

Relationship between Emotional Intelligence and Students Attitude towards Co-Curricular Uniform Bodies in Malaysia

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ABSTRACT: *The purpose of this study is to identify the relationship between emotional intelligence and students attitude towards co-curricular uniform bodies among secondary school children. The research is to determine the level of emotional intelligence, the difference between emotional intelligence based on gender and ethnicity, and relationship with students' attitude towards uniform bodies. Sample for the study were 120 form four secondary school children from Penang, Malaysia. Emotional intelligence is measured using the Bar-On EQ-1:YV. The data were analyzed using the SPSS package version 16. The independent t-test was used to analyze whether there is any significant difference in the mean score of emotional intelligence based on gender. The one way ANOVA was used to analyze any significant difference in the mean score of emotional intelligence based on ethnicity. Pearson correlation was used to show the relationship between emotional intelligence and students' attitude towards uniform bodies. The results show a significant difference and relationship which will be elaborated in this paper. The implication of this research is that the emotional intelligence should be emphasized in and outside the classroom as it is significant in improving students' attitude and academic achievement.*

KEY WORDS: *Emotional intelligence, students attitude, co-curricular activities, secondary school children in Malaysia, and human life.*

Introduction

In line with the era of globalization, the academic culture is seen as an important element in a balanced human capital formation in terms of intellectual, social, skills, and personality. Based on the academic qualifications alone, it is not capable of delivering a first class human capital. Holistic human capital development is a necessity no longer a luxury. The holistic development emphasizes knowledge, skills, and values that is progressive, high ethics, and morals.

However, educational institutions today are to focus more on the importance of Intellectual Quotient (IQ). Malaysia's education system more oriented to academic intelligence of logical and linguistic with less attention to the types of intelligence such as musical, intrapersonal, interpersonal, and naturalist (Gardner, 1983) that can be done outside the classroom as in the uniform bodies activities.

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Many researchers began to argue that intrapersonal and interpersonal competence or emotional intelligence (EQ, Emotional Quotient) is more important to succeed in life compared to IQ. According to R.K. Cooper and A. Sawaf (1997), successes of a student actually include the intellectual, spiritual, emotional, and physical ability. Emotional intelligence is one of the main aspects of the national education philosophy. Through the national education philosophy, the importance of emotional intelligence (EQ) is very clear and significant as intellectual intelligence (IQ) and spiritual intelligence (SQ).

When students have positive emotions towards their curriculum, they will be fully involved and the objectives to form the core of human capital can be easily achieved. Unfortunately, in the passion to pursue excellence in curriculum, many parents forget about the importance of co-curricular activities for their children.

Research Background

The psychologists, R. Wylie and S. Burus (1979), stated that students who are emotionally stable feel more confident of their abilities and, thus, they are more successful in their lives. Emotional intelligence is the intelligence that is in a person associated with the level of ability to deal with other people, feelings, and daily social environment. Individuals with high levels of intelligence are the people who are able to control their feelings and behaviors. They will keep their own feelings of stress they faced, so that it does not disable the ability to think wisely. Normally, individuals with high levels of emotional intelligence will be successful in their career and life. This finding would agree with A.J. Michael (2006), he states that students who have the skills to overcome their emotions perform better in any kind of assessment test.

Statement of the Problem. Many people believe that attitude has all the efforts and actions to be about something. Attitude is one of the most important factor in determining success. It affects human relations and our acceptance of a new experience. If the attitude towards a task is positive, the individual is certainly happy to do it. However, if the environment is opposite, we will try to avoid and not do the job in earnest. It is proved that the attitude is influenced by emotional intelligence.

Emotional intelligence is able to encourage motivation level, organizing, directing, and activating the child's behavior at school. According to Mohd Azhar Abd Hamid *et al.* (2005), emotional intelligences help the students to facilitate an efficient response, adapt, and react to change the environmental situations to achieve success in areas where they are involved. Therefore, the levels of emotional intelligence of students need to be studied to help students achieve personal excellence in any field they are involved.

In actual fact, parents and teachers are giving more focus on intellectual intelligence by finding a variety of alternative for the development of the student's mind, so that they will achieve excellent results in examinations until the formation

of emotional intelligence are neglected. According to Ainon Mohd and Abdullah Hassan (2002), most students who do well in exams are less able to maintain a record of excellence after graduating.

According to D. Goleman (1998), students with emotional intelligence skills are able to maintain excellence at all times. Therefore, the nurturing of emotional intelligence among the students need to be addressed by parents and teachers to keep it parallel with the emotional intelligence of mental development of students.

Therefore, this research objective is to identify to which extent emotional intelligence can influence students' attitudes to the uniformed body. If all students have a positive attitude and actively involved in the uniformed body, it is certain that student's emotional intelligence will increase and this will also affect the overall student achievement.

Objectives of study are as follows: (1) to identify the level of emotional intelligence of students; (2) to identify whether there are differences in emotional intelligence based on demographic factors such as gender and race of students; (3) to identify whether there is a relationship between the dimensions of emotional intelligence in students' attitudes on the activities of uniform body; and (4) to identify whether there is a relationship between the attitudes of students to the activities of uniform body.

Research Methodology. The sample of study consists of Form Four students of different race and gender in four schools in Penang, Malaysia. A total of 120 students were randomly selected in a simple random technique. The selection of the sample is about 15% of the population because, according to L.R. Gay and P. Airasian (2003), sampling for descriptive studies is from 10% to 20%. Independent t-test, one-way ANOVA (Analysis of Variances) test, and PC (Pearson Correlation) were applied to measure the research hypothesis.

Brief Literature Review

The concept of emotional intelligence began to be discussed in 1940 by David Wechster. He said there are two intelligence quotient that is the cognitive (intellectual) and non-cognitive intelligence (emotional). In 1980, Dr. Reoven Bar-On began research to determine the success and the ability of a person. Findings from the study found that non-cognitive intelligence have contributed success in life. Beginning in 1985, Dr. Reoven Bar-On has created the term EQ (Emotional Quotient) to illustrate his approach to the assessment of general intelligence. He describes emotional intelligence as a mirror to reflect one's ability to negotiate well with others and to the feelings of self-control; in addition, he also describes emotional intelligence as the ability to negotiate with daily environment challenges and helps predict success in life, including personal and career matters. Upon this discovery, the term emotional intelligence has also received a place in academic writing (cited by Gardner & Krechevsky, 1993).

J.D. Mayer and P. Salovey (1997) also were the first to present academically about their discovery in the field of emotional intelligence. They define emotional intelligence as a social intelligence that involves the ability to control emotions of self and others, as well as to differentiate between types of emotion, using information to guide thinking, and actions of a person. J.D. Mayer and P. Salovey (1997) have refined the definition of emotional intelligence. According to them, emotional intelligence is the ability to detect emotions, to access and create emotions, to assist thought, and to understand emotions and emotional knowledge acquired; hence, it is thought to control emotions to promote emotional development of the intellect.

J.D. Mayer and P. Salovey (1997), then, suggested four domains of emotional intelligence to recognize emotions, using emotions, understanding emotions, and managing emotions. Besides, H. Gardner (1983) has criticized the meaning of the concept of intelligence involving only rationalistic, intellectual, and cognitive development in the narrow sense. According to H. Gardner (1983), human intelligence not only limited to intellectual intelligence, but includes nine intelligence of mathematical and logical intelligence, language intelligence, musical intelligence, visual intelligence and space, body language intelligence, intrapersonal intelligence, interpersonal intelligence, naturalist intelligence, and existential intelligence. Intelligence involves the ability to solve problems or create a work such as changing a song, create a poem, or a choreographed dance in its cultural context.

According to H. Gardner (1983), a person's intelligence can be identified by intelligence tests or test of IQ is not accurate because the intellect is not the only way of solving problems. Individuals can use a number of cognitive processes to solve problems and produce success. H. Gardner's "Diversity Intelligences Theory" in 1983 has opened the eyes and attracted psychologists to explore a variety of human intelligence as well as intellectual intelligence. Intrapersonal and interpersonal intelligences emphasized in the two-dimensional theory which are important in the development of the idea of emotional intelligence. According to H. Gardner and M.C. Krechevsky (1993), both intrapersonal, interpersonal, and emotional intelligences are the skills to solve problems.

Findings and Discussion

First, Min Difference in Emotional Intelligence between Male and Female Students. Emotional intelligence of both the student group represented by the min score and standard deviation values calculated from the data. After that, independent t-tests were conducted to test the null hypothesis of the study which says: "*Ho1. There is no min significance difference in emotional intelligence between male and female students*". The following is a table showing the results.

Table 1:
Results of Independent T-Test of Emotional Intelligence Differences between Male and Female Students

Sex	N	Min	SP	dk	t-value	Sig
Male	60	74.75	9.31			
				118	0.170	0.024
Female	60	70.18	7.77			

Notice: Significant mean difference in the level of significance $\alpha = 0,025$ (0.05/2) (sig. 2 End).

Students' emotional intelligence min score between male and female students was 74.75 for male, while female students' attitudes min score was 70.18. This means that male and female students have a level of students' attitudes of different uniformed body. The standard deviation value for boys is at 9.31. Meanwhile the standard deviation of the group of female students is 7.77.

The difference and standard deviation value for the group of male students than female students is about 1.54. This means that the male student group is more homogeneous or diversified in terms of emotional intelligence than girls. This indicates a significant difference in min score of emotional intelligence between male and female students; thus, the null hypothesis was rejected.

Second, Emotional Intelligence Differences between Students of Malay, Chinese, and Indian. Emotional intelligence for the three groups of Malays, Chinese, and Indians tested by the min score and standard deviation values calculated from the data. Then, one-way ANOVA used to test the Null hypothesis: "*Ho2. There is no significant mean difference in emotional intelligence between Malays, Chinese, and Indians*". The following is a table showing the results.

Table 2:
Results of One-Way ANOVA Test Analysis of Emotional Intelligence Differences between Malays, Chinese, and Indians

Emotional Intelligence	N	Min	SP	Minimum	Maximum
Malay	40	73.45	8.26	48	88
Chinese	40	72.75	7.06	50	84
Indian	40	71.65	10.14	47	88
Total	120	72.62	8.54	47	88

Variation Source	SS	Df	MS	F	Sig.
Between Groups	65.867	2	32.933		
				0.447	0.640
Within Groups	8614.500	117	73.628		
Total	8680.367	119			

Notice: Significant variance differences in level of significance $\alpha = 0,025$ (0.05/2) (sig. 2 End).

One-way ANOVA tests performed to determine whether there is significant difference in the emotional intelligence of students based on different ethnic. At the

significant level $\alpha = 0.05$, null hypothesis failed to be rejected. ANOVA test results showed that the Malays, Chinese, and Indians fail less ($F = 0447$, $Df = 2/117$, $p = 0.640$). With the value of $p > 0.05$, then it can be said that the mean emotional intelligence of students based on race are the same. This means there is no significant difference in the emotional intelligence of students based on different ethnic.

Third, the Relationship between Emotional Intelligence Intrapersonal Dimensions of Student Attitudes on Uniformed Body. Pearson correlation analysis was used to test the null hypothesis of the study which read as follows: “*Ho3 (a). There is no significant relationship between emotional intelligence dimension of students’ attitude on uniformed body*”. The following is a table showing the results.

Table3:

Pearson Correlation Test between Intrapersonal Dimensions of Emotional Intelligence in Student’s Attitudes on Uniformed Body

Research Items	N	Min	SP
Intrapersonal Dimensions of Emotional Intelligence.	120	70.45	14.64
Student’s Attitudes on Uniformed Body.	120	74.43	11.60

Research Items	Item Statistic	Intrapersonal	Student’s Attitude
Intrapersonal Dimensions of Emotional Intelligence.	Pearson Correlation	1.000	0.168
	Sig. (2 ends)	.	0.067
	N	120	120
Student’s Attitudes on Uniformed Body.	Pearson Correlation	0.168	1.000
	Sig. (2 ends)	0.067	
	N	120	120

Notice: Significance min difference in the level of significance $\alpha = 0,025$ ($0.05/2$) (sig. 2 End).

Pearson correlation values between emotional intelligence intrapersonal dimension of students’ attitudes to the uniform body was 0.168, so it can be said that the relationship between two variables is a direct relationship because the correlation is positive. The strength of this relationship is very weak. Meanwhile, the value of p is 0.168 which is a greater value than 0.05. Thus, the null hypothesis of this research fails to be rejected. This indicates that there is no significant relationship between students’ emotional intelligence intrapersonal dimension of student attitudes on uniformed body among form four students in this study.

Fourth, the Relationship between Emotional Intelligence Interpersonal Dimensions of Student Attitudes towards Uniformed Body. Pearson correlation analysis was used to test the null hypothesis of the study which read as follows: “*Ho3 (b). There is no significant relationship between emotional intelligence interpersonal dimension of student attitudes on uniformed body*”. The following is a table showing the results.

Table 4:
Pearson Correlation Test between Interpersonal Dimensions of Emotional Intelligence with the Attitude of Students towards Uniformed Body

Research Items	N	Min	SP
Interpersonal Dimensions of Emotional Intelligence.	120	76.55	12.27
Student's Attitudes on Uniformed Body.	120	74.43	11.60

Research Items	Item Statistic	Interpersonal	Student's Attitude
Interpersonal Dimensions of Emotional Intelligence.	Pearson Correlation	1.000	0.771
	Sig. (2 ends)	.	0.000*
	N	120	120
Student's Attitudes on Uniformed Body.	Pearson Correlation	0.771	1.000
	Sig. (2 ends)	0.000*	.
	N	120	120

Notice: Significance min difference in the level of significance $\alpha = 0.025$ (0.05/2) (0.000* = $p < 0.001$).

Pearson correlation values between emotional intelligence and interpersonal dimension of students' attitudes to the body uniform was 0.771, so it can be said that the relationship between two variables is a direct relationship because the correlation is positive. The strength of the relationship is strong, which is close to 0.8. While the value of p is 0.000* which is a value smaller than 0.001. Thus, this study successfully rejects the null hypothesis. This indicates a significant relationship between emotional intelligence dimensions of student interpersonal behaviors among students on uniformed body of form four students in this study.

In summary may be expected that students who are high levels of emotional intelligence of the intrapersonal dimensions also have good attitude towards uniformed body. While students with low levels of emotional intelligences of the interpersonal dimensions tend to have less attitude towards uniformed body.

Fifth, the Relationship between Emotional Intelligence Managing Stress Dimensions with Student's Attitude towards Uniformed Body. Pearson correlation analysis was used to test the null hypothesis of the study which read as follows: "*Ho3 (c). There is no significant relationship between emotional intelligence managing stress dimensions with student's attitude towards uniformed body*". The following is a table showing the results.

Pearson correlation values between the dimensions of managing stress and student's attitudes to the uniformed body is 0.894, so it can be said that the relationship between two variables is a direct relationship because the correlation is positive. The strength of this relationship is very strong which is close to 0.9. While the value of p is 0.000* which is much smaller value of 0.001. Thus, this study successfully implicates that null hypothesis was rejected. This indicates a significant relationship between students' emotional intelligence managing stress dimensions with student's attitude towards uniformed body among form four students in this study.

Table 5:

Pearson Correlation Test between Emotional Intelligence Managing Stress Dimensions with Student's Attitude towards Uniformed Body

Research Items	N	Min	SP
Managing Stress Emotional Intelligence Dimensions.	120	71.79	13.16
Student's Attitudes on Uniformed Body.	120	74.43	11.60

Research Items	Item Statistic	Managing Stress	Student's Attitude
Managing Stress Emotional Intelligence Dimensions.	Pearson Correlation	1.000	0.894
	Sig. (2 ends)	.	0.000*
	N	120	120
Student's Attitudes on Uniformed Body.	Pearson Correlation	0.894	1.000
	Sig. (2 ends)	0.000*	.
	N	120	120

Notice: Significant mean difference in the level of significance $\alpha = 0.025$ (0.05/2) (0.000* = $p < 0.001$).

In summary may be expected that students who have high levels of emotional intelligence dimensions on managing stress also have good attitudes towards uniformed body. While a student who has low level of emotional intelligence dimensions on managing stress also has less attitudes towards uniformed body. Perhaps, the students who are able to manage his stress problems were more interested in uniformed bodies in schools.

Sixth, the Relationship between Emotional Intelligence Mood Management Dimensions with Student Attitudes towards Uniformed Body. Pearson correlation analysis was used to test the null hypothesis of the study reads as follows: "*Ho3 (d). There is no significant relationship between emotional intelligence mood management dimensions with student attitudes towards uniformed body*". The following is a table showing the results.

Table 6:

Pearson Correlation Test between Emotional Intelligence Mood Management Dimensions of Student Attitudes on Uniformed Body

Research Items	N	Min	SP
Emotional Intelligence Dimensions of Mood Management.	120	78.50	12.08
Student's Attitudes on Uniformed Body.	120	74.43	11.60

Research Items	Item Statistic	Mood Management	Student's Attitude
Emotional Intelligence Dimensions of Mood Management.	Pearson Correlation	1.000	0.872
	Sig. (2 ends)	.	0.000*
	N	120	120
Student's Attitudes on Uniformed Body.	Pearson Correlation	0.872	1.000
	Sig. (2 ends)	0.000*	.
	N	120	120

Notice: Significant mean difference in the level of significance $\alpha = 0.025$ (0.05/2) (0.000* = $p < 0.001$).

The strength of this relationship is very strong which is close to 0.9. While the value of p is 0.000* which is a value smaller than 0.001. Thus, this study successfully rejects the null hypothesis. This indicates a significant relationship between students' emotional intelligence mood management dimensions with student attitudes on uniformed body among form four students in this study. In summary may be expected that students who are not very efficient in the mood management ability was not active in the uniformed body in school.

Seventh, the Relationship between Emotional Intelligence Attitude Adjustment Dimensions with Students Attitude towards Uniformed Body.

Pearson correlation analysis was used to test the Null hypothesis of the study which read as follows: “*Ho3 (e). There is no significant relationship between emotional intelligence attitude adjustment dimensions with students towards uniformed body*”. The following is a table showing the results.

Table 7:

Pearson Correlation Test between Emotional Intelligence Attitude Adjustment Dimensions with the Students Attitude towards Uniformed Body

Research Items	N	Min	SP
Emotional Intelligence of Adjustment.	120	75.19	10.04
Student's Attitudes on Uniformed Body.	120	74.43	11.60

Research Items	Item Statistic	Attitude Adjustment	Student's Attitude
Emotional Intelligence of Adjustment.	Pearson Correlation	1.000	0.720
	Sig. (2 ends)	.	0.000*
	N	120	120
Student's Attitudes on Uniformed Body.	Pearson Correlation	0.720	1.000
	Sig. (2 ends)	0.000*	.
	N	120	120

Notice: Significant mean difference in the level of significance $\alpha = 0.025 (0.05/2)$ (0.000* = $p < 0.001$).

The strength of this relationship is very strong which is close to 0.8. While the value of p is 0.000* which is a value smaller than 0.001. Thus, this study successfully rejects the null hypothesis. This indicates a significant relationship between emotional intelligence attitude adjustment dimensions with the attitude of students on uniformed body among form four students in this study. In summary one can say that students less able to adapt to the school environment have little interest in uniformed bodies carried out in school or in society at large.

Eighth, the Relationship between Emotional Intelligence as a Whole with the Attitude of Students towards Uniformed Body.

Pearson correlation analysis was used to test the null hypothesis of the study which read as follows: “*Ho4. There is no significant relationship between emotional intelligence of students with student attitudes towards uniformed body*”. The following is a table showing the results.

Table 8:
 Pearson Correlation Test between Emotional Intelligence of Students as a Whole with Student Attitudes on Uniformed Body

Research Items	N	Min	SP
Emotional Intelligence of Students as a Whole.	120	72.62	8.54
Student's Attitude to the Uniformed Body.	120	74.43	11.60

Research Items	Item Statistic	Emotional Intelligence	Student's Attitude
Emotional Intelligence of Students as a Whole.	Pearson Correlation	1.000	0.902
	Sig. (2 ends)	.	0.000*
	N	120	120
Student's Attitude to the Uniformed Body.	Pearson Correlation	0.902	1.000
	Sig. (2 ends)	0.000*	.
	N	120	120

Notice: Significant mean difference in the level of significance $\alpha = 0.025$ ($0.05/2$) ($0.000^* = p < 0.001$).

Pearson correlation values between emotional intelligence as a whole with the students' attitudes to the uniform body is 0.902, so it can be said that the relationship between two variables is a direct relationship because the correlation is positive. The strength of this relationship is very strong, exceeding 0.9. While the value of p is 0.000* which is a value smaller than 0.001. Thus, this study successfully indicates that null hypothesis was rejected. This indicates a significant relationship between emotional intelligence as a whole with the attitude of students towards uniformed body among form four students in this study. In summary, one can say that students who have high level of emotional intelligences also have better attitude towards their uniformed body in school. Overall, students with high emotional intelligence are more interested in uniformed bodies in schools.

Conclusion

The study of emotional intelligence among school children should be expanded as the pressure in the era of globalization of education is increasingly challenging the mental and physical strength of students. Failure to manage emotions will bring undesirable effects. On the other hand, emotional intelligence provides space for individuals to explore their own potential as well as provide opportunities for individuals to adjust to the emotional self and develop the appropriate emotions in the interest of themselves and others. Individuals with high emotional intelligence are able to handle the emotional aspects of life.

Emotional intelligence is enriched with spiritual elements that can educate people to be more balanced human being. Emotional intelligence is a unique field and should be fully understood before digging ahead to study other human characteristics. We reserve the right to choose the feelings, thoughts, and behaviors that we want to be controlled by our emotions.

To date, there is still consensus among researchers about the strength of the influence of emotional intelligence in various aspects of human life, especially in students' attitudes to extra-curricular activities, so that more research on emotional intelligence can be carried out. The study showed that the cultivation of emotional intelligence has not yet reached a high level. In expanding the dimensions of emotional intelligence, such as student background factors of gender and race, should be considered to meet individual differences. The efforts in developing emotional intelligence should follow the right pace to cultivate the skills and can be leveraged to free students from emotional disorders.

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Picture of Malays Students in Primary and Secondary Schools

(Source: www.google.com, 1/5/2012)

However, educational institutions today are to focus more on the importance of Intellectual Quotient (IQ). Malaysia's education system more oriented to academic intelligence of logical and linguistic with less attention to the types of intelligence such as musical, intrapersonal, interpersonal, and naturalist that can be done outside the classroom as in the uniform bodies activities.