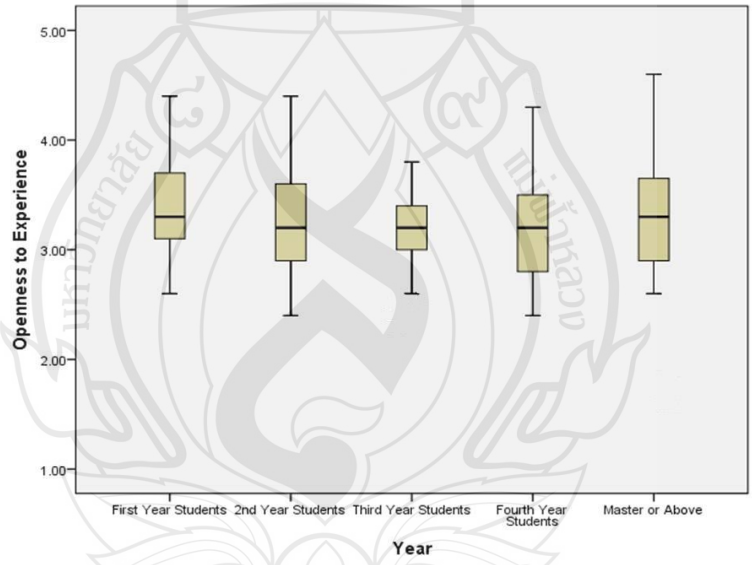


Figure 4.12 Comparing across Openneness to Experiences and Year

Table 4.32 Comparing across Emotionality and Leadership Traits and Different Years of Study at the University

Descriptives									
						95% Confidence Interval for Mean			
		N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound	Minimum	Maximum
Self Awareness	First Year Students	90	3.7333	.55939	.05897	3.6162	3.8505	2.75	4.75
	2nd Year Students	76	3.6053	.60727	.06966	3.4665	3.7440	2.50	4.75
	Third Year Students	144	3.3299	.51008	.04251	3.2458	3.4139	2.25	4.50
	Fourth Year Students	84	3.4583	.69836	.07620	3.3068	3.6099	1.75	4.75
	Master or Above	32	3.7656	.50377	.08905	3.5840	3.9473	2.25	4.25
	Total	**426**	**3.5223**	**.60032**	**.02909**	**3.4651**	**3.5795**	**1.75**	**4.75**
Managing Emotion	First Year Students	90	3.5822	.57486	.06060	3.4618	3.7026	2.40	5.00
	2nd Year Students	76	3.4947	.51792	.05941	3.3764	3.6131	2.20	4.40
	Third Year Students	144	3.3528	.58369	.04864	3.2566	3.4489	1.80	4.80
	Fourth Year Students	84	3.4905	.61968	.06761	3.3560	3.6250	1.80	5.00
	Master or Above	32	3.6375	.62308	.11015	3.4129	3.8621	2.20	4.60
	Total	**426**	**3.4751**	**.58659**	**.02842**	**3.4193**	**3.5310**	**1.80**	**5.00**
Motivating Yourself	First Year Students	90	3.4889	.56179	.05922	3.3712	3.6066	2.40	4.80
	2nd Year Students	76	3.3526	.53950	.06188	3.2294	3.4759	2.60	4.60
	Third Year Students	144	3.1889	.52238	.04353	3.1028	3.2749	2.00	4.80
	Fourth Year Students	84	3.4000	.56569	.06172	3.2772	3.5228	2.40	5.00
	Master or Above	32	3.5875	.80792	.14282	3.2962	3.8788	1.60	4.80
	Total	**426**	**3.3531**	**.58051**	**.02813**	**3.2978**	**3.4083**	**1.60**	**5.00**
Empathy	First Year Students	90	3.7111	.42938	.04526	3.6212	3.8010	2.80	4.80
	2nd Year Students	76	3.4579	.45935	.05269	3.3529	3.5629	2.60	4.60
	Third Year Students	144	3.3389	.47616	.03968	3.2605	3.4173	2.00	4.40
	Fourth Year Students	84	3.4667	.66971	.07307	3.3213	3.6120	2.20	5.00
	Master or Above	32	3.6750	.69977	.12370	3.4227	3.9273	2.20	4.60
	Total	**426**	**3.4892**	**.54443**	**.02638**	**3.4374**	**3.5410**	**2.00**	**5.00**
Social Skill	First Year Students	90	3.7111	.60642	.06392	3.5841	3.8381	2.60	5.00
	2nd Year Students	76	3.4105	.43561	.04997	3.3110	3.5101	2.80	4.60
	Third Year Students	144	3.2889	.50827	.04236	3.2052	3.3726	2.00	4.60
	Fourth Year Students	84	3.4333	.68007	.07420	3.2857	3.5809	2.40	5.00
	Master or Above	32	3.6625	.74216	.13120	3.3949	3.9301	2.40	4.80
	Total	**426**	**3.4563**	**.59569**	**.02886**	**3.3996**	**3.5131**	**2.00**	**5.00**
Task Leadership	First Year Students	90	3.5756	.52367	.05520	3.4659	3.6852	2.60	5.00
	2nd Year Students	76	3.4921	.53236	.06107	3.3705	3.6138	2.70	4.70
	Third Year Students	144	3.2583	.51243	.04270	3.1739	3.3427	2.30	4.60
	Fourth Year Students	84	3.5119	.68202	.07442	3.3639	3.6599	2.00	5.00
	Master or Above	32	3.9000	.77792	.13752	3.6195	4.1805	2.70	5.00
	Total	**426**	**3.4653**	**.60220**	**.02918**	**3.4079**	**3.5226**	**2.00**	**5.00**

Table 4.32 (continued)

Descriptives									
						95% Confidence Interval for Mean			
		N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound	Minimum	Maximum
Relational Leadership	First Year Students	90	3.8822	.54764	.05773	3.7675	3.9969	2.90	4.90
	2nd Year Students	76	3.6368	.56730	.06507	3.5072	3.7665	2.70	4.70
	Third Year Students	144	3.4097	.53157	.04430	3.3222	3.4973	2.40	4.80
	Fourth Year Students	84	3.6857	.67398	.07354	3.5395	3.8320	2.20	5.00
	Master or Above	32	3.9625	.81508	.14409	3.6686	4.2564	2.10	5.00
	Total	**426**	**3.6460**	**.62485**	**.03027**	**3.5865**	**3.7055**	**2.10**	**5.00**
Emotional Intelligence	First Year Students	90	3.8889	.54177	.05711	3.7754	4.0024	2.63	4.88
	2nd Year Students	76	3.4720	.61045	.07002	3.3325	3.6115	1.56	4.75
	Third Year Students	144	3.4384	.54501	.04542	3.3486	3.5281	2.13	4.94
	Fourth Year Students	84	3.7738	.66555	.07262	3.6294	3.9182	2.56	5.00
	Master or Above	32	3.8359	.86686	.15324	3.5234	4.1485	2.44	5.00
	Total	**426**	**3.6356**	**.63784**	**.03090**	**3.5748**	**3.6963**	**1.56**	**5.00**

The similar trends also are being revealed in the aspects of emotionality and leadership traits across the different years of study of the students at the university, shown by the results of ANOVA test in Table 4.33 and Table 4.44, or through boxplots in Figures 4.13 to 4.18, and the thus the similar implications to the university management and the teachers apply.

Table 4.33 ANOVA Test Result for Emotionality and Leadership Traits across Different Years of Study at the University

	ANOVA	Sum of Squares	df	Mean Square	F	Sig.
Self Awareness	Between Groups	12.102	4	3.026	9.030	.000
	Within Groups	141.061	421	.335		
	Total	**153.163**	**425**			
Managing Emotion	Between Groups	4.081	4	1.020	3.021	.018
	Within Groups	142.156	421	.338		
	Total	**146.236**	**425**			
Motivating Yourslef	Between Groups	7.485	4	1.871	5.804	.000
	Within Groups	135.736	421	.322		
	Total	**143.221**	**425**			
Empathy	Between Groups	8.907	4	2.227	8.008	.000
	Within Groups	117.063	421	.278		
	Total	**125.970**	**425**			

Table 4.33 (continued)

	ANOVA	Sum of Squares	df	Mean Square	F	Sig.
Social Skill	Between Groups	11.444	4	2.861	8.642	.000
	Within Groups	139.364	421	.331		
	Total	**150.808**	**425**			
Task	Between Groups	13.546	4	3.387	10.142	.000
Leadership	Within Groups	140.580	421	.334		
	Total	**154.126**	**425**			
Relational	Between Groups	16.406	4	4.101	11.547	.000
Leadership	Within Groups	149.533	421	.355		
	Total	**165.938**	**425**			
Emotional	Between Groups	16.298	4	4.074	10.953	.000
Intelligence	Within Groups	156.608	421	.372		
	Total	**172.906**	**425**			

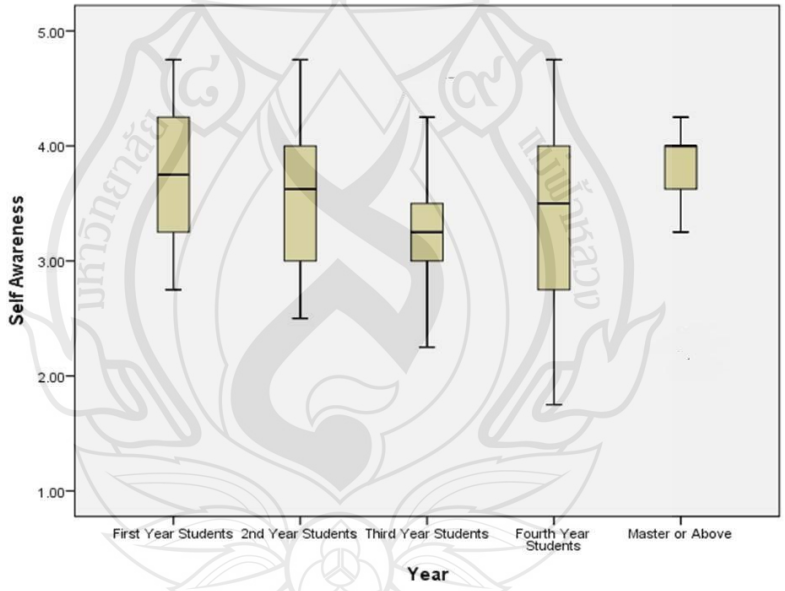


Figure 4.13 Comparing across Self-Awareness and Year

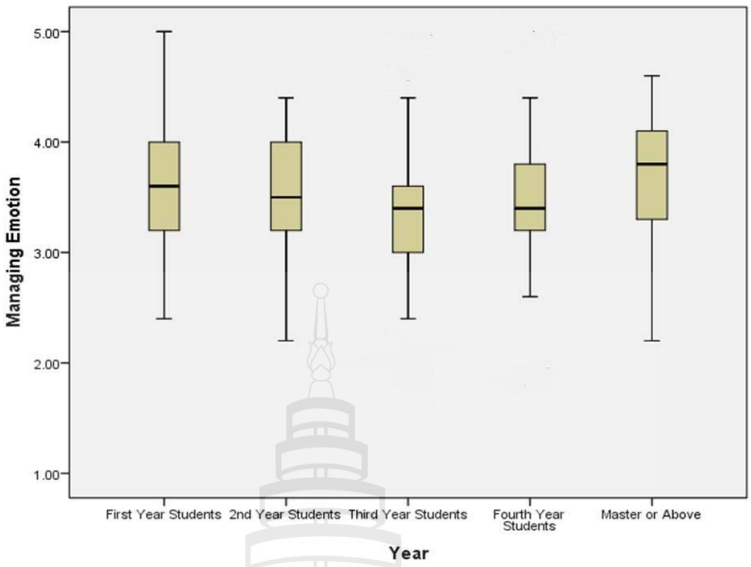


Figure 4.14 Comparing across Managing Emotion and Year

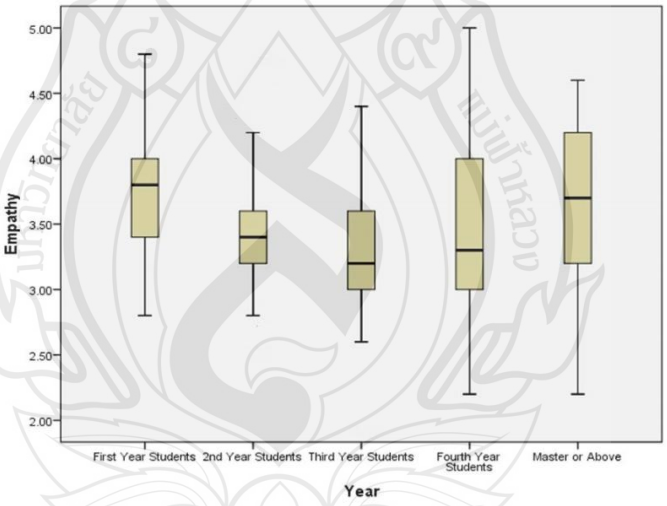


Figure 4.15 Comparing across Empathy and Year

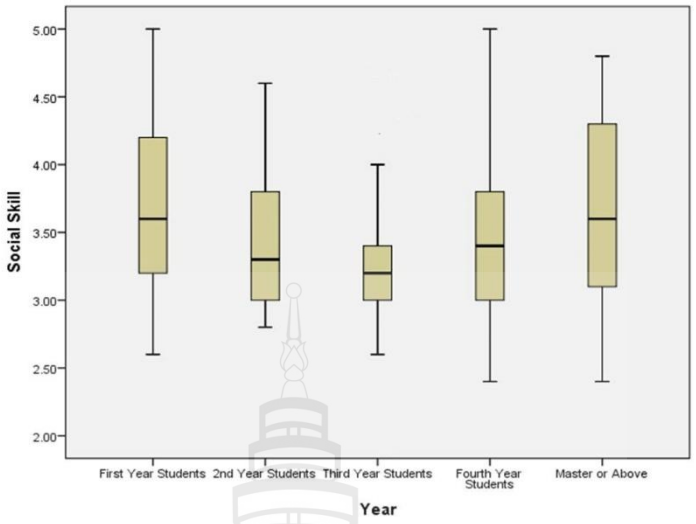


Figure 4.16 Comparing across Social Skill and Year

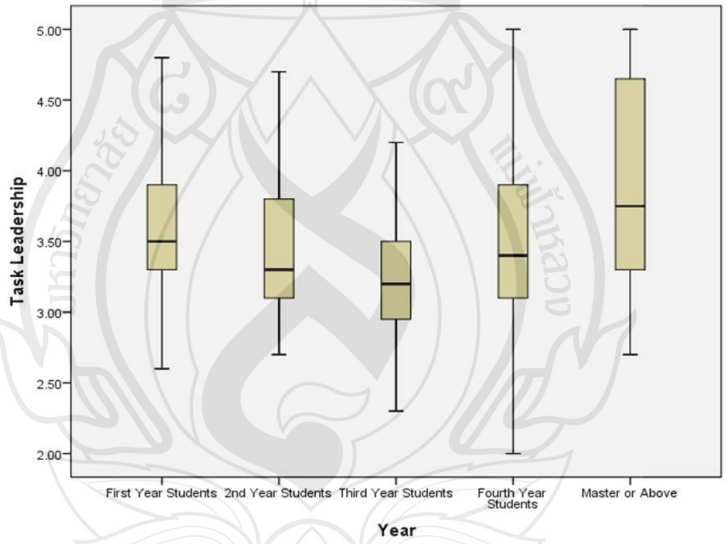


Figure 4.17 Comparing across Task Leadership and Year

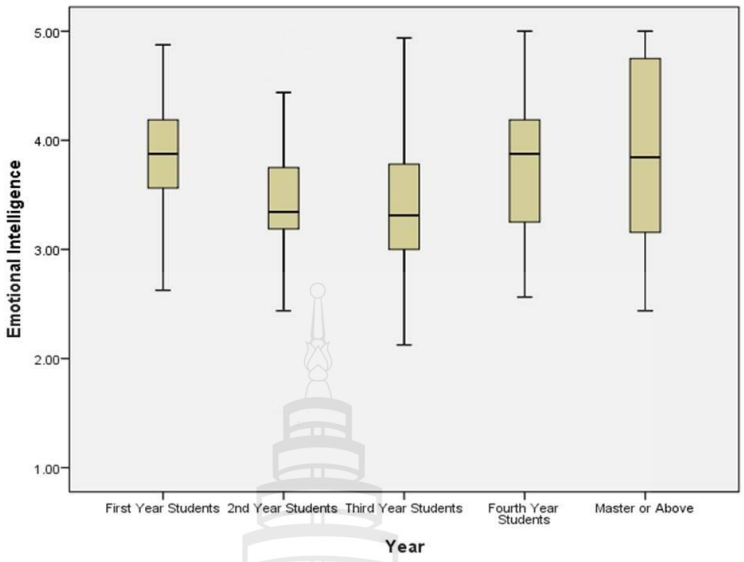


Figure 4.18 Comparing across Emotional Intelligence and Year

The similar trends also are being revealed in the different facets of behavior, i.e. in team working and relationship management, and perceived academic and non-academic performances, across the different years of study of the students at the university, shown by the results of ANOVA test in Table 4.34 and Table 4.45, or through box plots in Figures 4.19 to 4.25, and the thus the similar implications to the university management and the teachers apply.

Table 4.34 Comparing across Different Facets of Behaviors, Performance and the Years of Study of the Students at the University

Descriptives

			N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
							Lower Bound	Upper Bound		
Personal Functioning in Team		First Year Students	90	3.3200	.39297	.04142	3.2377	3.4023	2.20	4.10
		2nd Year Students	76	3.2211	.48286	.05539	3.1107	3.3314	2.00	4.10
		Third Year Students	144	3.3500	.48387	.04032	3.2703	3.4297	2.20	4.60
		Fourth Year Students	84	3.4024	.48668	.05310	3.2968	3.5080	2.40	5.00
		Master or Above	32	3.5437	.64555	.11412	3.3110	3.7765	2.50	5.00
		Total	**426**	**3.3455**	**.48521**	**.02351**	**3.2993**	**3.3917**	**2.00**	**5.00**

Table 4.34 (continued)

Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Team Organization	First Year Students	90	3.6489	.64324	.06780	3.5142	3.7836	2.40	5.00
	2nd Year Students	76	3.2263	.75778	.08692	3.0532	3.3995	1.00	5.00
	Third Year Students	144	3.2806	.51458	.04288	3.1958	3.3653	2.20	5.00
	Fourth Year Students	84	3.5095	.57783	.06305	3.3841	3.6349	2.20	5.00
	Master or Above	32	3.9000	.82540	.14591	3.6024	4.1976	2.20	5.00
	Total	**426**	**3.4404**	**.65946**	**.03195**	**3.3776**	**3.5032**	**1.00**	**5.00**
Relationship with Teacher	First Year Students	90	3.6311	.61143	.06445	3.5030	3.7592	2.60	5.00
	2nd Year Students	76	3.2368	.65296	.07490	3.0876	3.3861	1.00	4.60
	Third Year Students	144	3.3083	.52350	.04363	3.2221	3.3946	2.00	4.60
	Fourth Year Students	84	3.3143	.67470	.07362	3.1679	3.4607	1.60	5.00
	Master or Above	32	3.5625	1.01909	.18015	3.1951	3.9299	1.40	5.00
	Total	**426**	**3.3840**	**.65765**	**.03186**	**3.3214**	**3.4467**	**1.00**	**5.00**
Perceived Academic Performance	First Year Students	90	3.6778	.64176	.06765	3.5434	3.8122	2.00	5.00
	2nd Year Students	76	3.3421	.68659	.07876	3.1852	3.4990	1.00	5.00
	Third Year Students	144	3.4167	.63135	.05261	3.3127	3.5207	2.00	5.00
	Fourth Year Students	84	3.7262	.63485	.06927	3.5884	3.8640	1.75	5.00
	Master or Above	32	3.7969	.85769	.15162	3.4876	4.1061	1.75	5.00
	Total	**426**	**3.5481**	**.68107**	**.03300**	**3.4833**	**3.6130**	**1.00**	**5.00**
Non-Academic Performance	First Year Students	90	4.2167	.66746	.07036	4.0769	4.3565	2.75	5.00
	2nd Year Students	76	3.5395	.97387	.11171	3.3169	3.7620	1.00	5.00
	Third Year Students	144	3.5243	.64662	.05388	3.4178	3.6308	2.50	5.00
	Fourth Year Students	84	3.9821	.80359	.08768	3.8078	4.1565	2.25	5.00
	Master or Above	32	4.2344	.82535	.14590	3.9368	4.5319	2.25	5.00
	Total	**426**	**3.8169**	**.81993**	**.03973**	**3.7388**	**3.8950**	**1.00**	**5.00**

Table 4.35 ANOVA Test Result for Behaviors and Perceived Performance across the Different Years of Study of the Students at the University

		Sum of Squares	df	Mean Square	F	Sig.
Personal Functioning in Team	Between Groups	2.768	4	.692	2.994	.019
	Within Groups	97.289	421	.231		
	Total	**100.057**	**425**			
Team Organization	Between Groups	18.235	4	4.559	11.521	.000
	Within Groups	166.590	421	.396		
	Total	**184.826**	**425**			
Relationship with Teacher	Between Groups	9.394	4	2.348	5.669	.000
	Within Groups	174.418	421	.414		
	Total	**183.811**	**425**			

Table 4.35 (continued)

		Sum of Squares	df	Mean Square	F	Sig.
Perceived	Between Groups	11.871	4	2.968	6.744	.000
Academic	Within Groups	185.268	421	.440		
Performance	**Total**	**197.138**	**425**			
Non-Academic	Between Groups	40.431	4	10.108	17.349	.000
Performance	Within Groups	245.287	421	.583		
	Total	**285.718**	**425**			

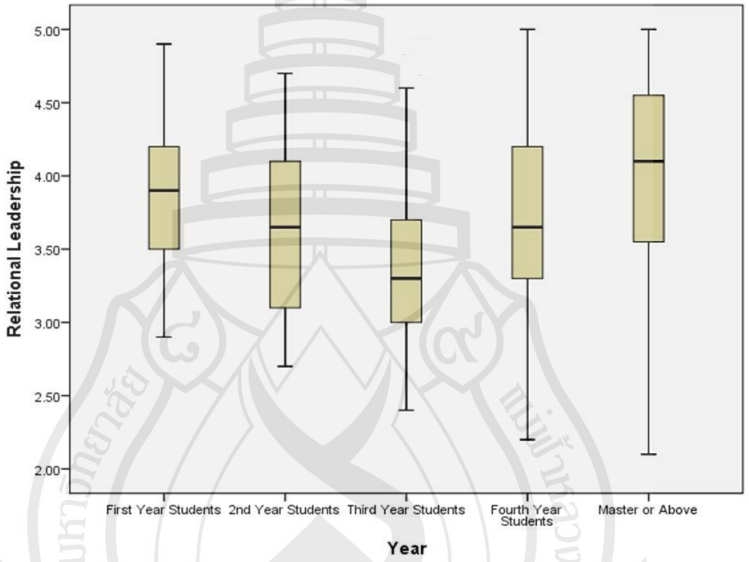


Figure 4.19 Comparing across Relational Leadership and Year

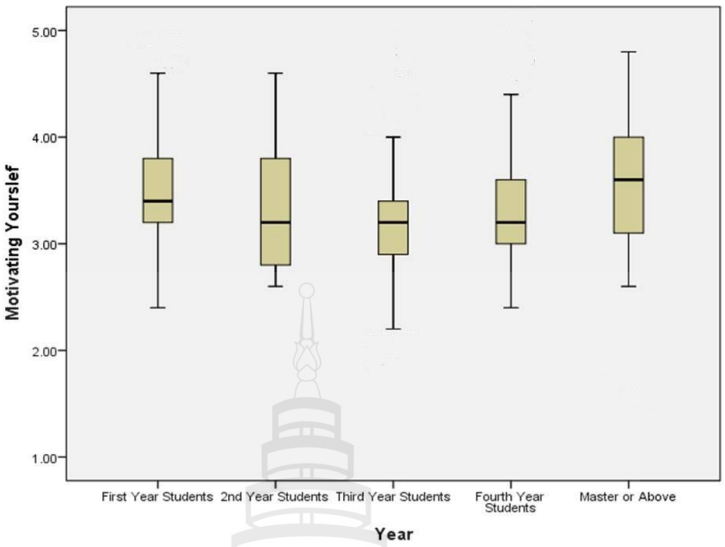


Figure 4.20 Comparing across Motivating Yourself and Year

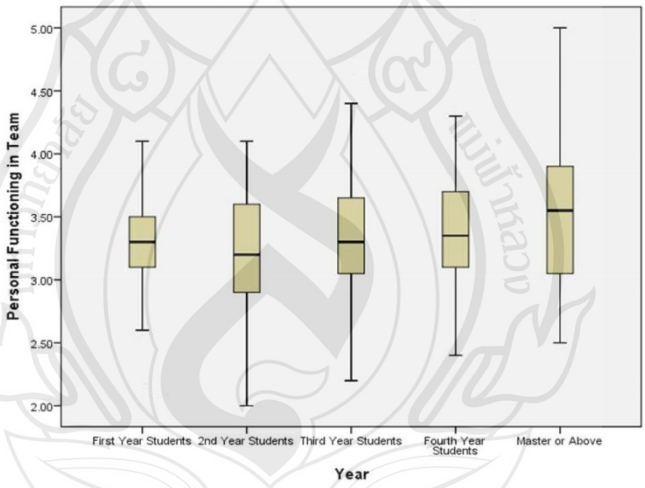


Figure 4.21 Comparing across Personal Functioning in Team and Year

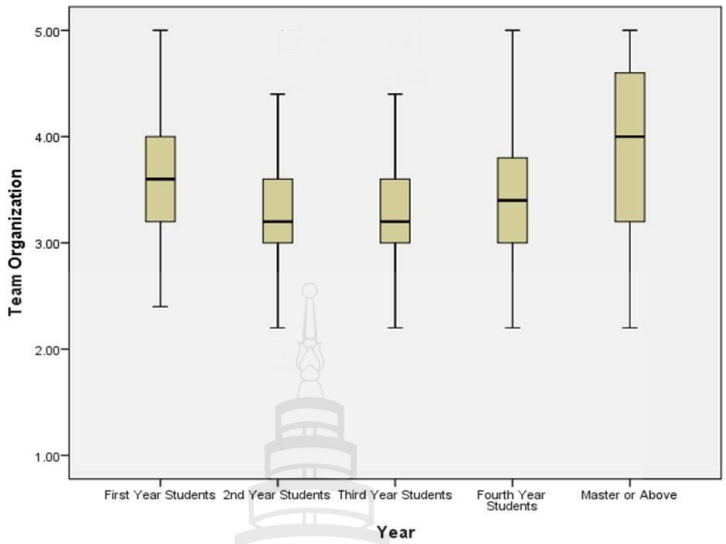


Figure 4.22 Comparing across Team Organization and Year

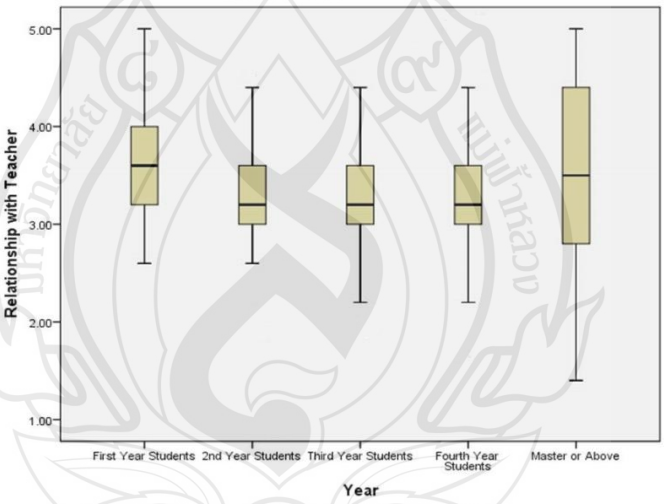


Figure 4.23 Comparing across Relationship with Teacher and Year

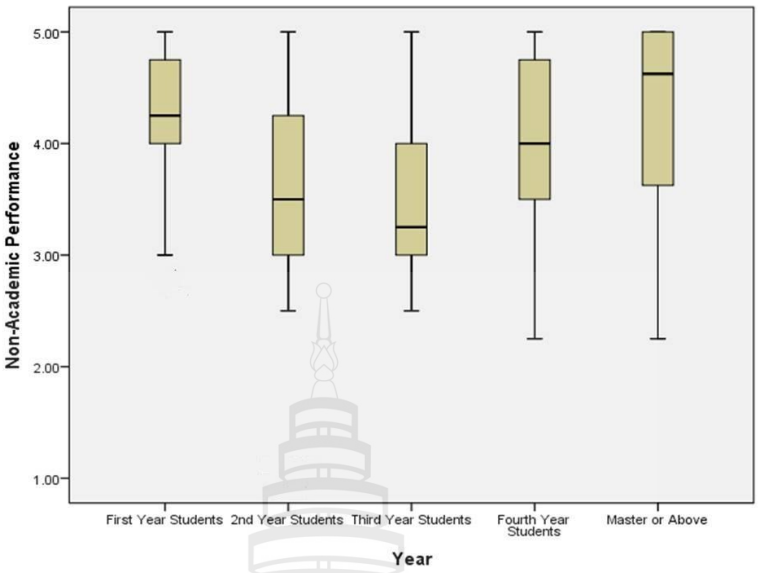


Figure 4.24 Comparing across Perceived Non-Academic Performance and Year

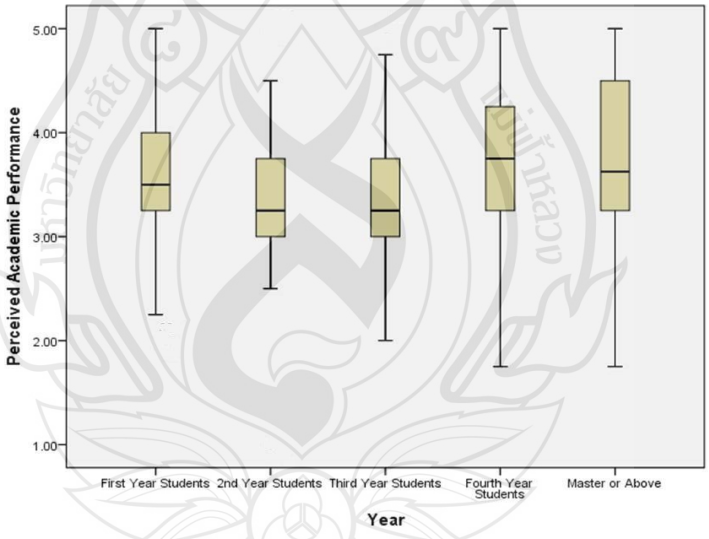


Figure 4.25 Comparing across Perceived Academic Performance and Year

T-Test performed for personality traits on gender, in Tables 4.36-4.37 shown below, indicates significant differences for male and female students on "neuroticism," which specifically, the female students indicate higher perceived neuroticism, implying more critical of themselves and their performances but also show slightly higher emotional wave. Typical distribution profiles of personality trait are illustrated in Figures 4.26 to 4.29

for "extraversion" and "conscientiousness" traits, for both male and female student participants of this research. The visual, comparative box plots for the different personality traits between the male and female student participants are shown in Figures 4.30 to 4.34.

Table 4.36 Comparing between Personality Traits and Gender

Gender		N	Mean	Std. Deviation	Std. Error Mean
Extraversion	Male	132	3.1392	.41086	.03576
	Female	294	3.1314	.51025	.02976
Agreeableness	Male	132	3.4832	.49099	.04273
	Female	294	3.5110	.49276	.02874
Conscientiousness	Male	132	3.2845	.56377	.04907
	Female	294	3.2101	.42647	.02487
Neuroticism	Male	132	2.7936	.56685	.04934
	Female	294	2.9430	.51456	.03001
Openness to	Male	132	3.2879	.51586	.04490
Experience	Female	294	3.2531	.43441	.02534

Table 4.37 Independent Samples T-Test for Personality Traits on Gender

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Extraversion	Equal variances assumed	4.857	.028	.155	424	.877	.00783	.05047	-.09138	.10703
	Equal variances not assumed			.168	308.998	.867	.00783	.04652	-.08372	.09937
Agreeableness	Equal variances assumed	.699	.404	-.539	424	.590	-.02779	.05157	-.12916	.07357
	Equal variances not assumed			-.540	253.129	.590	-.02779	.05150	-.12922	.07363

Table 4.37 (continued)

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Conscientiousness	Equal variances assumed	11.335	.001	1.500	424	.134	.07438	.04957	-.02306	.17182
	Equal variances not assumed			1.352	201.029	.178	.07438	.05501	-.03409	.18286
Neuroticism	Equal variances assumed	1.084	.298	-2.685	424	.008	-.14947	.05566	-.25887	-.04006
	Equal variances not assumed			-2.588	231.681	.010	-.14947	.05775	-.26324	-.03569
Openness to Experience	Equal variances assumed	7.932	.005	.721	424	.471	.03482	.04831	-.06014	.12978
	Equal variances not assumed			.675	217.825	.500	.03482	.05155	-.06679	.13643

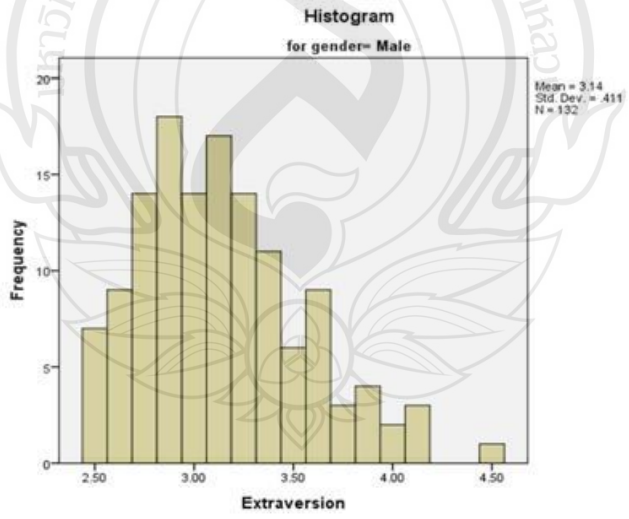


Figure 4.26 Histogram Plots on Male Students' Extraversion Trait

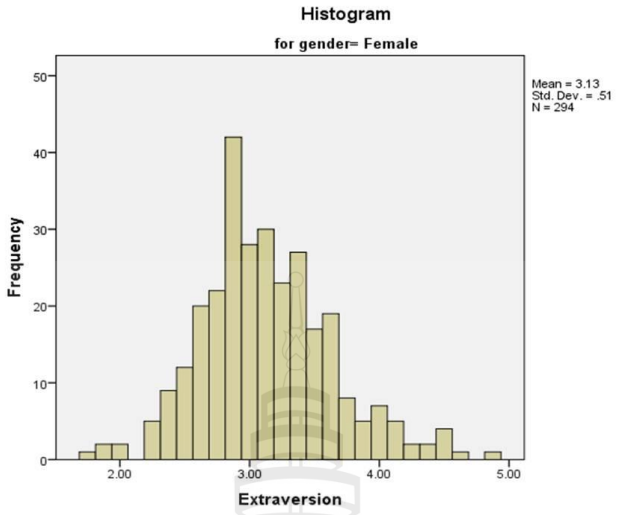


Figure 4.27 Histogram Plots on Female Students' Extraversion Trait

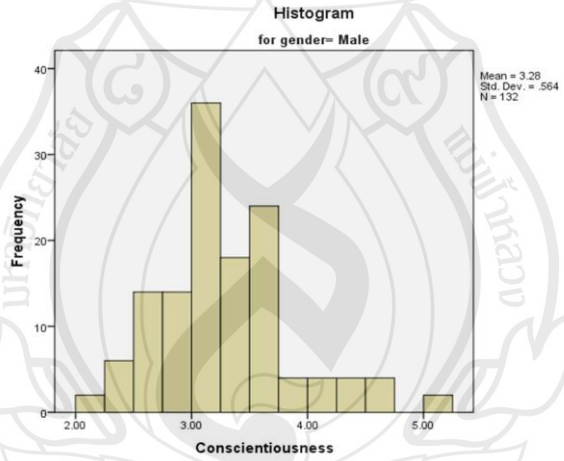


Figure 4.28 Histogram Plots on Male Students' Conscientious Trait

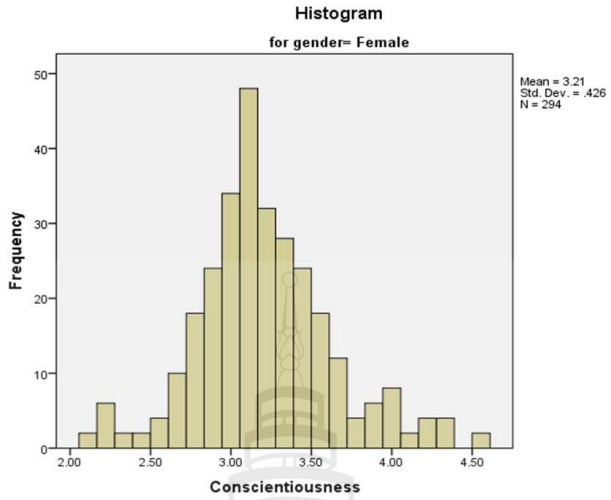


Figure 4.29 Histogram Plots on Female Students' Conscientious Trait

From the histogram distribution plots, it is clear that personality traits are bipolar and follow a bell-shaped distribution. That is, most of the students score near the middle of each trait, with only a few people scoring at the extreme, which share the similar finding from the pioneering works of personality traits by Eysneck (1992).

Figure 4.30 Comparing Extraversion Traits between Male and Female Students

Figure 4.31 Comparing Agreeableness Traits between Male and Female Students

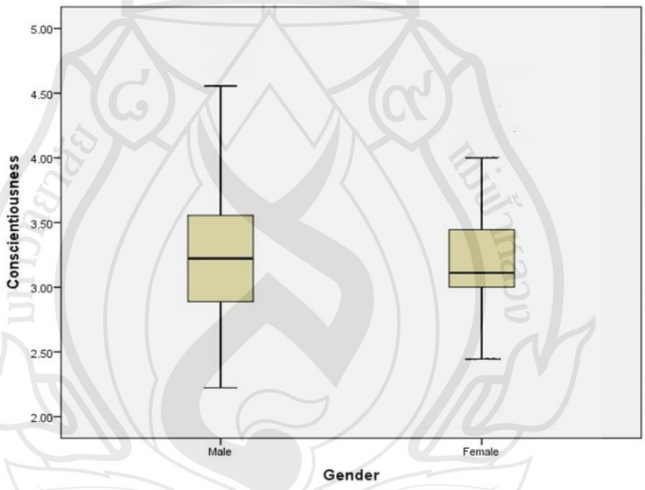


Figure 4.32 Comparing Conscientiousness Traits between Male and Female Students

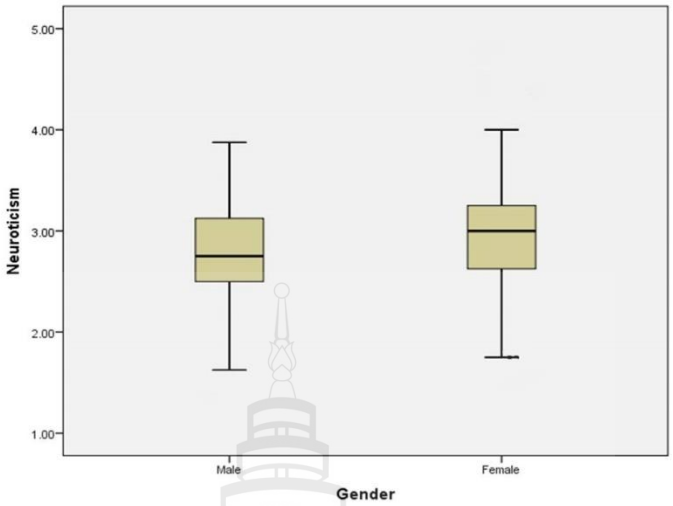


Figure 4.33 Comparing Neuroticism Traits between Male and Female Students

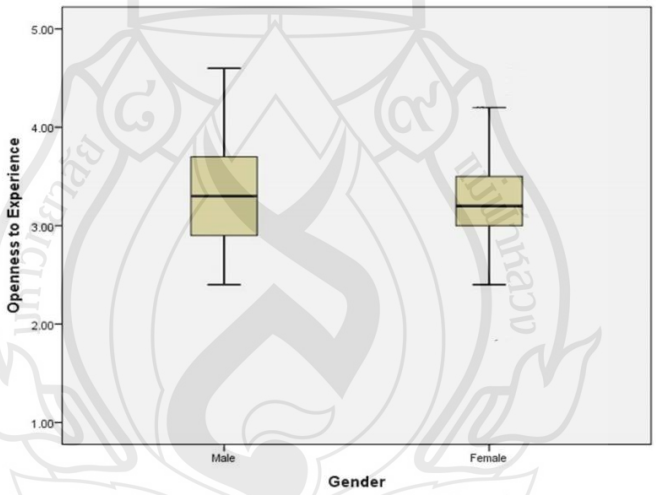


Figure 4.34 Comparing Openness-to-Experience Traits between Male and Female Students

Further, the results of t-test indicated in Table 4.38 and Table 4.39 show that the male students have slightly higher ability than the female students in managing emotion.

Table 4.38 Comparing between Emotional Traits and Gender

Group Statistics	Gender	N	Mean	Std. Deviation	Std. Error Mean
Self Awareness	Male	132	3.5682	.60302	.05249
	Female	294	3.5017	.59899	.03493
Managing Emotion	Male	132	3.6121	.64430	.05608
	Female	294	3.4136	.54886	.03201
Motivating Yourself	Male	132	3.4121	.62798	.05466
	Female	294	3.3265	.55697	.03248
Empathy	Male	132	3.5455	.56735	.04938
	Female	294	3.4639	.53287	.03108
Social Skill	Male	132	3.4909	.65306	.05684
	Female	294	3.4408	.56854	.03316

Table 4.39 Independent Samples Test for Emotional Traits on Gender

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Self Awareness	Equal variances assumed	.048	.827	1.057	424	.291	.06648	.06289	-.05713	.19009
	Equal variances not assumed			1.054	250.769	.293	.06648	.06305	-.05769	.19065
Managing Emotion	Equal variances assumed	6.141	.014	3.267	424	.001	.19852	.06077	.07907	.31796
	Equal variances not assumed			3.074	219.837	.002	.19852	.06457	.07126	.32577

Table 4.39 (continued)

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Motivating Yourslef	Equal variances assumed	1.751	.186	1.409	424	.160	.08559	.06075	-.03382	.20500
	Equal variances not assumed			1.346	227.204	.180	.08559	.06358	-.03970	.21088
Empathy	Equal variances assumed	.076	.783	1.431	424	.153	.08151	.05697	-.03047	.19349
	Equal variances not assumed			1.397	238.585	.164	.08151	.05835	-.03343	.19645
Social Skill	Equal variances assumed	3.790	.052	.802	424	.423	.05009	.06244	-.07263	.17282
	Equal variances not assumed			.761	223.743	.447	.05009	.06581	-.07959	.17977

Figure 4.35 Box plots Comparing Self-Awareness between Male and Female Students

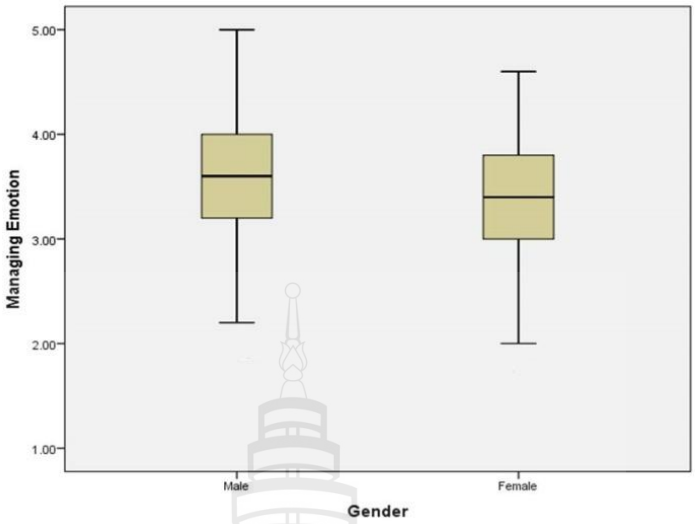


Figure 4.36 Box plots Comparing Managing Emotion between Male and Female Students

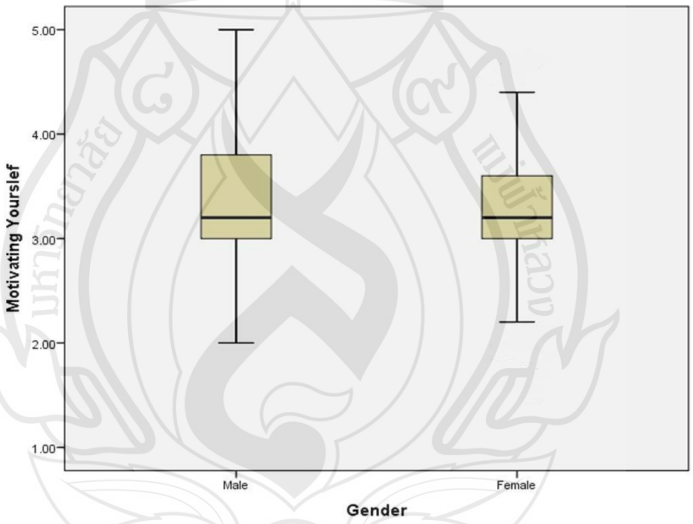


Figure 4.37 Box plots Comparing Motivating Yourself between Male and Female Students

Figure 4.38 Box plots Comparing Empathy between Male and Female Students

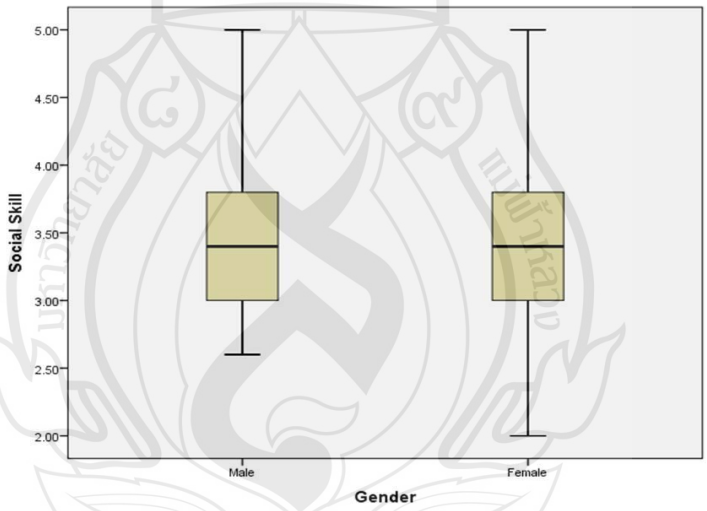


Figure 4.39 Box plots Comparing Social Skills between Male and Female Students

Table 4.40 Comparing between Leadership Traits and Gender

Group Statistics	Gender	N	Mean	Std. Deviation	Std. Error Mean
Task Leadership	Male	132	3.4485	.69639	.06061
	Female	294	3.4728	.55589	.03242
Relational Leadership	Male	132	3.6106	.69020	.06007
	Female	294	3.6619	.59375	.03463

Table 4.41 Independent Samples T-Test for Leadership Traits on Gender

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Task Leadership	Equal variances assumed	9.123	.003	-.385	424	.701	-.02430	.06316	-.14844	.09984
	Equal variances not assumed			-.354	209.029	.724	-.02430	.06874	-.15981	.11121
Relational Leadership	Equal variances assumed	4.499	.034	-.783	424	.434	-.05130	.06550	-.18004	.07744
	Equal variances not assumed			-.740	221.578	.460	-.05130	.06934	-.18795	.08535

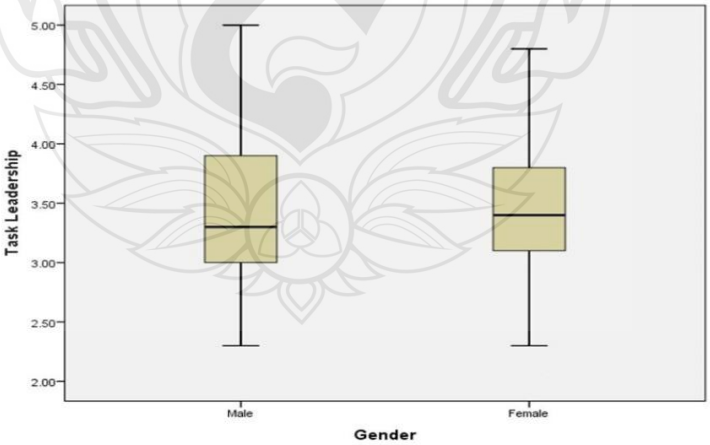


Figure 4.40 Box plots Comparing Team Leadership between Male and Female Students

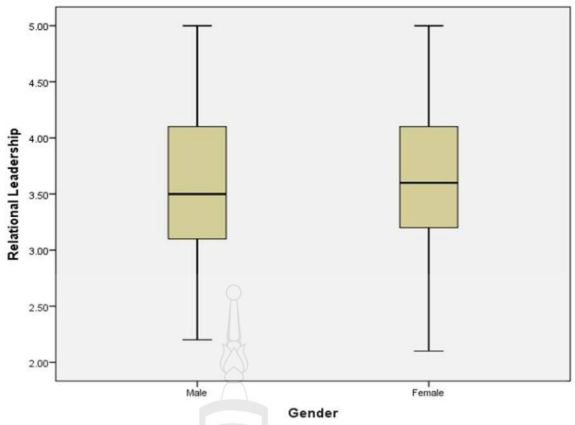


Figure 4.41 Box plots Comparing Relational Leadership between Male and Female Students

Table 4.42 Comparing Different Facets of Behaviors on Gender

Group Statistics	Gender	N	Mean	Std. Deviation	Std. Error Mean
Emotional Intelligence	Male	132	3.6458	.62245	.05418
	Female	294	3.6310	.64562	.03765
Personal Functioning in Team	Male	132	3.3485	.49954	.04348
	Female	294	3.3442	.47949	.02796
Team Organization	Male	132	3.4333	.67729	.05895
	Female	294	3.4435	.65244	.03805
Relationship with Teacher	Male	132	3.4576	.61905	.05388
	Female	294	3.3510	.67266	.03923
Academic and Non-Academic	Male	132	3.6307	.67798	.05901
Perceived Performance	Female	294	3.7058	.69491	.04053

Table 4.43 Independent Samples T-Test Result for the Different Behaviors and Perceived on Gender

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Emotional Intelligence	Equal variances assumed	.689	.407	.222	424	.824	.01488	.06690	-.11662	.14638
	Equal variances not assumed			.226	260.902	.822	.01488	.06598	-.11503	.14480
Personal Functioning in Team	Equal variances assumed	.821	.366	.084	424	.933	.00427	.05090	-.09577	.10431
	Equal variances not assumed			.083	243.192	.934	.00427	.05170	-.09756	.10610
Team Organization	Equal variances assumed	.211	.646	-.148	424	.883	-.01020	.06917	-.14617	.12576
	Equal variances not assumed			-.145	243.962	.884	-.01020	.07016	-.14841	.12800
Relationship with Teacher	Equal variances assumed	.000	.997	1.549	424	.122	.10656	.06879	-.02866	.24177
	Equal variances not assumed			1.599	272.469	.111	.10656	.06665	-.02466	.23777
Academic and Non-Academic Perceived Performance	Equal variances assumed	.076	.782	-1.039	424	.299	-.07510	.07226	-.21714	.06694
	Equal variances not assumed			-1.049	258.056	.295	-.07510	.07159	-.21607	.06587

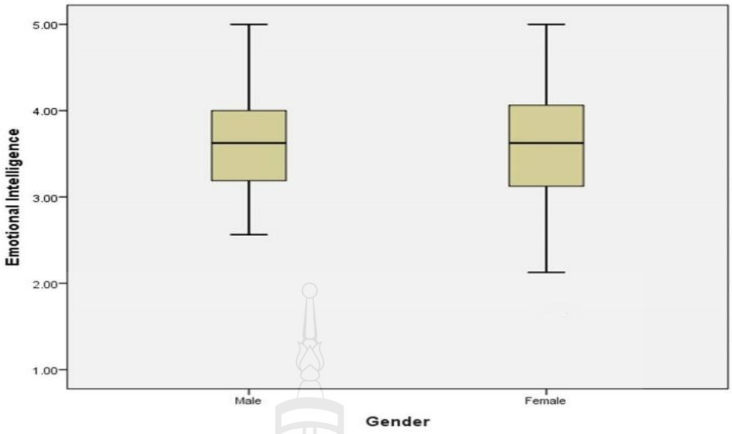


Figure 4.42 Box plots Comparing Emotional Intelligence between Male and Female Students

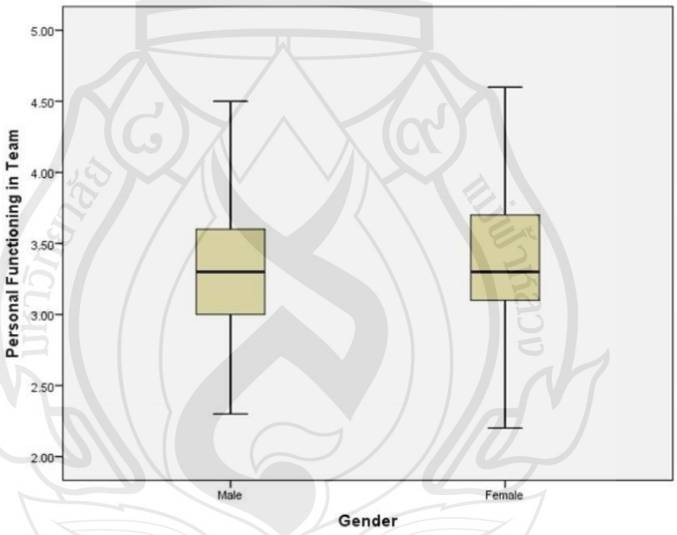


Figure 4.43 Box plots Comparing Personal Functioning in Team between Male and Female Students

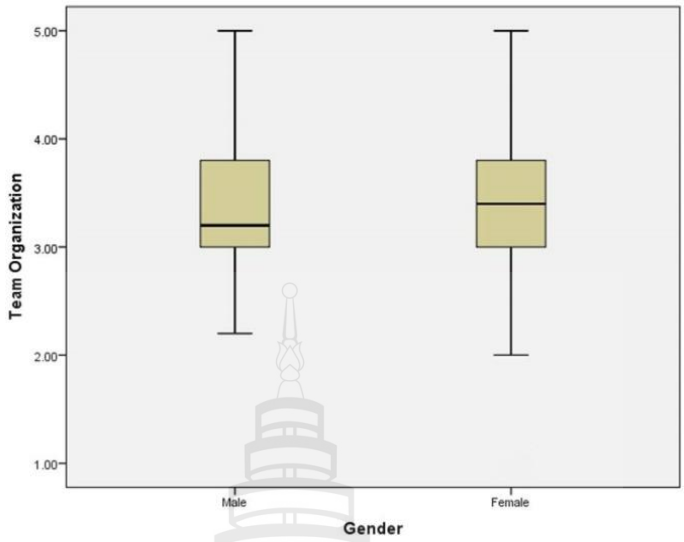


Figure 4.44 Box plots Comparing Team Organization between Male and Female Students

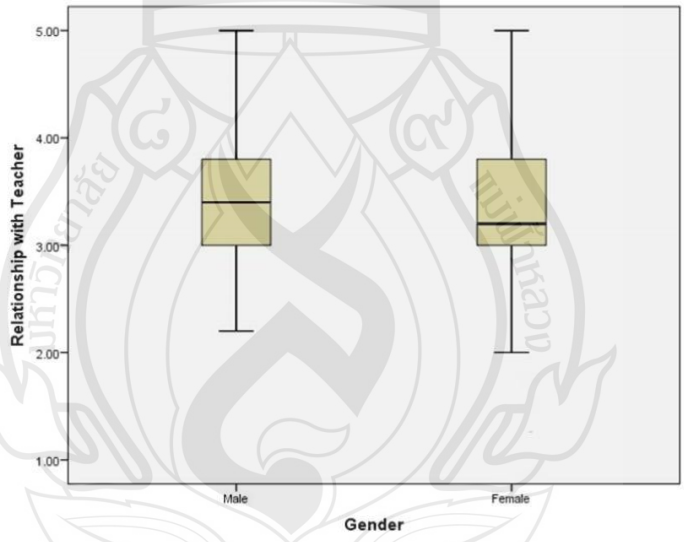


Figure 4.45 Box plots Comparing Relationship with Teacher between Male and Female Students

Table 4.44 Comparing between Perceived Academic and Non-Academic Performances on Gender

Group Statistics	Gender	N	Mean	Std. Deviation	Std. Error Mean
Perceived Academic	Male	132	3.5644	.67861	.05907
Performance	Female	294	3.5408	.68320	.03984
Non-Academic Performance	Male	132	3.6970	.76856	.06689
	Female	294	3.8707	.83766	.04885

Table 4.45 T-TEST Result of Perceived Academic and Non-Academic Performances on Gender

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Perceived Academic Performance	Equal variances assumed	.003	.956	.330	424	.742	.02358	.07143	-.11683	.16398
	Equal variances not assumed			.331	253.852	.741	.02358	.07125	-.11674	.16389
Non-Academic Performance	Equal variances assumed	.491	.484	-2.030	424	.043	-.17378	.08559	-.34201	-.00554
	Equal variances not assumed			-2.098	273.248	.037	-.17378	.08283	-.33685	-.01070

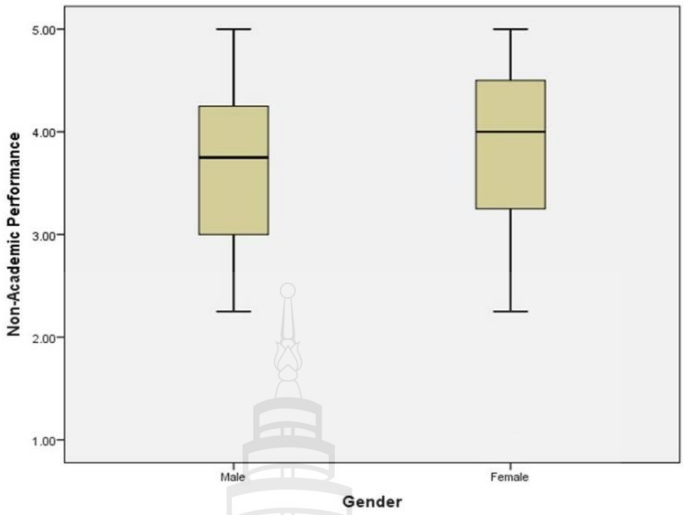


Figure 4.46 Box plots Comparing Perceived Non-Academic Performance between Male and Female Students

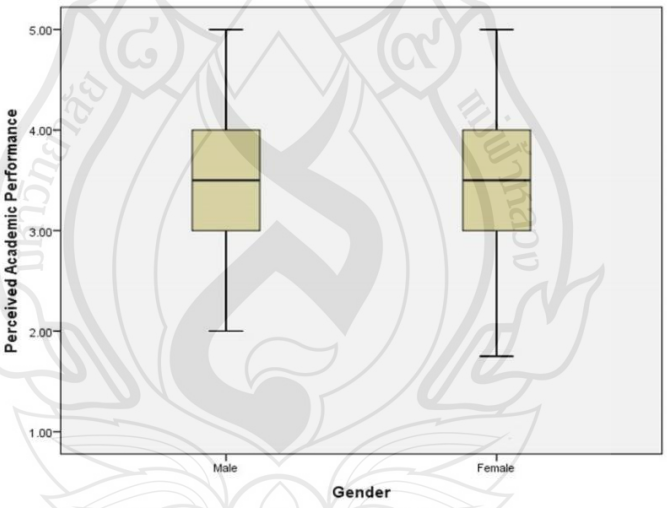


Figure 4.47 Box plots Comparing Perceived Academic Performance between Male and Female Students

ANOVA test results, shown in Tables 4.46 and 4.47 below, show that nationalities, of which the majorities are Thai, Chinese and citizens of Myanmar, cause significant difference only in personality traits belonging to openness to experience.

Table 4.46 Descriptive for Personality Traits – Across Different Nationalities of the Students

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Extraversion	Thai	346	3.1535	.48580	.02612	3.1022	3.2049	1.88	4.88
	China	36	3.0625	.43865	.07311	2.9141	3.2109	2.38	3.88
	Myanmar	32	3.0039	.53458	.09450	2.8112	3.1966	1.75	4.25
	Other	10	3.1875	.17922	.05667	3.0593	3.3157	2.88	3.38
	5	2	2.8125	.08839	.06250	2.0184	3.6066	2.75	2.88
	Total	**426**	**3.1338**	**.48119**	**.02331**	**3.0880**	**3.1796**	**1.75**	**4.88**
Agreeableness	Thai	346	3.5029	.48665	.02616	3.4514	3.5543	2.33	4.67
	China	36	3.5802	.51852	.08642	3.4048	3.7557	2.56	4.67
	Myanmar	32	3.4375	.52567	.09293	3.2480	3.6270	2.11	4.22
	Other	10	3.4667	.53621	.16956	3.0831	3.8502	2.78	4.33
	5	2	3.2222	.00000	.00000	3.2222	3.2222	3.22	3.22
	Total	**426**	**3.5023**	**.49180**	**.02383**	**3.4555**	**3.5492**	**2.11**	**4.67**
Conscientiousness	Thai	346	3.2010	.46032	.02475	3.1524	3.2497	2.11	5.00
	China	36	3.3395	.53580	.08930	3.1582	3.5208	2.22	4.67
	Myanmar	32	3.4236	.52073	.09205	3.2359	3.6114	2.22	4.33
	Other	10	3.3111	.44691	.14132	2.9914	3.6308	2.89	4.11
	5	2	3.4444	.00000	.00000	3.4444	3.4444	3.44	3.44
	Total	**426**	**3.2332**	**.47386**	**.02296**	**3.1881**	**3.2783**	**2.11**	**5.00**
Neuroticism	Thai	346	2.9104	.54433	.02926	2.8528	2.9680	1.00	4.50
	China	36	2.7778	.52874	.08812	2.5989	2.9567	1.63	3.63
	Myanmar	32	2.9063	.46338	.08191	2.7392	3.0733	2.00	3.88
	Other	10	2.8750	.50690	.16029	2.5124	3.2376	2.38	3.63
	5	2	2.6250	.00000	.00000	2.6250	2.6250	2.63	2.63
	Total	**426**	**2.8967**	**.53513**	**.02593**	**2.8458**	**2.9477**	**1.00**	**4.50**
Openness to Experience	Thai	346	3.2740	.47042	.02529	3.2242	3.3237	1.70	4.60
	China	36	3.2111	.40833	.06805	3.0730	3.3493	2.40	3.80
	Myanmar	32	3.1500	.39185	.06927	3.0087	3.2913	2.60	4.30
	Other	10	3.6000	.29059	.09189	3.3921	3.8079	3.30	4.00
	5	2	2.6000	.00000	.00000	2.6000	2.6000	2.60	2.60
	Total	**426**	**3.2638**	**.46085**	**.02233**	**3.2200**	**3.3077**	**1.70**	**4.60**

Table 4.47 ANOVA Test Result for Personality Traits – Across Different Nationalities of the Students

ANOVA		Sum of Squares	df	Mean Square	F	Sig.
Extraversion	Between Groups	1.093	4	.273	1.182	.318
	Within Groups	97.311	421	.231		
	Total	**98.404**	**425**			
Agreeableness	Between Groups	.523	4	.131	.538	.708
	Within Groups	102.271	421	.243		
	Total	**102.794**	**425**			
Conscientiousness	Between Groups	2.075	4	.519	2.340	.055
	Within Groups	93.355	421	.222		
	Total	**95.430**	**425**			
Neuroticism	Between Groups	.729	4	.182	.635	.638
	Within Groups	120.976	421	.287		
	Total	**121.705**	**425**			
Openness to Experience	Between Groups	2.562	4	.640	3.074	.016
	Within Groups	87.701	421	.208		
	Total	**90.263**	**425**			

Table 4.48 Descriptive for Emotionality Traits– Across Different Nationalities of the Students

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Self Awareness	Thai	346	3.5491	.58956	.03169	3.4868	3.6115	1.75	4.75
	China	36	3.5278	.76480	.12747	3.2690	3.7865	2.00	4.75
	Myanmar	32	3.2188	.42951	.07593	3.0639	3.3736	2.75	4.00
	Other	10	3.6000	.63683	.20138	3.1444	4.0556	2.75	4.25
	5	2	3.2500	.00000	.00000	3.2500	3.2500	3.25	3.25
	Total	**426**	**3.5223**	**.60032**	**.02909**	**3.4651**	**3.5795**	**1.75**	**4.75**
Managing Emotion	Thai	346	3.4451	.57789	.03107	3.3840	3.5062	1.80	5.00
	China	36	3.8556	.60778	.10130	3.6499	4.0612	2.80	5.00
	Myanmar	32	3.3500	.50545	.08935	3.1678	3.5322	2.60	4.20
	Other	10	3.6400	.61680	.19505	3.1988	4.0812	2.60	4.20
	5	2	3.0000	.00000	.00000	3.0000	3.0000	3.00	3.00
	Total	**426**	**3.4751**	**.58659**	**.02842**	**3.4193**	**3.5310**	**1.80**	**5.00**

Table 4.48 (continued)

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Motivating	Thai	346	3.3491	.57399	.03086	3.2884	3.4098	2.00	5.00
Yourself	China	36	3.5111	.57856	.09643	3.3154	3.7069	2.60	4.40
	Myanmar	32	3.1375	.51666	.09133	2.9512	3.3238	1.60	3.80
	Other	10	3.7200	.76129	.24074	3.1754	4.2646	3.00	4.60
	5	2	2.8000	.00000	.00000	2.8000	2.8000	2.80	2.80
	Total	**426**	**3.3531**	**.58051**	**.02813**	**3.2978**	**3.4083**	**1.60**	**5.00**
Empathy	Thai	346	3.4890	.51746	.02782	3.4343	3.5437	2.00	5.00
	China	36	3.5556	.70769	.11795	3.3161	3.7950	2.20	5.00
	Myanmar	32	3.2875	.52778	.09330	3.0972	3.4778	2.20	4.20
	Other	10	4.0000	.56569	.17889	3.5953	4.4047	3.20	4.60
	5	2	3.0000	.00000	.00000	3.0000	3.0000	3.00	3.00
	Total	**426**	**3.4892**	**.54443**	**.02638**	**3.4374**	**3.5410**	**2.00**	**5.00**
Social Skill	Thai	346	3.4671	.56948	.03062	3.4068	3.5273	2.00	5.00
	China	36	3.5889	.64665	.10778	3.3701	3.8077	2.60	5.00
	Myanmar	32	3.0875	.57907	.10237	2.8787	3.2963	2.40	4.40
	Other	10	3.9200	.80664	.25508	3.3430	4.4970	3.00	4.80
	5	2	2.8000	.00000	.00000	2.8000	2.8000	2.80	2.80
	Total	**426**	**3.4563**	**.59569**	**.02886**	**3.3996**	**3.5131**	**2.00**	**5.00**
Task Leadership	Thai	346	3.4549	.57950	.03115	3.3936	3.5162	2.00	5.00
	China	36	3.5389	.63258	.10543	3.3249	3.7529	2.30	4.80
	Myanmar	32	3.2313	.61667	.10901	3.0089	3.4536	2.50	4.50
	Other	10	4.3800	.45412	.14360	4.0551	4.7049	4.00	5.00
	5	2	3.1000	.00000	.00000	3.1000	3.1000	3.10	3.10
	Total	**426**	**3.4653**	**.60220**	**.02918**	**3.4079**	**3.5226**	**2.00**	**5.00**
Relational	Thai	346	3.6358	.60957	.03277	3.5714	3.7003	2.20	5.00
Leadership	China	36	3.7889	.60653	.10109	3.5837	3.9941	2.30	4.90
	Myanmar	32	3.4063	.69233	.12239	3.1566	3.6559	2.10	4.40
	Other	10	4.2800	.60882	.19253	3.8445	4.7155	3.50	5.00
	5	2	3.5000	.00000	.00000	3.5000	3.5000	3.50	3.50
	Total	**426**	**3.6460**	**.62485**	**.03027**	**3.5865**	**3.7055**	**2.10**	**5.00**
Emotional	Thai	346	3.6622	.61814	.03323	3.5968	3.7276	2.44	5.00
Intelligence	China	36	3.4340	.84897	.14149	3.1468	3.7213	1.56	4.69
	Myanmar	32	3.5117	.45637	.08068	3.3472	3.6763	2.50	4.06
	Other	10	3.9625	.76897	.24317	3.4124	4.5126	3.31	5.00
	5	2	3.0000	.00000	.00000	3.0000	3.0000	3.00	3.00
	Total	**426**	**3.6356**	**.63784**	**.03090**	**3.5748**	**3.6963**	**1.56**	**5.00**

Table 4.49 ANOVA Test Result for Emotionality Traits – Across Different Nationalities of the Students

ANOVA		Sum of Squares	df	Mean Square	F	Sig.
Self Awareness	Between Groups	3.407	4	.852	2.395	.050
	Within Groups	149.756	421	.356		
	Total	**153.163**	**425**			
Managing Emotion	Between Groups	6.747	4	1.687	5.091	.001
	Within Groups	139.490	421	.331		
	Total	**146.236**	**425**			
Motivating Yourself	Between Groups	4.350	4	1.087	3.297	.011
	Within Groups	138.871	421	.330		
	Total	**143.221**	**425**			
Empathy	Between Groups	4.548	4	1.137	3.942	.004
	Within Groups	121.422	421	.288		
	Total	**125.970**	**425**			
Social Skill	Between Groups	8.037	4	2.009	5.925	.000
	Within Groups	142.771	421	.339		
	Total	**150.808**	**425**			
Task Leadership	Between Groups	10.619	4	2.655	7.788	.000
	Within Groups	143.507	421	.341		
	Total	**154.126**	**425**			
Relational Leadership	Between Groups	6.672	4	1.668	4.409	.002
	Within Groups	159.266	421	.378		
	Total	**165.938**	**425**			
Emotional Intelligence	Between Groups	4.075	4	1.019	2.541	.039
	Within Groups	168.830	421	.401		
	Total	**172.906**	**425**			

Examples of the box plots that compare the differences on task leadership of the students of different nationalities are shown in Figure 4.48, and the distribution profile of task leadership for the Thai students is shown in Figure 4.49.

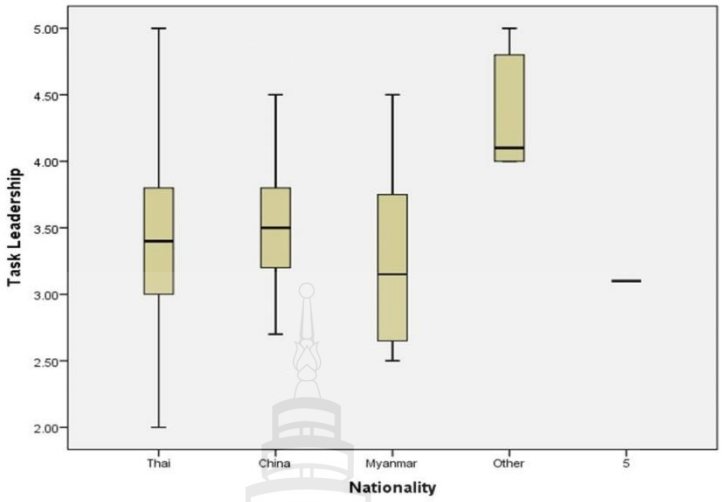


Figure 4.48 Box plots Comparing Task Leadership of the Different Nationalities of the Students

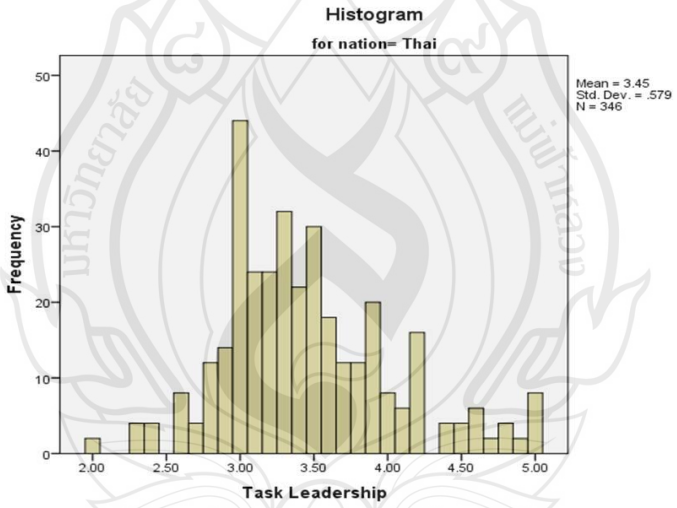


Figure 4.49 Histogram Plots of Task Leadership Distribution of Thai Students

Table 4.50 Descriptive Profiles of Behaviors and Performance – Across Different Nationalities of Students

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Personal	Thai	346	3.3277	.44997	.02419	3.2802	3.3753	2.20	5.00
Functioning in	China	36	3.3278	.66230	.11038	3.1037	3.5519	2.00	4.20
Team	Myanmar	32	3.3125	.27795	.04914	3.2123	3.4127	2.80	3.70
	Other	10	4.2400	.64153	.20287	3.7811	4.6989	3.30	5.00
	5	2	2.8000	.00000	.00000	2.8000	2.8000	2.80	2.80
	Total	**426**	**3.3455**	**.48521**	**.02351**	**3.2993**	**3.3917**	**2.00**	**5.00**
Team	Thai	346	3.4462	.63752	.03427	3.3788	3.5137	2.00	5.00
Organization	China	36	3.2667	.86322	.14387	2.9746	3.5587	1.00	4.60
	Myanmar	32	3.3875	.47908	.08469	3.2148	3.5602	2.20	4.40
	Other	10	4.1200	.76129	.24074	3.5754	4.6646	3.00	5.00
	5	2	3.0000	.00000	.00000	3.0000	3.0000	3.00	3.00
	Total	**426**	**3.4404**	**.65946**	**.03195**	**3.3776**	**3.5032**	**1.00**	**5.00**
Relationship	Thai	346	3.3861	.61085	.03284	3.3215	3.4507	1.60	5.00
with Teacher	China	36	3.4889	.86380	.14397	3.1966	3.7812	1.00	4.80
	Myanmar	32	3.1625	.65143	.11516	2.9276	3.3974	1.40	4.40
	Other	10	3.8800	.97616	.30869	3.1817	4.5783	3.00	5.00
	5	2	2.2000	.00000	.00000	2.2000	2.2000	2.20	2.20
	Total	**426**	**3.3840**	**.65765**	**.03186**	**3.3214**	**3.4467**	**1.00**	**5.00**
Perceived	Thai	346	3.5564	.65170	.03504	3.4874	3.6253	1.75	5.00
Academic	China	36	3.4167	.87831	.14639	3.1195	3.7138	1.00	5.00
Performance	Myanmar	32	3.5469	.76316	.13491	3.2717	3.8220	1.75	4.25
	Other	10	3.8500	.61464	.19437	3.4103	4.2897	3.00	4.50
	5	2	3.0000	.00000	.00000	3.0000	3.0000	3.00	3.00
	Total	**426**	**3.5481**	**.68107**	**.03300**	**3.4833**	**3.6130**	**1.00**	**5.00**
Non-	Thai	346	3.8642	.76065	.04089	3.7837	3.9446	2.50	5.00
Academic	China	36	3.5556	1.22927	.20488	3.1396	3.9715	1.00	5.00
Performance	Myanmar	32	3.5469	.83385	.14741	3.2462	3.8475	2.25	5.00
	Other	10	3.9500	.80623	.25495	3.3733	4.5267	2.75	4.75
	5	2	4.0000	.00000	.00000	4.0000	4.0000	4.00	4.00
	Total	**426**	**3.8169**	**.81993**	**.03973**	**3.7388**	**3.8950**	**1.00**	**5.00**

Table 4.51 ANOVA Result of Behaviors and Performance – Across Different Nationalities of Students

ANOVA		Sum of Squares	df	Mean Square	F	Sig.
Personal	Between Groups	8.752	4	2.188	10.088	.000
Functioning in	Within Groups	91.305	421	.217		
Team	**Total**	**100.057**	**425**			

Table 4.51 (continued)

ANOVA		Sum of Squares	df	Mean Square	F	Sig.
Team Organization	Between Groups	6.194	4	1.549	3.650	.006
	Within Groups	178.631	421	.424		
	Total	**184.826**	**425**			
Relationship with Teacher	Between Groups	7.231	4	1.808	4.310	.002
	Within Groups	176.580	421	.419		
	Total	**183.811**	**425**			
Perceived Academic Performance	Between Groups	2.158	4	.539	1.165	.326
	Within Groups	194.981	421	.463		
	Total	**197.138**	**425**			
Non-Academic Performance	Between Groups	5.809	4	1.452	2.184	.070
	Within Groups	279.909	421	.665		
	Total	**285.718**	**425**			

Examples of the box plots that compare the differences on task leadership of the students of different nationalities are shown in Figure 4.50, and the distribution profile of task leadership for the Thai students is shown in Figure 4.51.

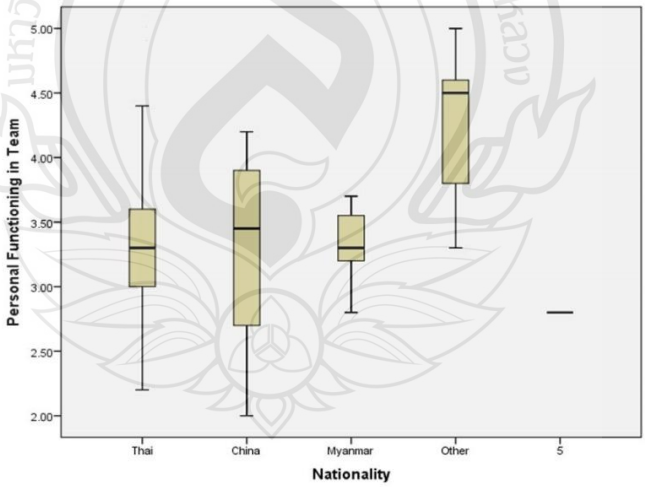


Figure 4.50 Box plots Comparing Personal Functioning in Team of Different Nationalities of the Students

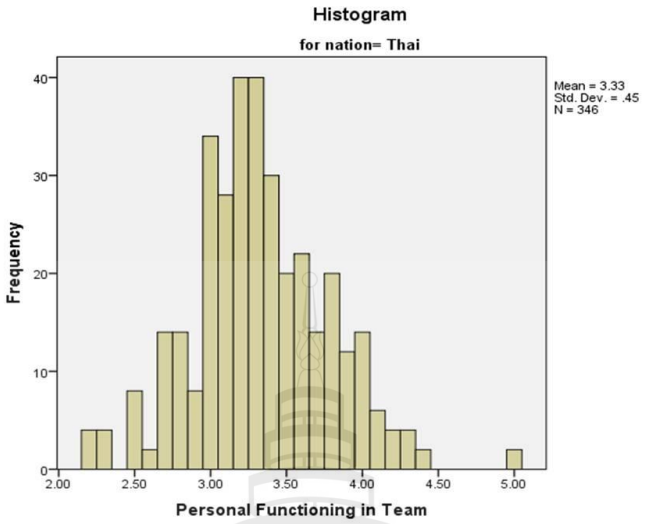


Figure 4.51 Histogram Plots of Personal Functioning in Team of the Thai Students

Table 4.52 Descriptive Profiles of Personality Traits of Students – Across Different Living Arrangement

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Extraversion	On Campus	218	3.1623	.45250	.03065	3.1019	3.2227	2.38	4.50
	With Parents	18	3.3403	.33978	.08009	3.1713	3.5092	2.88	4.13
	Outside Campus and not with parents	188	3.0824	.51968	.03790	3.0077	3.1572	1.75	4.88
	4	2	3.0000	.17678	.12500	1.4117	4.5883	2.88	3.13
	Total	**426**	**3.1338**	**.48119**	**.02331**	**3.0880**	**3.1796**	**1.75**	**4.88**
Agreeableness	On Campus	218	3.5933	.47278	.03202	3.5302	3.6564	2.56	4.67
	With Parents	18	3.3333	.48806	.11504	3.0906	3.5760	2.56	4.11
	Outside Campus and not with parents	188	3.4125	.49813	.03633	3.3409	3.4842	2.11	4.56
	4	2	3.5556	.00000	.00000	3.5556	3.5556	3.56	3.56
	Total	**426**	**3.5023**	**.49180**	**.02383**	**3.4555**	**3.5492**	**2.11**	**4.67**
Conscientiousness	On Campus	218	3.2966	.46030	.03118	3.2352	3.3581	2.33	4.67
	With Parents	18	3.2099	.32537	.07669	3.0481	3.3717	2.67	3.56
	Outside Campus and not with parents	188	3.1631	.49496	.03610	3.0919	3.2343	2.11	5.00
	4	2	3.1111	.00000	.00000	3.1111	3.1111	3.11	3.11
	Total	**426**	**3.2332**	**.47386**	**.02296**	**3.1881**	**3.2783**	**2.11**	**5.00**

Table 4.52 (continued)

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Neuroticism	On Campus	218	2.8349	.52935	.03585	2.7642	2.9055	1.63	3.88
	With Parents	18	2.9167	.37866	.08925	2.7284	3.1050	2.25	3.38
	Outside Campus and not with parents	188	2.9668	.55064	.04016	2.8875	3.0460	1.00	4.50
	4	2	2.8750	.00000	.00000	2.8750	2.8750	2.88	2.88
	Total	**426**	**2.8967**	**.53513**	**.02593**	**2.8458**	**2.9477**	**1.00**	**4.50**
Openness to Experience	On Campus	218	3.2789	.40369	.02734	3.2250	3.3328	2.40	4.40
	With Parents	18	3.1889	.34109	.08039	3.0193	3.3585	2.80	3.80
	Outside Campus and not with parents	188	3.2426	.51987	.03792	3.1678	3.3174	1.70	4.60
	4	2	4.3000	.00000	.00000	4.3000	4.3000	4.30	4.30
	Total	**426**	**3.2638**	**.46085**	**.02233**	**3.2200**	**3.3077**	**1.70**	**4.60**

Table 4.53 ANOVA Result of Personality Traits of Students – Across Different Living Arrangement

ANOVA		Sum of Squares	df	Mean Square	F	Sig.
Extraversion	Between Groups	1.476	3	.492	2.142	.094
	Within Groups	96.929	422	.230		
	Total	**98.404**	**425**			
Agreeableness	Between Groups	3.839	3	1.280	5.457	.001
	Within Groups	98.955	422	.234		
	Total	**102.794**	**425**			
Conscientiousness	Between Groups	1.840	3	.613	2.766	.042
	Within Groups	93.590	422	.222		
	Total	**95.430**	**425**			
Neuroticism	Between Groups	1.764	3	.588	2.069	.104
	Within Groups	119.941	422	.284		
	Total	**121.705**	**425**			
Openness to Experience	Between Groups	2.383	3	.794	3.814	.010
	Within Groups	87.880	422	.208		
	Total	**90.263**	**425**			

What follow, presented in Tables 4.53 and 4.54, show that students who stay on campus have higher level of perceived empathy and social skills, and the ability to manage themselves and the emotion, partly because of the interactive social environment which gives them the opportunities to better self-aware and improve their emotional intelligence dispositions and competencies.

Table 4.54 Descriptive for the Emotionality Traits across the Different Living Arrangements

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Self Awareness	On Campus	218	3.5436	.58578	.03967	3.4654	3.6218	2.25	4.75
	With Parents	18	3.3889	.54383	.12818	3.1184	3.6593	2.75	4.25
	Outside Campus and not with parents	188	3.5053	.62371	.04549	3.4156	3.5951	1.75	4.75
	4	2	4.0000	.00000	.00000	4.0000	4.0000	4.00	4.00
	Total	**426**	**3.5223**	**.60032**	**.02909**	**3.4651**	**3.5795**	**1.75**	**4.75**
Managing Emotion	On Campus	218	3.5541	.55955	.03790	3.4794	3.6288	2.40	5.00
	With Parents	18	3.5333	.62119	.14642	3.2244	3.8422	2.20	4.20
	Outside Campus and not with parents	188	3.3745	.60390	.04404	3.2876	3.4614	1.80	5.00
	4	2	3.8000	.00000	.00000	3.8000	3.8000	3.80	3.80
	Total	**426**	**3.4751**	**.58659**	**.02842**	**3.4193**	**3.5310**	**1.80**	**5.00**
Motivating Yourself	On Campus	218	3.4367	.54251	.03674	3.3643	3.5091	2.40	4.80
	With Parents	18	3.3556	.42040	.09909	3.1465	3.5646	2.80	4.00
	Outside Campus and not with parents	188	3.2553	.62491	.04558	3.1654	3.3452	1.60	5.00
	4	2	3.4000	.00000	.00000	3.4000	3.4000	3.40	3.40
	Total	**426**	**3.3531**	**.58051**	**.02813**	**3.2978**	**3.4083**	**1.60**	**5.00**
Empathy	On Campus	218	3.5927	.51372	.03479	3.5241	3.6612	2.60	5.00
	With Parents	18	3.4000	.52244	.12314	3.1402	3.6598	3.00	4.60
	Outside Campus and not with parents	188	3.3702	.55650	.04059	3.2901	3.4503	2.00	5.00
	4	2	4.2000	.00000	.00000	4.2000	4.2000	4.20	4.20
	Total	**426**	**3.4892**	**.54443**	**.02638**	**3.4374**	**3.5410**	**2.00**	**5.00**
Social Skill	On Campus	218	3.5541	.61898	.04192	3.4715	3.6368	2.40	5.00
	With Parents	18	3.2444	.65639	.15471	2.9180	3.5709	2.40	4.60
	Outside Campus and not with parents	188	3.3574	.54242	.03956	3.2794	3.4355	2.00	5.00
	4	2	4.0000	.00000	.00000	4.0000	4.0000	4.00	4.00
	Total	**426**	**3.4563**	**.59569**	**.02886**	**3.3996**	**3.5131**	**2.00**	**5.00**

Table 4.55 ANOVA Result for the Emotionality Traits across the Different Living Arrangements

ANOVA		Sum of Squares	df	Mean Square	F	Sig.
Self Awareness	Between Groups	.930	3	.310	.859	.462
	Within Groups	152.233	422	.361		
	Total	**153.163**	**425**			
Managing Emotion	Between Groups	3.538	3	1.179	3.487	.016
	Within Groups	142.699	422	.338		
	Total	**146.236**	**425**			
Motivating Yourself	Between Groups	3.325	3	1.108	3.344	.019
	Within Groups	139.896	422	.332		
	Total	**143.221**	**425**			
Empathy	Between Groups	6.149	3	2.050	7.219	.000
	Within Groups	119.821	422	.284		
	Total	**125.970**	**425**			
Social Skill	Between Groups	5.323	3	1.774	5.146	.002
	Within Groups	145.485	422	.345		
	Total	**150.808**	**425**			

Examples of the box plots that compare the differences on empathy and social skills of the students of the different living arrangements are shown in Figures 4.52 and 4.53, and the distribution profile of them for the students living on-campus in Figure 4.54 and Figure 4.56, and for the students living with the parents outside the campus, in Figure 4.55 and Figure 4.57.

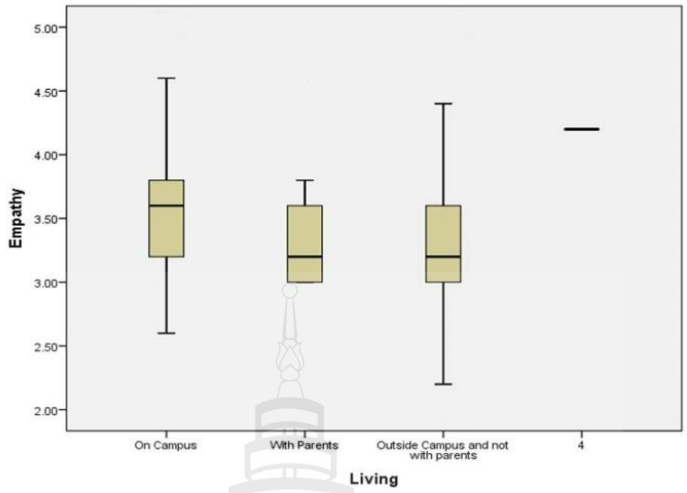


Figure 4.52 Box plots Comparing the Empathy of the Students of Different Living Arrangement

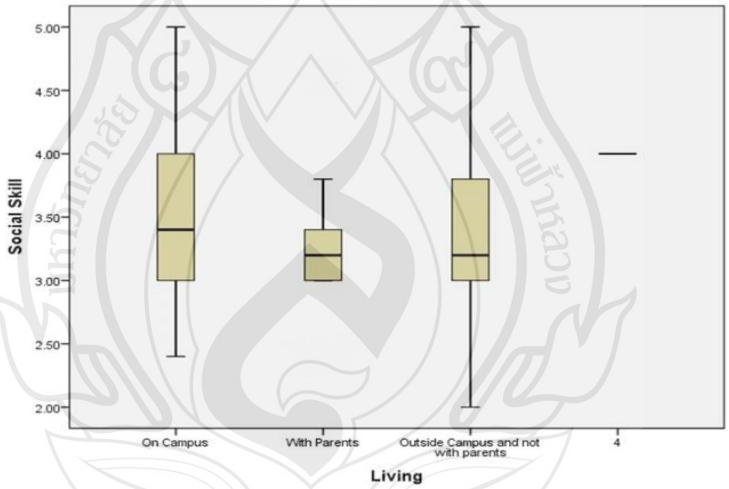


Figure 4.53 Box plots Comparing the Social Skills of the Students of Different Living Arrangement

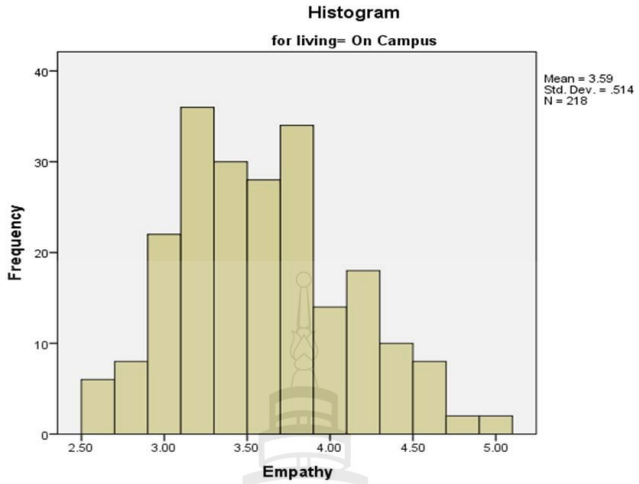


Figure 4.54 Histogram Profile of Empathy of the Students Living On-Campus

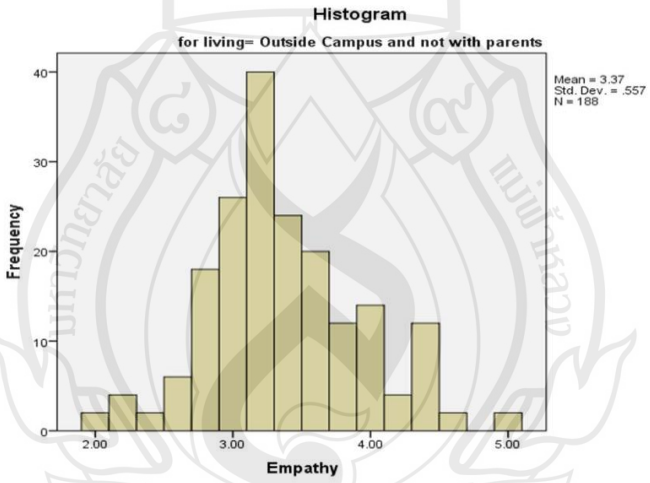


Figure 4.55 Histogram Profile of Empathy of the Students Living Outside Campus and not with Parents

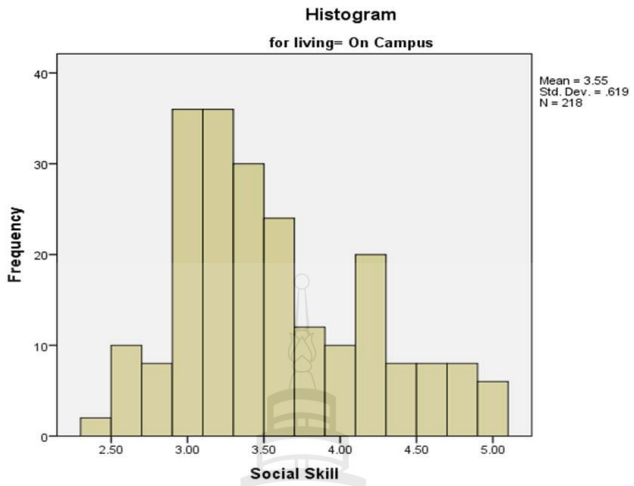


Figure 4.56 Histogram Profile of Social Skill of the Students Living On-Campus

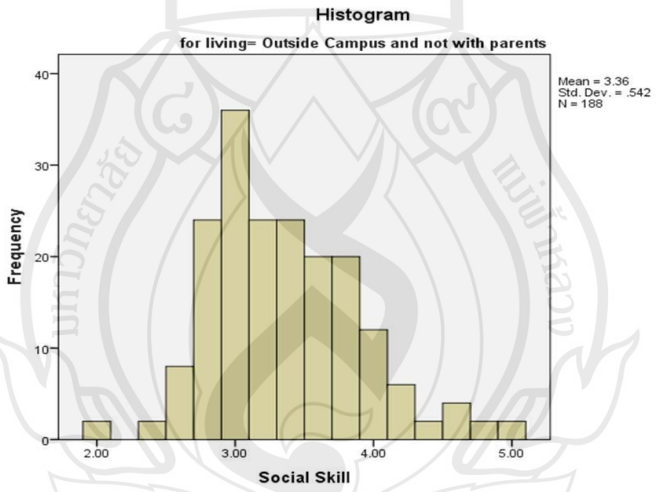


Figure 4.57 Histogram Profile of Social Skill of the Students Living Outside Campus with Parents

Table 4.56 Descriptive Profiles of Leadership and Different Facets of Behaviors – Across the Different Living Arrangements of the Students

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Task Leadership	On Campus	218	3.5028	.57240	.03877	3.4263	3.5792	2.30	5.00
	With Parents	18	3.5333	.63616	.14995	3.2170	3.8497	3.00	4.90
	Outside Campus and not with parents	188	3.4117	.63328	.04619	3.3206	3.5028	2.00	5.00
	4	2	3.8000	.00000	.00000	3.8000	3.8000	3.80	3.80
	Total	**426**	**3.4653**	**.60220**	**.02918**	**3.4079**	**3.5226**	**2.00**	**5.00**
Relational Leadership	On Campus	218	3.7073	.62773	.04252	3.6235	3.7911	2.40	5.00
	With Parents	18	3.5778	.61697	.14542	3.2710	3.8846	2.70	4.70
	Outside Campus and not with parents	188	3.5766	.61937	.04517	3.4875	3.6657	2.10	5.00
	4	2	4.1000	.00000	.00000	4.1000	4.1000	4.10	4.10
	Total	**426**	**3.6460**	**.62485**	**.03027**	**3.5865**	**3.7055**	**2.10**	**5.00**
Emotional Intelligence	On Campus	218	3.6692	.64195	.04348	3.5835	3.7548	1.56	5.00
	With Parents	18	3.7431	.62753	.14791	3.4310	4.0551	2.94	4.81
	Outside Campus and not with parents	188	3.5831	.63596	.04638	3.4916	3.6746	2.50	5.00
	4	2	3.9375	.00000	.00000	3.9375	3.9375	3.94	3.94
	Total	**426**	**3.6356**	**.63784**	**.03090**	**3.5748**	**3.6963**	**1.56**	**5.00**
Personal Functioning in Team	On Campus	218	3.3670	.47983	.03250	3.3029	3.4310	2.00	5.00
	With Parents	18	3.4556	.30721	.07241	3.3028	3.6083	3.00	4.00
	Outside Campus and not with parents	188	3.3064	.50470	.03681	3.2338	3.3790	2.20	5.00
	4	2	3.7000	.00000	.00000	3.7000	3.7000	3.70	3.70
	Total	**426**	**3.3455**	**.48521**	**.02351**	**3.2993**	**3.3917**	**2.00**	**5.00**
Team Organization	On Campus	218	3.4624	.66717	.04519	3.3733	3.5514	1.00	5.00
	With Parents	18	3.7111	.62204	.14662	3.4018	4.0204	3.00	5.00
	Outside Campus and not with parents	188	3.3894	.65300	.04762	3.2954	3.4833	2.00	5.00
	4	2	3.4000	.00000	.00000	3.4000	3.4000	3.40	3.40
	Total	**426**	**3.4404**	**.65946**	**.03195**	**3.3776**	**3.5032**	**1.00**	**5.00**
Relationship with Teacher	On Campus	218	3.4734	.64467	.04366	3.3873	3.5595	1.00	5.00
	With Parents	18	3.3556	.77477	.18261	2.9703	3.7408	2.00	4.60
	Outside Campus and not with parents	188	3.2957	.64334	.04692	3.2032	3.3883	1.40	5.00
	4	2	2.2000	.00000	.00000	2.2000	2.2000	2.20	2.20
	Total	**426**	**3.3840**	**.65765**	**.03186**	**3.3214**	**3.4467**	**1.00**	**5.00**

Table 4.57 ANOVA Test Results of Leadership, and Different Facets of Behaviors – Across the Different Living Arrangements of the Students

ANOVA		Sum of Squares	df	Mean Square	F	Sig.
Task Leadership	Between Groups	1.153	3	.384	1.060	.366
	Within Groups	152.973	422	.362		
	Total	**154.126**	**425**			
Relational Leadership	Between Groups	2.222	3	.741	1.909	.127
	Within Groups	163.716	422	.388		
	Total	**165.938**	**425**			
Emotional Intelligence	Between Groups	1.153	3	.384	.945	.419
	Within Groups	171.752	422	.407		
	Total	**172.906**	**425**			
Personal Functioning in Team	Between Groups	.858	3	.286	1.216	.303
	Within Groups	99.199	422	.235		
	Total	**100.057**	**425**			
Team Organization	Between Groups	1.917	3	.639	1.475	.221
	Within Groups	182.908	422	.433		
	Total	**184.826**	**425**			
Relationship with Teacher	Between Groups	6.025	3	2.008	4.767	.003
	Within Groups	177.787	422	.421		
	Total	**183.811**	**425**			

Table 4.58 Descriptive Profiles of Perceived Academic and Non-Academic Performances of the Students – Across the Different Living Arrangements of the Students

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Academic and Non-Academic Perceived Performance	On Campus	218	3.7076	.70307	.04762	3.6137	3.8014	1.00	5.00
	With Parents	18	3.8611	.81899	.19304	3.4538	4.2684	2.88	5.00
	Outside Campus and not with parents	188	3.6356	.66387	.04842	3.5401	3.7312	2.00	5.00
	4	2	3.7500	.00000	.00000	3.7500	3.7500	3.75	3.75
	Total	**426**	**3.6825**	**.68978**	**.03342**	**3.6168**	**3.7482**	**1.00**	**5.00**

Table 4.58 (continued)

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Perceived Academic Performance	On Campus	218	3.5115	.67235	.04554	3.4217	3.6012	1.00	5.00
	With Parents	18	3.8056	.76483	.18027	3.4252	4.1859	2.75	5.00
	Outside Campus and not with parents	188	3.5612	.68276	.04980	3.4629	3.6594	1.75	5.00
	4	2	4.0000	.00000	.00000	4.0000	4.0000	4.00	4.00
	Total	**426**	**3.5481**	**.68107**	**.03300**	**3.4833**	**3.6130**	**1.00**	**5.00**
Non-Academic Performance	On Campus	218	3.9037	.84577	.05728	3.7908	4.0166	1.00	5.00
	With Parents	18	3.9167	.93148	.21955	3.4535	4.3799	2.75	5.00
	Outside Campus and not with parents	188	3.7101	.77244	.05634	3.5990	3.8212	2.25	5.00
	4	2	3.5000	.00000	.00000	3.5000	3.5000	3.50	3.50
	Total	**426**	**3.8169**	**.81993**	**.03973**	**3.7388**	**3.8950**	**1.00**	**5.00**

Table 4.59 ANOVA Result of Perceived Academic and Non-Academic Performances of the Students – Across the Different Living Arrangements of the Students

ANOVA		Sum of Squares	df	Mean Square	F	Sig.
Academic and Non-Academic Perceived Performance	Between Groups	1.133	3	.378	.793	.498
	Within Groups	201.083	422	.476		
	Total	**202.216**	**425**			
Perceived Academic Performance	Between Groups	1.926	3	.642	1.388	.246
	Within Groups	195.212	422	.463		
	Total	**197.138**	**425**			
Non-Academic Performance	Between Groups	4.165	3	1.388	2.081	.102
	Within Groups	281.553	422	.667		
	Total	**285.718**	**425**			

CHAPTER 5

CONCLUSION

5.1 Introduction

This research is to study the interrelationship structure among emotional intelligence, the Big-Five personality traits, leadership behaviors, and the various domains of perceived performance by the students currently studied at Mae Fah Luang University. In addition, the extent to which these variables play in the students' overall GPA (Grade Point Average) will also be examined. The implications are both theoretical and practical in nature. While the former makes an effort to establish structural relationships governing a multi-variegated set of socio-psychological variables that influence students' academic and non-academic performances, the latter would provide the necessary insights to help the university administrators and government policy-makers to make better strategic and operational decisions.

5.2 Conclusion

This section concludes the results of the empirical data analysis. The results fundamentally support the validity of the proposed theoretical conceptual model, with its final model shown in Figure 5.1 below. The results are concluded from the analysis of multivariate regression analysis which provides an explanatory power to give meaning to the patterns of the relationship of variables involved. In other words, researcher, through using the SPSS tools, acts to analyze and synthesize to work out what pieces of fabric (themes i.e. personality traits, leadership traits, emotional traits) and the best way to combine those pieces to create certain patterns (themes such as team performance, the student-teacher relationship, and the emotional intelligence to advance academically and

in social life), that together produce overall patchwork quilt (i.e. a holistic picture). Emotional intelligence and its accompanying traits, i.e. emotional efficacy, personality, and leadership, are shown to play central role to relational and emotional performances, which further influences perceived student performance and academic achievement.

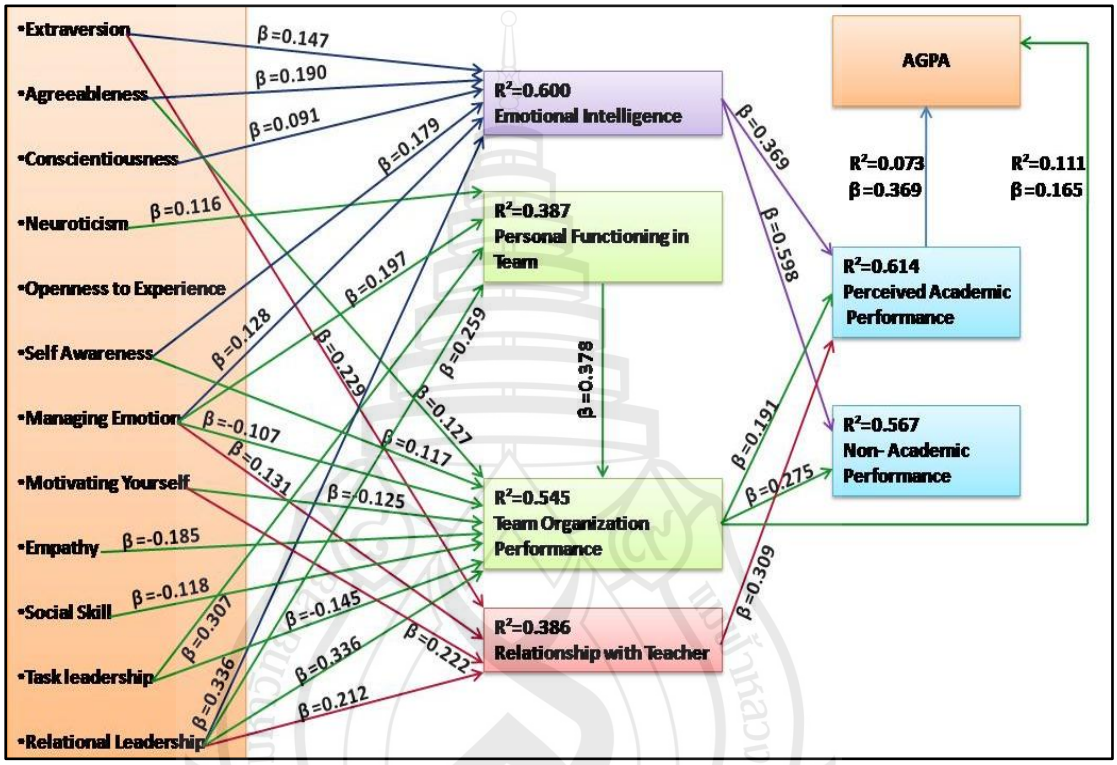


Figure 5.1 Traits to Behavioral Performance in Contributing to Perceived Academic and Non-Academic Performance

Specifically, the Figure 5.1 shows that emotional intelligence is an ability-based construct which can be learnt and taught, through the uses of strategies to develop the traits of the students in the domains of personality, emotionality and leadership. Multivariate regression analysis results show that the weights of contribution by the personality, emotional and leadership traits toward emotional intelligence, in general, are high, at 60 percent of the explanation of variances. Not only that, these traits also influence relational domains depicted in team behavioral performance and the student-teacher relationship. Collectively, students' intelligence and relational performance in

teams and with the teachers have verified to support their ability to explain the levels of perceived academic and non-academic student performance, at 56-61 percent levels.

Breaking the research findings down, the following state the summary, which also states the detailed picture of how Hypothesis 1 to Hypothesis 4 are supported:

5.2.1 Hypothesis 1:

Hypothesis 1 (H1) is stated as follows: Traits of personality, emotionality and leadership are significantly correlated among each other.

Hypothesis 1 (H1) is raised to illustrate the interrelationships among the different characteristics or trait dispositions, i.e. personality, emotionality and leadership. The extant literature has been able to show the interrelationships between, for instance, the "agreeableness" personality trait and the pro-social orientation towards others as defined in emotional intelligence (Atta et al., 2013). In another front, emotional intelligence is shown to be related to the leadership trait disposition in the domain of relational disposition towards others (Lazovic, 2012).

H1 can be concluded by the correlations analysis in the ability to gauge the interrelationship nature of the variables. The Table 4.10 indicates that the "Big Five" personality traits have positive interrelationships with each other. Fundamentally the other four personality traits are negatively correlated to neuroticism trait, but exhibit positive relationships among each other. These personality traits of students describe the students' typical or preferred way of thinking (cognition), feeling (affection) and behaving (Allport, 1937; 1955; 1960; 1961) which reflects a combination of emotional, attitudinal and behavioral response patterns of the students. In short, these are the personal behavioral dispositions (Allport, 1961), of cardinal in nature, that are considered to be "an eminent characteristic or ruling passion so outstanding that it dominates the people's lives" (Allport 1960).

The 44-item version and the short-10 versions show convergent validity in that both instruments can depict the same phenomenon:

a. Short-Version:

1. Extraversion: Extraverted, enthusiastic; Reserved, quiet (Reversed).
2. Agreeableness: Critical, quarrelsome (Reversed); and Sympathetic, warm.

3. Conscientiousness: Dependable, self-discipline; Disorganized, careless (Reversed).

4. Emotional Stability: Anxious, easily upset (Reversed); Calm, emotionally stable.

5. Open to Experience: Open to new experiences, complex; conventional, uncreative (Reversed).

b. Long-version:

1. Extraversion: Is it talkative; Is reserved (i.e. not outgoing, keep certain thoughts and emotions to yourself) (Reversed); Is full of energy; Generates a lot of enthusiasm; Tends to be quiet (Reversed); Is sometimes shy, inhibited (overly restrained) (Reversed); Is outgoing, sociable.

2. Agreeableness: Tends to find fault with others (Reversed); Is helpful and unselfish with others; Starts quarrels with others (Reversed); Has a forgiving nature; Is generally trusting; Can be cold and aloof (Reversed); Is considerate and kind to almost everyone; Is sometimes rude to others (Reversed); Likes to cooperate with others.

3. Conscientiousness: Does a thorough job; Can be somewhat careless (Reversed); Is a reliable person; Tends to be disorganized (Reversed); Tends to be lazy (Reversed); Perseveres until the task is finished; Does things efficiently; Makes plan and follows through with them; Is easily distracted (Reversed).

4. Neuroticism: Can easily get depressed; Is relaxed, handles stress well (Reversed); Can be tense; Worries a lot; Is emotionally stable, not easily upset (Reversed); Can be moody; Remains calm in tense situations (Reversed); and Gets nervous easily.

5. Open to Experiences: Is original, comes up with new ideas; Is curious about many different things; Is original, inventive, a deep thinker; Has an active imagination; Is inventive; Values artistic, aesthetic experience; Prefers work that is routine (Reversed); Likes to reflect, play with ideas; Has a few artistic interests (Reversed); and Is sophisticated (know well) in art, music, or literature.

Personality traits are also shown to correlate positively to emotional intelligence's efficacy traits and leadership trait, in Table 4.16, for instance, an extraverted trait personality has shown to exhibit both task and relational leadership (at correlations coefficient strength of 0.391 and 0.364, respectively), as well as emotional intelligence.

Emotions are not excuses, and they are the behavioral choices of a person to lose or not to lose one's temper (Cooper & Sawaf, 1997, p. 37). Table 4.16 clearly shows that emotional intelligent disposition trait is positively correlated to the trait of conscientiousness, which shares the similar results discovered in Tan and Kantabutra (2014) and Brackett and Mayer (2003).

Traits are characteristic ways of behaving, involving dispositions toward behavior, and emotional intelligence Salovey and Mayer (1990). And it has both the trait dispositions as well as demonstrating ability, i.e. managing emotion, motivating oneself, empathy, and social skills. The students are to self-report on their dispositional traits and tendencies, and abilities, based on the well validated and reliable instruments adapted from Golemans Emotional Competency Inventory (ECI), Bar-On's Emotional Quotient Inventory Inventory (EQ-i), and the Mayer, Salovery, Caruso's Emotional Intelligence Test (MSCEIT) (Bar-On, 1997; Mayer, Salovery, & Caruso, 2002; Mishar & Bangun, 2014).

The significant discovery is that "neuroticism" personality trait shows negative correlations to every characteristic domain of emotional intelligence and leadership dispositions (to 0.001 levels, 2-tailed).

The driving force of personality traits, predominantly extraversion and agreeableness, to influence students' emotional intelligence, is also empirically supported by the survey-based research finding of Ghiabi and Besharat (2011) based on 443 students (327 female and 206 male). It is also noted in Allport (1937) that personality traits exhibit the generalized neuro-psychic structure (peculiar to the individual) with the capacity to initiate and guide consistent forms of adaptive and stylistic behaviors, in terms socializability and agreeableness in influencing the students' ability to perceive, integrate, understand, and regulate or manage emotions that benefit themselves, teammates and people around them and of the society in general (Mayer & Salovery, 1997). In sum, the finding implies that students who experience varying emotions will also experience varying cognitive disposition manifested by the personality traits (i.e. worrying, being original to stimuli, careful, scrupulous to paying great attention to small points, etc.).

In addition, the high correlation coefficients among each of the different characteristics of emotional intelligence indicates the appropriateness of the operational definition given in Chapter One for emotional intelligence and its different dispositional

and competency elements, namely self-awareness, managing emotion, motivating yourself, empathy and social skill. Specifically, emotional intelligence is defined in Chapter One as "understanding one's own feelings, empathy for the feelings of others and the regulation of emotion in a way that enhances living" (Mayer & Salovery, 1997). Component wise, self-awareness, people need to know their emotions and can control or manage their emotions and motivate by themselves in self-management. Students need to recognize and understand other students' emotions in social awareness and they also need to manage how to respond on other students' emotions in relationship management, which depicts the result of the multivariate regression analysis by taking relational and task leadership disposition traits as the dependent variables, while EI trait domains as the independent variables.

Specifically, the four definitional components of EI contribute significantly to predict both relational leadership disposition trait and task leadership dispositional trait. The implication can also be taken as emotional intelligence can be acknowledged as the ability to connect to the teams and other students and uses the necessary intelligence demonstrated by self-awareness, managing emotion, motivating yourself, and empathy, to accomplish the student projects or works, in the ability to explain the variance of relational and task leadership disposition traits at 55.9 percent and 51.4 percent, respectively, by emotional intelligence disposition traits.

5.2.2 Hypothesis 2:

By the assertion of psychological knowledge in traits theory, trait reflects a stable capacity of the students to "render many stimuli functionally equivalent, and to initiate and guide consistent (equivalent) forms of adaptive and expressive behaviors" (Allport, 1937), hypothesis 2 (H2) is thus posited, which states as follows:

H2 – Student traits can significantly contribute to explain the variances of behavioral performance in three domains, namely emotional intelligence, team performance, and student-teacher relationship.

First, the emotional intelligence behavior is studied. The multivariate regression analysis performed shows that emotional intelligence, as a summative index, can be explained for 60 percent of its variances, by personality traits of predominantly extraversion (with BETA 0.147) and agreeableness (with BETA 0.190),

conscientiousness (with BETA 0.091), self-awareness competency (with BETA 0.179) and managing emotion ability (with BETA 0.128, significant to 0.059), and relational leadership strength (with BETA 0.336). The implication is that it can be inferred that emotional intelligence can be trained through, for instance, strategies that are able to foster changes in personality, leadership and the different facets of emotional efficacy traits. The latter is discussed in Roberts et al. (2001). Thus, emotional intelligence is a heterogeneous construct (Gignac et al., 2005), which has the characteristics of cognition and emotion (Perez, Petrides & Furnham, 2005), and traits-based efficacies (Roberts et al., 2001).

Second, relating to the personal functioning in the team, the result of the multivariate regression analysis indicates that personal functioning in team can be explained, for 38.7 % of its variances, by personality trait of neuroticism (BETA 0.116), managing emotion efficacy trait (at BETA 0.197), task leadership trait (at BETA 0.307) and relational leadership trait (at BETA 0.259). Specifically, neuroticism or negative affectivity reflects "people tendency to experience negative emotional states" (George & Jones, 1999, p.43), and they can easily feel distressed, and commonly view themselves and their environment in pessimist ways, consequently, students, who got high scores on neuroticism reflects sometimes more serious of themselves and their performance rather than the students low on neuroticism. That kind of inclination pushes those students to get better performance such as the role of personal function in project assignment team in class or outdoor activities. Personal functioning in team describes the students being totally involved in the team, be visible and present in the group, concern greatly with the team members and the well-being of team members, focusing on action, making process, moving forward and getting the project works done, giving opinions and ideas to the team, challenging oneself in the team, listening to what others in the team have to say, questioning the way the work is executed. To better perform the personal function in the team, this research finding implies that students would need to strengthen their leadership disposition competencies, both tasks oriented and relational in nature. To be successful in a team and the team-delivered effectiveness, relational leaderships and emotional intelligence strengths are considered important.

In the domain of team organization, result of the multivariate regression analysis shows team organization behavior can be explained, for 54.5 % of its variances, by

predictors, known as agreeableness at BETA 0.127, self awareness at BETA 0.117, managing emotion at BETA -0.107, motivating yourself at BETA 0.125, empathy at BETA -0.186, social skill at BETA-0.118, task leadership at BETA 0.145, relational leadership at BETA 0.336, and personal functioning in team also contributes to team organization performance at BETA 0.378. Team organization is described by the characteristics of the team behavior in that the team always distributes the task clearly to each member, give feedback to those members who did not respect the agreements, always has an overview of progress on the project task, always delivers to meet the teacher's expectation, and team members meet regularly to discuss the project. Thus, H2 is supported from the perspective of team organization as well, with its variance being able to be explained, significantly, by traits of personality, leadership and emotionality. In another front, Lopes et al., (2003) showed that emotional intelligence and personality traits do contribute significantly to perceived quality of one's interpersonal relationships, which matches with the findings of this research.

The student-teacher relationship has also shown to be explained for 38.6 percent of its variance by extraversion (at Beta 0.229), managing emotion (at BETA 0.131), motivating yourself (at BETA 0.222), and relational leadership (at Beta 0.212). Studying this student-to-teacher-relationship is important as a significant body of research indicates that academic achievement and students' behaviors are influenced by the quality of the teacher-student relationship (Jones & Jones, 2013). In a meta-analysis of more than one hundred studies, Marzano et al., (2003) reported that positive teacher-student relationships were the foundation of effective classroom management which could significantly reduce behavioral problems and thus lead to low defiant behavior, for instance, for the high-school students (Gregory & Ripski, 2008). Nevertheless, there is a lack of research study that examines the quality of the student-teacher relationship from the domains of traits, i.e. personality, emotionality and leadership. This research thus fills the gap in the extant literature. Table 4.23 clearly exhibits the significant positive relationship along this new contribution direction.

5.2.3 Hypothesis 3:

Hypothesis three (H3) is supported which shows the positive correlation between emotional intelligence, personal functioning in team, team organization performance and

student's relationship with teacher. In a way, the result highlights the advantages of emotional intelligence in interpersonal relationship, which is at team- and student-teacher relationship level. The correlation strengths, indicated by the correlation coefficients, are considered high (Cohen, 1992).

What is stated is the interrelationship strength between an overall emotional intelligence index (as measuring the emotional intelligence behavioral reaction) and other aspects of the student behaviors, towards personal functioning in team, team organization and the student relationship with the teacher. Emotional intelligence behavior takes on the perceived EI driven behaviors of the students, fully developed by the researcher, with reliability Cronbach's Alpha over the very reliable range, 0.9, and is used to measure the overall emotional behavior of the students that also reflect the capabilities of the emotional intelligence traits. Specifically, the EI behaviors measure, for instance, "I can accurately understand and accept myself," "I am always aware of my own emotions," "I am always aware of others' emotions," "I can effectively express myself," "I make an effort to realize my personal goals," "I always aware of how others feel," "I always cooperate with others," "I contribute positively to team working," "I always maintain good relationships with my friends and others," "I can effectively manage my emotion," "I can effectively control my emotion," "I can easily adapt to any changing situations,", "I can solve problems effectively," "I am always positive and looking at the positive side of my life," and "I am always feeling contended (happy) with myself, others and life in general." The strong positive correlations between EI and other relational and student teams based behaviors show that EI plays an important role that should not be neglected in the student learning and career improvement process. Students should consider proactively to develop their EI dispositions and competencies as in doing so, it lead to many positive advantages, i.e. positive team working spirit and environment, and effective team organization.

5.2.4 Hypothesis 4:

Hypothesis 4 (H4) is stated as such: H4 – Behavioral performance of the students, collectively, in emotional intelligence, student's team performance (i.e. individual function in team, team organization performance), and student-teacher relationship, do significantly contribute to explain the variances of student's perceived performance. Personal role in the team and the organizational ability and structure in establishing team-based

performance have been illustrated in Hackman and Walton (1986). In other words, a manageable team is a performing team (Hackman and Walton, 1986).

This hypothesis is raised in the first place, because the extant literature, for instance, in Lounsbury et al. (2003), indicates the low ability of accumulated grade point average (AGPA) to be predicted, partly because overall GPA contains between-teacher and between-major variability, which represents uncontrolled sources of variance, and thus, these sources of variance may have attenuated estimates of the validity for personality and mental ability variables in predicting course performance (Loundsbury et al., 2003, p. 1232). To prove the points of Loundsbury et al. (2003), AGPA is subjected to a multivariate regression analysis, with predictors of the behavioral variables designated as emotional intelligence, personal functioning in team, team organization and the relationship between the students and the teacher. The multivariate regression analysis result performed shows that AGPA can only be predicted for 11.1 per cent of its variance by team organization, at 0.164 BETA.

On the other hand, when perceived student performances are measured and studied, by the use of multivariate regression analysis, the results indicate much higher level of predictability, at 61.4 percent for the academic performances, and 56.7 per cent of variance for the non-academic performance. The former, which is about academic performance, is measured by the team that the students participated in general are in top rank and the students have made dramatic improvement since the first semester, and is shown to be predicted by emotional intelligence (BETA 0.369), team organization (BETA 0.191), and relationship with teacher (BETA 0.309). On the non-academic aspect of performance, the students perceive the university has made them more mature, and they can maintain good relationships with their parents, and they believe in the prospect of job opportunity and they are sure in their career will be at the top rank, and which can be predicted significantly by emotional intelligence (BETA 0.598), and team organization at BETA of 0.275, as shown in Table 4.27.

For the non-academic performance, the multivariate regression results show that it can be explained for 56.7 per cent by emotional intelligence (BETA at 0.598) and team organization performance (BETA at 0.275).

5.2.5 Hypothesis 5:

Hypothesis 5 (H5) is stated as such: H5 – Student's perceived performance, academic and non-academic, is significantly contributing to explain student's accumulate grade points average at the university study.

Hypothesis H5 (H5) can be addressed by the use of both correlations analysis and regression analysis. While the former (correlation analysis) shows that AGPA is significantly correlated, positively, to both perceived academic and non-academic performance, with correlations coefficients of 0.261** and 0.231**, respectively with the correlation is significant at the 0.01 level, 2-tailed, and the latter of multivariate regression analysis, indicates the percent of predictability of the variance of AGPA, at 7.3 percent, by perceived academic performance at BETA 0.194. Thus, it implies that the use of perceived performance survey instrument can only use to predict 7.3% of the AGPA, and thus the study of AGPA still is a great challenge for many researchers.

5.2.6 Demographic Question:

This research discovers that students who stay on campus have higher level of perceived empathy and social skills, and the ability to manage the emotions of oneself, partly because of the interactive social environment which gives them the opportunities to better self-aware and improve their emotional intelligence dispositions and competencies.

5.3 Implications

5.3.1 Implication for Theory

There are many perspectives of implication for theory, which shows how this research extends the scopes and nature of the interrelationship of the different levels or nature of traits and behaviors and performances, not only for the student's academic learning environment but also to contexts at organizational learning, i.e. in team working and HR policies implementation.

First, the contribution of traits to teams-based and student-teacher relationship indicate that team-level characteristics at larger scope than the trait-based domains could play significant role. For instance, Stock (2004) highlights team-level characteristics like homogeneity, cohesion and norms could be at work in team performance. The further

research along this direction should lead to not only theoretical contribution but also has practical values for HR (Human Resource) strategies development.

Second, the evidence of this research, depicted in the role played by the four definitional components of EI in relational leadership disposition trait and task leadership dispositional trait, imply that emotional intelligence can be acknowledged as the ability to connect to the teams and other students and uses the necessary intelligence demonstrated by self-awareness, managing emotion, motivating yourself, and empathy, to accomplish the student projects or works at hand, in the ability to explain the variance of relational and task leadership disposition traits at 55.9 percent and 51.4 percent, respectively, by emotional intelligence disposition traits.

Third, judging from the multivariate regression analysis, as studied in Hypothesis H2, emotional intelligence can be trained through, for instance, strategies that are able to foster changes in personality, leadership and the different facets of emotional efficacy traits. The latter is discussed in Roberts et al. (2001). In short, it contributes to the body of knowledge that emotional intelligence is a heterogeneous construct (Gignac et al., 2005), which has the characteristics of cognition and emotion(Perez, Petrides & Furnham, 2005), and traits-based efficacies (Roberts et al., 2001).

Fourth, personal functioning in team describes the students being totally involved in the team, be visible and present in the group, concern greatly with the team members and the well-being of team members, focusing on action, making process, moving forward and getting the project works done, giving opinions and ideas to the team, challenging oneself in the team, listening to what others in the team have to say, questioning the way the work is executed. To better perform the personal function in the team, this research finding implies that students would need to strengthen their leadership disposition competencies, both tasks oriented and relational in nature. To be successful in a team and the team-delivered effectiveness, relational leaderships and emotional intelligence strengths are considered important.

Fifth, team organization is described by the characteristics of the team behavior in that the team always distributes the task clearly to each member, give feedback to those members who did not respect the agreements, always has an overview of progress on the project task, always delivers to meet the teacher’s expectation, and team members meet regularly to discuss the project. This research finding implies a theoretical synergy

between relationship and emotional intelligence and personality traits, which can help to better understand team effectiveness, its organizational architecture and strategies. In another front, Lopes et al. (2003) showed that emotional intelligence and personality traits do contribute significantly to perceived quality of one's interpersonal relationships, which matches with the findings of this research.

5.3.2 Implication to the University

The University should need to implicate to foster the students' emotional intelligence in both academic and non-academic activities by giving more knowledge and additional knowledge to the respective students. Because, this emotional intelligence support every ones' thinking and it's integrated into unconscious mind with attitudes towards the behavior and skills. In emotional intelligence theory, the physiological, cognitive, and behavioral changes that go along with emotional responses are adaptive and these changes prepare everyone to respond in time that caused by the emotion to occur (Mayer et al., 2002).

That's why everyone's behavior and skills are very important for every team work and organizations. It is like a brick example; a brick cannot construct a building by itself but the unity and the quality of the bricks with the aid of concrete with technology can accomplish the task. In here, the students are like bricks, and their quality refers to emotional intelligence, personality traits and ability as well as skills, the concrete is team organization performance, and the technology is, for instance, and the relationship between the students and teacher to construct a building (a pride and dignity of a university) .

The first step to implicate in the University is to foster up more practical learning programs in both academic and non-academic sectors that can support mostly to every student's knowledge, skills and attitudes as much as they can. In here, there are some limitations in university in policies and funding issues etc. But, as a researcher mentioned 'a brick' example in above paragraph, there must be a solution for those issues with everyone's strengths and abilities. So, the university council should consider about the perfect planning of those several proposal programs to develop the youth's academic and non-academic performances, teacher's knowledge based upgrading programs like "training for trainers' and for the university's overall performance towards its pride,

dignity and reputation in this competitive era in the education business around. Overall, the research findings of this thesis, through multivariate regression analysis and systematic correlation analysis of the variables involved, should suggest to the university administrators a structural, step-by-step approach to develop the capabilities and attitudes of the students in holistic manner. The structural approach suggests that leadership and emotional intelligence can be systematically developed, and through curriculum and classroom activities that involve effective student team project management, as well as the positive teacher-to-student relationship, the students can be systematically improved in areas of academics and non-academics.

5.3.3 Implication for the Students

Most of the all students are young, active and very energetic. They need motivation from their friends, teachers, parents and relatives to boost up their hidden abilities to rise up their performance in those sectors. Metaphorically, the students are like bricks and the quality of the bricks or the ability and performance of those students are essential. It is of necessity to carefully develop the quality of bricks which also depends on the quality of the clay for fundamental situation.

The fundamental implications for the students are controlling and the ability to be aware of the states of their awareness about themselves and others, and to be able to manage the emotions and exploit the intellectuality by strengthening the traits and dispositional competencies of personality traits, emotional intelligent and leadership. The strengthening at the trait levels would lead to effectiveness indicated at team-based and student-to-teacher relationship behaviors, which further help the students to achieve higher level of performance, both academically and socially.

Besides the key role played by self-awareness and personality traits like conscientiousness, the students should know and understand about the respective friends, relatives, teachers and society as well, because, no one can stand alone in the modern developed competitive era. This sums up the important role played by Emotional Intelligence for every student and the students can take proactive measures by enrolling in appropriate Emotional Intelligence oriented courses to help them understand themselves and others (Henry et al., 1999) and to help them regulate their selves and their relationships toward friends, relatives, parents and their teachers. Besides, for holistic picture reflected

by higher level of both academic and non-academic achievements, teachers also need to know and understand their students and should motivate and help them in their mistakes and behaviors (Kozlowski et al., 2009). In other words, an effective working of leadership and emotional intelligence is a two-way issue which needs the actor and the recipients to mutually synchronize and be supportive of each other.

5.3.4 Implication for Government Policy

To develop the nation, the transformation of education is a fundamental and necessary for the performance of every citizen. The quality or the performance of the education relies on the students' and teachers' ability and upgrading the students' and teachers' ability needs time for planning and budget. Consequently, it is much easier to change the way of teaching rather than the program syllabus in current period, so, one of the effective ways is to develop this is the training programs for the teachers with necessity aids. In the mean time government should focus and implement on the long-term planning which include new and advanced syllabus for academic and non-academic sectors to improve students' performance, the students' leadership and roles of responsibilities, and emotional intelligence as well as teachers' ability with the aid and support from the modern developed countries.

Government should provide the education training centers which offer certificate or diploma in education management for teachers and university administers and launch of a capacity building program to support the universities' education. They need to re-consider about the university entrance policy and system design that the exam questions not only relate to the academic field but also morale, morality, emotional intelligence and personality traits. These factors should be taught by the qualified teachers, who can successfully pass the teacher training program. In addition, the government can introduce more communication campaign and launch a variety of education TV channels to support both academic and non-academic up-grading activities and interactive learning systems.

Overall, the research findings of this thesis, through multivariate regression analysis and systematic correlation analysis of the variables involved, should suggest to the government a structural, step-by-step approach to develop the capabilities and attitudes of the students in holistic manner. The structural approach suggests that leadership and emotional intelligence can be systematically developed, and through

curriculum and classroom activities that involve effective student team project management, as well as the positive teacher-to-student relationship, the students can be systematically improved in areas of academics and non-academics.

5.4 Limitation of Research

This research acknowledges the usefulness of nomothetic approach to the study of psychology (Allport, 1937) but also has made an attempt to minimize the risk posed by the self-report assessment of the questionnaires, through for instance, requesting and reminding the respondents to respond without bias, and being authentic in the responses. This authenticity of response is an attempt and is vitally important, because people's self-understanding is error-prone and so those reports should not necessarily be taken at face value (McKay, Langdon, & Coltheart, 2005). Nevertheless, people's first-person experiences have proved to be useful concept throughout the history of psychology and personality theory (James, 1890; Allport, 1937; Coon, 2000).

In addition, for this research study, a total of 426 students are approached conveniently, and thus the research is not able to control for the equaled proportion of the student sampling population actually surveyed across each of the current year the student is currently pursuing. Nevertheless, the actual data collected indicates a relatively good balance across the "Year of the Study" variable, except only 32 students at the Master or above.

5.5 Further Research

Emotional intelligence behavior takes on the perceived EI driven behaviors of the students, fully developed by the researcher, with reliability Cronbach's Alpha over the very reliable range, 0.9, and is used to measure the overall emotional behavior of the students that also reflect the capabilities of the emotional intelligence traits. Specifically, the EI behaviors measure, for instance, "I can accurately understand and accept myself," "I am always aware of my own emotions," "I am always aware of others' emotions," "I can effectively express myself," "I make an effort to realize my personal goals," "I always

aware of how others feel," "I always cooperate with others," "I contribute positively to team working," "I always maintain good relationships with my friends and others," "I can effectively manage my emotion," "I can effectively control my emotion," "I can easily adapt to any changing situations,", "I can solve problems effectively," "I am always positive and looking at the positive side of my life," and "I am always feeling contended (happy) with myself, others and life in general."

The strong positive correlations between EI and other relational and student teams based behaviors show that EI plays an important role that should not be neglected in the student learning and career improvement process. Towards this end, the further research should expand the student-related research to stand on the influence of emotional intelligence.

In addition, this research provide a simplified theoretical framework that explains the interrelationship structure of traits-based antecedents to influence of behavioral variables that cause the level of performance, and can thus be used to study in an attempt to contribute to the field of human resource development (HRD). Further research should attempt to validate the theoretical framework to general HRD scenarios at private- and public-organizations levels.

Moreover, judging by the high R-squared strength in validating the hypotheses raised in this research, further research should extend its sampling focus to nationwide universities, with an attempt to also study the nature of differences across majors by the students, and the nature of accommodation by the students. By incorporating the nature of accommodation by the students, the university as well as the real estate industry can incorporate these insights to help them develop their businesses and expand revenues. For instance, this research discovers that students who stay on campus have higher level of perceived empathy and social skills, and the ability to manage their emotions, partly because of the interactive social environment which gives them the opportunities to better self-aware and improve their emotional intelligence dispositions and competencies.

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APPENDIX

APPENDIX

SURVEY QUESTIONNAIRE

Questionnaire

Dear All Respondents:

I am a Master of Business Administration Student in Entrepreneurial Management Program of the School of Management at Mae Fah Luang University of The Kingdom of Thailand.

At the present, I am conducting a research for my thesis named **"A STUDENT TRAITS-BEHAVIOR-PERFORMANCE MODEL IN STUDYING HOW TRAITS OF PERSONALITY, EMOTIONALITY AND LEADERSHIP INFLUENCES STUDENTS PERCEIVED ACADEMIC AND NON-ACADEMIC PERFORMANES: CASE WITH MAE FAH LUANG UNIVERSITY"** and its research findings could provide the necessary insights to help the university administrators and government policy-makers to make better strategic and operational decisions.

I kindly would like to ask you for your assistance on me in this research by completing the following questionnaire. Please answer each question to the best of your experience and ability. There is no right or wrong responses to the questions. Your response only reflects your perceptions and all of your responses will be kept anonymous and confidential.

Your time and assistance is greatly appreciated. Data will be stored securely, only research personnel will have access to it. If there are some doubts on this survey, you are free to contact the School of Management at Mae Fah Luang University or contact my supervisor Dr. Chai Ching Tan.

Thank you so much for your active cooperation, precious time and valuable assistance.

Sincerely,

Nanda Soe Myint

Contact:

Nanda Soe Myint: Email: nsm.nanda@gmail.com

Supervisor:

Dr. Chai Ching Tan Email: drcctan@yahoo.com

Senior Lecturer at Mae Fah Luang University

No name needed: Instructions to questionnaire:

- **All of the information you provide will be treated as confidential.**
- **No information about your identity will be requested at any stage.**
- **Please answer the questions as honestly and accurately as possible.**
- **Please make sure you respond to all the items and do not leave any blanks (your test scores cannot be computed if you miss any out).**
- **It is assumed that you are taking the test purely for your interest: you should never use the information given here for any serious "real life" purposes.**

Part I:

Here are a number of characteristics that may or may not apply to you. For example, do you agree that you are someone who likes to spend time with others?

…Please write a number next to each statement to indicate the extent to which you agree or disagree with that statement.

(1)Strongly disagree (2) Disagree (3) Neither agree nor disagree (4) Agree (5) Strongly agree

I see myself as someone who ….

_____ 1.Is talkative

_____ 2.Tends to find fault with others.

_____ 3.Does a thorough job.

_____ 4.Can easily get depressed.

_____ 5.Is original, comes up with new ideas.

_____ 6 Is reserved (i.e. not outgoing, keep certain thoughts and emotions to yourself).

_____ 7 Is helpful and unselfish with others.

_____ 8.Can be somewhat careless.

_____ 9 Is relaxed, handles stress well.

_____ 10.Is curious about many different things.

_____ 11.Is full of energy.

_____ 12.Starts quarrels with others.

_____ 13.Is a reliable person.

_____ 14.Can be tense.

_____ 15.Is original, inventive, a deep thinker.

_____ 16.Generates a lot of enthusiasm.

_____ 17.Has a forgiving nature.

_____ 18.Tends to be disorganized.

_____ 19.Worries a lot.

_____ 20.Has an active imagination.

_____ 21.Tends to be quiet.

_____ 22.Is generally trusting.

_____ 23.Tends to be lazy.

_____ 24.Is emotionally stable, not easily upset.

_____ 25.Is inventive.

_____ 26. Has an assertive personality , i.e. confidently aggressive or self-assured.

_____ 27.Can be cold and aloof.

_____ 28.Perseveres until the task is finished.

_____ 29.Can be moody.

_____ 30.Values artistic, aesthetic experiences.

_____ 31. Is sometimes shy, inhibited (overly restrained).

_____ 32.Is considerate and kind to almost everyone.

_____ 33.Does things efficiently.

_____ 34.Remains calm in tense situations.

_____ 35.Prefers work that is routine.

_____ 36.Is outgoing, sociable.

_____ 37.Is sometimes rude to others.

_____ 38. Makes plans and follows through with them.

_____ 39.Gets nervous easily.

_____ 40. Likes to reflect, play with ideas.

_____ 41.Has a few artistic interests.

_____ 42.Likes to cooperate with others.

_____ 43.Is easily distracted.

_____ 44. Is sophisticated (know well) in art, music, or literature

Part II: I see myself as someone who is….

1. _____ Extraverted, enthusiastic Extravert.
2. _____ Critical, quarrelsome.
3. _____ Dependable, self-disciplined.
4. _____ Anxious easily upset.
5. _____ Open to new experiences, complex.
6. _____ Reserved, quiet.
7. _____ Sympathetic, warm.
8. _____ Disorganized, careless.
9. _____ Calm, emotionally stable.
10. _____ Conventional, uncreative.

Part III: Please circle the choice that best fits you.

For each of the following items, **rate how well you are able to display the ability described**. Before responding, try to think of actual situations in which you have had the opportunity to use the ability.	**VERY SLIGHT ABILITY**	**SLIGHT ABILITY**	**MODERATE ABILITY**	**CONSIDERABLE ABILITY**	**GREAT ABILITY**
1. I can aware of how my emotion impacts on my body (example: When I begin to anger, I will notice my body is shaking).	1	2	3	4	5
2. Relax when under pressure in situations.	1	2	3	4	5
3. To get ready at will for a task.	1	2	3	4	5
4. Know the impact that your behavior will have on others.	1	2	3	4	5
5. Initiate successful resolution of conflict with others.	1	2	3	4	5
6. Calm yourself quickly when angry.	1	2	3	4	5

7. Know when you are becoming angry.	1	2	3	4	5
8. Regroup quickly after a setback, stay motivated.	1	2	3	4	5
9. Recognize when others are distressed.	1	2	3	4	5
10. Build consensus with others.	1	2	3	4	5
11. Know what senses you are currently using.	1	2	3	4	5
12. I can motivate myself to change my emotional state.	1	2	3	4	5
13. Can stay motivated when doing uninteresting work.	1	2	3	4	5
14. Help others manage their emotions.	1	2	3	4	5
15. Make others feel good.	1	2	3	4	5
16. Identify when you experience mood shifts.	1	2	3	4	5
17. Stay calm when you are the target of anger from others.	1	2	3	4	5
18. Stop or change an ineffective habit.	1	2	3	4	5
19. Show empathy toward others.	1	2	3	4	5
20. Provide advice and emotional support to others as needed.	1	2	3	4	5
21. Know when you become defensive.	1	2	3	4	5
22. Know when you are thinking negatively and stop further.	1	2	3	4	5
23. Follow your words and actions.	1	2	3	4	5
24. Engage in intimate conversations with others.	1	2	3	4	5
25. Accurately reflect people's **feelings** back to them.	1	2	3	4	5

Part IV: Please circle the choice that best fits you.

Instructions: Read each item carefully and think about how often you engage in the described behavior. Indicate your response to each item by circling one of the five numbers to the right of each item.	Never	Seldom	Occasionally	Often	Always
1. Tells group members what they are supposed to do.	1	2	3	4	5
2. Acts friendly with members of the group.	1	2	3	4	5
3. Sets standards of performance for group members.	1	2	3	4	5
4. Helps others in the group feel comfortable.	1	2	3	4	5
5. Makes suggestions about how to solve problems.	1	2	3	4	5
6. Responds favorably to suggestions made by others.	1	2	3	4	5
7. Makes his or her perspective clear to others.	1	2	3	4	5
8. Treats others fairly.	1	2	3	4	5
9. Develops a plan of action for the group.	1	2	3	4	5
10. Behaves in a predictable manner toward group members.	1	2	3	4	5
11. Define role responsibilities for each group members.	1	2	3	4	5
12. Communicates actively with group member.	1	2	3	4	5
13. Clarifies his or her own role within the group.	1	2	3	4	5
14. Shows concern for the well-being of others.	1	2	3	4	5
15. Provides a plan for how the work is to be done.	1	2	3	4	5
16. Shows flexibility in making decisions.	1	2	3	4	5
17. Provides criteria for what is expected of the group.	1	2	3	4	5
18. Discloses thoughts and feelings to group members.	1	2	3	4	5
19. Encourages group members to do high-quality work.	1	2	3	4	5
20. Helps group members get along with each other.	1	2	3	4	5

Part V: Please circle the choice that best fits you.

Recall in your team working experience and answer the following questions:	Strongly disagree	Slightly disagree	Neither agree nor disagree	Slightly agree	Strongly agree
EI:	1	2	3	4	5
1. I can accurately understand and accept myself.	1	2	3	4	5
2. I am always aware of my own emotions.	1	2	3	4	5
3. I am always aware of others' emotions.	1	2	3	4	5
4. I can effectively express myself.	1	2	3	4	5
5. I can maintain calm emotionally.	1	2	3	4	5
6. I make an effort to realize my personal goals.	1	2	3	4	5
7. I always aware of how others feel.	1	2	3	4	5
8. I always cooperate with others.	1	2	3	4	5
9. I contribute positively to team working.	1	2	3	4	5
10. I always maintain good relationship with my friends and others.	1	2	3	4	5
11. I can effectively manage my emotion.	1	2	3	4	5
12. I can effectively control my emotion.	1	2	3	4	5
13. I can easily adapt to any changing situations.	1	2	3	4	5
14. I can solve problems effectively.	1	2	3	4	5
15. I am always positive and looking at the positive side of the life.	1	2	3	4	5
16. I am always feeling contented (happy) with myself, others and life in general.	1	2	3	4	5

Part VI:

Please kindly state your GPA : _____

Part VII: Please circle the choice that best fits you.

Recall in your team working experience and answer the following questions	Strongly disagree	Slightly disagree	Neither agree nor disagree	Slightly agree	Strongly agree
Personal functioning in team:					
1. I was totally involved in the team.	1	2	3	4	5
2. I was very visible and present in the group.	1	2	3	4	5
3. I concern greatly with the team members and their well-being.	1	2	3	4	5
4. In the team, I was very focused on **action**, making process, moving forward and getting the work done.	1	2	3	4	5
5. I often gave my opinion, ideas, etc. to the team.	1	2	3	4	5
6. I have challenged myself in the team.	1	2	3	4	5
7. I mainly listened to what others in the team had to say.	1	2	3	4	5
8. I sometimes questioned the way we were working.	1	2	3	4	5
9. I was rather not visible in the team.	1	2	3	4	5
10. I always feel that I am not a member of the team.	1	2	3	4	5
Team Organization:					
11. Our team always distributes the task clearly to each member.	1	2	3	4	5
12. Our team gave feedback to those members who did not respect the agreements.	1	2	3	4	5
13. Our team always has an overview of progress on the project task.	1	2	3	4	5
14. Our team always delivers to meet the teacher's	1	2	3	4	5

expectation.					
15. Our team members meet regularly to discuss the project.	1	2	3	4	5
Relationship with the Teacher:					
16. I maintain good rapport with the teacher.	1	2	3	4	5
17. I can always meet what the teacher expected me to do.	1	2	3	4	5
18. I always take proactive step to talk to the teacher.	1	2	3	4	5
19. I can always answer most of the exam questions in the class.	1	2	3	4	5
20. I can always meet the teacher's expectation.	1	2	3	4	5
Result:					
21. The team I participated in general score in top rank.	1	2	3	4	5
22. I have made lots of friends at this university.	1	2	3	4	5
23. The university life has made me more mature.	1	2	3	4	5
24. Since my first semester at the University, I have seen myself improved a lot academically.	1	2	3	4	5
25. Since my first semester at the University, I have seen myself improved a lot on social level.	1	2	3	4	5
26. I maintain good relationship with my parents.	1	2	3	4	5
27. I believe the prospect of job opportunity should be bright.	1	2	3	4	5
28. I am sure in my career I will be at the top rank.	1	2	3	4	5

Part VIII: Please circle the choice that best fits you.

1. Gender:
   (1) Male (2) Female
2. Years at the University:
   (1) First-Year students, (2) 2nd Year Students,
   (3) 3rd Year Students, (4) 4th Year Students,
   (5) Master or Above.

3. Nationality:

   (1) Thai (2) China (3) Myanmar (4) _____(Please state)

4. I live:

   (1) in campus (2) with parents (3) outside campus and not with parents.

5. Faculty

(1) School of Agro-Industry (2)School of Anti-Aging and Regenerative Medicine (3) School of Cosmetic Science (4) School of Dentistry (5) School of Health Science (6) School of Information Technology (7) School of Law (8) School of Liberal Arts (9) School of Management (10) School of Medicine (11) School of Nursing (12) School of Science(13) School of Sinology (14)School of Social Innovation.

Please review your questionnaire to ensure that ALL questions are answered and that none are left blank.

Thank you for your cooperation and valuable assistance

CURRICULUM VITAE

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EDUCATIONAL BACKGROUND

1997 Post Graduate Diploma in Japanese Language
Yangon University of Foreign Languages, Yangon, Myanmar.

1994 Bachelor of Science in Chemistry
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