

## The Level of Emotional Intelligence (EI) among the College Undergraduate Council Members of Sultan Idris Education University

Syed Sofian Syed Salim

[sofian@fppm.upsi.edu.my](mailto:sofian@fppm.upsi.edu.my)

Samsiah Mohd Jais,

[samsiah@fppm.upsi.edu.my](mailto:samsiah@fppm.upsi.edu.my)

Nor Haslin Mohd Adnan

[norhaslin69@yahoo.com](mailto:norhaslin69@yahoo.com)

### Corresponding Author

Syed Sofian Syed Salim

[sofian@fppm.upsi.edu.my](mailto:sofian@fppm.upsi.edu.my)

Psychology and Counselling Department,  
Sultan Idris Education University, 35900, Tanjong Malim,  
Perak Malaysia

### Abstract

*The main objective of this research is to study the level of emotional intelligence (EI) among the College Undergraduate Council or CUC members in the Sultan Idris Education University (UPSI). Besides, this research also aims to look into the four dimensions of EI, namely the emotion recognition, emotion management, social proficiency and social skills among the members of CUC. The study was carried out by means of a questionnaire survey. Samples of research consist of 154 student-leaders from five different colleges in UPSI, namely the Aminuddin Baki College, Za'ba College, Harun Aminurrashid College, Ungku Omar College and Out-Campus College. The Emotional Competence Inventory (ECI) by Boyatzis, Goleman and HayMcBer (1999) was used to measure EI. Results show that students involved in MMK have higher level of EI as well as in the four dimensions of EI which were the emotion recognition, emotion management, social proficiency and social skills. In other words, students' involvement as MMK members has positive relationship with the levels of EI in which their involvement would increase their overall levels of EI.*

**Keywords:** emotional intelligence, emotional competence inventory, College Undergraduate Council (CUC), Sultan Idris Education University (UPSI)

### INTRODUCTION

Scholars have different points of view based on reading, experience, surroundings, as well as their own perspective when it comes to leadership (Yukl, 1981). Fieishman (1973) and Tannenbaum,

Weschler and Massarik (1961) for example, had all given an almost similar definition on leadership in which leadership is the effort towards the influence on others through communication in order to achieve an objective or some objectives. According to Fiedler (1967), leadership is an effort towards the influence on others whereby powers and fame was unequally divided; hence, a person could order or control the activities of others instead of vice versa. Stogdill (1974, 1977) on the other hand, had stated that leadership is a process of influencing the activities of a group of people in an organization towards determining and eventually achieving the objectives of the organization. As for Katz & Kahn (1978), leadership is the influential increment over and above mechanical compliance with the routine directives of the organization. As such, it is clear that leadership is crafted when there is a credible individual known as a leader who can direct the followers to fulfil every aspiration which has been set. Besides, a leader can exist in any level of the community from the highest level until the lowest level. The main point is that a leader must be open-minded, willing to listen and accept the idea from the followers while maintaining control as the leader and motivating the followers so that they have the positive aptitude and dynamic attitude to achieve the vision and mission of the organization.

Generally, we can conclude that ‘leadership is a process of influencing another individual or a group of people in order to achieve certain objectives’. As leader, they have bigger responsibility to juggle with in order to fulfil their own needs, the needs of the group as well as of the organization while maintaining the balance between them. A leader is also known as a master, the head, the principal, amir, imam and so on.

The important aspects of EI are unavoidable when it comes to leader and leadership. EI is undeniably important in determining the prospect of an individual in order to be successful in every aspect of life. Studies have found out that success, especially in terms of leadership, is related to the elements of EI such as motivated, having self-confidence, ability to focus, eager for excellence, possess strong inducement, study and work as a team, and social skills (Syed Sofian *et. al.*, 2012). Every trait in a leader as a result of the leadership is the elements of emotional intelligence (EI).

According to Goleman (1995) in his book titled “The Emotional Intelligence”, the true assessment of an individual isn’t based on the intellectual intelligence (IQ) alone, but more importantly on the EI of the individual. Moreover, IQ alone will never guarantee peace and self-harmony in relation to the community. On the contrary, EI has the power and ability to leave a deep impact in every aspect of an individual’s life, including the aspect of leadership, health and social. According to Goleman (1995) 80 percent of an individual’s success is determine by EI while the other 20 percent is from the IQ.

As such, EI is an important element in developing leadership and this is cultivated as an individual put in effort to recognize self-emotion, able to manage it, and able to self-motivate. Besides, individual with higher level of EI is also able to recognize the emotion of others, especially in their own work place or in the organization, hence, develop a good and comfortable relationship with people around them. Every aspect of leadership discussed here is related directly to the dimensions in EI because a leader has the character, elements or certain specialty which makes them stood out from the rest. The list of the characters might be too long but roughly, they are the integrity, altitude, appearance, knowledge, intelligence, honesty, confidence, social skill, friendliness, eagerness, courageous and so on which are included in EI.

## MATERIALS AND METHODS

The study was carried out by using a set of questionnaire survey. Besides, as study on EI is mostly based on ability, self- assessment and proficiency, therefore, questionnaire survey is the best option to carry out the research (Salovey *et. al.*, 2000).

**Participants and procedures:** This study focuses on students who are actively involved in students' society and activity, precisely, the College Undergraduate Council (CUC) of the colleges in Sultan Idris Education University (UPSI). There are five colleges involved in this study, namely the Aminuddin Baki College (ABC), Za'ba College (ZC), Ungku Omar College (UOC), Harun Aminurrashid College (HAC) and Out-Campus College (OCC). There are altogether 154 respondents selected from the five colleges. Cluster sampling method is used in this research as this is the most suitable method to deliver the questionnaire, thus, enable the research to-be-carried out smoothly. This was done by grouping the respondents according to their respective colleges while the leadership course was carried out. As the population in the study only involved different colleges, therefore, the best way would be to group them into one main course, namely the leadership course.

Table 1: Male and Female Student Respondents of Colleges CUC, UPSI.

College	Male	Percentage	Female	Percentage	Total
ABC	15	48.4	16	51.6	31
ZC	14	45.2	17	54.8	31
UOC	9	29.0	22	71.0	31
HAC	9	29.0	22	71.0	31
OCC	10	33.3	20	66.7	30
Total	57	37.0	97	63.0	154

**Assessment measures:** A set of questionnaire consisting of two parts was used to collect data concerning EI, which is the Emotional Competence Inventory (ECI) by Boyatzis, Goleman, and HayMcBer (1999) and the latter part would be the detail of the respondents.

**Analysis:** Data analysis was carried out by using only descriptive statistic. For this purpose, data was analyzed through occurrences distribution, percentages, min as well as other calculation that could clearly present the data distribution (Syed Sofian *et.al.*, 2012).

## RESULT

Descriptive statistic analysis shows that data transmission is high for EI variable among the undergraduates involved in CUC in UPSI. Descriptive statistic showing values of min, median, mod, S.P., as well as the complete minimum and maximum scores for both variables are shown in

Table 2. Finding shows that the values of min, median and mod are close to the middle range. This indicates that the acquired data distribution is close to normal distribution.

Table 2: Descriptive Statistic for EI among the Members of CUC, UPSI.

Variable	Min	Median	Mod	S.P	Minimum	Maximum
EI	420.72	419.16	392	43.21	327	538

### Levels of EI

Levels of EI are divided into three categories which are low (110 – 256 marks), moderate (257 – 403 marks) and high (404 – 550 marks) (Mohd Azhar, 2004). Overall, based on the analysis, most of the subjects possess high level of EI with 67.5 percent (104 persons). The full analysis showing occurrences and percentages of the levels of EI is shown in Table 3.

Table 3: Occurrences and Percentages Distribution of the Levels of EI.

Levels of EI	Occurrences	Percentages
High	104	67.5
Moderate	50	32.5
Low	0	0

### Levels of EI based on gender

Levels of EI are divided into three categories which are low (110 – 256 marks), moderate (257 – 403 marks) and high (404 – 550 marks). Overall, based on analysis, majority of female subjects possess high level of EI with 60.5 percent (63 persons) and moderate level of EI with 68.0 percent (34 persons) respectively, compared to male subjects with only 39.5 percent (41 persons) possessing high level of EI and 32.0 percent (16 persons) possessing moderate level of EI. The full analysis showing occurrences and percentages of the levels of EI is shown in Table 4.

Table 4: Occurrences and Percentages Distribution of the Levels of EI based on Gender.

Levels of EI	Male	Percentages	Female	Percentages
High	41	39.5	63	60.5
Moderate	16	32.0	34	68.0
Low	0	0	0	0

## Levels of EI based on 4 dimensions

### Emotion Recognition

The levels of emotion recognition are divided into three categories which are low (16 – 26 marks), moderate (27 – 53 marks) and high (54 – 80 marks). Overall, based on analysis, majority of the subjects possess high level of emotion recognition with 81.2 percent (125 persons). The full analysis showing occurrences and percentages of the levels of emotion recognition is shown in Table 5.

Table 5: Occurrences and Percentages Distribution of the Levels of Emotion Recognition.

Levels of Emotion Recognition	Occurrences	Percentages
High	125	81.2
Moderate	29	18.8
Low	0	0

### Emotion Management

The levels of emotion management are divided into three categories which are low (30 – 49 marks), moderate (50 – 100 marks) and high (101 – 150 marks). Overall, based on analysis, majority of the subjects possess high level of emotion management with 84.4 percent (130 persons). The full analysis showing occurrences and percentages of the levels of emotion management is shown in Table 6.

Table 6: Occurrences and Percentages Distribution of the Levels of Emotion Management.

Levels of Emotion Management	Occurrences	Percentages
High	130	84.4
Moderate	24	15.6
Low	0	0

### Social Proficiency

The levels of social proficiency are divided into three categories which are low (18 – 29 marks), moderate (30 – 60 marks) and high (61 – 90 marks). Overall, based on analysis, majority of the subjects possess high level of social proficiency with 89.6 percent (138 persons). The full analysis showing occurrences and percentages of the levels of social proficiency is shown in Table 7.

Table 7: Occurrences and Percentages Distribution of the Levels of Social Proficiency.

Levels of Social Proficiency	Occurrences	Percentages
High	138	89.6
Moderate	16	10.4
Low	0	0

### Social Skills

The levels of social skills are divided into three categories which are low (46 – 76 marks), moderate (77 – 153 marks) and high (154 – 230 marks). Overall, based on analysis, majority of the subjects possess high level of social skills with 89.6 percent (138 persons). The full analysis showing occurrences and percentages of the levels of social skills is shown in Table 8.

Table 8: Occurrences and Percentages Distribution of the Levels of Social Skills.

Levels of Social Skills	Occurrences	Percentages
High	138	89.6
Moderate	16	10.4
Low	0	0

### DISCUSSION

Leaders who are proficient, credible, have integrity, durable and charismatic will determine the rise or fall of an organization (Gribben, 1972). A great leader is not born naturally, but shapes and develops through an on-going process of leadership cultivation ever since childhood (Azizah, 1991).

Findings show that students involved in CUC possess high and moderate levels of EI respectively. This indicates that students who are actively involved in co-curriculum activities such as CUC possess high and moderate levels of EI. Moreover, the higher their level of EI also indicates that students are satisfied and enjoyed their activities as planned. According to Goleman (1998), individual with higher level of EI is able to feel and recognize self-emotion. Usually, they are able to make better, accurate and rational decision, produce realistic assessment and have strong self-confidence. This allows the individual to express their feeling and emotion at the right place, rationally and accurately.

Besides, results of the findings are also in congruent with study by Salovey dan Mayer (1990) concerning the ability to manage emotion, a dimension in EI. Salovey and Mayer agreed that individual with high level of EI is able to manage any kind of self-emotion, and also the emotion of people around them, hence, bringing sense of satisfaction and enjoyment which would also raise their level of commitment towards the MMK activities in their respective colleges, the best place to sharpen their leadership talent.

This is also in accordance with study by Zainuddin (2000) concerning the relationship of EI with students' leadership in Malaysia Technology University (UTM). In his study, Zainuddin found out that majority of the student-leaders in UTM possess high level of EI with 73 percent (out of 45 respondents); while the remaining 26.7 percent (out of 45 respondents) possess moderate level of EI. Not one of the respondents has low level of EI. Results show that there is a relationship between EI and leadership. Majority of student-leaders in UTM possess high level of EI particularly in the subscale of self-recognition, self-control and empathy; whereas for the other subscales, even though the score values are lower, yet they are still high and show positive levels of EI.

Goleman (1995) in his model had also divided EI into five main dimensions, namely emotion recognition dimension, self-motivated dimension, emotion management dimension, recognizing the emotion of others dimension, and building relationship with others dimension. Amongst them, emotion management dimension is the main dimension which involves the management of feeling

in order to express them accurately. Persons who are able to manage their own emotion have high level of EI. Usually, they are able to comfort themselves when hardship strike, able to avoid accident, depression, stress, and bounce back faster from any situation. On the contrary, persons who are unable to manage their own emotion or with lower level of EI are weak, thus, lead to depression, stress or run away and all these will ruin the persons and organization involved.

The result of this study is also similar to findings by Martinez-Pons (1997) who found out about the relationship between EI and three variables concerning personal functioning, namely the objectives orientation, life satisfaction, and stress related to depression. In his study, Martinez-Pons found out that EI is closely related to these three variables. This indicates that EI can determine a person's ability to deal with work stress. As such, this study concludes that EI is directly related to the success of a person in their career, particularly on their attitude while carrying out the job.

Goleman (1955) also stated that emotion competency is twice more important than cognitive competency in determining the success of students both in academic performance and in extra curricular activities. He further said that 80 percent of an individual's success is determined by EI. In other words, EI can determine a person's success be it in an organization or common socialization. In organization such as MMK, EI helps people to work as team and work with each other to produce result efficiently while enjoying the process. This indicates that the higher the level of EI, the lower the chances of conflict, eventually, the relationship between members of MMK is strengthen with mutual respect and tolerance towards each other. This finding is similar to findings in studies by Cooper and Marshall (1976), Kyriacou and Sutcliffe (1979) and Russel, Altmaier and Valzan (1987).

There are some main personalities of undergraduate-members in MMK which are related to EI, therefore, bring satisfaction in carrying out the activities as planned. Amongst those personalities are the ability to understand and appreciate self-emotion as well as the emotion of others, ability to socialize, and sensitivity to changes and reactions of members. All of these would influence satisfaction and the excitement throughout the activities.

However, when we look deeper into the four dimensions of EI which are the emotion recognition, self-management, social proficiency and social skills, each of them has achieved either high or moderate level. These show that students who are actively involved in MMK are able to recognize their own emotion and others accurately. They are also able to manage themselves, realize their own emotion, and able to relate well with their peers.

As such, EI and the dimensions in EI are unavoidable when it comes to excitement, collaboration, mutual respect, stress-control, and organization environment in MMK. Without EI, there are bound to be emotion problem such as restless, anxiety, short-tempered, depression, unstable mood, insecurity, over-sensitive, aggressive, hatred, emotional-fatigue, and tiredness which would affect the overall life of an individual and the organization involved. Individuals with high level of EI would be able to overcome these problems, thus, enjoy satisfaction and increase productivity. This is in congruent to study by Lawler, Hall and Oldham (1974) that look into the influence of organization climate towards work satisfaction.

Goleman (1997) also stated that coordination of feeling is the essence to create good social relationship in work place. When a person can relate well or empathize with the feeling of others, he or she has good EI, therefore, easily adapted into the social relationship and eventually become a successful person. This shows that individual with high level of EI is also good at social skills. They can easily blend and adapt into their working environment and gain satisfaction in their career. As such, organization with members possessing high or moderate level of EI would show mutual respect towards each other, thus, enjoy working together in the organization (Mohd Azhar 2004). Result from findings also shows that social skill is one of the dimensions of EI which has significant impact on the behaviour of the MMK members.

As such, there are three main reasons which have contributed to the high level of occurrences and percentages in all four dimensions of EI: i) EI will lead to social cohesiveness in relationship within the organization environment of MMK; ii) EI will enhance cognitive growth and consideration which involve the ability to achieve what we want; and iii) EI will enhance emotion proficiency which is essential in determining the behaviour of individuals within the organization, which means a process of ordering or directing behaviour based on feeling (Mohd Azhar, 2004). According to Cherniss (2001), EI helps to prepare the foundation to develop and to acquire other competencies which will enable individuals to carry out their duty efficiently.

Finally, it is clear that EI play important roles in developing leadership and this is cultivated as an individual put in effort to recognize self-emotion, able to manage it, and able to self-motivate. As a result, we will have credible student-leaders who will carry out the activities as planned in their colleges excitedly. This will then leads to increase productivity on MMK members and the organization as well. Bar-On (1997), Mehrabian (2000) and Frye (2001) also suggested that the combinations of the dimensions of EI are important to enhance competency and to manage every kinds of emotion such as happiness, stress or boredom in carrying out the activities of MMK efficiently while receiving supports from other MMK members.

## CONCLUSION

EI is an important element in developing leadership and this is cultivated as an individual put in effort to recognize self-emotion, able to manage it, and able to self-motivate. Besides, individual with higher level of EI is also able to recognize the emotion of others, especially in their own work place or in the organization, hence, develop a good and comfortable relationship with people around them in the organization. Eventually, this will lead to harmonize communication among members from any level within the organization. This would also solve many stress problems in work place, hence, increase productivity both for the individual and the organization, while feeling satisfied with their performances and service in CUC (Syed Sofian *et. al.*, 2012). This indicates that when EI is high, individual tend to involve more and gain successful leadership experience from their involvement. This is in accordance to study by Goleman (1995) in which he said that 80 percent of an individual's success is determine by EI while the other 20 percent is from the IQ. However, this is also influence by the level of commitment of the individual involved and depends on their effort in giving their best in the society or career which they have chosen.

## REFERENCES

- Azizah Nordin., 1991. Curriculum and Contribution Towards a Comprehensive Individual Self Development. *Journal of Teacher Education*. 7: 33- 42.
- Bar-On, R., 1997. *The emotional Quotient Inventory (EQ-i): Technical manual*. Toronto: Multi Health Systems.
- Boyatzis, R.E., Goleman, D., & Hay/McBer., 1999. *Emotional competence Inventory*. Boston: Hay/McBer Group.
- Boyatzis, R.E., & Goleman, D., 1999. *Emotional Competence Inventory*. Boston: HayGroup.



- Cherniss, C., 2001. Emotional intelligence and organizational effectiveness. Dlm.Cherniss, C. & Goleman, D. (pnyt). *The Emotionally Intelligent Workplace*. pp. 3-12. California: Jossey-Bass.
- Cooper, C. & Marshall, J., 1976. "Occupational source of stress: a review of the literature relating to coronary heart disease and mental ill health. Dlm. Rohany Nasir., 2003. *Isu-isu Kaunseling dan Perkembangan Kerjaya*. pp. 35-36. Utusan Publications & Distributors Sdn. Bhd. Kuala Lumpur.
- Fiedler, F.E., 1967. *A Theory of Leadership Effectiveness*. New York : McGraw-Hill.
- Fieishman, E.A., 1973. Twenty years of consideration and structure. In E.A. Fieishman & J.G. Hunt (Eds.), *Current developments in the study of leadership*. pp. 1-37. Carbondale: Southern Illinois University Press.
- Frey, C.M., 2001. The effect of emotional stability on job satisfaction: A meta analysis. Dissertation Abstracts International: Section A: Humanities & Social Sciences 61 (11-A): 4568. University Iowa.
- Goleman, D., 1995. *Emotional intelligence: Why it can matter more than IQ*. New York: Bantam Books.
- Goleman, D., 1997. Teenagers emotional identification. [http://ahmadchoironuddin.blogspot.com/2004/12/Teenagers\\_emotional\\_identification](http://ahmadchoironuddin.blogspot.com/2004/12/Teenagers_emotional_identification) . 26<sup>th</sup> July2005.
- Goleman, D., 1998. *Working With Emotional Intelligence*. New York: Bantam Books.
- Gribben, J.J., 1972. *Effective Managerial Leadership*. New York: American Management Association.
- Katz, D., & Kahn, R. L., 1978. *Social psychology of organizations*, 2<sup>nd</sup> ed. New York: John Wiley.
- Kyriacou, C. & Sutcliffe, J. 1979. A model of teacher stress. *Education Studies*, 4: 1-6.
- Lawler III, E.E., Hall, O.T. & Oldham, G.R., 1974. Organizational climate: Relationship to organizational structure, process and performance. *Organizational Behaviour and Human Performance*. 11: 131-155.
- Mehrabian, A., 2000. Beyond IQ: Broad-based measurement of individual success potential or 'Emotional Intelligence'. *Genetic, Social & General Psychology Monographs* 126: 133-240.
- Martinez-Pons., 1997. The relation of emotional intelligence with selected areas of personal functioning. *Imagination, Cognition and Personality* 17: 3-13.
- Mohd. Azhar Hj Yahya., 2004. EI influence on career commitment, organizational commitment, job satisfaction and organizational staff behavior. Doctoral Dissertation. Malaysia National University.

- Russel, D.W., Altmajer, E & Velzan, D., 1987. Job related stress, social support and burnout among classroom teachers. *Journal of Applied Psychology*. 44: 269-274.
- Salovey, P. & Mayer, J.D., 1990. Emotional Intelligence. *Imagination, Cognition and Personality* 9: 185-211.
- Salovey, P., Bedell, B.T., Detweiler, J.B. & Mayer, J.D., 2000. Current directions in emotional intelligence research. Dlm. Lewis, M. & Haviland-Jones, J.M.(pnyt.). *Handbook of Emotions*, pp. 504-521. New York: The Guilford Press.
- Stogdill, R.M., 1974. *Handbook of leadership*. New York: Free Press.
- Stogdill, R.M., 1977. *Leadership: abstracts and bibliography 1904 to 1974*. Columbus: College of Administrative Science, Ohio State University.
- Syed Sofian Syed Salim, Rohany Nasir, Mohammad Aziz Shah Mohamed Arip and Muhammad Bazlan Mustafa., 2012. The role of emotional intelligence on job satisfaction among school teachers. *The Social Sciences*, 7: 125-129.
- Tannenbaum, R., Weschler, I.R, & Massarik, F., 1961. *Leadership and Organization: A Behavior Science Approach*. New York: McGraw-Hill.
- Yukl, Gary A., 1981. *Leadership; Decision making; Organizational sociology*. State University of York Albany. Prentice-Hall, Englewood Cliffs, N.J.
- Zainuddin., 2000. Hubungan antara EQ dengan kepemimpinan. <http://www.scribd.com/doc/49703898/Kajian- eq>.