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**THE INFLUENCE OF EMOTIONAL INTELLIGENCE AND
PERSONAL RESILIENCE TOWARDS UNIVERSITY STUDENTS
LEADERSHIP IN THAILAND**



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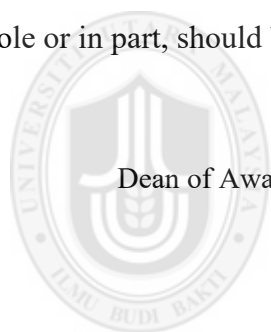
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Abstrak

Remaja dan belia di Thailand secara umumnya mempunyai EQ lebih rendah daripada tahap sederhana, kurang kemahiran kepimpinan dan masalah kemahiran praktikal yang lain. Aktiviti-aktiviti yang menarik memainkan peranan utama untuk membangunkan pelbagai trait psikologi pelajar. Banyak ciri psikologi. Rekabentuk kajian survey secara keratan rentas dilaksanakan untuk mengkaji pengaruh kecerdasan emosi dan daya ketahanan diri dalam kepimpinan para pelajar universiti di Thailand. Kajian kuantitatif ini menggunakan tiga instrumen, iaitu inventori Kecerdasan Emosi (EQ-i), Ketahanan Diri, dan Soal Selidik 6s Kepimpinan Pelbagai Faktor. Sejumlah 1922 orang pelajar Thai dari tiga universiti awam di Thailand dijadikan sampel kajian melalui teknik kadaran berstrata. Statistik deskriptif, ujian t, ANOVA dan regresi berganda digunakan untuk menganalisis data berdasarkan objektif kajian. Hasil kajian menunjukkan kesemua pelajar mempunyai jumlah skor Kecerdasan Emosi, lima komposit dan 15 subskala pada tahap yang sederhana. Semua pelajar juga didapati mempunyai daya ketahanan diri dan gaya kepimpinan yang berbeza pada peringkat sederhana. Variasi konstruk berdasarkan jenis penyertaan pelajar dalam aktiviti (peserta dan bukan peserta) mempunyai perbezaan yang signifikan dalam kecerdasan emosi, daya ketahanan diri dan gaya kepimpinan, manakala jantina mempunyai perbezaan yang signifikan dalam ketahanan diri dan kepimpinan transaksional. Terdapat perbezaan kepimpinan laissez-faire yang signifikan dalam kalangan pelajar dari pelbagai bidang pengajian. Tidak terdapat perbezaan yang signifikan dalam kecerdasan emosi, daya ketahanan diri dan gaya kepimpinan dalam kalangan pelajar yang belajar di universiti dan bidang pengajian yang berbeza. Kecerdasan emosi mempunyai hubungan yang signifikan dan sederhana dengan kepimpinan transaksional, dan hubungan yang sangat lemah dengan kepimpinan laissez-faire. Ketahanan diri mempunyai hubungan signifikan dan lemah dengan kepimpinan transaksional, dan tidak mempunyai hubungan yang signifikan dengan gaya kepimpinan laissez faire. Kepimpinan transformasional mempunyai hubungan signifikan dan lemah dengan kepimpinan transaksional, dan tidak mempunyai hubungan yang signifikan dengan gaya kepimpinan laissez faire. Kepimpinan transaksional pula mempunyai hubungan signifikan dan sederhana dengan kepimpinan laissez faire. Rumusannya kajian ini menunjukkan kepelbagaian aktiviti-aktiviti pelajar dapat mengembangkan daya ketahanan diri dan gaya kepimpinan pelajar melalui kecerdasan emosi. Hasil kajian ini dapat memberi panduan kepada usaha pembangunan kepimpinan pelajar di institusi pengajian tinggi di Thailand.

Kata kunci: Aktiviti pelajar, Kecerdasan emosi, Ketahanan diri, Gaya kepimpinan

Abstract

Thailand youths and adolescents having EQ lower than the moderate level, a lack of leadership skills and other practical problems. Interesting student activities have a role to develop many psychological traits. Research survey design cross-sectional study were examined the influence of emotional intelligence and personal resilience on university students' leadership in Thailand. This quantitative study used 3 instruments, namely Emotional Intelligence inventories (EQ-i), Personal Resilience, and Multi-factors Leadership Questionnaire 6s. 1922 Thai students of 3 public universities in Thailand were sampled through the stratified proportionate technique. Descriptive statistics, t-test, ANOVA and multiple regression were employed to analyze the data, based on the objectives of the study. The result shows that all students mainly had total scores of Emotional Intelligence, five composites and 15 subscales at the average level. All students had personal resilience, and different leadership styles at the moderate level. Variation in the constructs based on the type of students' participation in activities (participant and non-participant) had a significant difference in emotional intelligence, personal resilience and each leadership style, while gender had a significant difference in personal resilience and transactional leadership. There was a significant difference of laissez-faire leadership among students in different fields of study. There was no significant difference in emotional intelligence, personal resilience and leadership style among the students who studied in different universities and fields of study. The emotional intelligence had a moderate significant relationship with transactional leadership, and a very weak relationship with laissez-faire leadership. Personal resilience had a weak relationship with transactional leadership, and had no significant relationship with laissez faire leadership style. Transformational leadership had a weak significant relationship with transactional leadership, and had no significant relationship with laissez faire leadership. Transactional leadership had a moderate relationship with laissez faire leadership. The conclusion of this research shows that multiples student activities can develop students' personal resilience and leadership styles through emotional intelligence. The finding contributes the framework to develop students in institutions of higher education.

Keyword: Student activities, Emotional intelligence, Personal resilience, Leadership style

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If there was someone asked how long I have been on the way to do Ph.D. I have been so long on the way as if I had climbed and hung on the cliff of the Himalaya mountain range in order to go the Everest. It is very difficult for me. Maybe there would be someone wonder why I had been so long on the way to Ph.D. What I had been doing a long time and could not accomplish the goal of doing Ph.D. This question is so complicated to find the answer. The problem is not caused by environment or whoever, but it is caused by myself, I don't describe what happened to me. The answer is everything has the own way.

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Table of Contents

Permission to Use	i
Abstrak.....	ii
Abstract.....	iii
Acknowledgement	iv
Table of Contents.....	v
List of Tables	xvi
List of Figures.....	xxiv
List of Appendices	xxv
CHAPTER ONE INTRODUCTION	1
1.1 Background	1
1.2 Problem Statement	6
1.3 The Research Objective	12
1.4 Research Question.....	12
1.5 Research Hypotheses	13
1.6 The Theoretical Framework.....	14
1.7 Conceptual Framework.....	23
1.8 Significance of Study	26
1.9 The Operational Definition	28
1.9.1 Participants.....	28
1.9.2 Non-participants.....	28
1.9.3 Emotional Intelligence	29
1.9.4 Personal Resilience	30
1.9.5 Student Leadership.....	31
1.9.5.1 Transformational Leadership.....	32
1.9.5.2 Transactional Leadership.....	33
1.9.5.3 Laissez-Faire Leadership.....	33
1.10 Conclusion	34
CHAPTER TWO LITERATURE REVIEW	35
2.1 Introduction.....	35
2.2 Emotional Intelligence	35
2.2.1 Evolution of Emotional Intelligence Theory	39

2.2.2 BarOn EQ-i Theory.....	43
2.2.2.1 The Component of BarOn’s EI.....	43
2.2.2.1.1 Intrapersonal Skills Subscales	43
2.2.2.1.2 Interpersonal Skills	45
2.2.2.1.3 Adaptability	47
2.2.2.1.4 Stress Management.....	49
2.2.2.1.5 General Mood:.....	50
2.3 Resilience	51
2.3.1 The History of Resilience Study	52
2.3.1.1 Early Stream of The Resilience Research	54
2.3.1.2 Second stream of Resilience Research	55
2.3.1.3 Third stream of Resilience Research	57
2.3.2 The model of The Resilience	65
2.3.2.1 Flach Model.....	66
2.3.2.2 Henderson and Milstein Model	66
2.3.2.3 The Model of Daryl Conner	67
2.4 Leadership Styles	70
2.4.1 Transformational Leadership	71
2.4.2 Background of Theory of The Transformational leadership	72
2.4.3 The Difference between Transactional and Transformational leadership.	73
2.4.3.1 Transactional Leadership.....	74
2.4.3.2 Transformational Leadership.....	75
2.4.4 The Component of the Transformational Leadership	79
2.4.4.1 Idealized Influence.	81
2.4.4.2 Inspirational Motivation.	81
2.4.4.3 Individualized Consideration.....	81
2.4.4.4 Intellectual Stimulation.	82
2.4.5 The Component of the Transactional Leadership	82
2.4.5.1 Contingency Reward.	83
2.4.5.2 Management by Exception.	83
2.4.6 Final Elements of Transformational Leadership.....	85
2.4.6.1 Idealized Influence	86
2.4.6.2 Inspirational Motivation	87
2.4.6.3 Individualized Consideration.....	88

2.4.6.4 Intellectual Stimulation	90
2.4.6.5 Contingency Rewards.....	91
2.4.6.6 Management-by Exception.....	91
2.4.6.7 Laissez-faire Leadership.....	91
2.5 The Relationship between The Constructs.....	92
2.5.1 The Emotional Intelligence and Leadership	93
2.5.2 The Relationship between Emotional Intelligence and Transformational Leadership.....	98
2.5.3 Emotional Intelligence is related to the Resilience.....	105
2.5.4 The Relationship between Resilience and Leadership.....	112
2.5.5 The Resilience Functioned as Mediator in the Relationship between Emotional Intelligence and Some Psychological Traits Including Leadership	115
2.5.6 The Relationship between Student Activities and Emotional Intelligence	117
2.5.7 Student Activities and Resilience	127
2.5.8 Student Activities and Leadership	135
2.6 Conclusion	140
CHAPTER THREE METHODOLOGY	142
3.1 Introduction.....	142
3.2 Research Design.....	142
3.2.1 Populations.....	142
3.2.2 Samples	144
3.3 Research Instruments	146
3.3.1 Emotional Quotient Inventory (EQ-i).....	146
3.3.2 The Multifactor Leadership Questionnaire	147
3.3.3 The Resilience Questionnaire	149
3.4 Scoring Interpretation.....	149
3.5 Content Validity of Instruments.....	153
3.6 Pilot Study and Reliability	156
3.6.1 The Internal Consistency of The Instrument	156
3.6.2 Test – Retest Reliability.....	156
3.7 Reliability Test Result.....	157
3.7.1 The Reliability of BarOn's EQ-i	158

3.7.2 The Reliability of Personal Resilience.....	158
3.7.3 The reliability of Multifactor Leadership Questionnaire	159
3.8 Data Collection Procedure	159
3.9 Data Analysis	161
3.10 Goodness of Fit of The Model of The relationship among Dimension of All Variables	161
3.11 The Initial Data Screening and Cleaning the Data.....	164
3.11.1 Preliminary Analyses Basic Assumptions for Statistical Analysis.....	165
3.11.2 Treatment of Outliers	166
3.11.3 Test of Normality	167
3.11.4 Test of Multicollinearity.	169
3.11.5 Testing of Linearity.....	161
3.12 Factor Analysis	173
3.12.1 Factor Analysis Result for Emotional intelligence (EQ-i).....	174
3.12.2 Factor Analysis Result for Student’s Resilience.....	175
3.12.3 Factor Analysis for Multifactor Leadership Questionnaire (MLQ).....	176
3.13 Conclusion	177
CHAPTER FOUR RESULTS.....	178
4.1 Introduction.....	178
4.2 The Result of the Descriptive Analysis.....	178
4.2.1 Descriptive Statistics for all Variables.....	179
4.3 What was The Level of Student Emotional Intelligence, Personal Resilience and Student Leadership?	181
4.3.1 The level of Emotional Intelligence Quotient.....	181
4.3.1.1 The Level of Emotional Intelligence Quotient.....	181
4.3.1.2 The Students’ Level of EQ-i by Year of Study	182
4.3.1.3 The Students’ Level of EQ-i by Gender.....	183
4.3.1.4 The Students’ Level of EQ-i by Type of Participating Student Activities.....	184
4.3.1.5 The Students’ Level of EQ-i by Field of Study.....	184
4.3.1.6 The Students’ Level of EQ-i by GPA.....	186
4.3.2 The Level of Students’ Personal Resilience	188
4.3.2.1 The Level of Students’ Personal Resilience by University	188

4.3.2.2	The Students' Level of Personal Resilience by Year of Study....	189
4.3.2.3	The Students' Level of Personal Resilience by Gender	190
4.3.2.4	The Students' Level of Personal Resilience by Type of Participating Student Activities	191
4.3.2.5	The Students' Level of Personal Resilience by Field of Study ...	192
4.3.2.6	The Students' Level of Personal Resilience by GPA	193
4.3.2.7	Total Student's Level of Personal Resilience.....	194
4.3.3	The Students' Level of Transformational Leadership	195
4.3.3.1	The Students' Level of Transformational Leadership by University	195
4.3.3.2	The Students' Level of Transformational Leadership by Year of Study.....	196
4.3.3.3	The students' Level of Transformational leadership by Type of Participating Student Activities	197
4.3.3.4	The Students' Level of Transformational Leadership by Gender	198
4.3.3.5	The Students' Level of Transformational Leadership by Field of Study.....	199
4.3.3.6	The Students' Level of Transformational Leadership by GPA...200	
4.3.3.7	Total Students' Level of Transformational Leadership.....	201
4.3.4	The Students' Level of Transactional Leadership	202
4.3.4.1	The Students' Level of Transactional Leadership by University	202
4.3.4.2	The Students' Level of Transactional Leadership by Year of Study	203
4.3.4.3	The Students' Level of Transactional Leadership by Type of Participating Student Activities	204
4.3.4.4	The Students' Level of Transactional Leadership by Gender	204
4.3.4.5	The Students' Level of Transactional Leadership by Field of Study	205
4.3.4.6	The Students' Level of Transactional Leadership by GPA.....	206
4.3.4.7	Total Student's Level of Transactional Leadership.....	207
4.3.5	The Students' Level of laissez-faire Leadership.....	208
4.3.5.1	The Students' Level of Laissez-faire Leadership by University .	208
4.3.5.2	The Students' Level of Laissez-faire Leadership by Year of Study	208

4.3.5.3 The Students' Level of Laissez-faire Leadership by Type of Participating Student Activities	209
4.3.5.4 The Students' Level of Laissez-faire Leadership by Gender	210
4.3.5.5 The Students' Level of The Laissez-faire Leadership by Field of Study.....	211
4.3.5.6 The Students' Level of Laissez-faire Leadership by GPA.....	212
4.3.5.7 The Level of All Students' Laissez-faire Leadership	213
4.4 Hypotheses Testing	214
4.4.1 Was there The Difference of The Emotional Intelligence among Dimension of The Demographic Variables as follows: 1. University 2 Years of Study 3. Type of Participating Student Activity 4. Gender 5. Field of Study 6. GPA.?	214
4.4.2 Was There any Relationship between Emotional Intelligence, Personal Resilience and Student Leadership?	245
4.4.3 Did Personal Resilience Mediate the Relationship between Emotional Intelligence and each Style of Leadership?	247
4.4.3.1 The Simple Regression for the Students' Personal Resilience by Using the Emotional Intelligence as the Predictor	247
4.4.3.2 The Multiple Regression for the Transformational Leadership by the Emotional Intelligence and Personal Resilience as the Predictor.....	248
4.4.3.3 The Multiple Regression for the Students' Transactional Leadership by the Emotional Intelligence and Personal Resilience as the Predictor.	249
4.4.3.4 The Multiple Regression for the Students' Laissez-faire Leadership by the Emotional Intelligence and Personal Resilience as the Predictor.	250
4.5 Does any Component of Emotional Intelligence, Personal Resilience affect each Component of the Students' Leadership Style?	251
4.5.1 Full Model of each Component of Emotional Intelligence and Personal Resilience Influenced each Component of Students' leadership Styles	251
4.5.1.1 Regression Analysis for each Component of Personal Resilience by Using all Components of Emotional Intelligence as Predictors	252
4.5.1.2 Multiple regression for each component of the leadership by using all components of emotional intelligence as predictors.....	259

4.5.1.3 Multiple regression for each component of the leadership by using all components of emotional intelligence and personal resilience as predictors.	266
4.5.2 Alternative Model of each Components of Emotional Intelligence and Personal Resilience Influenced the Component of Student Leadership	273
4.5.2.1 Multiple Regression Analysis for each Component of Personal Resilience by using only Component of Emotional Intelligence significantly affected the Personal Resilience as Predictors	274
4.5.2.2 Multiple Regression Analysis for each Component of Student Leadership by using only Component of Emotional Intelligence significantly affected each Component Student Leadership as Predictors.	281
4.5.2.3 Multiple Regression for each Component of the Leadership style by using all Significant Component of Emotional Intelligence and Personal Resilience as Predictors.	287
4.5.3 The Goodness of Fit for the Model of Emotional Intelligence and All Components of Personal Influenced each Component of Leadership Style.....	293
4.6 Summary the Result of Data Analysis	296
4.7 Conclusion	304
CHAPTER FIVE DISCUSSION, CONCLUSION AND RECOMMENDATION	307
5.1 Introduction	307
5.2 Summary Finding	307
5.3 Discussion	308
5.3.1 There was The Difference in The Emotional Intelligence between Participants and Nonparticipants	309
5.3.2 There was no Difference in Emotional Intelligence between Male and Female.....	310
5.3.3 There was at least One Group of Students Who had The Different GPA, Their Emotional Intelligence Differed from One of The Others	311
5.3.4 There was no any Group of Students Who Studied The Different Field of Study, Their Emotional Intelligence Differed from One of The Others.....	313

5.3.5 There was more than One Group of Students Who Studied Different Year of Study, Their Emotional Intelligence Differed from One of the Others.....	313
5.3.6 There was no any Group of Student Who Studied Different University, Their Emotional Intelligence Differed from One of the Others	315
5.3.7 There was The Difference in The Personal Resilience between Participants and Nonparticipants	316
5.3.8 There was The Difference in Personal Resilience between Males and Females	317
5.3.9 There was no any Group of Students Who Studied The Different Field of Study, Their Personal Resilience Differed from One of the Others	318
5.3.10 There was more than One Group of Students Who Studied The Different Year of Study, Their Resilience Differed from One of the Others.....	320
5.3.11 There was more than One Group of Students Who had The Different Level of GPA, Their Personal Resilience Differed from One of The Others...	321
5.3.12 There was no any Group of Students Who Studied Different University Their Personal Resilience Differed from One of The Others	322
5.3.13 There was The Difference in The Transformational Leadership between Participants and Nonparticipants in Students' Activities	323
5.3.14 There was no the Difference in Transformational Leadership between Males and Females.....	324
5.3.15 There was at least One Group of Students Who had The Different GPA, Their Transformational Leadership Differed from One of The Others	325
5.3.16 There was no any Group of Students Who Studied The Different Field of Study, Their Transformational Leadership Differed from One of The Others.	327
5.3.17 There was more than One Group of Student Who Studied The Different Year of Study, Their Transformational Leadership Differed from One of The Others.....	328
5.3.18 There was no any Group of Student Who Studied Different University, Their Transformational Leadership Differed from One of The Others	329
5.3.19 There was The Difference in The Transactional Leadership between Participants and Nonparticipants	330
5.3.20 There was The Difference in Transactional Leadership between Males and Females	331

5.3.21 There was no any Group of Students Who had The Different GPA, Their Transactional Leadership Differed from One of The Others.....	332
5.3.22 There was at least One Group of Students Who Studied The Different Year of Study, Their Transactional Leadership Differed from One of The Others	332
5.3.23 There was no Group of Students Who Studied The Different Field of Study, Their Transactional Leadership Differed from One of The Others.....	334
5.3.24 There was no any Group of Student Who Studied Different Universities, Their Transactional Leadership Differed from One of The Others	335
5.3.25 There was the Difference in The Laissez-faire Leadership between Participants and Nonparticipants	336
5.3.26 There was the Difference in the Laissez-faire Leadership between Males and Females	337
5.3.27 There was at least One Group of Students Who Had the Different GPA, Their Laissez-faire Leadership Differed from One of The Others	338
5.3.28 There was at least One Group of Students Who Studied the Different Field of Study, Their Laissez-faire Leadership Differed from One of The Others	340
5.3.29 There was at least One Group of Student Who Studied Different Year of Study, Their Laissez-faire Leadership Differed from One of The Others.....	341
5.3.30 There was no any Group of Student Who Studied Different Universities, Their Laissez-faire Leadership Differed from One of The Others	342
5.3.31 Emotional Intelligence was strongly correlated to The Personal Resilience	343
5.3.32 Emotional Intelligence was strongly Correlated to The Transformational Leadership.....	345
5.3.33 Emotional Intelligence was weakly Correlated to The Transactional Leadership.....	346
5.3.34 The Emotional Intelligence was negatively Correlated to The Laissez-faire Leadership	348
5.3.35 The Personal Resilience was strongly Correlated to The Transformational Leadership.....	349
5.3.36 The Personal Resilience was weakly Correlated to The Transactional Leadership.....	352

5.3.37 The Personal Resilience was not significantly Correlated to The Laissez-Faire Leadership	353
5.3.38 The Transformational Leadership was significantly Correlated to The Transactional Leadership	354
5.3.39 The Transformational Leadership was not significantly Correlated to The Laissez-faire Leadership	355
5.3.40 The Transactional Leadership was moderately Correlated to The Laissez-faire Leadership	356
5.3.41 The Personal Resilience Mediated The Relationship between The Emotional Intelligence and each Leadership Style	357
5.3.41.1 The Personal Resilience Mediated The Relationship between Emotional Intelligence and Transformational Leadership	357
5.3.41.2 The Personal Resilience Mediated The Relationship between Emotional Intelligence and Transactional Leadership	359
5.3.41.3 The Personal Resilience Mediated The Relationship between Emotional Intelligence and Laissez-faire Leadership	360
5.3.41.4 The Component of The Emotional Intelligence and The Personal Resilience Affected The Idealized Influence.....	363
5.3.41.5 The Component of Emotional Intelligence and Personal Resilience affected the Inspirational Motivation as follows: (i) Assertiveness (ii) Stress Tolerance (iii) Problem Solving (iv) Positive Self (v) Flexible Social (vi) Organized (vii) Focus (vii) Proactive	364
5.3.41.6 The Component of The Emotional Intelligence and The Personal Resilience Affected The Intellectual Stimulation.....	366
5.3.41.7 The Component of The Emotional Intelligence and The Personal Resilience Affected The Individual Consideration	367
5.3.41.8 The Component of The Emotional Intelligence and The Personal Resilience Affected The Contingency Reward and The Management-By-Exception	368
5.3.41.9 The Component of The Emotional Intelligence and The Personal Resilience Affected The Laissez-Faire Leadership	370
5.4 The Limitation of This Research.....	371
5.5 The Suggestion for The Further Study.....	371
5.6 Practical Implication	373

5.7 Theoretical Implication and Contribution.....	375
5.8 The Conclusion and Recommendation	384
REFERENCES.....	385



List of Tables

Table 1.1 Theoretical Framework.....	23
Table 2.1 Conclusion of resilience factor among children and young	133
Table 2.2 psychological aspect was found in research related to student extracurricular activities by comparing the summarization of resilience factor.....	134
Table 3.1 The number of participant and non-participant of student activities in Thailand university, academic year 2014.....	143
Table 3.2 The Sample of this research by differentiating amount of each university.....	144
Table 3.3 The sample size of First University	145
Table 3.4 The sample size of Second University.....	145
Table 3.5 The sample size of Third University.....	146
Table 3.6 Scoring interpretation.....	150
Table 3.7 Summarized the instrument of this research.....	152
Table 3.8 The reliability of the component of EQ-i.....	158
Table 3.9 The reliability of the component of personal resilience.....	159
Table 3.10 The reliability of Multifactor Leadership Questionnaire (MLQ).....	159
Table 3.11 Result of Multicollinearity Test.....	170
Table 3.12 Result of Multicollinearity Test.....	171
Table 3.13 Factor Analysis Result for BarOn's EQ-i component	174
Table 3.14 Factor Analysis Result for student's resilience.....	176
Table 3.15 Factor Analysis Result for MLQ 6s.....	176
Table 4.1 Classification of Sample as participant and non-participant.....	178
Table 4.2 Descriptive Analysis of the Demographic.	179
Table 4.3 Descriptive statistic of Resilience and Transformational leadership.	180
Table 4.4 Descriptive statistic of the component of EI.....	180
Table 4.5 The level of emotional intelligence quotient by university.....	182
Table 4.6 The students' level of EQ-i by year of study.....	183
Table 4.7 The level of students' EQ-I by gender.....	183
Table 4.8 The students' level of emotional intelligence by differentiating as participant and non-participant.....	184
Table 4.9 The students's level of EQ-i by field of study.....	185
Table 4.10 The level of EQ-i differentiated by GPA	186
Table 4.11 All students' level of EQ-i.....	187
Table 4.12 The level of personal resilience by university	189
Table 4.13 The students' level of personal resilience by year of study.....	190

Table 4.14 The students' level of personal resilience by gender	191
Table 4.15 The level of personal resilience by type of participating student activities.	192
Table 4.16 Students' level of personal resilience by field of study	193
Table 4.17 The students' level of personal resilience by GPA	194
Table 4.18 Total student's level of personal resilience.....	195
Table 4.19 The students' level of Transformational leadership by university.....	196
Table 4.20 The students' level of Transformational leadership by year of study	197
Table 4.21 The students' level of Transformational leadership by type of participating student activities.....	197
Table 4.22 The students' level of Transformational leadership by gender	198
Table 4.23 The students' level of Transformational leadership by field of study.....	200
Table 4.24 The students level of Transformational leadership by GPA	201
Table 4.25 The total students level of Transformational leadership	201
Table 4.26 The students' level of Transactional leadership by university	202
Table 4.27 The students' level of Transactional leadership by year of study	203
Table 4.28 The students' level of transactional leadership by type of participating student activities	204
Table 4.29 The The students' level of Transactional leadership by gender.....	205
Table 4.30 The students' level of Transactional leadership by field of study	206
Table 4.31 The students level of Transactional leadership by GPA	207
Table 4.32 The students level of Transactional leadership	207
Table 4.33 The students' level of Laissez-faire leadership by university	208
Table 4.34 The students' level of Laissez-faire leadership by year of study	209
Table 4.35 The The students' level of laissez-faire leadership by type of participating student activities	210
Table 4.36 The students' level of Laissez-faire leadership by gender	211
Table 4.37 The students' level of Laissez-faire leadership by field of study.....	212
Table 4.38 The students level of Laissez-faire leadership by GPA.	213
Table 4.39 All students' level of Laissez - faire leadership.....	213
Table 4.40 The comparison the emotional intelligence between participant and nonparticipant	214
Table 4.41 The comparison of the emotional intelligence between male and female	215
Table 4.42 The comparison of the emotional intelligence among the group of students who have the difference of GPA.....	215
Table 4.43 The Multiple comparisons of the emotional intelligence among the group of students who had the different GPA by using the Least Significant Difference (LSD).	216

Table 4.44 The comparison of the emotional intelligence among students who study the different field of study.	216
Table 4.45 The Multiple comparison of the emotional intelligence among the group of students who studied the different field of study by using the Least Significant Difference (LSD).	217
Table 4.47 The Multiple comparisons of the emotional intelligence among the group of students who studied the different year of study by using the Least Significant Difference (LSD).....	218
Table 4.48 The comparison of the emotional intelligence (EQ-i) among student of 3 universities	219
Table 4.49 The Multiple comparisons of the emotional intelligence among the group of students who studied the different university by using the Least Significant Difference (LSD).....	219
Table 4.50 The comparison the personal resilience between participant and non-participant	220
Table 4.51 The comparison the personal resilience between male and female	220
Table 4.52 The comparison the personal resilience among the group of students who have the difference of GPA.	221
Table 4.53 The Multiple The Multiple comparison the personal resilience among the group of students who had the different GPA by using the Least Significant Difference (LSD) ..	222
Table 4.54 The comparison of the personal resilience among students who study the different field of study	223
Table 4.55 The Multiple comparisons of the personal resilience among the group of students which had the different field of study by using the Least Significant (LSD).	223
Table 4.56 The comparison of the personal resilience among student who studied the different year of study.	224
Table 4.57 The Multiple comparison the personal resilience among the group of students who studied the different year of study by using the Least Significant Difference (LSD. ...	225
Table 4.58 The comparison of the personal resilience among 3 universities student.	225
Table 4.59 The Multiple comparisons personal resilience among the group of students who studied the different university by using the Least Significant Difference (LSD).....	226
Table 4.60 The comparison of the transformational leadership between participant and non-participant.	226
Table 4.61 The comparison the transformational leadership between male and female	227
Table 4.62 The comparison of the transformational leadership among the group of student who had the difference level of GPA.....	228

Table 4.63 The Multiple comparison of the transformational leadership among the group of students who had the different level of GPA by using the Least Significant Difference (LSD)	228
Table 4.64 The comparison of the transformational leadership among students who studied the different field of study.....	229
Table 4.65 The Multiple comparisons of the transformational leadership among the group of students who studied the different field of study by using the Least Significant Difference (LSD)	230
Table 4.66 The comparison the students' transformational leadership among student who studied the different year of study.....	230
Table 4.67 The Multiple comparison of the transformational leadership among the group of students who studied the different year of study by using the Least Significant Difference (LSD.....	231
Table 4.68 The comparison of the students' transformational leadership among student of 3 universities	232
Table 4.69 The Multiple comparisons of the transformational leadership among the group of students who studied the different university by using the Least Significant Difference (LSD	232
Table 4.70 The The comparison of the student transactional leadership between participant and non-participant	233
Table 4.71 The comparison of the student transactional leadership between male and female.....	234
Table 4.72 The comparison of the students' transactional leadership among the group of students who had the different level of GPA.	234
Table 4.73 The Multiple comparison of the transactional leadership among the group of students who had the different level of GPA by using the Least Significant Difference (LSD)	235
Table 4.74 The comparison of the student transactional leadership among students who studied the different field of study.	235
Table 4.75 The Multiple comparisons of the transactional leadership among the group of students who studied the different field of study by using the Least Significant Difference (LSD)	236
Table 4.76 The comparison of the students' transactional leadership among student who studied the different year of study.....	237
Table 4.77 The Multiple comparisons of the transactional leadership among the group of students who studied the different year of study by using the Least Significant Difference (LSD).	237

Table 4.78 The comparison of the students' transactional leadership among students from 3 universities	238
Table 4.79 The Multiple comparisons of the transactional leadership among the group of students who studied the different university by using the Least Significant Difference (LSD)	239
Table 4.80 The comparison of the student laissez-faire leadership between participants and non-participants.....	239
Table 4.81 The comparison of the students' laissez-faire leadership between male and female	240
Table 4.82 The comparison of the student laissez-faire leadership among the group of students who had the difference level of GPA.....	240
Table 4.83 The Multiple comparison the laissez-faire leadership among the group of students who had the different level of GPA by using the Least Significant Difference (LSD)	241
Table 4.84 The comparison of the student laissez-faire leadership among students who studied the different field of study.	242
Table 4.85 The Multiple comparisons of the laissez-faire leadership among the group of students who studied the different field of study by using the Least Significant.....	242
Table 4.86 The comparison the students' laissez-faire leadership among student who studied the different year of study.	243
Table 4.87 The Multiple comparisons of the laissez-faire leadership among groups of students who studied the different year of study by using the Least Significant Difference (LSD).	244
Table 4.88 The comparison of the students' laissez-faire leadership among students of 3 universities.	244
Table 4.89 The Multiple comparisons of the laissez-faire leadership among the group of students who studied the different university by using the Least Significant Difference (LSD).	245
Table 4.90 The relationship among Emotional intelligence, Personal resilience and 3 styles of leadership.....	246
Table 4.91 Simple regression for the students' resilience by determining the emotional intelligence as predictor.	247
Table 4.92 Multiple regression for Transformational leadership by determining emotional intelligence and the students' resilience as predictor.	248
Table 4.93 Multiple regression for Transactional leadership by determining emotional intelligence and the students' resilience as predictor	249
Table 4.94 Multiple regression for Laissez-faire leadership by determining emotional intelligence and the students' resilience as predictor.	250

Table 4.95 Multiple regression for Positive self by using all components of emotional intelligence as a predictor.	253
Table 4.96 Multiple regression for Positive world by using all components of emotional intelligence as a predictor	254
Table 4.97 Multiple regression for flexible thought by using all components of emotional intelligence as a predictor	255
Table 4.98 Multiple regression for Flexible social by using all components of emotional intelligence as a predictor	256
Table 4.99 Multiple regression for organized by using all components of emotional intelligence as a predictor	257
Table 4.100 Multiple regression for focus by using all components of emotional intelligence as a predictor	258
Table 4.101 Multiple regression for proactive by using all components of emotional intelligence as a predictor	259
Table 4.102 Multiple regression for idealized influence by using all components of emotional intelligence as a predictor.	260
Table 4.103 Multiple regression for inspirational motivation by using all components of emotional intelligence as a predictor.	261
Table 4.104 Multiple regression for intellectual stimulation by using all components of emotional intelligence as a predictor	262
Table 4.105 Multiple regression for individual consideration by using all components of emotional intelligence as a predictor	263
Table 4.106 Multiple regression for contingency rewards by using all components of emotional intelligence as a predictor	264
Table 4.107 Multiple regression for management by exception by using all components of emotional intelligence as a predictor.	265
Table 4.108 Multiple regression for Laissez Faire leadership by using all components of emotional intelligence as a predictor	266
Table 4.109 Multiple regression for idealized influence by using all components of emotional intelligence and personal resilience as predictors.	267
Table 4.110 Multiple regression for inspirational motivation by using all components of emotional intelligence and personal resilience as predictors.	268
Table 4.111 The regression for intellectual stimulation by using all components of emotional intelligence and personal resilience as predictors.	269
Table 4.112 Multiple regression for individual consideration by using all components of emotional intelligence and personal resilience as predictors.	270

Table 4.113 Multiple regression for contingency rewards by using all components of emotional intelligence and personal resilience as predictors.	271
Table 4.114 Multiple regression for management by exception by using all components of emotional intelligence and personal resilience as predictors	272
Table 4.115 Multiple Multiple regression for Laissez Faire leadership by using all components of emotional intelligence and personal resilience as predictors.....	273
Table 4.116 Multiple regression analysis for Positive self by using all components of emotional intelligence as a predictor	275
Table 4.117 Multiple regression for Positive world by using significant component of emotional intelligence as a predictor	276
Table 4.118 Multiple regression for flexible thought by using significant component of emotional intelligence as a predictor.	277
Table 4.119 Multiple regression for Flexible social by using all significant component of emotional intelligence as a predictor	278
Table 4.120 Multiple Multiple regression for organized by using all significant component of emotional intelligence as a predictors.	279
Table 4.121 Multiple regression for focus by using all components of emotional intelligence as a predictor.	280
Table 4.122 Multiple regression for proactive by using all significant component of emotional intelligence as a predictor.	281
Table 4.123 Multiple regression for idealized influence by using all components of emotional intelligence as a predictor.	282
Table 4.124 Multiple regression for inspirational motivation by using all components of emotional intelligence as a predictor.	283
Table 4.125 Multiple regression for intellectual stimulation by using all significant component of emotional intelligence as a predictor.	284
Table 4.126 Multiple regression for individual consideration by using all significant component of emotional intelligence as a predictor.	284
Table 4.127 Multiple regression for contingency rewards by using all components of emotional intelligence as a predictor	285
Table 4.128 Multiple regression for management by exception by using all significant component of emotional intelligence as a predictor.	286
Table 4.129 Multiple regression for Laissez Faire by using all components of emotional intelligence as a predictor.	286
Table 4.130 Multiple regression for idealized influence by using all significant components of emotional intelligence and personal resilience as predictors.	287

Table 4.131 Multiple regression for inspirational motivation by using all components of emotional intelligence and personal resilience as predictors.	288
Table 4.132 Multiple regression for inspirational motivation by using all components of emotional intelligence and personal resilience as predictors	289
Table 4.133 Multiple regression for individual consideration by using all significant component of emotional intelligence and personal resilience as predictors.	290
Table 4.134 Multiple regression for contingency rewards by using all components of emotional intelligence and personal resilience as predictors.	291
Table 4.135 Multiple regression for management by exception by using all components of emotional intelligence and personal resilience as predictors.	292
Table 4.136 Multiple Multiple regression for Laissez Faire leadership by using all components of emotional intelligence and personal resilience as predictors.....	292
Table 4.137 R ² and error value of Multiple regression in the full model of influence of emotional intelligence and personal resilience toward student leadership.	294
Table 4.138 R ² and error value of Multiple regression in the alternative model of influence of emotional intelligence and personal resilience toward student leadership.	295
Table 4.139 The value for testing the goodness of fit of over identified by model or alternative model.	296
Table 4.140 Summarization of Hypotheses Testing	301
Table 5.1 The comparison between BarOn's EI model and Personal resilience	376
Table 5.2 The comparison between BarOn's EI model and Personal resilience	377

List of Figures

Figure 1.1. Conceptual framework: The Influence of Emotional intelligence, Personal resilience, towards Universities Students' leadership in Thailand.....	26
Figure 3.1 The Histogram plot of Transactional Leadership.....	169
Figure 3.2 Regression Standized predicted value.....	172
Figure 3.3 Normal P-P Plot of regression Standardized Residual	173



List of Appendices

Appendix A	Multifactor Leadership Questionnaire 6 s	408
Appendix B	Personal Resilience and validation	409
Appendix C	Item Objective Congruence of Personal resilience	413
Appendix D	Emotional quotient Inventory	414
Appendix E	All Instrument in Thai version	418



CHAPTER ONE

INTRODUCTION

1.1 Background

Thailand National Education Scheme 2012-2017 bases on King Bhumibol's philosophy of sufficiency economy by highlighting the balanced way of living that results to have the sustainable development. Moreover, the aim of the scheme remains aims of the scheme in 1960, the 1960 scheme aims to develop moral, physical, intellectual, and practical education (Office of the Permanent Secretary Ministry of Education, 2012), because all task of the human development must be holistic in the same time (Phradhammapitaka, 2000). Therefore, students must be developed according to all domains of Thailand education to become a completed graduate who understands a value of each area in the scheme.

Thailand National Education Development Plan (2011- 2016), This plan is committed to develop the complete human in physical, mental, moral and ethical knowledge to live with others happily, develop citizen who has an intelligence, goodness and happiness, so that they grow up completely with the intellectual, emotional and moral quotient. Thus, Thailand higher education has two important purposes in developing students as follows: i) developing a human resource to respond to professional and academic needs including the needs of Thai society. ii) developing the human resource to be a completed human and they are quality graduates who have physical, mental, intellectual and social completion (Ministry of University, 1988). Therefore, Thailand National Higher Education Development Plan has the standard framework of the higher education that must be consistent with Thailand National Education Development Plan (2012- 2016), in order to develop students to have moral, ethics,

knowledge, public mind, responsibility, personal and social accountability, intellectual skills, communication and IT, interpersonal, leadership and followers skills.

Therefore, the important role of university is to encourage the academic, thinking, emotional, personality, spirit of responsibility and accountability, social and learning development. That means all university must develop these aspects in the same time (Kajonsilp, 1995). Thus, all universities have a key function to develop country by producing manpower both quantity and quality in order to service both public and private sector. However, those purposes may not be achieved by learning and teaching in the classroom according to the curriculum of each program only, because it cannot support to develop all educational area according to the Scheme of National Education. Moreover, learning and teaching in classroom is not enough to respond students' need, value, attitude and interest (Kajonsilp, 1995), that result to learning and teaching in the classroom is not sufficient to develop the quality of graduate. Consequently, the student activities is one of the key factors in developing students, in order to be a high-quality person, because students can participate any activity on campus according to their interests and needs as they live and learn on campus 4-6 years (Phiriyajitra, 2004). Additionally, Adiwattanasit (2009) stated that the educational institute is one important factor affecting person's personality because students spends much time to be a student in an educational institute 12 -16 years at least. Hence, the educational institute can socialize all student through lectures, peer group, learning and teaching, student activities, etc.

Interestingly, the student activities are the form of learning that is conducted to develop persons' quality in career, intelligence, society, emotion, body, and mind by providing experience and expertise outside of the classroom. Therefore, it is necessary to encourage all students in participating the activities, in order to improve their

intelligence, social competence, literacy, body and mind (Kajonsilp, 2013), in order to developing them to be the quality graduate, so that after they complete their study, they can consequently service society (Weerangkorn, 2012).

However, nobody can lead them to participate the activities, but it depends on their needs, interests and their intention. Furthermore, Weerangkorn (2012) stated that student activities engagement depends on how many students aware the importance of self-development by participating the different activities on campus. If they aware this importance, they must set their goal to commit the participation of the activities and act by themselves to achieve the goal in developing students. The most notable are the main goals of student activities focus on the broader community, institutional and individual level. These activities are organized to complete the university's academic curriculum, students' educational experience and develop the students' desirable characteristic (Ministry of Education, 1998).

Every university in Thailand normally uses a credit system, apart from academic activities, students must also participate in co-curricular activities to earn credits. Also, every university in Thailand has activity. University will normally monitor all activities that managed by students so that any activity does not infringe laws, principles, rules, announcements, or order of the university and the faculty (Chulalongkorn University, 2012). However, the procedure of student activities must be regulated by student affairs in each university (Kajonsilp, 1995).

Srisa-an (1986) stated that every level of education, student activities plays the prominent role to strengthen students' social skills in coping with human situations. However, the management of student activities in Thailand has been influenced by Tinto's concept, because Tinto (1960) proposes that almost participation of student

activities positively affects students' learning and development. Student activities provide setting to get involved and interaction among students, that means when student get involved and interaction among student. They can learn social skills because Tinto states that peer group is the main source that has an impact on students' the academic and personal development at most. The students may identify themselves with peer groups in university that leads to find their identities, because the students' affective, cognitive and behavioral development may be influenced by peer groups in an educational institute.

Additionally, Astin (1993) stated that the principal goal of student activities was to develop the well-rounded people. Student activities provide much chance for students to have the experience to work with others, and there was some research revealed that those numerous experiences of the student activities positively influence students' social, intellectual, interpersonal and emotional development. Students have a chance to learn how to communicate, manage the conflict, debate, lead and follow others. Kajonsilp (1995) states that if students take these advantages of participation in student activities, leading to the students can learn the importance of critical thinking skills, academic competence, intellectual competence, and time management. Participation of the activities helps students grow-up by providing a setting for formational relationship and discussion outside of the classroom. Moreover, students have social interaction with the different group that inspires them to obtain more autonomy, self-confidence, and respect the others who are similar or different from them.

Additionally, students have more chance to develop their interpersonal and leadership skill (Rubin, Bommer & Baldwin, 2002), enhance their achievement motivation, self-confidence, adjustment (Elliott, 2009; Panjiang, 2009). Moreover, they can increase their self-worth (Fredrick, Eccles & Jacquelynne, 2006), resilience, distress (Joshi,

2011), self-esteem (Wickery, 2011) and outstanding academic achievement (Dick, 2010; Eccles, 2006; Wickery, 2010). Moreover, when students participate the activities, they can develop their academic outcome, school engagement, grades, standardized score, educational aspirations and have higher educational attainment (Frederick & Eccles, 2006). Student activities increase students' self-confidence, self-esteem, leadership, social support, self-efficacy including low rates of depression (Numkid, 2005; Sommit, 2009). Additionally, student activities develop students' academic outcomes and educational aspirations among children and youth (Frederick & Eccles, 2005). Interestingly, students have a good performance in academic achievement (Wilcox, 2012), including emotional management, emotional independence from parents (Elliott, 2009) Students also have more opportunity to improve their skills specific to their path of career and imperative for job success in the future.

Besides, they can develop themselves in various social skills namely social adaptation, social interaction including knowledge of culture and traditional value, to behave themselves appropriately in society. Moreover, there will know how to act in teamwork to test what they have learned in the classroom, practice the responsibility, have a pleasant personality, as well as they, know the role of leadership and obedient follower (Kajonsilp, 1975; Tephusussadin Ayutthaya, 1984). The researcher indicates that student activities can train all students for living with the other in society by developing their personalities to foster achievement motivation, adjustment, and another behavior, to become a well-rounded individual.

In fact, although there are many factors affect an individual personality, the new experience can change and develop the individual personality to get better personality (Yimprasert, 2007). The capabilities are mentioned in the previous paragraph, and

students can develop themselves to gain those capacities through student activities. (Bhumibhagdi, 2010). However, life in university on campus also can improve every manner of students. Even though, the main focus of the university is a career, academic, university has more thing than library hour, read several textbooks, handle the massive load of homework and back to back exams. (Life in Campus, 2000) All university offers various student activities because participation in student activities has many benefits. It does not only help to reduce academic stress, it can introduce all student to influential groups. Furthermore, student activities provide experience in playing various social roles and collect the credentials at the same time (Tephusussadin na Ayutthaya, 1984). Unfortunately, when students stay together in university, some of them are not interested in student activities while others learn and participate all activities, many of them try to involve the student activities as member or committee of clubs, students' council, and student organization. Those can be categorized as participants of university activity, on the other hand, whoever does not join any activities, they are considered as 'nonparticipants. The groups may differ in some skills apart from individual differences as a result of their background experiences. The differences noted above may also be influenced by factors such as previous experience, family background, heredity, and social conditions (Panjiang, 2009).

1.2 Problem Statement

Human resource is very important in developing country so that Thailand can develop everything, in order to be ready in ASEAN community. Therefore, the educational institute functions as the source of human resource development to develop the effective manpower in developing a country. Therefore, the educational institutions must focus how to build the manpower, in order to respond to needs of the country in

developing country (Srisaan, 2016). Pitsuwan (2015) state that “Entering Asian Community, there must be the development in the quality of human resource, so that there is the valuable human resource” (Department of ASEAN Ministry of International affair, 2015). However, there are many problems as a burden of the country development, especially the problem relating child and youth. That is Thai children, and Thai youths have some practical problems as follows: 1) Child and Thai youth’s level of EQ by average were lower than the standard mean (98.85) (Thailand Mental health department, 2014). 2) They lack the leader competency. Moreover, Thai youth and Thai students don’t only have leader competencies, and they would not like to be the leader either (Chareonwongsak, 2013). 3) They lack responsibility and accountability. These problems have been getting increased in Thai society. The most of them have no intention and attention on what they have to do. They seem to lack the important motive (Klomdit, 2014). Additionally, there are many problems relating students in high school, and higher education such as broken home/family separated, the controversy of Thai late adolescents, the ratio of suicide is getting high among young people, Alcohol and drug addict and involvement of premature sex, etc. These problems are related to low emotional intelligence and resilience (Culture Surveillance Bureau, 2015).

According to the literature review, theoretically, there is the relationship between the emotional intelligence, the resilience and the leadership. There is much evidence reveals that emotional intelligence was positively correlated to the resilience, moreover, EI strongly affected the resilience (Armstrong, Galligan & Critchley, 2011; Frajo-Apor, Pardeller, Kemmler, & Hofer, 2016; Gooding, Hurst, Johnson, & Tarrier, 2012; Huang, Lim, & Tan, 2013; Krush, Agnihotri, Trainor, & Krishnakumar, 2012; Liu, Wang, & Lü, 2013; Magnano, Craparo, & Paolillo, 2016; Naznin, 2013;

Schneider, Lyons, & Khazon, 2013). That means if an individual has a strong EI, he/she will have a strong resilience, he/she can live happily because he/she has the immunity against hardship or adversity. Therefore, He/she will have a good mental health or have positive emotion and feelings (Bhagdisawat, 2016; Gallagher & Vella-Brodrick, 2008; Mikolajczak, Neils, Hansen, & Quoidbach, 2008; Sandel, 2008)

Moreover, the emotional intelligence and the resilience had the relationship with some leadership style (Cartwright & Pappas, 2008; Jiménez, 2016; Kumar, 2014; Leigh, 2012; Palmer, Burgess & Stough, 2001; Olagundoye, 2016; Rubin, Munz & Bommer, 2005; Spano-Szekely, Griffin, Clavelle, & Fitzpatrick, 2016). The emotional intelligence also affects the transactional leadership (Fakhra, 2013; Harms & Credé, 2010; Leigh, 2012; Pillay, Viviers, & Meyer, 2013). Additionally, emotional intelligence had a bit negative relationship with laissez-faire leadership (Campbell, 2012; Hoffmann, 2010; Leigh, 2012; Pillay, Viviers, & Meyer, 2013; Rajagopalan, 2009; Tonini, R. J., 2015; Tyczkowski, et al., 2015; Zahid-Babelan & Sadegh, 2009). According to the Bridge Child Care Development Service (2007), leadership skill is the resilience factor, that means if anyone possess the resilience, their leadership will be strengthened. On the other hand, if they have the leadership skill, they will be also resilience. There are some pieces of the evidence revealed that the transformational leadership was related to the personal resilience (Issacs, 2003; Maulding, Peters, Roberts, Leonard, & Sparkman, 2012; Peterson, Walumbwa, Byron, & Myrowitz, 2009). However, there is no any evidence that shows the role of resilience on the transactional and laissez-faire leadership.

According to the mediator role of the resilience, the resilience is the mediator in the relationship between emotional intelligence and some psychological traits as follows:

1) life satisfaction (Bahram, 2007; Liu, Wang, & Lü, 2013; Montes_Berges &

Augusto, 2007). 2) psychological well-being (Akbari & Khormaiee, 2015) 3) social adjustment (Supaphonsak & Chaisakon, 2016) and 5) transformational leadership (Huang, Lim, & Tan, 2013). There was no study relating the mediator role of resilience in the relationship of emotional intelligence, transactional leadership, and laissez-faire leadership. This study repeats to check the mediator role of the personal resilience in the relationship between the emotional intelligence and each leadership style, because there is no the mediator role of the resilience in the relationship between the emotional intelligence, transactional and laissez-faire leadership, but the emotional intelligence has the negative relationship with these leaderships. Moreover the emotional intelligence is closely related to the personal resilience that possibly lead to the resilience mediate the relationship between EI, transactional and laissez-faire leadership.

University plays an important part in developing country, university uses learning and teaching and student activities in developing students' academic and soft skills so that students can be the effective and valuable human resources in developing country (Weerangkorn, 2012). As the researcher stated in the previous paragraph, Thai youths and late adolescences have some practical skills such as low EQ, lack of leadership and responsibility, accountability. These problems result to another issues such as suicide, adolescents' controversy, and addict to drug and alcohol, etc. These children and adolescents will be the important manpower in developing country in the future, therefore, Thailand must solve the problem relating Thai youth and adolescents. If the problem is not yet solved, it will be the important obstacle that retreat the country development (Pongpumma, 2017).

The 11th National Economic and Social Development Plan (2011 - 2016) refers Part IV of the Strategy for Country Development in the first strategy that aims to prepare

Thai people in Thai society to live in the 21st century of the world, and Thai people must have good lives throughout their lives. One of the indicators is Thai children, and Thai youth improve their health both physical and mental health, the rate of success suicide must decrease continually. This strategy would be achieved by developing Thai people to have skills and knowledge to live valuably in society. Moreover, children and adolescents must grow up with the skill of analytical thinking systematically, creative thinking including working skill and live to get ready by having employ ability skills in the labor market (Office of the National Economic and Social Development Board, 2016). Therefore, developing children and adolescents' emotional intelligence, leadership, and personal resilience is significant so that Thailand can achieve the aim of the first strategy because Thailand needs the human resource which has the completed body and mind. If there was no an awareness in developing these desired characteristic among Thai youth or children, otherwise, there would be the important obstacle in developing country in the future (Payutto, 2016).

Thus, all university must respond to the policy and all the strategy that is related to university's function in developing country, and all university must use every way in developing students, both all activities in classroom and students' activities. Weerangkorn (2015) proposes that graduate's the standard of learning outcome, it is the result of the combination among curriculum, all activities in classroom and student activities. The desired characteristics are ethics, moral, knowledge, accountability, responsibility, intellectual and interpersonal skills, analytical and communication skills. Student activities focus on developing the desired characteristics, therefore, why all universities have tried to support all students to participate the student activities for many years because they believe that student activities is the one of many

method to develop students' potential so that they become the complete humanity (King Mongkut's University of Technology, 2013).

Many researchers and scholars studied and focused how student activities developed students. Geraghty (2010) mentions that student activities can enhance the student experience, improves their academic achievement, improve and develop different skills, increase self-confidence, develop leadership and high retention to study. Additionally, students have more engagement with peer and faculty. Furthermore, student activities can strengthen the students' mental health and another psychological outcomes (Gilman, 2004; Feldman & Matjasko, 2005). Carter (2015) asserted that student activities could develop students' emotional intelligence through leadership training program. In addition, student activities develop leadership competence (Saidi, 2013). Esa, Abd Mutallib and Nor Azman (2015) synthesized the literature relating the role of sports activities in developing students, they concluded that student activities could strengthen students' leadership even leadership styles. Furthermore, universities have the important role in developing students' resilience, but students should understand their resilience and depend on what the method universities use in developing students and how universities support to develop students resilience (Holdworth, Turner & Scot-young, 2017).

As the researcher stated in the previous paragraph, there was the relationship between emotional intelligence, resilience and students' leadership. Student activities have many advantages in developing desirable characteristics. Therefore, the current research focused on studying how student activities had the role in developing students' emotional intelligence, personal resilience and leadership style. This study needs to examine the relationship between the emotional intelligence and the personal resilience influence students' leadership style because there was no research studied

the students' leadership styles in the context of student activities. Besides, the researcher needed to examine the personal resilience plays the role as mediator in the relationship between emotional intelligence and each leadership styles to bridge the gap in this research, and the finding contributes to the new knowledge and the practical implication.

1.3 The Research Objective

- i. Identifies the level of student's emotional intelligence (EI), personal resilience and student's leadership.
- ii. Examine the relationship emotional intelligence (EI), personal resilience and students' leadership.
- iii. Differentiate the students' emotional intelligence (EI), personal resilience and student's leadership according to the demographic factors.
- iv. Examine the relationship between student's emotional intelligence, personal resilience, and leadership.
- v. Examine the mediator role of personal resilience in the relationship between the student emotional intelligence and students' leadership.
- vi. Examine all components of emotional intelligence and the personal resilience affect each component of leadership style.

1.4 Research Question

According to research objective, there are research questions as follows:

- i. What is the level of student emotional intelligence, personal resilience and student leadership?

- ii. Is there the difference of emotional intelligence, personal resilience and student leadership between or among dimension of demographic variable as follow: 1. university 2. years of study 3. type of participating student activity 4. gender 5 field of study 6. GPA?
- iii. Is there any relationship between emotional intelligence, personal resilience and student leadership?
- iv. Does personal resilience mediate the relationship between emotional intelligence and each style of leadership?
- v. Was there any component of emotional intelligence, personal resilience affect each component of students' leadership style?

1.5 Research Hypotheses

- i. Participant of student activities had higher emotional intelligence, personal resilience, transformational, transactional and Laissez-faire leadership than non-participant.
- ii. Female student had higher emotional intelligence, personal resilience, transformational, transactional and Laissez-Faire leadership than male
- iii. At least one group of students who had the different GPA, their emotional intelligence, personal resilience, transformational, transactional and Laissez-faire leadership differed from one of the others.
- iv. At least one group of students who studied the different field of study' their emotional intelligence, personal resilience, transformational, transactional and Laissez-faire leadership differed from one of the others.

- v. At least one group of students who studied different year of study, their emotional intelligence, personal resilience, transformational, transactional and laissez-Faire leadership differed from one of the others
- vi. At least one group of students who studied different university, their emotional intelligence, personal resilience, transformational, transactional and Laissez-Faire-leadership differed from one of the others.
- vii. There was the relationship among emotional intelligence, personal resilience and each style of leadership.
- vii. The emotional intelligence and the personal resilience affected transformational, transactional and Laissez-Faire leadership.
- ix. The personal resilience mediated the relationship between emotional intelligence and each style of leadership as follows: 1. transformational, transactional 2. Transactional leadership and Laissez-faire leadership.
- x. Each component of EI and Personal resilience affected each component of leadership style.

1.6 The Theoretical Framework

BarOn's EI theory appeared as the first created before Goleman made famous the concept (Bar-On, 1997c). Key aspects of the theory will certainly be mentioned when using the relation to Goleman's the emotional intelligence model for leaders. Reuven BarOn explains EI is "a set of non-cognitive abilities, competencies, and skills which in fact affect one's capability to achieve handling ecological needs and pressures" (BarOn, 1997a, 2004). Therefore, this model comprised of five main components that are classified into sub-components. This model of Emotional Intelligence appeared being at first created before Goleman made famous the concept (Bar-On, 1997c). The

most important aspects of the theory will certainly be mentioned when using the relation to Goleman's emotional intelligence model for the leaders. BarOn explains EI is "a set of non-cognitive abilities, competencies, and skills that in fact affect one's capability to achieve handling ecological needs and pressures" (BarOn, 1997a, 2004). Bar-On's model has five types which get each classified as subscales. There are 5 composites of BarOn's Emotional intelligence as follows: 1 intrapersonal skills 2. Interpersonal Skill 3. stress management 4. adaptability and general mood.

The first composite is Intrapersonal skill, and there are 3 components of intrapersonal skill as follows: 1 Self-regards is related to how the person accept and respect themselves and consider whether their positive and negative elements. 2. Emotional self-awareness is linked to acknowledge individual's emotions. It is the capability to know individual's emotion and feeling. Moreover, they distinguish their feeling, understand how they feel and exactly to know why they have these emotions and to know the cause their feelings. 3. Assertiveness is related to emotional expression, assert and confirm their thoughts, express feelings and defend what they think or how they feel in following their rights without having the destructive way. 4. Independence is related to the capability to direct and control their thinking, performance and have the emotional freedom. 5 self-actualization is linked to the awareness of the individual's potential.

The second composite is interpersonal skills, and there are 3 components; 1. Empathy is the capability to be conscious to understand and appreciate the other's emotion or feeling. 2 Social responsibility is related to the individuals' capability to show themselves for cooperating, donating oneself as a cooperative, giving, and being the productive person in of society that they are the member. 3. Interpersonal relationship is related to the ability to build and maintain the satisfaction in friendship, and intimacy

characterizes that is to giving and obtain affection. The mutual satisfaction consists value of social inter-exchanges.

The third composite is adaptability, and there are 3 components as follows: 1. Reality testing is the capacity to evaluate the agreement between precisely what the one undergo and what they use impartially. 2. Flexibility is the capability to adjust our emotion, thought and performance to change events and circumstance. 3 problem solving is the capacity to define and identify issues along with building, apply the possible method of problem-solving.

The fourth composite is stress management, and there are 2 components. 1 Stress tolerance is the capability to stand up to adversity and nerve-racking circumstance without having a crack up to handle the tension positively and actively. 2 Impulse control is related to oppose or defer some drive, compulsion or impulse to do something, drive, or performance. The impulse control comprises the potential to accept the person's aggressive impulses, calm down, and control the hostilities, aggressive and careless behavior. This component is demonstrated by impulsiveness, lack of self-control, problems of anger management, abusive behavior, mind-blowing and un-expectable behavior.

Final composites are general mood, and there are 2 components. 1. Optimism is an individual's capability to focus on the brighter part of life, have a positive attitude always even they experience adversity because they have self-confidence on everything that they have to do. 2. Happiness is related to the capability to satisfy on individual's daily living, to take pleasure in themselves as well as other people, and also to obtain the enjoyable. (Bar-On, 2002, p. 15-18).

The personal resilience is the individual capacity to retrieve from adversity, bad experience, illness, hardship, misfortune, and change (resilience, 2013). Therefore, Masten (2009) stated that Personal resilience is a personal tendency to handle the adversity and stress (Masten, 2009). This coping method will cause the person "bouncing back" into the normal condition and function everything normally, and just not showing adverse reactions. An additional, more controversial type of resilience is typically regarded as 'post-traumatic growth' or 'stealing effects' where in the circumstances hardship results to carry better out (very similar to an inoculation gives one the capability to handle well future visibility to illness). Therefore, Resilience is most commonly well-known as an individual process, and it is not a trait of anyone (Rutter, 2008).

ODR Ince was established by Conner (Conner Partners is well-known), ODR Ince is the organization was set up to study the environment and circumstance changes. Conner (1992) determined the definition of the resilience as follows: resilience is the capability to absorb the change in the high level while exhibiting minimum dysfunction of behavior. His study led him to frame the model of resilience aspect diversely in seven other component, but along with similar qualities to that of Reivich and Shatte (2002). According to the Conner's study, he stated that "resilient people were positive about life and about on themselves, flexible in thoughts and a social relationship, focused, organized as well as proactive" (Wang, 2009). In Conner (1992) and ODR (1995) each of these seven characteristics is defined as follow:

The positive world is the positive attitude toward everything on the world optimistic views concerning the world that lead to thinking about everything that is related to themselves positively. They have positive perspective to see the world and can see through the negative situation to find the positive component. (ODR, 1995).

Positive yourself is the positive attitude toward themselves that is the way to look themselves positively by being “potential, worthy persons and understand on their own as able to modify events and outcomes.” Person rate high in this aspect .they have faith toward themselves, they have self-confident to insight, judge and doing everything. It is self-concept that contains self-esteem, self-efficacy or self-confidence to supply person, in order to take care of diversity and they can handle everything by using the effective methods (ODR, 1995).

Focused is the ability to see through the objective and expectancy. It is the capacity to understand and achieve the purpose clearly, and always see through how to achieve the purpose of what persons have to do significantly, because they always know what is not significant in their lives, signify that “the process of assessing contending demands on their interest is greatly simplified.” The ability to find out the important things that positively affect what they have appropriately. They do not use resources or energy, in order to do the useless thing (ODR, 1995).

The flexible thought is a provision for the persons as well as “the ability to shift the definition of experiences readily and to tolerate uncertainty well.” It is the voluntariness and aptness to look at the conditions by using the diverse thought and opinion, in order to have the discretion by using the diverse point of views, so that they can take the most advantage of what they have to do. They always have more patience and can determine and evaluate the different project that has the importance. Additionally, they always enhance the strategy to cope with the situation normatively (ODR, 1995).

The flexible Social is the ability to create strong friendships and adopt what the other have and share what they have, and this ability makes the one know how to give and

receive in making the relationship with the others. They always have a strong interpersonal relationship with the others. However, the strong interaction with the others does not only support the person the different resource to support, sustain and help them while they are experiencing the hardship. Moreover, there are many useful resource and information to enable the persons to prepare more strength and efficiency of their desires and goals. Their perceptions are always more accurate with social feedbacks and information that allow them to get the most efficiency for allocating the decision making and every resource (ODR, 1995).

Organized, those have success to organize or plan what they have to do by having a clear-cut before starting or performing as well as the development of strategy effectively to achieve their goal. They can decrease the negative effect and able to provide the sequences. Plan and vision toward the attainment of overarching goal (ODR, 1995).

Proactive “resilient individuals tend to challenge the world around them and tend toward active rather than reactive approaches to problem-solving. They always have the positive attitude toward their failure that they have more chance to learn and consider what they have to do. Therefore, failure is the lesson for considering everything carefully that is same as some Thai quote that "failure is a lesson or teacher who tries to socialize us to be good people.” This ability will cause the person doing everything actively, and do not give up the destiny while they are experiencing the hardship, therefore, it is not impossible that the resilient people will withdraw and avoid the stressful situation, because of their well-adjusted. They will consider and decide to take a risk and use their capacity to challenge the hardship effectively and efficiently, because they always set up high expectation and standard of what they have to do, leading to enabling them to have the performance to the high level. They

can assert themselves on detecting early signs of “potential changes and discrepancies and the facilitation of quick and efficient responses” (ODR, 1995).

Therefore, the researcher used the Personal Resilience Questionnaire that was developed according to Daryl Conner's Model of resilience. This instrument comprises of 7 component as follow : (a) positive world (b) positive self (c) focus (d) focused, (e) flexible, (g) organized, (h) proactive.

Bass and Avolio (1994) develop his old model of leadership which was proposed in 1985s, to become The Model of the Full Range of Leader This model consists of three styles of leadership, namely transactional leadership, transformational leadership, and Laissez-fair leadership. However, the style of leadership has received attention and has been studied extensively. That is transformational leadership which has the details as follows:

Transformational leadership is the process which the leaders have the influence on the followers by changing the followers' efforts rather than initially expected and develop the follower's capabilities and potential to performance. Additionally, the leader will stimulate the follower aware the mission and vision of the team and organization, motivate the follower considering the interests of the group or organization rather than self-interest. However Bass (1985) proposed that leadership can display both transformational and transactional leadership at the same time. It depends on the situation and the nature of followers.

Now for the research of Transformational leadership and transactional leadership, there are a large number of meta-analyses have shown both styles of leadership positively can widely predict how the performance outcomes are and also positively

predict organizational, group and individual level variables. (Bass & Bass 2008) The leadership styles are as follows:

Idealized influence / Charisma means that the leader must act as a role model for high ethical behavior for the followers so that they will respect, trust, have faith in what they do that is good and right.

Inspirational Motivation means leaders motivate and inspire the follower with high standards so that they recognize the value and challenges of their task and try using their competence for performing their task to gain high standard overcome.

Individualized consideration means that leaders need to consider the individual need and difference. They develop their followers and colleague's potential by considering the individuals, give the followers chance to learn a new thing build up the atmosphere to support 2-way communication using the management by walking around, overlook the person as a whole rather than they just be employees. Putting themselves in someone else's shoes .also assign the value task to develop the followers' potential and monitoring their performance.

Intellectual Stimulation means the leader stimulate the followers to recognize the problem and seek new approaches to find the solutions. The purpose is to find a new summarization that is better, promote the creative thinking and also reframe to understand the problem and the old situation by using the new approach. Additionally, the leader does not criticize the mistakes of the individual in public even criticize the follower's opinion that is different from their own.

Contingency reward, leader motivates the followers to perform according to the leaders' need by rewarding which may be in the form of praise or announce their

excellent performance in organization namely a top employee of a month, a year and so on, or increasing salary or bonus when they can achieve the expected goals. That is comparable with contingent positive reinforcement.

Management by exception is an exchange for fixing or punishing (which is the negative feedback) or contingent aversive reinforcement by using emotion at least. This situation will occur when the follower makes mistakes in performing their task or are lower than the determined standard. There is the lightest negative feedback until the most serious negative feedback by blaming, warning, reducing salary and dismissing the followers who make a mistake (Bass, 1985: 135 -136)

Laissez-Faire Leadership, Yukl (2006) described a version of leadership as laissez-faire which is where the leader shows a passive indifference about the tasks and subordinates. Bolman and Deal (2006) referred to this style of leadership as leading to “aimlessness and confusion” (p.171). Likewise, Beauchamp and Eys (2007) described laissez-faire style as a leader who delays actions, does not make decisions, and ignores their responsibilities. Avolio and Bass (2004) developed a continuum of leadership behaviors and included Laissez-Faire as the type of leadership behaviors on the least effective end of the spectrum. Their attempt was to expand the range of leadership styles and assess what was described as exemplary leadership behaviors. Avolio and Bass (2004) considered Laissez-Faire leadership to be at what they deemed to be the ineffective range of their continuum as “The Multifactor Leadership Questionnaire assesses perceptions of leadership behaviors that represent avoidance of responsibility and action” (p. 4). They viewed Laissez-Faire there being a lack of leadership and attention to details and follow-through of action. In contrast to Laissez-Faire, Avolio and Bass (2004) described desired leadership behaviors which were found to be the most effective. Those leadership behaviors included behaviors that “Generated higher

order developed and performance effects, which is called transformational leadership”
(p. 4).

Table 1.1

Theoretical Framework

BarOn's EI	Personal Resilience	Full range leadership
1. Intrapersonal skills	- Positive Self	1. Transformational leadership
- Self-regards	- Positive world	- Idealized influence
- Assertiveness	- Flexible Thought	- Intellectual Stimulation
- Emotional self-awareness	- Flexible Social	- Motivational inspiration.
- Independence	- Organized	- Individual consideration
- Self-Actualization	- Focus	2. Transactional leadership
2. Extra-personal skills	- Proactive	- contingency rewards
- Empathy		- management by exception
- Social responsibility		3. Laissezfaire leadership
- Interpersonal relationship		
3. Stress management		
- Stress tolerance		
- Impulse Control		
4. Adaptability		
- Reality testing		
- Flexibility		
- Problem Solving		
5. General mood		
- Optimistic		
- Happiness		
(BarOn, 1997)	(Conner, 1992)	(Bass & Avolio 1992)

1.7 Conceptual Framework.

Nowadays, many universities focus the employability skills as one desirable characteristic, and the employable aspect is integrated among the many desirable aspects. The aim of Office of the Higher Education Commission: OHEC of Thailand determine the desirable characteristics of Thai graduate that all Thailand universities must follow to produce the graduate who has 3 desirable characteristics, that means the graduate must be intelligent, virtue and happy (Office of the Higher Education

Commission, 2008). Therefore, all university has the strategy in developing student both in a classroom and outside the classroom, because learning and teaching in a classroom are not enough to produce the quality student (Kajonsilp, 1975). If there were the questions-what aspect student activities can develop for students, the answer is there are many aspects, those are the outcome of participation student activities (Weerangkorn, 2012), but this research focused on emotional intelligence, personal resilience and students' leadership. In fact, when students enroll to be a new student in university, they must spend 4 years to live and learn in university. These characteristics will be developed by many tools to achieve the goal to develop the students according to the foundation of each university. Student activities are one important strategy to develop many desirable characteristics (Kajonsilp, 1975). This research focused on BarOn's EI, personal resilience, students' leadership styles in the context of the student activities that lead to students must be differentiated into 2 groups as follows: participants and nonparticipants, to examine their BarOn's EI, personal resilience and leadership styles. According to the related literature, there is the relationship between their emotional intelligence, personal resilience, leadership style. If there is development in the emotional intelligence that result to develop the resilience and leadership. Mittal and Sindhu (2012) mentioned that the dimensions of EQ are highly important for effective leadership and Naidu (2014) had an attempt is made to define emotional intelligence (EI), and examine its significance in the context of leadership. Consequently, if student activities can develop the participant's EI, another characteristic will also be developed. Moreover, Robert (2014) asserted that building resilience in the workplace, and a leader needs to develop the emotional intelligence which is the 'ability to understand and manage emotions in ourselves and others. Furthermore, The researcher found that there are many components of

BarOn's Emotional intelligence that can obtain by participating student activities and also as the resilient factors such as adjustment (stress tolerance and impulse control), independence, interpersonal relationship, problem-solving and empathy (The Bridge Child Care Development Service, 2007). Furthermore, Larry et al. (2012) studied non-cognitive factors affect the students' success, and they found that there was 2 components of BarOn's EI affect the dependent variable, those are empathy and social responsibility. They suggested that these factors can develop through student activities. The person should build the positive emotion that will strengthen the resilience (Building resiliency, 2012) that mean there is the relationship among those variable because the student activities can develop those characters at the same time. Moreover, the emotional intelligence will affect personal resilience, the leadership. Personal resilience will be a mediator between emotional intelligence and student's leadership. In contrast, personal resilience will also be the mediator between emotional intelligence and leadership. Interestingly, each component of Baron's emotional intelligence will affect each component of personal resilience and leadership style in each component of Transformational, Transactional and laissez-faire leadership. The relationship indicates influence of EI and Personal resilience toward students' leadership as shown in figure 1.1.

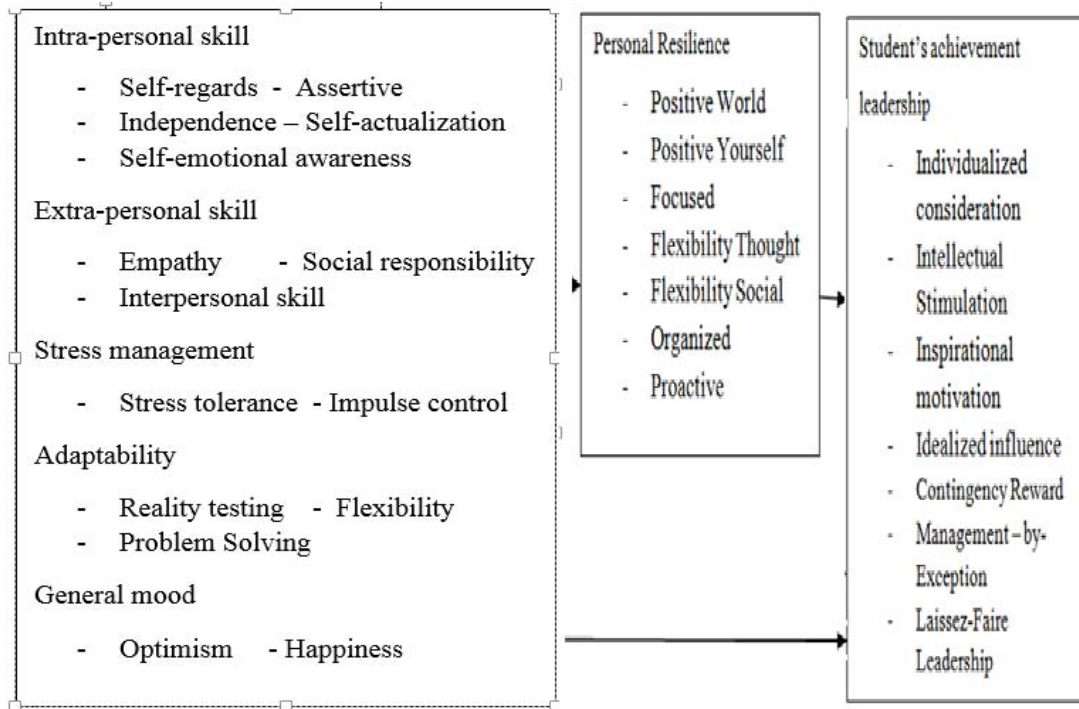


Figure 1.1 Conceptual framework: The Influence of Emotional intelligence, personal resilience, towards Universities Students' leadership in Thailand

1.8 Significance of Study

- i. The result of the research will be significant for the process of the student development, especially development of emotional intelligence, resilience, transformational leader and necessary skills among students in all university, Thailand. The university plays an important role in the student development. Therefore, student activities are one strategy in developing the student's humanity, as well as academic activities as specified in the curriculum since they are important tools to develop all students according to the social requirements possible.
- ii. The finding of the research will also be an advantage to all related university in this investigation, to plan how to develop the student as holistic. So that

student can obtain all of the desirable characteristics of society and country, to be a good, smart and happy person.

iii. The research also aimed to study the advantage of student activities toward the emotional intelligence, personal resilience, transformational leadership and student skill. They are an important characteristic in ensuring a university student will become a strong, happy and well-adapted individual who is easy to be happy, but difficult to suffer in the present. Furthermore, they also can be the good leader and follower who can work as a team by having a good intrapersonal, interpersonal, adaptability, stress management and desirable mood, those will be wanted by society, entrepreneur and even globalization.

iv. The current research needs to contribute the result of the research to a new knowledge because the researcher notices something from the related literature as follows:

Firstly, the previous researchers studied the relationship between leaders' emotional intelligence, resilience and leadership, leadership style, leadership performance, leadership effectiveness and follower's satisfaction in the private, public, and non-profit organization. The respondents were the leaders, staff, subordinate or team members who have real job experiences in a different organization. There were also the researches which were conduct in the educational setting, the respondent were a teacher, administrators, principals, but there has not been any research focus the relationship between students' emotional intelligence, personal resilience, and their leadership style.

Secondly, according to the previous researches relating the role of student activities in developing students, there was much research studied about

emotional intelligence or another psychological trait, leadership in the context of the student activities, there is no any research focus their leadership styles. This current research narrow the gap to study the students' leadership styles within the context of student activities.

Thirdly, there is much research studied the relationship between emotional intelligence and resilience, the result reveals that emotional intelligence had a strong relationship with resilience and also positively affect to personal resilience. Moreover, resilience functioned as a partial mediator in the relationship between emotional intelligence and psychological traits or even transformational leadership. Therefore, the research needs to imply that the emotional intelligence collapse the resilience or both of them say the same thing, but there is the different meaning only.

1.9 The Operational Definition

1.9.1 Participants

Participants refer to students who participate in student activities in university in Thailand, and those are the committee and member in each clubs, students union, and organization or student activity projects in the university.

1.9.2 Non-participants

Non-participants refers to students who do not participate in student activities in each Thailand university as the committee and member in club, students union, and student organization or student activity projects in university.

1.9.3 Emotional Intelligence

The ability to perceive and integrate the emotion to facilitate thought, understand emotions and to regulate emotions to promote personal growth

Mayer and Salovey (1997) defined that emotional intelligence is an ability to perceive, use, understanding managing emotions. However, this research will conduct by using Baron's Theory of EI that contain 5 component and 15 subcomponents. Therefore, this study will use BarOn's EQ-i questionnaire to measure the students' EI. The EQ-i renders a total emotional quotient (EQ) score and the following five components including main scale scores and fifteen component scores as follows:

- i. Intrapersonal EQ comprise of 5 sub-component as follow: Self-Regard, Emotional Self-Awareness, Assertiveness, Independence, and Self-Actualization.
- ii. Interpersonal EQ comprise of 3 sub-components as follow: Empathy, Social Responsibility, and Interpersonal Relationship.
- iii. Stress Management EQ comprise of 2 sub-components as follow: Stress Tolerance and Impulse Control.
- iv. Adaptability EQ comprised of 4 sub-components as follow: Reality Testing, Flexibility, and Problem Solving.
- v. General Mood EQ comprise of 2 sub-components as follow: Optimism and Happiness.

1.9.4 Personal Resilience

Personal resilience The ability to recover quickly from illness, change, or misfortune; buoyancy(resilience, 2013). Personal resilience is an individual's tendency to deal with stress and adversity (Masten,2009). This coping may result inside the individual \"bouncing back\" to the previous state usual functioning, or just not showing adverse reactions. An additional, more controversial type of resilience is typically regarded as 'post-traumatic growth' or 'stealing effects' where in the circumstances hardship results to better carry out (very similar to an inoculation gives one the capability to handle well future visibility to illness). Therefore, Resilience is most commonly well-known as an individual process, and it is not a trait of anyone (Rutter, 2008) In Conner (1992) and ODR (the year 1995), each of these seven characteristics is defined as follows:

- i. Positive the world is the positive attitude toward everything on the world optimistic views concerning the world that lead to positively think about everything that is related to themselves (ODR, 1995).
- ii. Positive yourself is the positive attitude toward themselves that is the way to look themselves positively by being “potential, worthy persons and understand on their own as able to modify events and outcomes.” (ODR, 1995).
- iii. Focused is an ability to see through the objective and expectancy, it is the capacity to understand and achieve the purpose clearly, and always see through how to achieve the purpose of what they have to do significantly (ODR, 1995).
- iv. The flexible thought is a provision for the persons as well as “the ability to shift the definition of experiences readily and to tolerate uncertainty well.” It is the voluntariness and aptness for looking at the conditions by using the diverse thought and opinion, in order to have the discretion by using the diverse point of views (ODR, 1995).

- v. Flexible Social is the ability to create strong friendships and adopts what the other have and share what they have, and this ability makes the one know how to give and receive in making the relationship with the others. (ODR, 1995).
- vi. Organized – those have success to organize or plan what they have to do by having a clear-cut before starting or performing as well as the development of strategy effectively to achieve their goal. They can decrease the negative effect and able to provide the sequences. Plan and vision toward the attainment of overarching goal (ODR, 1995).
- vii. Proactive is related to resilient individuals tend to challenge the world around them, tending toward active rather than reactive approaches to problem-solving” They always have the positive attitude toward their failure that there has more chance to learn and consider what they have to do (ODR, 1995).

Therefore, the researcher used the personal resilience questionnaire that was developed by the researcher according to Daryl Conner's Model of resilience. This model comprises of 7 components as follow: (a) positive world (b) positive self (c) focus (d) focused, (e) flexible, (g) organized, (h) proactive respectively. There are 21 items in the questionnaire, and 3 items in each component according to the model of resilience.

1.9.5 Student Leadership

Student leadership is the level of each style of leadership according to full range of leadership as follows: (a) Transformational leadership (b) Transactional leadership and (c) Laissez-faire Leadership).

1.9.5.1 Transformational Leadership

Transformational leadership is the process which the leaders have an influence on the followers by changing the followers' efforts rather than initially expected and develop the follower's capabilities and potential to performance (Bass, 1985). There are four elements of transformational leadership in the full range of leadership as follows:

- i. Idealized influence means: the leaders behave themselves as a role model that makes the followers trust, respect and try to imitate the behavior of leaders and believe that the leaders do the right thing according to the moral or ethics.
- ii. Inspirational motivation is that leaders can motivate and create the inspiration for followers will have the enthusiastic and dedicate their effort achieving a goal of performance by making them aware the values and challenges of the task.
- iii. Individualized consideration is the leader considers the individuals' need and individual difference. Leaders will develop guidelines to promote and enhance the followers' potential by giving them the opportunity to learn the new thing or invention, to build the atmosphere to support learning, promote using two-way communication as well as assign the value responsibility that can develop the followers' ability.
- iv. Intellectual stimulation is The leader makes the follower being aroused and changing in awareness of the problem and the strategy to solve the problem leading to image, belief, and value happens rather than making the changes immediately and also generate a concept.

1.9.5.2 Transactional Leadership

Transactional Leadership is the managerial leadership, focuses on the role of supervision, organization, and group performance; leaders promote the compliance of their followers through both rewards and punishments. There are 2 components of this style as follows:

- i. Contingency reward is leadership style that leader motivates the followers to perform in according to their need by rewarding the followers. Which may be in the form of praise or announce their excellent performance in an organization such as a top employee of a month, a year and so on, or increasing salary or bonus when they can achieve the expected goals. That is comparable with contingent positive reinforcement.
- ii. Management by exception is an exchange for fixing or punishing (which is negative feedback) or contingent aversive reinforcement by using emotion at least. This situation will occur when the follower makes mistakes in performing their task or are lower than the determined standard. There is the lightest negative feedback until the most severe negative feedback by blaming, warning, reducing salary and dismissing the followers who make a mistake (Bass, 1985: 135 -136).

1.9.5.3 Laissez-Faire Leadership

Laissez-Faire Leadership is a version of leadership as laissez-faire which is where the leader shows a passive indifference about the tasks and subordinate (Yukl, 2006). Bolman and Deal (2006) referred to this style of leadership as leading to “aimlessness and confusion” (p.171). Likewise, Beauchamp and Eys (2007) described laissez-faire style as a leader who delays actions, does not make decisions, and ignores their

responsibilities. This research will use The Multifactor Leadership Questionnaire, Form 6-S the quantitative study, the shortened form of Northouse'(2001) Multifactor Leadership Questionnaire, Form 6-S (MLQ- 6S) was developed by Bass and Avolio (1992). This questionnaire comprises of 21 items to measure the component of MLQ.

1.10 Conclusion

Country development needs a human resource who qualified the desired characteristic, and they will be the quality human resources. However, there is some problem relating Thai youth and adolescence that strains country development, such as Thai young people and adolescents' mean of EQ-I is lower than average level, lack of leadership and some problem is the result of low EQ-i and resilience. Therefore, all university must develop many desired characteristic by using learning and teaching including student activities for developing students. This research focuses the influence of emotional intelligence and resilience towards leadership styles in Thailand university. The significance of this study will contribute to new knowledge and practical implication to the higher education in Thailand.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter will review the constructs relating this research. When students are accepted into a university, they must study, live and play in the university. The environment of a campus must affect students in many aspects of their lives. This research focuses on how student activities have a relationship with emotional intelligence, resilience and leadership styles. Therefore, the researcher will use BarOn's Model of Emotional Intelligence or EQ-I theory, Daryl Conner's resilience and Full rank leadership style, present the constructs as follows:

- Emotional Intelligence
- Personal Resilience
- Full range leadership style
- The relationship between constructs

2.2 Emotional Intelligence

According to the academic history of emotional intelligence, everyone knew Mayer, who has had a significant role in EI history, because he admits that philosophically the relationship between the mind and emotions, the heart, and the head, have spanned more than 2000 years of Western culture (Mayer, 2001). He also clustered the most recent evolution of emotional intelligence theory into five eras. In period one, 1900-1969, intelligence and emotions were considered distinct and separate fields. During period two, 1970-1989, the precursors of emotional intelligence were identified. From 1990-1993 emotional intelligence emerged as an identifiable area of focus. The construct was then substantially broadened and popularized between 1994-1997. In the final period, continuing from that point until today, Mayer identifies a period of

extensive research and the institutionalization of emotional intelligence (Mayer, 2001). However, Salovey worked with Mayer and released some opinion, related to EI as a particular set of capabilities that comprise of understanding the rationale that relating to emotions in thinking and action using emotion in activities (Salovey & Mayer, 1990). Consequently, both of them defined EI as one kind of intelligence that comprised of the capability to notice the feelings and the others who close to them. If individuals aware how they feel and know how the others feel, they will obtain the emotional information as a resource for their behavioral modification whether through verbal and non-verbal language to give them a greater chance of successful communication. (Salovey & Mayer, 1990). However, the central concept of EI is related to “Law of Effect” (Thorndike, 1911), because he examined the construct in the term of the origins of social intelligence.

Emotional Intelligence has become well-known in latest decades. There are many scholars of every discipline of social sciences that are widely interested in the emotional intelligence because recent discoveries show only intelligence is not enough to get successful in life, but there is another aspect of intelligence student need to increase their chance of success. Therefore, a new aspect of intelligence inspired scholars and even people around the world. Nevertheless, the characteristics and ideas linked to EI are derived from a large amount of research that has been conducted through the 20th century. The previous research identified competencies. Thus emotional intelligence is one in all competency and has more meaningful than general intelligence, which has always been contributed to a success in life. However, Mayer proposed that Thorndike (1920), was the first to delineate various elements to intelligence, including three forms: mechanical, abstract and social. The definition of Social Intelligence is the capability for understanding and managing the others, and

also acting keenly in interpersonal relationships. Therefore, the concept of emotional intelligence has related the Law of Effect (Thorndike, 1911) which originally examine the construct of EI concerning social intelligence. Additionally, Thorndike, Bergman, Cobb, and Woodyard (1926), agree with each other that it is possible for individuals to have the ability of social intelligence to perceive their internal and the other's internal state, behavior, motivation, and act respectively.

Once Thorndike delineated social intelligence, he launched a twenty-year endeavor to measure this dimension of intelligence. Two decades later, After Thorndike proposes the concept of "social intelligence." (Thorndike, 1937) Afterward, David concurred with Thorndike's belief by proposing the addition of "non-intellective aspects" such as affective and cognitive ability which should be included in a measurement of total intelligence. (Wechsler, 1940) The study of social intelligence gradually shifted away from assessing behavior to link the behavior in the social context and the individual's understanding of that social context. While prioritizing their potential for change and adaptability, therefore, in exasperation, he expressed doubt that a verbally derived instrument could be developed to measure social intelligence (Zirkel, 2000). The critical theorists defining social intelligence include Kelly, Rogers, Rotter, Corbach, Cantor, and Kihlstrom (2000). Moreover, Leeper (1948) proposed that they should consider "emotional thought" when there is a review of the concept "logical thought." In contrast, in the 1980s, there were some thoughts regarding the emotional intelligence that widely inspired the scholars who are interested in this discipline in following Bar-On's (2001) conviction that what has evolved into today's versions of emotional intelligence is the same with the construct of social intelligence. His preference would be to refer to the "wider construct" as "emotional and social intelligence" (Bar-On, 2001 p. 85).

Afterward, there was the contribution of multiple intelligence theory Gardner (1983) contributed a theory of multiple intelligence that caused many researchers stepping outside of the notion that confined to a singular or plural idea of intelligence. His theoretical foundation was not rooted in factor-analytic evidence, but rather in the analysis of information from various sources, including areas where he found exceptional degrees of talent or giftedness, or the opposite ends of the spectrum with deficits in brain-damaged individuals (Matthews, Zeidner, & Roberts, 2004). Gardner also described that there were certainly other areas of human intelligence that were conventionally ignored or overlooked by academic organizations, as well as society. Gardner (1983) pointed out that there were two kinds of intelligence which have carried out the attention and emphasis of conventional academic in college or university: language intelligence and logical-mathematical intelligence. However, Gardner purported that there have been five more intelligence that was evenly important to collective intelligence which comprises of intrapersonal, interpersonal, spatial, musical and bodily-kinesthetic intelligence. Inside these different levels of human development or intelligence. Therefore, change evolved to expanded two specific areas of Gardner's approach (i.e., interpersonal and intrapersonal intelligence). Additionally, Gardner's categories of multiple bits of intelligence prepared the theoretical groundwork for Salovey and Mayer to first define emotional intelligence. They have proceeded to be some of the most prolific advocates of EI in the scientific community (Matthews et al.; Mayer & Salovey, 1990, 1997; Mayer, Salovey, & Caruso, 2000, 2004).

2.2.1 Evolution of Emotional Intelligence Theory

In 1904, Alfred Binet generated the first well-known intelligence test among psychologists and scholars as the Intelligence Quotient (IQ) Test. Wechsler (1940) noted there is pressure to expose intelligent behavior by having to engage one thing rather than full intellectual ability. Wechsler recognized in the 1940s that there had been other types of intelligence apart from intellect. Despite the fact that Wechsler proposed the intellectual intelligence theory, he proposed his theory of non-intellective types of intelligence as well. The discipline of emotional intelligence has sustained to improve and develop via key researchers who have concentrated on the study of personal emotions in the framework of self and relationship with the others. Psychologists and scholars have studied the theory and also support that there are different types of intelligence and developed a program to encourage people's emotional intelligence to increase. Payne (1985) proposed his opinion related to emotional intelligence and pointed out that "emotional intelligence can be improved much faster and much later in life rather than either intellectual or physical. Throughout time, Payne extended his research of emotional intelligence (Bar-On, 2005; Boyatzis & McKee 2005; Boyatzis & Sala, 2004; Goleman, 1997; Salovey & Sluyter, 1997; Gardner, 1993; Salovey & Mayer, 1990; Payne, 1985). Salovey and Mayer (1990) have also been improving their knowledge in this discipline. While Payne was expanding his research to contribute the construct of the discipline EI, meanwhile, Bar-On also conducted his doctoral research. He also released the term "Emotional Quotient (EQ)," and issued the first self-reporting tool for emotional and social intelligence, that was known as EQ-i in 1988 (Bar-On, 1997a, 2005). According to the construct of the Bar-On's EQ-i, his instrument of EQ-i assessment consists five main scales and fifteen subscales. The five scales of the Bar-On's EQ-i comprise of:

(i) intrapersonal (ii) interpersonal (iii) stress management (iv) adaptability and (v) general mood (Bar-On, 2005). Peer review assessed Bar-On's concept of EQ-i beyond the years for validity and reliability (Bar-On, 2005). Five years later after Payne (1985) defined emotional intelligence and 2 years after Bar-On (2005) invented the technical term of EQ and exposed the first self-report tool for an emotional and social intelligence. Salovey and Mayer (1990) described that there are many subsets of social intelligence, but there is one of them related to individuals' awareness of their emotion and feelings, including the awareness to know the other's emotion and feeling. This ability causes them to differentiate the difference between their emotion and the others' emotion to use the information for being a guideline for their thinking and performance. Therefore, according to Salovey and Mayer's explanation, the subset of social intelligence is emotional intelligence. After that, there is the other's explanation that is related to EI, and they described that EI link to a capability to obtain and make the feeling while they are releasing some thought. The capacity for understanding emotional knowledge as well as the ability to adjust the emotion in order to encourage the growth of emotion and intelligence (Salovey & Sluyter, 1997).

According to a new knowledge of emotional intelligence, which addressed a four-branch model, containing one's aptitude to (a) determine emotion, (b) utilize emotion to guide one's thinking, (c) understand emotion, and (d) adjust emotion (Salovey & Sluyter, 1997). Gardner's (1993) study on multiple intelligence also provided earlier assertions of emotional intelligence and compared different intelligence to intellectual intelligence. Gardner (1993) explained that conventional assessments on IQ do not assess a person's full capabilities which are limited to the evaluation of an individual's ability and knowledge; It is not an exact measurement of individual's potential for success in life. Gardner (1993) provided his theory by figuring out seven multiple

independent intelligence for people: linguistic or verbal intelligence, mathematics—logical intelligence, spatial intelligence, bodily kinesthetic, musical intelligence, intrapersonal intelligence, and interpersonal intelligence. Later, Gardner (1999) researched existentially and naturalist which are new multiple intelligence in his doctoral dissertation, Payne described emotions by discovering the impacts on a person.

Gardner (1999) thought schools and society concentrate on mathematical intelligence and primarily on linguistic/verbal for measuring one's overall success and aptitude. By schools only concentrating on two of the nine core multiple intelligence and also claimed that development and learning are not available for all individuals equitably (Gardner, 1991; Goleman, 1997). Salovey and Sluyter (1997) encouragement of successfulness is stated by "occupational status and academic achievement" which only provide "between 10% and 20%" (p. 17) of leaving the substantial room, general intelligence for emotional intelligence to be searched further. Goleman (1997) established his study in Gardner's (1993), Salovey and Mayer to make a term in a technical term "emotional intelligence". Goleman (1997) also noted that while emotional intelligence did not come to replace intellectual intelligence; emotional intelligence may be more significant in determining the success than intellectual intelligence in a person. The present research will concentrate on the interpersonal intelligence and intrapersonal intelligence, also regarded as a personal intelligence, in which are a part of the EQ-i framework (Bar-On, 1997a). According to emotional intelligence and the brain, Goleman (1997) described that the neo-cortex is regarded being the thinking brain, which is about the prefrontal lobe and the amygdalae the place where the emotions are saved and then proceeded via the limbic system. The amygdala facilitates the emotional reactions excited from a person's life experiences,

and consequently, the amygdala continually alerts us with this information (Goleman, 2000). Our emotions are more cherished than our intellect. In an emergency, the limbic system guides the sensory organs alert for eye or ear examine first in the brain to the thalamus. After that, across a single synapse to the amygdala; later a second signal from the thalamus is sent to the neocortex that function same as the CPU of a computer (thinking brain). This branching permits the amygdalae to start responding before the neo-cortex, which pulls information via levels of brain circuits before fully perceiving and beginning its more lightly customized the response. Intuitiveness, also regarded as our internal intestine sense that functions as the center of emotion by notifying the brain stem on top of the spinal cords (Goleman, 2000).

Based on Goleman, Boyatzis, and McKee (2004) stated that prefrontal lobe function to receive and analyze the information from every area of the brains and then decides what to do. The prefrontal area can veto an emotional impulse and then verify our response that will be more efficient. Our emotions related to the interaction between us with both the natural environment and social environment and then our emotion is managed by an open loop of the limbic system in the brain (Goleman et al., 2004). For instance, when two people verbalize, mirroring begins to take place, the result of the experience of the limbic system between the two individuals. Also, in work setting the leader forms the tone and their emotions are spreadable through the rest of the organization. While the discipline of neuroscience was being developed, and between the brain and emotions were repeatedly being examined, the emotional intelligence was a discipline that also proceeds to develop as it is talked about in different contexts using buzz words ranging from “character and personality to soft skills and competence” (Goleman, 2000).

Emotional intelligence can help persons to perceive their feeling and emotion, know how to use emotion for facilitating their thinking, understand their own emotion including understand the others' emotion and know how to manage their emotion (Chan & Mallett, 2011). When everyone experiences the different situation, how they access and control their behavior to face the situation. Their behavior will reveal how their emotional maturity should be, that result to negative feeling (Wilson & Wilson, 2004). The five competence is the core of EI as follows: Social Skills, Empathy, motivation, Self-awareness and self-regulation (Janssen & Sterrett, 2015; Goleman, 1998).

2.2.2 BarOn EQ-i Theory

BarOn's EI theory appeared as the first created before Goleman made the brilliant concept (Bar-On, 1997c). The most important aspects of the theory will certainly be mentioned when using the relation to Goleman's the emotional intelligence model for leaders. BarOn explains EI is "a set of non-cognitive abilities, competencies, and skills which in fact affect one's capability to achieve handling ecological needs and pressures" (BarOn, 1997a; Bar-On, Tranel, Denburg, & Bechara; 2004). Therefore, this model comprised of five main components that are classified into subcomponents.

2.2.2.1 The Component of BarOn's EI.

BarOn describes the component of EI according to next paragraph (Bar-On, 2002)

2.2.2.1.1 Intrapersonal Skills Subscales

Intrapersonal skills are the ability relating what is inside the human's mind, if everyone doesn't react overt behavior, no one knows how the people have those psychological aspects inside. The intrapersonal skill contains 5 sub-skill as follows:

- i. Self-Regard (SR) This component is related to how the person accepts and respect their self and consider their positive and negative elements. Additionally, it refers to their awareness and understanding of their limitations leading them to know the possibility of what they can do or what they cannot do, that link to strengthen their emotion of the confidence in themselves. This security increases their mind and also self-adequacy. They become assured of themselves by relying on self-esteem and self-respect that happen to be based on a relatively well-developed feel of identification. Someone along with good self-regard seems satisfied and happy with themselves.
- ii. Emotional self-awareness (ES) This component is related to acknowledge individual's emotions. It is the capability to know individual's emotion and feeling. Moreover, they distinguish their feeling, understand how they feel and exactly why they have these emotions, and to know the cause their feelings.
- iii. Assertiveness (AS) This component is related to emotional expression, assertion, and confirmation of thoughts, feelings and allows a person to defend what they think or how they feel in following their rights without becoming destructive. There are three simple elements to this components: (i) a capability of conveying emotions, (ii) a capacity to express what the individual thinks and what the person openly believe, and (iii) ability to assert their one way for what they think or what they do. The person who possesses enough assertiveness does not control themselves too much and aren't exceedingly shy. They can convey their emotions outwardly without having aggressive or abusive behavior toward people or things.
- iv. Independence (IN) This component is related to the capability to direct and control their thinking, performance and have the emotional freedom.

Individuals who possess great independence will be self-reliant in preparation for doing everything and have significant decisions making abilities. These people may find and consider the opinions of others before the having the right decision making for themselves in the final stage; talking to and consulting the others does not always mean he/she is a dependent person. It is clearly the capability to function without being controlled by anything, it is different from the one who needs support and protection. The one has great the independence, does not need the others to fulfill his/her emotional need, because they have high self-confidence, mental strength, need to achieve their expectations and obligations.

- v. Self-Actualization (SA) This component is related to belonging to the awareness of the individual's potential. This element displays via becoming engaged in pursuits that cause a life full of richness and meaning. Pushing to actualize an individual's potential entails developing enjoyable and meaningful on what person are functioning and can mean a lifelong effort and a keen dedication to some objectives over time. It is a continuing, effective process to push the personal abilities to obtain the maximum development of each ability or talents the person possesses. In other words, they look towards a peak of their development, leading them to consistently to try by their best, always being active to do anything by having their interests and excitement to trigger and stimulate themselves to continue doing what they are interested without giving up.

2.2.2.1.2 Interpersonal Skills

The interpersonal skill is the social skill for living in the world, and everyone must know how to live in society and the world happily. No one can live alone in the world,

and everyone must have the interaction with the others so that their needs get responded. Therefore, there are 3 component or composite of this skill as follows:

- i. Empathy (EM) Empathy is the capability to be conscious for understanding and appreciating others' emotion or feeling, The individual will understand what, why, and how others do that depend on the experience, The empathetic person can emotionally read the other's emotion by noticing their verbal and non-verbal expression. Additionally, they will be concerned with others and express interest in and concern for others.
- ii. Social Responsibility (RE) This component is related to the individuals' capability to show others they are valuable people in their societies by donating their time, resources, and personal cooperation This component causes a person to engage in appearing in a responsible way instead of the considering their self-benefit. They must have a high consciousness to take responsibility toward the society that they are a member of in the different type of activity, always concerned with others and considering social benefit first. Therefore, they easily work with others towards social advantage, that being they participate in social cooperation, and they always accept and follow social agreement or social rules. Additionally, they have the sensitivity of interpersonal relationship and can accept others, and devote their talent for social goodness.
- iii. Interpersonal Relationship (IR), Interpersonal relationship regarding the ability for building and maintaining satisfaction in friendships, these are characterized by intimacy to giving and obtaining affection. The mutual satisfaction consists of the value of social inter-exchanges. This ability provides and receive warmth, love and communicate affection to others is necessary to

characterize the positive interpersonal skill. This component is not only related to the desirability of nurturing friendly relations along with others but also includes the ability to feel comfortable, to make a relationship with anyone. Furthermore, there is a positive prospect regarding social interaction. This component usually needs the sensitivity toward others and desires to build satisfaction on the relationship.

2.2.2.1.3 Adaptability

Adaptability is useful for living in every many manners, such as learning of something, working or even living in daily life. Therefore, adaptability skill is vital for learning how the world is. So that the people can think the way for solving the problem or eliminating some barrier to achieve what the people want. There is 3 component of adaptability as follows:

- i. Reality Testing (RT) this component is the capacity to evaluate the agreement between precisely what one undergoes and what they use impartially. This part is connected to find something by having the purpose to find the evidence for confirming, verifying, validating and supporting what the individual feels, what the person perceives and what they think. This ability is related to the individual's ability to turn into whatever for keeping its component in the Reality testing regarding turning into the immediate situation, attempting to keep elements in the right viewpoint, and dealing with things as they are, without having exceeding daydreams relating to all of them. The focus is on pragmatism, objectivity, the adequacy of our perception and the authentication of one's ideas and thoughts. A primary function of this aspect is the level of perceptual markedness. When we try to assess and deal with situations; it is

regarding the ability to focus and concentrate if the inspecting methods to handle the situation that in fact come up. The one that has this component in high levels finds it impossible to leave the real world, and adjust themselves to the immediate situation. They have clearness and the ability to read the situation according to with reality. Furthermore, they have a correct thinking of procedures. Therefore, this component is the capability to size up circumstances correctly.

ii. Flexibility (FL), flexibility is the capability to adjust our emotions, thought, and performance for changing events and circumstance. This component regards all of an individual's capabilities for adjusting to strange, unexpected, and lively situations. Whoever has a high of flexibility will be easy, concomitant, and proficient in responding toward change without inflexibility. Individuals have the ability to change what they think if there is some truth revealed that they think inaccurately. Those truths usually open their mind to accept the different thoughts or concepts, strategies, and practices.

iii. Solving problems (PS) is the capability to define and identify issues along with building and applying the possible method of problem-solving. It is multi-phasic in nature, consisting of the capacity to understanding what to solve. A person has a self-confidence, and stimulation themselves to handle the problem successfully. Additionally, a person can identify and clear-cut the issue as apparently as it should be, (iii) producing as many methods of problem-solving as possible. Furthermore, the person has the effective decisions making to carry out some process of problem-solving. Problem-solving links to devote and has the discipline, strategy, and step-by-step to persevere and to approach

problems. The ability like wisely connect to a desire to perform to our greatest effectiveness and confront problems, instead of staying away from problems.

2.2.2.1.4 Stress Management

Everyone has needs and want or motivation to cause behavior. When something responds needs, and 100 % of need get responded by what the one wants, those must be happy. On the other hand, the needs do not get met, bad mood occurs. However human have the strategy to reduce those feelings so that the emotion is back to normal, that is the stress management, this component contains sub-skills as follows:

- i. Impulse Control (IC) this component is related to oppose or defer some drive, compulsion or desire for doing something, drive, or performance that comprises potential to accept the person's aggressive impulses, calm down, and control the hostilities, aggressive and careless behavior. This component is demonstrated by impulsiveness, lack of self-control, problems of anger management, abusive behavior, mind-blowing and unacceptable behavior.
- ii. Stress Tolerance (ST) is the capability to stand up to adversity and difficult circumstance without having a crackup to handle the tension positively and actively. This component is the capacity to challenge our self toward stressful situation without having confusion. Stress tolerance is related to the abilities for selecting programs of performance to handle stress or tension. Also positive emotion towards situational change, and any person who has the capability to overcome the particular obstacle successfully. Moreover, there is a sense that a person can control or impact the stressful circumstance. This component consists of the repertoires of appropriate strategies to respond to tense events. It is related to the ability to release stress and calm and also to evenly confront

challenges, without having impetuosity and a poor temperament. Whoever has this component in high level, is not likely to experience setbacks and adversity or turn to feelings of loneliness and misery. If the stress tolerance does not function properly, the individual will be nervous or have anxiety that can cause mental and physical illness that results in general overall performance due to poor concentration, problems decision making, and physical problems that are similar to sleep disturbance.

2.2.2.1.5 General Mood:

General mood is the necessary skill for living in the world that there are many effects towards the one's self and the others. The optimistic people must see the world that is different from the pessimistic person and possibly have more happiness than the others. This component has 2 components as follows:

- i. Optimism (OP) is an individual's capability to focus on the brighter parts of life, have a positive attitude even when they experience adversity because they have self-confidence in everything that they have to do. They always expect to achieve the new thing. Most importantly, they think that obstacles will challenge them to improve themselves and that anything is possible to happen. The optimism has a point of view by reality, and it is not a fantasy, high expectation or unrealistic optimism. If an individual has fantasies, high hopes and cannot achieve what they expect, it leads to disappointment and grief.
- ii. Happiness (HA) is related to the capability to satisfy an individual's daily living, to take pleasure in themselves as well as other people, and also to obtain the enjoyable. Happiness pairs self-fulfillment, general satisfaction, and of course includes the capability to take pleasure in daily living. This element related to the ability to gain happiness in different aspects of individual's

everyday life. Happy people always feel joyful and comfortable in the workplace, and they can relax and take pleasure in chances to have a real time. Happiness link to an entire feeling of joy and eagerness. If an individual reveals the inadequate level of happiness, they probably have the indications of depression, inclination to get worried. That implies that they concern the uncertain future, social isolation, absence of motivation, sadness or sorrow, feelings of guilt, frustration through their own life as well as in severe situations and the desire to commit suicide (Bar-On, 2002).

BarOn creates the EQ-i to assess the component of emotional intelligence according to his theory. Therefore, scoring the EQ-i is similar to the IQ test. The average rating of one-hundred by using the value of standard deviation = 15 and it is based on 3831 individuals who were the participants in developing The EQ-i from the United States by completing the EQ-i 133 items (BarOn, 2002). A score of 130 and above is considered apparently high and a typically excellent developed. 90-100 is average, and fewer than 70 is seen as markedly inferior and may even indicate impaired emotional potential. Further details of the EQ-i test will follow the IQ method, and there must be the consideration of the validity according to the understanding of emotional intelligence.

2.3 Resilience

If there was the consideration of everyone's lifespan, most people must face numerous complex, and possibly traumatic conditions. How people find a solution for difficulties by ranging from daily problems to real life-threatening traumas sets, how effective they can cope with and triumphed over them. For example, in spite of the fact that two people may have encountered the same challenging situation or

environment. One person may cope effectively and tend to be minimally influenced, or perhaps positively affected, whereas the other person may handle the encounter less efficiently and meet less fulfillment or much more psychological disorder, as a result. Because of individuals' interpretations and responses to trauma, problems play a major role in functioning during mental health and even long after overwhelming experiences, it is significant for psychologists to think what causes individuals to respond in better directions than others. According to psychologists' job experience, they have often met with their client who is suffered from stressful or traumatic circumstances; it is crucial that they know which characteristics are most influential for determining the degree of competence to handle these situations effectively. Understanding of the features that most influence of resiliency will enable counselors achieving the target and enhance these qualities.

2.3.1 The History of Resilience Study

Researchers have been interested in resilience since the 1970s (Hjemdal, 2007) and many psychologists have defined resilience with different approaches (Alvord & Grados, 2005; Carle & Chassin, 2004). Research reveals there were many advantages of resiliency (Hart, Wilson, & Hittner, 2006). The purpose was to point out what will lead the people to resilience or weakness by relating them to different risks and protective factors in many aspects of populations (Hemenover, 2003; Hjemdal, 2007; Keltner & Walker, 2003; McAdam-Crisp, 2006). Furthermore, there has been a surge of interest and literature in psychology during the last decade as a part of the school of positive psychology (Hjemdal; Smith & Carlson, 1997; White, Driver, & Warren, 2008). According to the previous mention, the school of positive psychology consists of resilience, hope, and optimism to provide an alternative to the more commonly

studied deficit-based model of psychological functioning. Nonetheless, positive psychology lacks in integrated concepts, and gaps remain in the research (Seligman & Csikszentmihalyi, 2000).

In spite of a significant number of studies are related to resilience, there is little agreement regarding the definition of the resilience because it is mostly defined in terms as a certain someone who is encountering the particular risk factor (White et al). For instance, Marmar et al. (2006) identified many factors related to the prevention of post-traumatic stress disorder (PTSD) among police officers and others who respond to crises. It was a significant finding, but the results cannot be generalized to all populations or situations. That means the result of research lacks external validity. However, there are a generalization regards to the population during the research concerning the resilience as an important factor to determine how people encounter hardship as well as the traumatic situation (Arnau, 2002; Carle & Chassin, 2004; Juffer, Stams, & Van Ijzendoorn, 2004). It successfully involved an adjustment in spite of risk factors and traumatic circumstances. Carle and Chassin (2004) suggest that, in the context of resilience, successful adaptation is an effective performance in the surroundings and the achievement of significant developmental tasks can indicate the person's level of resilience. Grotberg (2003) stated that resilience is concerned with dealing with stress and adversity actively, and she claims who are overprotected as children, that may be a disadvantage for developing resiliency because they learn how to depend unnecessarily on others. Later, these kids may lack the self-efficacy and the necessary skill of problem-solving to respond the resiliency.

2.3.1.1 Early Stream of The Resilience Research

The early stream of resilience research related to the problem of a definitive definition, lack of concept and need of measures to assess resilience. Therefore, it is important to understand how the multiple definitions and methods of assessment increased the construct of resilience to review how the resilient research was conducted in the 1970s (e.g., Garmezy, 1974; Rutter, Tizard, Yule, Graham, & Whitmore (1976). Early research was conducted on risk and protective factors in children that surprised researchers due to the factor of risk (Hoge, Austin, & Pollack, 2007; Hjemdal, 2007). A few researchers referred to the concept concerning children who were invulnerable and invincible (e.g. Anthony, 1974; Werner & Smith, 1992). Later research disagreed with past research that tried to propose that nobody was immune to everything, and that resilience is multi-faceted with a person who is resilient toward some things, but not others and that this resiliency varies to different degrees throughout their lives (Hjemdal, 2007; Rutter, 2007). The populations of early studies included those who experienced maternal deprivation, or they had parents who had a psychological disorder such as schizophrenia (e.g., Garmezy, 1974; Rutter, 1972, 1979). Nevertheless, nobody is invincible, and risk accumulation will be believed to worsen the chances of adverse effect. Some longitudinal research identified some children who survived resistance to mental illness (Cederblad, 1996; Werner & Smith, 1992). Apparently, these kids were either inherently different or had encountered some adverse experience that extremely caused them to adapt to difficult circumstances, additionally, researchers began finding out what factor caused someone to be more or less vulnerable toward an adversity (Hjemdal, 2007). However, children encounter an enormous variety of “risk” circumstances (e.g., poverty, abuse, alcoholic parents). Resilience has been measured in many disciplines that depend on what the field of the

research was (e.g., educational success, mental health as well as overall well-being). Thus, there was some research related to the resilience proved to be complicated and challenging to generalize the result of what they studied (Agaibi & Wilson, 2005; Connor & Davidson, 2003; Hoge et al., 2007). There was research related to adult resilience that the researchers perceived the affected populations were at risk, it due to serious health problems or stressful circumstances, but they tended to resilience because they could overcome hardship (Hoge et al.; Kobasa, 1979). Fribourg, Barlaug, Martinussen, Rosenvinge, & Hjemdal, (2005) proposed that those studies used a different measurement and caused the limitation of generalizations, it was not easy to generalize the result of the survey, because the instrument lacks the validity of resiliency.

2.3.1.2 Second stream of Resilience Research

There was some argument related to resilience research due to the following questions: where whom and how? Most researchers continued to study resiliency in diverse contexts, populations, and methodology. One reason it is hard to making sense of all risk and protective factors is that resiliency, and protective factors are assessed as the ability to keep away from the problem of risk. Finally, there was a list of resilient factors proposed listed by Hoge et al.(2007), related to Post-Traumatic Stress Disorder (PTSD) from different studies that had different populations and samples. It appeared that the real factors are more helpful for understanding the factors in certain situations than other situation, according to the list of the resilient factor, one cannot generalize every research, because there is different conceptual and theoretical framework that specifies a different amount of factors. There is some interesting factor which provides for study, according to Hoges et al.'s list of protective factors, there are many

protective factors, but one of them is internal locus control that becomes the protective factor in many contexts.

For example, Soet, Brack, & Dilorio (2003) conducted some studies relating to resilience, and they found that the internal locus control becomes a resilient factor among women who experience traumatic childbirths. Kuterovac-Jagodic (2003) also found that the internal locus control becomes a protective factor among children who have had the experience to live in the crisis such as war and work as a firefighter. (Regehr, Hill, Knott, & Sault, 2003). This decade, there were many studies relating to the resilient factor and behavior (Carle & Chassin, 2004; Hagen, Myers, & Mackintosh, 2005; Schestatsky, Terra, Kruel, & Caitlin, 2007).

However, the problem was the result of those researchers lacks external validity leading them to be unable to generalize another group in the same context. However, the conduction of research must have internal validity as an important part of the research, that is acceptable. The early stream research has the limitation of generalization to another group because the researcher specified to study specific factors and populations in the research of resilience. Moreover, those researchers created the instrument according to what they specialized. On the other hand that is not functional for conducting research that is related to all factor both protective and risk factors, which are related to all adverse experience and hardship with every population as an example. (Friborg et al., 2005) That means the researcher must widely apply what they know, to conceptualize their framework and measurement for conducting their research (Kajonsilp, 1996). Thus, researchers must tend to assess the resilience regarding how well one who had experience of a risk factor avoided crime. Furthermore, there are instruments of general well-being also, or even avoided

psychopathology that should be considered in the research. (Born, Chevalier, & Humblet, 1997).

Therefore, when the researcher prepares a study, they must consider the research question and objective to use the appropriate instrument for obtaining the valid data leading to a suitable answer for the research question (Kajonsilp, 1996). Much research has used an inappropriate instrument. For example, Hemenover (2003) used the Psychological well-being for assessing resilience and self-perception in the study of resilience and emotional disclosure. Many studies of resiliency were conducted and released the results into different intelligentsia, same as the streams overflow into different areas. Additionally, some researchers used an incorrect definition of resilience which caused them to use instruments that do not measure resiliency correctly (Hoge et al., 2007). Nevertheless, Almedom & Glandon (2007) agreed with Keryes (2007) that it is now recognized that lack of mental illness is not same as the mental health. Resilience will be more than what we think. It is not only a lack of Post-traumatic stress disorder or a prediction of adverse risk disclosure results.

2.3.1.3 Third stream of Resilience Research

The personal and environmental aspects of resilience were integrated into this stream by considering resilience in a more holistically and interdisciplinary manner (Almedom & Glandon, 2007; Richardson, 2002). According to the issues mentioned in the previous paragraph, resilience has been studied in psychological, biological, and sociological disciplines. Researchers believe that the resilience is related to the interactive relationship between individuals and environmental characteristics that affected a person as a whole (Smolka, et al., 2007; Kim-Cohen, 2007; Almedom & Glandon, 2007). However, there is some researcher such as Leckerman and Mayes

(2007) who described some factor that was related to stress, a response and the reward mechanism that underlie attachment and bonding by using the explanation of some experiment in rats to assume. That it could occur in humans, Beckerman and Mayes claim that it depends on how the condition of the environment and how the quantity of nurturing was in early stage of life. This explanation of resilience is an interactive model which is not entirely new. Wilson (1980) studied the person-situation model of hardship and resilience in Gulf War veterans. However, there is a complicated interaction believed to exist and helps to justify early research. Rutter et al. (1975) revealed that some factors increase resilience, in contrast, some additional risk factors are able to decrease resilience exponentially.

Resilience researchers also continue grappling to disentangle benefit and destructive effects of hardship. Samuels and Pryce (2008) mentioned their discussion was concerning the variables of the study, and they found a mixture of practical and emotional resilience as well as a vulnerability when they used in-depth interviews to collect data from their respondents who were a young adult who exited from the foster care system. Therefore, the terms of survivalist and self-reliance were released by Samuels and Pryce (2008), the meaning of resilience is self-sufficiency, material, and emotional independence, ingenuity, mental endurance and pride in surviving losses. However, those young people will find counseling even when they needed it, and they were considered that they have difficulty in accepting the other's help. Furthermore, they will perceive interdependent relationships as a sign of weakness and feel isolated from them.

Additionally, some findings increased the basis to reject the idea of “invincible” or “invulnerable” children (Samuels & Pryce’s, 2008). Therefore, Hjemdal and Rutter (2007) suggested that the researchers and practitioners should be reminded that people

may be truly resilient in some ways and also be psychologically vulnerable or traumatized in others. They are just people, who although previously were thought to be invincible, have been revealed to struggle in some areas. Hobfoll, et al. (2007) proposed that researchers initiated to examine resilience among children who have the traditional idea of being psychologically and relationally compromised that this is due to environmental factors. Furthermore, Hooper et al. (2008) also conducted research related to children who had been parented to take responsibility for taking an adult's role by caring for family members. The psychological literature also has focused on many adverse outcomes of parenting style, such as increased incidence of mental illness, relational and parental difficulties, and substance abuse (Hooper et al.). In the meanwhile, there is the demonstration revelation that college students who have been parented while there were children by taking high responsibility rather than the children in their age could (Hooper et al.). Interestingly, Hooper et al. also found that they had an increased level of posttraumatic growth, Tedeschi and Calhoun (2004) suggest that the psychological change resulted from surviving adversity or traumatic settings. Even though Tedeschi and Calhoun (2004) use the term post-traumatic growth, they explain this construct as much as researchers defined the definitions of resilience. Tedeschi and Calhoun (2004) excepted that they place on the growth that was resulted from crises rather than on individuals' ability to maintain or quickly restore adaptive functioning. Tedeschi and Calhoun claimed that the growth is a more likely outcome than the disorder according to the traumatic experiences. White et al. (2008) also described that in fact, resilience just might be the most common response to traumatic injuries. More specifically, Tedeschi and Calhoun also stressed on the people who encountered the elevated perceptions of personal resilience, appreciation in life, valuable relationships, and enhanced existential and spiritual lives. Tedeschi

and Calhoun were credited for personal narratives and cognitive resources by allowing people respond to trauma with growth. Contrastingly, Hobfoll et al. (2009) found that the resilience was less common than symptoms of significant psychological distress or post-traumatic stress. What is the first longitudinal investigation of resilience and resistance that they describe (rather than ill-being) among national sample under continuing threat of mass casualty? During 2004-2005, Hobfoll et al. conducted a preliminary research with 709 Jews and Arabs in Israel, and they used the in-depth interviews for collecting data and follow-up to answer the research question when they were under constant threat of terrorist and rocket attacks. Hobfoll et al. (2008) also reported that about 64% of the participants revealed immediate or delayed signs of post-traumatic stress and depression.

According to the stream of Positive Psychology, some finding reveals that some factor was positively correlated to the other one and it was a consistent correlation, such as an internal locus of control, resilience, and hope. It is also possible to confirm that cultural factors affecting residents' level of real control, perceived control and ability to attain hope and resilience instead of a threat. Moreover, people who have a sense of belonging, ownership in their communities and governments. If they have a high level of belief towards government or other positions which have more power that can protect them, they would be resilient. Possibly, these factors can contribute to the societal-level locus of control. Referring to Hobfoll, et al. (2009), they researched by having respondents as Jews and Arabs in Israel that could reasonably suppose to base resilience on the history of violent attacks. Therefore, they may not think that too much or their government would be able to protect them or their beloved one in future. In contrast, while Bonanno, Galea, Bucciarelli, and Vlahov (2006) proposed that sample in New York residents likely worried the situation regarding the future terrorism after

September 11th, maybe they over thought that these attacks were an isolated event. Because it was similar to attacks which did not precede those of September 11th, most residents may have had a relatively high level of confidence in their community and their government's ability to help them recover from any losses which are related to these attacks and to protect against future danger.

Additionally, certain groups within a population may tend to become more or less resilience by depending on their accessibility to different resource, social resources, relative levels of control, and status within their cultures (Bonanno, et al., 2007). Characteristics of the demographic factor that predict resilience, because they increase these variables include manhood, belonging to an adulthood ethnic group, having higher education, and higher income (Bonanno et al., 2002). However, even people who have none of these demographic characteristics can respond to hardship resiliently. Additionally, it must be remembered that people may have these symptoms and still cope adaptively with hardship in some way. Indeed, what would normally be dysfunctional, perhaps can be healthy or adaptive in threatening situations. For example, hyper-alertness or higher physiological arousal can simultaneously cause distress and help people can carry on. Findings revealed that when people face-threatening situation or hardship, they can adapt themselves in any way they adapt themselves somehow, whether for right or wrong. Let them know how to survive by coping with the situation, but there is not the perfect way to find the solutions. That may also cause the psychological or interpersonal difficulties in another context which are consistent with developmental, holistic, and positive psychological perspectives (Teyber, 2000; White et al, 2008). Wolin and Wolin (1996) proposed a challenged model which is also steady with this outlook and suggests that children who grow up in difficult circumstances can be negatively affected and develop pathology, while also

increasing coping skills. This model seems pragmatic and useful because it does not define resilience in an all or nothing way and does not assume people cope resiliently with suffering or that there is no negative impact from surviving trauma or hardships. The challenge model sees resilient coping strategies as adaptable and helpful, but it still reminds us that they may also be dangerous in some ways (Wolin & Wolin).

For instance, some client, who meets criteria for paranoid personality disorder, may have particular difficulty, trusting friendships, and may have grown up in an unstable or dangerous environment where there were highly independent and hyper-vigilant to any potential interpersonal threats which helped them to survive emotionally by having self-efficacy and self-control. Although from Hooper, Marotta, and Lanthier (2008) makes it difficult to classify these environmental factors as only protective factors or only risk factors, it provides a reminder that people can derive some meaning and psychological profit from difficult circumstances. Additionally, Hoge et al. (2007), Kim-Cohen (2007) and Smolka et al. (2007) agreed that there were some causes contribute to adjustment and resiliency. That is the interaction between gene and gene as well as the interaction between gene and the environment in many complex ways. Nevertheless, it cannot be completely understood the interplay among these factors in the environment, and those are the protective factors, risk factors, and biomechanism. Moreover, there was some study that is related to the influence of genetic aspects of resilience; researchers believe that the genetics cannot determine how a person shall react toward the misfortune (Kim-Cohen, 2007; Smolka et al., 2007). Therefore, the biological factor is similar to the influence of environment as well as the genetics factor, and those are not considered as a risk or even the protective factors (Kim-Cohen. 2007).

However, some studies revealed the level of resiliency was related to the information of Neurology, because Waugh, Wager, Fredrickson, Noll, and Taylor (2008) found that the neural functioning varies according to the level of resiliency. Individuals will react toward the undesirable stimulus differently, caused by the difference in neural functioning that can be noticed from the amygdala in their brains (Waugh, Wager, Fredrickson, Noll, & Taylor, 2008). Additionally, Kim--Cohen (2007) state that it is attractive to study the degree of analyzed ranging, by starting from molecular, molar, social and cultural behavior that link to the covert behavior in the study of resiliency. However, it is not easy to explore the interaction among them, therefore, if the researcher needs to study resiliency in following these levels, they must know the psychological sciences, or they must be the psychologist to understand the resilience.

Despite the fact that the area of research in resilience has been progressing, there is no conclusion as to which factors should be contributed as the protective or risk factor (Hoge et al., 2007). There might be the different factors that would cause the variation of likelihood both negative and positive outcomes. The definition of the risk factor is always used as the operational definition of resilience research that is any factor that is related to the environment happened in the early stage of life. Therefore, it is the opposite meaning of the protective factor (secure attachment vs. insecure attachment; strong social skills vs. poor social skills.).

Interestingly, Hjemdal (2007) provides a useful and extensive list of 15 categories of protective factors based on an exhaustive literature search. It is helpful to organize the protective factors into a measure that can be generalized to multiple populations and situations (Friborg, Hjemdal, Rosenvinge, & Martinussen, 2003; Hjemdal, Aune, Reinfjell, & Stiles, 2007). Interestingly, Hjemdal et al. (2007) categorized protective factors into the following categories, and the Resilience Scale for Adults and the

Resilience Scale for Adolescents were developed by using the first 13 categories. He excluded the last two categories because valid and reliable measures of these constructs have already been created. (1) personal competence, (2) self-efficacy, (3) social support, (4) social competence, (5) family and youth, (6) internal locus of control, (7) temperament, (8) hope, (9) structure and rules, (10) ego strength, (11) education and vocational life, (12) religion, (13) self-actualization, (14) amount of stress, and (15) problem-solving abilities.

Additionally, Rothrauff, Cooney, & An (2009) assessed the association between parental style and psychological well-being, symptoms of depression and drug use. 1,995 middle-aged people and elderly adults. The greater psychological well-being associated with memories of parental style with authority, compared to memories of authoritative parents and families without bonds. Parental style may be associated with resilience, flexibility, and malleability. Leipold and Greve (2009) propose an explicative model in which resilience constitutes a bridge between coping and development within a successful aging perspective. Individuals who adapt to adverse conditions seek support coping processes involving assimilation and accommodating postures influenced by individuals' situational conditions.

Chu and Leasure (2010) Investigate the quality of life in elderly 'Vietnamese immigrant women, samples were 33 old Vietnamese women, the security and resilience are the common themes, Quality of life is related to health, social support, and functionality. Lacruz et al. (2010) Investigate psychosocial somatic and behavioral predictors of successful aging despite adverse experiences. 1079 respondents, part of the Kora Cohort. Description of elite research protocol used to examine resilience and fragility which includes assessment of mental health, resilience, neuroendocrine profiles, related to successful adaptation. Terril and Gulifer (2010) Investigate aging

experiences in women by interviewing Eight Anglo-Australian women living in rural areas, their age was between 65 and 75 years old, Thematic analysis: liberty to choose the activities that women like to do: pragmatic acceptance of aging (resilience): and narratives of growth and stagnation. Hahn et al. (2011) Investigate well-being and use of time between 125 married and 75 widow women. Widow women were resilient during daily life activities. There were differences in overall and daily well-being between married women and widows. There was a small difference with use of time. Phoenix and Smith (2012) analyzed narratives given by the elderly about age-associated decline. 13 individuals aged between 50-73 years that practice weight training. The respondents described aging as “natural not stereotyped about decline and deterioration. Individual differences regarding how much and in what way they resisted decline. Leste et al. (2013) assess physical, cognitive and psychological aspects of self-reported successful 1,006 elderly from the community aged between 50 and 99 years. 30% of the variance in self-reported successful aging related to resilience, depression, physical functioning and age (in this order). Fontes & Neri (2015) mentioned that some international journal said that resilience was classified regulation before stressing experiences, strong resilience and aging and correlates, and resilience measures.

2.3.2 The model of The Resilience

There has been many studies relating to resilience for many years, therefore, there are many finding under the different model of resilience. The researcher summarizes the model of resilience as follows:

2.3.2.1 Flach Model

In the first model for resilience, Flach (1988) commented that he was a first person who used the term, resilience, in 1966 when he wrote an article that was related to the nature of the psychiatric illness and the role of psychotherapy in treatment. Shortly afterward, when he wrote an article on depression, he noted that emotional breakdowns that may happen with depression would possibly not essentially be unlucky. In his career experience, he had initiated his independent thoughts and actions. His resilience had a strong network of own friends including a few close confidants; they had good insights into themselves and others. Describing them as dreamers, he mentioned that they were considerably open-minded and had a sense of humor and a high tolerance for distress. He observed that they had the capacity to frame the individual experiences with meaningful and hope even they must encounter great adversity. Different researchers started to include detectives around all of these attributes as they stabilized the concept of resilience in among persons.

2.3.2.2 Henderson and Milstein Model

The second resilience model, this model was written by Henderson and Milstein (2003) in Resiliency in Schools regarding the need to enhance resilience among both students and educators. They planned curriculum for resilience in education. They referred to the environmental and internal factors. Also, change with demands which coming from businesses and the society play a much more important role and expectation for school. Schools and students are now changing due to a mandate to teach all children, not only those who are interested and have the ability. Many educators face societies and legislators, including those who are not friendly toward public schools and refuse to provide sufficient funding. Internal challenges comprise

the fact that human resources in school are aging. Many educators have remained the same seldom of positions seek chances for growth and change. The school itself poses many challenges of structure from making phone calls to ordering materials. And finally, schools are a primary focus for reform efforts often implemented haphazardly and inconsistently. Henderson and Milstein (2003) planned a resilience model for educators as follow:

- i. Increase linking by improving the relationships between students and staff, students and faculty.
- ii. Set boundaries up. Boundaries must be clear as well as steady. Ensure that rules and policies can be communicated in writing to everyone.
- iii. Develop the chance and improve the scholars' self-worth by providing meaningful staff.
- iv. Provide support and caring. Using evaluation tools to provide normal responses for enabling the executive person, to (or "intending to") sustaining the progress of satisfaction. Provide many reinforcements for performance for those who are excellent and fully dedicated professionals.
- v. Set and communicate to gain high expectations. Help staff to develop vision, mission, and goals and post them prominently.
- vi. Provision of a chance for the meaningful engagement of the members of the staff to contribute their skills and abilities to their work.

2.3.2.3 The Model of Daryl Conner

ODR Ince was established by Conner (Conner Partners is well-known). ODR Ince is the organization was formed to study the change in environment and circumstance, Conner (1992) determined the definition of the resilience as follows: resilience is the

capability to absorb change at a high level while exhibiting minimum dysfunction of behavior. His study led him to frame the model of resilience aspect diversely in seven other components, but along with similar qualities to that of Reivich and Shatte (2002). According to the Conner's study, he stated that "resilient people were positive about life and themselves, flexible in thoughts and a social relationship, focused, organized as well as proactive" (Wang, 2009). In Conner (1992) and ODR (1995) each of these seven characteristics is defined as follows:

- i. Positive towards the world is the positive attitude toward everything in the world optimistic views concerning the world that lead to positively think about everything that is related to themselves. They have an optimistic perspective to see the world and can see through the negative situation for finding the positive component. They always think or suppose that everything must be better. Furthermore, they can constructively perceive everything that surrounds them. They never give up to do anything, because they can find or see their chance even in crisis or adverse experience and always know how to achieve what they desire instead of a negative aspect (ODR, 1995).
- ii. Positive towards yourself is the way to look at themselves positively by being "potential, worthy persons and understand on their own as able to modify events and outcomes." Persons that rate high in this aspect have faith toward themselves have the self-confidence to insight, judge and do everything. It is self-concept that contains self-esteem, self-efficacy or confidence to supply a person to take care of diversity and they can handle everything by using the effective methods (ODR, 1995).
- iii. Focused is the ability to see through the objective and expectation, it can understand and achieve the purpose. Moreover, the person always sees through

how to achieve the purpose of what they have to do significantly because they always know what is not significant in their lives, signify that “the process of assessing contending demands on their interest is greatly simplified.” The ability to find out the important things that positively affect what they have appropriately. They do not use resources or energy to do a useless thing (ODR, 1995).

- iv. The flexible thought is a provision for the persons as well as “the ability to shift the definition of experiences readily and to tolerate uncertainty well.” It is the voluntariness and aptness for looking at the conditions by using the different thought, and opinion to have the discretion by using the various point of views so that they can take the most advantage of what they do. They always have more patience, they can determine, evaluate the different projects they always enhance the strategy to cope with the situation normatively (ODR, 1995).
- v. Flexible Social – having the ability to create strong friendships and adopt what others have and share what they have. This ability makes one know how to give and receive in making the relationship with others. They always have a strong interpersonal relationship with others. However, the strong interaction with the others does not only support the person the different resource to support, sustain and help them while they are experiencing the hardship, but there are many useful resource and information to enable the persons for preparing more strength and efficiency of their desires and goals. Their perceptions are always more accurate with social feedbacks and information that allow them to get the most efficiency for allocating the decision making and every resource (ODR, 1995).

- vi. Organized – those have success to organize or plan what they have to do by having a clear-cut before starting or performing as well as the development of strategy effectively to achieve their goal. They can decrease the adverse effect and can provide the sequences. They can plan and have a vision toward the attainment of an overarching goal (ODR, 1995).
- vii. Proactive people are resilient individuals (who) tend to challenge the world around them, be active rather than reactive approaches to problem-solving. They always have the positive attitude toward their failure that there have more chance to learn and consider what they have to do. Therefore, failure is the lesson for considering everything carefully that is the same as a Thai saying that failure is a lesson or teacher who tries to socialize us to be good people. This ability will cause the person to do everything actively, and not give up their destiny while they are experiencing the hardship, therefore, it is not impossible that the resilient people will withdraw and avoid the stressful-situation because they're well-adjusted. They will consider and make the decision to take a risk and use their capacity to challenge the hardship effectively and efficiently, because they always set up high expectation and standard of what they have to do, leading them to be capable of having a performance at high levels. They can assert themselves on detecting early signs of “potential changes and discrepancies and the facilitation of quick and efficient responses” (ODR, 1995).

2.4 Leadership Styles

This research used the leadership styles Theory to conduct the research. Therefore, the researcher must focus on the theory to clarify the research context. According to past studies of leadership, it has been found that some theory has the limitation of

applications, especially in the framework of the social situation that has changed so dramatically. Therefore, there was the development of new approaches to leadership, that is the transformational Leadership. Transformational leadership is a new approach which leads to a leader with a vision including decentralization and empowerment for the follower so that they have a higher potential and finally become leaders who have ethics or morals and support innovation and changes. Transformational leadership is appropriate in the current situation. Therefore, many scholars were interested in studying and defining the definition as follows:

2.4.1 Transformational Leadership

Transformational leaderships as a process for the leaders and followers to raise the level of motivation and morality each other up (Burns, 1978). Mariner-Tomey (1993) Mariner noted that it is a new concept of leadership that is in some parts, similar to charisma leadership. Charisma leadership theory will explain how leaders are related to the followers, but the concept of transformational leadership will widely overlook the complexity of culture in the organization. Stout-Shaffer and Larrabee (1992) mentions that transformational leaders as leaders who have a vision, know what they want and can tell the direction to achieve the goal. Additionally, they can transfer the idea to provide power to drive an organization for achieving goal or purpose in the future.

Wolf, Boland, and Aukerman (1994) stated that transformational leadership as an interaction resulting from trusting each other, leading to a positive effect on followers and leaders. It generates the purpose that both leaders and followers have unity, wholeness and collective purpose. Marquis and Huston (2000) discuss transformational leadership that is the interaction between leaders and followers from

trust in which the leader and follower have the same goal, stability and is consistent with the aims of the group. According to the meaning, as mentioned above, the researcher can conclude that. Transformational leadership means the interaction process between a leader and follower that trust each other. The leaders will seek and raise the follower's need to get higher, and also convince and motivate the follower to commit to their work to achieve a mutual goal.

2.4.2 Background of Theory of The Transformational leadership

Burns (1978) has originated the concept of transformational leadership by using the descriptive study in political leadership because he thought that the theory of leadership did not describe leadership. The essence of leadership is not consistent with the leadership in an early stage. According to Burns concert of leadership (1978), he stated transformational leadership was the interaction of individuals with different aspects of power, the level of motivation and skills to achieve a common goal. Furthermore, he proposed that there were 2 optimal styles in the current situation as follow: transactional leadership and transformational leadership.

- i. Transactional leadership is a form of interaction between leaders and followers of exchange by mutual benefit exchange and can respond to the satisfaction of both leaders and followers. This exchange may be an economic, political or psychological exchange. The duration of the exchange and an interaction limit the interaction between the leader and the follower, depending on the purposive goal only. After that, the results of leadership will occur in the short term.
- ii. Transformational leadership is a process that happens when leaders and followers enhance higher motivation and moral to each other. The leader will seek and encourage the followers to recognize the need to reach the noble

ideals namely values ethics, justice, equality, freedom, peace, and mankind. That indicates the relationship between leaders and followers that those have the Collective purpose. The assessment of the transformational leadership's success is the success in changing society as they need, which can respond the needs and motivations of both leaders and followers including the positive result of changes, that is the well-being of the leader and the follower. It is consistent with both of leaders and followers' the values. (Burns, 1978) Bass (1985) has proposed the result of his research that expand the Transformational Leadership Theory and Transactional Leadership of Burns (1978) Bass has used the theory of motivation to explain more his concept by proposing two styles of leadership, transformational leadership, and transactional leadership that is dynamic and continuum. Transformational leadership was derived from the transactional leadership. The leader will use the transformational leadership is to develop the followers' need that is continual from the transactional leadership. Bass (1985) has commented that Effective leaders must comprise of transactional leadership coupled with the transformational leadership.

2.4.3 The Difference between Transactional and Transformational leadership.

However, there is some question how to use both of them that which one the leader should be specified as or should be utilized rather than another one. Bass stated that it depends on the situation. In some circumstances, the leader should use transformational rather than transactional leadership, but another situation will be different On the other hand, Burns (1978) pointed out the transformational leadership was differentiated from transactional leadership according to those detail as follow:

2.4.3.1 Transactional Leadership.

Transactional leadership as an interaction model between leaders and followers based on a mutual benefit. Nahavandi (2015) mentioned that academician understanding well knows transactional leadership, it is the form of the leadership that there is an exchange between leaders and followers. The productivity, effective job accomplishment and inspiration is the outcome for resource and rewards that the follower use for interacting with the leader. The relationship depends on the interest that is exchanged between leaders and followers (Nahavandi, 2015). The typical procedure generates this style of leadership that shows it is in essence managerial in performance and nature when it guides the inside health of the business to function (Odumeru & Ogbonna, 2013; McCleskey, 2014 Nahavandi, 2015). Accordingly, transactional leadership is comprised of two factors as follow: 1 contingent reward which provides followers rewards for effort and recognizes good performance. (Nahavandi, 2015; Johnson, 2012; Breevaart, Bakker, Hetland, Demerouti, Olsen, & Espevik, 2014; Odumeru & Ogbonna, 2013; Hackman, Michael, Johnson, & Craig, 2009; Largemouth bass & Steidlmeier, 2004). According to the Behavioral approach, the transactional leader has knowledge relating reinforcement and seem to believe that reinforcement will cause the desired behavior/performance including goal achievement. On the other hand, discourage will cause inappropriate behavior. Therefore the leaders use the reward for achieving the goal (Nahavandi, 2015). Helps assist a different kind of independence where followers are successfully aiming to achieve goals because of interest that is in the form of bonus or rewards (Odumeru & Ogbonna, 2013; Breevaart et al., 2014)

2. management-by-exception which maintains the status quo intervenes when the subordinate does not reach the level of acceptable performance and initiates a

corrective action to improve the performance. Leaders only present with supporters during an intervention to solve the problem or mistakes (Nahavandi, 2015; Breevaart et al., 2014; Bass & Steidlmeier, 2004). The discipline and punishment are used for the responsive action because this style will either be effective or passive. However, there are no positive qualities fastened (Nahavandi, 2015; Odumeru & Ogbonna, 2013; Breevaart et al., 2014; Bass & Steidlmeier, 2004). It generates the place for followers to plan what they must do according to the rule and discipline, but they must be conscious of doing everything to avoid the trouble or any (Nahavandi, 2015; Breevaart et al., 2014; Largemouth Bass & Steidlmeier, 2004). This leadership may negatively affect the follower's outcome in working including their satisfaction (Nahavandi, 2015).

2.4.3.2 Transformational Leadership.

Transformational leadership suggests within its name that it intends to change or transform the existing or previous society (Givens, 2008; Odumeru & Ogbonna, 2013; Keeley, 2004). This leadership will encourage the followers to have more needs in compliance and satisfaction than as there are by enhancing needs according to Maslow's hierarchy of needs. Then Transformational leadership is a design asserted on a reciprocatory partnership in between leader and also follower that uses inspiration as well as motivation as drivers to completing objectives (Givens, 2008; Johnson, 2012; McCleskey, 2014; Keeley, 2004). That result to the leader will motivate the follower to realize needs and recognize the importance and value of purpose and method to achieve the goal. The leader will make colleague dedicating to the team and organization rather than a consideration of self-benefit because Transformational leadership begins with the leader and also brings in followers via shared collectivism as opposed to uniqueness (Givens, 2008; McCleskey, 2014; Keeley, 2004).

The mutual partnership in between leader and also follower is a joint as well as common emotional bond where followers materialize of the leader's design as well as look for to implement the vision (Nahavandi, 2015). Transformational leadership defines a relationship-oriented design that draws in followers as a result of its comprehensive nature in finding everyone's inherent motivation and also capacity to add to the objective (Breevaart et al., 2014; Keeley, 2004). The social change calls for followers to support his/her dedication within the company's decided upon common objective (Givens, 2008).

Transformational leadership talks to a team as opposed to an individual (Breevaart et al., 2014). Transformational leadership values the assistance of its followers and also pays attention to protect against prospective tension as well as exhaustion (Breevaart et al., 2014). The leader inspires followers to surpass their very own assumption via achieving objectives that were not thought as feasible before the development of the bond (Nahavandi, 2015; Givens, 2008). The bond acts as the driver for motivation because the foundation of the relationship is built on commitment as well as count on making use of each other as sources to achieve objectives (Nahavandi, 2015). The leader and also follower have a distinct connection that differs another bond to name a few dyads because it is unique as well as personal to that follower (Nahavandi, 2015). Followers and also leaders' partnerships could expand with as well as from each various other while accomplishing cumulative and also individual efficiency (Givens, 2008).

Commitment, as well as regard, go to the core of the leader/follower partnership as they are the owning pressure for starting adjustment in the stage where resistance exists (Nahavandi, 2015). Followers discover inspiration with the vision as well as sign up with the leader in being bound with each other via commitment as well as trust

fund (Nahavandi, 2015). The partnership in between the leader which follower gives the emotional support that the follower has to raise his/her efficiency degree (Nahavandi, 2015). This bond motivates and also advertises empowerment that mentally sustains followers to seek a high level of effectiveness and also has a favorable influence on team performance (Nahavandi, 2015).

Transformational leadership is purposefully based on followers' capability to work out liberty or self-empowerment within a specified framework to develop deepness in partnerships (Givens, 2008). Followers do not always need to give up any individual objectives since leaders advertise self-empowerment as well as welcome development and also flexibility (Givens, 2008). Personal objectives can be obtained, yet as a byproduct of the dedication to the company (Givens, 2008). Also, followers comprehend they require each other to accomplish the business's objectives and also construct a relationship with each other as a way to performing the job (Givens, 2008). Dedication from followers implies an understanding that followers have specified functions that are set within the joint function (Givens, 2008).

Therefore, the followers' trust, admire, are loyalty, respect and have faith in the leader leading to motivate them to do anything rather than initially expected. Transformational leadership can penetrate throughout a company's society (Givens, 2008). The possibility in this design of leadership is a two-fold impact on the follower's personal life and also business objectives (Givens, 2008). Also, the leader should have the ability to advertise and also raise business opportunities with his/her vision and also power (Givens, 2008). It starts with ideas, goals, as well as objectives that detail as well as create usual core worth as well as shared function (Givens, 2008). The leader as well as follower rely upon each other's worth as commonalities to boost the most

efficient top qualities from each other that are basic to business and also a personal success (Givens, 2008).

Transformational leadership needs the core proficiencies "charisma and also inspiration, intellectual stimulation, as well as individual consideration" to direct the company with a significant social adjustment (Nahavandi, 2015, p. 189). Charisma and also inspiration are allure techniques to followers that specify significance in the job and also galvanize followers to focus on the vision (Johnson, 2012; Breevaart et al., 2014; Dionne, Yammarino, Atwater, & Spangler, 2004; Givens, 2008; Bass & Steidlmeier, 2004). Intellectual stimulation is asserted on "the leader's capability to encourage followers to address troubles by testing them intellectually as well as helping them to introduce as well as create innovative options" (Nahavandi, 2015, p. 190). Intellectual stimulation is useful both followers and leaders to analyze the core worth and discover brand-new definition in looking for ingenious techniques to respond to difficult problems (Nahavandi, 2015; Johnson, 2012; McCleskey, 2014; Breevaart et al., 2014; Dionne et al., 2004; Keeley, 2004; Bass & Steidlmeier, 2004). Individual consideration is the affection of the bond and also a connection between the leader which follower (Nahavandi, 2015). The leader sustains follower growth as well as has a special relationship with each follower since the leader has taken the needed time to create a bond resolving demands, issues, and also capacities with each follower (Johnson, 2012; Breevaart et al., 2014; Dionne et al., 2004).

Transformational leadership and also team efficiency share a logical connection. However, there is no precise synopsis of actions to guarantee the leadership design is made use of or end results are gotten to (Dionne et al., 2004). Synergy calls for greater than merely a couple of aspects as well as abilities - and also those have the capability to affect efficiency (Dionne et al., 2004). Team efficiency is explained "as a

generalized structure that consists of inputs (i.e. sources), procedures (i.e. cumulative initiative) and also end results (i.e. details efficiency indications)" (Dionne et al., 2004, p. 179). Team efficiency shows the worth put on partnership monitoring that includes the chance that "interaction, dispute administration as well as communication" exist within the job (Dionne et al., 2004, p. 179).

Interaction is a procedure that consists of obtaining and also paying attention responses (Dionne et al., 2004). It welcomes visibility and also ideas that are necessary for everyday jobs, tasks, and also objectives (Dionne et al., 2004). Dispute administration explains a difference in between 2 or even more individuals that disturbs assumed procedures or decision-making capability (Dionne et al., 2004). A dispute is not regularly destructive as it relates to team efficiency because it is influential in nature to welcome various designs of creative thinking towards resolution (Dionne et al., 2004). The dispute could generate favorable actions consisting of partnership and also competitors towards finishing a job. That impacts efficiency as well as contentment (Dionne et al., 2004). Nevertheless, the consequences of the unsettled dispute could hold enduring stress that adversely affects team efficiency (Dionne et al., 2004). Communication is called an inspirational device that consists of efficiency, participant and also fulfillment communications (Dionne et al., 2004).

2.4.4 The Component of the Transformational Leadership

Bass (1985) has analyzed the components of transformational leadership. He found that there are 3 elements which comprise of intellectual stimulation, individual consideration, and idealized influence. Because earlier transformational leadership model referred to as charisma, Additionally, the leader who uses the transformational approach, will support his followers to recommend or see through a new trick and

unique strategy to challenge the status quo and to alter the environment to encourage being successful.

Subsequently, Bass and Avolio (1994) and Bass (1998) develop his old model of leadership which was proposed in 1985s, to become The Model of the Full Range of Leader. This model consists of three styles of leadership, namely: Transactional leadership, transformational leadership and Laissez-fair leadership, however, the style of leadership has received attention and has been studied extensively is transformational leadership which has the details as follows:

Transformational leadership is the process which the leaders have an influence on the followers by changing the followers' efforts rather than initially expected and develop the follower's capabilities and potential to performance. Additionally, the leader will stimulate the follower to be aware of the mission and vision of the team and organization and motivate the follower, so that they consider the interests of the group or organization rather than self-interest. However Bass (1985) proposed that leadership can display both transformational and transactional leadership at the same time. It depends on the situation and the nature of followers.

Now after three decades of research on Transformational leadership and transactional leadership, there are a large number of meta-analyses have shown both styles of leadership can positively and widely predict how the performance outcomes are and also confidently predict organizational, group and individual level variables (Bass and Bass, 2008). The full range of leadership propose four elements of transformational leadership as follow:

2.4.4.1 Idealized Influence.

Idealized influence/ Charisma means that the leader must act as a role model for high ethical behavior for the followers so that they will respect, trust, have faith in what they do that is good and right. Furthermore, the followers will have morals and be willing to follow the leader. The leaders avoid using the power for self-interest, but they will do anything to sacrifice themselves for the benefit of others and groups accompany to take responsibility for risk with the followers.

2.4.4.2 Inspirational Motivation.

Inspirational motivation means leaders motivate and inspire the follower with high standards so that they recognize the value and challenges of their task and try using their competence for performing their work to gain high standard overcome. Additionally, the leader can also stimulate team spirit, enthusiasm, and positive thinking. Additionally, the leader also encourages team spirit, enthusiasm, and positive thinking. Leadership will make the follower touch the beautiful imagery of future by having the optimism, clearly communicated goals set in the future, and provide the meaning of the task in hand. Followers must have a powerful sense of objective. If the purpose and meaning are leading the potential that can stimulate a group progress. The visionary features of leadership are provided by communication skills that create the vision comprehensible, accurate, useful and involving. The followers are willing to have much more endeavor on their tasks, those are promoted and optimistic regarding the future and firmly trust in their capabilities.

2.4.4.3 Individualized Consideration.

This component means that leaders need to consider the individual needs and differences. They develop their followers and colleague's potential by considering the

individuals, giving the followers a chance to learn a new thing and building up the atmosphere to support 2-way communication, using management by walking around to overlook the person as a whole rather than they just are employees, putting themselves in someone else's shoes. The leader also assigns the value task to develop the followers' potential and monitoring their performance. When you want to know the direction or support for performing their work, the leader can consult and direct them so that they can achieve the goal.

2.4.4.4 Intellectual Stimulation.

The intellectual stimulation means the leader stimulates the followers to recognize the problem and seek new approaches to find the solutions. The purpose is to look for a new summarization that is better, promote creative thinking and also reframe it to understand the problem and the old situation by using the new approach. Additionally, the leader does not criticize the mistakes of the individual in public or criticize the follower's opinion that is different from their own.

2.4.5 The Component of the Transactional Leadership

The transactional leadership is the process that the leader gives the followers reward or punishment, the leader will use the exchange to reinforce, depending on the situation and motivate the followers to perform according to the leaders' expectations. This style helps them to achieve the goal and also be aware of the value of the determined result Leaders need to be aware of the follower's needs and link the needed reward and the achievement of goals. The leader will set the role and assumption so that the follower can achieve their goal. Transactional leader comprises 2 component as follow:

2.4.5.1 Contingency Reward.

Leaders motivate the followers performing in following the leaders' need by rewarding which may be in the form of praise or announce their excellent performance in an organization such as a top employee of a month, a year and so on, or increasing salary or bonus when they can achieve the expected goals. That is comparable with contingent positive reinforcement.

2.4.5.2 Management by Exception.

This component is an exchange for fixing or punishing (which is a negative feedback) or contingent aversive reinforcement by using emotion at least. This situation will occur when the follower makes mistakes in performing their task or are lower than the determined standard. There is the lightest negative feedback until the most severe negative feedback by blaming, warning, reducing salary and dismissing the followers who make a mistake (Bass, 1985) it can be divided into two following types: Active management by exception and Passive management by exception.

- i. Active management by exception. Leaders will closely follow up the assignment so that there is no error or mistake deviation from the standard if it is essential that the leader will punish the follower whenever they make a mistake. Bass (1998) states that this style of leadership may be used effectively in the situation which security is of greatest importance.
- ii. Passive management by exception. The leader does not interfere with the follower's performance until they find that the result of performance is lower than standard or a mistake happens. Avolio, Hackett, and Allen (1995) studied and evaluated the concept of transactional leadership and transformational leadership of Bass (1985). The purposes of the study were to analyze the

confirmatory factor of the Multifactor Leadership Questionnaire- (MLQ-1) and examine the relationship between the factors of the MLQ-1 with a set of dependent variables such as job performance and satisfaction on the leader. The study looked at the intention to resign from the profession of nurse, and the result revealed that five factors of leadership scale of Bass (1985), including intellectual stimulation, individual consideration, idealized influence, contingent reward and management by exception, are fit to assess the leadership. However, there are 2 factors of leadership namely two-factor Active Passive is attractive and reliable and Active Leadership comprise of 3 elements of transformational leadership namely intellectual stimulation, individual consideration, and idealized influence. However, the contingency reward as a part of passive leadership which is a leader that will use the management by exception. This model is attractive and reliable because there is a high relationship between the element of transformational leadership and contingency reward (Avolio, et al., 1995) as well as Bass (1998) states that there is the relationship between all elements of the transformational leadership and contingency rewards. That is consistent with Waldman, et al.(1987) 's study which found that there was a positive relationship between transformational leadership and contingency with the Series of performance appraisal outcomes while there was a negative relationship with the management by exception . As well as Avolio et.al (1998 cited in Avolio et al., 1995) found that transformational leadership and contingency rewards were significantly associated with the financial performance in competition management according to a significant event. In contrast, the management by exception is not related to financial results. Barling et al. (2000) conducted the

detailed research on transformational leadership and emotional intelligence among the executive of business organization by obtaining four elements of transformational leadership which comprise of Individualized Consideration, Intellectual Stimulation, Inspirational Motivation and Idealized Influence. These are combined with the contingency reward. However, the contingency award is Task oriented, the common factor of contingency prizes and transformational leadership as the positive behavior and also discretionary. Additionally, according to factor analysis and the result of the study reveal that the element of contingency reward as one element of transformational leadership (Avolio et al., 1995; Carless, et al., 1998 cited in Barling et al., 2000).

2.4.6 Final Elements of Transformational Leadership

Bass (1985) analyzes the components of transformational leadership as the first time he found that there were 3 elements as follows: intellectual stimulation, individual consideration, idealized influence and Bass stated that Inspirational Motivation was sub-element of idealized influence

Bass and Avolio (1994) and Bass (1998) has proposed that there was another element of the transformational leadership that has ever been a sub-element of idealized influence, and it was separated from idealized influence as the fourth elements of transformational leadership that are Inspirational Motivation. Finally, there are 4 elements of Transformational leadership which comprise of Individualized Consideration, Intellectual Stimulation, Inspirational Motivation and Idealized Influence, because there was some finding that indicated Inspirational Motivation and Idealized Influence are different that follower will specify that the leader as the

charismatic individual and would likely imitate the leader. Inspirational Motivation will stimulate the followers and recognizes the value and the challenge.

The leaders have some characteristic that is high (Bass, 1998) Rodthanom (1999) studied the transformational leadership of the Director of Nursing college by classifying into five components follow as creating a vision, vision socialization and instill values. Building the excellence recognizes the primacy of the individual. Intellectual stimulation and inspire motivation. Barling, et al.(2000) studied Transformational leadership in the executive of the business organization by using the concept of the Bass (1985, 1998), divided into five elements which comprise of idealized influence, inspirational motivation, individualized consideration, intellectual stimulation and contingency reward which have detail as follow:

2.4.6.1 Idealized Influence

Idealized influence means the leaders behave themselves as a role model that makes the followers trust, respect and try to imitate the behavior of leaders and believe that the leaders are doing the right thing in following morals or ethics. They will accompany with the leader to take responsibility for risk. Moreover, the leaders will avoid using power for their interest, but they will devote themselves to a group or the others' interest. Idealized influence is the special personal characteristic that uses power to change toward the followers profoundly that causes the followers have respect, obedience, and faith to the leader and they always dedicate themselves for performing on their task achieving goals.

Characteristics of a charismatic leader will have self - confidence and self-esteem (Bass, 1985) then it is a major component of transformational leadership. Why charismatic leaders have those psychological aspects, referring to Bandura's the theory

of social learning (1977 cited in Marriner -Tomey, 1993, p. 114) Bandura (1977) stated that the social learning process forms a personal behavior. Individuals will observe the behavior of others and generate an idea how to activate the new action, and the idea will become the guideline in performing later. As well as the process of social learning within organizations according to the observation process, the follower will observe the leaders' behavior of the leaders by the leaders' influence and their experience the follower tend to imitate the behavior of leaders. The followers are more likely to imitate (Weiss, 1977 cited in Marriner-Tomey, 1993), the behavior of the leader's that can determine the followers' behavior. Therefore, idealized influence can enhance the followers' better performance on their task (Marriner-Tomey, 1993). However, although Idealized Influence is the essential component of transformational leadership, idealized Influence is not enough to cause the process of change, because Charismatic leadership will not systemically affect the followers' behavioral change. On the other hand they may perceive the leaders' reputation, be admired and imitate the leader's behavior or appearance of individual conduct, but they will not be motivated to change their self-benefits. While the transformational leaders will seek ways to enhance empowerment and raise their needs, the charismatic leader will find your weakness and dependency of the followers and gradually increase the followers' loyalty to them rather than commitment building (Bass, 1985).

2.4.6.2 Inspirational Motivation

Inspirational motivation is that leaders can motivate and create the inspiration for followers that will be enthusiastic and dedicate their efforts to achieving goals of performance by making them aware of the values and challenges of the task. Furthermore, the leader encourages to build up the team spirit among the followers.

Causes them to touch the beautiful imagery in the future and can communicate dream and vision that make the followers can perceive both leader and follower have the commitment to their goals. Therefore, the leader can create the inspiration for the follower by action orientation such as the leader stimulate the followers to perform the new task or take responsibility on the challenging task. They give the followers more opportunity to demonstrate their capabilities and responsibilities, encourage to open communication, and also have the confidence-building by building the followers' confidence toward the leader and teamwork. The leader makes them have confidence in their ability leading to increased morale, dedicated more effort in performing their task and also inspiring belief in ideal purpose. So that the people sacrifice their self-interest or perform the dangerous or difficult task, and they must believe that the idea must be right and have enough value to sacrifice (Hay and Thomas, 1967 cited in Bass, 1985, p. 70). Additionally, the usage of Pygmalion effect is the leader is expected to be the good part of the follower and expect the individuals to do better. Subsequently, the individuals who are supposed to do well will try to do well rather than the people who are not supposed to do well leading to the follower to be proud of themselves and have the high expectation of their success. Therefore, they will attempt to use their skills and ability for the success of the organization (Barker, 1992, p. 160). According to these sorts of means, transformational leaders stimulate the followers, so that they will have the imagine and the contribution in the development of alternative and attractive futures (Bass, Avolio, Jung & Berson, 2003).

2.4.6.3 Individualized Consideration

Individualized consideration: the leader considers the individuals' need and difference. Leaders will have guidelines to promote and enhance the followers'

potential by giving them the opportunity to learn new things or new inventions, Building the atmosphere to supported learning, developing two-way communication as well as assigning a value to the responsibility that can improve the followers' ability. Accordingly, the leader can also give the followers consultation or be the mentor for the followers or subordinates that lead to a good relationship between the leaders and followers. Individualized consideration is the key to the relationship between leaders and followers. This relationship can affect the subordinate's satisfaction toward the leaders and the followers' capability in production by emphasizing participative management and also focusing on finding a strategy to respond needs for growth and participation in decisions that affect the followers' performance and occupation (Bass, 1985). Bass (1985) and Bass and Avolio (1994) described the behavior. Referring to Individualized Consideration, that is the focus of developmentally oriented behavior by assessing the potential of the follower including the precedent set for the subordinate follow to achieve the goal organization and assign tasks that help them develop their ability and can respond to their needs. The leader emphasizes Individualized Orientation by promoting a familiar relationship, using two-way communication and giving the needed information. Also, the leader empathizes on the individual difference, seek each followers' motivation in working and give the individual consultation. Moreover, the leader mentors their followers by providing consultation for individuals who have less experience. Those are all the important roles of a leader in applying their knowledge, experience, and position to develop their followers. This will help develop followers to be the future leaders. Individualized Consideration is related to the follower's unique and specific needs for ensuring that they are one part of the transformational process in an organization (Simic, 1998, p. 52). The leader treats the subordinate individually and differently depending by

followers' talents and knowledge (Shin and Zhou, 2003, p. 704) for their intention to reach higher levels of achievement and they can achieve those level (Chekwa, 2009; Stone, Russell & Patterson, 2003). The leader might express some word for saying thanks, giving praise or even distribution a fair workload, consulting their individualized career, mentoring and also the development of their profession. Then, besides transformational leader has an overarching view of the organization and its trajectory, the transformational leader, also has to comprehend those things that motivate followers individually (Simic, 2003, p. 52).

2.4.6.4 Intellectual Stimulation

The leader arouses the follower and changes their awareness of the problem and the strategy to solve it leading to image, belief, and value happening rather than making the changes immediately and generating a concept. Understanding and can the discretion to consider the problems that they have to face the issue and the strategy wisely. Quinn and Hall (1983 cited in Bass, 1985, p.110) have suggested that the method for using Intellectual stimulation is the usage of rationale. The leader focused on the motivation for success and the formal structure of work. The leader's decision making uses a small amount of information, but they will focus on speed, and an effective way in problem-solving as a key regarding the existence of organization leaders will emphasize on the stability, reliability and teamwork building by using easy procedures and believe that intelligence can arise from interaction with the environment. The leader will make decisions by making informational integration and use diverse methods to solve the problem empirically and idealistically. Furthermore, the leaders will ask assumptions and beliefs and support followers to be creative and innovative, approaching old problems in new ways (Barbuto, 2005). They empower

followers by persuading them to propose new and controversial ideas without having to fear punishment or ridicule (Stone, Russell, & Patterson, 2003, p. 3) They impose their ideas judiciously and certainly not at any cost (Simic,2003).

2.4.6.5 Contingency Rewards

It is the method that leader motivate the followers to dedicate their effort to achieve their responsibility, by telling followers the results of their responsibility, the method of performance to achieve a goal and also showing them the reward that they can get after accomplishing their task. This way described how to work and telling the result of the performance will cause the followers to feel that they can achieve their task easily. Then they dedicate their effort while working. The award may be praise such as honoring them as an excellent employee, increasing their salary, or advancing their position.

2.4.6.6 Management-by Exception

Management-by-Exception was explained by Bass (1985) as being when “leaders who primarily or exclusively practice management-by-exception, negative feedback, or contingent aversive reinforcement intervene when something goes wrong. As long as things are going well, things remain status quo. If things start to go wrong, the leader then provides negative feedback and coercion.

2.4.6.7 Laissez-faire Leadership

Yukl (2006) described a version of leadership as laissez-faire which is where the leader shows a passive indifference about the tasks and subordinates. Bolman and Deal (2006) referred to this style of leadership as leading to “aimlessness and confusion” (p.171). Likewise, Beauchamp and Eys (2007) described laissez-faire style as a leader

who delays actions, does not make decisions, and ignores their responsibilities. Avolio and Bass (2004) developed a continuum of leadership behaviors and included Laissez-Faire as the type of leadership behaviors on the less efficient end of the spectrum. Their attempt was to expand the range of leadership styles and assess what was described as exemplary leadership behaviors. Avolio and Bass (2004) considered Laissez-Faire leadership to be at what they deemed to be the ineffective range of their continuum as “The Multifactor Leadership Questionnaire assesses perceptions of leadership behaviors” that represent avoidance of responsibility and action” (p. 4). They viewed Laissez-Faire there being a lack of leadership and attention to details and follow-through of action. In contrast to Laissez-Faire, Avolio and Bass (2004) described desired leadership behaviors which were found to be the most effective. Those leadership behaviors included behaviors that “Generated higher order developed and performance effects, which is called transformational leadership” (p. 4). According to the review literature on transformational leadership in this section, it can be seen that the concepts are similar. However, there is the development of the conceptual model to increase some component into Model. Therefore, the researcher will conduct this research by using the concept of transformational leadership develop by Bass (1985, 1998) and Baring, et al.(2000) because there are clear covered components and are appropriate to the current situation which is changing rapidly.

2.5 The Relationship between The Constructs

How does emotional intelligence have an important role in leadership? There is much research that has been conducted to answer this question because a good leader who has the proper leadership is required in public and private organization. However, most research conducted to study the relationship between emotional intelligence and leadership was studied in business organizations rather than public organizations

resulting in the generation of a significant amount of research related to leadership until there was beta analysis many times. However, it lacks researcher's focus. According to Thai society, a good leader has been required, who will lead Thai society to obtain higher development in every area. There was some interesting research conducted in this decade by measuring emotional intelligence among 100,000 senior executive managers and line employees including 1000 CEOs across industries on six continents. The researchers needed data related to management skills, social awareness, self-management, relationships and self-awareness to produce a cumulative score of EQ on a 100 points scale. Moreover, the research found that the EQ-scores up as the executives climb the ladder, peaking at the level of the manager, falling off thereafter and bottoming out, alarmingly, at the CEO level. (Despite the facts that highest score is different from the lowest one only by seven points. However, there is significantly the statistical difference in a high level) (Bradberry & Greaves, 2005).

2.5.1 The Emotional Intelligence and Leadership

A few decade ago, there was some question that challenged scholars inspiring to find which factors influence individuals' succeed. There were different answers to respond to this question. However, almost all of them said that an intellectual quotient (IQ) is the most important impact on individuals'. In contrast, there is some phenomenon where some high IQ person rarely finds the word "success." Thus, before the millennium came, there was a psychologist who decided to stop the vague question. His name was Goleman (1988), and he has confirmed that emotional intelligence is a personal factor that related to successful relationships, performance in jobs and adjustment. The intellectual quotient is relatively constant, but emotional intelligence quotient is certainly able to be improved, trained, learned and matured. However,

prevention by enhancing or encouraging the development of emotional intelligence is better than repair (University, 2012) After Goleman's research, there was the research into the application of emotional intelligence to develop the leadership and followers both of public and private organization (Yimprasert, 2005). Later there was much research conducted to study how the emotional intelligence is related to the leadership, because of awareness of the importance of leadership and success in an organization. Cooper and Sawaf (1997) revealed the distinction of emotional intelligence could lead to the success in career and organization. According to the basic source of motivation, personal power, information, innovation, effect, and feedback, Emotional Intelligence affects leadership's decision making, communication, trusting relationships, strategic, technical innovations, open honest, loyalty, creativity, innovation, and teamwork. The EI help managers to admit and acknowledge their emotions and others. They can not only express their feelings appropriately but also successfully apply their passion in living and performing. Emotional Intelligence contributes dramatically to achieve in job performance and everyday life.

Moreover, emotional intelligence can differentiate effective leaders from less effective ones. As Goleman (1998) stated that emotional intelligence is presented in a truth of the major factor that influences on the difference between managers who are highly successful and people who are less successful (Goleman, 1998). Therefore, there are some questions to inspire scholar to find the answers: What quantity of emotional intelligence causes the difference between effective leadership and the opposite one? According to the previous question, before discussing how the amount of emotional intelligent impacted difference. Some researchers propose results of research that revealed how human's mood is related to the emotional intelligence (George, 2000; Ciarrochi, Chan, & Caputi, 2000) because the environment in a workplace is affected

by mood, that is significant to investigate this relationship (George, 2000). Earlier discussion, some researcher recommend that the leaders who have the emotional intelligence in high level can encourage creativity among followers. This path to creativity is followed by the entire environment to culture, how the leaders who have the emotional intelligence in high level, have perception and actions in following their emotions. Besides the leaders who have emotional intelligence in high concentrations can manage their stress and frustration. They can be the powerful chiefs to gain better products (Zhou & George, 2003). Moreover, George (2000) states that those are flexible to approach any problem, because they can understand and suddenly control their emotion, interestingly, they can contemplate everything well and use an inventive method for problem-solving excellently.

George (2000) stated the educators have also been interested in how leadership was related to the emotional intelligence and they have demonstrated how the elements of emotional intelligence are related to leadership. For example, Kellett, Humphrey, and Sleeth (2002) mention in their research that the leadership has an empathy as emotional ability dominantly, while Wolff, Pescosolido, and Druskat (2002) also proposed that the leadership has the empathy is a dominant aspect. That trait empowers their intellectual process and skills to precisely understand the team, the member's emotion and their needs.

Additionally, how does one differentiate a good leader from a poor leader? There is some indicator could distinguish the leader, that is the level of EI. The level of EI could be an instrument for finding the answer to this question. This answer can enable the interest to a large number of people both in public and private organizations (Yimprasert, 2005) because those people want to explore how to achieve good understanding to shift the employee's functioning. Many researchers find that answer.

These researchers are influenced by Goleman (1998) because he proposes his idea in his article titled “What Makes a Leader?” Johnson and Johnson's top management team decided some research “would assess the importance of Emotional Intelligence toward the leadership success across the Johnson and Johnson Consumer Companies. Referring to Johnson and Johnson Consumer Company, Cavallo and Brienza (2006) conducted their research by using 358 managers as their randomly chosen sample, and the findings revealed that the result of leaders’ performance was strongly correlated to their emotional competence. The leaders who got high ratings on their performance by their supervisors and subordinates have a social skill, self-awareness, self-management, social skill and social awareness that were higher than other leaders significantly.

The developing system of empirical research that is related to the leadership is primarily focused on examining how the functioning of the senior executive is affected by their emotional intelligence. However, it is not easy to conduct this research, because some problems are not easy to examine how their attitudes are, how to know attitude from behavior at work, and how their outcome of the functioning is. As a result, it was not easy to assess who are the successful leaders or managers (Carmeli, 2003). Furthermore, Goleman, (2001) stated that emotional intelligence positively affected personal success on job performance. Whetten and Cameron (2001) propose their opinion; there is an important aspect that is very important for individuals to believe and have an awareness that the managerial skill must lie on the leadership’s heart. Furthermore, it is necessary to accept that the personal management and EI skills play important roles in developing the needed skills for managing people and emotional intelligence may play a major role in the leaderships’ effectiveness. George, (2000) revealed how each component of EI estimates and expresses emotion.

Furthermore, George, (2000) also reveals how to use emotion for enhancing the decision making and strengthening knowledge that is related to emotional management, can be contributed to the leadership's success.

Gardner did not originate the emotional intelligence, but the concept of the interpersonal and intrapersonal intelligence is the root of emotional intelligence. However, Gardner's concept is a bit different, because interpersonal intelligence is related to know and grasp people's emotion, on the other hand. Intrapersonal intelligence is related to understand our own emotion. Interestingly, emotional intelligence link to social competencies such as social skills and empathy (Goleman, 2001), additionally, there are many researchers have tried developing the instruments, in order to assess EI (Law, Wong, & Song, 2004; Rahim, et al., 2002; Boyatzis & Goleman, 2001; Mayer, Salovey, & Caruso, 2000; Schutte, et al., 1998; Bar-On, 1997; Cooper & Sawaf, 1997; Bernet, 1996). Therefore, Goleman is a true father in the construct of emotional intelligence construct. Gardner (1983, cited in Goleman et al, 2002) revealed that if there is a consideration to compare some significant factor relating every job at all levels, Gardner stated that EQ is more important for job performance than intellectual quotient and technical skills. It is also contributed to the key role of the companies in the highest level. Evidently, emotional intelligence is connected to competence, non-cognitive skill, and abilities that affect managers or leaders for considering how to handle the stress and demand within the environment. Davies, Stankov, & Roberts (1998) summarized some previous research that comprised of 3 studies were theorized by little remaining the emotional intelligence as being unique and psychometric sound. For that reason, questionnaires are instruments that are too closely verified by personality trait, and the most importing are, the instrument for assessing the emotional intelligence have poor reliability. If the

instrument of data collection has a little quality that runs out of validity and reliability, then that will affect the internal validity. How then to believe the result of research? It is the important issue for conducting any study (Kajonsilp B., 1996). However, there was some research that was done by Kruger and Dunning, (1999); Kruger and Dunning (1999); Shipper and Dillard (2000). They confirmed that supervisors who have enough low performance in their managerial skill, when they assessed their administrative skills, overestimate their abilities in comparison with successful supervisors. The result of their research found the result as same as Church (1999), Atwater and Yammarino (1990) and Velson, et.al. (1993), they revealed the same finding that the supervisors who estimated their managerial skills that are lower than their real ability, they could be more successful than supervisors who expected themselves relating their managerial skills that higher than their real ability.

2.5.2 The Relationship between Emotional Intelligence and Transformational Leadership

In the prior section, the researcher separated emotional intelligence and transformational leadership. In this section, both constructs are mixed with each other to consider how the relationship between both constructs is. This part tries to investigate how emotional intelligence relates to transformational leadership. Two separate studies were conducted by Moss, Ritossa, and Ngu (2006) including Wong and Law (2002). These studies tried to link how leadership behaviors linked to emotional intelligence, and when both aspects were mixed with each other, how the outcomes or the performance was. The findings were shown that leaders could motivate and understand subordinates by using desirable emotion, Kerr, Garvin, Heaton, and Boyle (2006) also agreed with both teams of previous researchers, believing that leadership's effectiveness is related to emotional intelligence. The

leader who possesses a high level of emotional intelligence can fully realize their potential for being the effective leader. Additionally, Caruso, Mayer, and Salovey (2002) proposed that leaders who have effectiveness in administration, they have to employ their emotion to build teamwork stimulate their subordinates and colleagues. They must be able to harness their emotions to form a team, motivate others, and effectively create a plan to achieve goals of the team or organization. Rosete and Ciarrochi (2005) also confirmed that emotional intelligence has a relationship with higher leadership effectiveness. Ciarrochi, Chan and Caputi (2000); George (2000) agreed with each other that there are many studies which were conducted to show that the researchers were interested in consideration of the relationship between mood and the emotional intelligence.

There are many research teams studied the relationship between mood and emotional intelligence (Brown, Bryant, & Reilly, 2006; Cartwright & Pappas, 2008; Palmer, Burgess, & Stough, 2001; Rubin, Munz, & Bommer, 2005). All team confirmed that there was a significant relationship between both constructs according to the usage and theory. It widely referred to use the argument. Search making a practical and efficient use of the competence and design of emotional intelligence were mixed. Interesting, Harms and Credé (2010) used meta-analysis for conducting their research to examine the weakness and strength of validity and reliability among researchers related to the relationship of both constructs. Moreover, there were many researchers mentioned that there were some records of interpretation and result that reveal how the potentials of emotional intelligence were related to transformational leadership (Shapiro, 2008; Brown & Moshavi, 2005; Cartwright & Pappas, 2008; Hayashi & Ewert, 2006; Shapiro, 2008). Those strengthen all requirements that are significant toward many studies that are related to both of the constructs.

According to the research team, Leban and Zulauf (2004) used a mixed model of EI, by using the instruments for assessing EI that base on MSCEIT, used Multifactor Leadership Questionnaire (MLQ) to evaluate the leadership within the transformational leadership framework. The result of their study revealed there was the positive relationship between the task performance or the outcome of the original project and the type of manager that based on the framework of transformational leadership in the training of project managers. The managers' result was attributed to emotional intelligence. Barling, Slater, and Kelloway (2000) found that there were differences of individualized consideration, inspirational motivation, constructive transaction and idealized influence by the level of emotional intelligence.

Additionally, there is the other's result to confirm the prior research, Mandell (2003) revealed that there was the relationship between the emotional intelligence and each style of transformational leadership, moreover, they differentiated the emotional intelligence by gender of the managers, and there is a significant difference between male and female. However, Brown, Bryant, and Reilly (2006) found that there was no significant relationship between both constructs in their study, but the result revealed the power of effective transformational leadership could affect the outcome within the organization. Later, there was some finding indicated that there were relationships between some component of transformational leadership (intellectual stimulation, inspirational motivation, idealized influence) and the component of EI (Stress management and adaptability) (Hayashi & Ewert, 2006).

Meredith (2008) conducted the Ph.D. dissertation related to both constructs. This researcher used the BarOn's Emotional Quotient Inventory Test (EQ-i) and The Multifactor Leadership Questionnaire (MLQ Form 5X) that was developed by Avolio and Bass to collect data for answering the research question. The result of this research

found that over half of a variation in transformational leadership behavior was caused by the five components of emotional intelligence as follows: Empathy, self-actualization, optimism, self-actualization, and problem-solving. Jin, et al. (2008) indicated emotional intelligence was positively related to transformational leadership after the degree of the emotions were low that was opposite to when there was a high level of passion.

Kaur (2010) conducted his research related to a mixed method that examined the relationship of BarOn's Emotional intelligence (EQ-i) with leadership style among school leadership experiences of principals. The result was based on the combination between quantitative method, and the participants displayed high levels of awareness in each of the scales of BarOn's EQ-i including subscales. The principals in this research were to adapt their leadership style for fostering relationships with students, teachers, district office personnel, parents, and the community by seeing themselves as servants. Furthermore, situational leadership was used for adapting and managing the constant change and challenge in school climate. Interestingly, they use transformational leadership style to motivate, support and develop their school community. As principals motivate and encourage others, however, there was some finding indicating a lack of mentoring support. Hebert (2011) also found that emotional intelligence was correlated to transformational leadership and effectiveness among school principals. Herbert uses MSCEIT that is utilized in a combination of Mayer, Salovey and Caruso's concepts. Therefore, she used MSCEIT for measuring the construct of EI and used Multi-Factor Leadership Questionnaire (MLQ-5X) for assessing the type of leadership that was based on Bass's transformational leadership. The finding revealed that emotional intelligence was significantly related to the transformational leadership. However, the relationship was not significantly related to

another style of leadership. Non-transformational leadership comprises of contingency rewards and management by exception. The research will propose some study that is directly related to the same construct of this undergoing research, but there is a different event to explore.

Esfahan and Soflu (2011) demonstrated the physical, educational manager's emotional intelligence had a strong relationship with transformational leadership and the personal consideration which is one component of transformational leadership functioned as the most powerful predictive element, and empathy of EI sub-scale was the strongest predictor. Huang, Lim, and Tan (2013) also found the direct and indirect role of emotional intelligence on transformational leadership, according to the indirect role, EI affected transformational leadership via the resilience and the resilience play the mediating role in the relationship of both constructs. Kuma (2014) concluded that emotional intelligence was critical of the transformational leadership, transformational leaders are very active, full of vitality vivacious that stimulate the follower for arousing themselves so that they will have emotion same as leaders, that means Transformational leaders encourage the follower by using their strong passion. That is the consequence of transformational leaders' emotional intelligence. There was some researcher studied the relationship between emotional intelligence and sports manager's transformational leadership, the findings show the significant association between all EI components (Self-awareness, Self-regulation, motivation, empathy and social skill) and transformational leadership and self-awareness had the highest relationship with transformational leadership (Alam, 2014). Ugoani, Amu, and Kalu (2015) confirmed the evidence to strengthen the connection between emotional intelligence and transformation leadership because emotional intelligence had the positive correlation with transformational leadership significantly. Also, Spano-

Szekely, Griffin, Clavelle, and Fitzpatrick (2016) found that emotional intelligence had the significant relationship with transformational leadership positively, on the other hand, emotional intelligence had the considerable relationship with laissez-faire leadership negatively.

Nonetheless, there is an understanding amongst researchers and also leaders who display the connection between the transformational leadership style and their behaviors. The relationship is deemed efficient, enjoyable and effort-evoking, which consequently fosters followers' empowerment, self-esteem, initiative and group unity, collaboration, self-esteem as well as self-confidence. It accurately compared to transactional leadership (Callow et al., 2009; Janssen & Sterrett, 2015). When there was the comparison between transformational intelligence and Transactional leadership, the emotional intelligence is a closer link to transformational leadership than transformational leadership that result to transformational leader focus on relationship-oriented, while transactional leadership focus task oriented (Chareonwongsak, 2014). Therefore, there is worth for understanding each style of leadership as well as the connection it carries Wellness (Stenling & Tafvelin, 2014). Also, there was the suggestive impact that transformational leadership has on followers is with emotional contagion because favorable emotions are known to spread and affect everybody that depends on each scenario (Chan & Mallett, 2011; Stenling & Tafvelin, 2014). The transformational leader starts emotional contamination with a positive outlook, joy, enthusiasm, and also welcome speech (Chan & Mallett, 2011; Stenling & Tafvelin, 2014).

A primary competence of personal attraction (or inspiration) describe the vision with followers to clear-cut the objective as well as welcome followers to have their purpose within the vision. The leader accompanies the followers to determine the purpose of

doing everything (Stenling & Tafvelin, 2014). It also discloses that a leader is trusting in this vision by allowing followers/players to possess their objective and also provide confidence in their capacities (Stenling & Tafvelin, 2014). Also, a leader stimulates the followers' intelligence/thinking so that the followers can participate in working (Callow et al., 2009; Stenling & Tafvelin, 2014).

These tests members to approach a scenario with various methods towards fixing problems (Callow et al., 2009; Stenling & Tafvelin, 2014). Furthermore, when it comes to problem management arising, the competency influences followers to use creatively as well as cutting-edge ways to approach resolution as a way to repair social communication and also focus on the job technique rather than allowing efficiency as well as communication to suffer (Callow et al., 2009). Moreover, a leader makes usage of attention and consideration to connect with followers that their recommendations and also worries are heard (Stenling & Tafvelin, 2014). This leadership permits followers to create rely on the leader that they are understood and also can grow and create way how to work and how to solve the problem because they can reciprocate assistance and also responses (Stenling & Tafvelin, 2014).

The intimacy between leaders as well as followers is strengthened when the head open interaction, demonstrate by using an example, as well as behaves consistently via executing the vision, standards, and also activities that they anticipate followers to reciprocate (Janssen & Sterrett, 2015; Stenling & Tafvelin, 2014). The leader has an impact on the followers' inspirational motivation as they could utilize it for favorable and also unfavorable objectives consisting of training, support, intimidation, objection, and control (Matosic & Cox, 2014; Stenling & Tafvelin, 2014). Followers respond even more favorably to forms of their inspirational motivation that welcome

opportunities for making choices as well as self-regulation (Matosic & Cox, 2014). These changes enable them to feel pleased and reveal effort as well as a determination as compared to controlled motivation which is where leaders act despotic and also develop stress (Matosic & Cox, 2014).

2.5.3 Emotional Intelligence is related to the Resilience

Emotional intelligence and resilience are the essential characteristics for living on earth by having more happiness and less suffering as weak as pride in ourselves and success. There are many studies related to both constructs in following a different model. However, this research will use Baron's Model of emotional intelligence, which uses Emotional Quotient Inventory Test (EQ-i) and Coner's Resilience and includes the Personal Resilience Questionnaire for collecting data. However, the emotional regulation, emotion recognition, and EI have already been discussed in the Framework of resilience, adjustment and coping methods (Ciarrochi, Heaven, & Supavadeeprasit, 2008; Curtis & Cicchetti, 2003; Engelberg & Sjoberg, 2004; Johnson, Gans, Kerr, & LaValle, 2010; Kerr, Johnson, Gans, & Krumrine, 2004; Lee, Olson, Locke, Michelson, & Odes; McDonald & Vrana, 2007; Toews & Yazedjian, 2007; Vaillant & Davis, 2000; Yoo, Matsumoto, & LeRoux, 2006).

There has been a discussion in 2003 within Curtis and Cicchetti's biological framework. They stated that a significant contributor to resilience is the ability to regulate emotion. Davidson (2000) also explained the importance of emotion regulation for resilient functioning. Additionally, he stated that the ability to quickly recover from negative affective states (part of emotion regulation) is critical to resilience. Yoo et al. (2006) examined the effect of emotion recognition and emotional regulation on the international students' adjustment in the USA. Their result revealed

that high emotional regulation was associated with better adjustment. Moreover, they confirmed that the entire emotional recognition was related to better adjustment. However, it is noted that better recognition of negative emotions such as contempt, fear, and sadness was relevant to poorer adjustment significantly.

Kliewer, et al. (2004) revealed that the skills of emotional regulation were a protective factor for children who were growing up in inner city neighborhoods and those who have also been vulnerable to violence. The study was conducted by matching the African American female caregivers and their children together. All of these families lived in high violence areas. Kliewer et al. (2004) investigated the effects of the skill of emotional regulation among children and caregivers, caregiver-child relationship quality and neighborhood cohesion on adjustment in high crime areas. They chose these factors because they were, of course, thought to encourage adaptive coping strategies. The subjects of this study were 9 -13 years old children with their maternal caregivers. Most of the caregivers have been the children's biological mothers.

Richters and Martinez (1993) stated that the children had frequently been the victims and had been the witnesses for 20 various violence including hearing about a violent situation. Kliewer, et al. (2004) stated that adjustment was assessed by measuring both internalizing and externalizing symptoms. Internalizing symptoms were assessed with the Anxiety-Depression subscale of the Child Behavior Checklist (Achenbach, 1991, cited in Kliewer, et al, 2004), the Child Depression Inventory (Kovacs, 1992 cited in Kliewer, et al, 2004) and the Revised Children's Manifest Anxiety Scale (Reynolds & Richmond, 1985, cited in Kliewer, et al, 2004). Kliewer, et al. (2004) stated that the externalizing symptoms were assessed with caregiver report on the aggressive

behavior and Delinquent Behavior subscales from the Child Behavior Checklist (Achenbach, 1991 cited in Talarico, et al., 2013).

Kliewer, et al. (2004) stated that the theorized protective factors were assessed with the Emotion Regulation Checklist (Shields & Cicchetti, 1998 cited in Kliewer, et al., 2004), Child Report of Parent Behavior Inventory (Shaffer, 1965 cited in Kliewer, et al., 2004), and observations of caregiver-child relationships. The finding from Kliewer et al.'s study (2004) revealed the emotional regulation skills of the child. Interestingly, when levels of violence exposure were extremely high, children with good emotion regulation skills had the same level of symptoms of depression and anxiety as those with poor emotion regulation skills. Kliewer et al. (2004) suggested that good coping and emotion regulation are only protective up to a certain point. When the risk factors become so high, the power of protective factors diminishes. It does not speak to the lack of protection offered by protective factors; rather, it points to the powerfully destructive force of risk factors such as exposure to violence. It is important to reduce the risk for individuals, but it may also be helpful to provide people with various coping skills and protective factors. Cumulative protective factors may be able to offer more protection. It is imperative that an attempt is made to identify as many protective processes and factors as possible.

Tugade and Frederick (2004) explored the relationship between resilience and the use of positive emotions, the experience of positive emotion helped resilient individuals recover from negative emotional arousal. The subjects were given the task of preparing a speech in following the given topics. Subjects were also told that this speech would be videotaped. This task was meant to arouse negative emotions. Emotions were assessed via self-report. Also, cardiovascular recordings were taken which included heart rate, blood pressure, and pulse measurements. Resilience was measured by using

the Ego Resilience Scale (Block & Kremin, 1996), which the questionnaire assess trait psychological resilience. The results of this study indicated how the positive emotion aided resilient peoples in the cardiovascular recovery from the negative arousal of emotion. Furthermore, positive emotions appear to assist in emotion regulation, not just at a physiological level. Tugade and Fredrickson (2004) stated the possibility of the other emotional regulation could be found by the positive emotions possibly aid them to find it. Another reported finding was the subjects who have the resilience in high level, the stressful task was estimated as less threatening than anyone who has the resilience in low level. Based on findings, it is hard to conclude whether resilience leads to better emotion regulation or whether emotion regulation leads to resilience. However, it is evident that the experience of positive emotions and the ability to regulate emotional states are both related to resilience.

According to some research related to the effect of EI on social adjustment that was conducted by Engelberg and Sjoberg (2004), a realistic perception of others' mood was associated with successful social adjustment. If an individual is capable of being in tune with the emotional aspects and mood of a social event, that person is probably more likely to act following the prevailing mood of the situation. Engelberg and Sjoberg (2004) concluded that emotion perception is essential for adaptation on a social level. This study more presented the notion that emotion management skills are tied in with social adaptation. Valliant and Davis (2000) reported equivalent results in their examination of midlife resilience in boys with low intelligence. They discovered that EI was accountable for increased adaptive defenses and life satisfaction in individuals with low IQ.

Emotional awareness and processing have also been shown to have positive effects during stressful times. Kerr et al. (2004) hypothesized that during times of stress,

emotional processing plays a key role in coping. The personal capability of emotional management leads the capability for responding adaptively toward a particular situation. Kerr et al. (2004) tested the hypothesis that the difficulty identifying one's emotions is linked to poorer adjustment in college. They found that alexithymia (inability to identify and label emotions) was in fact linked to poor adjustment. Furthermore, the results showed that alexithymia was only the predictor of overall adjustment in the first semester at college, and remained a significant predictor of emotional adjustment throughout the academic year. In other words, Kerr et al. reported that college freshmen who had difficulty in identifying their emotions did, in fact, have a poorer adjustment in their first semester in college. These findings support the notion that emotional awareness is necessary for good adaptation to change. Although alexithymia is a distinct construct from EI, the two are related (Parker, Taylor, & Bagby, 2001). The inability to identify and label emotions is the hallmark of alexithymia and is part of the skills measured in EI. In her study, Clemente (1999) looked at whether emotion regulation skills, levels of alexithymia, and emotional expression facilitated resilient adaptation in inner city college students. She defined resilience as high functioning despite severe adversity. She found that resilient individuals had better ability to differentiate feelings from physical states and were more adept at emotional expression. More resilient students were also more likely to seek emotional support. Based on her results, Clemente concluded that powerful regulatory abilities are critical pathways for a good adaptation.

Another interesting relationship between EI and resilience can be seen from research that was conducted by Ong, Bergeman, Bisconti, and Wallace (2006), their study investigated how positive emotions are related to the psychological resilience and adaptation toward stress. Specifically, they looked at how positive emotions improve

people's ability to cope with stress. The results of their study indicated that resilient people tend to have greater emotional complexity, in that they experience a great variety of both positive and negative emotions, The resilient persons have the tendency to face more positive emotion during stressful times. The element of emotional intelligence is related to people experiencing many positive emotions and fewer negative emotions (Brackett, Lopes, Ivcevic, Mayer, and Salovey, 2004) which were shown to increase adaptation in times of stress (Ong, Bergeman, Bisconti, & Wallace, 2006).

Additionally, there is some interesting evidence that reveals emotional intelligence is positively correlated to resilience, by considering the correlation coefficient that means if the emotional intelligence is increased that leading to the resilience also is increased. That indicates there is a high relationship between 2 constructs. Furthermore, there was some research that was conducted by Kinman and Grant (2011) the emotional intelligence was negatively related to the Psychological Distress. That means if individuals have high emotional intelligence, their psychological distress is low. On the other hand, if their emotional intelligence is low, their Psychological Distress would be higher meaning the psychological distress will exploit their resilience. Trap (2010) studied the association among emotional intelligence, resilience and academic performance in pre-service teachers who studied in education to prepare them to be the professional teachers. It is interesting to examine the relationship among the constructs. The researcher claimed that they must deal with their students and many responsibilities of them, because of the demanding nature on each job. The strengthened pre-service preparation is critical for teachers' success and increases teacher retention in the profession in the future. Then this researcher used cross-sectional study by the survey to examine the relationship between variables that

were organized for study. This research used the Emotional Skills Assessment Process (ESAP) for emotional intelligence, the Resilience Scale for assessing 118 pre-service teachers' resilience and included grade point average and Praxis. The result of research found that there were significant differences in the subject's emotional intelligence scores among three groups. Referring to this difference, the researcher attributed differences to leadership, change orientation, and self-esteem scores. Furthermore, there was a key finding of the current research; the emotional intelligence scores were positively correlated with resilience score. If there is high emotional intelligence, the resilience will be keen to lead the positive outcome such as good performance (Krush, Agnihotri, Trainor, & Krishnakumar, 2012).

However, there is some finding of the recent research to strengthen the role of emotional regulation on resilience. Interestingly, the source of resilience will be different between older and younger people, some result of the investigation discovered that the resilient source depends on the ability of emotional regulation and problem-solving. The younger ones' resilient source depends on social support, how they perceive the general health and their energy level. Those affected the different levels of resilience, and it does not matter how the period is. Moreover, the low level of hopelessness caused both older and younger subjects to have a high resilience. Encountering the mental health problem and physical dysfunction in elevated levels influenced high scores of resilience among seniors. According to the younger people's resilience, the low level of hopelessness will restrain the depression that was related to the regulation of emotion. (Gooding, Hurst, Johnson, & Tarrier, 2012). Schneider, Lyons, and Khazon (2013) mentioned that EI aspects were associated with reduced danger evaluations, more moderate declines in favorable effect, much less unfavourable effect and difficult physiological reactions to stress. Nevertheless,

searching for varied for males and females. This research gives predictive validity that EI helps with stress resilience. Furthermore, some study reveals the discriminant function analysis suggested that class subscription differed as a function of four dimensions of emotional intelligence, with greater ratings forecasting subscription to the durable class. Across the 414 participants, Emotional Self-Awareness, Emotional Expression, Emotional Self-discipline and especially Emotional Self-Management showed up main to EI in the aftermath of multiple unfavorable life events (Schneider, Lyons & Khazon, 2013).

2.5.4 The Relationship between Resilience and Leadership

Currently, there is not too much research about the relationship between resilience and leadership. Furthermore, most of the research on the relationship of both constructs determined that resilience was the independent variable and leadership was the dependent variable that impacted resilience. Isaac (2003) studied the relationship between resilience and leadership practice. This research was conducted by using the model of Kouzes and Posner leadership that is related to the resilience in according to Conner's concept (1993). The Personal Resilience Questionnaire and Leadership Practice Inventories used for the survey included 68 principals and 136 assistant principals in high school, and 340 teachers within 6 schools as samples in Florida. The result of this research revealed that organized, flexible thoughts, positive world and focus were significantly correlated to the leadership practices as follows: the inspiration of shared vision, challenge the process, modeling the way, enabling others to act, and an encouraging high school principals' heart.

Sylvester (2008) collected data by using survey method from 197 participants who were full time and part time professional salesmen in the USA. This research used the

Personal Resilience Questionnaire (Conner, 1993) to measure personal resilience according to Daryl Conner's Model and the Leader Practice Inventory (LPI) comprised of 5 subscales as follows: Modeling, Inspiring, Challenging, Enabling and Encouraging. LPI was labeled as an instrument for measuring Transformational Leadership. The result was that there is no difference between transformational leadership by comparing in following demographic variables. There was a correlation between all components of Conner's Resilience Model with a total score of the leader Practice Inventory and the Focused, Organized, and Proactive positively accompanied to predict the entire transformational leadership. According to this research, 2 issues should be mentioned as the limitations for this research as follow 1) the researcher didn't directly use the right instrument to measure Transformational Leadership. It should have been MLQ, or otherwise developing a tool for measuring all components of Transformation leadership. 2) The data analysis, the researcher examined between all part of Conner's resilience model with Transformational intelligence by using LPI measure the component of LPQ and labeled that is transformational leadership.

Peterson, O., Byron, and Myrowitz (2008) used MLQ short form 5 x which comprises of 20 items for measuring the leadership style. Positive psychological traits were used for measuring three variables in those traits. The result found that the total positive trait (resiliency, hope and optimism) of CEOs was positively related to transformational leadership ratings. Additionally, transformational leadership fully functioned as a mediator of their firms' performance and the psychological traits. Interestingly, leadership was strongly related to the fulfillment of the firm in a start-up than in an established firm. However, 2 issues should be mentioned in this research 1) researcher used the resiliency subscale within Positive Trait Questionnaire for assessing resiliency 2) They examined the relationship of each positive Trait

component with a total score of transformational intelligence, they don't examine each positive trait component with each component of Transformational leadership.

Maulding, Peters, Roberts, Leonard, and Sparkman (2012) used 133 items of Emotional Quotient Inventory (EQ-i) to assess the respondents' EI and the Shores resilience instrument (2004) was used to measure of administrator resilience. Also, the Leader Behavior Description Questionnaire—Form XII (LBDQ) was used for measuring leadership behavior, both quantitative method and qualitative method confirm the relationship among 3 constructs that are related to this study as follows: the factors of leadership success, emotional intelligence, and personal resilience. All of them had a strong correlation to each other.

Bass (1998) stated that the transformational leadership deals on giving rise to changes in a positive direction toward the organizations, Werner and Smith (1992) state that they are ready to cope with hardship, which means they are leaders who possess higher resilience. They could provide the mandatory setback and failure. Interestingly, all people who have resilience in high levels are talented at eliciting positive emotions in intimate with others for exclusively nurturing positive feelings. The leader who has high resilience will be able to inspire and encourage the other. The leader has the way for employing their emotion to stimulate the specific mood or even inspire motivation among their subordinates (Conger & Kanungo, 1998). Consequently, Tugade and Fredrickson (2004) stated that they could stimulate higher inspiration mainly, because they have the tendency to turn the others' moods positive, to increase the subordinates' self-confidence or believe their potential for fully performing through the leader's vision. Also, the leaders who have high resilience also have great self-confidence and can expose the possibilities in order to rebound from setbacks. They could conduct their own followers to carry all of them in high respect. More resilient persons have

already been found to achieve their performance and have much well-being in high levels. According to Hinds (2005), he suggested that in fact, well-being probably provided leaders with the use of “a clear moral compass that would be independent of the situational aspects regarding existing moment’s managerial challenge”. Huang, Lim, & Tan (2013) found that the resilience directly affected the transformational leadership, and resilience function as partial mediator in the relationship between EI and transformational leadership. This finding implies the resilience and transformational leadership can develop through the emotional intelligence, and the emotional intelligence can strengthen the resilience and transformational leadership at the same time.

Maulding, Wanda, et al. (2012) confirmed EI strongly affected the resilience and EI accompanied the resilience to be the predictor of leadership’s success. Also, emotional intelligence directly influences the transformational leadership (Huang, Lim, & Tan, 2013). Interestingly there is some psychologist stated that “Resilience is a fundamental component of emotional intelligence, is necessarily the capacity to recover from any experience that is very stressful” (Albers, 2013).

2.5.5 The Resilience Functioned as Mediator in the Relationship between Emotional Intelligence and Some Psychological Traits Including Leadership

According to the relationship between emotional intelligence and resilience, there were many pieces of evidence to confirm that the emotional intelligence affect the resilience and there were some studies reveal that the resilience plays the role as mediator between the emotional intelligence and some psychological factor including leadership as follows:

According to this point, the emotional intelligence directly affected the physical strain, and some evidence showed that emotional intelligence with physical and psychological health functioning (Tsaousis & Nikolaou, 2005). Also, Montes - Berges & Augusto (2007) found that resilience was a mediator of the relationship between emotional intelligence and life satisfaction, same as Bahram (2007) confirm that resilience as a mediator of the relationship between EI and life satisfaction. Moreover, the resilience did not only partially mediated by emotional intelligence or any factor relating emotion, and resilience fully functioned as a mediator of the negative association between emotional intelligence and psychological distress (Kinman & Grant, 2011)

Liu, Wang and Lü (2013) found that resilience partially functioned as the mediator between trait emotional intelligence and life satisfaction. Furthermore, Huang, Lim, & Tan (2013) concluded that the resilience functioned as the partial mediator of the relationship between emotional intelligence and transformational leadership, but no the evidence revealed the mediator role of resilience in the relationship between emotional intelligence and another style of leadership. Maidaniuc-chirila (2015) found that the resilience had the role as the mediator in the relationship between workplace bullying and physical strain in that the direct relationship between workplace bullying, that study revealed that if the resilience functioned as the mediator, the physical strain was decreased. The resilience functioned as a partial mediator in the relationship between students' emotional intelligence and psychological well-being (Akbari & Khormaiee, 2015). Interestingly, Supaphonsak & Chaisakon (2016) found that resilience play as mediator role in the relationship between emotional intelligence and social adjustment. That mean resilience could play itself as a mediator in the connection of emotional intelligence and health functioning.

Conclusion: According to the literature review, there is much evidence that reveals the positive relationship between emotional intelligence and resilience, the connection between 2 constructs is very strong. The emotional intelligence is the predictor of the resilience in every study. If there was any study relating the relationship between emotional intelligence, resilience and other psychological variables such as psychological well-being, life satisfaction, stress including leadership success, transformational leadership. Both emotional intelligence joined the resilience to predict those variables and resilience functioned as partial mediator. There is no any evidence reveal that resistance fully mediates the relationship between emotional intelligence and another variable both psychological and managerial setting.

2.5.6 The Relationship between Student Activities and Emotional Intelligence

This research used BarOn's Model of intelligence to be fundamental in theory for conducting this research. According to BarOn's Model's emotional intelligence. (Bar-On, 2000) Emotional intelligence has 15 subcomponents within 5 principal components. Therefore the researcher describes the relationship between student activities and emotional intelligence in the following paragraph that indicates how student activities have a relationship with emotional intelligence.

Goleman (1998) confirmed the truth that is related to the emotional intelligence. It is a significant factor that is related to successful job performance, individual adjustment and relationship. The intellectual quotient is relatively constant, but emotional intelligence can learn depending on experience in many aspects to develop EI. Likewise, Baron (2006) accepted Goleman's agreement through 4 empirical studies to propose that The Bar-On model is teachable and learnable because there were results of some research to strengthen the agreement (McCown, 1998; Sjölund & Gustafsson,

2001). Therefore, BarOn (2006) proposed his idea that his model of EI significantly influences different aspects of human performance leading to different outcomes that depend on how strong an individual's emotional intelligence is. Interestingly, it is logical to state that it can be developed to improve performance and outcome as well as self-actualization and subjective well-being. Subsequently, the agent of socialization processes must take responsibility in developing individuals' emotional intelligence as well as student activities. Then, extracurricular activities are one mission of student affairs in every university which play more important roles in developing various desired characteristic. Therefore this part will discuss how student activities develop the emotional intelligence according to the related theory and research.

The literature review during 2000-2010, there is little research related to study emotional intelligence in the context of student activities. However, Rubin, Bommer, and Baldwin (2001) conducted research related to extracurricular activity to examine the relationship with interpersonal skill. They did this research by using six hundred eighteen business students in college as their subjects and examined the relationship between participation in student activities with four interpersonal skills examined. The instruments are used to obtain data to answer the research question, and they use interpersonal checklists to measure interpersonal skills which comprised of 4 interpersonal skill dimensions (oral communication, decision-making, teamwork, and initiative). They also use the index of student activities that was acquired by calculating the role in participating student activities that indicated how much they must take responsibility to involve the student activities. The result displayed the significant relationships between student activities and interpersonal skills among member of clubs and organizations. The result indicated that the student activities

could develop those skills because they must engage with friends in participating in activities. They can learn how to communicate for discussing with a friend in teamwork. They must be independent for initiatives and so on. Unfortunately, the interpersonal skills in the research (Rubin, et.al, 2001), is not an interpersonal component of BarOn's Model of EI. That comprises of empathy, social responsibility, and interpersonal relationship, then Rubin, et al. (2001)'s interpersonal skill has a different meaning from interpersonal in BarOn's construct of EI.

Finally, Scheusner, H (2002) conducted research related to Emotional intelligence level among student leaders and members type of organization consisting of governing, service and special interest. The researcher used BarOn's Model of emotional intelligence as the fundamental theory for conducting the research. Therefore, 133 items of EQ-i was used for assessing students' emotional intelligence. There was a comparison of each primary scale in EQ-i between leader and member. The result found that the student leaders possessed the overall score of EQ-i and the overall score of each main scale which consist interpersonal, intrapersonal, stress management, adaptability and general mood. There was a significant difference of intrapersonal, adaptability, but no significant difference in interpersonal, stress management and general mood. However, when there was a consideration of the difference among student organization types that consist of governing, service and special interest, there was only intrapersonal that was different among organizations. The students who worked in an administrative organization possessed the greatest overall score of EQ-i. The result showed that the researcher used the overall score of each scale for describing student's EQ-i, but the overall score of each subscale was not examined. Therefore, the result of research indicated that there was a difference of intrapersonal between leader and member, of the type of organization. Subsequently,

the results of research cannot identify what subcomponent of each scale was possessed by the students. The particular subscale of intrapersonal contains assertiveness, independence, self-emotional awareness, and self-regards which maybe one or overall of the intrapersonal student leader possessed it. Then maybe the researcher could contribute to extracurricular activities so that they can improve intrapersonal. However, there was some previous research conducted before Schuster's research. Scheurer linked his research with the previous research which studied how emotional intelligence link to the social competence. All social competencies were examined by Chemiss (1998) including self-confidence and interpersonal relationship. The finding revealed that both of them have emerged in leader's emotional intelligence. Social competence also improved an individual's performance (Finley et al., 2000; Gore, 2000).

As the research consider the Baron's Model, some social competencies also included in Baron Model, such as self-confidence, interpersonal relationship, self-esteem, self-regulation, adjustment, happiness and so on. Maybe the researcher can say there are overlaps between emotional intelligence and social competence or even resilience. However, the current research will not focus on the overlaps between the 3 constructs. When there is little research directly related to studying emotional intelligence in the extracurricular activity context, the researcher should focus on what some social competence has as the equivalent of the emotional intelligence was studied in student activities context,

Subsequently, Chia (2005) conducted his study related to work and interview. He found that the emotional intelligence accompanied with student activities and other variables predicted the number of initial job interviews, the number of subsequent job interviews, and the number of final job offers (Chia, 2005). Unfortunately, there was

no examination of the connection between the number of student activities and emotional intelligence. However, Chia (2005) proposed the advantage of student activities by connecting with EI. However, even he did not examine the connection between 2 constructs when some researchers or educator needed to link between student activities with emotional intelligence on their research or article, and they must refer to Chia (2005)'s result of his research as evidence to actively support what they mention the relation of 2 constructs. Chia proposes as his interesting idea that many employees consider the EI, so-called "soft-skills" of candidates as present at every level of the recruiting process. Candidates were initially screened and selected in the first step of job interviews by using the information in their letter and CV, the level of participation in students' extracurricular activities is meaningful and significant to imply his/her level of emotional intelligence. If the candidate made it through this initial step of interviews, it became apparent that what was important in next step which was not the level of participation in extracurricular activities but the experience which candidates gained from them. Here the emotional intelligence was held to be a proxy variable for the benefits of involvement in extracurricular activities. The number of final job offers. It does not depend on the involvement of extracurricular activity directly (Chia, 2005), but also indirectly due to the extracurricular activities developing the student's emotional intelligence that determined the number of subsequent job interviews that the candidate received and also some final job offers (Chia, 2005). However, there was no examination of the relationship between participation in student curricular activities with emotional intelligence.

As the researcher considered Baron's Model, some social competencies also included in Baron Model are self-confidence, interpersonal relationship, self-esteem, self-regulation, adjustment, happiness and so on. Maybe the researcher can say there are

overlaps between emotional intelligence and social competence. However, the current research will not focus the overlaps between 2 constructs. When there are few studies directly studying emotional intelligence on the extracurricular activity context, the researcher should focus on social competence as the equivalent of emotional intelligence was examined in student activities context.

Suppakitiporn, Kanchanatawan, and Tangwongchai (2006) study Emotional intelligence of third-year medical students. They just wanted to identify the level of emotional intelligence among third-year medical students. The emotional intelligence scale was developed to assess Thai people's emotional intelligence comprising of three main scales and 11 subscales namely (a) Virtue (impulse control, empathy and responsibility). (2) Competence (Motivation, Goal Setting, Decision making, Interpersonal Relationship). (3) Happiness (Self-regard, Self-actualization, tranquility). The test consists of 52 items to assess students. This research uses some variables to examine emotional intelligence, for example, GPA, the participation of some student activities in the faculty of medicine, hobbies and genuine need for being a doctor. The result of the research was found that medical students have a normal EQ-i for Thai people. The key finding related to current research was there was a difference of emotional intelligence between the medical student who participated the activities in faculty and who do not. The student who took part in the activities and gains score of every aspect of EI's structure was higher than those who had not participated in student activities. That means the student activities can improve student's emotional intelligence in following this aspect (a) Virtue (impulse control, empathy, and responsibility) (b) competence (Motivation, Goal Setting, Decision making, Interpersonal Relationship) and (c) happiness (Self-regard, Self-actualization, tranquility). However, there is the difference in EQ-i between a student who has

hobbies and those who did not as well as the difference between who needed to be a doctor and who did not. However, the researcher concluded that student activities could establish high EQ in following the component of the model that is used for conducting research. However, there is not only student activities influence the level of emotional intelligence, another variable such as a hobby and genuine need does not affect the level of EI. Those variables possibly accompany affecting the level of EQ-i. Later, Saeghuam (2007) conducted research related emotional intelligence in dental student of Naresuan University. The result of this investigation resembled of the previous research by using the same model of emotional intelligence and instruments for assessing the dental students's EQ-i, but they added an academic year, reading gardening, peer relationship mental health state and participating into its conceptual framework. The findings displayed that factors link to the emotional intelligence namely the academic year, reading and gardening, participating in student activities, peer relationship, and mental health status. However, as reviewed this research to consider factors affecting EQ-i, the research use a large conceptual framework that contained 17 independent variable and only emotional intelligence as the dependent variable. The researcher didn't use student activities index for examining the relationship between extracurricular activity and EQ-i by using multiple regression analyses, but there was a meaningful comparison between participants and non-participants of activities. There was the difference between groups. However, how the researcher proposed that student activities affected emotional intelligence, even if the proposition is not proven yet. That is a gap that waits for someone to bridge it by examining the influence of student activities on emotional intelligence.

Coban, Karademir, Acak, & Devocioğlu (2010) reviewed the differences in emotional intelligence of 170 students, preparing for admission into a university in the Republic

of Turkey. This research team used the cross-sectional study design by the survey, and they used the Schutte's Emotional Intelligence Scale that comprises of 33 items and based on Mayer and Salovey (1990)'s model of EI to collect data. Examine among the different demographic variable such as age, gender, alma mater, graduation degree, participation in social and sportive activities (Fredricks & Eccles, 2006) and so on. The result of research found that there were significant differences in the level of EI, according to almost variables and especially participation in social and sports activities (Fredricks & Eccles, 2006). However, this research just compared the difference of emotional intelligence in following with each demographic variable in the framework. They did not study how those demographics impacted or affected the emotional intelligence. Interestingly, there was a difference of emotional intelligence among participant and none participant of social sports activities. Therefore, there should examine how emotional intelligence varies according to the member in each club and which components will be dominated by the member in the different clubs.

Burris, Ashorn, Akers, and Frazee (2010) investigated the characteristics of students who loved competing in competitive teams at the collegiate level and identifying the differences between the student who participated in a competitive team at the collegiate level and those who did not. One characteristic that was studied with other features was emotional intelligence. Therefore, the researcher uses Barons' EQ-I to assess the student's emotional intelligence. This research was conducted by using quasi- experiment control group design. Therefore, there were two groups of the subject in the study. The first group was students who joined a competitive team while they were studying for their first year in college. The second group was students who did not participate on a competitive team. The result of research revealed the mean emotional intelligence score overall for participants was higher than for

nonparticipants a little bit. There was no consideration of the subscale of each scale of EQ-i. There was one evidence of student's characteristic found, and this is that the student who participated in competitive activities was more likely to prefer Extroversion than Introversion. The researcher addressed that could be a reflection of the culture at Texas Tech University, and how extroverts are attracted to the type of faculty and activities Texas Tech offers. When analyzing the psychological type of participants on the remaining scales almost three-fourths of the participants preferred Sensing, Thinking, and Judging. It demands attention that means maybe there is the relationship between the characteristics with EQ. The extroverts may have intrapersonal or interpersonal skills or another component of BarOn's EI, might be higher than introversion, but, unfortunately, this question has no empirical finding to support it. However, there was some research that asserted there was the relationship between emotional intelligence and personality traits or characteristic, especially one component of EI. This feature is interpersonal because interpersonal skills dominate to enable people, to make social relationships and it has many effects and is more powerful in forming self-esteem because extroverted people are sociable and can make a friendly relationship with others and are interested in new and exciting experiences. They are abler and efficient with high success. Therefore the study found that there were significant positive correlations between emotional intelligence, personality traits and self-efficacy (Khalatbari, Hasani, Rahmani, Ghorbanshiroudi & Keikhayfarzaneh, 2011).

Likewise, Larry, Wanda & Jaylynn (2012) carried out research regarding some Non-cognitive factors played a role as predictors of student success in college, including the 15 sub-elements of BarOn's emotional intelligence. According to the result of this research, impulse control, empathy, flexibility and social responsibility affected

graduation, growth, and enrollment. Interestingly, the researchers recommended those wishing to promote student success could help students by providing service opportunities, individual counseling, seminars, in-class training, and interactions with others anywhere.

.Furthermore, they recommended that Universities should provide courses for handle these major indicators after carefully studying their own incoming students' scores. First-year students' courses should include many activities to support all student participation in the activities, and the most important issue is that there should be the mentorship for all students, for them to get trained in different programs. Referring to 2 variables affected dependent variable in the study, that is empathy, and social responsibility can be arranged particularly via all course offer and student activities. Public involvement can provide some chances to engage in the process of learning which encourages the development of empathy, social responsibility, and other EI skills. Moreover, there should be the design of causes for offering the students. To supply the chance of public involvement for students, students could be in the first year seminars or specific major programs. Both types of research did not study or examine the role of Student extracurricular activity, but Cheer (2005) discussed the advantage of extracurricular activity on EI. if the employer notices the resume including the certificate, which indicated the graduate worked on or participate in any activity in college. Then, they will have a higher opportunity to be recruited by the employer. There is some question why the researcher proposed to like that, and the answer is there was some previous research conducted to examine some component of EI. Referring to the result of Scheusner (2002) found that there was only intrapersonal skill founded among student leader, but he did not mention which sub-component was possessed by those leaders. However, researchers consider

BarOn'Model. There is one skill that was found at most in student extracurricular activity research, that is the interpersonal skill, students who involved student curricular activities pose the interpersonal competence (Smith & Griffin, 1993; Bulling, 1992; Rubin, Bommer, & Baldwin, 2002). Maybe this finding motivated employers to need of graduates who participated in activities because interpersonal skill is necessary for working and living in society. Also, Ranasinghe, Wathurapatha, Mathangasinghe & Ponnampereuma (2017) found that female students' quantity of student activities participation was significantly correlated with emotional intelligence. Some research. Interestingly, Carter (2015) asserted that student activities could develop students' emotional intelligence through leadership training program. In contrast, student activities develop leadership competence (Saidi, 2013). Esa, Mutallib, & Nor_Azman (2015) synthesized the literature relating the role of sports activities in developing student, they assumed without the empirical data that student activities could strengthen students' leadership even leadership styles.

2.5.7 Student Activities and Resilience

There is much research related to student activities that were conducted in school, and there is only a little research related to higher education. Although there is the difference in the level of education, it is in the same context in developing student in both levels of education. Therefore, the result of research can generalize the effect of participation in student activities in higher education. There were some findings to assert the advantage in participating in extracurricular activities. Eccles (1999) agreed with Gholson (1985) propose that children can learn everything, whether through themselves or their worlds. Moreover, they can find their chance to carve a successful version of themselves. Additionally, there is consistency in the relationship between

student activities and student achievement, because Tashman (1998); Cooper, (1999) and their research team found that student activities were related to student achievement just as many past studies that were conducted by many researchers (Lewis, 2004). That means participation in activities can support learning and teaching in the classroom. Furthermore, a student participating in activities has a good academic achievement. Fredricks and Eccles (2006) confirmed that the consequences of student activities could increase academic achievement, strengthen students' self-concept and cause a student to engage with their school. Additionally, if a student participated in student activities, there is the indirect effect of the activity that is more effective than learning and teaching in the classroom, especially skills for training in the profession.

It means student activities improve student's performance in academic areas (Camp, 1990). Subsequently, there was some research conducted to study the relationship between student activities and psychological traits such as adjustment. According to Mahoney and Cairns (1997), they explored the relationship between 2 constructs, and their finding revealed that students who have different adjustment and always engage with school rarely drop out and have few anti-social behaviors. Moreover, Darling, Caldwell, and Smith (2005) revealed that adolescents were participants of extracurricular activities, they reported that they got higher grades, have more positive attitudes toward schools, and have higher academic aspirations. However, they controlled the demographic variable and prior adjustment in the research. Most students participating in student activities were not related to the usage of marijuana and alcohol independently. On the other hand, those preferring to use both of them and participate in student activities were in the low level. Furthermore, there was some

impressive evidence that was found by Mahoney and Cairns, (1997). They found that the students' negative outcome can be reduced by the involvement in leisure activity.

Interestingly, there is two psychological aspect that is always to great measurements related to achievement in organized activities, and these issues are very significant to everyone. They are self-efficacy and self-esteem. Brown (2001) proposed that positive self-esteem can restrain the antisocial behavior, and enhanced good adjustment among adults. Indeed, the participation of student activities is positively related to the high level of self-esteem and supports student engagement with peer improved peer status (Kort-Butler & Hagewen, 2011). Furthermore, there was a previous study that was revealed by Bloomfield and Barber (2011), they stated that students who participated in student activities were positively developed and their positive experiences were positively affecting their academic and social self-concept and global self-worth. Simultaneously, findings were revealing that students who have low academic achievement, because they have some aspect. Those students were considered as a critical barrier with a poor relation to their peers, low self-esteem, high procrastination, low self-concept and high perfectionism. If they participated in student activities, they can increase their positive aspects and decrease some of their negative aspects. Then those barriers are destroyed, and they will have more chances to achieve their set of academic expectations (Ford, 1995). Following this study, there is some evidence of participation in student activities to support it further. Fredricks and Eccles (2008) mentioned that students participated in student activities which are organized by the educational institution will have high self-esteem, achieve their expected grades, have great resilience, have a more pro-social peer, can touch their school value and have a high self-esteem. Despite, the context of student activities that could differentiate the pattern of finding. Furthermore, Ludden (2011) stated that student who students

engaged the civic activities in their community and school would be more religious, positively perceive their peer and parent and engagement of their academic than adolescents who are not interested in any student activity involvement.

Moreover, there was some finding that was confirmed by Eccles (1999) and another team of researchers, Mahoney and Stattin (2000). Both results revealed that if students have few deviant peers, they reported that they participated the student activities in school, while Parker and Asher (1993) asserted that adjustment and self-esteem are significant for young people or adolescents. Those are affected by the acceptance from peer or friend within their peer group because youth is accepted by their peers and also have real friendships are distinct factors that can be contributed to developing young people. What else can young people obtain from peer acceptance? Brown and Lohr (1987) stated that they could touch the sense of belonging. That means whoever feels that they are accepted by their peers will feel themselves to be one part of the group. Coie, Terry, Lenox, Lochman, and Hyman (1995) state that they will have a fewer problem in their behavior. According to sports engagement, whoever plays any sport will know the discipline in drills, practices, and routines. Therefore, there is some wording in Thailand that sports can create and develop the humanity because whoever plays sport knows how to play, how to accept victory and the most important is they know how to lose. That can strengthen the mental strength (Srisa-an, 2007) because they will highly take their responsibility for carrying out what they do correctly. When there is social interaction among student within the context of student activities, social system will be formed that lead to the students' integration (Tinto, 1993). Pascarella (1985) proposed that student's learning, the quality of student effort and the development of cognition will be affected by their interaction among peer and faculty.

Also, Weidman (1989) stated that undergraduate student interacts with their peers, they can expose to the normative pressure that will affect their outcomes of socialization. Interestingly, Supap (1998) stated that peer groups indirectly related to the process of socialization, because there is certainly no written rule or regulation to engage with a peer. There must be the satisfaction for the reactions of each other without any force that is compatible with the others' need to get accepted by the peer. Additionally, Terenzini, Springer, Pascarella, and Nora (1995) proposed an agreement that is related to the engagement with peer group in college, later Karabenick and Collins-Eaglin (1996) and accepted that it could increase cognitive skill and intellectual development both in a classroom and out of classroom. When student participate the student activities, and they can engage with their peers, the student can obtain the sense of autonomy (Smith & Griffin, 1993). The most significant is an engagement with peer affected many psychological aspects such as locus of control, leadership skills, independence, personal empowerment, self- efficacy, self-concept, development of identity, autonomy, interpersonal relation, and self-esteem (Johnson, Johnson, & Smith, 1998). There was an educator who was interested in the student activities in the higher education. Astin (1993) proposed that if a student frequently interacts with peers, this behavior positively affects their leadership skill, academic and social competence and self-concept. Additionally, they can gain the interpersonal skills (Martin, 2000). Moreover, the general improvement of psychological outcome and mental health has already been related to student activities (Gilman, 2004; Matjasko, 2005). Additionally, Feldman and Matjasko (2005) stated that student activities affected self-esteem, Tay, Ang, and Dyne (2006) show their finding to confirm that the student activities affected students' self-efficacy while they were being interviewed. These matters have already been associated with favorable

outcomes in the labor market. Interestingly, there are some finding to reveal that self-esteem functions as a mediator between success as a consequence of 2 advantages and participation of student activities. Two advantages are a pair of great initiative and the stock of positive feeling that is a great ability to handle the challenge situation and the stress (Baumeister, Campbell, Kruger, & Vohs, 2003). Moreover, Baumeister et al. (2003) discovered that self-esteem lightly affected job performance; it affected persistence at tasks. The authors cited the experiments that confederates with self-esteem in high level lead to gain the better utilization of situational cues to generate the adaptive strategy (i.e. problem solve), in comparison to a low self-esteem person. Additionally, Ellis and Taylor (1983) stated that the low self-esteem person might have done more moderate search intensity and in consequence spent longer looking for a job, indicating the fact that the ability is significant in the process of the job search along within the workplace. Secondly, the initiative is important both in the job search process and afterward on the job experience, leading to a reliable predictor of success (Ellis & Taylor, 1983). Larson (2000) states that sometimes students' opportunity is limited for achieving their motivation and initiative in life. On the other hand, the initiative can be developed within the structured student activities which student must voluntarily participate the activities.

Whoever has a high level of the effort will almost certainly use it for achieving desirable outcomes; this implies that their personality is proactive. According to Kraemer, et al.'s research. Their finding reveals that proactive behavior is directly associated with career success, as well as indirectly related to improving the performance in their job, performance in teamwork, entrepreneurship, leadership effectiveness and stress tolerance. Finally, Kraemer, et al. still confirm that the participation of student activities influences the levels of self-esteem that lead to the

students' career progress via the developed capability for coping with the pro-activity and challenge. According to the NCH - The Bridge Child Care Development Service (2007) reviewed literature related to Resilience in Children and Young People. There is the exciting conclusion of resilience factor among children and adolescents according to table 2.1

Table 2.1

Psychological aspect was found in research related to student extracurricular Conclusion of resilience factor among children and young people.

Individual factors	Family factors	Wider community factors
Female	Close bond with at	Neighbor and other
Sense of competence	Least one person	non- kind support
Internal locus control	Nurturance and trust	Peer contact
Empathy with others	Lack of separations	Good school experience
Reflective, not impulsive	Lack of parental mental	Positive adult role models
Autonomy (girls)	health or addiction	
Problem-solving skills	Problems	
Communication skills	Required helpfulness	
Sense of humor	Encouragement for	
Sociable	autonomy(girl)	
Hobbies	Encouragement for	
Independent	expression of feelings	
Ability to concentrate on	(boys)	
School work	Close grandparents	
Emotional expression	Sibling attachment	
(boy)	Four or fewer children	
Willingness and capacity	Sufficient financial and	
to plan	material source	

(NCH€ - The Bridge Child Care Development Service, 2007)

This research also need to examine how the extracurricular activities affect personal resilience, and the researcher will conclude the psychological aspect that was found among student who participates the student extracurricular activities by comparing with resilience factor which was summarized in Table 2.2.

Table 2.2

Psychological aspect was found in research related to student extracurricular activities by comparing the summarization of resilience Factor.

Psychological aspect	Resilience factor
Academic achievement	Sense of competence and self-efficacy
Adjustment	Internal locus control
Self-esteem	Empathy with others
Self-efficacy	Problem solving skills
Self-confidence	Communication skills
Achievement motivation	Sociable
Self- concept	Independent
Autonomy	Responsibility
Independent	Empathy with others
Locus control	Internal locus control
Interpersonal relationship	Social maturity
Leadership	Positive self-concept
Thinking skills	Achievement orientation
Critical thinking	Gentleness, nurturance
Problem solving	Social perceptiveness
Feeling belonging	Preference for structure
A few engage with deviant peer	A set of value
Reduce drug and alcohol use	Intelligence

(NCH - The Bridge Child Care Development Service, 2007)

According to the table, 2.2 showed the psychological aspect was found in researches which are related to student activities by comparing the summarization of resilience factor. The result of summary implies that student activities may develop the personal resilience through emotional intelligence. According to that reason, the researcher considered the psychological aspects, many of them are the components of Baron's emotional intelligence such as interpersonal relationship, problem-solving, independence, self-efficacy or self-confidence or even adjustment that is relating emotional awareness, stress management or impulse control. Accordingly, Armstrong, Galligan, and Critchley (2011) indicates that people who have high levels of EI, they also reported that they have bit stress, engage adaptive coping strategies to handle the problems or adversity. Furthermore, they have less anxiety and stress—those are the

psychological symptoms. That means they can live happily, because they have a high-stress tolerance and impulse control, all of which are EI components. Additionally, Armstrong, et al. also found that employees who are more satisfied with their job have high EI. Then, if the student activities can develop emotional intelligence, personal resilience can be developed through emotional intelligence, and the emotional intelligence would play a role as a mediator of the personal resilience. Also, Furthermore, universities play an important role in developing students' resilience, but students should understand their resilience and depend on what the method universities use for developing students' resilience and how universities support to develop students resilience (Holdworth, Turner & Scot-young, 2017).

2.5.8 Student Activities and Leadership

Subsequently, the researchers need to investigate 2 constructs between student activities and leadership as a skill that can be learned throughout the different process since the children are young. The agent of socialization functions their role to socialize youth directly and indirectly in order to gain leadership skills. The educational institute also plays a significant role in developing many desired characteristic into personality, and leadership is one of the most desired skill that can be learned (Van Linden & Fertman, 1998). This research focuses on the transformational leadership. Unfortunately, there is currently no research relating to the relationship between student activities and transformation intelligence. However, transformational leadership also can be learned the same way as overall leadership, but there is one qualification of transformational leadership that is quite dominant: high moral and relationship oriented. This qualification can be socialized by different agencies such as family, educational institute, workplace and so on. It is particularly the case for educational institutes such as school and university, where the student will be in their

adolescent and late adolescent years, and they can learn leadership skill within a classroom and out of a classroom, particularly during student activities. Adolescents have many leadership opportunities. They reported that they have a chance to participate the extracurricular activities (Gambone & Arbreton, 1997). Additionally, they have an important role to make decisions in their lives (van Linden & Fertman, 1998). Kuhnert and Lewis (1987 cited in Bass, 1999) stated that transformational leadership requires mature and moral development. Moreover, Avolio (1994 cited in Bass, B.M.,1999) state that there is 2 important factor relating to transformational leadership, those are parents' moral standards, and leadership experiences in school and extracurricular activities that can predict the subsequent tendencies for being adults who have more transformational leadership qualities. Additionally, Avolio and Bass (1994 cited in Bass, B.M.,1999) also asserted that with childhood and adolescent experiences wherein children had caring but challenging parents who held high standards, schools or educational institute made a difference, as did work experiences as a young adult. However, no research studies how student activities play a major role in developing transformational leadership. Therefore, researchers need to review other research related to student activities and development of leadership respectively.

Astin (1993) proposed that leadership development is one of the essential advantages for students who have participated in student activities. Interestingly, his research revealed the development of leadership abilities is probably the most common benefits of participating in extracurricular activities. Leadership skills can be acquired from a wide variety of student activities, for instance, sports activities as well as student government along with other clubs and organizations. According to the comparative study, Cress, Astin, Zimmerman-Oster, and Burkhardt (2001) did a longitudinal study by using the survey to examine the consequence in developing 875 subjects. These

respondents were students of ten universities, and the result revealed that students who attended any activity of leadership would be considered as a leader. On the other hand, if some of them did not attend, they would be considered as non-leaders. Therefore, there were 450 respondents as non-leaders and 425 respondents as student leaders. The results showed that student leaders who attended the activity of leadership skill to practice the decision making, their decision making were more developed than the non-leader students who did not participate in the activity. Thus, they have the capability to set goals, a sense of ethics, as well as daring to take risks to make the decision. Given reason that, in fact, Student affairs of each university have an important role in developing significant aspects of all student, many practitioners function in developing students. Therefore, Cress, et al. suggest that universities should promote the importance of student activities to motivate every student who is interested in participation in student activities by becoming the member or a committee in a governing organization that is regulated by student affairs.

Remarkably, according to some research related to participation in extracurricular organizations and psychosocial development by Cooper, Healy, and Simpson (1994), it is revealed that their finding is as follows, there is a difference between leader students and none- leader student for the purpose of student development. Furthermore, in first years and third-year student, interestingly, there is more development among leader students than non-leader students significantly. Nonetheless, there are some interesting findings revealed by Foubert and Grainger (2006), both of them indicated that students who participated in student activities as the leader of any club or student council were more developed than a student who participated as members. However, student participation and student activities in any student's organization or any association and in the readiness and preparation for

students in the transition to the new environment that they have to face after completion of their studies. Moreover, Cooper, Healy, and Simpson (1994) agree with Foubert and Grainger (2006) that there is the consideration of student's earlier college career, where the student leader is faster developed than non-leader students who are their peers. While the student leader student can obtain the development of degree as much as students, who are not leader students. Additionally, Tomlinson-Clarke and Clarke (1994) also confirmed student who participated in the activities of leadership before they enrolled as the first year student in college had higher social adjustment than students who never attended.

Additionally, a researcher inquired into findings to identify the advantages of intercultural participation in the development of leadership. Antonio (2001) conducted a longitudinal study and used the survey method for gathering data from over 8,877 students from 115 institutions who entered as freshmen in college in 1992, and then he followed up to collect the data from the same group of students. Moreover, according to the result of data analysis, the researcher found that there is interaction across race which appeared to be highly favorable to student development. Students who participated in cross-cultural activities had more advanced leadership abilities and academic achievement than the student who did not.

Furthermore, the result of University of Maryland (1997) revealed that athletes have the ability of leadership in high levels. They also have greater satisfaction on their academic achievement than those who have little knowledge in leadership. Moreover, they are less selfish on their goal of education than those who were not athletes. Furthermore, they have a greater capacity for adjustment than their peers who are not the athletes. They are satisfied with their experience in college. However, there is some limitation for generalizing the result to the population, because there were 73

respondents who were athletes. This number is minimal so that it was difficult to generalize it to the full population who were athletes in the university (University of Maryland, 1997). Later, there was another study that also identified how participation in student activities has an influence on the development of leadership relating to gender. According to this research, there was an investigation on the self- perception of leadership by gender. The longitudinal study was adopted for conducting this research by using survey methods to collect data twice from the same group. The first session of data collection was held when students enrolled to be a new student. The second session was held when they completed their studies and left the university. The finding of this research reported that there is a difference in the developmental issues between the male and female student because male students have more development of leadership than females. On the other hand, female students have more the development of intelligence than male students. Kezar and Moriarty (2000) asserted that, in fact, the participation of student activities influences students differently and that was contributed to gender. Furthermore, there is the other research to confirm that student who participated in student activities had their skills of leadership developed (Hancock, Dyk, & Jones, 2012). Additionally, Carter (2015) asserted that student activities could develop students' emotional intelligence through leadership training program. In contrast, student activities develop leadership competence (Saidi, 2013). Moreover, Esa, Abd Mutallib & Nor Azman (2015) synthesized the literature relating the role of sports activities in developing student, and they assumed that sports activities could include students' leadership, both transformational and transactional leadership styles.

2.6 Conclusion

The meaning and importance of the participation in student activities focused on what the student gain from participation of the activities. If student participate in activities, they will gain many good aspects for living in society. It seems that student participation in activities is the vaccine that shields and protects them from disease attack. Therefore they will grow up strongly, and be complete adults and graduates, because they were developed to be a high quality people, with good personalities, working skills for their own duty, skills to work as a team, diligence including the responsibility of duty. Furthermore, they can apply their knowledge into practice by using analytic thinking and synthetic thinking, leading to creativity thinking and problem solving and including new and better methods of work. Moreover, they have social skills, because they understand society, are open-minded to accept individual difference, know their own self, know others, have a good attitude of their own self and others. They are also less selfish, because they understand sacrificing for the community and adapt to their social environment to achieve success and obtain better social status so that they may live in society happily.

Student activities had the important role in developing student's emotional intelligence and student leadership. Interestingly, the emotional intelligence is the critical key to develop students' resilience and leadership, because there are many studies confirm the strong relationship between emotional intelligence and the resilience, this finding implied that the emotional intelligence overlaps the resilience. Moreover, Albers (2013) states that "Resilience, a key component of emotional intelligence, is essentially the ability to "bounce back" from stressful experiences "that means the resilience is only one component or one composite of emotional intelligence. However, what's about dimensions of resilience? They should be in one composite,

shouldn't they? They also overlap with some scale in some composite. Also, resilience mostly functions as a partial mediator of other psychological traits including transformational leadership. There was no any evidence showed the full mediator role of emotional intelligence and another variable. The emotional intelligence must accompany resilience to predict those variables. However, there was some few research showed the relationship between emotional intelligence and transactional leadership. The emotional intelligence had a negative relationship with laissez-faire because transactional and laissez-faire leadership has the characteristic that is opposite transformational leadership. The researchers expected the emotional intelligence would predict both resilience and transformational leadership, the result of this investigation will contribute to new knowledge and have practical implication for the higher education in students' development.



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CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter describes how to conduct this research to answer its research questions. Therefore, this chapter consists of research design, population, sampling, instruments, and data analysis.

3.2 Research Design

The study was conducted by using a cross sectional study by the survey to study how the emotional intelligence, personal resilience affected the undergraduate students' transformational leadership in student activities context. Therefore, the researcher focused on participants and non-participants of student activities at 3 universities in Thailand to answer the research questions.

3.2.1 Populations

The population of this study consisted of students from 3 universities in Thailand. Nonetheless, the population of this study was classified as participants and non-participants of student activities, needed to see how student activities influence student's emotional intelligence, personal resilience, and leadership styles. Therefore, the researcher identified who was the participant and non-participant of student activities. The researcher had the criteria to classify them into 2 groups. 1) Participant means any student was the committee of clubs, student council and student organization in university. 2) A non-participant means a student who was not the committee of the club, student council, and student organization. Therefore, the method was used to differentiate the number of participant from non-participant of student activities, and the researcher has done according to the following steps:

- i. The researcher obtained the total number of undergraduate student in each university and faculty from the website of Thailand Higher Education Commission (2014).
- ii. The researcher contacted student affair of each university to know the number of the ungraduated students who were the member of the student organizations, student unions and every club which was being regulated by student affair respectively. These students were considered as a participant, after that the researcher calculated the entire number of participant.
- iii. When the researcher knew the total number of participant, the researcher identified the total number of nonparticipants by using the total number of participant minus the total number of undergraduate student in each university. Therefore, the researcher obtained the total number of non-participant according to the table 3.1.

Table 3.1

The number of participant and non-participant of student activities in Thailand university, academic year 2014

University	Student	Participant	Non-participant
1. First university	23,324	1232	22,092
2 Second university o	11,868	865	11003
3. Third University of	8,865	630	8235
Total	44,057	2727	41330

(Office of the Higher Education Commission: OHEC, 2014)

Therefore, the total number of undergraduate student from 3 universities were forty-four thousand fifty-seven. These students were classified into two groups; there were two thousand seven hundred twenty-seven participants and forty-one thousand three hundred thirty nonparticipants who were committees of a club, student union, and student organization.

3.2.2 Samples

According to Table 3.1, the total number of student in 3 universities were 44,057. However, the researcher classified them into 2 categories as follows: 1) 2,727 participants and 2) 41,330 non-participants. The population of this research was not homogeneous because they studied in different university. Therefore, the researcher determined the sample size of both group in each university by using the Taro Yamane Formula in the case of the finite population.

$$N = \frac{N}{(1 + Ne^2)}$$

The meaning: n = Sample size

N = Research population size

e = Error value (Yalmane, 1973)

The researcher used students from 3 universities as population and sample. Therefore, after the sample size of each university was calculated by using Taro and Yamame's formula (error value = 0.05), the sample size of participants and non-participants of each university appear in according to table 3.2.

Table 3.2

The Sample of this research by differentiating amount of each university

University	Participant	Sample	Non-participant	Sample
1. First University	1232	293	22,092	387
2 Second University	865	266	11003	371
3.Third University	630	239	8235	366
Total	2727	798	41330	1,124

(Office of the Higher Education Commission: OHEC, 2014)

The samples were chosen by using probability method. A multistage sampling method was used for this study. In the first stage, the students' population in each university was stratified into the number of faculty in each university. In the second stage, proportionate sampling

method was used to assign the respondents' number in each faculty of each university to determine the sample size of each faculty according to table 3.3, 3.4 and 3.5 by using this formula:

$$\text{Faculty Sample} = \frac{\text{each university Total sample}}{\text{each university Total student}} \times \text{faculty total student}$$

Table 3.3

The sample size of First University

Faculty	Non-participant	Sample	Participant	Sample
Education	8,641	155	479	114
Industrial Technology	1087	19	67	16
Humanities and social sciences	3743	65	208	40
Management Sciences	5391	97	295	70
Sciences and Technology	2094	31	116	28
Public health	1136	20	67	16
	22,092	387	1232	293

The sample of nonparticipant in the first University was 387 participants and 293 participants.

Table 3.4

The sample size of Second University

Faculty	Non-participant	Sample	Participant	Sample
Agricultural Technology	1,102	37	106	32
Social Technology	1,141	38	115	36
Nursing	167	7	47	14
Medical Sciences	1023	34	97	30
Sciences	277	11	76	24
Engineering	7,293	244	424	131
Total	11,103	371	865	266

The Sample of the first university was divided into 2 group as follows: 371 non-participants and 266 participants, same as the third university, there were 367 nonparticipants and 239 participants as shown in table 3.5.

Table 3.5

The sample size of Third University

Faculty	Non-participant	Sample	Participant	Sample
Administration	2,913	129	220	84
Sciences and Liberal Arts	802	36	88	34
Engineering and Architecture	3,963	176	256	97
Fine Arts and Designs	558	25	65	24
Total	8236	366	629	239

Next, a list comprising all the students were collected from the different faculties, and the researcher used the random sampling table. Simple random sampling methods were acquired to select the elements by drawing lots from the numbers assigned to each student in class since simple random sampling technique provides equal opportunities for all the respondents in the population to be selected as respondents and it had outstanding characteristics of being convenient and easy. According to Jun, Cai, and Shin (2006), the application of sampling method for this study is most suitable as random sampling method figures heterogeneity among respondents to reduce the general survey bias as well as improve the representativeness of the sample by minimizing the sampling error. The researcher also ensured that students' selection cut-across the three universities of Thailand but faculties were used as the primary criteria.

3.3 Research Instruments

The current research requires the collection of data for the purpose of measuring the following variables: Emotional Intelligence scale, resilient scale, and leadership scale, therefore the researcher describes the detail of all instrument as follows:

3.3.1 Emotional Quotient Inventory (EQ-i)

Baron(1997) developed the Emotional Quotient Inventory (EQ-i) that Bar-On developed consist of 119 items (1997), to measure the component of EI that includes 5 composites as follows: intrapersonal, interpersonal, adaptability, stress management, and general mood. The summated items provide the total of EI scores. Dawda and Har

(2000) support the validity and reliability of the EQ-i from their research. Interestingly, they suggested that the total score of EQ-i is probably a good index of the entire EI. The respondents must specify the degree of each item that accurately describes them on a 6- point scale ranging between 0 for no answer, 1 for 'very seldom or not true of me' to 5 for 'very often true of me or true for me.'

Bar-On (1997, p. 39) discussed the scoring of this instrument, to compare the EQ-i scores on different scales among respondents and also compare the EQ-i of other respondents from the same population by converting the raw scores into the standard scores. The researcher calculates the raw scores to obtain the EQ-i standard scores on each scale and subscale that has the same mean (or average) score equal to 100 with a standard deviation equal to 15. The standard reported score was provided for the individual summary report for each, and for 99% of respondents, the standard score will be in the range of 55 – 145 of the standardized mean score of 100 (Bar-On, 1997). Chia (2005) mentioned in research that in summary report will show reported score for the various items in the EQ-i inventory would be responded within a range 50–150. While a standard score of 100 represents an average level of emotional functioning, scores of above or below 100 represent above-average or below-average levels of emotional functioning respectively.

3.3.2 The Multifactor Leadership Questionnaire

This research will conduct by using The Multifactor Leadership Questionnaire, Form 6-S, the shortened form of Northouse'(2001). It is a short form that was developed by Bass and Avolio (1992). It is the most frequently used instrument for conducting research that is related to leadership. There is construct validity of Bass and Avolio theory that was proposed in 1992. Therefore, Bass (1998) stated that leadership was

validated by using this instrument, and there are many studies extensively applied for using leadership in the setting of organizations including the study of leadership in different societies and cultures (Bass, 1998). Northouse (2001) this instrument is systemically employed for measuring the leadership style in following Bass and Avolio's theory.

Tejeda (2001) stated this instrument consists of 6 components of leadership as follows: idealized influence, individualized consideration, intellectual stimulation, inspirational motivation, management-by-exception and laissez-faire leadership. Bass (1998) stated that the reliability of the MLQ was examined by collecting data from many groups of samples in many studies. Each study used the different approaches to confirm the reliability of this instrument, and the result revealed that each method could show that the behavior of transformational leadership is positively related to the high MLQ ratings. Moreover, Bass (1995) when the MLQ were used for collecting data in many studied. There are many results to confirm the MLQ can assess leadership in the theory of Transformational leadership and Tejeda (2001) also found the evidence from his studies.

Avolio and Bass (1999) have demonstrated this instrument has validity across many types of validity. Furthermore, there is 3 interesting issue relating the MLQ as follows: (i) when the researcher reduced the MLQ into a short-form, it still has the preliminary evidence that demonstrated construct and predictive validity, (ii) there was the high total item correlation, to support the convergent validity. (iii) management-by-exception and laissez-faire leadership sub-scales have a negative correlation with transformational leadership scales that is demonstrated in the discriminant validity.

The Multifactor Leadership Questionnaire, Form 6-S consists of 21 items to assess the leadership following Avolio and Bass's theory that was proposed in 1995. Each item has the multiple choices for responding to each question. The respondents must specify the degree of the statement for each item as it accurately describes them on a 5- point scale ranging between 0 for 'not at all' to 4 for 'Frequently, if not always.'

3.3.3 The Resilience Questionnaire

The instrument is used for measuring the resilience construct in this research. The researcher developed the personal resilience questionnaire, based on Daryl Conner's the model of resilience that there are seven components as follow: (a) positive world (b) positive self (c) focus (d) focused, (e) flexible, (g) organized, (h) proactive. The Student's resilience questionnaire comprises of 21 items by employing the Likert Scale to rate 6 points scale ranging between 0 for no answer, 1 for 'very seldom or not true of me' to 5 for 'very often true of me or true for me.' Respondents' answer every item to demonstrate the scores of each component of Daryl Conner's resilience.

3.4 Scoring Interpretation

All of the instruments were used in this study are of the rating scale questionnaires. There are five levels of responses for Emotional Quotient Inventory (EQ-i) and personal resilience, and there are four of responses for MLQ-6s as follows:

Table 3.6

Scoring interpretation

Scale of opinion	favorable statements	unfavorable statements
Emotional Quotient Inventory(
Personal Resilience Questionnaire		
No Answer	0	0
Very Seldom true or not true of me	1	5
Seldom true of me	2	4
Sometimes true of me	3	3
Often true of me	4	2
Very Often true of me or	5	1
Multifactor Leadership Questionnaire		
(MLQ) Form 6S		
Not at all	0	0
Once in a while	1	4
Sometimes	2	3
Fairly often	3	2
Frequently	4	1

According to the interpretation of Emotional quotient and the personal resilience In this research, The researcher classified the level of those variables by using mean of emotional quotient inventory score and personal resilience questionnaire in 5 levels (Khannasutra, 1999) as follows:

- 4:50 - 5:00 = highest emotional intelligence level.
- 3:50 - 4:49 = high level of emotional intelligence.
- 2:50 - 3:49 = Moderate level of the emotional intelligence
- 1:50 - 2:49 = low level of emotional intelligence
- 1:00 - 1:49 =lowest level of emotional intelligence

For the Multifactor leadership questionnaire, Form 6 S, the research use mean and standard deviation to determine the level of leadership as follows:

$$\bar{X} \pm 2SD = \text{high level}$$

$$\bar{X} \pm 1SD = \text{moderate level}$$

$$\bar{X} - 2SD = \text{low level}$$

According to this method, there is the mean score between 1 and 5 every dimension of personal resilience and Emotional Quotient inventory. For example, the respondent respond 9 items of self-regards, scoring depends on what type of the question (4, 4, 5, 3, 4, 4, 3) The researcher must calculate the mean score of this dimension by using this formula.

$$\bar{X} = \frac{\sum X}{N} = \frac{4+5+3+4+4+5+4+3+4}{9} = 4$$

The mean score of self-regard is 4. means the respondent has high self-regard, or the average score of positive self is 3.40 means the respondent has a moderate positive self, For the Multifactor leadership questionnaire used the same method for finding the mean score of each dimension. For example, if the respondent's mean score of idealized influence is 3.24, mean the respondent has a high idealized influence. Referring to the level of students' EQ, the researcher converted the mean of each composite or each subscale to be a standard score by using this formula.

$$EQ = 100 + 15 \left[\frac{X_i - \bar{X}}{SD} \right] 5$$

X_i = Raw score

\bar{X} = mean of total raw score

SD= Standard deviation

After that, the researcher compares EQ-i score with the level of the EQ-i score to get each person's the level of emotional quotient and interpret the result of the EQ-i score in following Bar- On EQ-i scale Score (Bar-On, 1997) as follows:

130 above	=	highest level or very much above average
120 – 129	=	very high
110 -119	=	high
90 – 109	=	average
80 – 89	=	low
70 – 79	=	very low
70 below	=	low

Table 3.7

Summarized the instrument of this research

Source	instrument	Total items	component	scale
BarOn (1997)	EQ-I Inventory	133	1. Intrapersonal 2. Interpersonal 3. Adaptability 4. Stress 5. General	0 = No Answer 1 = Very Seldom true or not True of me 2 = Seldom true of me 3 = Sometimes true of me 4 = Often true of me 5 = Very Often true of me or true of me
Cronbach's Alpha =0.05, test – retest reliability r = 0.97				
Bass and Avolio (1992)	Multifactor Leadership Questionnaire (MLQ)	21	1. Idealized Influence 2. Individual consideration 3. Intellectual stimulating 4. Motivation Inspiration 5. Contingency Reward 6. Management By exception 7. Laissez-faire leadership	0 - Not at all 1 - Once in a while 2 - Sometimes 3- Fairly often 4 - Frequently
Cronbach's Alpha =0.92, test – retest reliability r = 0.87				

Table 3.7 continued

Source	Instrument	Total items	Component	Scale
Daryl Conner (1992)	Personal Resilience	21	1.Positive world 2.Positive Self 3. flexible Thought 4. Flexible Social 5.Organized 6. Focus 7.Proactive	0 = No Answer 1 = Very Seldom true or not True of me 2 = Seldom true of me 3 = Sometimes true of me 4 = Often true of me 5 = Very Often true of me or true of me
Cronbach's Alpha =0.79, test – retest reliability = 0.80				

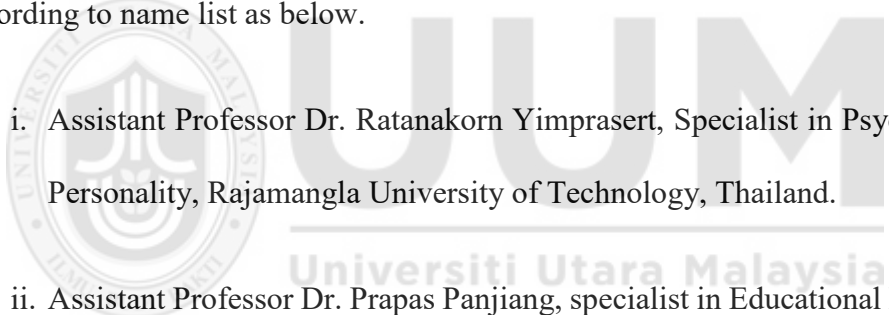
3.5 Content Validity of Instruments

The researcher used 2 type of instruments as follows: (a) the questionnaire was developed by the researcher (the personal resilience questionnaire) (b) the origin copy of questionnaire in the English version (The BarOn's Emotional intelligence questionnaire and (c) The Multifactor Leadership Questionnaire, Form 6-S. Therefore, the researcher had 2 steps for the instrument of this research.

- i. Develop the personal resilience in following Daryl Conner's model of resilience that comprises of 7 components 21 items.
- ii. Translate the BarOn's emotional intelligence inventory and the Multi factor Leadership Questionnaire, Form 6-s, because all the samples of this research are Thai students who studied in 3 Thailand universities. A difficulty arises from the fact that all instruments are originally in the English version. If the validity and the reliability of the current research are carefully considered, then the researcher must translate all the instruments into Thai language version.

Back translation was also needed. Consequently, after the researcher has finished the translation of all instrument into Thai, the researcher contacted Assistant professor Laddawan Chuachamsai who was the specialist in English, Language Center in Thailand university, so that she checked the correction of translation from English into Thai language. Then the same language expert translated in English back to the translation from Thai into English again. This process needed to make sure that EQ-i and MLQ Thai version had the content validity that was same as the English version.

After that, the researcher contacted the specialist in psychology, psychological testing and Educational Sciences for validating the personal resilience questionnaire 21 items according to name list as below.

- 
- i. Assistant Professor Dr. Ratanakorn Yimprasert, Specialist in Psychology and Personality, Rajamangla University of Technology, Thailand.
 - ii. Assistant Professor Dr. Prapas Panjiang, specialist in Educational Psychology, Hatyai University, Thailand.
 - iii. Assistant professor Dr. Sun Thongyot, specialist in Educational Science and Educational research. Nakhorn Phanom University. Thailand.

All specialists agreed on personal resilience questionnaire in Thai version had the content validity and face validity, it was proper to use these instruments, to collect data for answer research question. To make sure the content in items of instruments were relevant to the objectives and the hypothesis of the study. As the researcher mentioned that researcher developed the personal resilience questionnaire according to Daryl Conner's Resilience must be checked by the Psychological experts.

The experts considered the content validity of tests using the content analysis method. Referring to Daryl Conner's Resilience. For personal resilience, the experts rated individual items of tests based on the degree of consideration, regarding the contents of each dimension. They evaluated the items by giving the item a rating of 1 for clearly measuring, -1 for clearly not measuring, and 0 for the degree to which it measures the content area is unclear (Turner and Carlson, 2003).

The researcher calculated the contents validity of item objective congruence (IOC) that the experts had checked using the following formula:

$$IOC = \frac{\sum R}{N}$$

IOC = Item Objective Congruence

R = Sum of experts consideration scores

N = Total number of experts

(Turner and Carlson, 2003)



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For Personal resilience, there are 21 items in 7 dimensions, the validity value of item objective congruence (IOC) was 1. For the dimension of positive self, the validity value of item objective congruence was 1. For the dimension of the positive world, the validity value of item objective congruence was 1. For the dimension of flexible thought, the validity value of item objective congruence was 1, and for the dimension of social, the validity value of item objective congruence was 1. For the dimension of organized, the validity value of item objective congruence was 0.67. For the dimension of focus, the validity value of item objective congruence was 1, and for the dimension of proactive, the validity value of item objective congruence was 0.96 respectively (see appendix C).

3.6 Pilot Study and Reliability

After the researcher finished all back translations of all instruments, and before the researcher operates the actual research, the researcher conducts a pilot study to find out the reliability of the instruments. The researcher sent 60 copies of questionnaires to Rajamangala University of Technology Srivijaya, Thungsong, Nakhon Si Thammarat, 60 copies to Phuket Rajabhat University and 60 copies of Prince of Songkla University, Pattani Campus. The researcher assigned 15 copies for first-year students, 15 copies for second-year students, 15 copies for third-year students and 15 copies for fourth-year students of each university. Therefore, there were 180 respondents of the pilot study by answering all questions in the questionnaire that consisted of the general question relating the demographic factors, 129 items of Baron's EQ-i 21 items of personal resilience questionnaire and 21 items of MLQ 6s.

3.6.1 The internal consistency of the instrument

After the researcher had received all the questionnaires back, the researcher found out the internal consistency by using Cronbach's Alpha coefficient according to the different instrument namely the EQ-i (0.95), The Personal Resilience Questionnaire (0.92) and The Multifactor Leadership Questionnaire (MLQ) (0.79). The value of Alpha is at over 0.60 level that is the minimum level to ensure the internal reliability of the instrument (Fongsree, 2004). Thus, the value of internal reliability of all of this study's instruments that are at over 0.80 level was a high degree of internal reliability value for implementation.

3.6.2 Test – Retest Reliability

The researcher used the same group of undergraduate students at 3 universities. The second test is done 3 weeks after they finished the first test. Test – retest is computed

by using Pearson's bivariate correlation at SPSS. Therefore, the correlation coefficient (r) of all instrument are shown as follow: (a) The EQ-i $r = 0.97$ (b) The PRQ $r = 0.87$ (c) The MLQ $r = 80$. According to the quantity of the correlation coefficient, Devore and Peck (1993: 129) suggested that if there were a great correction, the value of the correlation coefficient would be less than -0.80 or bigger than 0.80 . If there were the moderate correlation, the value of the correlation coefficient would be between -0.50 to -0.80 or 0.80 to 0.50 . For a weak correlation, the value of the correlation coefficient should be between less than 0.50 or 0.50 . According to Devore and Peck's Criteria, to consider the Test-retest reliability, the value of correlation coefficient of all instrument is high. Then, the researcher used 2 dependent sample t-test, to compare mean of the score of EQ-i, the score of PRQ and the score of MLQ. There was no difference at 0.05 of significant level. Both the internal value consistency and test-retest reliability can be acceptable, (Gignac, 2010a; Palmer, Stough, Harmer, Gignac, 2009).

3.7 Reliability Test Result

To as accurate whether the instruments made use of in clarifying information from the respondents are trusted, a reliability test analysis was carried out on all the instruments. Writers such as Sekaran and Bougie (2009) Selkind (2009) and Zikmund et al., (2013) verified the requirement for writers to perform a reliability test to validate their instruments consistently. To puts it simply, writers must attempt as high as feasible to figure out whether each of the scale utilized in their research is extremely reputable for the example of the study job. Among the significant indicators of reliability is the Cronbach's Alpha. Sekaran and Bougie (2009) and Zikmund et al., (2013) kept in mind that a Cronbach's Alpha coefficient of 0.50 . Similarly, Pallant (2007) taken into consideration Cronbach' Alpha coefficient from 0.50 appropriate specifically if the scale of the research study has less than 10 units.

3.7.1 The reliability of BarOn's EQ-i

As indicated in table 4.11 the variables on this study showed Cronbach' Alpha coefficient above .50 on a five-point scale. For example, the result of the reliability test conducted for all the variables of BarOn Emotional intelligence Inventory(EQ-i) are as follows: Self-regard(.73), self-emotional awareness (.89), Assertiveness (.72), independent (.82), Self-actualization (.81), Empathy (.79), social responsibility (.86) interpersonal relationship(.88), stress tolerance(.89), impulse control(.84), reality testing(.87), flexibility(.83), problem solving(.88), optimism(.83) and happiness (.84) and the alpha of total items (.97) as shown in Table 3.8.

Table 3.8

The reliability of the component of EQ-i

Variable	Number of item	Cronbach's Alpha Scores
Self- regards	9	.73
Emotional Self Awareness	8	.79
Assertiveness	7	.82
Independent	7	.82
Self-actualization	9	.81
Empathy	8	.79
Social Responsibility	9	.86
Inter-personal Relationship	11	.88
Stress Tolerance	9	.89
Impulse Control	9	.84
Reality Testing	10	.87
Flexibility	8	.84
Problem Solving	8	.88
Optimism	8	.83
Happiness	9	.84
Total	129	.97

3.7.2 The reliability of personal resilience

The personal resilience questionnaire based on Daryl Conner's theory consists 7 components, Cronbach's Alpha is shown in table 3.9.

Table 3.9

The reliability of the component of personal resilience

Personal resilience	Number of item	Cronbach's Alpha Scores
Positive Self	3	.68
Positive World	3	.64
Flexible Thought	3	.67
Flexible Social	3	.67
Organize	3	.65
Focus	3	.68
Proactive	3	.70
Total	21	.91

3.7.3 The reliability of Multifactor Leadership Questionnaire (MLQ)

The Researcher uses Multifactor Leadership Questionnaire (MLQ)(6s), there are 21 items for measuring 4 components of Transformational leadership and 3 component of Transaction leadership. The result indicates the Cronbach's alpha for each element and the entire item respectively in the table 3.10.

Table 3.10

The reliability of Multifactor Leadership Questionnaire (MLQ).

MLQ 6s	Number of item	Cronbach's Alpha Scores
Idealized Influence	3	.78
Inspirational Motivation	3	.83
Intellectual stimulation	3	.81
Individual Consideration	3	.78
Contingency Reward	3	.72
Management by exception	3	.67
Laissez- faire Leadership	3	.64
Total item	21	.80

3.8 Data Collection Procedure

According to the method to get the respondent of each university. When the researcher knew the sample size both participant and non-participant, the researcher did what can get the respondent according to the total number of the sample according to these steps as follows:

- i. The researcher contacted each university, in order to request co-operation to collect data from respondents in each university.
- ii. For nonparticipant samples, the researcher contact the coordinator of each faculty for collecting data. After that the researcher sent the questionnaire to the coordinator, so that he/she distributed the questionnaire to the respondents who were assigned by simple random sampling as respondents by covering both every year of student and sample size in each faculty. The researcher sent more questionnaires than the sample size of each faculty. The reason for sending more questionnaire than assigned sample size, was there was some question to ask the respondent that “I was the committer of club, student council and student organization” if they said “yes” they was considered as participant, if they said know, they was considered as “ non-participant” so that the researcher could get the total number of non-participant.
- iii. For participant samples, the researcher contacted the student affair of each university, this organization controlled and regulated the student activities within the university, to inform what the researcher wanted to do for collecting data from a participant who was committees of a student organization, student council, and club. After that, the researcher contacted some student who was the committees in the student organization. Therefore, he/she could distribute the questionnaire to the respondents who were assigned by using the simple random sampling technique. Each university's respondent must cover the number of clubs, student union and student organization– the respondents must be the committee of student organization and council, to get the complete number of participant sample.

3.9 Data Analysis

The data analysis of this study was analyzed by using SPSS, to examine the scores of the variables (emotional intelligence (EQ-i), Personal resilience, Transformational intelligence according to the different demographic factor within the research framework. Descriptive statistic (means, standard deviation, frequency) will be used for describing all variables. Independent Sample t-test, analysis of variance (ANOVA) will be used to compare emotional intelligence (EI), Personal resilience, transformational leadership between groups or among groups. Multiple regression analysis will be used to examine which of the independent variables consisted of emotional intelligence and Personal resilience and students' leadership as the dependent variable. Finally, Pearson product Moment Correlation Coefficient will be used to examine the relationship among variables including multiple regression for finding the predictor of the dependent variable in the model.

3.10 Goodness of Fit in The model of the relationship among dimensions of all variables

The research used path analysis according to Specth's method. This section needs to examine the goodness of fit between the hypothetical relationship and the empirical data by doing method according to these step as follows:

- i. Finding R^2 P_{jk} and t-ratio of the full relationship by using multiple regression: every endogenous variable in the full model of relationship will regress on exogenous, endogenous variable has the direct effect on the endogenous which functions as a then independent variable. According to the full model of the relationship, there were three steps of multiple regression. **First step:** using multiple regression for each component of leadership by determining all components of BarOn's EI as the independent variable. The

researcher started analyzing multiple regression 7 times for 7 component of the full range of leadership (MLQ). Each time of multiple regression, the research used only one component of leadership as a dependent variable from the first component (Idealized Influence) to the seventh component (Laissez-faire Leadership). Fifteen components of EI were used as independent variable in each time of multiple regression analysis as follows: Self-regards, Self-emotional awareness, assertiveness, independence, self-actualization, empathy, social responsibility, interpersonal relationship, stress tolerance, impulse control, reality testing, flexibility, problem-solving, optimism, and happiness respectively. Because of the limitation of SPSS. For regression analysis by using SPSS, the system allow to enter only one dependent variable, but there is no limitation to enter the independent variable.

Second step: Uses the multiple regression for each component of personal resilience by determining all components of BarOn's EI as the independent variable. The researcher started analyzing multiple regression 7 times for each component of personal resilience. Each time of the multiple regression analysis, the researcher used only one component of personal resilience as a dependent variable from the first component to the seventh component.

Third step: Uses multiple regression for each component of leadership by determining all components of BarOn's EI and personal resilience as the independent variable. The researcher started analyzing the multiple regression 7 times for each component of leadership. Each time of the multiple regression, the research used only one component of leadership as a dependent variable from the first component (Idealized Influence) till the seventh component (Laissez-faire Leadership). Fifteen components of EI and seven components

of personal resilience were used as the independent variables in each time of multiple regression analysis. According to each time of regression analysis for each component of leadership style, the research must collect R^2 in order to find R_m^2 . The result of the multiple regression of each time presents R^2 , P_{jk} and t-ratio.

ii. Finding the value of R_m^2 , it is the value of variance that all independent variable explains or predicts the dependent variable in the model of full relationship according to this formula = $R_m^2 = 1 - (1 - R_{y1}^2)(1 - R_{y2}^2) \dots (1 - R_{yp}^2)$

When R_{yi}^2 is ordinary squared multiple correlation coefficient of equation (i) in the model of full relationship.

iii. The researcher adjusted the model by removing every independent variable that did not significantly affected the dependent variable, and build the new model of relationship by putting all variable that significantly affected the dependent variable, and used multiple regression to analyze the relationship among variable same as the first step.

iv. Finding R^2 , P_{jk} and t-ratio in the alternative model of relationship by using the same method of 3.8.1 for finding R^2 , P_{jk} and t-ratio in the new model of relationship by removing all variable that functions as the predictor, has no significantly affect the dependent variable.

v. Finding the M value, it is the ratio of variance that all independent variable predicts or explains the dependent variable in the new model of relationship according to the formulae.

$$M = 1 - (1 - R_1^2)(1 - R_2^2) \dots (1 - R_p^2)$$

When R_i^2 is the ordinary squared multiple regression correlation coefficient of equation (i) in the model of new relationship

vi. Finding Q value, it is the statistics value to measure the goodness of fit between the model of new relationship and the empirical data according to this formulae.

$$Q = \frac{1 - R_m^2}{1 - m}$$

After that, he researcher test the goodness of fit by using this formulae:

$$W = - (N-d) \log_e Q$$

W = the statistic has χ^2 estimation distribution and degree of freedom = d

N = sample size

d. = the number of variable in the full model and the adjusted model which does not significantly affect the dependent variable, and was removed from the alternative model or the over justified model.

\log_e = natural logarithm

Q = the index of fit between the 1st model and 2nd model.

3.11 The Initial Data Screening and Cleaning the Data

Human has a lot opportunity to earn error in going into data right into the SPSS (Pallant, 2007) and thus there is a demand for one to examine the data sheet for errors. Below, 2 points are essential; initially looking for the errors and second of all, discovering the errors and dealing with the errors in the data files (Pallant, 2007). Errors in data established can misshape and ruin the analysis by impacting the result gotten (Pallant, 2007). Additionally, Sekaran et al. (2001) recommended scientists

ought to continually attempt to look for errors before entering into data analysis to examine and identify any errors that can emerge.

To look for the errors in this research study, an extensive evaluation of the data collection was performed making use of descriptive analysis strategy as recommended by Pallant (2007). This method allows getting the minimum and maximum values that are intended to be in a particular data collection. Nevertheless, after the evaluation, the examination result disclosed that there were no data established with any error. The research study just as looked for the out of range data, that is, data that run out the scale state a scale of 1 to 5. The result additionally exposed that data are within their corresponding arrays. This workout offered a thumbs-up for the following analysis to be carried out.

3.11.1 Preliminary Analyses Basic Assumptions for Statistical Analysis

Inning accordance with Pallant (2007) the initial evaluations consist of looking for the outliers, normality, linearity, and multicollinearity which are mandatory for performing evaluations such as connections and several regressions. She kept in mind that these initial evaluations are crucial, as they are problems, which should be satisfied before the primary analysis would certainly occur. Therefore, an offense of these initial evaluations would certainly stop the more analysis of connections and numerous regression evaluations. For instance, there is a should look for the outliers to see if some certain data collections reveal a reduced or a high number of its data established while the normality aids to make sure that our data accumulated is well dispersed without skewing away. In this instance, the research took on both box plot and pie chart stories to look for the outliers and normality instances specifically as

recommended by Pallant (2007). The outcome of the monitoring suggested that the presumptions of using regressions and connection evaluations were properly fulfilled.

3.11.2 Treatment of Outliers

Any monitoring that is numerically much or remote from the remainder of the data is called outlier (Pallant, 2007). Hence, it is data that is considerably differed various other participants of the day. Outliers can be brought on by any one of the adhering to; by coincidence, dimension errors or heavy-tailed circulation. To deal with the problem of outliers in the study, numerous approaches have been recommended by Pallant (2007); Osborne and Overbay (2004) and Sekaran and Bougie (2010). Via these approaches, one could identify and inspect in the data collection. For example, one can make use of either pie charts or Mahalanobis or the boxplot. Writers are in fact separated on the concern of outliers whether the visibility of outliers in a data influence its result or otherwise (Pallant, 2007). For Osborne and Overbay (2004), the visibility of outliers might have nothing to do with the result of the research while Pallant (2007), Sekaran and Bougie (2010) thought that outlier visibility threatens to outcomes.

Nevertheless, given that looking for outliers is a requirement for additional analysis such as regression, which is of vital to this research, the research performed empirical outliers examining utilizing 3 approaches of pie charts, Mahalanobis, and boxplot. Both the pie charts and the Mahalanobis were plotted, and the result via the assessment of the pie chart and the scanning of the Mahalanobis revealed that there are no instances of outliers in the data collection. To deal with the outlier in a data established 2 approaches have been recommended by Pallant (2007). They consist of removal and rating assigning (that is any variable located with outliers is appointed an additional

rating). The evaluation of Mahalanobis, and boxplot suggests that there is an outlier's visibility in any data collection. The outliers were determined and removed as necessary (Pallant, 2007). In all, an overall of 46 instances was erased from the data collection. Hereafter, the pie chart and boxplot were once more plotted to see if there are still situations of outliers. Although, the data revealed outliers visibility, nevertheless, the outliers are not extreme instances, that is, not substantial. Thus, they were not erased. Osborne and Overbay (2004) and Pallant, (2007) recommended that outliers without extreme cases are not to be erased as they are not considered and might not impact the analysis result.

3.11.3 Test of Normality

Normality is the standard presumptions and the requirement for statistical analysis such as regression analysis (Coakes, 2012). If data is usually dispersed or uniformly dispersed, it is utilized to examine or spot. A normal data would certainly show up in the normal probability plot as a straight line similar to a straight line. Hence, when the data factor drops near the straight line, the data are thought to be normal and if on the other hand, the data drops or else, after that it is usually dispersed (Selkind, 2009). Inning accordance with Pallant, (2007); Sekaran et al. (2001); Jarraet (1989) normality of data will certainly aid the scientists to identify whether the accumulated data is normal skewed to one end. Nonetheless, numerous still thought that exactly how well a data stabilizes considerably relies on the dimension of the data (Coakes, 2012). That is, the bigger the data, the normal the data. As an example, a 500 data dimension would certainly be much more normal compared to a 30 data dimension. Therefore the bigger the data, the normal the data (Pallan, 2007) thought that data with 30 to 150 situations are presumed to be normal.

Although, the data for this research is much above 30 and 150, yet it went, even more, to statistically perform a normality test making use of the pie chart plot. The normal P-P stories and Normal probability plot were produced from the regression result and were utilized to evaluate the degree of the normal of the data. After evaluation, the result of the data normality revealed that the data is dispersed. The representation in numbers 5.1 suggests the data for this research is dispersed. It shows that the gathered is from a normal example circulation. Based upon this, it is consequently thought in this research that the normal assumption is well fulfilled. This is an additional clearance for more evaluations. It additionally reveals that the data established for this research study is well-modeled by a normal circulation. Besides, the regressions systematize recurring plotted together with the normal P-P stories and Normal probability plot just as showed that the gathered data is normal. This is confirmed by the pie chart which was located to have the best regularity of ratings at the center with smaller sized regularities to the extremes and this according to (Coakes & Steed, 2009) that utilized the normal probability plot in their research studies. The plot reveals the collective probability of the transformational leadership strategies residuals, which plainly showed that the observed residuals are gathered, and carefully around the normal straight line.

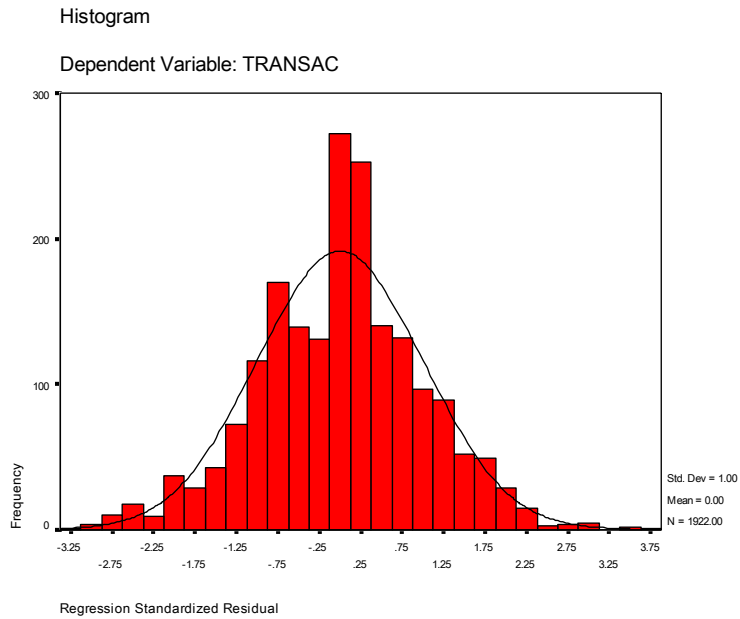


Figure 3.1 The Histogram plot of Transactional leadership

3.11.4 Test of Multicollinearity

This is one more standard assumption that should be fulfilled before carrying out the regression analysis. Multicollinearity takes place when 2 or even more independent variables are discovered to be carefully associated (Pallant, 2007). Multicollinearity problem could trigger an unusual result, that is, it can adversely impact the result of the analysis (Pallant, 2007). For example, it could trigger vast confidence intervals and odd P values for independent variables. Inning accordance with Selkind (2010), the problem of multi-collinearity must be protected against since it can impact the analysis and as a result in an ineffective and deceptive interpretation of the result of the analysis. Normally, in stats, it is anticipated that some relationships ought to be discovered amongst independent variables; nevertheless, this relationship ought to not be discovered to be expensive like.90. That is any relationship results that suggests.90 and above ought to be thought about multicollinearity problem. One method as recommended by Pallant (2007) to resolve the problem of multicollinearity is to erase

among the variables that are extremely associated. Hence, scientists need to make certain that the connection amongst the independent variables in their research study is not as high as .90 and above.

The regression analysis was carried out, and the result was checked to determine whether there is any multicollinearity problem. Surprisingly, the result of the analysis shows that there is no problem of multicollinearity. The variable inflationary factor called VIF was utilized to establish whether there was a multicollinearity problem amongst the independent variables. Inning accordance with Lahiri and Kedia (2009), VIF above 10 cut-offs recommends a problem of multicollinearity amongst the independent variables. Therefore, VIF is a great sign of multicollinearity. For this research, the outcomes show in all VIF of less than 10 cut-offs as recommended by Lahiri and Kedia (2009), and this suggests that there is no instance of multicollinearity or whatsoever. Table 3.11 provides the VIF result for the whole variable as stemmed from the regression analysis outcomes.

Table 3.11

Result of Multicollinearity Test

Variables	Label	VIF
Emotional Intelligence	Emotional Intelligence	1.62
Resilience	Resilience	1.62
Transformational leadership	Transformational leadership	1.34
Transactional leadership	Transactional leadership	1.21
Laissez – leadership	Laissez – leadership	1.23

Furthermore, the researcher analyzes the structural equation model that indicates the relationship among sub-component of EI, resilience and transformational leadership. The researcher determined Idealized Influence as the dependent variable and all sub-component of EI as the independent variable. Those are the sub-components of emotional intelligence, test the multicollinearity. The result of the multicollinearity

among independent variable was shown in the table3.12 the VIF of all independent variables are less than 10.

Table 3.12

Result of Multicollinearity Test (each component of EI)

Variables	Label	VIF
Self- regards	Self- regards	3.54
Emotional Self Awareness	Emotional Self Awareness	3.31
Assertiveness	Assertiveness	3.20
Independent	Independent	2.98
Self Actualilization	Self Actualilization	3.08
Empathy	Self-actualization	2.26
Social Responsibility	Social Responsibility	2.73
Interperpersonal Relationship	Interperpersonal Relationship	4.20
Stress Tolerance	Stress Tolerance	1.03
Impuls Control	Impuls Control	2.70
Reality Testing	Reality Testing	2.54
Flexibility	Flexibility	2.85
Problem Solving	Problem Solving	2.98
Optimism	Optimism	3.89
Happiness	Happiness	4.28

3.11.5 Testing of Linearity

By straightforward significance, linearity suggests that the quantity of adjustment or price of adjustment, in between ratings on 2 variables is constant for the whole variety of ratings for the variables. For that reason, a nonlinear relationship underestimates the strength of the relationship, or cannot discover the existence of a relationship 2 significant strategies are utilized in the test of linearity. They are: statistical and visual. While the graphic includes the exam of scattering stories, the statistical method consists of analysis hypothesis tests for linearity. This research took on the graphic method scatter plot of taking a look at the linearity (Pallant, 2007; Sekaran et al., 2001). A direct relationship in between 2 variables suggests that the observed data fit a straight line. It additionally indicates that there is no clear relationship in between the residuals and the predicted values (Pallant, 2007). The result outcomes for the exam of the scatter plot suggest that there is no clear relationship in between the

residuals and the predicted values. Therefore, the dots in the scatter plot box are located to be scattered around each other, not being much from each various other after that it is wrapped up that the assumption of the linearity is satisfied. Besides, the normal plot was likewise plotted and checked out. The result likewise revealed that there is no linearity problem. After that normal plot reveals that the residuals have a straight-line relationship with the predicted dependent variable ratings as recommended by Sekaran et al (2001) the basic strength of the relationship in between independent variables and the dependent variable is again shown. Based on this result, it consequently thought that there are no considerable data troubles worrying linearity. The scatter plot consists of a scatter dot, which, are scattered around each other, and this suggests that the assumption of the linearity is satisfied. For this reason, the observed data fit a straight line.

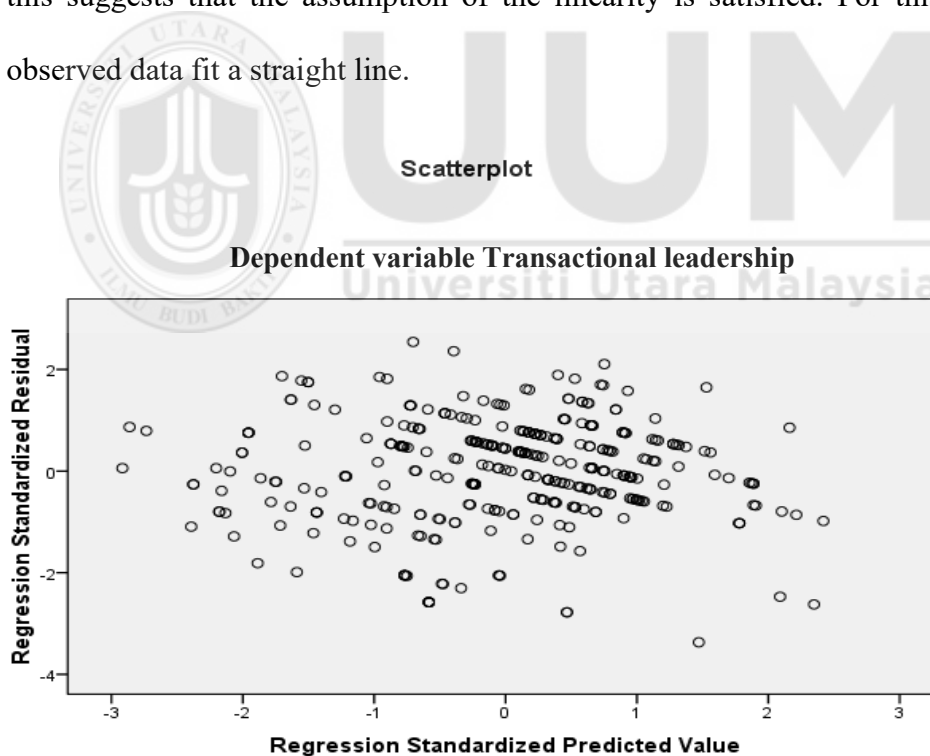


Figure 3.2. Regression Standardized predicted value

The Scatter plot between Standardized Predicted Value of the Independent Variable and the Standardized Residuals of Overall Performance.

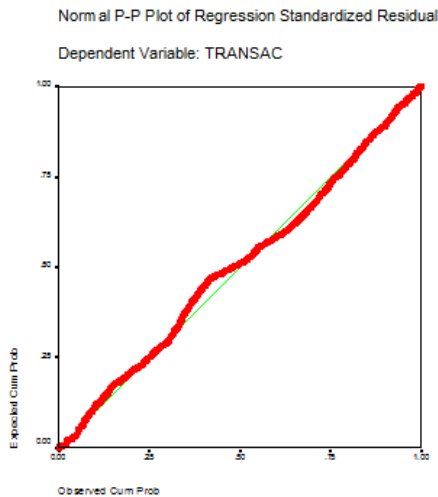


Figure 3.3. Normal P-P Plot of regression Standardized Residual

3.12 Factor Analysis

The current research studied the function for utilizing factor analysis in research, a factor analysis in this study was utilized to identify the number of things in a factor. Simply puts, it was utilized to lower some factors from a bigger number of gauged variables (Zikmund et al., 2013). It aided in the figuring out whether the instruments had the ability to gauge exactly what they plan to determine. Thus, the validity of the instruments was figured out utilizing this method. Based upon this, the confirmatory factor analysis (CFA) or else called major component analysis, and a varimax rotation was taken on to validate the whole instrument. The Kaiser-Meyer-Olkin (KMO) is the sign of exactly how well an instrument confirms its construct while factor loading suggests exactly how high a determined variable is associated with a factor (Zikmund et al., 2013). In this research study, the factor loading needed for everything to be consisted of in the factor is .30 as recommended by Pallant (2007) and Sekaran and Bougie (2010). All instruments in this research went through SPSS for factor analysis in accordance with the construct they gauge utilizing the primary component

factor analysis and a varimax rotation as shown earlier above. The outcomes exist as necessary as follow:

3.12.1 Factor Analysis Result for Emotional intelligence (EQ-i)

The result in Table 3.13 indicates there are 129 items submitted to factor analysis, the 129 items load account for 26.80 % of the variance with Eigenvalues of 34.68 and Kasier-Meyer-Olkin (KMO) .920 and Bartlet's test of Approximate Chi-Square of 71891.33. df = 8256 with Sig. .001.

Table 3.13

Factor Analysis Result for BarOn's EQ-i component

Factor	Loading	Factor	Loading	Factor	Loading
Item1	.58	Item46	.50	Item92	.61
Item2	.64	Item47	.66	Item93	.56
Item3	.55	Item48	.61	Item94	.60
Item4	.54	Item49	.54	Item95	.59
Item5	.55	Item50	.76	Item96	.55
Item6	.50	Item51	.53	Item97	.70
Item7	.49	Item52	.69	Item98	.51
Item8	.54	Item53	.86	Item99	.56
Item9	.61	Item54	.65	Item100	.70
Item10	.57	Item55	.39	Item101	.60
Item11	.58	Item56	.54	Item102	.54
Item12	.54	Item57	.56	Item102	.65
Item13	.54	Item58	.57	Item103	.59
Item14	.67	Item59	.67	Item104	.55
Item15	.78	Item60	.55	Item105	.54
Item16	.56	Item61	.60	Item106	.55
Item17	.80	Item62	.50	Item107	.62
Item18	.64	Item63	.62	Item108	.88
Item19	.88	Item64	.56	Item109	.57
Item20	.67	Item65	.50	Item109	.57
Item21	.59	Item66	.48	Item110	.53
Item22	.87	Item67	.88	Item111	.53
Item23	.51	Item68	.55	Item112	.60
Item24	.60	Item69	.56	Item113	.52
Item25	.53	Item70	.51	Item114	.58
Item26	.66	Item71	.53	Item115	.89
Item27	.59	Item72	.58	Item108	.88
Item28	.53	Item73	.55	Item109	.57
Item29	.88	Item74	.54	Item109	.57
Item30	.66	Item75	.78	Item116	.63
Item31	.69	Item76	.56	Item117	.55
Item32	.56	Item77	.55	Item118	.68
Item33	.75	Item78	.56	Item119	.71

Table 3.13 continued

Item34	.60	Item79	.51	Item116	.63
Item35	.54	Item80	.55	Item117	.55
Item36	.64	Item81	.53	Item118	.68
Item31	.69	Item82	.58	Item119	.71
Item37	.51	Item83	.55	Item120	.44
Item38	.59	Item84	.54	Item121	.57
Item39	.59	Item85	.52	Item122	.63
Item40	.58	item 86	.61	Item123	.66
Item41	.61	Item87	.61	Item124	.60
Item42	.49	Item88	.62	Item125	.59
Item43	.58	Item89	.58	Item126	.59
Item44	.68	Item90	.76	Item127	.59
Item45	.67	Item91	.68	Item128	.63
				Item129	.65

Variance = 96%, Eigenvalue = 34.68, Kasier-Meyer-Olkin (KMO) .920

Chi-Square of 71891.33. df = 8256 with Sig. .00

15 components were extracted as in following the BarOn's EQ-i, and every value of each item was in the component of BarOn's EQ-i. However some item has value, lower than .50 (see in the table3.13) and some item has a value that appears in 2 components, the researcher makes decision that what component has the greater value of the item, must have the item in the component. However, the factor loading of every item is greater than 0.50; the value is acceptable because it follows the rules that each item should be above 0.50 (Hair et al., 2010).

3.12.2 Factor Analysis Result for Student's Resilience

The result in Table 3.14 indicates there are 21 items submitted to factor analysis, the 21 items load account for 26.80 % of the variance with Eigenvalues of 34.68 and Kasier-Meyer-Olkin (KMO) 0.91 and Bartlet's test of Approximate Chi-Square of 6885.91. df = 210 with Sig. .00.

Table 3.14

Factor Analysis Result for student's resilience

Factors	loading	Factors	Loading	Factor	Loading
Item1	.536	Item8	.512	Item15	.537
Item2	.593	Item9	.717	Item16	.778
Item3	.672	Item10	.692	Item17	.505
Item4	.696	Item11	.720	Item18	.556
Item5	.664	Item12	.638	Item19	.602
Item6	.685	Item13	.610	Item20	.688
Item7	.764	Item14	.712	Item21	.697

Variance = 26.80, Eigenvalues of 34.68, Kasier-Meyer-Olkin (KMO) 0.91
 Bartlet's test of Approximate Chi-Square = 6885.91. df = 210 with Sig. .00

7 components were extracted according to the theory of Personal resilience. Every value of each item was in the component of Daryl Conner's resilience., the factor loading of every item is greater than 0.50, the value is acceptable because it follows the rules that each item should be above 0.50 (Hair et al., 2006).

3.12.3 Factor Analysis for Multifactor Leadership Questionnaire (MLQ)

The result in Table 3.15 indicates there are 21 items submitted to factor analysis, the 21 items load account for 6.57 % of the variance with Eigenvalues of 31.29 and Kasier-Meyer-Olkin (KMO) 0.90 and Bartlet's test of Approximate Chi-Square of 3966.65 df = 210 with Sig. .001.

Table 3.15

Factor Analysis Result for MLQ 6s

Factors	Loading	Factors	loading	Factor	Loading
Item1	.70	Item8	.68	Item15	.72
Item2	.71	Item9	.72	Item16	.78
Item3	.71	Item10	.79	Item17	.73
Item4	.53	Item11	.72	Item18	.64
Item5	.59	Item12	.70	Item19	.70
Item6	.63	Item13	.57	Item20	.70
Item7	.59	Item14	.55	Item21	.54

Variance = 6.57, Eigenvalues of 31.29, Kasier-Meyer-Olkin (KMO) 0.90
 Bartlet's test of Approximate Chi-Square of 3966.65 df = 210 with Sig. .001

Seven components were extracted according to the component of MLQ. Every value of each item was in the component of Leadership Questionnaire (MLQ), the factor loading of every item is greater than 0.50, the value is acceptable because it follows the rules that each item should be above 0.50 (Hair et al., 2006).

3.13 Conclusion

This chapter describes methodology of this research, and the researcher conducted this study by using cross-sectional studied by the survey. The population and sample were students from 3 universities in Thailand who were classified into 2 group as follow: Participants and non-participant of student activities. All the instruments have both validity and reliability before collecting data. After finished collecting data the reliability of 3 instruments was obtained. All data was according to the assumption of the statistic.



CHAPTER FOUR

RESULTS

4.1 Introduction

The researcher describes how to analyze the data and presents the findings of this study according to research questions. Moreover, there is the explanation of the respondents' profiles, the level of students' emotional intelligence, personal resilience and each style of leadership. The researcher used statistics to compare mean according to the demographic factors, in order to answer some research question. Additionally, the researcher used the regression analysis for the hypotheses testing, to meet the research question.

4.2 The Result of the Descriptive Analysis

The researcher could collect data from 1922 respondents from 3 universities in Thailand, summarized the number of sample from 3 universities in Table 4.1.

Table 4.1

Classification of Sample as participant and non-participant

University	Sample	Participant	Nonparticipant
First University	680	288	392
Second University	637	274	363
Third University	605	263	342
	1922	825	1097

Furthermore, there are 4 groups of student, those were classified as follows: (a) 490 (25.49%) the first year students (b) 454 (23.02%) the second years students (c) 482 (25.08%) the third year student (d) 496 (25.01%) the fourth year students. For gender, the result indicates that there were 872 (45.3%) female and 1049 (54.6%) male students. For the sample academic field, the researchers classified the sample into 3 groups, 1052 (54.7%) for Sciences/applied sciences and technology, 694 (36.1%) for

Humanities and Social Sciences and Humanities 175 (9.1%) for Art, Design, and Architecture. Additionally, For GPA, the result indicates, 254(13.2%) student had the level of GPA between 2.00 and 2.49, 2.50-2.99, 1072 (55.8%) students had the level of GPA between 2.50-2.99, 472 (24.6%) students had the level of GPA between 3.00-3.49 and 120 (6.2%) had the level of GPA between 3.50 and 4.00. The research summarized the demographic variables into table 4.2 as below:

Table 4.2

Descriptive Analysis of the Demographic.

N	Frequency	Percentage
Gender:		
female	871	45.3
Male	1051	54.6
Total	1922	100.0
Year of study:		
First year	490	25.49
Second Year	454	23.02
Third Year	482	25.08
Fourth year	480	25.01
Total	1922	100
Field of Study		
Science, applied sciences	1052	54.7
Social Sciences and Liberal Arts	694	36.1
Art, Design and Architecture	175	9.1
Total	1922	100

4.2.1 Descriptive Statistics for all Variables

Table 4.3 and 4.4 shows the descriptive analysis result for all the variables in this study. It presents both the mean and the standard deviation for all the variables. Table 4.5 and 4.6 shows minimum, maximum value, mean and the standard deviation of each variable, for the variable of Emotional Intelligence, the Social Responsibility had the highest mean 3.76 with the standard deviation .56 and impulse control had the lowest mean 3.13 with the standard deviation .89. For the Resilience, the positive-self had the highest mean 3.82 with the standard deviation .59 and Flexible Thought had

the lowest mean 3.48 with the standard deviation .72. For Transformational Leadership, Individual consideration had the highest mean 2.74 with the standard deviation .79 and Idealized Influence had the lowest mean 2.59 with standard deviation .78.

Table 4.3

Descriptive statistic of Resilience and Transformational leadership.

Variable	N	Min	Max	Mean	SD
Resilience					
Positive Self	1922	2.00	5.00	3.82	.59
Positive World	1922	1.67	5.00	3.72	.68
Flexible Thought	1922	1.13	5.00	3.48	.72
Flexible Social	1922	1.00	5.00	3.59	.75
Organize	1922	1.67	5.00	3.64	.71
Focus	1922	1.67	5.00	3.58	.74
Proactive	1922	1.67	5.00	3.57	.80
Transformational Leadership					
Idealized Influence	1922	.67	4.00	2.59	.78
Inspirational Motivation	1922	.67	4.00	2.81	.88
Intellectual stimulation	1922	.00	4.00	2.61	.86
Individual Consideration	1922	.33	4.00	2.74	.79
Transactional Leadership					
Contingency Reward	1922	.75	4.00	2.60	.76
Management-by-exception	1922	.86	4.00	2.60	.73
laissez faire leadership	1922	.63	4.00	2.46	.70

Table 4.4

Descriptive statistic of the component of EI.

BarOn's EI	N	Min	Max	Mean	SD
Self- regards	1922	1.78	5.00	3.60	.57
Emotional Self Awareness	1922	1.50	5.00	3.57	.61
Assertiveness	1922	1.57	5.00	3.33	.67
Independent	1922	1.14	5.00	3.4	.72
Self-Actualization	1922	1.67	5.00	3.69	.62
Empathy	1922	1.88	5.00	3.72	.54
Social Responsibility	1922	1.75	5.00	3.76	.56
Interpersonal Relationship	1922	1.64	5.00	3.53	.60
Stress Tolerance	1922	1.44	5.00	3.48	.59
Impulse Control	1922	1.00	5.00	3.13	.89
Reality Testing	1922	1.60	5.00	3.38	.56
Flexibility	1922	1.25	5.00	3.30	.63
Problem Solving	1922	1.13	5.00	3.61	.57
Optimism	1922	1.50	5.00	3.61	.60
Happiness	1922	1.78	5.00	3.52	.58

4.3 What was The Level of Student Emotional Intelligence, Personal Resilience and Student Leadership?

This research studied the influence of Emotional Intelligence (EQ-i) Personal resilience toward the students' leadership among participant and non-participant in Thailand universities. Furthermore, there was the purpose to study the level of Emotional Intelligence quotient, personal resilience, and student leadership. This section presents the level of each variable as follows:

4.3.1 The level of emotional intelligence quotient.

4.3.2 The level of Personal resilience.

4.3.3 The level of student leadership.

4.3.1 The level of Emotional Intelligence Quotient

This section presents the level of emotional intelligence according to the demographic variable as follows: university, year of study, gender, type of participation of student activity, the academic field of study and GPA.

4.3.1.1 The Level of Emotional Intelligence Quotient

This section presents the level of emotional intelligence in following the Table 4.5 present the classification of Emotional intelligence quotient by university. The table indicates that the total student of 3 universities accounted for 1922 students that converted to be 100 %, 50.5 % students had an average level. 14.6% students had the high level, 12 % students had the high level, and 1.66 % students had the highest level in the emotional intelligence quotient. When there is the consideration of the level of emotional intelligence in each university, it was a bit different. The mean of a total EQ-i score of each university are as follows: the first university (99.69), the second (99.68) and the third university (99.58) respectively.

Table 4.5

The level of emotional intelligence quotient by university

The level of EQ-i	University						Total
	First	Second	Third				
	University	University	University				
70 below	8	1.18	4	0.63	7	1.16	19 0.99
70 - 79	28	4.12	26	4.08	24	3.97	78 4.06
80 - 89	111	16.3	100	15.7	99	16.4	310 16.1
90 - 109	337	49.6	326	51.2	308	50.9	971 50.5
110 - 119	98	14.4	93	14.6	90	14.9	281 14.6
120 - 129	89	13.1	75	11.8	67	11.1	231 12
130 above	9	1.32	13	2.04	10	1.65	32 1.66
	680	100	637	100	605	100	1922 100

4.3.1.2 The Students' Level of EQ-i by Year of Study

Table 4.6 presents the students' level of EQ-I by year of study. More than 50% of the total student had the average level of EQ-I. The researcher compared the level of EQ-i among 4 groups of students who studied the different year of study. The fourth year students had higher level of EQ-i than the third year, second year and first year by considering the cumulative percentage of all level that was higher than average above as follow: the first year student (21.2 %), second year student (24.6) third year (36.2%) and fourth year (37.12). Mean of an EQ-i score of the first-year student (96), second year (100), third year (102) and fourth year (103). The result indicates that fourth-year student's EQ-i was higher than the third year, second year and first year student respectively.

Table 4.6

The students' level of EQ-i by year of study

The level of Total EQ-i	Year of Study									
	First year	%	Second year	%	Third year	%	Fourth Year	%	Total student	%
70 below	12	2.42	2	0.44	4	0.83	1	0.20	19	0.99
70 - 79	38	7.66	15	3.32	14	2.91	11	2.23	78	4.06
80 - 89	86	17.3	81	17.9	47	9.77	66	13.3	280	14.6
90 - 109	255	51.4	243	53.8	238	49.5	236	47.8	972	50.6
110 - 119	57	11.5	61	13.5	84	17.5	109	22.1	311	16.2
120 - 129	42	8.47	42	9.29	83	17.3	63	12.7	230	12
130 above	6	1.21	8	1.77	11	2.29	7	1.42	32	1.66
	490	25.4	454	23.0	482	25.0	496	25.0	1922	100

4.3.1.3 The Students' Level of EQ-i by Gender

Table 4.7 presents the level of EQ-i by gender. Referring to male and female's the cumulative percentage from an average level to 130 above, there were 84.7 % of females students, 74.47 % of males who had the level of EQ-i at the average level above. Female student had the mean of EQ-i score = 99, and male students had the mean of EQ-i score = 99, indicates that female students' emotional intelligence was higher than male students'.

Table 4.7

The level of students' EQ-I by gender

	Gender					
	male	%	female	%	total	%
Total EQ-i 70 below	8	0.762	11	1.261	19	0.99
70 - 79	57	5.429	21	2.408	78	4.06
80 - 89	204	19.43	105	12.04	309	16.1
90 - 109	536	51.05	435	49.89	971	50.5
110 - 119	135	12.86	146	16.74	281	14.6
120 - 129	95	9.048	136	15.6	231	12
130 above	16	1.524	17	1.95	33	1.72
Total	1051	100	871	100	1922	100

4.3.1.4 The Students' Level of EQ-i by Type of Participating Student Activities

Table 4.8 presents the level of EQ-i by type of participating student activities, indicates that there were 42% the participants, had the emotional intelligence quotient at the average level, 20.61% participants at the high level, 17.82 % participants at the higher level and 2.78 % participants at the highest level. 56.79 % of non-participants had the emotional intelligence at the average level, 10.12 % non-participants at the high level, 7.657 % non-participants at the higher level and 0.82 % non-participants at the highest level. The participants' the mean of EQ-i score was 103 and non-participants' was 98 that mean the participants 'level of EQ-i was higher than non-participants because the participants' EQ-i were higher than non-participant a bit. However, both participants and non-participants' level of EQ-i was at the average level.

Table 4.8

The students' level of emotional intelligence by differentiating as participant and non-participant.

The level of Students'	Type of Participation					
	Participant	%	Non-participant	%	Total	%
70 below	4	0.485	15	1.367	19	0.95
70 - 79	21	2.545	57	5.196	78	3.9
80 - 89	112	13.58	198	18.05	310	15.5
90 - 109	348	42.18	623	56.79	971	48.6
110 – 119	170	20.61	111	10.12	281	14.1
120 - 129	147	17.82	84	7.657	231	11.6
130 above	23	2.788	9	0.82	32	1.6

4.3.1.5 The Students' Level of EQ-i by Field of Study

Table 4.9 presents the students' level of EQ-i by field of study, the field of study was classified into 3 groups as follow 1) Sciences, Applied Sciences and Technology 2) Humanities and Social Sciences and 3) Arts, Design and Architecture, because the nature of each academic field is different. There were 1052 students of Sciences,

Applied Sciences, and Technology, 694 students of Humanities and Social Sciences and 176 students of Arts, Design, and Architecture, because there were 2 universities of technology and 1 university of Humanities and Social Sciences, result to have a larger number of students in Sciences, Applied Sciences and Technology than students of Humanities and Social Sciences. However, the researcher compared the percentage of students in each level of EQ-i, it was a bit different among groups. 51 % students of Sciences, Applied Sciences and Technology, 49 % Students of Humanity and Social Sciences and 53 % Students of Arts, Design, and Architecture had the average level of EQ-i. Each group had the mean of EQ-i as follows: 1) Sciences, Applied Sciences, and Technology = 99.34. 2) Humanities and Social Sciences = 99.84 and Arts, Design and Architecture = 100.10. The level of EQ-i among the group was a bit different. Mean of the EQ-i score in each group indicate that students of each group had mainly the average level of EQ-i

Table 4.9

The students's level of EQ-i by field of study

Level of EQ-i	Field of study					
	Sciences Applied Sciences and Technology	%	Humanities Social Sciences	%	Arts, Design and Architecture	%%
70 below	10	0.951	7	1	2	1.136
70 – 79	47	4.468	24	3	7	3.977
80 – 89	172	16.35	113	16	26	14.77
90 – 109	539	51.24	339	49	92	52.27
110 – 119	138	13.12	123	18	20	11.36
120 – 129	127	12.07	79	11	25	14.2
130 above	19	1.806	9	1	4	2.273
	1052	100	694	100	176	100

4.3.1.6 The Students' Level of EQ-i by GPA

Table 4.10 presents students' level of EQ-i by GPA, and this variable was classified into 5 dimensions. No one had GPA at the level 2.00 below. 154(13.21%) students had GPA at the level 2.00 – 2.45. 1072(55.78%) students had GPA at the level 2.50 – 2.99. 474(24.66 %) students had GPA at the level 3.00 – 3.49 and 122 (6.34) students had GPA at the level 3.00 above. GPA was at the level 2.50 – 2.99 means the average level. The cumulative percentage of each group from the level 110-119 to the highest level 130 above, indicates that 31.86 % students had GPA at the level 3.40 above, their level of EQ-i were at average above. 39.14 % students had GPA at the level 3.00 – 3.49, their level of EQ-i were at the average above. 26.29 % students had GPA at the level 2.50 – 2.99, their level of EQ-i were at the average above, and 15.34 % students had GPA at the level 2.00 – 2.49, their level of EQ-i were at the average above. Additionally, mean of the EQ-i score of each group, the students had GPA at the level 2.00-2.49, their mean of the EQ-i score was lowest (96.34), and the student had GPA at the level 3.50 above, their mean of the EQ-i score was highest (101.38). While the student had GPA at the level 2.50 – 2.99, their mean of the EQ-i score was equal to 99.46. Student had GPA at the level 3.00 – 3.49, their mean of the EQ-i score was equal to 101.29, their mean of the EQ-i score was a bit different from students who had GPA at the level 3.50 above.

Table 4.10

The level of EQ-i differentiated by GPA

The level of Total EQ-i	GPA								Total student	%
	2.00 - 2.49	%	2.50 2.99	%	3.00- 3.49	%	3.50 Above	%		
70 below	4	1.57	11	1.02	4	0.84	0	0	19	0.99
70 - 79	16	6.29	48	4.47	10	2.11	4	3.28	78	4.06
80 - 89	47	18.5	171	15.9	71	15.0	20	16.4	309	16.0
90 - 109	148	58.2	560	52.2	204	43.2	59	48.3	971	50.5
110 - 119	23	9.05	133	12.4	113	23.9	12	9.83	281	14.6
120 - 129	13	5.11	133	12.4	60	12.7	25	20.4	231	12.0
130 above	3	1.18	16	1.49	12	2.54	2	1.63	33	1.71
	254	100	1072	100	474	100	122	100	1922	100

4.7.1.7 Total Students' Level of EQ-i

Table 4.11 presents all students' level of EQ-i without any demographic variable. The result indicated that 0.989 % students were at the lowest level. 4.058 % students were at the low level, 16.13 % all students were at the average below level. 50% students were at the average level, 14.62% students were at the average level. 12.02 % students were at the high level and of students were at the low level, 1.67 % students were at the highest level. Moreover, the mean of their EQ-i score was 99.65 that was average level.

Table 4.11

All students' level of EQ-i

The level of EQ-i	Frequency	Percentage
70 below	19	0.989
70 - 79	78	4.058
80 - 89	310	16.13
90 - 109	971	50.52
110 - 119	281	14.62
120 - 129	231	12.02
130 above	32	1.665

4.3.2 The Level of Students' Personal Resilience

This section presents the level of student personal resilience, classified by the different demographic variable as follows: university, year of study, type of participating student activities, gender, the field of study and GPA. Moreover, this section also presents the level of personal resilience without differentiating any demographic variable.

4.3.2.1 The Level of Students' Personal Resilience by University

The table 4.12 indicates that the total student of 3 universities accounted for 1922 students that converted to be 100 %, there were 43.18 % students who had the moderate level of personal resilience. 45.99 % students had a high level of personal resilience, and there were few students who had the personal resilience at the moderate level below or highest level. Referring to the comparison in the personal resilience level among groups of students who studied the different university, it was a bit different, and it was not different from all group of students' score. 42.79 % of first university students had the personal resilience score at the moderate level and 47.65 % first university students had the personal resilience score at the higher level. 43.64 % of second university students had the personal resilience score at the moderate level and 47.41% of second university students had the personal resilience score at the higher level. 43.14 % of third university students had the personal resilience score at the moderate level and 42.64% of second university students had the personal resilience score at the higher level. Additionally, their mean of personal resilience score was a bit different as follows: first university $\bar{X} = 3.57$, second university $\bar{X} = 3.59$, third university $\bar{X} = 3.54$. The result indicated that they had mainly the

personal resilience in the higher level, total student $\bar{X} = 3.56$. The result indicates that total student had mainly the personal resilience in the high level.

Table 4.12

The level of personal resilience by university

Personal resilience level	University							
	First University	%	Second University	%	Third university	%	Total %	
1.00 - 1.49	3	0.44	8	1.256	7	1.157	18	0.94
1.50-2.49	2	0.29	2	0.314	3	0.496	7	0.36
2.50 - 3.49	291	42.79	278	43.64	261	43.14	830	43.1
3.50 - 4.49	324	47.65	302	47.41	258	42.64	884	45.9
4.50 above	60	8.82	47	7.378	76	12.56	183	9.52
Total	680	100	637	100	605	100	1922	100

4.3.2.2 The Students' Level of Personal Resilience by Year of Study

Table 4.13 presents the level of student personal resilience by university. Referring to the comparison of the percentage relating the personal resilience level among group by year of study, it was a bit different and it was not different in the different group. However, 63% first year student had the personal resilience score at the moderate level. In contrast, there were 37% second year, 38% of Third year and 33.27% fourth year students had the personal resilience score at the moderate level. In the same time, only 30% and 3.7 % first year students had the personal resilience score at the high and highest level. Moreover, there were 53 % second year, 46% third year and 54.03%% fourth year students had the personal resilience score at the high level. 7.49 % second year students, 14.9% third year students and 11.9 % fourth year students had the personal resilience score at the highest level. Additionally, their mean of personal resilience score is presented as follows : first year students $\bar{X} = 3.41$, $SD = 6.41$, second year students $\bar{X} = 3.59$, $SD = .74$ third year students $\bar{X} = 3.70$, $SD = .67$ and

fourth year students $\bar{X} = 3.71$, $SD = 6.94$ total mean score for all group $\bar{X} = 3.56$. These finding indicated that they had mainly the personal resilience at the higher level, because the mean score for all group was equal to 3.56, $SD = .689$. However, only first year students had the mean of personal resilience score was at the moderate level.

Table 4.13

The students' level of personal resilience by year of study

The level personal resilience	Year of Study									
	First year	%	Second year	%	Third year	%	Fourth year	%	Total student	%
1.00 - 1.49	8	1.6	5	1.1	3	0.62	2	0.403	18	0.93
1.50-2.49	5	1	0	0	0	0	2	0.403	7	0.36
2.50 - 3.49	310	63	171	37.7	183	38	165	33.27	829	43.1
3.50 - 4.49	149	30	244	53.7	224	46.5	268	54.03	885	46.0
4.50 above	18	3.7	34	7.49	72	14.9	59	11.9	183	9.52
Total	490	100	454	100	482	100	496	100	1922	100

4.3.2.3 The Students' Level of Personal Resilience by Gender

Table 4.14 'level of student personal resilience by a university. It was a bit different between male and female. However, 45.2% male students and 40.6 % female students had the personal resilience score at the moderate level. 45.6% male students and 46.6 % female students had the personal resilience score at the high level. In contrast, 7.7% male students and 11.7 % female students had the personal resilience score at the highest level. Also, female students had a higher mean score of personal resilience than male. (Male $\bar{X} = 3.40$ $SD = .58$ and female $\bar{X} = 3.54$, $SD = .60$).

Table 4.14

The students' level of personal resilience by gender

	Gender					
	male	%	female	%	total	%
Total EQ-i						
1.00 - 1.49	10	0.95	8	0.92	18	0.9365
1.50-2.49	5	0.48	2	0.23	7	0.3642
2.50 - 3.49	475	45.2	354	40.6	829	43.132
3.50 - 4.49	479	45.6	406	46.6	885	46.046
4.50 above	81	7.71	102	11.7	183	9.5213
Total	1050	100	872	100	1922	100

4.3.2.4 The Students' Level of Personal Resilience by Type of Participating Student Activities

Table 4.15 presents the level of student personal resilience by type of participating student activities. There was the difference in personal resilience between participant and nonparticipant. The findings revealed that 32.4% participants and 51% non-participants had the level of resilience score at the moderate level. On the other hand, 52.4 % participants and 41.5% non-participants had the level of resilience score at the high level. Moreover, 14.1% participant and 6.11 % nonparticipant had the level of resilience score at the highest level. The last evidence confirms that participants' the personal resilience was higher than nonparticipants, the mean score of personal resilience was different between participant and non-participant, participant $\bar{X} = 3.70$, $SD = .74$ and non-participant $\bar{X} = 3.45$, $SD = .63$. The participants had the mean score of personal resilience at the high level, in contrast, non-participant had the mean score of personal resilience at the moderate level.

Table 4.15

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The level of personal resilience by type of participating student activities

	Type of Participation				Total	%
	Participant	%	Non-participant	%		
1.00 - 1.49	11	1.33	7	0.64	18	0.93
1.50-2.49	2	0.24	5	0.46	7	0.36
2.50 - 3.49	267	32.4	563	51.3	830	43.12
3.50 - 4.49	429	52	455	41.5	884	46.04
4.50 above	116	14.1	67	6.11	183	9.52
	825	100	1097	100	1922	100

4.3.2.5 The Students' Level of Personal Resilience by Field of Study

Table 4.16 present the students' level of personal resilience by field of study. The finding indicates that almost students' personal resilience was at the moderate level and high level. 44.2% Sciences, Applied Science and Technology, 44.2% Humanities and Social sciences and 40.3 % Arts, Design and Architecture students had the personal resilience score at the moderate level. 46.8% Sciences, Applied Science and Technology, 43.7% Humanities and Social sciences and 50.6 %Arts, Design and Architecture students had the personal resilience score at the high level. 7.7% Sciences of Sciences, Applied Science and Technology, 12.5% of Humanities and Social sciences and 8.52 %Arts, Design and Architecture students had the personal resilience score at the highest level. The students of Arts, Design, and Architecture had the personal resilience score at the high level at most. The students of Humanities and Social Sciences had the personal resilience score at the highest level. Additionally, the mean score of personal resilience was a bit different among groups as follows: Sciences of Sciences, Applied Science and Technology students, $\bar{X} = 3.56$, $SD = .64$, Humanities and Social sciences students, $\bar{X} = 3.54$ $SD = .75$, Arts, Design, and

Architecture students, $\bar{X} = 3.59$ SD = .65. The result indicates that almost of their level of personal resilience were high.

Table 4.16

Students' level of personal resilience by field of study

Resilience	Field of study						
	Sciences, Applied sciences and Technology	%	Humanities and Social Sciences	Arts, Design and Architecture			
1.00 - 1.49	10	0.95	8	1.15	0	0	
1.50-2.49	4	0.38	2	0.29	1	0.57	
2.50 - 3.49	465	44.2	294	42.4	71	40.3	
3.50 - 4.49	492	46.8	303	43.7	89	50.6	
4.50 above	81	7.7	87	12.5	15	8.52	
	1052	100	694	100	176	100	

4.3.2.6 The Students' Level of Personal Resilience by GPA

Table 4.17 present the students' level of personal resilience by field of study. The finding indicates that almost students' personal resilience was at the high level. The students had the level of GPA between 2.00 – 2.49, their personal resilience score were at the moderate level at most (55.5%). The students had the level of GPA between 3.00 – 3.49, their personal resilience score were at the moderate level at least (35.4%). In contrast, the students had the level of GPA between 2.00 – 2.49, their personal resilience score were at the high level at least (39.8). The students had the level of GPA between 3.00 – 3.49, their personal resilience scores were at the high level at most (51.5%). Interestingly, students whose the level of GPA between 3.50 above, their personal resilience scores were at the moderate level at most (18 %) and students who had the level of GPA between 2.00 – 2.49, their personal resilience scores were at the highest level at least (10%). Table 4.26 indicates that students had the level of GPA between 2.00 – 2.49, their personal resilience scores were less than another

group. There is another evidence to confirm the data in the table, that is a mean score of the personal resilience in each group of GPA level as follows: students had the level of GPA between 2.00 -2.49, $\bar{X} = 3.40$, $SD = .71$, students who had the level of GPA between 2.50-2.99, $\bar{X} = 3.55$, $SD = .66$, students who had the level of GPA between 3.00-3.49, $\bar{X} = 3.67$, $SD = .67$ and students who had the level of GPA between .50 above, $\bar{X} = 3.60$, $SD = .81$. This finding mentioned that students who had the level of GPA between 2.00 -2.49 had the mean of personal resilience score at least and their personal resilience score were at the moderate level, another group's personal resilience score were at the high level.

Table 4.17

The students' level of personal resilience by GPA

The level .of Total EQ-i	GPA								Total student	%
	2.00 - 2.49	%	2.50 2.99	%	3.00- 3.49	%	3.50 Above	%		
1.00 - 1.49	2	0.79	9	0.84	6	1.27	1	0.82	18	0.936
1.50-2.49	0	0	4	0.37	3	0.63	0	0	7	0.364
2.50 - 3.49	141	55.5	471	43.9	168	35.4	50	41	830	43.13
3.50 - 4.49	101	39.8	490	45.7	244	51.5	49	40.2	884	46.04
4.50 above	10	3.94	98	9.14	53	11.2	22	18	183	9.52
	254	100	1072	100	474	100	122	100	1922	100

4.3.2.7 Total Student's Level of Personal Resilience

This section presents the level of students' personal resilience score without any demographic variable as shown in table 4.18. Almost students had mainly the personal resilience score at the moderate and the high level, 43.18 % and 45 % students had the average and high level of personal resilience. There were only 0.36 % and 0.94% students had the low and lowest level. Moreover, some of them obtained the highest level of personal resilience (9.52%), and the mean of student personal resilience score

was equal to 3.56, and the standard deviation was equal to .68. The mean score revealed that the total student had the personal resilience score at the high level.

Table 4.18

Total student's level of personal resilience

The level of personal resilience	Frequency	Percentage
1.00 - 1.49 = Lowest	18	0.94
1.50-2.49 = Low	7	0.36
2.50 - 3.49 = Moderate	830	43.18
3.50 - 4.49 = High	884	45.99
4.50 above = Highest	183	9.52
Total	1922	100

4.3.3 The Students' Level of Transformational Leadership

This section present the level of Transformational leadership in following the demographic variable as follows: university, year of study, type of participating student activities, field of study and GPA.

4.3.3.1 The Students' Level of Transformational Leadership by University

This section presents the level of Transformational leadership by university in table 4.19, the result indicates that the transformational leadership was a bit different among group of university, the transformational leadership of every group was mainly at the moderate level. Additionally, the mean of their transformational leadership score were also a bit different, first university $\bar{X} = 3.53$, $SD = .71$; second university $\bar{X} = 2.58$, $SD = .87$; third university, $\bar{X} = 2.51$, $SD = .94$ and the mean score for all group of university, $\bar{X} = 2.54$, $SD = .93$. The result mentioned that student of all university had the score of transformational leadership at the moderate level.

Table 4.19

The students' level of Transformational leadership by university

	University					
	First University	%	Second University	%	Third University	%
1.61 below	114	17	94	15	104	17
1.61-3.47	463	68	432	68	405	67
3.47 above	103	15	111	17	96	16
	680	100	637	100	605	100

4.3.3.2 The Students' Level of Transformational Leadership by Year of Study

This section presents the level of Transformational leadership by year of study in table 4.20, the result indicates that there was difference in the transformational leadership among students who studied the different year study, the frequency varied according to students' year of study. The first year students had mainly the transformational leadership score at the low (24.49%) and the average level (65.92 %) respectively. There were only 9.59 % first year students who had the transformational leadership score at the high level. In contrast, the fourth year student had the core of the transformational leadership score at the high level (16.94 %) and the average level (72.78 %). There were 10.28 % fourth year students who had the score of the transformational leadership at the low level at least. However, there were third year students had the score of the transformational leadership at the high level at most. The mean of transformational leadership score also varied according to year of study as follows: a. first year students, $\bar{X} = 2.36$, $SD = .86$, b. second year students, $\bar{X} = 2.64$, $SD = .90$, c. third year students, $\bar{X} = 2.66$, $SD = 1.00$, d. fourth year students, $\bar{X} = 2.73$, $SD = .96$. Students who studied the higher year of study, had higher transformational leadership than the lower year of study.

Table 4.20

The students' level of Transformational leadership by year of study

	Class							
	1st year		2nd year		3rd year		4th year	
1.61 below	120	24.49	72	15.86	69	14.32	51	10.28
1.61-3.47	323	65.92	318	70.04	298	61.83	361	72.78
3.47 above	47	9.592	64	14.1	115	23.86	84	16.94
	490	100	454	100	482	100	496	100

4.3.3.3 The students' Level of Transformational leadership by Type of Participating Student Activities

Table 4. 21 presents the level of transformational leadership by type of participating student activities, the finding revealed that 25 % participants had the score of the transformational leadership at the high level. There were 65 % and 10 % participants had the score of the transformational leadership at the average and the low level respectively. On the other hand, non-participant had mainly the score of the transformational leadership at the average (69.83%) and low level (20.6%) respectively, but 9,57% nonparticipants had the high level of the transformational leadership score. The mean score of transformational leadership was clearly different between participant and non-participant, participant, $\bar{X} = 2.75$, $SD = .96$; non-participant, $\bar{X} = 2.3$, $SD = .87$. This finding indicates that participants' the transformational leadership was higher than nonparticipants.

Table 4.21

The students' level of Transformational leadership by type of participating student activities

The level Transformational leadership	Type of Participation			
	Participant	%	Non-participant	%
1.61 below	86	10	226	20.60
1.61-3.47	534	65	766	69.83
3.47 above	205	25	105	9.57
	825	100	1097	100

4.3.3.4 The Students' Level of Transformational Leadership by Gender

Table 4.22 presents the level of the transformational leadership by gender, and the finding indicates that the level of transformational leadership was a bit different between female and male. There was more female' percentage than male at the high level of transformational leadership (female 17 % and male 15 %), in contrast, there was more male' percentage than female at the low level of transformational leadership (female 15% and male 18%). However, the research considered the mean score of the transformational leader to compare the difference of the transformational leadership between male and female; there was a bit different as follows: a. Female, $\bar{X} = 2.57$ SD = .97 and b. Male, $\bar{X} = 2.52$, SD = .89.89.

Table 4.22

The students' level of Transformational leadership by gender

The level Transformational leadership	Type of Participation			
	Female	%	male	%
1.61 below	128	15	184	18
1.61-3.47	593	68	707	67
3.47 above	150	17	160	15
	871	100	1051	100

4.3.3.5 The Students' Level of Transformational Leadership by Field of Study

The table 4.23 present the level of transformational leadership by field of study, and the result reveals that students from all field of study, their level of transformational leadership were a bit different. The student from each field of study had mainly the score of the transformational leadership at the moderate level. (Sciences, Applied Sciences, and Technology = 69%, Humanities, and Social sciences = 65% and Arts, Design and Architecture = 66.48%). However there were the Humanities and Social sciences students, had the transformational score at the high level at most (18 %), Art, Design, and Architecture student had the score of the transformational leadership at the low level at most (20.45 %) and the high level at least (13.07%). In contrast, Sciences, Applied Sciences, and Technology students had the score of the transformational leadership at the moderate level at most (69%) and the low level at least (15%). Interestingly, the mean of transformational leadership score among student from the different field of study was a bit different. However, the students of Science applied sciences and technology had the highest mean score of the transformational leadership ($\bar{X} = 2.56$ SD = .88) the students of Arts, design, and architecture had the lowest mean score of the transformational leadership ($\bar{X} = 2.50$ SD = .96).

Table 4.23

The students' level of Transformational leadership by field of study

The level	Field of study					
	Sciences Applied sciences and Technology	Humanities and Social Sciences	Arts, Design and Architecture			
1.61 below	157	15	119	17	36	20.45
1.61-3.47	730	69	453	65	117	66.48
3.47 above	165	16	122	18	23	13.07
	1052	100	694	100	176	100

4.3.3.6 The Students' Level of Transformational Leadership by GPA

Table 4.24 presents the students' the level of the transformational leadership by GPA.

The finding mentioned that students at every level of GPA had mainly the score of transformational leadership at the moderate level. However, when there was the consideration on students' transformational leadership at each level of GPA, students had the level of GPA between 3.50 above, had the high level of the transformational leadership score at the high level at most (25 %), 3.00 – 3.49 (21%), 2.50-2.99 (14%) and 2.00 – 2.49 (11%). In contrast, students had the level of GPA between 2.00 – 2.49, had the transformational leadership score at the low level at most (20 %). Students had the level of GPA between 3.50 above, had the transformational leadership score at the low level at least (11 %). Moreover, the researcher obtained the mean students' score of transformational leadership, the students who had the lowest level of GPA had the lowest mean score of the leadership ($\bar{X} = 2.33$, $SD = .88$). However, the students had GPA between 3.00 – 3.49 had the highest mean score of the transformational leadership ($\bar{X} = 2.70$, $SD = .93$). The students who had the highest level of GPA had the high mean of the leadership and a bit less than 3.00-3.49 ($\bar{X} = 2.67$, $SD = .94$)

Table 4.24

The students level of the transformational leadership by GPA

The level of Transformational leadership	GPA							
	2.00 - 2.49	%	2.50 - 2.99	%	3.00 - 3.49	%	3.50 above	%
1.61 below	50	20	192	18	56	12	14	11
1.61-3.47	177	69	725	67	321	68	77	64
3.47 above	27	11	155	14	97	21	31	25
	254	100	1072	100	474	100	122	100

4.3.3.7 Total Students' Level of Transformational Leadership

This section presents the level of students' transformational leadership score without any demographic variable as shown in table 4.25. Almost students had mainly the score of transformational leadership at the moderate level (67.6%). There were 16.2 % students who had the low level of transformational leadership, and 16.1 % students who had the high level of transformational leadership. The mean of students' transformational leadership score was equal to 2.54, and the standard deviation was equal to .93. The mean score revealed that the total student had the transformational leadership score at the moderate level.

Table 4.25

The total students level of Transformational leadership

Transformational leadership	Frequency	Percentage
1.61 below	312	16.2
1.61-3.47	1300	67.6
3.47 above	310	16.1
	1922	100.0

4.3.4 The Students' Level of Transactional Leadership

This section presents the level of Transactional leadership in following the demographic variable as follows: university, year of study, type of participating student activities, the field of study and GPA.

4.3.4.1 The Students' Level of Transactional Leadership by University

This section presents the level of transactional leadership by university; the result indicates that it was a bit different among 3 groups of students from different universities, the level of the transactional leadership scores were mainly at the moderate level. The second university students had the score of the transactional leadership at the high level at most (23 %), there was slightly more percentage of students who had the transactional leadership score at the high level than the first university (22%) and third university (21%) respectively. Additionally, the mean of their transactional leadership score was also a bit different, and the second university students' mean of the transactional leadership score was slightly higher than another university's as shown in table 4.26.

Table 4.26

The students' level of Transactional leadership by university

	University					
	First University	%	Second University	%	Third University	%
1.89 below	117	17	106	17	98	16
1.89 – 3.17	413	61	386	61	378	62
3.17 above	150	22	145	23	129	21
	680	100	637	100	605	100

4.3.4.2 The Students' Level of Transactional Leadership by Year of Study

This section presents the level of the transactional leadership by year of study, and the result indicates that there was the difference in the transactional leadership among 4 groups of students who studied the different year of study, the frequency was varied according to students' year of study. All students had the score of transactional leadership at moderate level. The first year student had mainly the score of transactional leadership at the moderate level at most (63.06%). The fourth year student had the score of the transactional leadership at the moderate and high level at least (57.86% and 16.73). The second year student had the transactional leadership score at the high level at most (24.01%) and at the low level at least (11.67%). Additionally, the mean of Transactional leadership score also varied according to students' year of study as follows: a. first year student, $\bar{X} = 2.56$, $SD = .56$, b. second year student, $\bar{X} = 2.57$, $SD = .64$, c. third year student, $\bar{X} = 2.53$, $SD = .71$, d. fourth year student $\bar{X} = 2.45$, $SD = .64$. Students who studied in the lower year of study had a trend to have the higher level of transactional leadership than students who studied the higher year of study as shown in Table 4.27.

Table 4.27

The students' level of Transactional leadership by year of study

	Class							
	1st year		2nd year		3rd year		4th year	
1.89 below	64	13.06	53	11.67	78	16.18	126	25.4
1.89 – 3.17	309	63.06	292	64.32	289	59.96	287	57.86
3.17 above	117	23.88	109	24.01	115	23.86	83	16.73
	490	100	454	100	482	100	496	100

4.3.4.3 The Students' Level of Transactional Leadership by Type of Participating Student Activities

Table 4.28 presents the level of transactional leadership by type of participating student activity, and the finding revealed that 14% participants had the score of the transactional leadership at the high level. There were 64 % and 14 % participants had the score of the transactional leadership at the average and low level respectively. On the other hand, 27.99 % non-participants had the score of the transactional leadership the high level, 59.16 % at the moderate and 12.85 % at the low level. The mean score of transactional leadership was clearly different between participants and non-participants, participants, $\bar{X} = 2.40$, $SD = .62$; non-participants, $\bar{X} = 2.63$, $SD = .87$. This finding indicated that participants had lower Transactional leadership than non-participants.

Table 4.28

Students' level of transactional leadership by type of participating student activities

The level	Type of Participation			
	Participant	%	Non-participant	%
1.89 below = Low	180	22	141	12.85
1.89 – 3.17 = Moderate	528	64	649	59.16
3.17 above = High	117	14	307	27.99
	825	100	1097	100

4.3.4.4 The Students' Level of Transactional Leadership by Gender

Table 4.29 presents the level of transactional leadership by gender. The finding indicates that the level of transactional leadership was a bit different between female and male. There was more males' percentage than female at the high level of transactional leadership (female 18 % and male 25 %). In contrast, there was more female' percentage than male at the low level of the transactional leadership (female

21 % and male 13 %). However, the research considered the mean score of transactional leader to compare the difference between male and female, and it was a bit different as follows: a. Female, $\bar{X} = 2.50$ SD = .66 and b. Male, $\bar{X} = 2.56$, SD = .63.

Table 4.29

The students' level of Transactional leadership by gender

The level	Type of Participation			
	Female	%	male	%
1.89 below = Low	185	21	136	13
1.89 – 3.17 = Moderate	528	61	649	62
3.17 above = High	158	18	266	25
	871	100	1051	100

4.3.4.5 The Students' Level of Transactional Leadership by Field of Study

The table 4.30 present the level of transactional leadership by the field of study. The result revealed that students who studied the different field of study had a bit different at the level of transactional leadership. Students of each field of study had the score of the transactional leadership at the moderate level. The Humanities and Social Sciences student had the score of transactional leadership at the moderate level at most (64%), and Arts, Design, and Architecture students had the score in the moderate level at least (40.91%). In contrast, the student of Arts, Design, and Architecture had the score of transactional leadership at the high level at most (35.22), the students of Sciences, Humanities and Social Sciences had the high level at least. Interestingly, the mean of transactional leadership score among student from different field of study. The transactional leadership was a bit different, but the students of Humanities and Social Sciences had the lowest mean score of transactional leadership ($\bar{X} = 2.54$ SD = .64)

the students of Arts, design, and architecture had the highest mean score of

Transactional leadership ($\bar{X} = 2.63$ SD = .72

Table 4.30

The students' level of Transactional leadership by field of study.

The level	Field of study					
	Sciences Applied sciences and Technology	16	Humanities and Social Sciences	106	Arts, Design and Architecture	15
1.89 below = Low	173	16	106	15	42	23.86
1.89 –3.17 = Moderate	655	62	450	65	72	40.91
3.17 above = High	224	21	138	20	62	35.23
	1052	100	694	100	176	100

4.3.4.6 The Students' Level of Transactional Leadership by GPA

Table 4.31 presents the students' level of transactional leadership by GPA. The finding mentioned that students at every level of GPA had mainly the score of transactional leadership at the moderate level. Additionally, when there was the consideration transaction in each level of GPA, there was the difference in the transactional leadership among groups. The group of students who had the level of GPA between 3.50, located at the high level of transactional leadership at least (12.61%). 26.05 % students had mainly the score of transactional leadership, located at the low level at most. In contrast, the student who had the level of GPA between 2.00 – 2.49, had the score of the transactional leader at the high level at most (26.01% and at the low level at least (8%). Moreover, the researcher obtained the mean score of transactional leadership, the students who had the lowest level of GPA had the highest mean score of the transactional leadership ($\bar{X} = 2.68$, SD = .62). However, the students had the level of GPA between 3.50 above had the lowest mean score of the leadership ($\bar{X} = 2.35$, SD = .59). The mean score of transactional leadership varied according to the

level of GPA. The student who had the highest level of GPA had the least mean score of Transactional leadership, the student who had the lowest level of GPA, had the highest score of the transactional leadership as mentioned in the table 4.31.

Table 4.31

The students level of Transactional leadership by GPA.

The level of Transactional leadership	GPA							
	2.00 - 2.49	%	2.50 - 2.99	%	3.00 - 3.49	%	3.50 above	%
1.89 below = Low	20	8	183	17	87	18	31	26.05
1.89 – 3.17 = Moderate	168	66	606	56	327	69	76	63.87
3.17 above = High	66	26	283	26	60	13	15	12.61
	254	100	1072	100	474	100	122	100

4.3.4.7 Total Student's Level of Transactional Leadership

This section presents the level of students' the transactional leadership score without any demographic variable as shown in table 4.32. 61.24% students had mainly the score of the transactional leadership at the moderate level, and 22.06 % students had the high level of the transactional leadership. There were 16.7 % of students who had the low level of the transactional leadership. The mean of students' transactional leadership score was equal to 2.53, and the standard deviation was equal to .64. The mean score revealed that the total student had the transactional leadership score at the moderated level.

Table 4.32

The students level of Transactional leadership

Transactional leadership	Frequency	Percentage
1.89 below = Low	321	16.7
1.89 – 3.17 = Moderate	1177	61.24
3.17 above = High	424	22.06
	1922	100

4.3.5 The Students' Level of laissez-faire Leadership

This section presents the level of laissez-faire leadership according to the demographic variable as follows: university, year of study, type of participating student activities, the field of study and GPA.

4.3.5.1 The Students' Level of Laissez-faire Leadership by University

This section presents the level of laissez-faire leadership by the university. The result indicates that it was a bit different among groups of students from the different universities, their level of Laissez-faire leadership was mainly at the moderate level. The second university student had the score of laissez-faire leadership at the high level at most (21%), first university (20%) and third university (20%) Additionally, the mean of the transformational score was also a bit different among groups, the second university students' the mean score of laissez-faire leadership than another university. The mean of students' transactional leadership in each group was slightly different as follows: first university (2.661), second University (2.670) and Third university, (2.675). More information is provided in table 4.33.

Table 4.33

The students' level of Laissez-faire leadership by university

	University					
	First University	%	Second University	%	Third University	%
1.76 below	156	23	146	23	132	22
1.89 – 3.17	387	57	360	57	354	59
3.17 above	137	20	131	21	119	20
	680	100	637	100	605	100

4.3.5.2 The Students' Level of Laissez-faire Leadership by Year of Study

This section presents the level of Laissez-faire leadership by year of study. The result indicates that there was a difference in laissez-faire leadership among groups of

students who studied the different year of study, the frequency was varied according to the year of study. All student had mainly the score of laissez-faire leadership at moderate level. The first year students had the laissez-faire leadership score at the high level at most (26.12%), and the fourth year students had the laissez-faire leadership score at a high level at least (13.31%). On the other hand, the fourth year students had the laissez-faire leadership score at the low level at most (37%) and the first year students had the laissez-faire leadership score at the low level at least (14.29%). Additionally, the mean of Laissez-faire leadership score also varied according to the year of study as follows: a. first year student, $\bar{X} = 2.47$, $SD = .64$, b. second year student, $\bar{X} = 2.50$, $SD = .71$, c. third year student, $\bar{X} = 2.42$, $SD = .75$, d. fourth year student $\bar{X} = 2.38$, $SD = .76$. Students who studied the lower year of study had a trend to have the higher level in the laissez-faire leadership than students who studied the higher year of study as shown in Table 4.34.

Table 4.34

The students' level of Laissez-faire leadership by year of study

	Class							
	1st year		2nd year		3rd year		4th year	
1.89 below	70	14.29	78	17.18	100	20.75	186	37.5
1.89 – 3.17	292	59.59	260	57.27	305	63.28	244	49.19
3.17 above	128	26.12	116	25.55	77	15.98	66	13.31
	490	100	454	100	482	100	496	100

4.3.5.3 The Students' Level of Laissez-faire Leadership by Type of Participating Student Activities

Table 4.35 presents the level of laissez-faire leadership by type of participating student activities. The finding revealed that 16 % of participants had the laissez-faire leadership score at the high level and there were 55 % and 29 % of participants had

the laissez-faire leadership score at the average and the low level respectively. On the other hand, 23.25 % non-participants had the laissez-faire leadership score at the high level, 59.16 % non-participants at the moderate and 17.59 % non-participants at the low level. The mean score of laissez-faire leadership was clearly different between participants and non-participants, participants, $\bar{X} = 2.33$, $SD = .69$, nonparticipants, $\bar{X} = 2.45$, $SD = .69$. This finding indicates that participants had lower Laissez-faire leadership than non-participants.

Table 4.35

The students' level of laissez-faire leadership by type of participating student activities

The level Laissez-faire leadership	Type of Participation			
	Participant	%	Non-participant	%
1.89 below = Low	241	29	193	17.59
1.89 – 3.17 = Moderate	452	55	649	59.16
3.17 above = High	132	16	255	23.25
	825	100	1097	100

4.3.5.4 The Students' Level of Laissez-faire Leadership by Gender

Table 4.36 presents the level of the laissez-faire leadership by gender, the finding indicates that the level of Laissez-faire leadership were a bit different between female and male. There were more males' percentage than female at the high and low level of the laissez-faire leadership score (high level: female 55 % and male 59 % and low level: female 24 % and male 21 %). However, the researcher considered the mean score of transactional leadership to compare the difference in the laissez-faire between male and female, it was a bit different as follows: Female, $\bar{X} = 2.45$ $SD = .70$ and Male, $\bar{X} = 2.47$, $SD = .60$.

Table 4.36

Students' level of Laissez-faire leadership by gender

The level	Type of Participation			
	female	%	male	%
Laissez-faire leadership				
1.89 below = Low	213	24	221	21
1.89 – 3.17 = Moderate	482	55	619	59
3.17 above = High	176	20	211	20
	871	100	1051	100

4.3.5.5 The Students' Level of The Laissez-faire Leadership by Field of Study

The table 4.37 presents the level of laissez-faire leadership by the field of study, and the result revealed that students from the different field of study had a bit difference the laissez-faire leadership. Group of students in each field of study had the laissez-faire leadership at the moderate level. The Humanities and Social Sciences student had the score of laissez-faire leadership at the moderate level at most (61%), and the Arts, Design, and Architecture students had the score at the moderate level at least (50.57%). In contrast, the student of Arts, Design, and Architecture had the score of laissez-faire leadership at the high level at most (26.14) and the students of Sciences, Humanities and Social Sciences had the high level at least (19%). Interestingly, the mean of the laissez-faire leadership score among 3 groups of students who studied the different field of study, was a bit different. However, the students of Sciences, Applied Sciences, and Technology had the lowest mean score of the laissez-faire leadership ($\bar{X} = 2.44$ SD = .70) the students of Arts, design, and architecture had the highest mean score of Laissez-faire leadership ($\bar{X} = 2.58$ SD = .71).

Table 4.37

The students' level of Laissez-faire leadership by field of study

The level Laissez-faire leadership	Field of study					
	Sciences Applied sciences and Technology	%	Humanities and Social Sciences	%	Arts, Design and Architecture	%
1.89 below = Low	257	24	136	20	41	23.3
1.89 –3.17 = Moderate	586	56	426	61	89	50.57
3.17 above = High	209	20	132	19	46	26.14
	1052	100	694	100	176	100

4.3.5.6 The Students' Level of Laissez-faire Leadership by GPA

Table 4.38 presents the students' level of laissez-faire leadership by GPA. The finding mentioned that students who had the different level of GPA had mainly the score of the laissez-faire leadership at the moderate level. However, when there was the consideration of the laissez-faire leadership in each level of GPA, there was the difference in the laissez-faire among 4 groups of student who had the different level of GPA. Group of students who had the level of GPA 3.50 above, had the high level of the laissez-faire leadership at least (10.66%), 33.61 % of them had mainly the score of laissez-faire leadership at the low level at most. In contrast, the student who had the level of GPA between 2.00 – 2.49, had the score of laissez-faire leadership at the high level at most (26 % and the low level at least (15%). Moreover, the researcher obtained the mean score of the laissez-faire leadership, the student who had the lowest level of GPA had the highest mean score of the laissez-faire leadership ($\bar{X} = 2.62$, $SD = .69$). Additionally, the students had GPA 3.50 above had the lowest mean score of the laissez-faire leadership ($\bar{X} = 2.21$, $SD = .69$). The mean score of laissez-faire leadership varied according to the level of GPA. The student had the highest level of GPA, had the least mean score of Laissez-faire leadership also, in contrast, the student

who had the lowest level of GPA, had the highest mean score of Laissez-faire leadership as mention in table 4.38.

Table 4.38

The students level of Laissez-faire leadership by GPA

The level of Laissez-faire leadership	GPA							
	2.00 - 2.49	%	2.50 - 2.99	%	3.00 - 3.49	%	3.50 above	%
1.89 below = Low	38	15	236	22	119	25	41	33.61
1.89 –3.17 = Moderate	151	59	601	56	281	59	68	55.74
3.17 above = High	65	26	235	22	74	16	13	10.66
	254	100	1072	100	474	100	122	100

4.3.5.7 The Level of All Students' Laissez-faire Leadership

Table 4.39 presents all students' level of laissez-faire leadership without any demographic variable, indicates 15.60 % the students had the laissez-faire leadership score at the low level. 75.40 % students had the laissez-faire leadership score at the moderate level, 9.00 % students had the laissez-faire leadership score at the high level. Moreover, the mean of their laissez-faire leadership score was 2.60 that was at the moderate level.

Table 4.39

Allstudents' level of Laissez - faire leadership

Level of laissez - faire leadership	Frequency	Percentage
1.76 below = Low	434	22.6
1.76- 3.16 = Moderate	1101	57.3
3.16 above = High	387	20.1
Total	1922	100.0

4.4 Hypotheses Testing

The Hypotheses testing were displayed according to research question as follows:

4.4.1 Was there The Difference of The Emotional Intelligence among Dimension of The Demographic Variables as follows: 1. University 2 Years of Study 3. Type of Participating Student Activity 4. Gender 5. Field of Study 6. GPA.?

Hypothesis 1: There was the difference in the emotional intelligence between participants and non-participants.

The result of hypotheses 1 testing, there was the difference in the emotional intelligence between participants and non-participants significantly at the 0.001, the participants' mean of EQ-i was higher than the non-participants significantly. More detail of the result of the hypothesis testing is provided in the table 4.40.

Table 4.40

The comparison of the emotional intelligence between participants and non-participants

Group	number	Mean	SD	t	Sig.
Participant	825	3.6011	.640	8.62	.001***
Non-participant	1097	3.3692	.536		

*** $P < 0.05$, *** $p < 0.001$, Sig = Significant, NS = Not Significant*

Hypotheses 2: There was the difference in the emotional intelligence between male and female.

There was no difference of the emotional intelligence between male and female significantly at $p < 0.001$. When the researcher considered the gender's mean of EQ-i. The result indicated that female's mean of EI = 3.578 the male's mean = 3.542. there was a slight different between male and female, the female's mean of EQ-i was slightly higher than male, result to there was no statistically significant at the $p < 0.001$. as shown in table 4.41.

Table 4.41

The comparison of the emotional intelligence between male and female

Group	number	Mean	SD	t	Sig.
female	871	3.578	.603	1.03	.323
male	1051	3.542	.579		

***P<0.05, ***p<0.001, Sig =Significant, NS = Not Significant*

Hypothesis 3: At least one group of students who had the different GPA, their emotional intelligence differed from one of the others.

Table 4.42 presents the comparison of emotional intelligence among students who had the different level of GPA, and there was a statistical difference in the emotional intelligence among students who had the different level of GPA.at the $p < 0.001$.

Table 4.42

The comparison of the emotional intelligence among the group of students who had the different level of GPA.

Group	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	6.077	3	2.026	5.767	.001***
Within Groups	672.193	1919	.351		
Total	678.269	1922			

***P<0.05, ***p<0.001, Sig =Significant, NS = Not Significant*

When the researcher considered the mean of EQ-i among the groups, the result showed that there was the difference in the emotional intelligence among group of students, the group of students who had level of GPA between 3.50 -4.00. They had the highest mean of EI (3.539), the group of students who had GPA between 2.00 – 2.49 had the lowest mean of EI (3.335). Therefore, there was the difference in the emotional intelligence among groups of students who had the different level of GPA. The researcher used the Least Significant Difference (LSD) of Post Hoc Multiple Comparisons, the result revealed that there was the significant difference in the emotional intelligence in 3 pairs of students' group as follows 1) 2.00 -2.49 and 2.50-

2.99. 2) 2.00-2.49 and 3.00-3.49. 3) 2.00-2.49 and 3.50-4.00. The group of students who had the level of GPA 2.00-2.49 had the lowest mean of emotional intelligence, and more information was provided in Table 4.43.

Table 4.43

The Multiple comparisons of the emotional intelligence among the groups of students who had the different GPA by the Least Significant Difference (LSD)

GPA	Mean	Mean difference			
		2.00-2.49	2.50-2.99	3.00-3.49	3.50-4.00
2.00-2.49	3.335		-.135***	-.178***	-.220***
2.50-2.99	3.471	.135***		-.0428	-.068
3.00-3.49	3.514	.178***	.042		-.025
3.50-4.00	3.539	.220**	068	.025	

** $P < 0.05$, *** $p < 0.001$, Sig = Significant, NS = Not Significant

Hypotheses 4: At least one group of students who studied the different field of study, their emotional intelligence differed from one of the others.

Table 4.44 presents the comparison of emotional intelligence (EQ-i) among the different groups of the academic field, and there was no the statistical difference of EI among 3 groups of students who studied the different field of the study at the level of $p < 0.001$. When the researcher considered the mean of 3 groups as follows: the group of Sciences/applied sciences/technology (3.468), Social Sciences and Liberal Arts (3.467) and Arts, Design and Architecture students (3.477), there was slightly different among 3 groups.

Table 4.44

The comparison of the emotional intelligence among students who studied the different field of the study

Group	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.013	2	.007	.019	.981
Within Groups	679.463	1920	.354		
Total	679.477	1922			

** $P < 0.05$, *** $p < 0.001$, Sig = Significant, NS = Not Significant

Therefore, there was the difference in the emotional intelligence among 3 groups of students who had the different field of study. The researcher used the Least Significant Difference (LSD) of Post Hoc Multiple Comparisons, and the result revealed that there was no the significant difference in the emotional intelligence among 3 groups of students who studied the different field of study, more information was provided in table 4.45.

Table 4.45

The Multiple comparison of the emotional intelligence among the group of students who studied the different field of study by using the Least Significant Difference (LSD)

Field of Study	Mean difference			
	Mean	Sciences, Applied Sciences & Tec	Humanities and Social Sciences	Art, Design & Architecture
Sciences, Applied & Technology	3.468		.006	-.008
Humanities & Social Sciences	4.667	-.006		-.009
Arts, Designs & Architecture	3.477	.008	.009	

***P<0.05, ***p<0.001, Sig =Significant, NS = Not Significant*

Hypothesis 5: At least one group of student who studied different year of study, their emotional intelligence differed from one of the others.

The table 4.46 shows ANOVA to compare the mean among 4 groups of students as follows: the first year, second year, third year and fourth year students respectively. The result indicates that there was the statistical difference in EI at the $p < 0.01$. The mean of EI was different among 4 groups of students as follows: first years (3.341), Second year (3.484) third year (3.589) and the fourth year students (3.626).

Table 4.46

The comparison the emotional intelligence among 4 groups of students who studied the different year of study

Group	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	27.358	3	9.119	26.818	.001***
Within Groups	651.521	1919	.340		
Total	678.879	1922			

***P<0.05, ***p<0.001, Sig =Significant, NS = Not Significant*

Therefore, there was the difference in the emotional intelligence among groups of students who studied the different year of study. The researcher used the Least Significant Difference (LSD) of Post Hoc Multiple Comparisons. The result revealed that there was a significant difference in emotional intelligence in 5 pairs of students' group whose year of study was different as follows: 1) first and second year 2) first and third year 3) first and fourth year 4) second and third year 5) second and fourth year students. There was no the significant difference in the emotional intelligence between the third years and fourth year students, but the fourth-year students' emotional intelligence was higher than third-year students. More information was provide in Table 4.47.

Table 4.47

The Multiple comparisons of the emotional intelligence among the group of students who studied the different year of study by using the Least Significant Difference (LSD)

Year of study	Mean	Mean difference			
		First year	Second year	Third year	Fourt year
First year	3.411		-.142***	-.248***	-.284***
Second year	3.484	.143***		-.105**	-.142***
Third year	3.589	.248***	.105**		-.036
Fourth year	3.628	.248***	.142***		.036

***P<0.05, ***p<0.001, Sig =Significant, NS = Not Significant*

Hypothesis 6: At least one group of student who studied different university, their emotional intelligence differed from one of the others

The table 4.48 indicates that there was no the statistical difference of EI among 3 groups of student who studied the different universities. The researcher considers the mean of EI of each group, and the result revealed that the mean of EI in each group was slightly different as follows: first university (3.425) Second University (3.489) and third university (3.496) respectively.

Table 4.48

The comparison of the emotional intelligence among 3 universities' students

Group	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	2.029	2	1.015	2.874	.058
Within Groups	677.472	1919	.353		
Total	679.501	1921			

***P<0.05, ***p<0.001, Sig =Significant, NS = Not Significant*

Therefore, there was the difference in the emotional intelligence among 3 groups of students who studied the different university. The researcher used the Least Significant Difference (LSD) of Post Hoc Multiple Comparisons, and the result revealed that there was no any significant difference in emotional intelligence among groups, more information was provide in Table 4.49.

Table 4.49

The Multiple comparisons of the emotional intelligence among the group of students who studied the different university by using the Least Significant Difference (LSD)

University	Mean	Mean difference		
		First University	Second University	Third University
First University	3.425		-.064	-.071
Second University	3.489	.064		-.007
Third University	3.496	.007	.033	

***P<0.05, ***p<0.001, Sig =Significant, NS = Not Significant*

Hypotheses 7: there was the difference in the personal resilience between participants and non- participants.

The result of the hypothesis testing, there was the difference in the personal resilience between participants and nonparticipants significantly at the 0.001, the participant’s mean of Personal resilience was higher than the non-participant. More detail of the result of the hypothesis testing is provided in the table 4.50.

Table 4.50

The comparison the personal resilience between participant and non-participant

Group	number	Mean	SD	t	Sig.
Participant	825	3.701	.738	7.73	.001***
Non-participant	1097	3.459	.630		

***P<0.05, ***p<0.001, Sig =Significant, NS = Not Significant*

Hypotheses 8: There was the difference in the personal resilience between male and female.

There was the difference in the personal resilience between male and female significantly at $p < 0.05$. When the researcher considered the gender’s mean of personal resilience. The result indicated that male’s mean of the personal resilience = 3.598, the female’s mean = 3.534. There was a bit difference in the resilience between male and female, the male’s mean of the personal resilience was slightly higher than female, result to accept the hypothesis at the $p < 0.05$, see the table 4.51.

Table 4.51

The comparison the personal resilience between male and female

Group	number	Mean	SD	t	Sig.
Female	871	3.534	.723	2.01	.04*
Male	1051	3.598	.659		

***P<0.05, ***p<0.001, Sig =Significant, NS = Not Significant*

Hypotheses 9: At least one group of students who had the different level of GPA, their personal resilience differed from one of the others.

Table 4.52 presents the comparison of personal resilience among students who had the different level of GPA, and there was the statistical difference in the personal resilience among 4 groups of students who had the different level of GPA. at the $p < 0.001$. When the researcher considers the mean of the personal resilience among the group, the result showed that there was the difference in personal resilience among groups. The group of students who had the level of GPA between 3.50 - 4.00. They had the highest mean of the personal resilience (3.674), the group of students who had the level of GPA between 2.00 – 2.00 had the lowest mean (3.401), more detail was provided in the table 4.52.

Table 4.52

The comparison of the personal resilience among 4 groups of students who had the difference of GPA

Group	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	13.038	3	4.346	9.259	.001***
Within Groups	898.356	1914	.469		
Total	911.393	1917			

*** $P < 0.05$, *** $p < 0.001$, Sig = Significant, NS = Not Significant*

When the researcher considers the mean of Personal resilience among 4 groups of students who had the different level of GPA, the result showed that there was the difference in the personal resilience among groups. The group of students who had the level of GPA between 3.50 -4.00, they had the highest mean of personal resilience (3.674). The group of students who had GPA between 2.00 – 2.00 had the lowest mean (3.401). Therefore, there was the difference in the personal resilience among groups of students who had the difference level of GPA. The researcher used the Least Significant Difference (LSD) of Post Hoc Multiple Comparisons, and the result revealed that there were 5 pairs of the significant difference in the personal resilience

among groups. 1) 2.00 -2.49 and 2.50-2.99. 2) 2.00-2.49 and 3.00-3.49. 3) 2.00-2.49 and 3.50-4.00. 4)2.50-2.99 and 3.00-3.3.49. 5) 2.50-2.99 and 3.50-4.00. The student of GPA 2.00-2.49 had the lowest mean of personal resilience, more information is provide in Table 4.53.

Table 4.53

The Multiple comparisons of the personal resilience among the group of students who had the different GPA by using the Least Significant Difference (LSD)

GPA	Mean	Mean difference			
		2.00-2.49	2.50-2.99	3.00-3.49	3.50-4.00
2.00-2.49	3.401		-.145**	-.273***	-.204*
2.50-2.99	3.546	.145**		-.128***	-.125*
3.00-3.49	3.605	.273***	.128***		.068
3.50-4.00	3.539	.204**	.125	-.068	

***P<0.05, ***p<0.001, Sig =Significant, NS = Not Significant*

Hypotheses 10: At least one group of students who studied the different field of study’ their personal resilience differed from one of the others.

Table 4.54 presents the comparison of personal resilience among the diverse groups of the academic field, and there was no the statistical difference in personal resilience among 3 groups of students who studied the different field of study at the $p < 0.001$.

When the researcher considered the mean of 3 groups as follows: the group of Sciences/applied sciences/technology (3.546), Humanities and Social Sciences (3.569), Arts, Design and Architecture (3.592). It was slightly different among the group.

Table 4.54

The comparison of the personal resilience among students who studied the different field of study

Group	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.386	2	.193	.405	.667
Within Groups	912.664	1920	.476		
Total	913.050	1922			

***P<0.05, ***p<0.001, Sig =Significant, NS = Not Significant*

Therefore, there was the difference in the personal resilience among 3 groups of the student which had the different field of study. The researcher used the Least Significant Difference (LSD) of Post Hoc Multiple Comparisons, and the result revealed that there was no the significant difference in the resilience among 3 groups, more information was provided in Table 4.55.

Table 4.55

Multiple comparisons of the personal resilience among the group of students which had the different field of study by using the Least Significant (LSD)

Field of Study	Mean	Field of Study		
		Science, Applied Sciences & Tec	Humanities and Social Sciences	Art, Design & Architecture
Sciences, Applied & Technology	3.569		.023	-.024
Humanities & Social Sciences	3.468	-.024		-.046
Arts, Designs & Architecture	3.477	.024	.046	

***P<0.05, ***p<0.001, Sig =Significant, NS = Not Significant*

Hypothesis 11: At least one group of student who studied the different year of study, their emotional intelligence differed from one of the others.

The table 4.56 shows ANOVA to compare the mean among 4 groups of students which year of study was different as follows: first year, second year, third year and fourth-

year student respectively. The result indicated that there was the statistical difference in the personal resilience among groups according to the different year of study at the $p < 0.001$. The mean of Personal resilience was different among group as follows: first years (3.417), Second year (3.597) Third year (3.708) and the fourth year (3.714).

Table 4.56

The comparison of the personal resilience among student who studied the different year of study

Group	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	33.838	3	11.279	24.604	.001***
Within Groups	878.359	1919	.458		
Total	912.197	1922			

** $P < 0.05$, *** $p < 0.001$, Sig = Significant, NS = Not Significant

Therefore, there was the difference in the emotional intelligence between groups of students which year of study was different. The researcher used the Least Significant Difference (LSD) of Post Hoc Multiple Comparisons. The result revealed that there was the significant difference in the personal resilience between groups of students according to the different year of study as follows: 1) first and second-year students, 2) first and third-year students, 3) first and fourth year students, 4) second and third year students and 5) second and fourth year students. There was no the significant difference in the personal resilience between a third year and fourth year, but the fourth-year student had higher personal resilience than the third-year student, more information was provide in table 4.57.

Table 4.57

The Multiple comparisons of the personal resilience among the group of students who studied the different year of study by using the Least Significant Difference (LSD)

Year of study	Mean difference				
	Mean	First year	Second year	Third year	Fourth year
First year	3.417		-.180***	-.291***	-.296***
Second year	3.597	.180***		-.111*	-.146*
Third year	3.708	.291***	.111*		-.005
Fourth year	3.714	.296***	.116*		.005

****P<0.05, ***p<0.001, Sig =Significant, NS = Not Significant**

Hypothesis 12: At least one group of student who studied the different university, their personal resilience differed from one of the others

The table 4.58 indicates that there was no the statistical difference of the personal resilience among students of 3 universities because the significant value (0.058) was greater than 0.05, the result rejected the hypothesis. The researcher considers the mean of the personal resilience of each group, and the result revealed that the mean of the personal resilience in each group was slightly different as follows: first university (3.570) Second University (3.573) and third university (3. 544).

Table 4.58

The comparison of the personal resilience among 3 universities student

Group	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.331	2	.166	.348	.706
Within Groups	912.811	1920	.476		
Total	913.142	1922			

****P<0.05, ***p<0.001, Sig =Significant, NS = Not Significant**

Therefore, there was the difference in students' personal resilience among 3 universities student. The researcher used the Least Significant Difference (LSD) of Post Hoc Multiple comparisons, and the result revealed that there was no any

significant difference in the personal resilience among 3 universities' student, more information was provide in Table 4.59.

Table 4.59

The Multiple comparisons personal resilience among the group of students who studied the different university by using the Least Significant Difference (LSD)

University	Mean	Mean difference		
		First University	Second University	Third University
First University	3.570		-.002	.026
Second University	3.573	.002		.029
Third University	3.544	-.026	-.029	

***P<0.05, ***p<0.001, Sig =Significant, NS = Not Significant*

Hypotheses 13 there was the difference in the students transformational leadership between participants and non- participants.

The result of 13th the hypothesis testing, there was the difference in transformational leadership between participant and non-participant significantly at the 0.001, the participants' mean of the transformational leadership was higher than the non-participants. More detail of the result of the hypothesis testing is provided in the table 4.60.

Table 4.60

The comparison of the transformational leadership between participants and non-participants

Group	number	Mean	SD	t	Sig.
Participant	825	2.751	.969	8.61	.001***
Non-participant	1097	2.388	.873		

***P<0.05, ***p<0.001, Sig =Significant, NS = Not Significant*

Hypotheses 14 there was the difference in the transformational leadership between male and female.

There was no difference in the transformational leadership between male and female significantly at the $p < 0.001$, the result indicates that females' mean of

transformational leadership = 2.574 the male's mean = 2.518. There was a slight difference in transformational leadership between male and female, the females' mean of the transformational leadership was slightly higher than male, result to there was no the statistical significant in the transformational leadership at the $p < 0.001$, because of the significant value = 0.191, see the table 4.61.

Table 4.61

The comparison of the transformational leadership between male and female

Group	number	Mean	SD	t	Sig.
Female	871	2.5745	.978	1.308	.191
Male	1051	2.5185	.893		

*** $P < 0.05$, *** $p < 0.001$, Sig = Significant, NS = Not Significant*

Hypotheses 15 At least one group of students who had the different GPA, their transformational leadership differed from one of the others.

Table 4.62 presents the comparison of transformational leadership among 4 groups of students who had the different level of GPA, and there was a statistical difference in the transformational leadership among 4 groups of students who had the different level of GPA. at the $p < 0.001$, the result showed that there was the difference in transformational leadership among groups of student who had the different level of GPA. The group of student who had the level of GPA between 3.50-4.00, they had the highest mean of transformational leadership (2.700). The group of student who had GPA between 2.00 – 2.00 had the lowest mean of the transformational leadership (2.337), more detail is provided in the table 4.62.

Table 4.62

The comparison of the transformational leadership among the group of student who had the different level of GPA

Group	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	25.808	3	8.603	10.01	.001***
Within Groups	1643.873	1999	.859		
Total	1669.681	1922			

***P<0.05, ***p<0.001, Sig =Significant, NS = Not Significant*

The result of the Least Significant Difference (LSD) of Post Hoc Multiple Comparisons revealed that there were 4 pairs which had the significant difference in the transformational leadership as follows: 1) 2.00 -2.49 and 2.50-2.99 2) 2.00-2.49 and 3.00-3.49 3) 2.00-2.49 and 3.50-4.00 4) 2.50-2.99 and 3.00-3.3.49. There was no the significant difference in the transformational leadership between group of students who had the level GPA: 3.00-3.49, and the student had the level of GPA: 3.50-4.00. The student had the level of GPA: 2.00-2.49 had the lowest mean of the transformational leadership. More information was provide in Table 4.63.

Table 4.63

The Multiple comparison of the transformational leadership among the group of students who had the different level of GPA by using the Least Significant Difference (LSD)

GPA	Mean difference				
	Mean	2.00-2.49	2.50-2.99	3.00-3.49	3.50-4.00
2.00-2.49	2.337		-.169**	-.362***	-.336***
2.50-2.99	2.506	.169***		-.193***	-.167
3.00-3.49	2.674	.362***	.193***		.025
3.50-4.00	2.700	.336**	.167	-.025	

***P<0.05, ***p<0.001, Sig =Significant, NS = Not Significant*

Hypotheses 16 At least one group of students who studied the different field of study, their transformational leadership differed from one of the others.

Table 4.64 presents the comparison of transformational leadership among groups of the student who studied the different field of study, there was no the statistical difference in the transformational leadership among 3 groups of the student who studied the different academic field at the $p < 0.001$. When the researcher considers the mean of 3 groups of the students as follows: the group of Sciences/applied sciences/technology students (2.568), Social Sciences and Liberal Arts students (2.516), Arts, design, and architecture students (2.506). There was a slight difference among groups.

Table 4.64

The comparison of the transformational leadership among students who studied the different field of study.

Group	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.398	2	.699	.802	.448
Within Groups	1670.672	1920	.871		
Total	1672.069	1922			

*** $P < 0.05$, *** $p < 0.001$, Sig = Significant, NS = Not Significant*

Therefore, there was the difference in the transformational leadership between groups of students who studied the different field of study. The researcher used the Least Significant Difference (LSD) of Post Hoc Multiple Comparisons, and the result revealed that there was no the significant difference in the transformational leadership among groups of the student who studied a different field of study. More information was provided in Table 4.65.

Table 4.65

The Multiple comparisons of the transformational leadership among the group of students who studied the different field of study by using the Least Significant Difference (LSD)

Field of Study	Field of Study			
	Mean	Sciences, Applied Sciences & Tec	Humanities and Social Sciences	Art, Design & Architecture
Sciences, Applied & Technology	2.568		.051	.062
Humanities & Social Sciences	2.516	-.051		.010
Arts, Designs & Architecture	2.506	-.062	-.010	

***P<0.05, ***p<0.001, Sig =Significant, NS = Not Significant*

Hypothesis 17 At least one group of student who studied different year of study, their transformational leadership differed from one of the others.

The table 4.66 shows ANOVA to compare the mean among 4 groups of students who studied different year of study as follows: the first year, second year, third year and fourth year students respectively. The result indicates that there was the statistical difference in the transformational leadership at the $p < 0.001$. The mean of transformational leadership are different among group as follows: first years (2.363), Second year (3.642) Third year (2.665) and the fourth year (2.737) (2.737).

Table 4.66

The comparison the students' transformational leadership among student who studied the different year of study.

Group	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	48.428	3	16.143	19.060	.001***
Within Groups	1622.773	1916	.847		
Total	1671.201	1919			

***P<0.05, ***p<0.001, Sig =Significant, NS = Not Significant*

Therefore, there was the difference in the transformational leadership among 4 groups of students who studied the different year of study. The researcher used the Least Significant Difference (LSD) of Post Hoc Multiple Comparisons. The result revealed that there was the significant difference in the transformational leadership among groups of the students who studied the different of study as follow: 1) first and second year students 2) first and third year students 3) first and the fourth year students. There was no the significant difference in the transformational leadership among the second year, third year and the fourth year students. More information provided in table 4.67.

Table 4.67

The Multiple comparison of the transformational leadership among the group of students who studied the different year of study by using the Least Significant Difference (LSD)

Year of study	Mean difference				
	Mean	First year	Second year	Third year	Fourth year
First year	2.363		-.278***	-.301***	-.373***
Second year	2.642	.278***		-.023	-.095
Third year	2.665	.301***	.023		-.072
Fourth year	2.737	.373***	.095		.072

P<0.05, *p<0.001, Sig =Significant, NS = Not Significant

Hypothesis 18: At least one group of student who studied the different university, their transformational leadership differed from one of the others.

The table 4.68 indicates that there was no the statistical difference in students' transformational leadership among groups of the students which studied the different universities because the significant value (0.058) was greater than 0.05, the result rejected the hypothesis. The researcher considered the mean of students' transformational leadership in each group. The result revealed that the mean of

students' transformational leadership in each group was slightly different as follows:
third university (2.512) first university (2.5330) and second university (2.5859).

Table 4.68

The comparison of the students' transformational leadership among student of 3 universities

Group	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.812	2	.906	1.041	.353
Within Groups	1670.470	1920	.870		
Total	1672.282	1922			

***P<0.05, ***p<0.001, Sig =Significant, NS = Not Significant*

Therefore, there was the difference in the transformational leadership among groups of the students who studied the different university. The researcher used the Least Significant Difference (LSD) of Post Hoc Multiple Comparisons, and the result revealed that there was no any significant difference in the transformational leadership among student who studied in the different university, more information was provide in Table 4.69.

Table 4.69

The Multiple comparisons of the transformational leadership among the group of students who studied the different university by using the Least Significant Difference (LSD)

University	Mean	Mean difference		
		First University	Second University	Third University
First University	2.533		-.052	.020
Second University	2.585	.052		.073
Third University	2.512	-.020	-.073	

***P<0.05, ***p<0.001, Sig =Significant, NS = Not Significant*

Hypothesis 19 there was the difference in the students transactional leadership between participants and non- participants.

The result of hypothesis 19 testing, there was a difference in the students' transactional leadership between participant and non-participant significantly at the 0.001, the nonparticipants' mean of student transactional leadership was higher than the participant. More detail of the result of the hypothesis testing is provided in the table 4.70.

Table 4.70

The comparison of the student transactional leadership between participants and non-participants

Group	number	Mean	SD	t	Sig.
Participant	825	2.751	.783	7.635	.001***
Non-participant	1097	2.388	.763		

***P<0.05, ***p<0.001, Sig =Significant, NS = Not Significant*

Hypothesis 20 there was the difference in the student transactional leadership between male and female.

There was the difference in the students' transactional leadership between male and female significantly at $p < 0.05$. When the researcher considered the gender's mean of transactional leadership, the result indicated that females' mean of transactional leadership = 2.399 the male's mean = 2.487. Males and females' transactional leadership was a bit different, the males' mean of student transactional leadership score was higher than female, result to there was a statistical significance at the $p < 0.05$. see the table 4.71.

Table 4.71

The comparison of the student transactional leadership between male and female

Group	number	Mean	SD	t	Sig.
Female	871	2.399	.816	2.461	.014**
Male	1049	2.487	.754		

***P<0.05, ***p<0.001, Sig =Significant, NS = Not Significant*

Hypotheses 21 At least one group of students who had the different GPA, their transactional leadership differed from one of the others.

Table 4.72 presents the comparison of student transactional leadership among students who had the different level of GPA. There was the statistical difference in the students' transactional leadership among students who had the different level of GPA at the $p < 0.001$. When the researcher considers the mean of students' transactional leadership among the group, the result showed that there was the difference among the group of student who had the different GPA. Students had the level of GPA between 3.50 -4.00, they had the lowest mean of the students' transactional leadership (2.35), Students had the level of GPA between 2.00 – 2.00, they had the highest mean (2.68). More detail is provided in the Table 4.72.

Table 4.72

The comparison of the students' transactional leadership among the group of students who had the different level of GPA

Group	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.734	3	.245	1.407	.345
Within Groups	4221.986	1999	.222		
Total	423.719	1922			

***P<0.05, ***p<0.001, Sig =Significant, NS = Not Significant*

Therefore, there was the difference in the transactional leadership among groups of students who had the different level of GPA. The researcher used the Least Significant Difference (LSD) of Post Hoc Multiple comparisons, and the result revealed that there was no any significant difference in the transactional leadership among 4 groups of

students who had the different level of GPA. More information was provide in Table 4.73.

Table 4.73

The Multiple comparison of the transactional leadership among the group of students who had the different level of GPA by using the Least Significant Difference (LSD)

GPA	Mean	Mean difference			
		2.00-2.49	2.50-2.99	3.00-3.49	3.50-4.00
2.00-2.49	2.687		.032	-.008	.046
2.50-2.99	2.654	-.032		-.040	.014
3.00-3.49	2.695	.008	.040		.055
3.50-4.00	2.640	-.046	-.014	-.055	

Hypothesis 22 At least one group of students who studied the different field of study' their transactional leadership differed from one of the others.

Table 4.74 presents the comparison of students' transactional leadership among the diverse group of the academic field. There was no the statistical difference in the students' transactional leadership among 3 groups of students which had the different field of study at the $p < 0.001$. When the researcher considers the mean of 3 groups as follows: the group of Sciences/applied sciences/technology students (3.546), Social Sciences and Liberal Arts students (2.516), Arts, design, and architecture students (2.568), it was a bit different among 3 groups.

Table 4.74

The comparison of the student transactional leadership among students who studied the different field of study

Group	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.398	2	.699	.802	.448
Within Groups	1670.672	1920	.871		
Total	1672.069	1922			

*** $p < 0.05$, *** $p < 0.001$, Sig = Significant, NS = Not Significant*

Therefore, there was the difference in the transactional leadership among 3 groups of students who studied the different field of study. The researcher used the Least Significant Difference (LSD) of Post Hoc Multiple Comparisons, and the result revealed that there was no any significant difference in the students' transactional leadership among 3 groups of students. More information was provide in Table 75.

Table 4.75

The Multiple comparisons of the transactional leadership among the group of students who studied the different field of study by using the Least Significant Difference (LSD)

Field of Study	Mean difference			
	Mean	Science, Applied Sciences & Tec	Humanities and Social Sciences	Art, Design & Architecture
Sciences, Applied & Technology	2.546		-.012	-.046
Humanities & Social Sciences	2.516	.012		-.034
Arts, Designs & Architecture	2.568	.046	.034	

p<0.05, *p<0.001, Sig =Significant, NS = Not Significant

Hypothesis 23 At least one group of student who studied the different year of study, their transactional leadership differed from one of the others.

Table 4.76 shows ANOVA to compare the mean among 4 groups of students who studied the different year of study as follows: the first year, the second year, the third year and the fourth year students respectively. The result indicates that there was the statistical difference in the students' transactional leadership among 4 groups at the $p < 0.001$. The mean of students' transactional leadership was different among groups as follows: first year students (2.590), Second year students (2.720) third year students (2.731) and the fourth year students (2.736).

Table 4.76

The comparison of the students' transactional leadership among the students who studied the different year of study

Group	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	9.151	3	3.050	14.040	.001***
Within Groups	416.667	1999	.217		
Total	425.819	1922			

** $p < 0.05$, *** $p < 0.001$, Sig = Significant, NS = Not Significant

Therefore, there was the difference in the students' transactional leadership among groups of the students who studied the different year of study. The researcher used the Least Significant Difference (LSD) of Post Hoc Multiple Comparisons. The result revealed that there was the significant difference in transactional leadership among groups of the students who studied the different year of study as follows: 1) first and the second year students, 2) first and the third year students, 3) first and the fourth year students. There was no the significant difference in the students' transactional leadership among 3 groups namely the second year, third year and fourth year students; More information was provided in Table 4.77.

Table 4.77

The Multiple comparisons of the transactional leadership among the group of students who studied the different year of study by using the Least Significant Difference (LSD)

Year of study	Mean difference				
	Mean	First year	Second year	Third year	Fourth year
First year	2.590		-.130***	-.141***	-.146***
Second year	2.720	.130***		-.011	-.015
Third year	2.731	.141***	.011		-.004
Fourth year	2.736	.146***	.015	.004	.

** $p < 0.05$, *** $p < 0.001$, Sig = Significant, NS = Not Significant

Hypothesis 24: At least one group of student who studied the different university, their transactional leadership differed from one of the others.

The table 4.78 indicates that there was no the statistical difference in students' transactional leadership among students who studied the different universities because the significant value (0.058) was greater than 0.05. The result showed the rejection of the hypothesis. The researcher considered the mean of students' transactional leadership of each group, and the result revealed that the mean of students' transactional leadership in each group was slightly different as follows: first university (2.661), Second University (2.670), and third university (2.675).

Table 4.78

The comparison of the students' transactional leadership among students from 3 universities

Group	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.036	2	.018	.080	.923
Within Groups	425.896	1920	.222		
Total	425.931	1922			

** $p < 0.05$, *** $p < 0.001$, Sig = Significant, NS = Not Significant

Therefore, there was the difference in the transactional leadership among 3 groups of the students who studied the different university. The researcher used the Least Significant Difference (LSD) of Post Hoc Multiple Comparisons, and the result confirmed that there was no any significant difference in the students' transactional leadership among groups of the students who studied in the different university. More information was provide in Table 4.79.

Table 4.79

The Multiple comparisons of the transactional leadership among the group of students who studied the different university by using the Least Significant Difference (LSD)

University	Mean difference			
	Mean	First University	Second University	Third University
First University	2.661		.024	.010
Second University	2.670	-.024		.078
Third University	2.673	-.010	-.007	

p<0.05, *p<0.001, Sig =Significant, NS = Not Significant

Hypothesis 25 there was the difference in the students’ the laissez-faire leadership between participants and non- participants.

The result of 25th hypothesis testing, there was the significant difference in the student laissez-faire leadership between participants and nonparticipants at the $p = 0.001$, the nonparticipants' mean of laissez-faire leadership score was higher than the participants. More detail of the result of the hypothesis testing was provided in Table 4.80.

Table 4.80

The comparison of the student laissez-faire leadership between participants and non-participants

Group	number	Mean	SD	t	Sig.
Participant	825	2.33	.69	6.90	.001***
Non-participant	1097	2.55s	.69		

p<0.05, *p<0.001, Sig =Significant, NS = Not Significant

Hypotheses 26 there was the difference in the students’ laissez-faire leadership between male and female.

There was the difference in student laissez-faire leadership between male and female significantly at $p < 0.05$. When the researcher considered the gender’s mean of personal resilience, the result indicated that females’ mean of the laissez-faire

leadership = 2.45, the males' mean = 2.47. The laissez-faire was a bit different between male and female, but the males' mean of student laissez-faire leadership was higher than female, result to there was no the significant difference as shown in Table 4.81.

Table 4.81

The comparison of the students' laissez-faire leadership between male and female

Group	number	Mean	SD	t	Sig.
Female	871	2.452	.70	.569	.572
Male	1051	2.471	.69		

***p<0.05, ***p<0.001, Sig =Significant, NS = Not Significant*

Hypothesis 27 At least one group of students who had the different GPA, their laissez-faire leadership differed from one of the others.

Table 4.82 presents the comparison of student laissez-faire leadership among students who had the different level of GPA; there was the statistical difference in students' the laissez-faire leadership among students who had the different level of GPA at the $p < 0.001$. The group of students who had the level of GPA between 3.50 -4.00, they had the lowest mean (2.216). The group of student who had the level of GPA between 2.00 – 2.00 had the highest mean (2.616), more detail is provided in the table 4.82.

Table 4.82

The comparison of the student laissez-faire leadership among the group of students who had the difference level of GPA

Group	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	19.950	3	6.317	13.012	.001***
Within Groups	929.147	1919	.485		
Total	948.097	1922			

***p<0.05, ***p<0.001, Sig =Significant, NS = Not Significant*

Therefore, there was the difference in the students' laissez-faire leadership among students who had the different level of GPA. The researcher used the Least Significant

Difference (LSD) of Post Hoc Multiple Comparisons, and the result revealed that there was the significant difference in the laissez-faire leadership among students who had the different level of GPA, more information was provide in Table 4.83.

Table 4.83

The Multiple comparison the laissez-faire leadership among the group of students who had the different level of GPA by using the Least Significant Difference (LSD)

GPA	Mean difference				
	Mean	2.00-2.49	2.50-2.99	3.00-3.49	3.50-4.00
2.00-2.49	2.616		.123*	.253***	.400***
2.50-2.99	2.497	-.123*		.130***	.277***
3.00-3.49	2.363	-.253***	-.130***		.147*
3.50-4.00	2.216	-.400***	-.277***	-.147*	

p<0.05, *p<0.001, Sig =Significant, NS = Not Significant

Hypotheses 28 At least one group of students who studies the different field of study, their laissez-faire leadership differed from one of the others

Table 4.84 presents the comparison of student laissez-faire leadership among students who studied the different group of the academic field, and there was no the statistical difference in the students' laissez-faire leadership among students who studied the different group of the academic field. When the researcher considers the mean of 3 groups, the student of Arts, Design, and Architecture had the highest mean of laissez-faire and the student of Sciences, Applied Sciences and Technology had the lowest mean of the laissez-faire leadership as follows: the group of Sciences/applied sciences/technology (2.442), Humanities and Social Sciences (2.463), Arts, design and architecture (2.586). It was a bit the different among groups.

Table 4.84

The comparison of the student laissez-faire leadership among students who studied the different field of study

Group	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.140	2	1.570	3.176	.042*
Within Groups	948.005	1920	.494		
Total	951.144	1922			

** $p < 0.05$, *** $p < 0.001$, Sig = Significant, NS = Not Significant

Therefore, there was the difference of the laissez-faire leadership among 3 groups of students who studied the different field of study. The researcher used the Least Significant Difference (LSD) of Post Hoc Multiple Comparisons, the result revealed that there was the significant difference in the laissez-faire leadership among students who studied the different field of study as follows: Sciences, Applied Sciences and Technology and Arts, Design Architecture students 2) Humanities and Social Sciences and Arts, Design Architecture students. Moreover, Arts, Design Architecture students' laissez-faire leadership was higher than another group, more information was provided in Table 4.85.

Table 4.85

The Multiple comparisons of the laissez-faire leadership among the group of students who studied the different field of study by using the Least Significant

Field of Study	Field of Study			
	Mean	Sciences ,Applied Sciences & Tec	Humanities and Social Sciences	Art, Design & Architecture
Sciences, Applied & Technology	2.442		-.021	-.144*
Humanities & Social Sciences	2.463	.021		-.123*
Arts, Designs & Architecture	2.586	.144*	.123*	

** $p < 0.05$, *** $p < 0.001$, Sig = Significant, NS = Not Significant

Hypothesis 29 At least one group of student who studied the different year of study, their laissez-faire leadership differed from one of the others.

Table 4.86 shows ANOVA to compare the mean among 4 groups of students who studied the different years of study as follows: first year, second year, third year and fourth-year students respectively. The result indicates that there was no the statistical difference in the student laissez-faire leadership among groups. The mean of students' laissez-faire leadership was different among groups as follows: first years (2.473), Second year (2.506) Third year (2.470) and the fourth year (2.380). The fourth year student had the lowest mean of the leadership and the first year student had the highest mean of the leadership.

Table 4.86

The comparison the students' laissez-faire leadership among student who studied the different year of study

Group	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.998	3	.999	2.023	.109
Within Groups	946.450	1919	.494		
Total	949.488	1922			

***p<0.05, ***p<0.001, Sig =Significant, NS = Not Significant*

Therefore, there was the difference of the laissez-faire leadership among students who studied the different year of study. The researcher used the Least Significant Difference (LSD) of Post Hoc Multiple Comparisons, the result revealed that there was the significant difference in the laissez-faire leadership among 3 groups of the students who studied the different year of study as follows: 1) first and fourth year students 2) second and fourth year students. Additionally, first and the second-year student had the higher score of Laissez- faire leadership than third and fourth-year students. There was no the significant difference in the laissez-faire leadership among

the second year, third year and the fourth year student. More information was provide in Table 4.87.

Table 4.87

The Multiple comparisons of the laissez-faire leadership among groups of students who studied the different year of study by using the Least Significant Difference (LSD)

Year of study	Mean difference				
	Mean	First year	Second year	Third year	Fourth year
First year	2.473		-.033	.002	0.092*
Second year	2.506	.033		.035	.125*
Third year	2.470	-.002	-.035		0.90
Fourth year	2.380	-.092*	-.125*	-.090	.

p<0.05, *p<0.001, Sig =Significant, NS = Not Significant

Hypothesis 30: At least one group of student who studied the different university, their laissez-faire leadership differed from one of the others.

The table 4.88 indicates that there was no the statistical difference in students' laissez-faire leadership among students who studied the different universities because the significant value (0.99) was greater than 0.05, the result showed the rejection of the hypothesis. The researcher considered the mean of students' laissez-faire leadership of each group, and the result revealed that the mean of students' laissez-faire leadership in each group is slightly different as follows: first university (2.457), second university (2.465) and third university (2.465).

Table 4.88

The comparison of the students' laissez-faire leadership among students of 3 universities

Group	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.023	2	.012	.023	.977
Within Groups	949.590	1920	.495		
Total	949.613	1922			

p<0.05, *p<0.001, Sig =Significant, NS = Not Significant

Therefore, there was the difference in the students' laissez-faire leadership among groups of students who studied the different universities. The researcher used the Least Significant Difference (LSD) of Post Hoc Multiple Comparisons, and the result revealed that there was no any significant difference in the laissez-faire leadership among 3 groups of students who studied in the different university, more information was provide in Table 4.89.

Table 4.89

The Multiple comparisons of the laissez-faire leadership among the group of students who studied the different university by using the Least Significant Difference (LSD)

University	Mean	Mean difference		
		First University	Second University	Third University
First University	2.457		-.007	-.008
Second University	2.465	.007		.001
Third University	2.466	.008	.007	

p<0.05, *p<0.001, Sig =Significant, NS = Not Significant

4.4.2 Was There any Relationship between Emotional Intelligence, Personal Resilience and Student Leadership?

The correlation between all the variables in this study, a Pearson correlation analysis was conducted intending to determine the strength and direction of the relationship among 5 variables. There is some educator studied and determine how strong the correlation between variable should be. Salkind (2009) suggested that the value of correlation between .80 and 1.0 is considered as very strong, between .60 and .80 is considered as the strong value, then the correlation value between .40 and .60 is seen as moderate, and between .20 and .40 is weak while between .0 and .2 is very weak.

Hypotheses 31: There was any relationship among emotional intelligence, Personal resilience and each style of leadership.

The result of data analysis revealed that emotional intelligence was strongly correlated to the personal resilience ($r=0.854^{***}$) and the transformational leadership ($r=0.711$), moderately correlated to the transactional leadership (0.461) and slightly correlated to the laissez faire leadership ($r=0.77$) at the significant level 0.001. The personal resilience was strongly correlated to transformational leadership (0.761), moderately related to the transactional leadership (0.370) at the significant level 0.001 and there was no the relationship between personal resilience and laissez faire leadership ($r=0.003$) significantly. The transformational leadership was moderately correlated to the transactional leadership (0.379) at the significant level 0.001, and there is no the relationship between the transformational leadership and the laissez faire leadership ($r= 0.043$). Finally, there was the strong relationship between the transactional leadership and the laissez faire leadership ($r=0.586$) at the significant level 0.001. More information was provided in Table 4.90.

Table 4.90

The relationship among Emotional intelligence, Personal resilience and 3 styles of leadership

Variable	Emotional intelligence	Personal resilience	Transformational leadership	Transactional leadership	Laissez faire leadership
Emotional intelligence	1				
Personal resilience	.854***	1.			
Transf leadership	.711***	.761***	1		
Transa leadership	.461***	.370***	.379***	1	
Laissez F. Leadership	.077***	.003	0.43	.586***	1

** $p<0.05$, *** $p<0.001$, Sig =Significant, NS = Not Significant

4.4.3 Did Personal Resilience Mediate the Relationship between Emotional Intelligence and each Style of Leadership?

This section examined which independent variables affected the dependent variables. There were 2 independent variables as follows: Emotional intelligence and Personal resilience and 1 dependent variable, that was the leadership style, there were 3 dimensions of leadership styles as follows: the transformational leadership, the transactional leadership, and the laissez-faire leadership.

4.4.3.1 The Simple Regression for the Students' Personal Resilience by Using the Emotional Intelligence as the Predictor

This research needed to find out how the students' personal resilience played the role in the relationship between the emotional intelligence and each leadership style. Therefore, the first step, the researcher examined the role of emotional intelligence on the personal resilience according to the hypotheses 32.

Hypothesis 32: The emotional intelligence affected the students' personal resilience.

Table 4.91 indicates the Simple regression analysis by determining the students' resilience as the dependent variable and emotional intelligence as independent variable or predictor. The result indicated that the emotional intelligence predicted or has the direct effect on the students' personal resilience at the significant level 0.001 and $R^2 = .730$ that means 73 % of the variance in the students' personal resilience can be predicted or explained by the emotional intelligence.

Table 4.91

Simple regression for the students' personal resilience by determining the emotional intelligence as predictor

Variables	R ²	Adjusted R ²	Beta	t	Sig.
emotional intelligence	.730	.729	.854	71.97	.001***

*F=5180.69***, **p<0.05, ***p<0.001, Sig =Significant, NS = Not Significant*

4.4.3.2 The Multiple Regression for the Transformational Leadership by the Emotional Intelligence and Personal Resilience as the Predictor.

Hypothesis 33 the personal resilience functioned as mediator in the relationship between the emotional intelligence and Transformational leadership.

Table 4.92 indicates the multiple regression analysis by determining the Transformational leadership as the dependent variable and the emotional intelligence (EI) and personal resilience as independent variables or predictors. The result indicated that the emotional intelligence (EI) and the personal resilience joined to predict the transformational leadership at the significant level 0.001 and R² = 0.597 that means 59.7 % of the variance in the students' the transformational leadership can be predicted or explained by the emotional intelligence and personal resilience.

Table 4.92

Multiple regression for Transformational leadership by determining emotional intelligence and the students' resilience as predictor

Variables	R ²	Adjusted R ²	Beta	t	Sig.
Emotional intelligence	.597	.596	.216	7.754	.001***
Students' resilience			.579	20.780	.001***

*F= 1418.64***, **p<0.05, ***p<0.001, Sig =Significant, NS = Not Significant*

From output of multiple regression, the research can write the equation of this model as follows: $y(\text{hat}) = .250X_1 + .584X_2 - .313$

The table 4.92 indicates that the personal resilience functioned as the partial mediator, because the emotional intelligence still affects the transformational leadership significantly, although the emotional intelligence still slightly affected the transformational leadership.

4.4.3.3 The Multiple Regression for the Students' Transactional Leadership by the Emotional Intelligence and Personal Resilience as the Predictor.

Hypothesis 34: The personal resilience functioned as the mediator in the relationship between the emotional intelligence and Transactional leadership.

Table 4.93 indicates the multiple regression analysis by determining the transactional leadership as the dependent variable and the emotional intelligence (EI) and personal resilience function the role as independent variables or predictors. The result indicates that the emotional intelligence (EI) and the personal resilience joined to predict the Transactional leadership at the significant level 0.001 and adjusted $R^2 = .214$ that means 21.4 % of the variance in the student's Transactional leadership can be predicted or explained by the emotional intelligence and personal resilience. However, the result show that both of them affected the transactional leadership.

Table 4.93

Multiple regression for Transactional leadership by determining emotional intelligence and the students' personal resilience as predictor

Variables	R ²	Adjusted R ²	Beta	t	Sig.
Emotional intelligence	.215	.214	.539	13.847	.001**
Personal resilience			-.090	-2.320	.02*

$F=19.51***$, $**p<0.05$, $***p<0.001$, Sig =Significant, NS = Not Significant

The result indicates that the personal resilience functioned as the partial mediator, because the emotional intelligence still had the effect on the student transactional leadership. According to the result of multiple regression, the regression equation of this model can be written as follows: $y(\text{hat}) = .540X1-.080X2+896$.

4.4.3.4 The Multiple Regression for the Students' Laissez-faire Leadership by the Emotional Intelligence and Personal Resilience as the Predictor.

Hypothesis 35 personal resilience function as mediator in the relationship between the emotional intelligence and laissez faire leadership.

Table 4.94 indicates the multiple regression analysis by determining the laissez-faire leadership as the dependent variable and the emotional intelligence (EI) and personal resilience as independent variables or predictors. The result indicates that the emotional intelligence (EI) joined with the personal resilience affected the laissez-faire leadership at the significant level 0.001, $R^2 = .021$ that means 2.1 % of the variance in the student's laissez-faire leadership can be predicted or explained by the emotional intelligence and personal resilience. Moreover, personal resilience function as partial mediator the relationship between emotional intelligence and laissez-fair leadership. The emotional intelligence had the direct effect and indirect effect on the laissez-faire leadership.

Table 4.94

Multiple regression for Laissez-faire leadership by determining emotional intelligence and the students' resilience as predictor

Variables	R ²	Adjusted R ²	Beta	t	Sig.
Emotional intelligence	.021	.020	-.276	-6.343	.001**
Students' resilience			-.233	-5.359	.001***

*F=20.12**, **p<0.05, ***p<0.001, Sig =Significant, NS = Not Significant*

The Equation of this model can be written as follows: $y(\text{hat}) = .310X_1 - .28X_2 + 2.231$.

4.5 Did any Component of Emotional Intelligence, Personal Resilience affect each Component of the Students' Leadership Style?

This section presents the model to show the influence of the emotional intelligence and personal resilience's component towards each component of students' leadership style. Therefore, this section needs to examine what component of emotional intelligence and personal resilience affect each component of leadership styles. However, in order to answer this research question, the researcher needed to make sure the final model was fit to the empirical data, the researcher need to use Specht's method of path analysis. According to Specht (1975), there were 3 steps of the statistical method in order to identify what component of emotional intelligence and personal resilience affected each component of students' leadership. These steps were: 1) use multiple regression analysis to build the full relationship among component of emotional intelligence and personal resilience toward leadership, 2) build the alternative model from the first step by using the multiple regression analysis again, but the researcher removed all variable or component of emotional intelligence and personal resilience which has no the statistical significance to affect each component of leadership, 3) Analyzing the goodness of fit by using Specht's Method (1975).

4.5.1 Full Model of each Component of Emotional Intelligence and Personal Resilience Influenced each Component of Students' leadership Styles

According to this section, there were 3 steps as follows:

- i. Multiple regression analysis for each component of personal resilience by using all components of emotional intelligence as predictors.
- ii. Multiple regression analysis for each component of student leadership by using all components of emotional intelligence as predictors.

iii. Multiple regression analysis for each component of student leadership by using all component of emotional intelligence and personal resilience as predictor.

4.5.1.1 Regression Analysis for each Component of Personal Resilience by Using all Components of Emotional Intelligence as Predictors

This section presents the model of the influence of students' each component of emotional intelligence and personal resilience towards the student leadership.

a. Multiple regression for Positive self by using all components of EI and as a predictor.

Table 4.95 presents the regression analysis for positive self by using all components of EI as a predictor. The result of data analysis indicates that self-regard, self-actualization, interpersonal skills, stress tolerance, and flexibility significantly affected positive self at the $p < 0.001$. Moreover, impulse control, reality testing, flexibility, problem-solving, optimism, and happiness significantly affected positive self at the $P < 0.05$, Adjusted $R^2 = 0.379$ that means 37 % the variance of student's positive self can be predicted or explained by all component of emotional intelligence.

Table 4.95

Multiple regression for Positive self by using all components of emotional intelligence as a predictor

Component of EI	Beta	t	Sig.
Self- regards	.198	8.201	.001***
Emotional Self Awareness	.034	1.400	.162
Assertiveness	.006	.220	.826
Independent	.012	.470	.638
Self-actualization	.144	5.850	.001***
Empathy	-.007	-.303	.762
Social Responsibility	.042	1.666	.096
Inter-personal Relationship	.085	4.150	.001***
Stress Tolerance	.104	4.749	.001***
Impulse Control	-.048	-2.061	.039**
Reality Testing	.075	3.134	.002**
Flexibility	.100	4.235	.001***
Problem Solving	.055	2.262	.024**
Optimism	.054	2.203	.028**
Happiness	.070	3.182	.001**

Note: $R^2 = 0.384$, adjusted $R^2 = 0.379$, $F = 78.89$ *** ** $p < 0.05$, *** $p < 0.001$, Sig = Significant, NS = Not Significant

b. Multiple regression for Positive world by using all components of EI and as a predictor.

Table 4.96 presents the regression analysis for the positive world by using all components of EI as the predictor. The result of data analysis indicates that self-emotional awareness, social responsibility, interpersonal relationship, stress tolerance, reality testing, and optimism significantly affected the positive world at the $p < 0.001$. Moreover, self-regards, self-actualization impulse control significantly affected positive self at the $p < 0.05$, Adjusted $R^2 = 0.339$ that means 39% of the variance in the students' positive world can be predicted or explained by all components of emotional intelligence.

Table 4.96

Multiple regression for Positive world by using all components of emotional intelligence as a predictor

Component of EI	Beta	t	Sig.
Self-regards	.070	2.956	.003**
Emotional Self Awareness	.100	4.179	.001***
Assertiveness	.044	1.788	.074
Independent	-.022	-.922	.357
Self-actualization	.066	2.730	.006**
Empathy	-.028	-1.198	.231
Social Responsibility	.118	4.808	.001***
Inter-personal Relationship	.096	4.768	.001***
Stress Tolerance	.224	10.37	.001***
Impulse Control	.048	2.072	.038**
Reality Testing	.085	3.622	.001***
Flexibility	.035	1.485	.138
Problem Solving	-.026	-1.095	.274
Optimism	.107	4.437	.001***
Happiness	.026	1.194	.233

Note: $R^2 = .404$, adjusted $R^2 = .399$, $F = 78.89$ *** ** $p < 0.05$, *** $p < 0.001$, Sig = Significant, NS = Not Significant

c. Multiple regression for flexible thought by using all components of EI and as a predictor.

Table 4.97 presents the regression analysis for the positive world by using all components of EI as the predictor. The result of data analysis indicates that self-regard, self-emotional awareness, stress tolerance, flexibility, and happiness significantly affected flexible thought at the $p < 0.001$. Moreover, self-actualization, social responsibility impulse control significantly affected positive self at the $p < 0.05$, adjusted $R^2 = 0.373$ that means 37% of the variance in the students' flexible thought can be predicted or explained by using the component of emotional intelligence.

Table 4.97

Multiple regression for flexible thought by using all components of emotional intelligence as a predictor

Component of EI	Beta	t	Sig.
Self-regards	.070	2.956	.003**
Emotional Self Awareness	.100	4.179	.001***
Assertiveness	.044	1.788	.074
Independent	.030	1.219	.223
Self-actualization	.077	3.106	.002**
Empathy	-.029	-1.216	.224
Social Responsibility	.064	2.568	.010**
Inter-personal Relationship	.017	.846	.398
Stress Tolerance	.107	4.870	.001***
Impulse Control	.076	3.231	.001**
Reality Testing	-.010	-.421	.674
Flexibility	.145	6.113	.001***
Problem-Solving	.044	1.833	.067
Optimism	.045	1.841	.066
Happiness	.094	4.268	.001***

Note: $R^2 = 0.378$, adjusted $R^2 = 0.373$, $F = 76.84$ *** ** $p < 0.05$, *** $p < 0.001$, Sig = Significant, NS = Not Significant

d. Multiple regression for flexible social by using all components of EI and as a predictor.

Table 4.98 presents the regression analysis for flexible social by using all component of EI as the predictor. The result of data analysis indicates that self-regard, self-emotional awareness, self-actualization, social responsibility, flexibility, problem-solving and happiness significantly affected flexible social at the $p < 0.001$. Moreover, interpersonal relationship significantly affected positive flexible social at the $p < 0.05$, adjusted $R^2 = 0.398$ that means 39% of the variance in the students' flexible social can be predicted or explained by all component of emotional intelligence.

Table 4.98

Multiple regression for Flexible social by using all components of emotional intelligence as a predictor

Component of EI	Beta	t	Sig.
Self-regards	.092	3.874	.001***
Emotional Self Awareness	.084	3.519	.001***
Assertiveness	.013	.539	.590
Independent	.007	.297	.767
Self-actualization	.115	4.753	.001***
Empathy	-.041	-1.755	.079
Social Responsibility	.114	4.664	.001***
Inter-personal Relationship	.063	3.126	.002**
Stress Tolerance	-.008	-.374	.709
Impulse Control	.019	.828	.408
Reality Testing	.005	.230	.818
Flexibility	.142	6.097	.001***
Problem Solving	.112	4.711	.001***
Optimism	.060	2.480	.013**
Happiness	.130	6.019	.001***

Note: $R^2 = 0.403$, adjusted $R^2 = 0.398$, $F = 85.305$ *** **= $p < 0.05$, ***= $p < 0.001$,
Sig = Significant, NS = Not Significant

e. Multiple regression for organized by using all components of EI and as a predictor

Table 4.99 presents the regression analysis for organized by using all component of EI as the predictor. The result of data analysis indicates that self-emotional awareness, self-actualization, flexibility, problem-solving, optimism, and happiness significantly affected organized at the $p < 0.001$. Moreover, self-regard, social responsibility, and interpersonal relationship significantly affected organized at the $p < 0.05$, adjusted $R^2 = 0.368$ that means 36 % of the variance in the students' organized can be predicted or explained by using component of emotional intelligence.

Table 4.99

Multiple regression for organized by using all components of emotional intelligence as a predictor

Component of EI	Beta	t	Sig.
Self- regards	.072	2.976	.003**
Emotional Self Awareness	.161	6.544	.001***
Assertiveness	.032	1.279	.201
Independent	-.027	-1.064	.287
Self-actualization	.151	6.103	.001**
Empathy	-.039	-1.640	.101
Social Responsibility	.052	2.068	.039**
Inter-personal Relationship	.047	2.254	.024**
Stress Tolerance	.008	.379	.705
Impulse Control	-.024	-1.013	.311
Reality Testing	.039	1.635	.102
Flexibility	.090	3.764	.001***
Problem Solving	.097	3.976	.001***
Optimism	.094	3.820	.001***
Happiness	.117	5.266	.001***

Note: $R^2 = 0.373$, adjusted $R^2 = 0.368$, $F = 75.017$ *** **= $p < 0.05$, ***= $p < 0.001$,
Sig = Significant, NS = Not Significant

f. Multiple regression for focus by using all components of EI and as a predictor

Table 4.100 presents the regression analysis for focus by using all component of EI as the predictor. The result of data analysis indicates that self-actualization, flexibility, problem-solving, optimism and happiness significantly affected focus at the $p < 0.001$. Moreover, assertiveness, independence and stress tolerance significantly affected focus at the $p < 0.05$, adjusted $R^2 = 0.368$ that means 36 % of the variance in the students' focus can be predicted or explained by all component of emotional intelligence.

Table 4.100

Multiple regression for focus by using all components of emotional intelligence as a predictor

Component of EI	Beta	t	Sig.
Self- regards	-.018	-.757	.449
Emotional Self Awareness	.006	.244	.808
Assertiveness	.054	2.170	.030**
Independent	.071	2.889	.004**
Self-actualization	.161	6.651	.001***
Empathy	.032	1.343	.179
Social Responsibility	.053	2.136	.033**
Inter-personal Relationship	.025	1.238	.216
Stress Tolerance	-.055	-2.556	.011**
Impulse Control	-.004	-.169	.866
Reality Testing	-.024	-1.004	.316
Flexibility	.167	7.150	.001***
Problem Solving	.120	5.048	.001***
Optimism	.157	6.501	.001***
Happiness	.110	5.090	.001***

Note: $R^2 = 0.400$, Adjusted $R^2 = 0.395$, $F = 84.108$ *** $**=p<0.05$, $***=p<0.001$,
Sig = Significant, NS = Not Significant

g. Multiple regression for proactive by using all components of EI and as a predictor

Table 4.101 presents the regression analysis for proactive by using all components of EI as the predictor. The result of data analysis indicates that self-regards, emotional self-awareness, self-actualization, social responsibility, interpersonal relationship stress tolerance, flexibility, problem-solving and optimism significantly affected proactive at the $p < 0.001$. Moreover, independence, impulse control, and reality testing significantly affected proactive at the $p < 0.05$, adjusted $R^2 = 0.371$ that means 37.1 % of the variance in the students' proactive can be predicted or explained by all component of emotional intelligence.

Table 4.101

Multiple regression for proactive by using all components of emotional intelligence as a predictor

Component of EI	Beta	t	Sig.
Self- regards	.172	7.105	.001***
Emotional Self Awareness	.180	7.338	.001***
Assertiveness	.048	1.887	.059
Independent	.070	2.822	.005**
Self-actualization	.140	5.656	.001***
Empathy	.011	.472	.637
Social Responsibility	.158	6.282	.001***
Inter-personal Relationship	.091	4.427	.001***
Stress Tolerance	.113	5.115	.001***
Impulse Control	.075	3.197	.001***
Reality Testing	.073	3.029	.002**
Flexibility	.228	9.570	.001***
Problem Solving	.134	5.537	.001***
Optimism	.119	4.844	.001***
Happiness	.023	1.024	.306

Note: $R^2 = 0.376$, adjusted $R^2 = 0.371$, $F = 76.097$ *** **= $p < 0.05$, ***= $p < 0.001$, Sig = Significant, NS = Not Significant

4.5.1.2 Multiple regression for each component of the leadership by using all components of emotional intelligence as predictors

This section presents all components of emotional intelligence toward the students' leadership

a The regression for idealized influence by using all components of emotional intelligence as predictors.

Table 4.102 presents the regression analysis for Idealized influence by using all component of EI as the predictor. The result of data analysis indicates that self-awareness, flexibility, and problem-solving significantly affected idealized influence at the $p < 0.001$. Moreover, assertiveness, independence, and optimism significantly affected idealized influence at the $P < 0.05$, Adjusted $R^2 = 0.346$ that means 34.6 % of the variance in the students' idealized influence can be predicted or explained by all component of emotional intelligence.

Table 4.102

Multiple regression for idealized influence by using all components of emotional intelligence as a predictor

Variables	Beta	t	Sig.
Self- regards	.045	1.807	.071
Emotional Self Awareness	.115	4.593	.001***
Assertiveness	.058	2.248	.025**
Independent	.068	2.666	.008**
Self-actualization	.023	.925	.355
Empathy	-.014	-.576	.564
Social Responsibility	.054	2.117	.034**
Inter-personal Relationship	-.002	-.077	.938
Stress Tolerance	-.036	-1.589	.112
Impulse Control	-.017	-.719	.472
Reality Testing	.003	.140	.888
Flexibility	.158	6.486	.001***
Problem Solving	.156	6.317	.001***
Optimism	.063	2.517	.012**
Happiness	.141	6.249	.001***

Note: $R^2 = .351$, adjusted $R^2 = .346$, $F = 68.271$ *** $**=p<0.05$, $***=p<0.001$, Sig = Significant, NS = Not Significant

b The regression for inspirational motivation by using all components of emotional intelligence as predictors.

Table 4.103 presents the regression analysis for inspirational motivation by using all component of EI as the predictor. The result of data analysis indicates that self-awareness, self-actualization, stress tolerance, problem-solving and optimism significantly affected inspirational motivation at the $p < 0.001$. Moreover, self-regard, assertiveness, social responsibility, reality testing and happiness significantly affected inspirational motivation at the $p < 0.05$, adjusted $R^2 = 0.327$ that means 32 % of the variance in the students' inspirational motivation can be predicted or explained by all component of emotional intelligence.

Table 4.103

Multiple regression for inspirational motivation by using all components of the emotional intelligence as a predictor

Component of EI	Beta	T	Sig.
Self- regards	.051	2.032	.042**
Emotional Self Awareness	.131	5.170	.001***
Assertiveness	.051	1.966	.049**
Independent	-.007	-.287	.774
Self-actualization	.125	4.903	.001***
Empathy	-.027	-1.102	.271
Social Responsibility	.075	2.880	.004**
Inter-personal Relationship	.038	1.787	.074
Stress Tolerance	.098	4.279	.001***
Impulse Control	-.042	-1.719	.086
Reality Testing	.061	2.474	.013**
Flexibility	-.012	-.502	.616
Problem Solving	.131	5.230	.001***
Optimism	.109	4.287	.001***
Happiness	.046	2.026	.043**

Note: $R^2 = 0.333$, adjusted $R^2 = 0.327$, $F = 63.042$ *** **= $p < 0.05$, ***= $p < 0.001$, Sig = Significant, NS = Not Significant

c The regression for intellectual stimulation by using all components of emotional intelligence as predictors.

Table 4.104 presents the result of data analysis indicates that interpersonal relationship, flexibility, optimism and happiness significantly affected intellectual stimulation at the $p < 0.001$. Moreover, self-regard, self-emotional awareness, social responsibility and problem solving significantly affected intellectual stimulation at the $p < 0.05$, adjusted $R^2 = 0.334$ that mean 33 % of the variance in the students' intellectual stimulation can be predicted or explained by all component of emotional intelligence.

Table 4.104

Multiple regression for intellectual stimulation by using all components of emotional intelligence as a predictor

Component of EI	Beta	t	Sig.
Self- regards	.057	2.272	.023**
Emotional Self Awareness	.062	2.469	.014**
Assertiveness	.016	.629	.529
Independent	.004	.158	.874
Self-actualization	.031	1.216	.224
Empathy	.028	1.149	.251
Social Responsibility	.066	2.545	.011**
Inter-personal Relationship	.112	5.271	.001***
Stress Tolerance	-.017	-.769	.442
Impulse Control	.010	.430	.667
Reality Testing	.041	1.652	.099
Flexibility	.135	5.512	.001***
Problem Solving	.069	2.761	.006**
Optimism	.150	5.933	.001***
Happiness	.082	3.604	.001***

Note: $R^2 = 0.339$, adjusted $R^2 = 0.334$, $F = 63.834$ *** $**=p<0.05$, $***=p<0.001$,
Sig = Significant, NS = Not Significant

c. The regression for individual consideration by using all components of emotional intelligence as predictors.

Table 4.105 presents the result of data analysis indicates that self-actualization interpersonal relationship, optimism, and happiness significantly affected individual consideration at the $p < 0.001$, adjusted $R^2 = 0.242$ that mean 24.2 % of the variance in the students' individual consideration can be predicted or explained by all components of emotional intelligence.

Table 4.105

Multiple regression for individual consideration by using all components of emotional intelligence as a predictor

Component of EI	Beta	t	Sig.
Self- regards	.024	.911	.362
Emotional Self Awareness	-.001	-.053	.958
Assertiveness	.012	.436	.663
Independent	-.047	-1.724	.085
Self-actualization	.155	5.695	.001***
Empathy	.069	2.623	.009**
Social Responsibility	.002	.073	.942
Inter-personal Relationship	.135	5.956	.001***
Stress Tolerance	-.016	-.663	.507
Impulse Control	.022	.840	.401
Reality Testing	.044	1.676	.094
Flexibility	.041	1.570	.117
Problem Solving	-.032	-1.196	.232
Optimism	.104	3.830	.001***
Happiness	.192	7.902	.001***

Note: $R^2 = 0.248$, adjusted $R^2 = 0.242$, $F = 41.757$ *** **= $p < 0.05$, ***= $p < 0.001$,
Sig = Significant, NS = Not Significant

e. The regression for contingency rewards by using all components of emotional intelligence as predictors.

Table 4.106 presents the result of data analysis indicates that self-actualization, empathy, and flexibility significantly affected contingency rewards at the $p < 0.001$. Happiness significantly affected contingency rewards at the $p < 0.05$ adjusted $R^2 = .130$ that means 13 % of the variance in the students' contingency rewards can be predicted or explained by all component of contingency reward.

Table 4.106

Multiple regression for contingency rewards by using all components of emotional intelligence as a predictor

Component of EI	Beta	t	Sig.
Self- regards	-.009	-.312	.755
Emotional Self Awareness	.010	.356	.722
Assertiveness	-.026	-.889	.374
Independent	-.018	-.603	.546
Self-actualization	.122	4.210	.001***
Empathy	.90	1.097	.087
Social Responsibility	-.030	-1.014	.311
Inter-personal Relationship	.041	1.713	.087
Stress Tolerance	-.058	-2.233	.026**
Impulse Control	.024	.877	.381
Reality Testing	-.021	-.730	.466
Flexibility	.129	4.606	.001***
Problem Solving	.033	1.150	.250
Optimism	-.047	-1.628	.104
Happiness	.067	2.559	.011**

Note: $R^2 = 0.136$, adjusted $R^2 = 0.130$, $F = 19.963$ *** **= $p < 0.05$, ***= $p < 0.001$,
 Sig = Significant, NS = Not Significant

f. The regression for management by exception using all components of emotional intelligence as predictors.

Table 4.107 presents the result of data analysis indicates that only empathy significantly affected management by exception at the $p < 0.001$. The interpersonal relationship and empathy significantly affected management by exception at the $p < 0.05$. Adjusted $R^2 = 0.070$ that means 7% of the variance in the students' management by exception can be predicted or explained by all component of emotional intelligence.

Table 4.107

Multiple regression for management by exception by using all components of emotional intelligence as a predictor

Component of EI	Beta	t	Sig.
Self- regards	-.043	-1.452	.147
Emotional Self Awareness	.005	.161	.872
Assertiveness	.035	1.132	.258
Independent	.013	.415	.678
Self-actualization	.045	1.498	.134
Empathy	.086	1.605	.087
Social Responsibility	.053	1.740	.082
Inter-personal Relationship	-.072	2.868	.004**
Stress Tolerance	-.084	3.127	.002**
Impulse Control	-.014	-.492	.622
Reality Testing	.023	.774	.439
Flexibility	-.016	-.561	.575
Problem Solving	-.014	-.461	.645
Optimism	.025	.846	.398
Happiness	.033	1.225	.221

Note: $R^2 = 0.078$, adjusted $R^2 = 0.070$, $F = 10.641$ *** $**=p<0.05$, $***=p<0.001$,
Sig = Significant, NS = Not Significant

g. The regression for Laissez Faire leadership by using all components of emotional intelligence as predictors.

Table 4.108 presents that flexibility and happiness significantly affected the laissez Faire leadership at the $p < 0.001$. Assertiveness, empathy and social responsibility significantly affected the laissez Faire leadership at the $p < 0.05$. Adjusted $R^2 = 0.089$ that means 8.9 % of the variance in the students' laissez-faire leadership can be predicted or explained by all component of emotional intelligence.

Table 4.108

Multiple regression for Laissez Faire leadership by using all components of emotional intelligence as a predictor

Component of EI	Beta	t	Sig.
Self- regards	-.017	-.582	.561
Emotional Self Awareness	.008	.279	.780
Assertiveness	.099	3.279	.001**
Independent	.015	.497	.619
Self-actualization	-.023	-.760	.447
Empathy	.060	2.093	.036**
Social Responsibility	-.058	-1.929	.054**
Inter-personal Relationship	.010	.421	.674
Stress Tolerance	-.013	-.488	.626
Impulse Control	-.026	-.905	.365
Reality Testing	.011	.365	.715
Flexibility	.250	8.723	.001***
Problem Solving	-.054	-1.857	.063
Optimism	.065	2.187	.029**
Happiness	.108	4.058	.001***

Note: $R^2 = 0.096$, adjusted $R^2 = 0.089$, $F = 13.407$ *** $**=p<0.05$, $***=p<0.001$,
Sig = Significant, NS = Not Significant

4.5.1.3 Multiple regression for each component of the leadership by using all components of emotional intelligence and personal resilience as predictors.

This section presents the influence of all components of emotional intelligence and personal resilience toward each component of the students' leadership

a. The regression for idealized influence by using all components of emotional intelligence and personal resilience as predictors.

Table 4.109 presents that 3 components of emotional intelligence (flexibility, problem-solving, and happiness) and 4 components of personal resilience (flexible social, organized, focus and proactive) affected idealized influence at the $p < 0.001$. Furthermore, 4 components of emotional intelligence (assertiveness, independence, self-actualization and stress tolerance) and only 1 component of personal resilience (flexible thought) significantly affected idealized influence at the $p < 0.05$. adjusted

$R^2 = 0.445$ that means 44.5 % of the variance in the students' idealized influence can be predicted or explained by all component of emotional intelligence and personal resilience.

Table 4.109

Multiple regression for idealized influence by using all components of emotional intelligence and personal resilience as predictors

Component of EI and Personal Resilience	Beta	t	Sig.
Self- regards	.014	.590	.555
Emotional Self Awareness	.042	1.776	.076
Assertiveness	.053	2.238	.025**
Independent	.072	3.044	.002**
Self-actualization	.066	2.784	.005**
Empathy	.007	.295	.768
Social Responsibility	.008	.328	.743
Inter-personal Relationship	.036	1.855	.064
Stress Tolerance	.054	2.480	.013**
Impulse Control	.003	.131	.895
Reality Testing	.011	.491	.623
Flexibility	.147	6.161	.001***
Problem Solving	.081	3.499	.001***
Optimism	.005	.231	.817
Happiness	.096	4.510	.001***
Positive self	.003	.122	.903
Positive world	.027	1.158	.247
Flexible thought	.068	3.043	.002**
Flexible social	.101	4.335	.001***
Organized	.116	4.920	.001***
Focus	.160	6.806	.001***
Proactive	.221	9.496	.001***

Note: $R^2 = 0.452$, adjusted $R^2 = 0.445$, $F = 70.766$ *** **= $p < 0.05$, ***= $p < 0.001$, Sig =Significant, NS = Not Significant

b The regression for inspirational motivation by using all components of emotional intelligence and personal resilience as predictors.

Table 4.110 presents that there was no any component of emotional intelligence and 4 components of personal resilience (positive self, organized, focus and proactive) affected inspirational motivation at the $p < 0.001$. Furthermore, 3 components of emotional intelligence (assertiveness, stress tolerance, and problem-solving) and only 1 component of personal resilience (flexible social) significantly affected inspirational

motivation at the $p < 0.05$. adjusted $R^2 = .461$ that means 46.1 % of the variance in students' inspirational motivation can be predicted or explained by all component of emotional intelligence and personal resilience.

Table 4.110

Multiple regression for inspirational motivation by using all components of emotional intelligence and personal resilience as predictors

Component of EI and Personal Resilience	Beta	t	Sig.
Self- regards	-.010	-.433	.665
Emotional Self Awareness	.037	1.574	.116
Assertiveness	.054	2.321	.020**
Independent	.015	.666	.506
Self-actualization	.040	1.694	.091
Empathy	.016	.734	.463
Social Responsibility	.001	.009	.993
Inter-personal Relationship	.004	.195	.846
Stress Tolerance	.064	3.001	.003**
Impulse Control	.019	.884	.377
Reality Testing	.035	1.555	.120
Flexibility	.030	1.259	.208
Problem Solving	.057	2.505	.012**
Optimism	.035	1.527	.127
Happiness	.020	.939	.348
Positive self	.079	3.512	.001***
Positive world	.041	1.764	.078
Flexible thought	.002	.103	.918
Flexible social	.069	2.996	.003**
Organized	.171	7.360	.001***
Focus	.090	3.881	.001***
Proactive	.330	14.42	.001***

Note: $R^2 = 0.467$, adjusted $R^2 = 0.461$, $F = 75.274$ *** **= $p < 0.05$, ***= $p < 0.001$, Sig =significant, NS = Not Significant

c. The regression for intellectual stimulation by using all components of emotional intelligence and personal resilience as predictors.

Table 4.111 presents that 3 components of emotional intelligence (interpersonal relationship, flexibility, and optimism) and 3 components of personal resilience (organized, focus and proactive) affected intellectual stimulation at the $p < 0.001$. Furthermore, 2 components of personal resilience (flexible thought and flexible social) significantly affected intellectual stimulation at the $p < 0.05$, adjusted $R^2 = .409$ that

means 40.9 % of the variance in the students' intellectual stimulation can be predicted or all component of emotional intelligence and personal resilience.

Table 4.111

The regression for intellectual stimulation by using all components of emotional intelligence and personal resilience as predictors

Component of EI and Personal Resilience	t	Beta	Sig.
Self- regards	.489	.012	.625
Emotional Self Awareness	-.042	-.001	.966
Assertiveness	.334	.008	.739
Independent	.212	.005	.832
Self-actualization	-1.863	-.046	.063
Empathy	1.491	.035	.136
Social Responsibility	.463	.011	.643
Inter-personal Relationship	4.076	.082	.001***
Stress Tolerance	-1.638	-.037	.102
Impulse Control	.751	.017	.453
Reality Testing	1.249	.029	.212
Flexibility	4.787	.118	.001***
Problem Solving	.293	.007	.769
Optimism	3.604	.088	.001***
Happiness	1.857	.041	.063
Positive self	-.992	-.023	.321
Positive world	.496	.012	.620
Flexible thought	3.314	.076	.001**
Flexible social	3.093	.074	.002**
Organized	4.231	.103	.001***
Focus	6.566	.159	.001***
Proactive	7.054	.169	.001***

Note: $R^2 = 0.415$, adjusted $R^2 = 0.409$, $F = 61.034$ *** $**=p<0.05$, $***=p<0.001$,
Sig =Significant, NS = Not Significant

d. The regression for individual consideration by using all components of emotional intelligence and personal resilience as predictors.

Table 4.112 presents that 3 components of emotional intelligence (self-actualization, interpersonal relationship, and happiness) and only 1 component of personal resilience (proactive) affected individual consideration at the $p < 0.001$. Furthermore, 4 components of emotional intelligence (empathy, flexibility, problem-solving and optimism) 3 components of personal resilience (organized, focus and proactive) significantly affected individual consideration at the $p < 0.05$, adjusted $R^2 = .282$ that

means 28.2 % of the variance in the students' individual consideration can be predicted or explained by all component of emotional intelligence and personal resilience.

Table 4.112

Multiple regression for individual consideration by using all components of emotional intelligence and personal resilience as predictors

Component of EI and Personal Resilience	Beta	t	Sig.
Self- regards	-.014	-.536	.592
Emotional Self Awareness	-.052	-1.916	.055
Assertiveness	.014	.527	.598
Independent	-.038	-1.432	.152
Self-actualization	.103	3.805	.001***
Empathy	.073	2.838	.005**
Social Responsibility	-.039	-1.434	.152
Inter-personal Relationship	.112	5.047	.001***
Stress Tolerance	-.033	-1.360	.174
Impulse Control	.035	1.376	.169
Reality Testing	.032	1.230	.219
Flexibility	.061	2.239	.025**
Problem Solving	.077	-2.924	.004**
Optimism	.061	2.294	.022**
Happiness	.175	7.263	.001***
Positive self	-.017	-.664	.507
Positive world	-.012	-.469	.639
Flexible thought	.034	1.348	.178
Flexible social	.026	.963	.336
Organized	.063	2.347	.019**
Focus	.076	2.855	.004**
Proactive	.196	7.416	.001**

Note: $R^2 = 0.290$, adjusted $R^2 = 0.282$, $F = 35.101$ *** **= $p < 0.05$, ***= $p < 0.001$,

d. The regression for contingency rewards by using all components of emotional intelligence and personal resilience as predictors.

Table 4.113 presents that 3 components of emotional intelligence (self-actualization, empathy, and flexibility) affected contingency rewards at the $p < 0.001$, 2 components of emotional intelligence (stress tolerance and happiness) affected contingency rewards at the $p < 0.05$. Interestingly, flexible thought and organized affected contingency rewards at the $p < 0.001$. Adjusted $R^2 = .128$ that means 12.8 % of the

variance in the students' contingency rewards can be predicted or explained by all component of emotional intelligence and personal resilience.

Table 4.113

Multiple regression for contingency rewards by using all components of emotional intelligence and personal resilience as predictors

Component of EI and Personal Resilience	Beta	t	Sig.
Self- regards	-.019	-.628	.530
Emotional Self Awareness	.003	.105	.917
Assertiveness	-.027	-.893	.372
Independent	-.018	-.620	.536
Self-actualization	.115	3.856	.001***
Empathy	.095	1.160	.097
Social Responsibility	-.035	-1.154	.249
Inter-personal Relationship	.039	1.594	.111
Stress Tolerance	-.059	-2.188	.029**
Impulse Control	.023	.837	.402
Reality Testing	-.021	-.723	.470
Flexibility	.121	4.044	.001***
Problem Solving	.026	.892	.373
Optimism	-.049	-1.658	.097
Happiness	.059	2.217	.027**
Positive self	.014	.501	.617
Positive world	-.022	-.761	.447
Flexible thought	.101	2.111	.002*
Flexible social	.005	.111	.932
Organized	.119	3.265	.001*
Focus	-.010	-.338	.735
Proactive	.006	.208	.836

Note: $R^2 = 0.138$, Adjusted $R^2 = 0.128$, $F = 13.773$ *** $**=p<0.05$, $***=p<0.001$, Sig =Significant, NS = Not Significant

f. The regression for management by exception by using all components of emotional intelligence and personal resilience as predictors.

Table 4.114 presents that only 1 component of emotional intelligence (empathy) affected management by exception at the $p < 0.001$, 2 components of emotional intelligence (social responsibility, interpersonal relationship, and stress tolerance) affected the management by exception at the $p < 0.05$. Interestingly, there was no any component of personal resilience significantly affected management by exception at

the $p < 0.001$ and $p < 0.05$, adjusted $R^2 = .078$ that mean 7.8 % of the variance in the students' management by exception can be predicted or explained by all component of emotional intelligence and personal resilience.

Table 4.114

Multiple regression for management by exception by using all components of emotional intelligence and personal resilience as predictors

Component of EI and Personal Resilience	Beta	t	Sig.
Self- regards	-.036	-1.172	.242
Emotional Self Awareness	.020	.653	.514
Assertiveness	.034	1.109	.267
Independent	.011	.358	.720
Self-actualization	.068	2.214	.027**
Empathy	.074	1.575	.087
Social Responsibility	.066	2.148	.032**
Inter-personal Relationship	-.078	3.100	.002**
Stress Tolerance	-.072	-2.592	.010**
Impulse Control	-.023	-.785	.432
Reality Testing	.023	.795	.427
Flexibility	-.016	-.530	.597
Problem Solving	.010	.351	.726
Optimism	.042	1.383	.167
Happiness	.045	1.655	.098
Positive self	.021	.703	.482
Positive world	.041	1.352	.177
Flexible thought	.037	1.301	.194
Flexible social	-.058	-1.935	.053
Organized	-.053	-1.742	.082
Focus	-.054	-1.784	.075
Proactive	-.058	-1.925	.054

Note: $R^2 = .0089$, adjusted $R^2 = .078$, $F = 8.396$ *** **= $p < 0.05$, ***= $p < 0.001$, Sig =Significant, NS = Not Significant

g. The regression for Laissez Faire leadership by using all components of emotional intelligence and personal resilience as predictors.

Table 4.115 presents that 2 components of emotional intelligence (flexibility and happiness), only 1 component of personal resilience (proactive) affected Laissez Faire leadership at the $p < 0.001$. There was only 1 component of emotional intelligence (assertiveness) affected Laissez Faire leadership at the $p < 0.05$. Interestingly, adjusted $R^2 = 0.078$ that means 7.8 % of variance in the students' laissez-faire

leadership can be predicted or explained by all component of emotional intelligence and personal resilience.

Table 4.115

Multiple regression for Laissez Faire leadership by using all components of emotional intelligence and personal resilience as predictors

Component of EI and Personal Resilience	Beta	t	Sig.
Self- regards	.019	.630	.529
Emotional Self Awareness	.047	1.576	.115
Assertiveness	.092	3.044	.002**
Independent	.002	.051	.959
Self-actualization	.005	.168	.866
Empathy	.055	1.925	.054
Social Responsibility	-.033	-1.070	.285
Inter-personal Relationship	.026	1.028	.304
Stress Tolerance	.006	.212	.832
Impulse Control	-.038	-1.353	.176
Reality Testing	.023	.805	.421
Flexibility	.218	7.169	.001***
Problem Solving	-.028	-.966	.334
Optimism	-.047	-1.556	.120
Happiness	.110	4.088	.001***
Positive self	-.010	-.335	.738
Positive world	.028	.957	.338
Flexible thought	-.034	-1.184	.237
Flexible social	.001	.047	.963
Organized	-.055	-1.852	.064
Focus	.033	1.093	.274
Proactive	-.162	-5.486	.001***

Note: $R^2 = .0.117$, adjusted $R^2 = 0.106$, $F = 11.337$ *** **= $p < 0.05$, ***= $p < 0.001$, Sig =Significant, NS = Not Significant

4.5.2 Alternative Model of each Components of Emotional Intelligence and Personal Resilience Influenced the Component of Student Leadership

According to first step, this section, the researcher repeated 3 steps as follows:

- v. Regression analysis for each component of personal resilience by using only component of emotional intelligence significantly affected personal resilience as predictors.

- vi. Regression analysis for each component of student leadership by using the only component of emotional intelligence significantly affected students' leadership as predictors.
- v. Regression analysis for each component of student leadership by using the only component of emotional intelligence and personal resilience significantly affect student leadership as predictors.

4.5.2.1 Multiple Regression Analysis for each Component of Personal Resilience by using only Component of Emotional Intelligence significantly affected the Personal Resilience as Predictors

a. Multiple regression for Positive self by using all components of EI and as a predictor.

Table 4.116 presents the regression analysis for positive self by using all components of EI as a predictor. The result of data analysis indicates that self-regard, self-actualization, interpersonal relationship, stress tolerance, flexibility and reality testing significantly affected positive self at the $p < 0.001$. On the other hand, Problem Solving, optimism and happiness significantly affected positive self at the $p < 0.05$, adjusted $R^2 = 0.379$ that means 37.9 % of the variance in the students' positive self can be predicted or explained by a significant component of emotional intelligence.

Table 4.116

Multiple regression analysis for Positive self by using all components of emotional intelligence as a predictor

Component of EI	Beta	t	Sig.
Self- regards	.213	9.251	.001***
Self-actualization	.159	6.904	.001***
Inter-personal Relationship	.088	4.336	.001***
Stress Tolerance	.116	5.442	.001***
Impulse Control	-.043	-1.871	.061
Reality Testing	.080	3.415	.001***
Flexibility	.088	4.336	.001***
Problem Solving	.065	2.785	.005**
Optimism	.065	2.699	.007**
Happiness	.069	3.142	.002**

Note: $R^2 = 0.382$, adjusted $R^2 = 0.379$, $F = 117.673$ *** ** $p < 0.05$, *** $p < 0.001$, Sig = Significant, NS = Not Significant

b. Multiple regression for Positive world by using significant component of EI and as a predictor.

Table 4.117 presents the regression analysis for the positive world by using the significant component of EI as the predictor. The result of data analysis indicates that self-emotional awareness, social responsibility, interpersonal relationship, stress tolerance, reality testing and optimism significantly affected the positive world at the $p < 0.001$. Moreover, self-regards, self-actualization impulse control significantly affected positive self at the $p < 0.05$, adjusted $R^2 = 0.398$ that means 39.8% of the variance in the students' positive world can be predicted or explained by the significant component of emotional intelligence.

Table 4.117

Multiple regression for Positive world by using significant component of emotional intelligence as a predictor

Component of EI	Beta	t	Sig.
Self- regards	.075	3.279	.001**
Emotional Self Awareness	.102	4.391	.001***
Self-actualization	.072	3.090	.002**
Social Responsibility	.115	4.871	.001***
Inter-personal Relationship	.101	5.090	.001***
Stress Tolerance	.221	10.51	.001***
Impulse Control	.060	2.745	.006**
Reality Testing	.083	3.654	.001***
Optimism	.105	4.452	.001***

Note: $R^2 = 0.401$, adjusted $R^2 = 0.398$, $F = 141.380$ *** $**p < 0.05$, $***p < 0.001$, Sig = Significant, NS = Not Significant

c. Multiple regression for flexible thought by using significant component of EI and as a predictor.

Table 4.118 presents the regression analysis for positive world by using all components of EI as the predictor. The result of the data analysis indicates that self-regard, self-emotional awareness, self-actualization, stress tolerance, impulse control, flexibility, and happiness significantly affected flexible thought at the $p < 0.001$. Moreover, social responsibility significantly affected positive self at the $p < 0.05$, adjusted $R^2 = 0.370$ that means 37% the variance in the students' the flexible thought can be predicted or explained by significant component of emotional intelligence.

Table 4.118

Multiple regression for flexible thought by using significant component of emotional intelligence as a predictor

Component of EI	Beta	t	Sig.
Self- regards	.122	5.159	.001***
Emotional Self Awareness	.139	5.995	.001***
Self-actualization	.089	3.778	.001***
Social Responsibility	.082	3.433	.001**
Stress Tolerance	.115	5.480	.001***
Impulse Control	.089	3.957	.001***
Flexibility	.159	6.938	.001***
Happiness	.106	4.904	.001***

Note: $R^2 = 0.373$, adjusted $R^2 = .370$, $F = 141.480$ *** ** $p < 0.05$, *** $p < 0.001$, Sig = Significant, NS = Not Significant

d. Multiple regression for flexible social by using significant component of EI and as a predictor.

Table 4.119 presents the regression analysis for flexible social by using significant component of EI as the predictor. The result of data analysis indicates that self-regard, self-emotional awareness, self-actualization, social responsibility, flexibility, problem-solving and happiness significantly affected flexible social at the $p < 0.001$. Moreover, interpersonal relationship significantly affected flexible social at the $p < 0.05$, adjusted $R^2 = 0.399$ that means 39.9% variance of students' flexible social can be predicted or explained by significant component of emotional intelligence.

Table 4.119

Multiple regression for Flexible social by using all significant component of emotional intelligence as a predictor

Variables	Beta	t	Sig.
Self- regards	.093	3.995	.001***
Emotional Self Awareness	.086	3.775	.001***
Self-actualization	.111	4.761	.001***
Social Responsibility	.111	4.679	.001***
Inter-personal Relationship	.065	3.265	.001**
Flexibility	.143	6.377	.001***
Problem Solving	.106	4.617	.001***
Optimism	.060	2.609	.009***
Happiness	.134	6.333	.001***

Note: $R^2 = 0.402$, Adjusted $R^2 = 0.399$, $F = 114.809$ *** $**=p<0.05$,
 $***=p<0.001$, Sig =Significant, NS = Not Significant

e. Multiple regression for organized by using all significant component of EI and as a predictor.

Table 4.120 presents the regression analysis for organized by using all significant component of EI as the predictor. The result of data analysis indicates that self-emotional awareness, self-actualization, flexibility, problem-solving, optimism, and happiness significantly affected organized at the $p < 0.001$. Moreover, self-regard, social responsibility, and interpersonal relationship significantly affected organized at the $p < 0.05$, adjusted $R^2 = 0.367$ that means 36.7 % of the variance in the students' organized can be predicted or explained by all significant component of emotional intelligence.

Table 4.120

Multiple regression for organized by using all significant component of emotional intelligence as a predictors

Component of EI	Beta	t	Sig.
Self- regards	.066	2.748	.006**
Emotional Self Awareness	.166	7.114	.001***
Self-actualization	.148	6.170	.001***
Social Responsibility	.052	2.151	.032**
Inter-personal Relationship	.049	2.404	.016**
Flexibility	.082	3.575	.001***
Problem Solving	.096	4.061	.001***
Optimism	.097	4.075	.001***
Happiness	.111	5.119	.001***

Note: $R^2 = 0.370$, adjusted $R^2 = 0.367$, $F = 124.026$ *** $**=p<0.05$, $***=p<0.001$,
Sig =Significant, NS = Not Significant

f. Multiple regression for focus by using all significant component of EI and as a predictor

Table 4.121 presents the regression analysis for focus by using all the significant components of EI as the predictor. The result of data analysis indicates that self-actualization, flexibility, problem-solving, optimism and happiness significantly affected focus at the $p < 0.001$. Moreover, assertiveness, independence, social responsibility and stress tolerance significantly affected focus at the $p < 0.05$, adjusted $R^2 = 0.398$ that means 39.8 % of the variance in the students' focus can be predicted or explained by all significant component of emotional intelligence.

Table 4.121

Multiple regression for focus by using all components of emotional intelligence as a predictor

Component of EI	Beta	t	Sig.
Assertiveness	.056	2.599	.009**
Independent	.075	3.313	.003**
Self-actualization	.166	7.142	.001***
Social Responsibility	.053	2.201	.028**
Stress Tolerance	.058	2.842	.005**
Flexibility	.170	7.515	.001***
Problem Solving	.122	5.337	.001***
Optimism	.156	6.666	.001***
Happiness	.109	5.214	.001***

Note: $R^2 = 0.397$, Adjusted $R^2 = 0.394$, $F = 139.841$ *** **= $p < 0.05$, ***= $p < 0.001$, Sig =Significant, NS = Not Significant

g. Multiple regression for proactive by using all significant component of EI and as predictors.

Table 4.122 presents the regression analysis for proactive by using all significant components of EI as predictor. The result of data analysis indicates that self-regards, emotional self-awareness, independence, self-actualization, social responsibility, interpersonal relationship stress tolerance, impulse control, flexibility, problem-solving and optimism significantly affected proactive at the $p < 0.001$. Moreover, reality testing significantly affected proactive at the $p < 0.05$, adjusted $R^2 = 0.370$ that means 37 % of the variance in the students' proactive can be predicted or explained by all significant components of emotional intelligence.

Table 4.122

Multiple regression for proactive by using all significant component of emotional intelligence as a predictor

Component of EI and Personal Resilience	Beta	t	Sig.
Self- regards	.165	6.904	.001***
Emotional Self Awareness	.173	7.175	.001***
Independent	-.088	-3.743	.001***
Self-actualization	.130	5.398	.001***
Social Responsibility	.153	6.155	.001***
Inter-personal Relationship	.086	4.234	.001***
Stress Tolerance	.119	5.083	.001***
Impulse Control	-.084	-3.654	.001***
Reality Testing	.069	2.899	.004**
Flexibility	-.233	-9.974	.001***
Problem Solving	.131	5.497	.001***
Optimism	.120	4.859	.001***

Note: $R^2 = 0.374$, Adjusted $R^2 = 0.370$, $F = 94.63$ *** $**=p<0.05$, $***=p<0.001$,
Sig =Significant, NS = Not Significant

4.5.2.2 Multiple Regression Analysis for each Component of Student

Leadership by using only Component of Emotional Intelligence significantly affected each Component Student Leadership as Predictors.

This section examined all significant components affected each component of students' leadership.

a. Multiple regression analysis for idealized influence by using all components of emotional intelligence as predictors.

Table 4.123 presents the regression analysis for Idealized influence by using all significant components of EI as predictors. The result of data analysis indicates that self-awareness, flexibility, problem-solving and happiness significantly affected idealized influence at the $p < 0.001$. Moreover, assertiveness, independence, social responsibility, optimism significantly affected idealized influence at the $p < 0.05$, Adjusted $R^2 = 0.346$ that mean 34.6 % of the variance in the students' idealized influence can be predicted or explained by all components of emotional intelligence.

Table 4.123

Multiple regression for idealized influence by using all components of emotional intelligence as a predictor

Component of EI	Beta	t	Sig.
Emotional Self Awareness	.113	4.735	.001***
Assertiveness	.061	2.446	.015**
Independent	.072	2.883	.004**
Social Responsibility	.054	2.248	.025**
Flexibility	.166	7.130	.001***
Problem Solving	.159	6.677	.001***
Optimism	.057	2.392	.017**
Happiness	.150	6.960	.001***

Note: $R^2 = 0.348$, adjusted $R^2 = 0.345$, $F = 127.360$ *** $**=p<0.05$, $***=p<0.001$, *Sig =Significant, NS = Not Significant*

b. Multiple regression analysis for inspirational motivation by using all significant component of emotional intelligence as predictors.

Table 4.124 presents the regression analysis for inspirational motivation by using all significant components of EI as predictors. The result of data analysis indicates that self-awareness, self-actualization, stress tolerance, problem-solving and optimism significantly affected inspirational motivation at the $p < 0.001$. Moreover, social responsibility, reality testing significantly affected inspirational motivation at the $p < 0.05$, adjusted $R^2 = 0.326$ that means 32.6 % of the variance in the students' inspirational motivation can be predicted or explained by all significant component of emotional intelligence.

Table 4.124

Multiple regression for inspirational motivation by using all components of emotional intelligence as a predictor

Component of EI	Beta	t	Sig.
Self- regards	.048	1.925	.054
Emotional Self Awareness	.130	5.165	.001***
Assertiveness	.044	1.793	.073
Self-actualization	.123	4.927	.001***
Social Responsibility	.067	2.626	.009**
Stress Tolerance	.095	4.255	.001***
Reality Testing	.050	2.057	.040**
Problem Solving	.126	5.158	.001***
Optimism	.104	4.135	.001***
Happiness	.040	1.839	.066

Note: $R^2 = 0.330$, adjusted $R^2 = 0.326$, $F = 93.521$ *** **= $p < 0.05$, ***= $p < 0.001$, Sig =Significant, NS = Not Significant

c. Multiple regression analysis for intellectual stimulation by using all significant component of emotional intelligence as predictors.

Table 4.125 presents the result of data analysis indicates that self-emotional awareness, social responsibility, interpersonal relationship, flexibility, problem-solving, optimism, and happiness significantly affected intellectual stimulation at the $p < 0.001$. Moreover, self-regard significantly affected the intellectual stimulation at the $p < 0.05$, adjusted $R^2 = 0.333$ that means 33.3 % variance of student's intellectual stimulation can be predicted or explained by all significant component of emotional intelligence.

Table 4.125

Multiple regression for intellectual stimulation by using all significant component of emotional intelligence as a predictor

Component of EI	Beta	t	Sig.
Self- regards	.066	2.745	.006**
Emotional Self Awareness	.079	3.321	.001***
Social Responsibility	.084	3.458	.001***
Inter-personal Relationship	.119	5.666	.001***
Flexibility	.154	6.551	.001***
Problem Solving	.082	3.390	.001***
Optimism	.161	6.650	.001***
Happiness	.089	4.018	.001***

Note: $R^2 = 0.336$, adjusted $R^2 = 0.333$, $F = 120.256$ *** **= $p < 0.05$, ***= $p < 0.001$, Sig =Significant, NS = Not Significant

d Multiple regression analysis for individual consideration by using all significant component of emotional intelligence as predictors.

Table 4.126 presents the result of data analysis indicates that self-actualization interpersonal relationship, optimism, and happiness significantly affected individual consideration at the $p < 0.001$, adjusted $R^2 = 0.242$, that means 24.2 % of the variance in the students' individual consideration can be predicted or explained by all significant component of emotional intelligence.

Table 4.126

Multiple regression for individual consideration by using all significant component of emotional intelligence as a predictor

Component of EI	Beta	t	Sig.
Self-actualization	.165	6.606	.001***
Empathy	.082	3.397	.001***
Inter-personal Relationship	.135	6.113	.001**
Optimism	.110	4.617	.001***
Happiness	.202	8.992	.001***

Note: $R^2 = 0.243$, Adjusted $R^2 = 0.241$, $F = 123.070$ *** **= $p < 0.05$, ***= $p < 0.001$, Sig =Significant, NS = Not Significant

e. Multiple regression analysis for contingency rewards by using all components of emotional intelligence as predictors.

Table 4.127 presents the result of data analysis indicates that self-actualization and flexibility significantly affected contingency rewards at the $p < 0.001$ and happiness significantly affected contingency rewards at the $p < 0.05$, adjusted $R^2 = 0.130$ that means 13 % of the variance in the students' contingency rewards can be predicted or explained by all significant component of contingency rewards.

Table 4.127

Multiple regression for contingency rewards by using all components of emotional intelligence as a predictor

Component of EI	Beta	t	Sig.
Self-actualization	.103	3.929	.001***
Stress Tolerance	-.074	-3.317	.001***
Flexibility	.118	4.541	.001***
Happiness	.075	3.065	.002**

Note: $R^2 = 0.132$, adjusted $R^2 = 0.130$, $F = 58.528$ *** **= $p < 0.05$, ***= $p < 0.001$, Sig = Significant, NS = Not Significant

f. Multiple regression analysis for management by exception using all significant component of emotional intelligence as predictors.

Table 4.128 presents the result of data analysis indicates that interpersonal relationship and stress tolerance negatively affected management by exception at the $p < 0.001$ Adjusted $R^2 = 0.069$ that means 6.9 % of the variance in the students' management by exception can be predicted or explained by all components of emotional intelligence.

Table 4.128

Multiple regression for management by exception by using all significant component of emotional intelligence as a predictor

Component of EI	Beta	t	Sig.
Inter-personal Relationship	.099	4.304	.001
Stress Tolerance	.119	5.143	.001

Note: $R^2 = 0.070$, Adjusted $R^2 = 0.069$, $F = 42.207$ *** **= $p < 0.05$, ***= $p < 0.001$, Sig =Significant, NS = Not Significant

g. Multiple regression analysis for the laissez-faire leadership by using all significant component of emotional intelligence as predictors.

Table 4.129 presents that assertiveness, flexibility, and happiness affected the laissez-faire leadership at the $p < 0.001$, optimism and social responsibility significantly affected the laissez-faire leadership at the $p < 0.05$, adjusted $R^2 = 0.089$ that means 8 % variance of student's Laissez Faire leadership can be predicted or explained by all significant component of emotional intelligence.

Table 4.129

Multiple regression for the Laissez-Faire leadership by using all components of emotional intelligence as a predictor

Component of EI	Beta	t	Sig.
Assertiveness	.094	3.615	.001***
Empathy	.049	1.791	.003**
Social Responsibility	-.077	2.717	.007**
Flexibility	.236	8.725	.001***
Optimism	-.079	2.927	.003**
Happiness	.098	3.917	.001***

Note: $R^2 = 0.093$, Adjusted $R^2 = 0.090$, $F = 32.834$ *** **= $p < 0.05$, ***= $p < 0.001$, Sig =Significant, NS = Not Significant

4.5.2.3 Multiple Regression for each Component of the Leadership style by using all Significant Component of Emotional Intelligence and Personal Resilience as Predictors.

a Multiple regression analysis for idealized influence by using all significant components of emotional intelligence and personal resilience as predictors.

Table 4.130 presents 3 components of emotional intelligence (flexibility, problem-solving, and happiness) and 4 components of personal resilience (flexible social, organized, focus and proactive) affected idealized influence at the $p < 0.001$. Furthermore, 4 components of emotional intelligence (assertiveness, independence, self-actualization and stress tolerance) and only 1 component of personal resilience (flexible thought) significantly affected idealized influence at the $p < 0.05$. Adjusted $R^2 = 0.446$ that means 44.6 % of the variance in the students' idealized influence can be predicted or explained by all significant component of emotional intelligence and personal resilience.

Table 4.130

Multiple regression for idealized influence by using all significant components of emotional intelligence and personal resilience as predictors

Component of EI and Personal Resilience	Beta	t	Sig.
Assertiveness	.054	2.348	.019**
Independent	.066	2.903	.004**
Self-actualization	-.074	-3.275	.001***
Stress Tolerance	-.059	-3.122	.002**
Flexibility	.143	6.216	.001***
Problem Solving	.076	3.507	.001***
Happiness	.089	4.344	.001***
Flexible thought	.066	3.004	.003**
Flexible social	.095	4.184	.001***
Organized	.115	4.935	.001***
Focus	.158	6.933	.001***
Proactive	.214	9.878	.001***

Note: $R^2 = 0.449$, Adjusted $R^2 = 0.446$, $F = 129.721$ *** **= $p < 0.05$,

***= $p < 0.001$, Sig =Significant, NS = Not Significant

b. Multiple regression analysis for inspirational motivation by using all significant components of emotional intelligence and personal resilience as predictors.

Table 4.131 presents that there were 3 components of emotional intelligence (assertiveness, stress tolerance and problem solving) and 4 components of personal resilience (flexible social, organized, focus and proactive) affected inspirational motivation at the $p < 0.001$. The only 1 component of personal resilience (positive self) significantly affected the inspirational motivation at the $p < 0.05$. Adjusted $R^2 = 0.461$ that means 46.1 % of the variance in the students' inspirational motivation can be predicted or explained by all significant components of emotional intelligence and personal resilience.

Table 4.131

Multiple regression for inspirational motivation by using all components of emotional intelligence and personal resilience as predictors

Component of EI and Personal Resilience	Beta	t	Sig.
Assertiveness	.090	4.542	.001***
Stress Tolerance	.089	4.782	.001***
Problem Solving	.086	4.156	.001***
Positive self	.058	2.716	.007**
Flexible social	.091	4.152	.001***
Organized	.193	8.593	.001***
Focus	.108	4.886	.001***
Proactive	.337	16.34	.001***

Note: $R^2 = 0.460$, adjusted $R^2 = 0.458$, $F = 203.401$ *** **= $p < 0.05$, ***= $p < 0.001$, Sig =Significant, NS = Not Significant

c. Multiple regression analysis for intellectual stimulation by using all significant component of emotional intelligence and personal resilience as predictors.

Table 4.132 indicates that 3 components of emotional intelligence (interpersonal relationship, flexibility, and optimism) and 5 components of personal resilience

(flexible thought, flexible social, organized, focus and proactive) affected intellectual stimulation at the $p < 0.001$. Adjusted $R^2 = 0.406$ that means 40.6 % of the variance in the students' intellectual stimulation can be predicted or explained by all significant component of emotional intelligence and personal resilience.

Table 4.132

Multiple regression for inspirational motivation by using all components of emotional intelligence and personal resilience as predictors

Component of EI and Personal Resilience	Beta	t	Sig.
Inter-personal Relationship	.091	4.642	.001***
Flexibility	.144	6.352	.001***
Optimism	.099	4.455	.001***
Flexible thought	.078	3.550	.001***
Flexible social	.085	3.669	.001***
Organized	.100	4.180	.001***
Focus	.164	7.077	.001***
Proactive	.166	7.631	.001***

Note: $R^2 = 0.408$, adjusted $R^2 = 0.406$, $F = 164.998$ *** $**=p<0.05$, $***=p<0.001$, Sig =Significant, NS = Not Significant

d Multiple regression analysis for individual consideration by using all significant component of emotional intelligence and personal resilience as predictors.

Table 4.133 presents that 3 components of emotional intelligence (self-actualization, interpersonal relationship, and happiness) and 2 components of personal resilience (focus and proactive) affected individual consideration at the $p < 0.001$. Furthermore, 4 components of emotional intelligence (empathy, flexibility, problem-solving, and optimism) and the only 1 component of personal resilience (organized) significantly affected individual consideration at the $p < 0.05$. Adjusted $R^2 = 0.276$ that means 27.6 % of variance in the students' individual consideration can be predicted or explained by all significant component of emotional intelligence and personal resilience.

Table 4.133

Multiple regression for individual consideration by using all significant component of emotional intelligence and personal resilience as predictors

Component of EI and Personal Resilience	Beta	t	Sig.
Self-actualization	.092	3.594	.001***
Empathy	.065	2.601	.009**
Inter-personal Relationship	.107	4.883	.001***
Flexibility	.066	2.547	.011**
Problem Solving	.079	3.083	.002**
Optimism	.105	2.755	.009**
Happiness	.180	7.776	.001***
Organized	.064	2.476	.013**
Focus	.082	3.185	.001***
Proactive	.164	6.754	.001***

Note: $R^2 = 0.280$, adjusted $R^2 = 0.276$, $F = 74.400$ *** $**=p<0.05$, $***=p<0.001$, Sig =Significant, NS = Not Significant

e. Multiple regression analysis for contingency rewards by using all significant component of emotional intelligence and personal resilience as predictors.

Table 4.134 presents 3 components of emotional intelligence (self-actualization, stress tolerance and flexibility) and 1 component of resilience (organized) affected contingency rewards at the $p < 0.001$. The stress tolerance negatively affected the contingency rewards significantly. 1 components of emotional intelligence (happiness) and one component of resilience (flexible thought) affected contingency rewards at the $p < 0.05$. Adjusted $R^2 = 0.130$ that means 13 % of the variance in the students' contingency rewards can be predicted or explained by all significant component of emotional intelligence and personal resilience.

Table 4.134

Multiple regression for contingency rewards by using all components of emotional intelligence and personal resilience as predictors

Variables	Beta	T	Sig.
Self-actualization	.103	3.929	.001***
Stress Tolerance	-.074	-3.317	.001***
Flexibility	.118	4.541	.001***
Happiness	.075	3.065	.002**
Flexible thought	.112	3.211	.003**
Organized	.101	3.832	.001***

Note: $R^2 = 0.132$, adjusted $R^2 = 0.130$, $F = 58.528$ *** **= $p < 0.05$, ***= $p < 0.001$, Sig = Significant, NS = Not Significant

f. Multiple regression analysis for management by exception by using all significant component of emotional intelligence and personal resilience as predictors.

Table 4.135 presents interpersonal relationship and stress tolerance) negatively affected the management by exception at the $p < 0.001$, Self-actualization and social responsibility positively affected management by exception at the $p < 0.05$. Interestingly, was no any component of personal resilience significantly affected management by exception at the $p < 0.001$ and $p < 0.05$. Adjusted $R^2 = 0.073$ that means 7.3 % of the variance in the student's management by exception can be predicted or explained by all significant component of emotional intelligence and personal resilience.

Table 4.135

Multiple regression for management by exception by using all components of emotional intelligence and personal resilience as predictors

Component of EI and Personal Resilience	Beta	t	Sig.
Self-actualization	.053	1.902	.047**
Social Responsibility	.055	1.966	.049**
Inter-personal Relationship	-.079	-3.326	.001***
Stress Tolerance	-.101	-4.244	.001***

Note: $R^2 = 0.075$, adjusted $R^2 = 0.073$, $F = 8.396$ *** **= $p < 0.05$, ***= $p < 0.001$, Sig = Significant, NS = Not Significant

g. Multiple regression analysis for laissez Faire leadership by using all significant component of emotional intelligence and personal resilience as predictors.

Table 4.136 presents that 2 components of emotional intelligence (Assertive, flexibility, and happiness), only 1 component of personal resilience (proactive) affected the laissez-faire leadership at the $p < 0.001$. There was only 1 component of emotional intelligence (assertiveness) affected the laissez-faire leadership at the $p < 0.05$. Interestingly, adjusted $R^2 = 0.078$ that means 7.8 % of the variance in the students' the laissez-faire leadership can be predicted or explained by all significant components of emotional intelligence and personal resilience.

Table 4.136

Multiple regression for Laissez Faire leadership by using all components of emotional intelligence and personal resilience as predictors

Component of EI and Personal Resilience	Beta	t	Sig.
Assertiveness	.102	4.180	.001***
Flexibility	.209	8.352	.001***
Happiness	.100	4.087	.001***
Proactive	-.162	-7.160	.001***

Note: $R^2 = 0.107$, adjusted $R^2 = 0.105$, $F = 57.461$ *** **= $p < 0.05$, ***= $p < 0.001$, Sig = Significant, NS = Not Significant

4.5.3 The Goodness of Fit for the Model of Emotional Intelligence and All Components of Personal Influenced each Component of Leadership Style

This section had the purpose to examine the goodness of fit for the model to show how all components of the emotional intelligence and personal resilience influence each component of leadership style. According to Specht (1975). There were 3 steps of the statistical method to show the indirect path analysis, to identify which component of emotional intelligence and personal resilience affected each component of leadership style. These steps were: 1) used the multiple regression analysis to build model of the full relationship among all components of the emotional intelligence and the personal resilience affect each leadership styles. 2) The researcher created the alternative model from the first step by using the multiple regression analysis again. However, the researcher removed all variable or component of emotional intelligence and personal resilience which has no the statistical significance to affect each component of leadership, and re-analyze the multiple regression by using all the significant component in the model until the researcher obtained all significant components affected each leadership style. Each time of the multiple regression analysis, the researcher must collect R^2 in order to find the error value of each regression model. Therefore, table 4.137 presents the R^2 of each time of multiple regressions analysis for all components of leadership by using all component of Emotional intelligence and personal resilience as predictors in the full model.

Table 4.137

R² and error value of Multiple regression in the full model of influence of emotional intelligence and personal resilience toward student leadership

Independent variable	Dependent variable	R ²	Error value
15 component of Emotional Intelligence	Personal resilience		
	Positive self	0.384	0.785
	Positive world	0.404	0.772
	Flexible thought	0.378	0.789
	Flexible social	0.403	0.773
	Organized	0.373	0.792
	Focus	0.4	0.775
	Proactive	0.376	0.789
component of Emotional Intelligence	component of Leadership	R ²	Error value
	Idealized influence	0.351	0.806
	Inspirational motivation	0.333	0.817
	Intellectual stimulating	0.339	0.813
	Individual consideration	0.248	0.867
	Contingency rewards	0.136	0.93
	Management by exception	0.078	0.96
	Laissez-faire leadership	0.096	0.951
Component 15 Emotional and component of Personal resilience	component of Leadership	R ²	Error value
	Idealized influence	0.452	0.74
	Inspirational motivation	0.467	0.73
	Intellectual stimulating	0.415	0.765
	Individual consideration	0.29	0.843
	Contingency rewards	0.138	0.928
	Management by exception	0.089	0.954
	Laissez - faire leadership	0.117	0.94

Not: Error value = $\sqrt{1 - R^2}$

Table 4.138 presents R² and the error value within the alternative model of the influence of emotional intelligence and personal resilience toward the students' leadership. The researcher removed all independent variable which did not significantly affect the independent variable and built the alternative model. After that, the researcher repeated to do 3 steps to use multiple regression for analyzing the influence of the component of emotional intelligence and personal resilience toward each component of leadership and obtained R² and the error value of each time of using multiple regression analysis as shown according to table 4.138.

Table 4.138

R² and error value of multiple regression in the alternative model of influence of emotional intelligence and personal resilience toward student leadership

Independent variable	Dependent variable	R ²	Error value
15 components of Emotional intelligence	Personal resilience		
	Positive self	0.382	0.786
	Positive world	0.401	0.774
	Flexible thought	0.373	0.792
	Flexible social	0.402	0.773
	Organized	0.37	0.794
	Focus	0.397	0.777
15 components of Emotional Intelligence	Proactive	0.37	0.794
	component of Leadership	R ²	Error value
	Idealized influence	0.348	0.807
	Inspirational motivation	0.33	0.819
	Intellectual stimulating	0.336	0.815
	Individual consideration	0.243	0.87
	Contingency rewards	0.132	0.932
15 components Emotional 7 component of Personal Resilience	Management by exception	0.07	0.964
	Laissez-faire leadership	0.093	0.952
	component of Leadership	R ²	Error value
	Idealized influence	0.449	0.742
	Inspirational motivation	0.46	0.735
	Intellectual stimulating	0.408	0.769
	Individual consideration	0.28	0.849
Contingency rewards	0.132	0.932	
Management by exception	0.075	0.962	
Laissez-faire leadership	0.107	0.945	

Not: Error value = $\sqrt{1 - R^2}$

After obtaining the value of R square and error value of all relationship from the full model and alternative model of the influence of emotional intelligence and personal resilience toward student leadership, the alternative model is a model that all remained variable significantly affected the dependent variable. Table 4.139 presents the value to test the goodness of fit of the alternative model or over identified model and the full model. $R_m^2 = 0.9795$ indicates that the full model of relationship can explain 97.95% of variance within the full model of relationship, and M of alternative model = 0.9779 that means 97.79 % of variance within alternative model. M value indicates that the over identified model can be used to describe the variance of the entire relationship

among the variable which is not different from the full model of relationship. When there is goodness of fit (Q) testing of both of them, $W = 132$, $df = 202$, critical value from the table of Chi-square distribution at the significant level $0.001 = 269.84$ indicates that W value is less than the critical value. That means the alternative model of the influence of emotional intelligence and personal resilience is fit to the empirical data significantly. The alternative model is fit to the empirical data and can describe the relationship among variable, not different from full model according to Table 4.139.

Table 4.139

The value for testing the goodness of fit of over identified model or alternative model

Model	R_m^2 and M	Q	W
Full model of relationship	.9795	.926	132
Over identified model	.9779		

Note R_m^2 = total error of full model, M = total error of over identified model

4.6 Summary the Result of Data Analysis

There were 5 objectives of this research, the researcher proceeded to collect and analyzed data in order to accomplish the research objectives. Therefore all research objectives were accomplished, the researcher summarized the result of data analysis as follows:

- i. The student's level of emotional intelligence were mainly in the average level, mean of emotional intelligence was a bit different from university. The fourth year student trend to have more the emotional intelligence in the high level than the lower year of study, female had higher the emotional than male. The participants of student activities had higher emotional intelligence than non-participant. There was a bit difference of emotional intelligence among

students who had the different field of study. Finally, students had the higher GPA, tend to have higher emotional intelligence that the students who had lower GPA.

ii. The students' level of personal resilience were mainly at the moderate level. The mean of the personal resilience was a bit different among students from 3 universities.

iii. All students had mainly the personal resilience score at the moderate level, and it was a bit different among students from 3 universities. However, the level of personal resilience is different among the students who studied the different year of study. The mean of personal resilience was varied by the year of study as follows: the first year student has the mean score of personal resilience at least. The fourth year student had the highest mean score of the resilience. The female's mean score of the resilience was slightly higher than male. The participants had higher personal resilience than non-participant. There was a bit difference of personal resilience among student who studied the different field of study. On the other hand, the personal resilience was different among students who had the different level of GPA, the student who had the level of GPA between 3.00-3.50 had higher mean score of the resilience than another group.

iv. The students' level of transformational leadership were mainly in the moderate level, there is a bit difference of mean score among university. However, the level of transformational leadership is clearly different among the students who studied the different year of study, the mean of the transformational leadership

was varied by the year of study as follows: the first years student has the mean score of transformational leadership at least and the fourth year student has the mean score of the transformational leadership at most. The transformational leadership of female and male was a bit different, female's mean score of the resilience was slightly higher than male. The participant had higher transformational leadership than non-participant. There was a bit difference of transformational leadership among student who studied the different field of study, additionally, the student of Sciences, Applied Science and Technology had higher transformational leadership than another group and the student of Art, Design and architecture had the transformational leadership at least. However, the level of the transformational leadership was clearly different among students who had the different level of GPA, the student who had the level of GPA between 3.00-3.50 had higher mean score of the transformational leadership than another group.

- v. The students' level of transactional leadership were mainly in the moderate level, there is a bit difference of mean score among university, but the second university had the highest mean score of the leadership at most. However, the level of transactional leadership is clearly different among the students who studied the different year of study, the mean of transactional leadership was varied by the year of study as follows: the first years student has the mean score of transactional leadership at most and the third year student has the mean score of the transactional leadership at least. The transactional leadership of female and male was a bit different, female's mean score of the resilience was slightly lower than male. The participant had less transactional leadership than non-participant. There was a bit difference of transactional leadership among

student who studied the different field of study, additionally, the student of Humanities and Social Sciences had the lowest mean of transactional leadership and the student of Art, Design and architecture had the highest mean of transactional leadership at most. However, the level of the transactional leadership was clearly different among students who had the different level of GPA, the student who had the level of GPA between 2.00-2.49 had higher mean score of the transformational leadership than the another group.

vi. The students' level of laissez-faire leadership were mainly in the moderate level, there was a bit difference of mean score among university, but the second university had the highest mean score of the leadership at most. However, the level of laissez-faire leadership is clearly different among the students who studied the different year of study, the mean of the transactional leadership was varied by the year of study as follows: the second year student has the mean score of transactional leadership at most and the fourth year student has the mean score of the transactional leadership at least. The transactional leadership of female and male was a bit different, female's mean score of the resilience was slightly lower than male. The participant had lower the laissez-faire leadership than non-participant. There was a bit difference of the laissez-faire leadership among students who studied the different field of study, additionally, the student of Sciences, Applied Science and technology had the lowest mean of laissez-faire leadership and the student of Art, Design and architecture had the highest mean of the leadership at most. However, the level of laissez-faire leadership was clearly different among students who had the different level of GPA, the student who had the level of GPA between 2.00-2.49 had higher mean score of the laissez-faire leadership than the another

group and students who had the level of GPA between 3.50 above had the highest mean of the leadership.

vii. The level of all composites of Baron's emotional intelligence an subscale were mainly in the moderate level. However, all student of three universities had the highest mean of interpersonal skills and the mean of the stress management was lowest. When the researcher considered the subscale of each component, all students' mean of self-regard were highest and the students' mean of independence were lowest in the composites of intrapersonal skill. According to the composites of extra-personal skill, all students' mean of social responsibility were highest and empathy were lowest. The composites of Stress management, the students' stress tolerance was higher than impulse control. The composite of adaptability, all students' mean score of flexibility was lowest and the problem solving was highest and the last composite, the mean of optimistic and happiness was equal. All student had all subscale of personal resilience in the moderate level, furthermore, the students' mean of positive self was highest and flexible thought was lowest. The leadership, students' mean of inspirational motivation was highest and laissez-faire leadership was highest. The researcher consider mean of component of transformational leadership, the student mean of inspirational motivational was highest and the idealized influence was lowest. The component of transactional leadership, the mean of contingency reward was not different from the management by exception.

viii. For hypotheses testing, the researcher summarized of hypotheses testing into table 4.140

Table 4.140

Summarization of hypotheses testing

1	There was the difference in the emotional intelligence between participant nonparticipants.	Accepted
2	There was the difference in the emotional intelligence between male and female.	Rejected
3	At least one group of students who had the different GPA, their emotional intelligence differed from one of the others.	Accepted
4.	At least one group of students who studied the different field of study, their emotional intelligence differed from one of the others,	Rejected
5	At least one group of student who studied the different year of study, their emotional intelligence differed from one of the others.	Accepted
6	At least one group of student who studied the different university, their emotional intelligence differed from one of the others.	Rejected
7	There was the difference in the personal resilience between participant and non-participant.	Accepted
8	There was the difference in the personal resilience between male and female.	Accepted
9	At least one group of students who had the different level of GPA, their personal resilience differed from one of the others.	Accepted
10	At least one group of students who studied the different field of study, their personal resilience differed from one of the others.	Rejected
11	At least one group of student who studied the different year of study, their emotional intelligence differed from one of the others.	Accepted
12	At least one group of student who studied the different university, their personal resilience differed from one of the others.	Rejected
13	There was the difference in the transformational leadership between participant and non-participant	Accepted
14	There was the difference in transformational leadership between male and female	Rejected
15	At least one group of students who had the different level of GPA, their transformational leadership differed from one of the others.	Accepted
16	At least one group of students who had the different field of study' their transformational leadership differed from one of the others.	Rejected
17	At least one group of student who studied the different year of study, their transformational leadership differed from one of the others.	Accepted
18	At least one group of student who studied the different university, their emotional intelligence differed from one of the others.	Rejected
18	There was the difference in the transformational leadership among student who studied different university.	Rejected
19	There was the difference in the transactional leadership between participant and non-participant.	Accepted

Table 4.10 continued

20	There was the difference in the transactional leadership between male and female.	Accepted
21	At least one group of students who had the different GPA, their transactional leadership differed from one of the others.	Accepted
22	At least one group of students who studied the different field of study, their transactional leadership differed from one of the others.	Rejected
23	At least one group of student who studied different year of study, their transactional leadership differed from one of the others.	Accepted
24.	At least one group of student who studied the different university, their transactional leadership differed from one of the others.	Rejected
25	There was the difference in the laissez-faire leadership between participant and non-participant.	Accepted
26	There was the difference in the laissez-faire leadership between male and female.	Rejected
27	At least one group of students who had the different GPA, their laissez-faire leadership differed from one of the others	Accepted
28	At least one group of students who studied the different field of study, their laissez-faire leadership differed from one of the others.	Rejected
29	At least one group of student who studied the different year of study, their laissez-faire leadership differed from one of the others.	Accepted
30	At least one group of student who studied the different university, their laissez-faire leadership differed from one of the others	Rejected
31	There was the significant correlation between the emotional intelligence, personal resilience, transformational, transactional and laissez faire leadership.	Accept
32	The emotional intelligence affected the personal resilience.	Accepted
33	The personal resilience was the mediator of relationship between emotional intelligence and transformational leadership	Accepted
34	The personal resilience was the mediator of relationship between emotional intelligence and transactional leadership	Accepted
35	The personal resilience was the mediator of relationship between emotional intelligence and the laissez-faire leadership	Accepted

ix The full model of the alternative model of the relationship between all components of emotional intelligence, personal resilience, and leadership, there was the goodness of fit. The alternative model can describe the relationship of all components that was not different from the full model, $W = 132$, $df = 202$, the critical value from the table of Chi-square distribution at the significant level $0.001 = 269.84$ indicates that W value is less than the critical value. That means the alternative model of the influence of emotional

intelligence and personal resilience is fit to the empirical data significantly. The alternative model is fit to the empirical data and can describe the relationship among variable, not different from the full model.

- x There were 3 components of emotional intelligence (flexibility, problem-solving, and happiness) and 4 components of personal resilience (flexible social, organized, focus and proactive) affected idealized influence at the $p < 0.001$. Furthermore, 4 components of emotional intelligence (assertiveness, independence, self-actualization and stress tolerance) and only 1 component of personal resilience (flexible thought) significantly affected the idealized influence at the $p < 0.05$.
- xi There were 3 components of emotional intelligence (assertiveness, stress tolerance and problem solving) and 4 components of personal resilience (flexible social, organized, focus and proactive) affected inspirational motivation at the $p < 0.001$. Only 1 component of personal resilience (positive self) significantly affected inspirational motivation at the $p < 0.001$.
- xii There were 3 components of emotional intelligence (interpersonal relationship, flexibility, and optimism) and 5 components of personal resilience (flexible thought, flexible social, organized, focus and proactive) affected intellectual stimulation at the $p < 0.001$.
- xiii There were 3 components of emotional intelligence (self-actualization, interpersonal relationship, and happiness) and 2 components of personal resilience (focus and proactive) affected individual consideration at the $p < 0.001$. Furthermore, 4 components of emotional intelligence (empathy,

flexibility, and problem-solving) 1 component of personal resilience (organized) significantly affected individual consideration at the $p < 0.05$.

xiv. There were 3 components of emotional intelligence (self-actualization, empathy, stress tolerance and flexibility) affected contingency rewards at the $p < 0.001$, 1 component of emotional intelligence (happiness) affected contingency rewards at the $p < 0.05$. Interestingly, there were flexible thought and organized of personal resilience significantly affected contingency rewards at the $p < 0.001$ and $p < 0.05$.

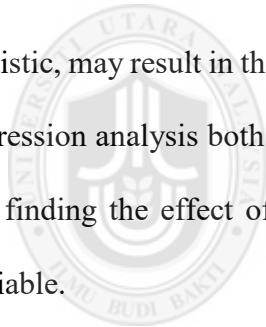
xv Only 3 component of emotional intelligence (empathy, interpersonal relationship and stress tolerance) affected management by exception at the $p < 0.001$, 1 component of emotional intelligence (social responsibility) affected management by exception at the $p < 0.05$. Interestingly, there was no any component of personal resilience significantly affected management by exception at the $p < 0.001$.

xvi. There were 2 components of emotional intelligence (Assertive, flexibility, and happiness), only 1 component of personal resilience (proactive) affected Laissez Faire leadership at the $p < 0.001$. There was only 1 component of emotional intelligence (assertiveness) affected Laissez Faire leadership at the $p < 0.05$. $p < 0.05$.

4.7 Conclusion

This chapter displays how the data analysis was, based on the research question and the hypothesis, therefore, the descriptive statistic was the basis for describing the variables such as mean, standard deviation, frequency, and percentage. Those were

easy to describe the variable. Additionally, two independent sample t-test is used to test the hypothesis relating comparison of the variable between 2 group, such as gender or type of participation in student activities on campus. One way ANOVA was used to test the dependent variable among 3 groups such as the level of GPA, the field of study, year of study and college or university including Pos Hoc test. Furthermore, the factor analysis was used for screening data, each item of the questionnaire had the factor loading lower than .50, must be removed from the component, or some item appeared in 2 components. If the value of factor loading in some component was greater than the another component, the researcher must remain the item in that component. Normality test and normality, linearity, multicollinearity was checked, because the researcher need to make sure that there is not any problem with the statistic, may result in the problem of regression analysis or path analysis. Finally, the regression analysis both simple and multiple regression analysis was used to analyze for finding the effect of independent and mediate variable affecting the dependent variable.



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CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATION

5.1 Introduction

The researcher used the cross-sectional study by using the survey to study students' emotional intelligence, personal resilience and leadership styles as follows: transformational, transactional and laissez-faire leadership between participants and non-participants of student activities in Thailand universities. Therefore, this study needed to measure 3 variables that consisted of the emotional intelligence, personal resilience, transformational leadership according to the demographic factors. The respondents were students from three universities in Thailand. Consequently, the researcher identified who was the participant and non-participant of student activities. Finally, the researcher obtained 1922 respondents by classifying into two groups as follow: (a) participants (825) (b) non-participants (1097). The researcher had three instruments to collect data namely Baron Emotional Quotient inventory, personal resilience and MLQ 6s, lead to answer the research questions and hypotheses testing. Therefore, this chapter, the researcher displayed the result of data analysis hypotheses testing. After that, the researcher discussed the result of research according to the hypothesis testing that was summarized in next paragraph.

5.2 Summary Finding

The students' level of emotional intelligence were displayed according to the demographic variables as follows: gender, participation in student activities, GPA, field of study, year of study and university were mostly at the average level. It was not different from students' level of Personal resilience, transformational, transactional

and laissez-faire leadership by those demographic variables, were mostly at the moderate level. Furthermore, after the researcher tested hypotheses relating students' emotional intelligence, personal resilience, transformational, transactional and laissez-faire leadership according to the demographic variables namely participation of activities type, gender, GPA, year of study was mostly accepted, a field of study and university was regularly rejected. There was the strong relationship among the emotional intelligence with personal resilience and transformational leadership significantly. The emotional intelligence had a moderate relationship with transactional leadership and a weak relationship with the laissez-faire leadership. Personal resilience had a weak relationship with transactional leadership and had no significant relationship with laissez-faire. Transformational leadership had a weak relationship with transactional leadership and had no significant relationship with laissez-faire leadership. Transactional leadership had the moderate relationship with laissez-faire leadership moderately. Finally, the personal resilience functioned as a mediator in the relationship between emotional intelligence, transformational, transactional and laissez-faire leadership.

5.3 Discussion

The researcher discussed the result of research according to the result of hypotheses testing and also combined the level of emotional intelligence, personal resilience, and the leadership styles.

5.3.1 There was The Difference in The Emotional Intelligence between Participants and Nonparticipants

There was a significant difference in students' emotional intelligence between participants and nonparticipants of student activities at the $p < 0.001$. The participants had higher emotional intelligence than nonparticipants. Additionally, if there was the comparison of the percentage of students who had a higher level of emotional intelligence between participants and non-participants, there were more participants who had the higher level of emotional intelligence than nonparticipants. The result of this hypothesis testing confirmed that the student activities could develop student in many aspects. There are five main composites of EI as follows: intrapersonal skills, extra personal skills, stress management, adaptability and general mood, there was some researcher conducted the research relating the emotional intelligence skills, Chia (2005) did his study related to work and interview. He found that the emotional intelligence accompanied with student activities and other variables predicted the number of initial job interviews, the number of subsequent job interviews, and the number of the final job offers. Additionally, there was some research confirm that the student activities can develop students' emotional intelligence. A student who participated in the activities and gained a higher score of every aspect of emotional intelligence than a student who had not involved the student activities. (Suppapitiporn, Kanchanatawan, and Tangwongchai, 2006). Baanneon and Sunsern (2012) confirmed that participation in the activities affected the emotional intelligence because the student had a chance to do the activities with the others. Even Aim-ot, Pruksasithorn, and Chaiyen(2014); Trappuang, Thinpairoj, Ingaram, and Thongsai (2014) agreed that to encourage student joined to do the activities with the others can develop students' emotional intelligence. Some study did not directly examine the relationship between

student activities and Emotional intelligence, but those researchers tried to recommend how students' activities had an advantage toward Emotional intelligence and another psychological factor (Poethong, Pumpuang, & Chanart, 2015). On the other hand, there was some previous research presented that student activities participation affected emotional intelligence (Panjiang, 2014) but actually, that the investigation has no the empirical data to summarize that the student activities affected the emotional intelligence, but he/she possibly deduced that proposal from the review literature. However, there was some experimental research, found some musical activities affect students' emotional intelligence by comparing with a control group who didn't join the experiment (Pudjiastuti & Sari, 2014).

5.3.2 There was no Difference in Emotional Intelligence between Male and Female

There was no the difference in students' emotional intelligence between males and females significantly, both males and females had the emotional intelligence in the average level. However, females' mean of EQ was a bit higher than male, the result of this research was consistent with Aim-ot, Pruksasithorn, and Chaiyen (2014) who found that female students had higher emotional intelligence than males. Panjiang (2014) also found that female student had higher emotional intelligence than male. Naturally, there is the difference between male and female both physical and psychological aspects. Therefore, society treats male and female differently, Pannitamai (2001) confirmed the emotional intelligence between male and female is different, because female aware self-emotion better than male, they had high empathy than male, and they are ready to help the other faster than male. Tonioni (2015) found that male's emotional intelligence lower than female, and the strongest predictor for gender was an emotional expression, moreover, emotion expression function as a

better predictor for male than female. Naghavi and Redzuan (2011) mentioned that male tend to lower EI score than a woman, result to male cannot understand their emotion, cannot seek the advantage of emotion to do the useful thing. They tend to have the bad behavior such as addict to drug or alcohol and have a weak relationship with the other or break the relationship with a friend. Some study found that there was no significant difference between male and female's emotional intelligence, but the female had a high score of EI in every dimension than male. (Fernández-Berrocal, Cabello, Castillo, & Extremera, 2012). Why female had higher emotional intelligence than male, there is possibly an emotional difference between male and female, because there was a usage of MRI information from 696 people. The scientists were likewise able to reveal that more important evaluation of unfavorable emotional picture in web content by the women individuals is connected to enhanced mind task in motoric areas. "This outcome would certainly sustain the typical idea that women are extra mentally meaningful compared to males," (Spalek, et al., 2015). Moreover, Šolcová & Lačevb (2017) found that searching for recommending particular emotional differences experienced in between females as well as males. These differences can be located particularly in self-reported subjective experiences, while substantial differences were not primarily existing in taped natural responses.

5.3.3 There was at least One Group of Students Who had The Different GPA, Their Emotional Intelligence Differed from One of The Others

The result of research confirmed that the students who had the different level of GPA, their emotional intelligence were significantly different at the $P < 0.001$. There were 3 pairs of student who had the different GPA, 1) 2.00 -2.49 and 2.50-2.99 2) 2.00-2.49 and 3.00-3.49 3) 2.00-2.49 and 3.50-4.00. The student of GPA 2.00-2.49 had the lowest mean of emotional intelligence. The result of this research was consistent with

Mohzan, Hassan, and Halil, (2013); Aim-ot, Pruksasithorn, and Chaiyen (2014); Panjiang (2014) also found that the student had the difference of GPA, their emotional intelligence was different. According to the level of emotional intelligence, students who had higher GPA, their emotional intelligence were at a higher level. On the other hand, the student who had lower GPA, their emotional intelligence was in lower level. The result of this research presents that the students' GPA varied their emotional intelligence. Students had the higher GPA trend to have the high emotional intelligence, on the other hand, the student who had the lower GPA, perform to have lower emotional intelligence such as the ability to regulate self-feeling, problem-solving, intrapersonal and interpersonal skills highly trend to academic success. For instance, a student who has an emotional management could use such skill to ward off stress and anxiety that is related to test-taking and examination. Furthermore, the ability to show their interpersonal skills may help students to seek academic help from teachers, peers and resource persons. Additionally, the relationship between emotional intelligence and academic achievement, there some current research confirm that emotional intelligence was related to academic performance (Zahra_Malik & Shahid, 2016). Mohzan and Halil (2013) reveal that Emotional Intelligence had a positive relationship with academic achievement significantly. Ranasinghe, Wathurapatha, Mathangasinghe, & Ponnampereuma (2017) proposed that higher level of emotional intelligence linked to better academic performance, this is the reason why the student who had a high level of GPA, had higher emotional intelligence than those had a low level of GPA. Interestingly, some studies were related to student's academic success, trend to assess the ability of psychosocial traits such as psychological trait describing emotional intelligence when they want to answer what affect student's academic accomplishment (Allen, Robbins, & Sawyer, 2009; Petridis & Schreiner, 2013)

5.3.4 There was no any Group of Students Who Studied The Different Field of Study, Their Emotional Intelligence Differed from One of The Others

The student had the different field of study; their emotional intelligence was not different from one the others, the emotional intelligence is not different among student who studied the different year of study. The result of this hypothesis testing was consistent with Chulwanich and Ritikulsitichai (2014); Aim-ot, Pruksasithorn, and Chaiyen (2014) that student studied the different program, their emotional intelligence were not statistically different. All student had mainly the emotional intelligence in the average level. There was a bit difference, and they have the same level of emotional intelligence, that means they had the average level of the emotional intelligence in all composites and subscale. However, Yelkikalan et al. (2012) found there are significant differences among the faculties concerning the level of the emotional intelligence. However, these differences are not statistically significant. There was a significant difference only regarding sociability. The students study the faculties of Fine Arts, Science and Letters have the higher averages concerning sociability and students of Faculty of Economics, Administrative Sciences and Tourism have the lowest average. That field of study does not affect their level of emotional intelligence because the university or college students are late adolescence and adulthood. All of the characters are sustainably developed.

5.3.5 There was more than One Group of Students Who Studied Different Year of Study, Their Emotional Intelligence Differed from One of the Others

The result of data analysis accepted this hypothesis that there was a significant difference in the emotional intelligence among students who studied different year of study. There was more than one group of students who studied different year of study,

their emotional intelligence differed from one of the others namely first and second year, first and the third year, first and fourth year, second and third year, second and fourth year. There was no the significant difference in the emotional intelligence between third year and fourth year students, but the fourth-year students had higher emotional intelligence than third year students. Students of every year of study had mainly in the average level, but the year of study varied the mean score of their emotional intelligence, the first year student had lower emotional intelligence than the second year, third year and fourth years, the fourth-year students' mean of emotional intelligence was highest. The result of this research was consistent with Chulwanich and Ritikulsitichai (2014); Aim-ot, Pruksasithorn, and Chaiyen (2014); Panjiang (2014) that student who studied the different year of study, their emotional was different. The first year and second year student had lower emotional intelligence than third and fourth year student because many of them are 18-21 years old, they are the late adolescence, all development tasks are mostly completed (Jenjit, 2007). However, the ability of stress management was lower than the higher year of study; they have to experience learning and teaching in university that was different from high school. They might have the problem of adaptation into the new environment of learning and teaching at a university. They also have a few experiences to handle the difference. That was why they had lower emotional intelligence than the higher year of study. The third year and fourth year are completely adulthood, and they gained more experience of living than the lower year of study. They learn sciences and arts for living in classroom and experience in the daily life. These experiences caused them to have higher emotional intelligence. According to the relationship between Emotional Intelligence and year of study, Bunyaan, Tan, & Loo,(2015) found that there was a significant relationship between year of study and the emotional intelligence, because

a student who studied higher year of study, had higher maturity than those studied lower year of study. Therefore, they know their emotion, and know how to control and adjust their emotion appropriately (Panjian, 2014).

5.3.6 There was no any Group of Student Who Studied Different University, Their Emotional Intelligence Differed from One of the Others

There was no any research directly studied the emotional intelligence among different university, the mean score of their level of EI was not different and mainly at the moderate level. However, there was some research mentioned that the learning environment had no the relationship with emotional intelligence, Leechareon (2015): Tangsangakul (2014) found that the environment of the place did not link to emotional intelligence. Therefore, it does not matter where student studies, because there was no significant difference among student who studied in the different university, moreover, there is no any research that examined the place of study affect the emotional intelligence. However, learning and teaching or the method of measurement in every public university in Thailand are not difference, can develop student in many aspects. The place of study might not affect the emotional intelligence, but it might affect intelligence or personality. On the other hand, the environment of learning and teaching can cause students' stress and the learning problem. Therefore, the environment may directly or indirectly affect the student emotional intelligence. There is an additional factor might influence the emotional intelligence, such as the cumulative grade point average influenced student's stress, the educational condition in college: instructions, students' tasks, and also the environment. Students had the highest possible risk of the stress (Wongsrusakul, 2011). That may trigger the lower skill of stress management. The outcome of this research disclosed that student had the skill of stress management that was less than another skill.

5.3.7 There was The Difference in The Personal Resilience between Participants and Nonparticipants

The participants and nonparticipants' personal resilience were significantly different. The participants' mean of personal resilience score was higher than non-participant. By percentage, their personal resilience was higher level than low level. Participation in student activities may not directly affect the personal resilience, but the student activities may develop the other psychological aspects such as self-esteem, self-worth, self-efficacy, self-confidence, etc. because student engages with their peer that respond their love and belonging needs. They also felt that they were the part of the group of friend in the club, student organization. Moreover, they learn to practice a social, working, and communication skills those were different from nonparticipants who had the narrow society, because student activity is one of learning activities that when students engages the learning activities, it is often convenient to understand engagement with an activity as being represented by good behavior (i.e. behavioral engagement), positive feelings (i.e. emotional engagement), and, above all, student thinking (i.e. cognitive engagement) (Fredricks, 2014). Therefore, participants have higher self-confidence, self-efficacy or self-worth, those are part of personal resilience, causes them have a higher positive self, positive world that leads to have happiness. Then they have high organized, focus and proactive. The participation of student activities was positively related to the high level of self-esteem and supports student engagement with peer-enhanced peer status (Kort-Butler & Hagewen, 2011). Furthermore, there was a previous study that was revealed by Bloomfield and Barber (2011), they stated that students who participated in student activities were positively developed and their positive experiences were positively affecting their academic and social self-concept and general self-worth. Simultaneously, findings revealed that

students who have low academic achievement, because they have some aspect. Those students were considered as a key barrier with a poor relation to their peers, low self-esteem, high procrastination, low self-concept and high perfectionism. Additionally, the wider range of student activities in the university or college and also a community for the better-educated persons enable them to maintain meaningful relationships, aspire to achieve set goals and regulate their lives appropriately. The benefits of education as a resilience factor aligns with approaches to resilience as a social process that converts social goods into positive life outcomes for the individual and community. Therefore, some university in Thailand had tried to encourage the student to participate various student activity, because the university believes that the activities participation in university could strengthen the skills for a living (Prince of Songkla University, 2007). Student activities also enhance the social competence such self-confidence, adaptation and achievement motivation (Panjiang, 2012). There was the relationship between EI and resilience (Armstrong, Galligan & Critchley, 2011; Krush, Agnihotri, Trainor, & Krishnakumar, 2012; Gooding, Hurst, Johnson, & Tarrier, 2012; Schneider, Lyons, & Khazon, 2013; Huang, Lim, & Tan, 2013). Therefore, the finding of this research reveals that there was the significant difference in emotional intelligence as well as personal resilience between the participant and none participant that implies that the emotional intelligence and personal resilience was developed at the same time by student activities.

5.3.8 There was The Difference in Personal Resilience between Males and Females

There was the significant difference in the personal resilience between males and females, both males and females have the personal resilience at the moderate level. The mean score of male's personal resilience was a bit higher than female. This result

is consistent with Button (2008) found that men had higher levels in the resilience than women, Srinonyang (2009) found that male athletes had higher toughness or resilience than female. Morano (2010) found that Men had a higher resilience than women in coping with adversity. Also, Stratta et al. (2013) adolescent males exposed to an earthquake reported consistently higher resilience scores than young females. However, there was no significant difference in the resilience between men and women in the total sample. Previous studies, Aronen and Kurkela, 1998; Campbell-Sills et al., (2006) reported that males' resilience is not different from female's significantly. However, Boardman et al. (2008); Stratta et al. (2013); Scoloveno (2013); Ying et al., (2014) mentioned that males were found to report more resilience than females. Some explanations can be offered about the finding in the current study. Most of the previous studies that found gender differences in resilience had investigated resilience in the western culture. Gender differences had not also been investigated in a combined sample of adolescents and young adults. One may not be surprised by the lack of significant gender differences in resilience because females in Igbo society today enjoy greater equity with the males than they had in the past. This development is not unconnected with the increasing access to empowerment program in the process of socialization. In the course of social relations, girls are encouraged to explore mutually empathic connections with caring equally.

5.3.9 There was no any Group of Students Who Studied The Different Field of Study, Their Personal Resilience Differed from One of the Others

There was no the significant difference in the personal resilience among students who studied the different field of study. Their level of the resilience was at the moderate level. There are another factors may cause the difference of the personal resilience. It does not matter what field the student studied. Although, learning and teaching in each

field is different, the difficulty of each field is not equal, it is certain that it may cause the stress or pressure that may ruin the personal resilience, however, if student has higher self-efficacy, self-esteem, self-confidence, external factor has no more effect than the internal or psychological factor. Therefore, place of study may be related the personal resilience because those psychological traits are the resilient factor (NCH - The Bridge Child Care Development Service, 2007). Although there was no statistic difference, when the research considers the mean of resilience, it was a bit different among student whose field of study was different. Arts, Design, and Architecture students had the highest mean score of resilience score, the second was Science and applied sciences students, and the Humanities and Social Science had the lowest mean of resilience score. This research was consistent with Parinyaphol and Chongruksa (2008) found that students of Faculty of Fine and Applied Arts had the high mean score of resilience, Arts, Design and Architecture student were those liked expressing themselves by creating and making a product of arts and design. Naturally, these students created arts and designed regularly and they often presented what they created and design, therefore they are very proud what they did that causes higher self-efficacy or self-confidence. The student of Sciences and Technology had higher mean of resilience score than the Humanities and Social Science Student. Generally, Sciences, Applied Science and Technology study student, they were those who knew their certain career after they completed their study, they caused them have high self-confidence or self-efficacy. According to NCH - The Bridge Child Care Development Service (2007) concluded the resilience factor and self-confidence, self-efficacy were the resilience factor. This is answer of why Arts, Design and Architecture students has high mean of resilience as well as Sciences, Applied Sciences and Technology, on the other hand, many some of Humanities and Social Sciences student, didn't even know

what certain job they could get after they completed their study. Additionally, after finished study, student of Sciences, Applied Sciences and Technology were unemployed at least and Student of Humanities and Social Sciences were unemployed at most (Thailand Development Research Institute, 2016).

5.3.10 There was more than One Group of Students Who Studied The Different Year of Study, Their Resilience Differed from One of the Others

There was a significant different among group of students who studied the different year of study. Student studied higher year of study, there was the significant difference in the personal resilience among 4 groups of students who studied the different year of study as follows: 1) First and second year 2) first and third year 3) first and fourth year 4) second and third year 5) second and fourth year, there was no the significant difference in the personal resilience between third year and fourth year, but fourth year student had higher personal resilience than third year student. Generally their personal resilience was at the higher level, in contrast, student studied lower year of study, their personal resilience was at the lower level. This study was consistent with Wachiradilok (2014) found that first year nursing students had lower resilience than second, third and fourth year students. Furthermore, Wachiradilok (2014) also found that age and year of study were positively correlated to resilience. That mean when student grew up and get more experience, their resilience will be increased follow their age and year of study. The first-year student must experience a new environment of learning and teaching in college or university; they must adapt themselves to the new environment that caused them nervous on adjustment in the new environment, less self-confident and self-efficacy or even self-esteem. These Psychological aspects are the important component of personal resilience factor (Jing & Stewart, 2010). Therefore, if students had low self-confident. Self-Esteem, their resilience will be low. Additionally, As the

researcher mentioned that there was relationship between EI and resilience, Students studied different year of study, their emotional intelligence were also difference as well as resilience, because Bunyaan, Tan, & Loo (2015) found that there was difference of emotional intelligence among students who studied different year of study, including Holdworth, Turner, & Scot-young (2017) revealed that student will be different in the method that they use to develop the thought of their resilience according to their life experience and year of study.

5.3.11 There was more than One Group of Students Who had The Different Level of GPA, Their Personal Resilience Differed from One of The Others

There was the significant difference in the personal resilience among students who had the different level of GPA. Post hoc test revealed that There was more than one group of students who had the different level of GPA, their personal resilience differed from one of the others as follows: 2.00-2.49 and 2.50-2.99 2) 2.00-2.49 and 3.00-3.49 3) 2.00-2.49 and 3.50-4.00 4)2.50-2.99 and 3.00-3.3.49 5) 2.50-2.99 and 3.50-4.00 The student of GPA 2.00-2.49 had the lowest mean of personal resilience. The mean of personal resilience varied according to the level of GPA. That means the level of resilience varied according to GPA, although total student had the moderate level of personal resilience. The result of this research was consistent with Parinyaphol and Chongruksa (2008) found that students had high GPA, had higher resilience than those had lower GPA. Moreover, Wagnlid and Collins, (2009) found that positive relationships between resilience and academic success as well as De Baca (2010) concluded her review literature that was related to the relationship between resilience and academic performance, there was a strong information to confirm the connection between both of them. Mwangi, Okatcha, Kinai, and Ileri (2015) found that resilience was correlated to academic achievement. GPA is students' outcome or academic

achievement, students who had the high GPA, they can control and regulated themselves to achieve their goal of the study. That means they have a higher organized, focus and proactive than the student who has lower of those aspects, the resilient student have success to organize or plan what they have to do by having a clear-cut before starting or performing as well as the development of strategy effectively to achieve their goal of the study. They can decrease the negative effect and provide the sequences. Plan and vision for the attainment of overarching goal (ODR, 1995). Additionally, doing everything actively, and do not give up the destiny while they are experiencing the hardship. Therefore, it is not impossible that the resilient people will withdraw and avoid the stressful situation, because of their well-adjusted. They will consider and make the decision to take a risk and use their capacity to challenge the hardship effectively and efficiently, because they always set up high expectation and standard of what they have to do, leading to enabling them having the performance in the high level.

5.3.12 There was no any Group of Students Who Studied Different University Their Personal Resilience Differed from One of The Others

There was no the statistical difference in students' personal resilience among group of students who studied the different university. A student from every university had the moderate level in the personal resilience by average. However, it doesn't mean the different place of study does not influence the personal resilience, because psychological atmosphere may affect the resilience, such as the relationship with university or college may impact the student. There was another reason to discuss why there was no difference among student from different university, because the environment of each university was not different, and also located in the safe area. According to Wangsawat, Phaktoop, and Chaimongkol (2011) found that adolescents

who perceived unrest situation via mass media. They had higher sense of coherence than who missile attack. They lived in area where there was the different level of safety, their resilience must be different, if they lived in the same area, their resilience might not be different, because Holdworth, Turner and Scot-young (2017) concluded that how student understand their resilience, depend on their understanding of resilience and the method for developing their resilience include the strategy which is used by university to developed the personal resilience. In Addition, Martin (2013) proposed the way to build the resilience within the school communities by having 5 keys of building resilience in school as follows: (a) caring relationships, (b) high expectation and academic standard (c) opportunity for participation and contribution (d) social connection and (e) self- efficacy. If any university can develop the key of building resilience, it does not matter where student studies, their resilience will be developed that result to students' resilience will be no different.

5.3.13 There was The Difference in The Transformational Leadership between Participants and Nonparticipants in Students' Activities

The participants of the students' activities had higher transformational leadership than nonparticipants. The participants' transformational score was at the higher than low level. The participants can learn the leadership skills from the students' activities. The result of this research was consistent with Hawkins (2010) who implied individuals who engage in high levels of co-curricular activities are more likely to be later associated with transformational leadership tendencies and less likely to lead to transactional leadership practices. Students can learn the leadership skill by participating the activities. Therefore, Maxwell (2002b) mentioned that ability to lead is a collection of skills, nearly all of which can be learned and improved. Through involvement in extracurricular and co-curricular activities, opportunities continually

teach individuals leadership qualities such as self-discipline and perseverance, which are critical qualities for effective leaders to uphold. Additionally, Maxwell (2002b) later emphasized, “Successful leaders are learners, and the learning process is ongoing, a result of self-discipline and perseverance. A student can learn the leadership skills in the daily life by engaging the activity. Esa, Abd Mutallib, & Nor Azman (2015) assumed to conclude that sports activities can develop leadership, even transformational and transactional leadership.

5.3.14 There was no the Difference in Transformational Leadership between Males and Females

There was no the statistical difference of students’ transformational leadership. However, the male had lower the mean score of the transformational leadership than female. Although the current research was conducted by using the students as respondents who were 18-23 years old, the result of this study was consistent with some research that used the meta-analysis to study gender and leadership. The result revealed that female possessed more transformational than male, in contrast, male possessed transactional and laissez faire leadership than female (Eagly, Johannesen-Schmidt, & Van Engen, 2003). Kent et al. (2010) found that male’s mean score of transformational leadership was a bit different from a female, there was also no statistical difference in the leadership between male and female. Andersen and Hansson (2011) found that males' decision making different from females'. Additionally, Kent and Schuele (2010) confirmed that there was the difference in transformational leadership behavior. However, some previous study found that there was the difference in leadership styles between man and woman. The female leader shows more behavior that instilled respect and pride for them,

presented a more credible role model for their followers, was stronger at communicating a vision and showed more enthusiasm (Rohmann & Rowold, 2009). Some blogger wrote the reason of why female likely possessed transformation than male, because female like encouraging participation and collaboration, building the relationships to motivate others so that they can have a better performance and cultivating the others' inspiration by rising to the position of leadership (InternationalBPW, 2015).

5.3.15 There was at least One Group of Students Who had The Different GPA, Their Transformational Leadership Differed from One of The Others

There was a statistical difference in the transformational leadership among group of students who had the different GPA. After Post hoc test, the result showed that there was a significant difference in the transformational leadership among 4 groups of student who had the different level of GPA, 1) 2.00 -2.49 and 2.50-2.99 2) 2.00-2.49 and 3.00-3.49 3) 2.00-2.49 and 3.50-4.00 4) 2.50-2.99 and 3.00-3.3.49. There was no the significant difference in the transformational leadership between group of students who had the level of GPA between 3.00-3.49 and 3.50-4.00. The student had the level of GPA between 2.00-2.49 had the lowest mean of the transformational leadership. The student had the high level of GPA, it was possible to have the high IQ, According to the relationship between intelligence and GPA, Kamphaus, Randy (2005); Duckworth, Quinn, Lynam, Loeber, & Stouthamer-Loeber (2011) confirmed that there was the relationship between IQ and GPA. The current research show the result that there was difference of Transformational leadership among group of student who had the difference of GPA. When compared to group student who was in the group of 2.00-2.50, had the lowest mean, on the other hand, student were in the group of 3.50 above, had the highest mean, then this the different GPA implies the intellectual

difference that results to different Transformational leadership. The leadership is not a simple idea to boil down, so as well, to define intelligence is no very easy job. This is particularly noticeable in a study that concentrated on collecting meanings of intelligence (Legg & Hutter, 2007). Legg and Hutter (2007) specify intelligence as "a representative's capability to accomplish objectives in a large range of settings". This obtains ballast from Ronthy (2014), when she observes that "intelligence pertains to having the ability to see the globe from a variety of viewpoints". The sight that intelligence adds to leadership efficiency highlights the mutualistic partnership in between intelligence as well as leadership (Judge, Colbert & Ilies, 2004). Academically, smart leaders have actually long been appreciated. Modern fads in specifying intelligence are reviewing words' Latinate etymology, which develops words as associated with discernment as well as understanding. The emerging monitoring of various other knowledge, such as emotional, spiritual and also social knowledge, are proof of this. Furthermore, qualities like discernment and also recognizing have significance for management. The leaders need to determining based upon their expertise, information or experience, in the concept that a desirable outcome based upon their option might happen. Onsing (2010) found that cognitive aspects influenced the students' academic accomplishment in the Thai language as well as Mathematics. However, cognitive aspect was not an overall answer of just what else affect students' academic success, and there was one more variable those were not cognitive elements, those were non-cognitive facets such as self-efficacy, self-worth, self-regulation, etc. (Onsing, 2010). Consequently, trainees who had the high GPA, they may understand as well as utilize the function of transformational leadership that was far better compared to the lower GPA student. Nonetheless, although there was the various transformational leadership among student that had the

various degree of Grade Point Average, it does not suggest the will influence the success of the group. Because there is another characteristic of leader could have much more effect on success than intelligence because Bahn (1979. cited in Amram, 2009) discussed that IQ is needed forever performance which other non-IQ elements play a substantial role in forecasting leader performance beyond that.

5.3.16 There was no any Group of Students Who Studied The Different Field of Study, Their Transformational Leadership Differed from One of The Others

There is no difference of the transformational leadership among 3 groups of students who studied the different field of study. The result of this study was consistent with Suthinarakorn, (2007) there was no difference in the leadership among students who studied the different field of study. The bachelor's degree students were 18-23 years old; they had experience of living in university or campus. Each field of study student might participate the student activities, or some of them did not. It was possible to nominate that there was no difference of their transformational leadership. However, the mean score of the transformational leadership was a bit different among students who studied the different field of study, student of Sciences, Applied Sciences and Technology had the highest mean score and the student of Arts, Design and Architecture had the lowest mean. The student studied the different field of study, might have a different personality (Vedel, 2015). The personality may cause the less difference of transformational leadership among students. Additionally, all group of student studied the different field of study, had no the different transformational leadership. All group had the level of transformational leadership in the moderate level. This finding was consistent with the second evaluation of Office of Nation Education Standards and Quality Assessment (Public Organisation) in 2011 according

to the standard framework of educational qualification in Thailand. Moreover, the level of Thailand students' leadership was at the moderate level, Chareonwongsak (2014) mentioned that Thai youth and adolescence lack of leadership skill, low leadership and also did not want to be the leader. This finding implies Thailand educational process cannot much develop students' leadership.

5.3.17 There was more than One Group of Student Who Studied The Different Year of Study, Their Transformational Leadership Differed from One of The Others

There was a statistical difference in the transformational leadership among 4 groups of students who studied different year of study. After there was post hoc test, the result revealed that there was a significant difference in transformational leadership in 3 pairs of the student which year of study was different as follows: 1) First and second year 2) first and third year 3) first and the fourth year. There was no the significant difference in the transformational leadership among the second year, third year and fourth year. When the researcher compared mean of the transformational leadership, mean of the transformational leadership increased according to a year of study, the first-year students had the lowest mean of TL and Fourth-year students had the highest mean, although all group had the moderate level of transformational leadership, the result indicated that students learns how to be the leader. This result of the current study was consistent with Pannitamai (2007) that displayed the students studied higher year of study, had higher transformational leader ship than those studied lower year of study. The reason were student who studied higher year of study had more experience both inside and outside of classroom than those studied lower year of study, that caused the experience of how to be the different leader and follower. That is the factor

of maturity. This finding confirm leadership skill can be learned and taught (Ryan, 2016; Winch, 2015).

5.3.18 There was no any Group of Student Who Studied Different University, Their Transformational Leadership Differed from One of The Others

There was no the significant difference in the transformational leadership, there was a bit difference in the transformational leadership among students from 3 universities and their level of transformational leadership was at the moderate level. Generally, each university has the policy for developing student in order to develop many good aspects by using the activities inside and outside of classroom. The leadership is also one of many aspects that is very important for life after university. All student must develop the leadership skill into themselves, because it is useful to work and live. Therefore, some university plan to use the student activities to develop students' leadership by determining their mission in the plan of higher education for university (Prince of Songkla University, 2012) as well as 3 universities where their students were population and sample in this study, this development is according to Thailand government's plan of higher education development volume 11 (Ministry of Education, 2012). Hogan and Kaiser (2005) mentioned that good leadership promotes effective team and group performance, which in turn enhances the well-being of the incumbents; bad leadership degrades the quality of life for everyone associated with it. Therefore, each university had the same policy to develop students according to the plan of higher education development, which might causes there was no difference in the transformational leadership among 3 groups of student who studied the different university.

5.3.19 There was The Difference in The Transactional Leadership between Participants and Nonparticipants

There was the statistical difference in the transactional leadership between participants and nonparticipants. However, nonparticipants of student activities had higher mean score of transactional leadership than participant, on the other hand, participants in the student activities had higher mean score of transformational leadership than non-participant. This finding is consistent with Watson (2010) and Bahd (2014) who confirmed that student activities can develop student's leadership because participant learned how to be leader and follower from the activities, they know how to use both transformational and transactional leadership properly, in order to achieve the goal of success. Additionally, participants had high transformational leadership and lower transactional leadership than nonparticipants, on the other hand, nonparticipants had lower transformational and higher transactional leadership than participants. According to Avolio and Bass (2004), both transformational and transactional leadership are related to the success of outcomes: Extra Effort. Some might find this is surprising because typically it could be assumed that coaches lead their teams by applying practices that align to what would be expected of the Outcomes: Extra Effort leadership model. Meaning, Outcomes: Extra Effort leadership approach gets others to do more than they are expected to do, is an approach that heightens others to succeed, and increases others' willingness to try harder (Avolio & Bass, 2004) Therefore, students can learn leadership style through students' activities.

5.3.20 There was The Difference in Transactional Leadership between Males and Females

Male students had higher transactional leadership than female students significantly. This finding was consistent with Olagundoye (2016), male scored higher transactional leadership in every dimension than female. On the other hand, female scored higher transformational leadership in every dimension than male. A variety of research studies has actually revealed that male display a transactional leadership style in contrast to ladies. A transactional leadership style is one where "work efficiency as a collection of deals to be compensated or disciplined. A leader develops give-and-take connections that interest juniors' self-involvements. Such leaders take care of in the standard way of making clear juniors responsibilities, compensating them for fulfilling goals, as well as remedying them for cannot fulfill goals (Eagly & Carli, 2007). On the other hand, Transformational leadership is the variety of researchers have kept in mind that females have a transformational style of leadership. "Transformational leaders develop themselves as a good example by getting followers' count on and also self-confidence. Such leaders coach and also encourage followers, urge them to create their complete capacity and also add better to their companies" (Eagly & Carli, 2007) because male Prefer Hierarchical Structure, Focus on Performance, Direct Communication and Like to Create Competition. In contrast, female prefer task-focus, prefer flat organizational structures, promote cooperation and collaboration, indirect communication, mentoring and training others (Krinzman, 2015; Stott, 2013; Winters, 2012).

5.3.21 There was no any Group of Students Who had The Different GPA, Their Transactional Leadership Differed from One of The Others

There was no the statistical difference in the transactional leadership among 3 groups of students who had the level of GPA. Students were developed in many aspects both inside and outside of the classroom, and the transformational and transactional leadership was taught to use the proper leadership in each situation. Furthermore, it depends on the students' interest, personality which caused how the leadership will be developed in each person. Specially Student Activities, Student Activities are activities that allow student participation and bring both knowledge and benefits such as self-discipline, creating a positive attitude, accepting the comments of others, having leadership, being good followers, and working as a team systemically (including social adaptation and problem-solving in daily life). Students must be interested in the participation of the activities voluntarily without having the coercion (Weerangon, 2014). A particular student who worked as the member of the club, student union, and student council, they know how to be the leader and followers (Panjiang, 2014) they know how each leadership style will be and know how to use properly according to the situation.

5.3.22 There was at least One Group of Students Who Studied The Different Year of Study, Their Transactional Leadership Differed from One of The Others

There was a statistical difference in the transactional leadership among 4 groups of students who studied the different year of study. The Post Hoc test showed that there was a significant difference in the transactional leadership among 4 groups of students whose year of study were different as follows: 1) First and second year 2) first and third year 3) first and the fourth year. There was no the significant difference in the

transactional leadership among the second year, third year and the fourth year more information.

Year of study varied the mean score. The first year student had higher the Transactional leadership than second, third and fourth year student, on the other hand, the fourth year student had higher transformational leadership than third, second and first year student that depend on the students' maturity that increases when student grow up. By experience on campus and outside of the university, the first year students had less experience than the second, third and fourth year student. The skill of idealized influence, intellectual stimulation, inspirational motivation and individual consideration must need more experience for living and work (Boardman, Blalock, and Button, 2008; Chimpli, 2010). The leadership skills can be learned, but everyone learns how to be the leader from experience that will increase according to their age and working experience (Chareonwongsak, 2014). However, transactional leadership also influence the leaders' success. However, transactional leadership skill is not complicated as transformational leadership (Wongarun, 2013) that was why the mean score of Transactional leadership was inverse with a year of study. However, if the leader can use any leadership skill that is proper on subordinate or situation, the leader will obtain the effectiveness and achieve the goal of the organization. Bass (1990) and Mosley (1996) concluded that the leader had the suitable qualification and fit for the situation and work that cause the leader obtaining the effectiveness and more productive. However, it cannot guarantee that it will be effective. Leaders with a unique qualification that may be effective in one situation. But in another situation might be ineffective. Moreover, leaders had the requirement of this scheme are different. But those can be productive in another situation.

5.3.23 There was no Group of Students Who Studied The Different Field of Study, Their Transactional Leadership Differed from One of The Others

There was no significant difference in the transactional leadership among 3 groups of students who studied the different field of study. All students had the moderate level. The Humanities and Social Sciences had lower the mean of transactional leadership score than Science, Applied Sciences, and Technology, Arts, Design and Architecture students respectively. There is any previous research studies the leadership among students who study the different program or faculty. According to Holland's six personality types, Humanities and Social Sciences student had the social type, Arts, Design and Architecture had the artistic type and Sciences, Applied Sciences and Technology had the realistic or investigative Type (Ampanpong, 2010). By nature of each field of study, caused a bit different mean of Transactional leadership, Humanities, and Social Sciences student is the social type, they know how to use the contingent reward and management by exception, to enhance subordinate's more and motivation. However, they prefer using the transformational leadership skill for sustainable development that results to they use less the transactional leadership and laissez-faire leadership skill, on the other hand, Arts, Design, and Architecture use less transformational leadership skill, they prefer using more the transactional and laissez-faire leadership than students from Humanities and Social Sciences. There was some study that was related to the relationship between Holland's six personality types and big five personality factor. Larson, Rottinghaus, & Borgen (2002) found that there was some Holland's trait which was correlated to some factors of the big five as follows: Enterprising–Extraversion ($r=.41$), Social–Extraversion ($r=.31$), Agreeableness ($r=.19$), Artistic–Openness ($r=.48$), and Investigative–Openness ($r=.28$). Northhouse (2007) confirmed that big five personality factors were related to leadership.

Additionally, Judge et al. (2002) evaluated the relationship between the Big Five and leadership, by 78 leadership and also personality studies released in between 1967 and also 1998. They mentioned that the Big Five traits strongly correlated to leadership. Extraversion remained in their research the factor which was most highly related to leadership as well as for that reason one of an essential trait for effective leaders. The 2nd factor was conscientiousness and also openness adhered to. Neuroticism was, in fact, the 3rd factor carefully about leadership, yet it was adversely about leadership. Agreeableness was just weakly connected with leadership (cited in Northouse, 2007, p. 22). Therefore, the student studied different program or faculty, had the different traits and personality factor according to big five personality factor and Holland's 6 personality types, their transactional leadership were bit different. There was no significant difference in this leadership among student who studied the different field of study.

5.3.24 There was no any Group of Student Who Studied Different Universities, Their Transactional Leadership Differed from One of The Others

There is no difference in transactional leadership among 3 groups of students who studied the different university. Every university has a plan to develop the students' leadership by encouraging all students participate student activities (Ministry of Education, 2014). Leadership development is one of the activities to enhance and develop a personality (Weeranggorn, 2011). Therefore, the students' leadership of 3 universities was not difference. Because all student has learnt how to be good leader and follow through all activities inside and outside classroom (Panjiang, 2014).

5.3.25 There was the Difference in The Laissez-faire Leadership between Participants and Nonparticipants

There was a statistical difference in the laissez-faire leadership between participants and nonparticipants. The participants had a lower mean score of the laissez-faire leadership than non-participants significantly. However, participants in the student activities, those participate student activities as the member or club, student union, and student organization. Many of them were also the committee of those student government. Therefore, they have learned how to work each other including how to be the leader and the follower. Therefore, they have higher transformational leadership than non-participants. On the other hand, the nonparticipants had higher transactional leadership and laissez-faire leadership than participants, because they didn't learn how to be leader and follower through the student activities. Participants of student activities worked in the club, student union, and student organization by using the same method that had ever used for working for many years by avoiding intervention and less responsibility. They possibly use the transformational leadership at most, transactional leadership at moderate that result to use the laissez-faire leadership at least to achieve goal effectively. However, each leadership style has both weak and strong point, Therefore, everyone should know how to use each style correctly (Informa Australia, 2015). The participants had the behavior to develop the proactive management to achieve the goal of development, solve the problem to achieve the purpose. They didn't ignore any situation. On the other hand, non-participant had the different behavior from the participant, they were not interested in joining students' government organization. They just participate the compulsory activities without intention or attention, because to me the member of those government organization, they must take high responsibility (Thongdeesagul, 2013). Those are their way for

living on campus; that was why the laissez-faire leadership was higher than the participant.

5.3.26 There was the Difference in the Laissez-faire Leadership between Males and Females

There was no difference in the laissez-faire leadership between male and female. Males has a bit higher laissez-faire leadership then females. The result of this research was consistent with some researches (Aboshaiqah, Hamdan-Mansour, Sherrod, Alkhaibary, & Alkhaibary, 2014; Eagly et al., 2003; Olagundoye, E. O., 2016). These research revealed that men scored higher than women on the Laissez-Faire Scale. Both studies found the same finding that woman had more transformational, lower transactional and lowest laissez-faire leadership. Female leadership needed effectiveness and productiveness that is not different from the male. However, it is possible male will be more flexible for management than female, that caused male had higher laissez-faire leadership than female. Additionally, the study has been done to the effect of gender on leadership (Appelbaum, Audet & Miller, 2003; Connerley, Mecham & Strauss, 2008). Nonetheless, a previous research study has disappointed whether specific leadership styles are preferable for female. Planning to the qualities of female and also matching them with various efficient leadership styles, this thesis reveals which leadership styles are most idealized for females particularly. When better leadership styles for female are mentioned, this thesis might enhance the efficiency of leading females as well as could also make it extra eye-catching for females to have a monitoring placement. Mitchelson et al. (2009) mentioned that women rack up greater on imagination, tenderness, morality, cooperation, sympathy, representation, nurturance and also tranquillity. Chapman, Duberstein, Sorensen, and also Lynes (2007) reveal that females rack up greater on neuroticism and also

agreeableness. Costa, Terracciano, as well as McCrae (2001) confirmed that females to be extra available to sensations and also appearances and also females racked up greater on the aspect heat. Feingold (1994) reveals females to be a lot more tender-minded as well as rack up greater on stress and anxiety, count on and also extraversion. Therefore, female leaders were more transformational than male leaders as well as participated in even more of the contingent reward habits that belong of transactional leadership for male leaders were most likely to show up the various other facets of transactional leadership (passive and also active management by exemption) as well as laissez-faire leadership. Johannesen-Schmidt, & Van_Engen, 2003). Additionally, there is no ink in between the features of Laissez-Faire Leadership and female. Bass (1999) specifies that Laissez-Faire Leadership support staff members to keep an eye on each other “ blunders. Hinkin & Schriesheim (2008) recommend that Laissez-Faire Leadership might have essential independent impacts on secondary result variables. The study of Hinkin & Schriesheim (2008) suggests that Laissez-Faire Leadership was connected to role-clarity and also subordinate-perceived manager performance. As discussed previously, Laissez-Faire Leadership is utilized in level companies. Great deals of companies are lowering the variety of management layers to equip those at reduced bar in the organization as well as location decision making where it can be most efficient (Manner, 2008). By not having a clear pecking order, in this manner of leading stimulates the self-confidence of the staff members and also the dedication to execute responsibilities of the organization (Manner, 2008).

5.3.27 There was at least One Group of Students Who Had the Different GPA, Their Laissez-faire Leadership Differed from One of The Others

There was a significant difference in the laissez-faire leadership among 4 groups of students who had the different level of GPA. After running Post hoc test, the result

showed that there was difference in every group of student who had the different level of GPA. The mean of laissez- leadership, was inverse with the level of GPA. The students possessed the high level of GPA, had lower laissez-faire leadership than those possessed a lower level of GPA. On the other hand, the students who had the high level of GPA had the high level of the transformational leadership, and those had the lower GPA had the low level of the transformational leadership. On the other hand, Transformational leadership skill needs cognitive and psychological aspects to stimulate intelligence, influence idea, consider the individual and inspire the motivation for subordinate (Anantnawee, 2007). The level of GPA was inverse the mean of laissez-faire leadership. The finding shows the mean score of laissez-faire leadership inverted the level of GPA. It was possible that student had a higher level of GPA learn and understand how each style of leadership was, they also know how to use each style properly. It is possible to say that the student who had a low level of GPA, and they possessed highest score laissez-faire leadership. On the other hand, the student had high GPA, and they had a low mean of the mean of laissez-faire, they had a different attention or intention to focus what they learn. A student who possessed a high level of Laissez faire rarely attend to study, have no attention and intention to study because Laissez faire leadership seem to ignore everything, laissez fair means “lets it be,” transactional leadership is similar to a laissez faire leadership, that is transactional leaders are passive-avoidant. They are not active, failing to obtain goals or standards or to clarify expectations” (Johnson, 2012, p. 255). The laissez-faire leadership seems to lack involvement, Lack of responsibility or avoidance responsibility, resistance in the discussion of critical issues (Eagly et al., 2003; Bass, 1997; Skogstad et al., 2007). They have no has no “inspirational appeal and motivational power” because its activity is claimed as neither effective nor ineffective

(Breevaart et al., 2014). Maybe this is one reason to answer why the student had low GPA, must have the high level of laissez faire leadership.

5.3.28 There was at least One Group of Students Who Studied the Different Field of Study, Their Laissez-faire Leadership Differed from One of The Others

It was a bit different in the laissez faire leadership among 3 groups of students who studied the different field of study. Arts, Design, and Architecture students had higher laissez-faire leadership than another group, As the research have taught many Arts, Design and Architecture many years, they were a bit out of the law. The result is consistent with Katkaew (2013) found that students Faculty of Fine Arts had the social culture at the moderate level, they did not have high self-discipline, responsibility and rule respect, it was possible of why they had the highest mean of Laissez faire leadership. Kendra (2017) mentioned that the downside of laissez faire leadership, don't aware of their role, don't involve group well and have low accountability. Bass(1994) labeled laissez faire as a non-leadership component which arises. Laissez-faire style shows a failing for the leader to take obligation for handling (Eagly et al. 2003). Skogstad et al. (2007) have researched relating the dark side of laissez-faire, identifying it as a damaging habit as opposed to a no kind of leadership style, and wrapped up that this style is connected with demanding to set with high degrees of role tension and social dispute. According to Holland's six personality types. Arts. Design and Architecture student's personality is the Artistic type. Therefore, they love doing any activity relating abstract, independent, self-confident, isolated, plunged in thought out of self-control, self-assertion, creative and avoid any job that must be in order (Changsawang, 2013). By nature of Arts, Design and Architecture caused them had higher laissez-faire leadership than the another group, On the other hand, Humanities and social sciences students were possibly the Social personalities. They

must control themselves to follow the rule and the group influence, while Sciences, Applied Sciences, and Technology student were possibly the realistic or investigated personality, they also accepted the rules was the reality in the world. Therefore, they can control themselves to do everything in following the reality that results to low laissez-faire leadership. According to the result of the current research, Sciences, applied sciences, humanities, and social sciences students scored higher transformational leadership than Arts, Design, and Architecture. Judge and Bono (2000) found that extraversion and agreeableness positively influence transformational leadership leader, transformational leadership trend to be a higher extrovert and agreeable than laissez-faire leadership.

5.3.29 There was at least One Group of Student Who Studied Different Year of Study, Their Laissez-faire Leadership Differed from One of The Others

There was a difference in laissez-faire leadership among 4 groups of students who studied various year of study. After running post hoc test, the result revealed that there was significant difference in the laissez-faire leadership in 3 groups of the students whose year of study was different as follows: 1) First and fourth year 2) Second and fourth year. Additionally, first and the second-year student had a higher score of Laissez-faire leadership than 3rd and 4th-year students. There was no the significant difference of laissez-faire leadership among the second year, third year and fourth year student. First-year student's laissez-faire leadership is less than second-year student's. According to the laissez-faire leadership, Laissez-faire leader seem to lack involvement, lack responsibility or avoidance responsibility, resistance in the discussion of critical issues (Eagly et al., 2003; Bass, 1997; Skogstad et al., 2007). Also, they have no has "inspirational appeal and motivational power" because its activity is claimed as "neither effective nor ineffective" (Breevaart et al., 2014, p. 142).

By reason, that is why first year student had low laissez faire leadership than the second year because they must focus and adjust themselves to living on campus and adjust themselves for learning and teaching in a university. Furthermore, they are a newbie, on the other hand, the second-year student can adapt themselves to living, learning, and teaching, they prefer to live with freedom (Pangjiang, 2014). Meanwhile, third year and the fourth-year student must prepare them for life after graduation. Then. They must attend or intend everything that is necessary for the world or job and career (Weerangkorn, 2014) and they are more maturity than first and second-year student, they focus more what they must take responsibility than younger. That's why they possessed less laissez faire leadership than more youth.

5.3.30 There was no any Group of Student Who Studied Different Universities, Their Laissez-faire Leadership Differed from One of The Others

There was no the significant difference in the laissez-faire leadership among 3 groups of students from 3 different universities. As the same reason of the different leadership among students of 3 different universities. Every university has the policy and the way to develop the leadership for all student in the same way. Those are student activities and free elective activities. Therefore, students can learn how to be the leader and follower (Panjiang, 2014). In fact, there are many styles of leadership and leader can use each style to accomplish the objective (Maurer, 2013), the leaders just use the right one working to obtain the most effective in working. An excellent leader will certainly locate him or herself switching over intuitively in between styles in accordance with individuals and job they are managing. This is commonly described as "situational leadership" (Informa, 2015).

5.3.31 Emotional Intelligence was strongly correlated to The Personal Resilience

There was a strong relationship between Emotional Intelligence and personal resilience. This finding was in consistent with many previous types of research, those mention the strong relationship between the emotional intelligence and resilience (Armstrong, Galligan & Critchley, 2011; Frajo-Apor, Pardeller, Kemmler, & Hofer, 2016; Gooding, Hurst, Johnson, & TARRIER, 2012; Huang, Lim, & Tan, 2013; Krush, Agnihotri, Trainor, and Krishnakumar, 2012; Liu, Wang, & Lü, 2013; Naznin, 2013; ; Magnano, Craparo, & Paolillo, 2016; Schneider, Lyons, & Khazon, 2013). The pieces of evidence of a relationship between EI and resilience confirm what the researcher found in the current research, implies that if the individual has a strong EI, he/she will have a strong resilience, he/she can live happily, has immunity against hardship or adversity. He/she will have a good mental health or have positive emotion, positive feelings (Gallagher & Vella-Brodrick, 2008; Mikolajczak, Neils, Hansenne, & Quoidbach, 2008; Sandel, 2008). The Broaden and Build Theory recommends that the widening result positive feelings carry our cognitive organization aids boost.

When experiencing negative feelings by assisting to reverse the details, emotion regulation propensities sustained by the negative emotions (Fredrickson, 1998, 2001, 2004). This "ruin impact" in between positive feelings and EI has actually been shown empirically on a number of events by examining negative and positive influence with each other and the relationship each construct has with EI and different emotional end results. Regression evaluations show that trait EI considerably anticipates life satisfaction in young people, nevertheless, when the positive effect was included in the formula, EI was no more a substantial forecaster (Palomera & Brackett, 2006). The writers recommended that maybe positive effect plays a moderating role in the relationship in between trait EI and life satisfaction. This moderating role of positive

affect has actually ultimately been discovered. When examining the relationship in between trait EI and life satisfaction, both negative and positive impact was substantial arbitrators. Nonetheless, a positive effect was a more powerful conciliatory compared to negative affect (Kong & Zhao, 2013). This searching for recommends that being mentally smart boosts life satisfaction via the capacity to control feelings, yet being able to manage with positive feelings is a more powerful indication of that negative emotion regulation capacity. A comparable moderating model has been shown in the relationship between job satisfaction and trait EI, with both negative and positive affect considerably moderating the relationship, yet positive effect being a more powerful conciliatory compared to negative impact (Kafetsios & Zampetakis, 2008). Positive affect has actually additionally been located to partly moderate the relationship in between trait EI and psychological distress in middle-aged grown up (Kong, Zhao, & You, 2012). As can be seen, positive feelings play a crucial role maybe in the emotion regulation element of EI, causing far better emotion. Furthermore, resilience partially mediated the relationship between emotional intelligence and life satisfaction. (Liu, Wang, & Lü, 2013). Also, there is some study that the researcher does not need to explain how the emotional intelligence is related to resilience, but the researcher need to focus the consequence of EI and need to show that the consequence of EI. That is resilience, it does not only affect the positive emotion, but it has an impact on a good physical health. The resilience played the role of mediator in the relationship between workplace bullying and physical strain in that the direct relationship between workplace bullying and physical strain. There was a high physical strain after getting affected by the bullying, when there was resilience as a mediator, the physical strain was decreased (Maidaniuc-chirila, 2015). As the

researcher mention above, when there were a high EI and the resilience will be increased, and affect a positive emotion and life satisfaction.

5.3.32 Emotional Intelligence was strongly Correlated to The Transformational Leadership

This finding is consistent with many previous research (Brown, Bryant, & Reilly, 2006; Cartwright & Pappas, 2008; Jiménez, 2016; Kumar, 2014; Leigh, 2012; Palmer, Burgess, & Stough, 2001; Rubin, Munz, & Bommer, 2005; Olagundoye, 2016 Spano-Szekely, Griffin, Clavelle, & Fitzpatrick, 2016). The emotional intelligence can boost the leader's ability for using the transformational leadership for working, because Dabke (2016) found that Emotional intelligence (EI) plays an essential role in leadership performance. The research studied to examine the relationship between performance-based EI and transformational leadership as shown by individuals in the job role with leadership efficiency as viewed by their staffs and superiors. There was the relationship between transformational leadership and their effectiveness that was perceived by their staff and their colleague. That implies emotional intelligence can boost the leadership's ability of transformational leadership for working. Therefore, Kumar (2014) suggest the advantage of transformational leadership, based on the relationship between EI and transformational leadership that 1) emotional intelligence has an importance on transformational leadership 2) emotional intelligence strongly predict the work outcome 3) transformational leadership boost the performance in the organization through idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Transformational leaders consider the advantage of their organization as motivation for working, in order to obtain their success. They also consider and encourage the social norms within the workplace and had the high levels of subservient motivation, dedication to top quality and boosted

productivity Moreover, leaders feel fired up, enthusiastic and energetic, thus energize their followers. Transformational leaders utilize solid emotions to excite similar sensations in their followers through EI proficiency.

5.3.33 Emotional Intelligence was weakly Correlated to The Transactional Leadership

The finding of current research found that EI correlated to Transactional leadership moderately. The correlation coefficient of relationship between EI and Transactional leadership was less the relationship between EI and Transformational leadership. Furthermore, there are few previous researchers mention the link between both of construct (Fakhra, 2013; Harms & Credé, 2010; Leigh, 2012; Pillay, Viviers, & Meyer, 2013) show EI was correlated to Transactional leadership, not same as studies relating the emotional intelligence and transformational leadership. There are many pieces of evidence to confirm the relationship between transformational leadership. These researchers confirmed that EI was strongly correlated to Transformational leadership and leaderships' effectiveness (Dabke, 2016; Frajo-Apor, Pardeller, Kemmler, & Hofer, 2016; Gooding, Hurst, Johnson, & Tarrier, 2012; Huang, Lim, & Tan, 2013; Liu, Wang, & Lü, 201; Magnano, Craparo, & Paolillo, 2016; Naznin, 2013; Schneider, Lyons, & Khazon, 2013). It is possible to say that those researchers studied leadership style and effectiveness, propose the effective transformational leaders have a high social and emotional intelligence, these traits are considered important to inspire employee and make a strong relationship. (Batool, 2013), on the other hand, Transactional leadership is fundamentally rooted in the "exchange between leaders and followers" (Nahavandi, 2015).

The leader and follower form a relationship that depends exclusively on exchange rewards and resources with motivation, productivity, and effective task accomplishment (Nahavandi, 2015). Transactional leadership is a style that is in essence managerial in its nature and effectiveness, because it guides the internal health of the organization to function through usual operations (Nahavandi, 2015; Odumeru & Ogbonna, 2013; McCleskey, 2014). The transformational leaders seem to be more task-oriented than relationship oriented. Spahr (2015) mentioned that task oriented leader focus to produce desired outcome, specifies structure, role and goal, complete the project at hand, set effective goal and has clear-cut to complete objective and determine schedule and deadlines. These ways of working seem to be the traits of a Transactional leader, on the other hand, relationship oriented leader seem to the traits of transformational leadership because leader facilitated productive interaction between colleagues, then there is a team building meeting and exercises that result to satisfaction, motivation, and well-being of followers. The first approach, contingent Reward (CR), is implied within its name that followers receive some type of benefit or reward when goals are accomplished (Nahavandi, 2015; Odumeru & Ogbonna, 2013; Breevaart et al., 2014; Keeley, 2004; Bass & Steidlmeier, 2004). CR holds a high potential for satisfaction and positive results (Nahavandi, 2015). It is most commonly seen as a means to "reinforce appropriate behaviors, discourage inappropriate ones, and provide rewards for achieved goals" (Nahavandi, 2015). CR supports a different kind of autonomy where followers are efficiently aiming to achieve goals because of incentives (Breevaart et al., 2014; Odumeru & Ogbonna, 2013).

The second approach, Management by Exception (MBE), is a style that is potentially detrimental to an organization because leaders are only present with followers during

an intervention to correct mistakes (Nahavandi, 2015; Breevaart et al., 2014; Bass & Steidlmeier, 2004). This approach is either active or passive but has no positive qualities attached because it is a responsive action predicated on discipline and punishment (Bass & Steidlmeier, 2004; Breevaart et al., 2014; Nahavandi, 2015; Odumeru & Ogbonna, 2013). It invites a space for followers to structuralize, but to consciously act in avoidance of making mistakes (Bass & Steidlmeier, 2004; Breevaart et al., 2014; Nahavandi, 2015). This approach can be extremely damaging because negativity is at its foundation and has a regressive effect on followers' performance and satisfaction (Nahavandi, 2015). Transactional leadership is not transformational when using the MBE style because the leader's expectation of followers' mistakes comes to fruition, which serves as the inevitable reasoning for the leader's perceived need to step in as a means to regulate and control the situation. It does not necessarily prevent future mistakes (Breevaart et al., 2014). MBE exemplifies a negative relationship with autonomy because of leaders' consistently perceived need to regulate (Breevaart et al., 2014). Additionally, the active management part focused on governance towards conformity to standards and associated punishments aligned to a discrepancy from criteria or failures. The passive management is carefully related to the laissez-faire leadership style where leader is not proactive (Bass & Avolio, 2004).

5.3.34 The Emotional Intelligence was negatively Correlated to The Laissez-faire Leadership

The emotional intelligence had a bit negative relationship with Laissez-faire leadership significantly, and the finding is consistent with some researchers (Hoffmann, 2010; Rajagopalan, 2009; Leigh, 2012; Pillay, Viviers, & Meyer, 2013; Tonioni, R. J., 2015). Furthermore, Rajabi & Zahed-Babelan (2009); Campbell (2012); Leigh (2012) and Tyczkowski, et al., (2015) found there is no the significant

relationship between emotional intelligence and student's laissez-faire leadership, but the correlation coefficient of the relationship was negative. The result suggests that there are signs that the leader with low emotional intelligence will be extra likely to show a weak leadership such as laissez-faire. Laissez-faire, on the other hand, if leaders possess the high emotional intelligence, they will be a low laissez-faire leaders, they will have a high interpersonal skill, extra-personal skill or all level of EI composite are high. The laissez-faire style is known for its inactive approach, qualified by a total absence of leadership or the evasion of intervention, or both. The leader is not about when required (Avolio & Bass, 2004; Bass, 1997; Vrba, 2007).

5.3.35 The Personal Resilience was strongly Correlated to The Transformational Leadership

The personal resilience was strongly correlated to transformational leadership, the finding of the current research was consistent with Garboski (2009); Branch, 2014) Wasden,(2014). The student leader has a great perspective-- separately and jointly-- to bring about a lot good within college establishments of knowing and to the people within these establishments. Students' mindful of resilience and transformational leadership are better outfitted to encounter the contemporary intricacies within the college. The implications of determining the interrelationship of transformational leadership and strength frameworks brought a greater recognition to the importance of leading students and individuals to success. The transformational leadership method also looks for to establish the leadership capacities of followers. Transformational leaders via intellectual stimulation reason followers to examine systems, procedures, and assumptions, therefore causing them to emerge with ingenious and imaginative ideas to overcome the obstacles they face, as opposed to taking on an instruction technique to leadership. Hence, the transformational leadership strategy, similar to

resilient leadership, urges finding out through an analysis of both the internal and external atmosphere for any discovering chance to build specific, group and organizational capabilities or strength. Furthermore, Patel (2010), Clayton (2012) and Faustenhammer, Gössler (2011) have stressed on the significance for leaders during this tough times to know themselves (personality) and followers' personalities and the capability. So that the leaders take care of such personalities to assist them to favorable work outcomes (Salovey & Mayer, 1990 cited in Povah, 2012). These researchers discuss the emotional intelligence required of leaders to be resilient. The procedure of modification in any setting comes along with some requirement for changes in the thinking, worth and members' behavior (Moran & Brightman, 2000), which may be hard for some staff to deal with. Therefore this situation requires leadership who has the good emotional intelligence to recognize better, analyze and predict how organizational modifications may just impact the followers' self-worth, assuming and behaviors and exactly how these impact on the followers' behavior would adversely influence the entire modification procedure. The understanding of this would certainly make it possible for the leader to properly connect the requirement for any change in the organization and thus influence all followers to adhere to or embrace the change process instead of resisting it. Numerous empirical researchers have located some positive web link between the transformational leadership technique and emotional intelligence (Herbert, 2011; Gardner & Stough, 2001; Rahman et al., 2012; Afsheen et al., 2011). Because there are many studies relating emotional intelligence and resilience (Armstrong, Galligan & Critchley, 2011; Krush, Agnihotri, Trainor, & Krishnakumar, 2012; Gooding, Hurst, Johnson, & Tarrier, 2012; Naznin, 2013; Schneider, Lyons, & Khazon, 2013; Huang, Lim, & Tan, 2013; Liu, Wang, & Lü, 2013; (Frajo-Apor, Pardeller, Kemmler, & Hofer, 2016; Magnano, Craparo, &

Paolillo, 2016). The emotional intelligence result to the resilience strongly correlated to transformational leadership. According to the resilience in Whitney's meaning (2007), she mentioned that resilience is the ability to be flexible when approaching the unknown as well as the capacity to overcome adversity. How the individual can be flexible while she/he is experiencing the hardship, that is caused by the emotional intelligence, and high emotional intelligence will make the person possess excellent resilience, that results to great transformational leadership. Peterson and Walumba (2008) They, even more, discuss this by claiming that the leaders have a high resilience will grow positive emotions in themselves and are most likely to be higher in inspirational motivation because this will probably enhance followers' self-confidence in their ability. They claim that more resilient leaders' confidence and demonstrated abilities in recoiling from setbacks will likely lead followers to hold them in prestige. Peterson and Walumba presume that because the intellectual stimulation dimension describes the leaders' capacity to encourage followers and resistant leaders are a lot more confident in their ability to manage failure, they may be most likely to motivate employees to take threats and to seek innovative and imaginative tasks. Lastly, they say that resilient individuals have a more versatile arsenal of coping reactions and therefore need to have the ability to assist workers in handling setbacks and failures. This flexibility allows them to react to their followers adaptively and therefore showing individualized consideration. Patel (n.d.) states that the important quality to soak up stress and not let it beat you is the mark of resilience which it is a necessary high quality of leaders and managers in all fields (p. 6). Reid (2008) mirrors this belief when she states in today's environment of rapid and turbulent modification, and leaders need to be an active and resilient person.

5.3.36 The Personal Resilience was weakly Correlated to The Transactional Leadership

There is no any research study directly the relationship between transactional leadership and resilience, that is different from the relationship between transformational leadership. If there is the comparison of the way for accomplishing success in working between transformational leader and transactional leader, it is different. The transformational leaders will motivate the follower through idealized influence, intellectual stimulation, individual consideration and motivational inspiration. Additionally, leaders and followers support each other to advance moral and ethic in the workplace (Bass & Avolio, 2006) as well as satisfaction. This evidence supports to build the happy organization. Transformational leader focus on relationship oriented, because transformational leaders possess high emotional intelligence, because there are much previous research found the positive relationship between emotional intelligence and transformational leadership (Palmer, Burgess, and Stough (2001); Rubin, Munz, and Bommer (2005); Brown, Bryant, and Reilly (2006); Cartwright and Pappas (2008); Kumar(2014); Spano-Szekely, Griffin, Clavelle, & Fitzpatrick(2016). When transformational leader experience adversity, that is a time challenge to use protective factors as followers stress management impulse control emotional regulation and coping skill, these are the component of emotional intelligence, they can overcome hardship or adversity, if they had less protective factor, they might be succumbing to substance abuse high-risk behavior and suicide (Jarrett, 2008; Johnsen et al., 2006). On the other hand, there were a minimal number of previous researches relating the relationship between emotional leadership and emotional intelligence, almost of them found there was a bit negative correlation between emotional intelligence and transactional leadership. (Harms & Credé, 2010;

Pillay, Viviers, & Meyer, 2013; Fakhra, 2013). Therefore, if the leader possesses a high emotional intelligence, they will use the less way of transaction, must be a more transformational leader than a transactional leader, on the other hand, if the leader possesses a low emotional intelligence, they would be a more transactional leader than transformational leadership. The transactional leader focuses task-oriented on accomplishing the goal of working. They seem to be less human than the transformational leader because they will use to give reward the follower if they succeed their work to accomplish organization goal and also use punishment for whoever does not take the responsibility (Chareonwongsak, 2014). If they possess low emotional intelligence, their protective factor will be low. They will be serious to accomplish the goal. Therefore, students prefer the way of transactional leadership, and their emotional intelligence may be low.

5.3.37 The Personal Resilience was not significantly Correlated to The Laissez-Faire Leadership

There was no relationship between personal resilience and laissez-faire leadership, the laissez-faire leadership seem to lack an involvement and responsibility or avoidance responsibility, resistance in the discussion of critical issues (Bass, 1997; Eagly et al., 2003; Skogstad et al., 2007). They have no “inspirational appeal and motivational power” because its activity is claimed as “neither effective nor ineffective” (Breevaart et al., 2014, p. 142). This trait seems not to be the characteristic of the resilient person, according to the relationship between emotional intelligence with this leadership style, there was a bit relationship. If this leadership style possessed the high emotional intelligence, the leaders who have a high emotional intelligence, they would not be the laissez-faire leader, and they must be the resilience leader. Waters (2013) propose the 10 characteristics of emotionally resilient person as follows: 1) They practice

acceptance 2) they keep a good company 3) they cultivate self-awareness 4) they know their boundaries 5) they don't have to have all the answer 6) they are willing to sit in silence 7) they enlist their team 8) they have a menu of self-care habits 9) they consider the possibilities and 10) they get out of their head. Therefore, a student who scored the high laissez-faire leadership, they are not possible to have a low personal resilience.

5.3.38 The Transformational Leadership was significantly Correlated to The Transactional Leadership

The finding was similar to some previous found that the correlation between transformational leadership and transactional leadership was very weak (Pillay, Viviers, & Meyer, 2013). On the other hand, Jiménez (2016) found that there was no a significant relationship between Transformational leadership and Transactional leadership. According to the difference between the Transformational and transactional leadership, Odumeru (2013) compare these leadership styles with McGregor's theory of management that is Theory X and Theory Y. How the leader behaves towards the followers that depend on the leaders' point of view or attitude toward the followers since this leadership concept and style sustains the idea that leaders function to reassure their employees. Leaders think about their followers' effectiveness, and they lead the followers to be believing, appreciating, and self-motivated. The leaders assist to supply the followers with the instrument they need to succeed (Odumeru, 2013). Normally, Transformational leaders ready to talk about with employees concerning plans before implementation. Employees have the full objective via brilliant concepts and principles, and they always motivate workers by giving priority to groups' interest that initial works to change the organizational traditions by applying creative ideas including the individualized reflection: Each behavior is meant for each to share generosity and support. There is the intellectual

stimulation to sustain an original idea and imaginative ideas to address troubles. In contrast, transactional leaders do not feel very easy to go over with staff members regarding plans. Leader set incentives and punishments for controlling employees to achieve the goal. The leader motivates staff members by tempting their self-interest, have working atmosphere according to the organizational traditions including management-by-exception: continue the status; pressure correct actions to recover performance (Odumeru, 2013). However, the current research was conducted in students activities setting, by nature, many of them were late adolescence or early adult, some of them work in clubs, student organization or council. They can learn how to be leader and follower, and this finding implies they learn how to be a leader. They cannot differentiate which method is the approach of transactional or transactional leadership.

5.3.39 The Transformational Leadership was not significantly Correlated to The Laissez-faire Leadership

There was a few research which focuses the relationship among the leadership styles. This finding of the current research is consistent with Pillay, M., Viviers, R., & Meyer, C.-H.(2013) and Jiménez (2016), confirm that there is no significant connection between transformational leadership and laissez-faire leadership. The word “laissez-faire” means “ lets it be or leave alone” (Grill, 2016), that means the leaders do not do anything, everything depends on followers or team. The leader lacks an involvement, lack responsibility, avoid the responsibility and has the resistance to discuss the critical issues (Eagly et al., 2003; Bass, 1997; Skogstad et al., 2007). The student has a high transformational leadership and will have low laissez-faire leadership, especially student who is the member of club or committee, and they learn to lead and follow the others. According to Massoni (2011), he stated that student

activities had a good impact on the student, they will become a productive student, because they can learn the lesson organization, analytical thinking, teamwork, time management, problem solving and leadership. Student activities are enjoyable for students to maintain a healthy lifestyle. At the same time, Student activities were arranged by the organization become part of the effort to give the trainees with leadership skills. It likewise claimed that they could enhance an individual's self-worth, positive self-image, social collaboration which component of the effectiveness might additionally be taken into consideration as leadership abilities. (Esa, Abd_Mutallib, & Nor_Azman, 2015)

5.3.40 The Transactional Leadership was moderately Correlated to The Laissez-faire Leadership

This finding is different from the previous research, and a few research studied the relationship between transaction leadership and laissez faire leadership, found that the transactional leadership was not correlated the laissez faire leadership significantly. However, there is a weak correlation, not enough to obtain the significant correlation (Pillay, M., Viviers, R., & Meyer, C.-H., 2013, Jiménez, 2016). Transactional leaders still focus on what he/she must do to achieve his/her goal of working in an organization by using punishment or rewards for motivating the followers to help him/her to success on task. However, the laissez faire leader does not involve the management or the administration, lack of responsibility or avoidance responsibility, and resistance in a discussion of critical issues (Eagly et al., 2003; Bass, 1997; Skogstad et al., 2007). The result of the current research show there was the moderate relationship between this styles, and the previous research also found the weak relationship. Firstly, there is some characteristic of transactional leadership is similar to laissez faire, that is both of them avoid to discuss the critical issues (Eagle et al., 2003; Bass, 1997; Skogstad et

al., 2007; Odumeru (2013). Additionally, there is some component of transactional leadership is similar to a laissez faire leadership, that is transactional leaders is passive-avoidant. They are not active, failing to obtain goals or standards or to clarify expectations” (Johnson, 2012, p. 255). Secondly, the current research was conducted in the student activities setting, the respondents were participant and non-participant of student activities in university, by age, limited experience. Specially non-participant student, they don't know how to commit student activities, what they can do, they must be different from a participant who participates student activities as member or committee of a club, student union, and student organization, they learn many skills from the activities.

5.3.41 The Personal Resilience Mediated The Relationship between The Emotional Intelligence and each Leadership Style

The resilience functioned as a mediator in the relationship between emotional intelligence and each leadership style. The resilience functioned as the partial mediator in the relationship between emotional intelligence and transformational leadership, between the emotional intelligence and transactional leadership, between emotional intelligence and transactional leadership.

5.3.41.1 The Personal Resilience Mediated The Relationship between Emotional Intelligence and Transformational Leadership

According to the correlation analysis, both emotional intelligence and personal resilience had a positive relationship with transformational leadership strongly. The finding of the current research is consistent with Huang, Lim, and Tan (2013), the resilience function as mediator in the relationship between emotional intelligence and

Transformational leadership. Normally, there is much previous research show the strong correlation between emotional intelligence and resilience and EI strongly influence the resilience (Frajo-Apor, Pardeller, Kemmler, & Hofer, 2016; Gooding, Hurst, Johnson and TARRIER, 2012; Huang, Lim, & Tan, 2013; Liu, Wang, & Lü, 2013; Magnano, Craparo, & Paolillo, 2016; Naznin, 2013; Schneider, Lyons, & Khazon, 2013). The emotional intelligence had a strong relationship with the transformational leadership. Also, EI directly affected the transformational leadership (Jiménez, 2016; Kumar, 2014; Olagundoye, 2016; Spano-Szekely, Griffin, Clavelle, & Fitzpatrick, 2016). The emotional intelligence can boost the leader's ability for using the transformational leadership for working because Dabke (2016) found that Emotional intelligence (EI) plays an essential role in leadership performance. Therefore, emotional intelligence accompanies to co predicted Transformational leadership, transformational leadership trend to have good performance and success. Additionally, Kumar (2014) mentioned the relationship between EI and transformational leadership namely emotional intelligence has an importance on transformational leadership, emotional intelligence strongly predict work outcome, transformational leadership boost the performance in the organization through idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. The emotional intelligence co-functioned with resilience because resilience had a strong relationship with transformational leadership (Frajo-Apor, Pardeller, Kemmler, & Hofer, 2016; Huang, Lim, & Tan, 2013; Liu, Wang, & Lü, 2013; Magnano, Craparo, & Paolillo, 2016; Schneider, Lyons, & Khazon, 2013). The right combination boosts the component of the transformational leadership in working. The leaders will be resilience, cause by Emotional intelligence is a protective factor ((NCH - The Bridge Child Care Development Service, 2007). According to

Peterson and Walumba (2008), They, even more, discuss this by claiming that the leaders have a high resilience will grow positive emotions for themselves and are most likely to be higher in inspirational motivation because this will probably enhance followers' self-confidence in their ability. They claim that more resilient leaders' confidence and demonstrated skills in recoiling from setbacks will likely lead members to hold them in prestige.

5.3.41.2 The Personal Resilience Mediated The Relationship between Emotional Intelligence and Transactional Leadership

There is no any direct evidence to support this finding. However, there were a few previous studies found the relationship between emotional intelligence and transactional leadership (Fakhra, 2013; Harms & Credé, 2010; Leigh, 2012; Pillay, Viviers, & Meyer, 2013). Those studies show EI was weakly correlated to Transactional leadership, same as the current research, and there was a negative coefficient of resilience for predicting transactional leadership. That means if the leader is not resilience, may be caused by low EI, and they will use the strategy of a transaction, punishment and rewards will frequently be used. Because on their emotional intelligence, if the leader possesses a high emotional intelligence, they will use the less way of transaction, must be a more transformational leader than a transactional leader, on the other hand, if the leader possesses a low emotional intelligence, they would be a more transactional leader than transformational leadership. The transactional leader focuses task-oriented, to accomplish the goal of working. They seem to be less human than the transformational leader because they will use to give reward the follower, in order to accomplish organization goal and also use punishment for whoever does not take the responsibility (Chareonwongsak, 2014).

5.3.41.3 The Personal Resilience Mediated The Relationship between Emotional Intelligence and Laissez-faire Leadership

There is no any evidence to support the mediator role of resilience in the relationship between emotional intelligence and laissez faire leadership. According to the data analysis of the current of the current research, the EI had a positive relationship with laissez faire very weakly, and personal resilience was not correlated to transactional leadership significantly. The emotional intelligence joint with resilience to predict laissez faire leadership by having a negative coefficient of prediction. If the leader had a low emotional intelligence and resilience, their laissez faire leadership would be high. The laissez-faire leadership does not seem to have an involvement and responsibility. In contrast, they seem to have avoidance responsibility and resistance in the discussion of critical issues (Bass, 1997; Eagly et al., 2003; Skogstad et al., 2007). Moreover, they have no has “inspirational appeal and motivational power” because its activity is claimed as “neither effective nor ineffective” (Breevaart et al., 2014, p. 142). Look like the person has low emotional intelligence.

When the researcher considers the data analysis, there was the component of emotional intelligence and personal resilience joint to predict the components of leadership styles, and the result reveals as follows:

- i. The component of EI and personal resilience affected idealized influence as follows: (i) assertiveness (ii) independence (iii) self-actualization (iv) stress tolerance (v) flexibility (vi) problem solving (vii) happiness (viii) flexible thought (ix) flexible social (x) organized (xi) focus (xii) proactive.
- ii. The component of EI and personal resilience affected the inspirational motivation as follows: (i) Assertiveness (ii) stress tolerance (iii) problem

solving (iv) positive self (v) flexible social (vi) organized (vii) focus (viii) proactive.

iii. The component of EI and personal resilience affected intellectual stimulation as follows: (i) interpersonal leadership, (ii) flexibility (iii) optimism (iv) flexible thought (v) flexible social (vi) organized (vii) focus (viii) proactive.

iv. The component of EI and personal resilience affected the individual consideration as follow: (i) self-actualization (ii) Empathy (iii) interpersonal relationship (iv) flexibility (v) problem solving (vi) optimism (vii) happiness (viii) organized (ix) focus (x) proactive.

v. There was the component of EI affected the contingency reward as follows: (i) self-actualization (ii) stress tolerance (iii) flexibility (iv) happiness.

vi. There was the component of EI affected the management by exception as follows: (i) self-actualization (ii) social responsibility (iii) interpersonal skills (iv) stress tolerance.

vii. There were 3 components of EI, and 1 component of personal resilience affected the laissez faire leadership as follows: (i) assertive (ii) flexibility (iii) happiness (vi) proactive.

There are many components of EI joint to predict the components of leadership style in three main components as follows: (i) Transformational leadership (ii) Transactional leadership (ii) Laissez-faire leadership. However, when the researcher considered the influence of emotional intelligence, the personal resilience toward students' leadership style. The resilience functioned as a mediator in the relationship between emotional intelligence and transformational leadership including laissez-faire

leadership, also found the role of mediator in the relationship between emotional intelligence and transactional leadership.

Additionally, there was no any component of resilience joint to predict the component of Transactional leadership, both contingency reward and management by exception. According to data analysis, the emotional intelligence had a strong effect on personal resilience and transformational leadership by the reason that mentioned in the previous paragraph. On the other hand, there was a weak effect of emotional intelligence on transactional leadership and laissez-faire leadership. The personal resilience did not affect on the transactional leadership.

However, the result of this study was consistent with the previous research, Sylvester (2008) collected data by using survey method from 197 participants who were full time and part time professional salesmen in the USA. This study used the Personal Resilience Questionnaire (Conner, 1993) to measure the personal resilience according to Daryl Conner' Model and the Leader Practice Inventory (LPI) comprised of 5 subscales as follows: Modeling, Inspiring, Challenging, Enabling, and Encouraging. LPI was labeled as an instrument for measuring Transformational Leadership. The result was that there is no difference between transformational leadership by comparing in following demographic variables. There was a correlation between all components of Conner's Resilience Model with a total score of the leader Practice Inventory and the Focused, Organized, and Proactive positively accompanied to predict the total transformational leadership. The current research found that the component of personal resilience joined the component of EI to predict the transformational leadership same as the previous study such as flexible social, flexible thought, organized, focus and proactive predict idealized influence. Idealized influence may need the people or student who had flexible thought, and personal

resilience skill needs for the idealized influence that is flexible social. Flexible Social is the ability to create strong friendships and adopt what the other have and share what they have, this ability makes the one know how to give and receive in making the relationship with the others (ODR, 1995)

Flexible social, organized Focus, proactive also influenced the inspirational motivation, intellectual stimulation and individual consideration, because these personal resilience skills had the necessity same as emotional intelligence skill towards transformational leadership. There is the relationship between EI and resilience if the person had a great personal relationship, should have a highly flexible world, have high ability to solve the problem, should have a highly organized, focus, flexible and proactive. That was why the personal resilience cannot cut or remove the effect of emotional intelligence on the leadership style. That was why Robert (2014) mentioned that Building Resilience through Emotional Intelligence and Emotional Resilience.

5.3.41.4 The Component of The Emotional Intelligence and The Personal Resilience Affected The Idealized Influence

The component of EI joined the component of resilience affected idealized influence as follows : (i) assertiveness (ii) independence (iii)self-actualization (iv) stress tolerance (v) flexibility (vi) problem solving (vii) happiness (viii) flexible thought (ix)flexible social (x) organized (xi) focus (xii)proactive. This finding confirmed what trait the leader must have for being the idealized influence among the follower. Yodkhaew (2009) the leader wants to be the idealized influence for the follower or staff within the organization, he/she always should use reason/logic as opposed to emotion, can monitor and control the emotion even in the crisis. The follower always

trusts them that they must do the right and good thing because the leader must be the high moral and ethic person. The leaders will avoid having to use his/her influence to benefit their own, but they must do everything for the other's benefit of others and the sake of the group. The leaders must perform smartness, capacity, intention, self-confidence, the uncompromising ideology, beliefs and values of him. Leaders strengthen the follower's pride, loyalty, and confidence and build the follower feel one of us through vision and a common purpose. Leaders expressed that the follower has the confidence to create a sense of unity. All mentioned characteristic in this paragraph relating emotional intelligence and personal resilience as follows (i) always should use reason/logic as opposed to emotion, can monitor and control the emotion even in the crisis (stress tolerance) (ii) the leader must be the high moral and ethic person. The leaders will avoid having to use his/her influence to benefit their own (self-actualization) (iii) The leaders must perform smartness, capacity, intention, self-confidence, the uncompromising ideology, beliefs and values of him (assertive, dependence, flexibility, focus, proactive. And flexible social is important for making relationship result to idealized influence.

5.3.41.5 The Component of Emotional Intelligence and Personal Resilience affected the Inspirational Motivation as follows: (i) Assertiveness (ii) Stress Tolerance (iii) Problem Solving (iv) Positive Self (v) Flexible Social (vi) Organized (vii) Focus (vii) Proactive

Why these components joined to affect or influence the inspirational motivation. (Barling, Slater, & Kelloway, 2000; Brown, Bryant, & Reilly 2006; Butler & Chinowsky, 2006; Gardner & Stough, 2002; Pillay et al., 2013; Rahman et al. 2013). Furthermore, Rahman et al. still asserted that individuals who are high in EI are likely

to exhibit inspirationally motivating leaders. There are many the psychological aspect relating the resilience and emotional intelligence such as adjustment and coping methods (Ciarrochi, Heaven, & Supavadeeprasit, 2008; Curtis & Cicchetti, 2003; Engelberg & Sjoberg, 2004; Johnson, Gans, Kerr, & LaValle, 2010; Kerr, Johnson, Gans, & Krumrine, 2004; Lee, Olson, Locke, Michelson, & Odes; McDonald & Vrana, 2007; Toews & Yazedjian, 2007; Vaillant & Davis, 2000; Yoo, Matsumoto, & LeRoux, 2006). Therefore, the leaders, student or whoever want to have this characteristic, must build the component of EI and Personal resilience into themselves. The leader must have positive self and assertiveness to show their self-confidence, the most important thing is they must control their feeling like a normal, even when they are experiencing the crisis. They must demonstrate their capacity to solve the problem even the difficult problem or situation, that means the leader must have a highly organized to handle the problem and focus to clear-cut through the cause of the problem, the leader must be active to solve the problem. If the leader can do these things, the follower will trust and have faith in the leader result to inspirational motivation. Because they follow to see what the leader can do, can inspire the followers' motivation. Flexible social caused the leader has a good relationship with the follower, and it is also one important factor to build inspirational motivation. According to some blogger proposed 10 traits of effective leaders, that consist focused, passionate, assertive, decisive, empowering, confident, communicative, self-aware, humble and honest (Leadershipblog, 2012). The component of EI and resilience affected the individualized influence are mostly similar to traits of an effective leader. If the leaders become the effective leader, they can control the others or the follower.

5.3.41.6 The Component of The Emotional Intelligence and The Personal Resilience Affected The Intellectual Stimulation

The component of EI and personal resilience affected intellectual stimulation as follows: (i) interpersonal leadership, (ii) flexibility (iii) optimism (iv) flexible thought (v) flexible social (vi) organized (vii) focus (viii) proactive. Bass (1977b), Bass (1999), Bass and Avolio (1993); Bass and Avolio (1994) mentioned that the intellectual stimulation Leaders stimulate their followers to realize the problems that arise in organizations. The intellectual stimulation causes the followers to find new ways to solve problems in the organization to find the better conclusion. So that the follower would find something new and creativity by hypothesizing, reframing, seeing the problem and facing the old situation with the new way. There is the motivation and support new originality for considering the problem and finding the answer to the problem. The leader supports the followers to have the efforts, in order to find a solution with the new approach. The leader stimulates the follower to express the idea, reason, but the leader has not a criticism on the followers' idea, even his/her idea and reason is different from the leader's thought. Therefore, interpersonal leadership, flexibility, optimism, flexible thought, flexible social, organized, focus, proactive might be the important characteristic to stimulate the followers' intelligence. According to Bass (1990) states the characteristic of a good leader, they must have knowledge, judgment, fluent speaking skill, smart. They must have self-confidence, integrity, tolerance of stress, emotional control, enthusiasm, alertness, original, originality, adaptability, and extroversion. They must have a drive to achieve, responsibility, persistence against an obstacle (iv) must have popularity, interpersonal skills, attractiveness, cooperativeness, social participation.

5.3.41.7 The Component of The Emotional Intelligence and The Personal Resilience Affected The Individual Consideration

The component of EI and personal resilience affected the individual consideration as follow: (i) self-actualization (ii) Empathy (iii) interpersonal relationship (iv) flexibility (v) problem solving (vi) optimism (vii) happiness (viii) organized (ix) focus (x) proactive. The student or leader who has a high skill of individual consideration. The necessary skills should be an interpersonal relationship, empathy, optimism, focus, organized and flexibility to consider the follower's their ability, knowledge, personality to use their capacity or ability to be fit for task and problem-solving. The Leaders have a close relationship with the follower to those by having carefulness of the follower individually and make the follower having self-esteem and have importance for the organization, and the leader will be a coach and advisor of each person. (Bass, 1977b; Bass, 1999; Bass & Avolio, 1993; Bass & Avolio, 1994). Kumar (2014) proposed his model of the relationship between emotional intelligence and transformational leadership, but he used the difference model in his study. He matched the component of EI and Transformational leadership as follows: (a) self-awareness and individual influence (b) empathy and individual consideration (c) motivation and inspirational motivation. According to the follower development, the leader pays attention to the follower's need for each follower' success and growth in an organization. The leader develops the follower's and colleagues' a high potential. Moreover, the leaders provided opportunities for the follower to learn new things, create an atmosphere of affordable and support together. Regardless of the individual differences in need and necessity. The leaders' behavior indicates that they accept the individual difference and encourage two-way communication. Moreover, the leaders interact with followers personally. The leader has carefulness on each person's anxiety

and considers the follower as more personal than one of a productive factor. Leaders have the listening skills efficiently and have empathy. These characteristics may be necessary for individual consideration.

5.3.41.8 The Component of The Emotional Intelligence and The Personal Resilience Affected The Contingency Reward and The Management-By-Exception

There is component of EI (self-actualization, Stress Tolerance, and flexibility) component of resilience (flexible thought and organized) affected the contingency rewards. There were only the components of EI (Self-actualization, social responsibility, interpersonal relationship and stress tolerance) affected the management by exception, especially interpersonal relationship and stress tolerance negatively manage by exception. The component of EI has the strong relationship with the component of personal resilience Lyons, & Khazon, 2013; Huang, Lim, & Tan, 2013; Liu, Wang, & Lü, 2013; Frajo-Apor, Pardeller, Kemmler, & Hofer, 2016; Magnano, Craparo, & Paolillo, 2016). That cause there was the relationship between the component of resilience and the transactional leadership.

The finding of current research showed some component of EI and personal resilience joined to predict contingency rewards, Those were flexibility, flexible thought and organized, there was some article mentioned that the transactional leadership trend to be flexible (Spahr, 2014). According to leadership styles, both transformational and transactional leadership, some leader will be flexible according to the situation, because they must be enough to adjust their style according to a situation where they are (Xiaoxia & Jing, 2006). Transactional leadership is high logical than emotional, and then transactional leader tends to determine some action that the followers must follow to achieve a goal. The transactional leader tends to give negative feedback to

the followers including to be flexible in doling out punishment and rewards (Hashim, 2008). That may be one reason why organized also predicted the contingency rewards, because they must organize everything to be in control, in order to achieve the goal.

For management by exception, they were components of EI affected the management by exception, and there were interpersonal relationship and tolerance negatively management by exception. Rowold and Schlotz (2009) found that management by exception positively was correlated 4 dimensions of chronic stress because transactional leaders have a negative emotion (Bruursema, 2004). Interpersonal skills also negatively affect management by exception, as Hashim(2008) stated that transactional leadership is higher logical than emotional, this current research found that empathy, did not predict both contingency rewards and management by exception, interpersonal relationship negatively affected the management by exception that is one component of transactional leadership. They just set a goal and use rewards and punishment for controlling the follower.

Brown (2014) mention that Transactional leadership characteristics such as contingent-reward and management-by-exception to hold up or serve as a foundation for the transactional leadership style. The leader who has the high Transactional leaders are not well known as natural motivators and the people developers. However, contingency reward and management by exception are specific components of the transactional leadership repertoire, which has a positive effect on performance, but the transactional leader's performance is different from transformational leadership. Brown continued to assert that Transactional leadership style would appear to have less EI acuity, on the other hand, transformational leaders would appear to be high in EI acuity. Both transactional and transformational leadership styles have been noted and the various characteristics that each leadership style possesses.

5.3.41.9 The Component of The Emotional Intelligence and The Personal Resilience Affected The Laissez-Faire Leadership

There were 3 components of EI, and 1 component of personal resilience affected the laissez faire leadership as follows: (i) assertive (ii) flexibility (iii) happiness (iv) proactive. Bass (1977b), Bass (1999), Bass and Avolio (1993) Bass and Avolio (1994) mentioned that the laissez-faire leadership has no vision on a mission of the organization, lack of responsibility, lack of clear-cut goal for working. Therefore, the emotional intelligence had the negative effect on the laissez-faire leadership, especially social responsibility and optimism. That is possible that they were not optimism, low emotional intelligence. There was only one component of EI had the positive effect on laissez-faire at most, that was flexibility. Therefore the student or leader had a high flexibility, and it was possible to have a high laissez-faire leadership. Therefore, Turner & Müller (2012) presents that the laissez faire-leadership had a high flexibility that results to high team decision-making and team decision making. Moreover, the proactive negatively affected the laissez-faire leadership, that means if the leader or whoever had a high laissez-faire leadership, they will have a low proactive. If they leader had a low laissez-faire leadership, they must have high proactive to function as leader effectively. That was why the laissez faire leadership had a high flexibility same as Turner & Müller proposed in this paragraph. There was one component of resilience, proactive negatively affect the laissez faire leadership. As all educator knows laissez-faire leadership or Passive/Avoidant that was defined as leadership lack of responsibility, avoid decision making and do not use authority (Duddy, (2015). Örtenblad, Trehan, & Putnam (2016) stated that laissez faire leadership was not active, possible to be laziness, innocence, and ignorance or not proactive, result to do nothing and lead the adverse consequences for the organization.

(Skogstad, Einarsen, Torsheim, Aasland, & Hetland, 2007). Despite many leaders seldom aware that if they do not do anything, will have no any outcome on performance” (Hellriegel & Slocum, 2007). These are the reason why proactive negatively affect students’ laissez faire leadership.

5.4 The Limitation of This Research

- i. This study was conducted in the educational setting, and the respondents were students who had never worked as the leaders or manager, there were some of them were the committee of a club, student union or student organization, those are participants of student activities. They were willing to participate the students’ activities. It was not the participation because it is activity-free elective. But they can collect the hour credit. Therefore, the data of leadership in the current research was perceived leadership.
- ii. In the case of study the mediator role of some variable on the relationship between some independent and dependent variable, if mediator had many dimensions, there will be difficult to analyze data, because the is the limitation of the statistical method.
- iii. The research uses the classical method for creating the structural equation modeling. There might be some error. Therefore the further research should use SEM, LISREL or PLS for analyzing data.

5.5 The Suggestion for The Further Study

The touchstone of any research examination happens to be its potential to indicate new fields of study or to raise some new questions to be examined. The present study brings into light several topics in which further research can be directed. Some of these areas are listed below:

- i. The researcher should use another method for testing path analysis such as AMOS or LISREL. This software has a high reliability and causes the result of research will have both validity and reliability because it is suited for analyzing the large number of sample and variable, also can eliminate the influence of latent variable.
- ii. Should use the quantitative method for study this relationship, maybe the research would obtain the depth data, in order to answer the research question.
- iii. Would be interesting to examine with different dependent variables, such as morality, self-esteem, self-concept in respective with participants and non-participants. This is to double-check or re-confirm whether participants gives better results in psychological aspects than that of non-participants as some educators and psychologist mentioned in chapter one and chapter two.
- iv. It would also be interesting to investigate in the same variables with participants and non-participants at other universities in the other part of Thailand or compare the same variable between the student from Bangkok and the another part of Thailand. This suggestion is to compare the results whether they are the same case as shown in this study. If the further researcher does this case, it can be ensured with confidence that the state should prescribe college activity participation as a policy to be required for all students in educational institutions of higher learning in Thailand
- v. Try to test how much student activities affecting students' emotional intelligence, resilience, and leadership, by putting some question in the questionnaire. Such as how many hours they spend for participating the student

activities as a committee in the club, student union and student organization might be timing would be moderator among variables.

These are suggestions for further exploration. Although there are immense possibilities to carry out research with theoretical and practical implication, it is beyond the scope of this work to suggest designs of such studies. But the researcher wishes to state the importance of this domain which will contribute to the field of psychological research needed for the study.

5.6 Practical Implication

This study was related to the Emotional Intelligence, Personal Resilience and leadership style in the context of Student activities. The students participated student activities had higher emotional intelligence, personal resilience, and leadership than a student who did not attend to join student activities. According to the result of this research, student activities can develop these psychological aspects. The result of this research has the significance of student activities in developing students' emotional intelligence, personal resilience, and leadership because student activities is an educational process that makes the students learn the different thing by doing. This process enables the students to gain the experience, and they can practice what they learn to succeed.

Student activities. It is an activity that contributes to student performance, decision-making, performance, personality development and they know how to be a good leader and followers in society. Student activities are an important part of student development. Therefore, Thailand educators consider that student activities are one important factor for developing students, to have the desired traits according to the entrepreneurs' need in the future.

Furthermore, besides the significance of the student activities in developing student, the result of this research indicated that how the emotional intelligence plays a significant role in affecting personal resilience and leadership. It is possible if student activities can develop students' emotional intelligence, the personal resilience, and students' leadership will also be developed, because the emotional intelligence directly affected student personal resilience and indirectly develop student leadership, because personal resilience functioned as a mediator of the relationship between emotional intelligence and leadership. Then developed emotional intelligence strengthen personal resilience and leadership, especially leadership style, whoever has the high level of emotional intelligence and resilience, will know how to use leadership style for working properly.

There was the difference of each leadership style between participant and non-participant, this finding implies that student activities can develop students' leadership, this result confirms that leadership skills can be learned or can be taught by many methods. The student activities are the way to develop leadership to the student, students how to use leadership style in each situation or context. Furthermore, student activities do not only develop the students' leadership, but it develops how to be the good followers too.

Finally, student activities do not only matter to develop the students' emotional intelligence, personal resilience, and leadership but can genuinely improve the student to understand how to use leadership style to work in each situation. Even which one they use to transform themselves to be, transformational leader, transactional leadership, and laissez faire leadership.

5.7 Theoretical Implication and Contribution

The current research was conducted in student activities setting relating development of emotional intelligence, personal resilience and leadership style. Therefore there were many impressive results to show and contribute to new knowledge as follows: the findings of this research confirm the previous researchers' finding, and there was the relationship of emotional intelligence and resilience. The correlation between the emotional intelligence and resilience was very strong, and the emotional intelligence positively affected the personal resilience (Armstrong, Galligan & Critchley, 2011; Brackett, Lopes, Ivcevic, Mayer, and Salovey, 2004; Frajo-Apor, Pardeller, Kemmler, & Hofer, 2016; Gooding, Hurst, Johnson, & TARRIER, 2012; Huang, Lim, & Tan, 2013; Kinman and Grant, 2011; Kliewer, et al., 2004; Krush, Agnihotri, Trainor, and Krishnakumar, 2012; Liu, Wang, & Lü, 2013; Magnano, Craparo, & Paolillo, 2016; Naznin, 2013; Ong, Bergeman, Bisconti and Wallace, 2006; Schneider, Lyons, & Khazon, 2013; Trab, 2010).

The finding of this research follows many previous types of research, and there was additionally a strong relationship in between two constructs. Some components of BarOn's emotional intelligence have an overlap with personal resilience. When there was the measurement of both constructs, there were many questions of EQ-I was similar to some question of personal resilience. These indicate there is a resemblance between some part of baron's EI and Personal resilience. Although the definition of emotional intelligence Emotional intelligence (EI) is the capability of people to regard their emotion along with the various other's emotions, to set apart the different feelings from their label them correctly, to lead thinking and habits using to use the information of emotion. There is an emotional management as well as adjustment for adapting oneself to environments or accomplishing their goal (Coleman, 2008). On the other

hand, the definition of resilience is an individual's ability for adapting to live while the person is experiencing the social disadvantage in addition to the extreme condition of adversity. Furthermore, Resilience is one's ability to recover from a negative experience with "competent functioning." Resilience is not a rare ability; actually, it is found in the ordinary person, and it can be learned and also created by virtually anyone. (Windle, 1999). The definition of both constructs is different if there was a consideration of the part between BarOn's EI (BarOn, 2001) and also Personal Resilience (ODR, 1999) both of them is comparable. That's why both constructs collapsed each other.

Table 5.1

The comparison between BarOn's EI model and Personal resilience

BarOn's EI	Person Resilience
Self-regards	Positive self
Assertive	Flexible Social
Self-emotional awareness	Flexible Social
independence	Positive self
Self-actualization	Proactive
Empathy	Flexibility
Social responsibility	Flexible Social
Interpersonal relationship	Flexible Social
Stress Tolerance	proactive
Impulse Control	Proactive
Reality Testing	focus
Flexibility	Flexible thought
Problem Solving	Organized
Optimistic	Positive world
Happiness	proactive

According to the result of this research, there were some finding to support what the researcher proposed relating theoretical implication according to table 5.2

Table 5.2

The comparison between BarOn's EI model and Personal resilience

Person Resilience	Predictive component according to BarOn's EI
1 Positive self	Self-Regard, Self-actualization. Interpersonal relationship Stress Tolerance, Impulse Control, Reality Testing Optimism
2 Positive Self	Self-Regard, Self-actualization, Social Responsibility Inter Personality, Stress Tolerance, Impulse Control Reality Testing, Flexibility, Problem Solving Optimism, Happiness
3 Flexible Thought	Self-Regard, Emotional Self Awareness, Happiness Self-Actualization, Self-Regards, Stress Tolerance Impulse Control, Flexibility
4 Flexible Social	Self-Regards, Self- Actualization, Flexibility Social Responsibility, Interpersonal Relationship , Problem Solving, Optimism, Happiness
5 Organized	Self-Regards, Emotional Self Awareness Self-actualization, interpersonal relationship Social Responsibility, Flexibility, Optimism Problem Solving, Optimism, Happiness
6 Focus	Assertive, Independent, Self-Actualization Social Responsibility, Interpersonal relationship Flexibility, Problem Solving, Optimism, Happiness
7 Proactive	Self-Regard, Emotional Self Awareness, Independent Self-Actualization, Social Responsibility, Stress Tolerance Impulse Control, Interpersonal Relationship, Flexibility, Reality Testing, Problem Solving, Optimism

According to the relationship between Emotional Intelligence and resilience, the result of current research is consistent with many previous pieces of research relating mediator role of resilience in the relationship between emotional intelligence and many psychological factors (Huang, Lim, & Tan, 2013; Kinman & Grant, 2011; Liu, Wang, & Lü, 2013; Maidaniuc-chirila, 2015; Shahidi, 2007; Tsaousis, 2005). In contrast, Magnano, Craparo, & Paolillo (2016) studied the role of Emotional intelligence as a mediator of the relationship between resilience and other psychological traits. Therefore, this implies the overlap between the emotional intelligence and resilience.

Therefore, to grow a person's ability in both EI and personal resilience is going to pay dividends. The required contribution in each helping students to enhance their resilience will newly lead the way to them improving their EI, gaining there is a link between constructs. A lot of the steps they can take to improve the strength throughout the 7 Components of Personal Resilience. If there were an improvement of Emotional intelligence, the personal resilience would also be enhanced, on the other hand, there was an improvement of personal resilience, the emotional intelligence will also be enhanced.

According to the relationship of emotional intelligence and intelligence and Leadership, The result of this research still confirm the previous studies, those were related to the relationship between each style of leadership. Transactional leadership as an interaction model between leaders and followers based on a mutual benefit. Accordingly, transactional leadership is comprised of two factors as follow: 1 contingent reward which provides followers rewards for effort and recognizes good performance. 2. management-by-exception which maintains the status quo intervenes when the subordinate does not reach the level of acceptable performance and initiates a corrective action to improve the performance (Hackman, Michael, Johnson, & Craig, 2009).

This leadership will encourage the followers to have more needs in compliance and satisfaction than as there are by enhancing needs in following the Maslow's hierarchy of needs. The leader will motivate the follower to realize needs and recognize the importance, the value of purpose and method to achieve the goal. The leader will make colleague dedicating to the team and organization rather than a consideration of self-benefit. The leaders create the direction for the followers to follow it, in order to develop them, have the way for the follower by giving them the freedom to control

their behavior, because they understand the individual consideration, they know how to inspire the followers' motivation as well as stimulate their intelligence. They have an idealized influence towards the follows, because leaders are charismatic, visionary, inspirational, and intellectually stimulating. (Bradberry, Su, & Arora, 2007). Yukl (2006) described a version of leadership as laissez-faire which is where the leader shows a passive indifference about the tasks and subordinates. Bolman and Deal (2006) referred to this style of leadership as leading to "aimlessness and confusion" (p.171). Likewise, Beauchamp and Eys (2007) described laissez-faire style as a leader who delays actions, does not make decisions, and ignores their responsibilities.

There are many research teams (Brown, Bryant, & Reilly, 2006; Cartwright & Pappas, 2008; Palmer, Burgess, & Stough, 2001; Kumar, 2014; Rubin, Munz, & Bommer, 2005; Spano-Szekely, Griffin, Clavelle, & Fitzpatrick, 2016) studied the relationship between emotional intelligence and Transformational leadership, they analyzed the relationship of both constructs is significantly based on usage and theory. It largely referred to and used the theory. Search making a practical and effective use of the competence and design of emotional intelligence were mixed. Interesting, Harms and Credé (2010) used meta-analysis for conducting their research in order to examine the weakness and strength of validity and reliability among researches related to the relationship of both constructs. Moreover, many researchers mentioned that there were some records of interpretation and result that reveal how the potentials of emotional intelligence were related to transformational leadership. Those strengthen all requirements that are significant toward many studies that are related to both of the constructs (Beikzad, Hosseinpour-Sonboli, Falsafi, & Nabi, 2010; Brown & Moshavi, 2005; Cartwright & Pappas, 2008; Droodgar, Tejari, & Eshraghi, 2010; Hayashi & Ewert, 2006; Jin, Seo, & Shapiro, 2008)

The finding of this research verifies what Kumar mentioned in his write-up relating the emotional intelligence and transformational leadership, The component of Transformational leadership was most definitely linked to some element of emotional intelligence that triggered the leaders influence others to become committed follower who were devoted to their reason. Management in this feeling is an aspect of power, yet unlike power, management is inseparable from followers' needs and also objectives (Kumar, 2014). Although this research was conducted by using students who were the participants of student activities in university, this research studied the transformational leadership among students, and they tried to learn how to be the leader and follower. The result of this research can use to confirm the theory because the students' emotional intelligence was related to their transformational leadership as well as emotional intelligence predicted the transformational leadership same as the previous research

Transformational leaders develop followers by determining the direction so that the followers follow. Also, the leader gives them the freedom to regulate themselves for doing everything. These leaders are charismatic, visionary, inspirational, and intellectually stimulating. (Kumar, 2014), because the transformational leadership initiates emotional contagion through optimism, happiness, enthusiasm, and positive language (Stenling & Tafvelin, 2014; Chan & Mallett, 2011). The transformational leaders will teach, support, intimidate, criticize and control the followers, in order to inspire their motivation to use for both positive and negative purpose (Matosic & Cox, 2014; Stenling & Tafvelin, 2014). The transformational leader allows the follower to set their goal and support them to have the self-confidence on their abilities because the leaders trust in the vision to use many ways in order to inspire the followers' motivation to use for both positive and negative purpose (Stenling & Tafvelin, 2014).

In addition, the leaders still stimulate the followers' intelligence, so that they can apply what they think to work on what they are taking the responsibility (Callow et al., 2009; Stenling & Tafvelin, 2014). So that the followers could use the divergent thinking to find many methods to approach what they face, while they are working, so that the different issues could be resolved (Callow et al., 2009; Stenling & Tafvelin, 2014). Furthermore, if there was a rising conflict management, the followers will be influenced by this leaders' competence to inspire them in order to create the alternative approach. In order that the followers could find the best solution to remain and maintain the social unity within group, and prefer to focus more task approach than cohesion or suffer and performance (Callow et al., 2009). Furthermore, Stenling & Tafvelin (2014) proposed that the leaders communicate with the followers by using the individual consideration in order to suggest each person individually. The leaders also support and feedback what they do individually, these leaders' approach cause the followers trust in the leaders.

When the leader promotes open communication, leads by example, and behaves consistently through executing the vision, standards, and actions that he/she expects followers to reciprocate, this method could strengthen the relationship between a leader and followers (Janssen & Sterrett, 2015; Stenling & Tafvelin, 2014). The Followers have chances to make a decision according to choices that they can provide by themselves, and they also regulate themselves that show they react positively to form of motivation (Matosic & Cox, 2014). These chance cause them to have the satisfaction that shows they try and persist in comparing the controlled motivation that is where the leader creates pressure and act dictatorially toward them. (Matosic & Cox, 2014).

According to the relationship between emotional and Transactional leadership and, the result revealed that there was a weak relationship between Emotional intelligence and transaction. The result of the current research confirms the previous research that there is a weak correlation between emotional intelligence and transactional leadership (; Fakhra, 2013; Harms & Credé, 2010; Leigh, 2012; Pillay, Viviers, & Meyer, 2013). Even the laissez-faire leadership that was no relationship between emotional intelligence and laissez-faire leadership (Jiménez, 2016; Pillay, Viviers, & Meyer, 2013). Previous studies focused more the relationship between emotional intelligence and transformational leadership than the relationship between EI and transactional leadership or laissez faire leadership, and there are few pieces of evidence to the connection both transactional leadership and emotional intelligence.

The previous researchers studied the relationship between leaders' emotional intelligence, resilience and leadership, leadership style, leadership performance, leadership effectiveness and follower's satisfaction, and these researchers were conducted in business, public and non-profit organization. The respondents were the leaders, staff, subordinate or team members who have real job experiences in different organization, such as leader's EI and job performance (Bradberry & Su, 2006), managers' EI and the effectiveness of their leadership (Kerr et al., 2006), managers' EI, their transformational leadership and their behavior of organizational commitment (Modassir & Singh, 2008), school leaders' Ei and teachers' job satisfaction(Wong, Wong & Peng, 2010), EI and effective Leadership's effectiveness (Batool, 2013), EI role and developing transformational leadership in the sector of higher education(Mir, & Abbasi, 2012), EI and law enforcement executive's leadership styles(Campbell, 2012). EI value and coach's high performance (Chan, & Mallett, 2011). EI and Physical education managers' transformational leadership (Esfahan & Soflu, 2011),

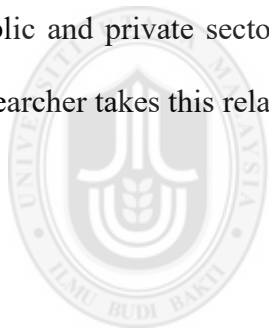
EI, school principals' transformational leadership, and their Effectiveness (Hebert, (2011), EI and leadership styles in the South African petrochemical industry (Pillay, Viviers, & Mayer, 2013) EI and leadership styles (Olagundoye, 2016), Transformational Leadership and Resilience African-American Women Nonprofit Leaders (Branch, 2014). EI, resilience and transformational leadership (Huang, Lim, & Tan, 2013). These are some pieces of evidence relating the relationship between emotional intelligence, leaders, leadership style and resilience, but there was no any research focus emotional intelligence, resilience and leadership style in student activities context, especially student leadership styles in the context of extra-curricular activities. There are many research relating students' emotional intelligence, resilience, and leadership in school, university. Some researchers mention the advantage of student activities can strengthen students' social competency, many psychological aspects, leadership skills but there was no any research study leadership styles in the context students activity. There was some research focus building student's transformational and transactional leader by sports activities in case of preparing team for tournament and competition, but that was just a documental research and assume with question

“Do Extra-Curricular Activities Effect Student Leadership in Institutions: Sport?”(Esa, Abd_Mutallib & Nor_Azman, 2015). That study specified sports activities only, and there was no the empirical data to confirm how sports activities play an important role in developing both transactional and transformational leader for a student. Therefore, the finding contributes the student activities do not only strengthen students' emotional intelligence and personal resilience. However, the student activities can develop the student to know how to use leadership style within

a club, student council, and student organization, because there was the difference of emotional intelligence, personal resilience and each style of leadership.

5.8 The Conclusion and Recommendation

Therefore, the result of this research accepted the hypothesis and can answer the research question. This research studied the relationship among the emotional intelligence, personal resilience and student leadership styles in the student activities context. The student activity can develop or improve those aspects to student emotional intelligence, resilience by comparing participant and non-participant of student's activity. All the psychological aspect is higher than the non-participant. The relationship of these variable, there are many researchers studied in another sector both public and private sector. Normally. There is the relationship among variable. The researcher takes this relationship in the context of student activity.



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Appendix A

Multifactor Leadership Questionnaire 6 s

INSTRUCTIONS: This questionnaire provides a description of your leadership style. Twenty-one descriptive statements are listed below. Judge how frequently each statement fits you. The word others may mean your followers, clients, or group members.

KEY 0 - Not at all 1 - Once in a while 2 = Sometimes 3 = Fairly often 4 = Frequently, if not always

1. I make others feel good to be around me..... 0 1 2 3 4
2. express with a few simple words what we could and should do..... 0 1 2 3 4
- 3 I enable others to think about old problems in new ways..... 0 1 2 3 4
- 4.I help others develop themselves..... 0 1 2 3 4
- 5.I tell others what to do if they want to be rewarded for their work.0 1 2 3 4
6. I am satisfied when others meet agreed-upon standards.....0 1 2 3 4
7. I am content to let others continue working in the same ways always.0 1 2 3 4
8. Others have complete faith in me.....0 1 2 3 4
9. I provide appealing images about what we can do.....0 1 2 3 4
10. I provide others with new ways of looking at puzzling things. 0 1 2 3 4
11. I let others know how I think they are doing.0 1 2 3 4
12. I provide recognition/rewards when others reach their goals.....0 1 2 3 4
13. As long as things are working, I do not try to change anything. 0 1 2 3 4
14. Whatever others want to do is OK with me 0 1 2 3 4
15. Others are proud to be associated with me. 0 1 2 3 4
16. I help others find meaning in their work.0 1 2 3 4
17. I get others to rethink ideas that they had never questioned before..... 0 1 2 3 4.
18. I give personal attention to others who seem rejected..... 0 1 2 3 4
19. I call attention to what others can get for what they accomplish..... 0 1 2 3 4
20. I tell others the standards they have to know to carry out their work..... 0 1 2 3 4
21. I ask no more of others than what is absolutely essential..... 0 1 2 3 4

Appendix B

Multifactor Leadership Questionnaire 6 s and Validation

INSTRUCTIONS: This questionnaire provides a description of personal resilience. Twenty-nine descriptive statements are listed below. Judge how frequently each statement fits you

KEY 0 = No Answer 1 = Very Seldom true or not true of me 2 = Seldom true of me
3 = Sometimes true of me 4 = Often true of me 5 = Very Often true of me or true of me

1	I like myself	0	1	2	3	4	5
2	If everyone want to be good people, they could be	0	1	2	3	4	5
3	Although I face the obstacle for doing something I never give up to do that	0	1	2	3	4	5
4	Although I face the obstacle for doing something never give up to do until I can finish it.	0	1	2	3	4	5
5	I not pleasant to interact with the stranger. Although there are many things to do, I know what I have to do first or second respectively	0	1	2	3	4	5
6	When I face the difficult task, I can see through what I have to do for finishing that tasks completely	0	1	2	3	4	5
7	I am easy to start doing a new thing	0	1	2	3	4	5
8	It's hard for me to accept what I am	0	1	2	3	4	5
9	This world is so cruel for my life	0	1	2	3	4	5
10	I have the clear goal of my life what I have to do next Five years	0	1	2	3	4	5
11	Mistake in the paste make me stronger	0	1	2	3	4	5
12	Everyone think that I am helpful and friendly	0	1	2	3	4	5
13	I can manage my time properly to do something And I can finish it on time	0	1	2	3	4	5
12	Everyone think that I am helpful and friendly	0	1	2	3	4	5
13	I can manage my time properly to do something And I can finish it on time	0	1	2	3	4	5
14	It is not easy for me to change my opinion about thing	0	1	2	3	4	5
15	I have self-confidence in every situation.	0	1	2	3	4	5
16	Normally there is the good and bad thing in the world.	0	1	2	3	4	5
17	I won't waste my time to do whatever is useless	0	1	2	3	4	5
18	I am willing to take risk for grabbing what I want	0	1	2	3	4	5
19	I am easy to make a friend	0	1	2	3	4	5
20	Although there my room is messy, I can handle to Organize it soon	0	1	2	3	4	5
21	It is hard for me to change my life style	0	1	2	3	4	5

แบบวัดความเข้มแข็งทางจิตใจส่วนบุคคล(Personal Resilience)

คำชี้แจง : กรุณาพิจารณาแต่ละคำถามของแบบวัดความเข้มแข็งทางจิตใจส่วนบุคคลตรงกับสิ่งที่ต้องการจะวัด หรือวัดอุปสรรคที่มากน้อยเพียงใด โดยกรทันทิ้งเครื่องหมาย / ในช่อง

- 1 ถ้าท่าน แน่ใจว่า คำถามนั้นสามารถวัด ได้ตรงกับวัดอุปสรรคและเนื้อหานั้น
- 0 ถ้าท่าน ไม่แน่ใจว่า คำถามนั้นสามารถวัด ได้ตรงกับวัดอุปสรรคและเนื้อหานั้น
- 1 ถ้าท่าน แน่ใจว่า คำถามนั้น ไม่สามารถวัด ได้ตรงกับวัดอุปสรรคและเนื้อหานั้น

ข้อ	คำถาม	+1	0	-1
1	ฉันชอบตัวฉันเอง	✓		
2	ทุกคนสามารถเป็นคนดีอย่างที่พวกเขาต้องการจะเป็น	✓		
3	ถึงแม้ว่าฉันจะเผชิญอุปสรรคในการทำสิ่งต่างๆ ฉันไม่เคยเลิกกับความตั้งใจ	✓		
4	ฉันเป็นพวกอนุรักษนิยม	✓		
5	ฉันไม่ค่อยสบายใจที่จะปฏิสัมพันธ์กับคนแปลกหน้า	✓		
6	เมื่อฉันต้องเผชิญกับการทำงานที่ยาก ฉันสามารถมองเห็นภาพสิ่งที่ต้องทำเพื่อให้การทำงานนั้นสำเร็จอย่างสมบูรณ์	✓		
7	ฉันมักจะเริ่มค้นหาสิ่งใหม่ๆ <i>ได้ฉัน</i>	✓		
8	ไม่ง่ายเลยที่จะยอมรับสิ่งที่ฉันเป็น	✓		
9	โลกนี้ช่างโหดร้ายเหลือเกินต่อชีวิตฉัน	✓		
10	ฉันมีเป้าหมายชีวิตชัดเจนว่าฉันจะต้องทำอะไรบ้างอีก 5 ปีข้างหน้า	✓		
11	ความคิดที่คาดในอดีทำให้ฉันเข้มแข็งขึ้น	✓		
12	ทุกคนคิดว่าฉันเป็นมิตรและชอบช่วยเหลือคนอื่น	✓		
13	ฉันสามารถบริหารเวลาในการทำสิ่งต่างๆอย่างเหมาะสมและสามารถเสร็จทันเวลาเสมอ	✓		
14	ไม่ง่ายเลยที่จะเปลี่ยนความคิดต่อสิ่งต่างๆ	✓		
15	ฉันมีความมั่นใจในตัวเองในทุกๆสถานการณ์	✓		
16	ในโลกนี้ดีและชั่วเป็นสิ่งที่คู่กัน	✓		
17	ฉันไม่เสียเวลาไปกับการทำสิ่งที่ไม่ดีประโยชน์	✓		
18	ฉันยินดีที่จะเสี่ยงเพื่อแลกกับสิ่งที่ดีกว่าสิ่งที่ฉันต้องการ	✓		
19	ฉันคบกับคนอื่นได้ง่าย	✓		
20	แม้ว่าห้องฉันจะรกรุงรัง แต่ฉันสามารถจัดการให้เป็นระเบียบได้ในไม่ช้า	✓		
21	ฉันอยากสำหรับฉันที่จะเปลี่ยนแปลงวิถีชีวิตของตัวเอง	✓		

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แบบวัดความเข้มแข็งทางจิตใจส่วนบุคคล(Personal Resilience)

คำชี้แจง : กรุณาพิจารณาแต่ละคำถามของแบบวัดความเข้มแข็งทางจิตใจส่วนบุคคลตรงกับสิ่งที่ต้องการจะวัดหรือวัดจุดประสงค์ มากน้อยเพียงใด โดยการทาบเครื่องหมาย ✓ ให้ดังนี้

- ถ้าท่าน ยืนยันว่า สามารถวัด ได้ตรงกับวัดจุดประสงค์และเนื้อหา นั้น
- o ถ้าท่าน ไม่แน่ใจว่า สามารถวัด ได้ตรงกับวัดจุดประสงค์และเนื้อหา นั้น
- 1 ถ้าท่าน เสนอใจว่า สามารถวัด ได้ตรง กับวัดจุดประสงค์และเนื้อหา นั้น

ข้อ	คำถาม	-1	0	-1
1	ฉันชอบตัวฉันเอง	✓		
2	ทุกคนสมควรเป็นคนที่พวกเขาต้องการจะเป็น	✓		
3	ถึงแม้ว่าฉันจะเผชิญอุปสรรคในกรทำสิ่งต่างๆ ฉันไม่หมดกำลังใจ	✓		
4	ฉันเป็นพวกอนุรักษนิยม	✓		
5	ฉันไม่ค่อยสบายใจที่จะปฏิสัมพันธ์กับคนแปลกหน้า	✓		
6	เมื่อฉันต้องเผชิญกับกรทำ งานที่ยาก ฉันสามารถหาหนทางที่จะต้องทำเพื่อให้งานทำ งานนั้นเสร็จได้อย่างสมบูรณ์	✓		
7	ฉันง่ายที่จะเริ่มสิ่งใหม่ๆ	✓		
8	ไม่ใช่อยกที่จะยอมวันถึงที่ฉันเป็น	✓		
9	โลกนี้ช่างโหดร้ายเหลือเกินต่อชีวิตฉัน	✓		
10	ฉันมีเป้าหมายชีวิตชัดเจนว่าฉันจะคิดทำอะไรบ้างอีก 5 ปีข้างหน้า	✓		
11	ความคิดพลาดในอดีตทำให้ฉันเข้มแข็งขึ้น	✓		
12	ทุกคนคิดว่าฉันเป็นมิตรและชอบช่วยเหลือคนอื่น	✓		
13	ฉันสามารถบริหารเวลาในการทำสิ่งต่างอย่างเหมาะสมและสามารถเสร็จทันเวลาเสมอ	✓		
14	ไม่ใช่อยกที่จะเปลี่ยนความคิดต่อสิ่งต่างๆ	✓		
15	ฉันมีความมั่นใจในตัวเองในทุกๆสถานการณ์	✓		
16	ในโลกนี้แต่ละคนเป็นสิ่งที่อยู่กัน	✓		
17	ฉันไม่เสียเวลาไปกับกรทำสิ่งที่ไม่ดีประโยชน์	✓		
18	ฉันยินดีที่จะเสียสละเล็กน้อยเพื่อความสุขถึงที่ฉันต้องการ	✓		
19	ฉันคบกับคนอื่นได้ง่าย	✓		
20	แม้ว่าที่ฉันจะรุกรัง แต่ฉันสามารถจัดการให้เป็นระเบียบได้ในไม่ช้า	✓		
21	ฉันอยากรู้ว่าฉันจะเปลี่ยนแปลงวิถีชีวิตของตัวเอง	✓		

Ratanakorn

{Assistant Professor Dr. Ratanakorn Yimprasert}

Associate Dean in Academic and Research Affair

- 1 ข้อที่ ๓ แนบใจว่า คำว่า "มั่นใจ" ไม่สามารถวัดได้โดยตรงด้วยวิธีวัดเชิงปริมาณ

ข้อ	คำถาม	+1	0	-1
1	ฉันชอบตัวฉันเอง	/		
2	ทุกคนสามารถเป็นคนดีอย่างที่พวกเขาต้องการจะเป็น	/		
3	ถึงแม้ว่าฉันจะเผชิญอุปสรรคในการทำงานบ้าง ฉันก็ไม่เคยเลิกความตั้งใจ	/		
4	ฉันเป็นพวกอนุรักษ์นิยม	/		
5	ฉันไม่ค่อยสบายใจที่จะปฏิสัมพันธ์กับคนแปลกหน้า	/		
6	เมื่อฉันต้องเผชิญกับการทำงานที่ยาก ฉันสามารถมองที่เป้าหมายที่จะต้องทำเพื่อให้งานนั้นสำเร็จได้อย่างสมบูรณ์	/		
7	ฉันง่ายที่จะเริ่มต้นทำสิ่งใหม่ๆ	/		
8	ไม่มีเหตุผลที่จะอ่อนไหวถึงที่ฉันเป็น <i>มีไว้ฝึกหัดวิชาจิตวิทยา</i>	/		
9	โลกนี้ช่างโหดร้ายเหลือเกินต่อชีวิตฉัน	/		
10	ฉันมีเป้าหมายในชีวิตที่ฉันจะต้องทำอะไรมากกว่า 5 ปีข้างหน้า	/		
11	ความผิดพลาดในอดีตทำให้ฉันเริ่มแก้ไข	/		
12	ทุกคนคิดว่าฉันเป็นมิตรและชอบช่วยเหลือคนอื่น	/		
13	ฉันสามารถบริหารเวลาในการทำอะไรก็ตามอย่างเหมาะสมและสามารถเสร็จทันเวลาเสมอ	/		
14	ไม่ว่าจะอย่างไรฉันก็ชอบความคิดที่ต่าง	/		
15	ฉันมีความมั่นใจในตัวเองในทุกๆสถานการณ์	/		
16	ในสังคมนี้และช่วงปีที่ผ่านมาสิ่งที่สู้กัน	/		
17	ฉันไม่มีเวลาไปกับการทำสิ่งที่ไม่ดีอะไร	/		
18	ฉันยินดีที่จะเสียหรือแลกอะไรก็ตามเพื่อความสำเร็จที่ฉันต้องการ	/		
19	ฉันคบกับคนอื่นได้ง่าย	/		
20	แม้ว่าท้องฉันจะรุงรัง แต่ฉันสามารถจัดการให้เป็นระเบียบได้โดยไม่ต้อง	/		
21	ฉันยากสำหรับฉันที่จะเปลี่ยนแปลงวิถีชีวิตของตัวเอง	/		

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(Dr. Sun Thongyot)

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Appendix C

Item Objective Congruence of Personal resilience

1.1 No	Consideration score of experts			ΣR	IOC
	Experts 1	Expert 2	Expert 3		
1	1	1	1	3	1.00
2	1	1	1	3	1.00
3	1	1	1	3	1.00
4	1	1	1	3	1.00
5	1	1	1	3	1.00
6	1	1	1	3	1.00
7	1	1	1	3	1.00
8	1	1	0	2	0.67
9	1	1	1	3	1.00
10	1	1	1	3	1.00
11	1	1	1	3	1.00
12	1	1	1	3	1.00
13	1	1	1	3	1.00
14	1	1	1	3	1.00
15	1	1	1	3	1.00
16	1	1	1	3	1.00
17	1	1	1	3	1.00
18	1	1	1	3	1.00
19	1	1	1	3	1.00
20	1	1	1	3	1.00
21	1	1	0	2	0.67

Appendix D

Emotional Quotient Inventory

INSTRUCTIONS: This questionnaire provides a description of your emotional intelligence. One hundred twenty nine descriptive statements are listed below. Judge how frequently each statement fits you.

KEY 0 = No Answer 1 = Very Seldom true or not true of me 2 = Seldom true of me
3 = Sometimes true of me 4 = Often true of me 5 = Very Often true of me or true of me

1	I feel sure of myself in most situations.	0	1	2	3	4	5
2	I lack of self-confidence	0	1	2	3	4	5
3	I am good self-respect	0	1	2	3	4	5
4	I don't feel good about myself	0	1	2	3	4	5
5	It's hard for me to accept myself	0	1	2	3	4	5
6	I'm happy with the type of person	0	1	2	3	4	5
7	I feel comfortable with my body	0	1	2	3	4	5
8	I am happy with the way I look	0	1	2	3	4	5
	Looking at both my good point and bad point I feel good about myself	0	1	2	3	4	5
9	It's fairly easy for me to express feeling	0	1	2	3	4	5
10	I am in touch with my emotion	0	1	2	3	4	5
11	It's hard for me to share my deep feeling with others	0	1	2	3	4	5
12	It's hard for me to understand I feel	0	1	2	3	4	5
13	It's hard to express my intimate feeling	0	1	2	3	4	5
14	I aware of the way I feel	0	1	2	3	4	5
15	Even when I upset, I am aware what's happening to me	0	1	2	3	4	5
16	It's hard for me to describe my feeling	0	1	2	3	4	5
17	I am unable to express my idea to the others	0	1	2	3	4	5
18	When I am angry with the others, I can tell them about it	0	1	2	3	4	5
19	When I disagree with someone, I am able to say so	0	1	2	3	4	5
20	It hard for me to say no when I want to	0	1	2	3	4	5
22	It's fairly easy for me to tell people what I think	0	1	2	3	4	5
23	Other think that I lack assertiveness	0	1	2	3	4	5
24	It's difficult for me to stand up for my rights	0	1	2	3	4	5
25	I prefer a job which I'm told pretty much what to do	0	1	2	3	4	5
26	When I working with others I tend to rely on their idea	0	1	2	3	4	5
27	I prefer others to make decision for me	0	1	2	3	4	5
28	It's hard for me to make decision on my own	0	1	2	3	4	5
29	I am more of a follower than leader	0	1	2	3	4	5
30	I tend to cling to others	0	1	2	3	4	5
31	I seem to need other people more than they need me	0	1	2	3	4	5
32	I try make my life as meaningful as I can	0	1	2	3	4	5
33	I really don't know what I am good at	0	1	2	3	4	5
34	In the past few year, I've accomplished little	0	1	2	3	4	5
35	I don't get enjoyment from what I do	0	1	2	3	4	5
36	I don't get excited about my interest	0	1	2	3	4	5
37	I enjoy those thing that interest me	0	1	2	3	4	5

38	I try to get much as I can out of those things that I enjoy	0	1	2	3	4	5
39	I don't have a good idea what I want to do in life	0	1	2	3	4	5
40	I am unable to understand the way other people feel	0	1	2	3	4	5
41	I'm good at understanding that way other people feel	0	1	2	3	4	5
42	My friend can tell me intimate thing about themselves	0	1	2	3	4	5
43	I would stop to help a crying child find his or her parents Even if I had to be somewhere else at	0	1	2	3	4	5
44	I care what happens to the others people	0	1	2	3	4	5
45	I m sensitive to the feeling of others	0	1	2	3	4	5
46	It's hard for me to see people suffer	0	1	2	3	4	5
47	I avoid hurting other people's feeling	0	1	2	3	4	5
48	I like helping people	0	1	2	3	4	5
49	It doesn't bother me to take advantage of people, Especially if the deserve it	0	1	2	3	4	5
50	Others find it hard to depend on me	0	1	2	3	4	5
51	I would stop to help a crying child find his or her parents Even if I had to be somewhere else at	0	1	2	3	4	5
52	I care what happens to others people	0	1	2	3	4	5
53	If I could get away with breaking the law in certain Situation. I would	0	1	2	3	4	5
54	I am able to respect others	0	1	2	3	4	5
55	I think it's important to be a law-abiding citizen	0	1	2	3	4	5
56	It's hard for me to see people suffer	0	1	2	3	4	5
57	I am unable to show affection	0	1	2	3	4	5
58	It's hard for me to share my deep feeling with others	0	1	2	3	4	5
59	I'm fairly cheerful person	0	1	2	3	4	5
60	It's easy for me to make friends	0	1	2	3	4	5
61	My friend can tell me intimate thing themselves	0	1	2	3	4	5
62	I am fun to be with	0	1	2	3	4	5
63	I don't get along well with others	0	1	2	3	4	5
64	My close relationship mean a lot to me and to my friend	0	1	2	3	4	5
65	I have good relation with others	0	1	2	3	4	5
66	People think that I am sociable	0	1	2	3	4	5
67	I don't keep in touch with friends	0	1	2	3	4	5
68	I know how to deal with upset problems	0	1	2	3	4	5
69	I believe that I can stay on top of though situation	0	1	2	3	4	5
70	I can handle stress without getting too nervous	0	1	2	3	4	5
71	I don't hold up well under stress	0	1	2	3	4	5
72	I feel that it's hard for me to control my anxiety	0	1	2	3	4	5
73	I know how to keep calm to face unpleasant things	0	1	2	3	4	5
74	I believe in my ability to handle most upsetting problem	0	1	2	3	4	5
75	I get anxious	0	1	2	3	4	5
76	It is a problem controlling my anger	0	1	2	3	4	5
77	When I start talking, it's hard to stop	0	1	2	3	4	5
78	My impulsiveness creates problem	0	1	2	3	4	5
79	People tell me to lower my voice in discussion	0	1	2	3	4	5
80	I 'm impatient	0	1	2	3	4	5
81	I have strong impulse that are hard to control	0	1	2	3	4	5
82	I'm impulsive	0	1	2	3	4	5
83	I have got a bad temper	0	1	2	3	4	5
84	I tend to explode with anger easily	0	1	2	3	4	5

85	I try to see things as they really are, without fantasizing Or daydreaming about them	0	1	2	3	4	5
86	It's hard for me to understand the way I feel	0	1	2	3	4	5
87	I have had strange experience that I can't be explained	0	1	2	3	4	5
88	People don't understand that way I think	0	1	2	3	4	5
89	I tend to fade out and lose contact what happens around me	0	1	2	3	4	5
90	I get carried away with my imagination and fantasies	0	1	2	3	4	5
91	Even when upset, I am aware of what happening to me	0	1	2	3	4	5
92	I tend to exaggerate	0	1	2	3	4	5
93	I can easily pull out of day dreams and tune into the Reality of the immediate situation	0	1	2	3	4	5
94	It's hard for me to keep thing perspective	0	1	2	3	4	5
95	It's difficult for me to begin new thing						
96	It's hard for me to make adjustments in general	0	1	2	3	4	5
97	It's difficult for me to change my opinion about thing	0	1	2	3	4	5
98	It's easy for me to adjust to new condition						
99	I am able to change my habit	0	1	2	3	4	5
100	It's generally hard for me to make changes in daily life	0	1	2	3	4	5
101	It's hard for me to change my ways						
102	I would be hard for me to adjust if I were forced to leave My home	0	1	2	3	4	5
103	My approach in overcoming difficulties to move step By step	0	1	2	3	4	5
104	When faced with the difficult situation, I like to collect all information about it that I can	0	1	2	3	4	5
105	I like to get overview of a problem before trying to Solve it	0	1	2	3	4	5
106	When facing a problem, I took at each possibility and Then decide on the best way	0	1	2	3	4	5
107	It's hard for me to decide on the best solution when Solving the problem	0	1	2	3	4	5
108	In handling situation that arise, I try to think of as many Approach as I can	0	1	2	3	4	5
109	I generally get stuck when thinking about different way Of solving a problem	0	1	2	3	4	5
110	I feel sure of myself in most situations	0	1	2	3	4	5
111	I believe that I can stay on top of tough situation	0	1	2	3	4	5
112	I am optimistic about most things I do	0	1	2	3	4	5
113	I generally motivated to continue, even when things get difficult	0	1	2	3	4	5
114	I generally expect things will turn out all right, despite Setback from time to time	0	1	2	3	4	5
115	I believe in my ability to handle most upsetting problem	0	1	2	3	4	5
116	Before beginning something new, I usually feel that I'll	0	1	2	3	4	5

117	It's hard for me to enjoy life	0	1	2	3	4	5
118	It's hard for me to smile	0	1	2	3	4	5
119	I m fairly cheerful person	0	1	2	3	4	5
120	I am satisfied with my life	0	1	2	3	4	5
121	I am fun to be with	0	1	2	3	4	5
122	I get depressed	0	1	2	3	4	5
123	I am not happy with my life	0	1	2	3	4	5
124	I enjoy weekend and holidays	0	1	2	3	4	5
125	I like have fun	0	1	2	3	4	5
126	I generally hope for the best	0	1	2	3	4	5
127	It's difficult for me to change my opinion about thing	0	1	2	3	4	5
128	It's easy for me to adjust to new condition	0	1	2	3	4	5
129	I am able to change my habit	0	1	2	3	4	5



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Appendix E
All instrument in Thai Version



ตอนที่ 2 : คำชี้แจง ข้อความข้างล่างนี้ประกอบด้วยข้อความที่อธิบายถึงคุณลักษณะทางอารมณ์ จำนวน 129 ข้อ คำถามในแต่ละข้อไม่มีคำตอบผิดหรือถูก คำตอบของคุณควรสะท้อนพฤติกรรมและคุณลักษณะตัวคุณตามความเป็นจริง กรุณาเลือกคำตอบที่ดีที่สุดเพื่อแสดงว่าคุณมีคุณลักษณะเหล่านั้นบ่อยครั้งเพียงใดในแต่ละคำถามด้วยการทำเครื่องหมาย (/) เพียงคำตอบเดียว

ข้อ ที่	คำถาม	ไม่ ตอบ	ไม่ จริง เลย	ไม่ ค่อย จริง	จริง บาง ครั้ง	จริง	จริง ที่สุด
1	ฉันพยายามทำให้ชีวิตฉันมีความหมายเท่าที่ฉันสามารถทำได้						
2	ฉันไม่รู้จริงๆ อะไรที่ฉันคืออยู่บ้าง						
3	อดีตที่ผ่านมาไม่นาน ฉันประสบความสำเร็จเล็กน้อย						
4	ฉันไม่ได้รับความเพลิดเพลินจากสิ่งที่ฉันทำ						
5	ฉันไม่รู้สึกตื่นเต้นเกี่ยวกับสิ่งที่ฉันสนใจ						
6	ฉันพยายามทำและพัฒนาสิ่งต่างๆที่ฉันมีความสุขต่อไป						
7	ฉันพอใจที่จะให้คนอื่นๆตัดสินใจให้ฉัน						
8	ฉันพยายามเอาสิ่งต่างให้ได้มากเท่ากับที่ฉันเสียไป ซึ่งฉันมีความสุขที่ได้ทำเช่นนั้น						
9	ฉันไม่มีความคิดที่ดีเลยในสิ่งที่ฉันต้องการทำในชีวิต						
10.	ฉันไม่สามารถเข้าใจว่าคนอื่นรู้สึกอย่างไร						
11	ฉันมีความสุขกับการมองตนเองว่าฉันเป็นคนอย่างไร						
12	เพื่อนๆของฉันสามารถบอก สิ่งผูกพันใกล้ชิดของพวกเขากับฉันได้						
13	ฉันจะหยุดและช่วยเด็กที่กำลังร้องไห้เพื่อหาพ่อแม่เขา แม้กระทั่งฉันจะต้องไปอยู่สถานที่อื่นก็ตาม						
14	ฉันเป็นห่วงสิ่งที่เกิดขึ้นกับคนอื่น ๆ						
15	ฉันไว้วางใจความรู้สึกของผู้อื่น						
16	มันไม่ง่ายเลยสำหรับฉันที่เห็นคนอื่นเป็นทุกข์						
17	ฉันจะหลีกเลี่ยงการทำร้ายความรู้สึกของคนอื่น						
18	ฉันรู้สึกมั่นใจตัวฉันในสถานการณ์ต่างๆมากที่สุด						
19	ฉันขาดความมั่นใจในตัวเอง						
20	ฉันมีความเคารพต่อตัวเองดี						
21	ฉันดูเหมือนว่าจะต้องการคนอื่นมากกว่าพวกเขาจะต้องการฉันเสียอีก						

ข้อ ที่	คำถาม	ไม่ ตอบ	ไม่ จริง เลย	ไม่ ค่อย จริง	จริง บาง ครั้ง	จริง	จริง ที่สุด
22	มันยากสำหรับฉันที่จะยอมรับตัวเองว่า ฉันก็เป็นของฉัน						
23	ฉันรู้สึกสะดวกสบายกับร่างกายตัวฉันเอง						
24	ฉันคิดตรงที่เข้าใจว่าคนอื่นรู้สึกอย่างไร						
25	เมื่อฉันกำลังมองทั้งส่วนดีและไม่ดีของฉัน ฉันยังคงรู้สึกดีเกี่ยวกับตัวเอง						
26	มันเป็นเรื่องค่อนข้างง่ายสำหรับฉันที่จะแสดงความรู้สึก						
27	ฉันรับรู้อารมณ์ของตนเองอยู่เสมอว่าเป็นอย่างไร						
28	มันยากสำหรับฉันที่จะแบ่งปันความรู้สึกเล็กๆของฉันกับคนอื่น ๆ						
29	มันยากสำหรับฉันที่จะเข้าใจว่าฉันรู้สึกอย่างไร						
30	มันยากที่จะแสดงความรู้สึกถึงความใกล้ชิดสนิทสนมของฉัน						
31	ฉันตระหนักว่าอารมณ์ตัวเองว่ารู้สึกอย่างไร						
32	แม้กระทั่งเวลาที่ฉันไม่พอใจ ฉันตระหนักว่ามีอะไรกำลังจะเกิดขึ้นกับตัวฉันบ้าง						
33	มันยากที่จะอธิบายความรู้สึกของตัวเองสำหรับฉัน						
34	ฉันไม่สามารถที่จะแสดงความคิดของฉันต่อคนอื่น ๆ						
35	เมื่อฉันโกรธคนอื่น ๆ ฉันสามารถบอกพวกเขาได้ว่าฉัน โกรธเขา						
36	เมื่อฉันไม่เห็นด้วยกับใครบางคน ฉันสามารถพูดแสดงการโต้แย้งกับเขาได้						
37	มันยากสำหรับฉันที่จะพูดว่า "ไม่" เมื่อฉันต้องการที่จะปฏิเสธ						
38	มันค่อนข้างง่ายที่ฉันจะบอกสิ่งที่ฉันคิดกับคนอื่น ๆ						
39	คนอื่น ๆ คิดว่าฉัน ไม่กล้าแสดงออก						
40	มันยากสำหรับฉันที่จะปกป้องสิทธิของตนเอง						
41	ฉันพอใจงานที่มีใครมาบอกฉันเลขว่าจะต้องทำอะไรบ้าง						
42	เมื่อทำงานร่วมกับคนอื่น ๆ ฉันมีแนวโน้มที่จะอาศัยความคิดของพวกเขามากกว่าจะใช้ความคิดของตนเอง						
43	มันยากสำหรับฉันที่จะตัดสินใจด้วยตัวเอง						
44	ฉันเป็นผู้ตามมากกว่าจะเป็นผู้นำ						
45	ฉันมีแนวโน้มที่จะยึดติดกับคนอื่น ๆ						

ข้อ ที่	ข้อความ	ไม่ ตอบ	ไม่ จริง เลย	ไม่ ค่อย จริง	จริง บาง ครั้ง	จริง	จริง ที่สุด
46	ฉันชอบช่วยเหลือคนอื่น ๆ						
47	มันไม่รู้สักอะไรฉันถ้าแสวงหาประโยชน์จากคนอื่น โดยเฉพาะอย่างยิ่ง ถ้าเขาพอใจจะให้						
48	ฉันจะห่วงสิ่งที่เกิดขึ้นกับคนอื่น ๆ						
49	ถ้าพบว่า ฉันสามารถทำผิดกฎหมายในสถานการณ์หนึ่งๆ แล้วมีช่องทางที่หลุดรอดจากเงื้อมมือของกฎหมายไปได้ อย่างแน่นอน ฉันจะทำความคิดนั้นๆ						
50	ฉันสามารถเคารพคนอื่น						
51	ฉันคิดว่า การเป็นพลเมืองที่ดีจะต้องปฏิบัติตามกฎหมาย เป็นเรื่องที่สำคัญ						
52	มันไม่่ง่ายเลยที่เห็นคนอื่นเป็นทุกข์สำหรับฉัน						
53	ฉันจะหยุดเพื่อจะช่วยเหลือเด็กที่กำลังร้องไห้ตามหาพ่อแม่ เขา ถึงแม้มันอาจจะทำให้ฉัน ไม่สามารถไปที่หมายตามที่กำหนดได้						
54	คนอื่น ๆ พบว่า มันยากที่เขาจะทิ้งพาฉันได้						
55	ฉันรู้วิธีรับมือกับปัญหาทวนใจฉัน						
56	ฉันเชื่อว่าฉันสามารถอยู่เหนือสถานการณ์ที่ยากลำบากได้						
57	ฉันสามารถจัดการกับความเครียด โดยไม่กังวลจนเกินไป						
58	ฉันไม่นั่งพอกายได้ความกดดัน						
59	ฉันรู้สึว่ามันยากที่จะควบคุมความวิตกกังวลของตัวเอง						
60	ฉันรู้ว่า จะสงบสติอารมณ์ได้อย่างไร ในสถานการณ์ที่ยากลำบาก						
61	มันยากสำหรับฉันที่จะเผชิญสิ่งที่ไม่สบายใจ						
62	ฉันเชื่อว่าในความสามารถของฉันว่า จะจัดการกับปัญหา ว้าวุ่นใจที่สุดได้						
63	ฉันกระวนกระวาย						
64	ฉันพยายามที่จะมองสิ่งต่างๆตามความเป็นจริง โดยไม่ต้อง ฟุ้งซ่านหรือฝันกลางวันเกี่ยวกับสิ่งเหล่านั้น						
65	มันยากสำหรับฉันที่จะเข้าใจว่าฉันรู้สึกอย่างไร						
66	ฉันเคยมีประสบการณ์ที่แปลกที่ไม่สามารถอธิบายได้						
67	คนอื่น ๆ ไม่เข้าใจว่าฉันคิดอย่างไร						
68	ฉันมักจะตกอยู่ในภวังค์และไม่รับรู้สิ่งต่างๆที่เกิดขึ้น รอบๆตัวฉันบ่อยๆ						

ข้อ ที่	คำถาม	ไม่ ตอบ	ไม่จริง เลย	ไม่ ค่อย จริง	จริง บาง ครั้ง	จริง	จริง ที่ สุด
69	แม้กระทั่งในเวลาที่คุณไม่พอใจ คุณตระหนักรู้ว่าอะไรกำลัง จะเกิดขึ้นกับคุณบ้าง						
70	คุณมีแนวโน้มจะพูดอะไรที่เกินจริง						
71	คุณสามารถดึงตัวคุณออกจากศูนย์กลางวันและปรับเข้าสู่ ความเป็นจริงหรือสถานการณ์ได้ทันท่วงที						
72	มันยากสำหรับคุณที่จะเก็บความคิดเกี่ยวกับสิ่งต่างในมุมมอง ที่ตรงกับความเป็นจริง						
73	คุณมีปัญหาในการการควบคุมความโกรธ						
74	เมื่อคุณเริ่มต้นการพูดคุยมันเป็นเรื่องยากที่จะหยุด						
75	ความหุนหันพลันแล่นของคุณสร้างปัญหาให้กับคุณบ่อยๆ						
76	คนอื่นบอกให้ฉลดเสียงของคุณลงในการอภิปราย						
77	คุณขาดความอดทน						
78	คุณมีอารมณ์รุนแรงยากจะควบคุม						
79	คุณมูทะลุ						
80	คุณมักจะอารมณ์ไม่ดี						
81	คุณมักจะระเบิดความ โกรธ ได้ง่ายคาย						
82	คุณไม่สามารถแสดงอารมณ์ที่แท้จริงได้						
83	มันยากสำหรับคุณที่จะแบ่งปันความรู้สึกดีๆของคุณกับคน อื่นๆ						
84	คุณเป็นคนค่อนข้างร้ายแรง						
85	มันง่ายสำหรับคุณที่จะผูกมิตร ไม่ตรีกับคนอื่นๆ						
86	เพื่อนๆของคุณสามารถบอกเล่าเรื่องส่วนตัวของพวกเขากับ คุณได้						
87	คุณรู้สึกสนุกกับการอยู่กับคนอื่น						
88	คุณเข้ากับคนอื่นๆได้ไม่ตึง						
89	ความสัมพันธ์ที่ใกล้ชิดมีความหมายอย่างมากต่อตัวคุณและ เพื่อนๆ						
90	คุณมีความสัมพันธ์ที่ดีกับคนอื่นๆ						
91	คนอื่นๆคิดว่าคุณเป็นมิตร						
92	คุณไม่ติดต่อกับเพื่อนๆคนไหน						
93	วิธีการที่จะเอาชนะปัญหาต่าง คือ การแก้ปัญหาไปที่ละขั้น						

ข้อ ที่	คำถาม	ไม่ ตอบ	ไม่จริง เลย	ไม่ ค่อย จริง	จริง บางครั้ง	จริง	จริง ที่สุด
94	เมื่อต้องเผชิญกับสถานการณ์ที่ยู่ยาก ฉันชอบที่จะเก็บรวบรวมข้อมูลทั้งหมดที่เกี่ยวข้องกับสถานการณ์เหล่านั้นก่อนแล้วฉันจึงเริ่มต้นแก้ปัญหาต่างๆ						
95	ฉันชอบที่จะเก็บภาพรวมที่เกี่ยวข้องกับปัญหาต่างๆก่อนที่ฉันจะเริ่มค้นหาวิธีแก้ปัญหาจริงๆ						
96	เมื่อเผชิญกับปัญหาสิ่งแรกที่ฉันจะทำคือการหยุดและคิดหาวิธีในการแก้ปัญหา						
97	เมื่อฉันต้องแก้ปัญหาใดๆ ฉันจะศึกษาความเป็นไปได้ในการแก้ปัญหาแล้วเลือกวิธีที่ดีที่สุดในการแก้ปัญหา						
98	มันไม่่ง่ายเลย เมื่อฉันจะต้องตัดสินใจเลือกวิธีที่ดีที่สุด เมื่อจะต้องแก้ปัญหาจริงๆ						
99	ในการรับมือสถานการณ์ที่กำลังเกิดขึ้น ฉันพยายามที่จะคิดหาวิธีการต่างๆในการแก้ปัญหาให้มากที่สุดเท่าที่จะทำได้						
100	โดยส่วนใหญ่ฉันมักจะคิดอะไรไม่ออกในขณะที่ฉันกำลังคิดหาวิธีต่างๆในการแก้ปัญหา						
101	ฉันอยากสำหรับฉันที่จะสนุกกับชีวิต						
102	ฉันอยากสำหรับฉันที่จะยิ้ม						
103	ฉันเป็นคนค่อนข้างร่าเริง						
104	ฉันพอใจกับชีวิตของฉัน						
105	ฉันสนุกกับการอยู่ร่วมกับคนอื่น						
106	ฉันยิ้มเศร้า						
107	ฉันไม่มีความสุขในชีวิต						
108	ฉันสนุกในวันหยุดสุดสัปดาห์และวันหยุดในวันสำคัญต่างๆ						
109	ฉันชอบความสนุกสนาน						
110	มันเป็นเรื่องยากสำหรับฉันที่จะเริ่มต้นสิ่งใหม่ๆ						
111	โดยทั่วไป ฉันเป็นคนปรับตัวค่อนข้างยาก						
112	ฉันอยากสำหรับฉันที่จะเปลี่ยนแปลงความคิดเกี่ยวกับสิ่งต่างๆ						
113	มันเป็นเรื่องง่ายสำหรับฉันที่จะปรับตัวให้เข้าสภาพการณ์ใหม่ๆ						
114	ฉันสามารถที่จะเปลี่ยนแปลงนิสัยเก่าๆ						
115	ฉันอยากสำหรับฉันที่จะเปลี่ยนแปลงสิ่งต่างๆในชีวิตประจำวัน						

ข้อ ที่	คำถาม	ไม่ ตอบ	ไม่จริง เลย	ไม่ ค่อย จริง	จริง บางครั้ง	จริง	จริง ที่สุด
116	มันยากสำหรับฉันที่จะเปลี่ยนแปลงวิถีชีวิตตัวเอง						
117	มันอาจจะยากสำหรับฉันที่จะปรับตัวเอง ถ้าถูกบังคับให้ออกจากบ้านไป						
118	ฉันรู้สึกมั่นใจในตัวเองในสถานการณ์ต่างๆมากที่สุด						
119	ฉันเชื่อว่าฉันสามารถอยู่เหนือสถานการณ์ที่ยู่ยากได้						
120	ฉันเป็นคนมองโลกในแง่ดี						
121	โดยส่วนใหญ่ฉันหวังสิ่งที่ดีที่สุด						
122	โดยส่วนใหญ่ฉันยังคงมีแรงจูงใจที่จะทำสิ่งต่างๆ แม้กระทั่งเมื่อสิ่งนั้นๆ จะเริ่มยากขึ้นก็ตาม						
123	ส่วนใหญ่ฉันคาดหวัง สิ่งต่างๆจะเปลี่ยนแปลงไปในทางที่ถูกต้องแม้จะมีอุปสรรคจากเวลาที่เปลี่ยนแปลงไปบ้าง						
124	ฉันเชื่อว่าในความสามารถของฉันจะจัดการกับปัญหาที่วุ่นใจได้มากที่สุด						
125	ก่อนที่จะเริ่มสิ่งใหม่ๆ ฉันมักจะรู้สึกวุ่นวายจะล้มเหลว						
126	ฉันสนุกกับสิ่งต่างๆที่ฉันสนใจ						
127	ฉันรู้สึกไม่ดีเกี่ยวกับตัวฉันเอง						
128	ฉันเคลิบเคลิ้มไปกับจินตนาการและฝันกลางวัน						
129	ฉันมีความสุขกับการเป็นตัวของตัวเองอย่างนี้						

ตอนที่ 3 คำชี้แจง แบบสอบถามฉบับนี้ถูกออกแบบมาเพื่อวัดคุณลักษณะต่างๆที่เกี่ยวข้องกับความเข้มแข็งทางจิตใจส่วนบุคคล มีทั้งหมด 21 ข้อ คำถามในแต่ละข้อไม่มีคำตอบผิดหรือถูก คำตอบของคุณควรสะท้อนสิ่งที่คุณเชื่อตามความเป็นจริง กรุณาเลือกคำตอบที่ดีที่สุดเพื่อแสดงว่าคุณเห็นด้วยหรือไม่เห็นด้วยเพียงใดในแต่ละคำถามด้วยการทำเครื่องหมาย (/) เพียงคำตอบเดียว

ข้อ ที่	คำถาม	ไม่ ตอบ	ไม่จริง เลย	ไม่ ค่อย จริง	จริง บางครั้ง	จริง	จริง ที่สุด
1	ฉันชอบตัวฉันเอง						
2	ทุกคนสามารถเป็นคนอย่างที่พวกเขาต้องการจะเป็น						
3	ถึงแม้ว่าฉันจะเผชิญอุปสรรคในการทำสิ่งต่างๆ ฉันไม่เคยเลิกล้มความตั้งใจ						
4	ฉันเป็นพวกอนุรักษนิยม						
5	ฉันไม่ค่อยสบายใจที่จะปฏิสัมพันธ์กับคนแปลกหน้า						

ข้อ ที่	คำถาม	ไม่ ตอบ	จริง เลย	ไม่ ค่อย จริง	จริง บาง ครั้ง	จริง	จริง ที่สุด
6	เมื่อฉันต้องเผชิญกับการทำงานที่ยาก ฉันสามารถมองเห็น ภาพสิ่งที่จะต้องทำให้การทำงานนั้นสำเร็จอย่างสมบูรณ์						
7	ฉันง่ายที่จะเริ่มต้นทำสิ่งใหม่ๆ						
8	ไม่ง่ายเลยที่จะยอมรับสิ่งที่ฉันเป็น						
9	โลกนี้ช่างโหดร้ายต่อชีวิตฉันเหลือเกิน						
10	ฉันมีเป้าหมายชีวิตชัดเจนว่าฉันจะต้องทำอะไรบ้างอีก 5 ปี ข้างหน้า						
11	ความคิดพลาดในอดีตทำให้ฉันเข้มแข็งขึ้น						
12	ทุกคนคิดว่าฉันเป็นมิตรและชอบช่วยเหลือคนอื่น						
13	ฉันสามารถบริหารเวลาในการทำสิ่งต่างอย่างเหมาะสมและ สามารถเสร็จทันเวลาเสมอ						
14	ไม่ง่ายเลยที่จะเปลี่ยนความคิดต่อสิ่งต่างๆ						
15	ฉันมีความมั่นใจในตัวเองในทุกๆสถานการณ์						
16	ใน โลกนี้ดีและชั่วเป็นสิ่งที่ไม่ต่างกัน						
17	ฉันไม่เสียเวลาไปกับการทำสิ่งที่ไม่ดีประโยชน์						
18	ฉันยินดีที่จะเสี่ยงเพียงเล็กน้อยเพื่อฉกฉวยสิ่งที่คุณต้องการ						
19	ฉันคบกับคนอื่น ได้ง่าย						
20	แม้ว่าห้องฉันจะรกรุงรัง แต่ฉันสามารถจัดการให้เป็นระเบียบ ได้ในไม่ช้า						
21	มันยากสำหรับฉันที่จะเปลี่ยนแปลงวิถีชีวิตของตัวเอง						

ตอนที่ 3 : คำชี้แจง ข้อความข้างล่างนี้ประกอบด้วยข้อความที่อธิบายถึงแบบภาวะผู้นำจำนวน 21 ข้อ
คำถามในแต่ละข้อไม่มีคำตอบผิดหรือถูก คำตอบของคุณควรสะท้อนพฤติกรรมและคุณลักษณะตัวคุณ
ตามความเป็นจริง กรุณาเลือกคำตอบที่ดีที่สุดเพื่อแสดงว่าคุณมีคุณลักษณะเหล่านั้นบ่อยครั้งเพียงใดในแต่
ละคำถามด้วยการทำเครื่องหมาย (/) เพียงคำตอบเดียว

ข้อที่	คำถาม	ไม่ เคย เลย	นาน ครั้ง	บาง ครั้ง	ค่อนข้าง บ่อย	บ่อย มาก
1	ข้าพเจ้าทำให้ผู้อื่นที่อยู่รอบข้างรู้สึกดี ๆ					
2	ข้าพเจ้าจะใช้คำพูดง่าย ๆ บอกให้ทราบว่าเราควรทำหรือจะทำอะไร					
3	ข้าพเจ้าทำให้ผู้อื่นคิดถึงปัญหาเก่าด้วยวิธีใหม่					
4	ข้าพเจ้าช่วยผู้อื่นให้พัฒนาตนเอง					
5	ข้าพเจ้าบอกผู้อื่นว่าต้องทำอะไรบ้างถ้าต้องการรางวัลจากการทำงาน					
6	ข้าพเจ้ารู้สึกพอใจที่เห็นผู้อื่นทำงานได้มาตรฐาน					
7	ข้าพเจ้าเต็มใจที่จะปล่อยให้ผู้อื่นทำงานตามวิธีที่เคยชินต่อไป					
8	ผู้อื่นมีความเลื่อมใสศรัทธาต่อข้าพเจ้ามาก					
9	ข้าพเจ้าสร้างภาพที่ดึงดูดใจแก่ผู้อื่นว่าเราสามารถทำงานนั้นได้					
10	ข้าพเจ้าจะให้แนวทางใหม่ๆแก่ผู้อื่นในการแก้ปัญหาที่ยุ่งยาก					
11	ข้าพเจ้าจะบอกให้ผู้อื่นทราบว่าข้าพเจ้าคิดอย่างไรกับงานที่พวกเขาทำ					
12	ข้าพเจ้าให้การยอมรับหรือให้รางวัลผู้อื่นเมื่อทำงานบรรลุเป้าหมาย					
13	ทราบใดที่งานยังคงดำเนินต่อไปได้ข้าพเจ้าจะไม่พยายามเปลี่ยนแปลงอะไร					
14	อะไรก็ตามที่ผู้อื่นต้องการทำข้าพเจ้าตกลงด้วยเสมอ					
15	คนอื่นรู้สึกภูมิใจที่ได้ร่วมงานกับข้าพเจ้า					
16	ข้าพเจ้าช่วยให้ผู้อื่นทำงานอย่างมีความหมาย					
17	ข้าพเจ้าทำให้ผู้อื่นทบทวนความคิดของคนใหม่ในเรื่องที่เขาไม่เคยสงสัยหรือเห็นเป็นปัญหามาก่อน					
18	ข้าพเจ้าใส่ใจเป็นส่วนเดียวกับบุคคลอื่นที่มักจะถูกโดดเดี่ยว					
19	ข้าพเจ้าสนใจในสิ่งที่ผู้อื่นควรได้เมื่อเขาทำงานสำเร็จ					
20	ข้าพเจ้าจะบอกให้ผู้อื่นทราบว่ามาตรฐานของงานที่ทำสำเร็จเป็นอย่างไร					
21	ข้าพเจ้าจะไม่ถามอะไรจากผู้อื่นยกเว้นจำเป็นจริงๆ					

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