

EMOTIONAL INTELLIGENT (EQ) AMONG STUDENTS AT INSTITUTION OF HIGHER LEARNING

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ABSTRACT

This study aims to identify EQ (EQ) among university students. The seven domains being measured in this study are self-awareness, self-regulation, self-motivation, empathy, social skills, maturity and spirituality. Respondents are 207 Universiti Teknikal Malaysia Melaka students consisting of male students (N=207) and female students (N=56). All subjects responded to the Malaysian EQ Inventory (MEQI) questionnaire. Result from the study shows that there is a significant difference between male and female students in the social skills domain ($M=76.40$, $F=72.77$, $p<.05$) and maturity ($M=84.79$, $F=80.77$, $p<.05$).

Keywords: EQ (EQ), self-awareness, self-regulation, self-motivation, social skills.

1.0 INTRODUCTION

As a public university which is *practice and application-oriented* in teaching and learning, UTeM students daily routine starts with their learning session as early as 8 a.m. to late night. This is an unavoidable situation due to the tight and inflexible class schedule. Students do not have the privilege to choose the subjects they like. This kind of learning might give a certain level of pressure to students in showing their interest and potential in study. This challenge that restricts individuals in their learning and daily lives can potentially cause students to feel overburdened with the various academic assignments. This can lead to continuous pressure, where external burden or demand in the form of challenge surpluses one's ability to take up the challenge. Since an individual's ability to face challenge is closely related to emotion stability (Goleman, 1999), plus, challenges keep on changing together with situation, this may result to the ever changing of emotion stability in a person depending on different circumstances (Syed Najmuddin, 2005).

According to Goleman (1999), Emotion Intelligence (EQ) or emotional balance is important in an individual's life. Therefore, those who are able to control their emotions in various situations can drive themselves towards positiveness apart from being good in interacting with others. University students such of UTeM's are potential skilled workers in the industrial and public sector. Thus, students need to realise the importance of emotion in the workplace scenario. Goleman (1999) stated that a person without the ability to control the emotion when interacting with others will not be able to perform work efficiently.

Goleman (1999) claimed that EQ is a dynamic factor that depends on an individual's environment. The question is, does UTeM provide an environment that enhances students EQ? A teaching and learning environment that is based on healthy emotion would be able to help UTeM students to create a conducive learning environment. This suggestion is in line with the idea from Elias, Tobias and Friedlander (2000) who stated that emotion influences what and how a person learns. According to them, a person who experiences extreme negative emotion (such as anger, frustration and depression) may not learn as good as someone who is able to control his emotion. Due to that, this problem should be identified early so that suitable intervention could be constructed and administered.

1.1 Research Problem

Research on students EQ in public higher learning institutions is an important area of research. This is because, based on literature review, understanding students EQ could give the information about students ability in various aspects such as leadership, communication, conflict management, teamwork, and change catalyst (Syed Najmuddin, 2005). Knowledge on students EQ will also help the authorities such as Student Affairs Office and other related excellence centres to plan intervention programmes such as "Starting School" and "Finishing School". These programmes will equip students with required skills for the sake of their survival at the university as well as for their future undertakings. In this aspect, EQ study in UTeM needs to be conducted in moulding students which are not only competent in the technical field, but most importantly excellent in soft skills.

1.2 Research Objectives

This study has a few objectives as listed below:

- i. to test the validity and reliability of the instrument used.
- ii. to analyse the issue based on variables such as gender, age and others.
- iii. to identify the difference in EQ domain mean based on gender factor.

2.0 LITERATURE REVIEW

EQ (EQ) is defined as one's ability to control the emotion and feelings of oneself and other people. This ability is then used as a guidance to think and act. EQ is referred to soft skills. Understanding EQ and trying to control it are the efforts to improve self quality and life. EQ is important to take good care of relationship with others. According to Wilding, intrapersonal relationship refers to inner-self relationship aspect which is how a person is able to understand himself and consequently, puts on efforts to improve self quality. Intrapersonal covers the aspects of how one thinks, controls the emotion, creates self value, controls anger and builds self-strength. It looks at how a person interacts with himself.

On the other hand, interpersonal refers to the aspect of relationship between an individual with other people. This includes how one manages his behavior, thinking, and emotions while interacting. This aspect is crucial in order to build communication efficiency and to hold social responsibility as a leader and a member of the society. In sum, EQ is the interaction skill between an individual with inner-self, as well as with others.

A study in school has been conducted by Joharah (1999) to review the relationship between attitude and problematic behaviors with academic performance among Kadazan and Bajau students in Kota Kinabalu, Sabah. Study results showed that there was no significant difference in attitude and problematic behaviors among those students. Female students were more positive-minded and good behaved as compared to their counterparts. Kadazan students performed better in English and Living Skills subjects, while Bajau students were better in History. Her study also found that in overall, there is a positive relationship between attitude and academic performance which is for the Kadazan students, but not the Bajau students. In general, the study also showed significant positive relationship between problematic behaviors with academic performance. This means if a student has problematic behaviors, his academic performance will be low and vice versa. Apart from that, there was also a significant relationship between behaviours and attitude, where the more positive a student's attitude is, the better his behaviour will be. A study by Zulkifley (2004) examined the EQ structured equation relationship and management skill. He said, "In the context of Malaysia and its students, the emphasis on cognitive ability, management skill and EQ is vital, where to the extent, in creating the national education philosophy, these elements are not separated in order to produce competent individuals." The study results showed that management skills do give indirect impacts towards academic achievement through cognitive ability. Even though there was no direct or indirect impacts on EQ towards academic performance, the model showed that there was a correlation between EQ and management skills.

Another study on EQ has also been conducted to private sector employees. Lee (2000) studied 73 insurance agents and figured out that the respondents' level of awareness on the importance of emotion was high, whereas the EQ level in general is moderate ($r=.40$). There was significant relation of demography factor with intelligence level in terms of age, service period and marital status. Gender factor and education level did not show significant difference as far as EQ level is concerned. Hajijah (2005) researched the EQ of support staff at Malaysia Airports Sdn Bhd, Kuching. Her study results are opposite to some parts of Lee's (2000). She found that there was no difference in EQ based on age, service period and gender, except for education level and race factor.

Muhammad (2002) who studied human resource management practice in the hotel industry claimed that: the relationship of leadership, motivation, training and development with commitment and loyalty at hotel found that human resource management practice has significant direct influence at strong moderate level towards employee commitment. Task oriented leadership factor and human relationship oriented leadership have a significant relation with organisational commitment.

Besides that, Norfadhillah (2003) also studied EQ, but it was focused on public sector employees. She found that there is relationship between work commitment with EQ elements. The study results indicated that there is significant relationship between EQ elements which are self-awareness, self-management, empathy, executive officer social skills with support staff commitment. She also claimed that executives at the public sector have moderate EQ level whereas support staff commitment level is high. Wan Rasna Shahriza (2004) looked at the relation of EQ with work efficiency of non-executive supervisory staff at Sarawak Road Transport Department. The research results showed significant relationship between EQ elements level (self-awareness, self-management, self-motivation, empathy and social skills) work efficiency elements (communication, setting high target, recognising achievement, productivity increase reward, success and operational leadership). The five elements of EQ which are self-awareness ($r=.506$ $p=.002$), self-management ($r=.573$ $p=.002$), motivation ($r=.793$ $p=0.03$), empathy ($r=.573$ $p=.002$) and social skills ($r=.752$ $p=.000$) have significant relationship with work efficiency. The research results on employees at Bintulu Community Polyclinic by Abdul Rahman (2005) in turn, supports the results from Lee study (2000) which claims a significant relationship between EQ with age, service period and marital status. Gender and level of education has no relation with EQ application level. The study results showed that the level of EQ application among the employees was moderate.

3.0 METHODOLOGY

This study employed the quantitative approach. This explorative study is hoped to give some insights on the EQ research that was conducted in Universiti Teknikal Malaysia Melaka (UTeM). The cross-sectional review method used has enabled the researchers to draw some generalisations from the studied population.

3.1 Population and Research Respondents

This study has involved UTeM students. 207 students from five faculties were chosen as the research respondents. The respondent selection was done purposively by selecting certain classes which were taking the Islamic and Asian Civilisation (IAC) subject. This selection facilitated the researchers to collect a comprehensive data that involved all faculties in UTeM.

3.2 Research Instrument

The design of the research instrument was done after the researchers had read literatures related to EQ. The researchers had used a set of questionnaire designed by a group of researchers from Universiti Kebangsaan Malaysia which is Malaysian EQ Inventory (MEQI). MEQI was designed with taking the consideration of eight main elements which are biodata, self-awareness, self-regulation, self-motivation, empathy, social skills, spirituality and maturity. Hence, the seven elements are the seven constructs researched. The biodata element consists of personal information which are gender, age, race, faculty and year of study. The total amount of items under MEQI is 167.

The reliability of the MEQI instrument has been tested by using the *Statistical Package for Social Science* (SPSS) software. Overall, the MEQI reliability is Alpha Cronbach .903 which gives a very strong reliability value (Hair et al, 1998). The quantitative data is analysed using the SPSS software. Table 1 and 2 below illustrate the reliability of each MEQI item. Table 1 is the pilot research conducted during the MEQI construction which was used to study the MARA Science Junior College teachers, whereas, Table 2 shows the reliability value of MEQI which was used to study UTeM students.

At the same time, the validity of the MEQI has been tested by using the *Principal Component Analysis*. The *Kaiser-Meyer-Olkin Measure of Sampling Adequacy* (KMOMSA) test was done in order to see whether the respondents amount has fulfilled the respondents pre-requisites. The KMOMSA value obtained was .890 which indicated that the sampling done was sufficient to conduct factor analysis. The Sig. = .000 *Bartlett's Test of Sphericity* value in turn, validated that there was intercorrelation between all items (Syed Najmuddin, 2005).

Table 1: Alpha Cronbach Reliability Value for MEQI Pilot Research (Syed Najmuddin 2005)

	Alpha Cronbach Value
Overall MEQI	.966
Self-Awareness	.897
Self-Regulation	.885
Self-Motivation	.899
Empathy	.900
Social Skills	.892
Spirituality	.939
Maturity	.844

Table 2: Alpha Cronbach Reliability Value for Students in UTeM

	Alpha Cronbach Value
Self-Awareness	.867
Self-Regulation	.911
Self-Motivation	.924
Empathy	.931
Social Skills	.938
Spirituality	.759
Maturity	.854

Principal Component and Varimax Rotation analysis was conducted to identify the amount of existing factors to represent maximum variance from the studied items. The analysis conducted showed seven factors that represented EQ which are self-awareness, self-regulation, self-motivation, empathy, social skills, maturity and spirituality. The tables below show the load factor value based on the seven factors studied. The items without any value indicated are those having the load factor value less than .4, thus, dropped due to their insignificance (Hair et. al. 1998).

3.3 Data Collection

The MEQI instrument was distributed to academic staff who were teaching the IAC classes during the first week of semester 1, 2008/2009. Explanation was given to the relevant staff on how to administer the research instrument. The MEQI instrument was administered by the academic staff in the identified classes. The students were asked to respond to the questionnaire distributed in the class without having any discussion with the classmates. After being completed by the students, the MEQI was returned to the academic staff who administered the instrument.

3.4 Data Analysis

Descriptive statistic analysis was used in the study to see the mean of items based on the EQ factors as well as the correlation between EQ factors. T-test was used to draw the domain mean difference which was measured based on gender and age factor.

4.0 RESULTS AND DISCUSSION

This section shows the questionnaire results based on the research goals and objectives as stated in the early part of this report. The research results below is the questionnaire research findings responded by students based on the research objectives. The research objectives are as follow:

Objective 1 To prepare UTeM students profile.

Objective 2 To analyse based on variables such as gender, age and other demography factors.

Table 3: Students based on Gender

Gender	Amount	Percentage (%)
Male	151	72.9
Female	56	27.1
Total	207	100

Table 3 shows the distribution of students amount based on gender. 151 (72.9%) respondents are male students and 56 (27.1%) respondents are female.

Table 4: Profile of Students based on Age

Age	Amount	Percentage (%)
≤ 20 years	106	51.2
≥ 21 years	101	48.8
Total	207	100%

Table 4 illustrates the amount and percentage distribution of students based on age category. 106 (51.2%) respondents are 20 years old and below while another 101 (48.1%) respondents are 21 years old and above.

Table 5: Profile of Students based on Race

Race	Amount	Percentage (%)
Malay	166	80.2
Chinese	29	14
Indian	9	4.3
Others	3	1.5
Total	207	100

Table 5 shows the amount and percentage distribution of students based on race. 166 (80.2%) respondents are Malays, 29 (14%) are Chinese, 9 (4.3%) are Indians and 3 (1.5%) respondents are from other races.

Table 6: Students based on Academic Performance

Academic	Amount	Percentage (%)
SPM	124	60.2
STPM	45	21.8
DIPLOMA	37	18.0
Total	207	100

Table 6 shows the amount and percentage distribution of students based on academic qualifications. 124 (60.2%) respondents are SPM certified, 45 (21.8%) are STPM and 37 (18.0%) respondents are of Diploma level.

Table 7: Students based on Faculty

Faculty	Amount	Percentage (%)
FKM	107	51.7
FTMK	39	18.8
FKP	36	17.4
FKEKK	25	12.1
Total	207	100

Table 7 shows the amount and percentage distribution of students based on faculty. 107 (51.7%) respondents are from FKM, 39 (18.8%) are from FTMK, 36 (17.4%) from FKP and 25 (12.1%) respondents are from FKEKK.

4.1 Questionnaire on Students Research Findings

Table 8 displays data analysis results using t-test to see the domain mean difference measured based on gender factor. The analysis in general shows male students as having a higher mean compared to female students (male 76.76, female 74.96, $p = .139$).

However, according to Hair, Black, Babin, Anderson and Tatham (2006), the significant level must be $p < .05$. Therefore, this finding shows no mean difference in the measured domain. The same finding pattern can be seen between self-awareness (male 75.0, female 73.23, $p = .139$); self-regulation (male 75.60, female 72.94, $p = .051$); self-motivation (male 79.29, female 78.78, $p = .538$); and empathy (male 76.72, female 76.74, $p = .989$). Nevertheless, the opposite pattern can be seen at these domains: social skills (male 76.40, female 72.77, $p = .007$); spirituality (male 80.24, female 76.21, $p = .010$); and maturity (male 84.79, female 80.77, $p = .012$).

Table 8: EQ based on Gender T-Test

	Gender	Amount	Mean	Sig. (<i>p</i>)
Total EQ	Male	151	76.76	.139
	Female	56	74.96	
Self-Awareness	Male	151	75.99	.055
	Female	56	73.23	
Self-Regulation	Male	151	75.60	.051
	Female	56	72.93	
Self-Motivation	Male	151	79.29	.538
	Female	56	78.27	
Empathy	Male	151	76.71	.989
	Female	56	76.73	
Social Skills	Male	151	76.40	.007
	Female	56	72.77	
Spirituality	Male	151	80.24	.010
	Female	56	76.21	
Maturity	Male	151	84.79	.012
	Female	56	80.77	

Significance at $p < 0.05$ level

Table 9 shows the analysed data from Analysis of Variance (ANOVA). The analysis was done to measure the mean difference of EQ domains based on age factor. The findings proved that there is no mean difference between age group.

Table 9: ANOVA based on Age

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
Self Awareness	Between Groups	40.967	2	20.484	.239	.788
	Within Groups	17345.579	202	85.869		
	Total	17386.546	204			
Self Regulation	Between Groups	159.447	2	79.724	1.037	.356
	Within Groups	15529.546	202	76.879		
	Total	15688.993	204			
Self Motivation	Between Groups	254.363	2	127.182	1.148	.319
	Within Groups	22369.413	202	110.740		
	Total	22623.776	204			

Empathy	Between Groups	112.335	2	56.167	.829	.438
	Within Groups	13623.062	201	67.776		
	Total	13735.397	203			
Social Skills	Between Groups	79.973	2	39.986	.578	.562
	Within Groups	13915.795	201	69.233		
	Total	13995.768	203			
Spirituality	Between Groups	101.653	2	50.827	.508	.602
	Within Groups	19903.916	199	100.020		
	Total	20005.569	201			
Maturity	Between Groups	44.362	2	22.181	.209	.812
	Within Groups	21162.898	199	106.346		
	Total	21207.261	201			

Figure 1 shows the overall EQ profile line graph of UTeM students which consists of self-awareness (75.25), self-regulation (74.88), self-motivation (79.02), empathy (76.72), social skills (75.41) spirituality (79.13) and maturity (83.69). The findings reveal that UTeM students possess imbalance EQ where the self-awareness, self-regulation dan social skills factors are lower compared to self-motivation, spiritual and maturity.

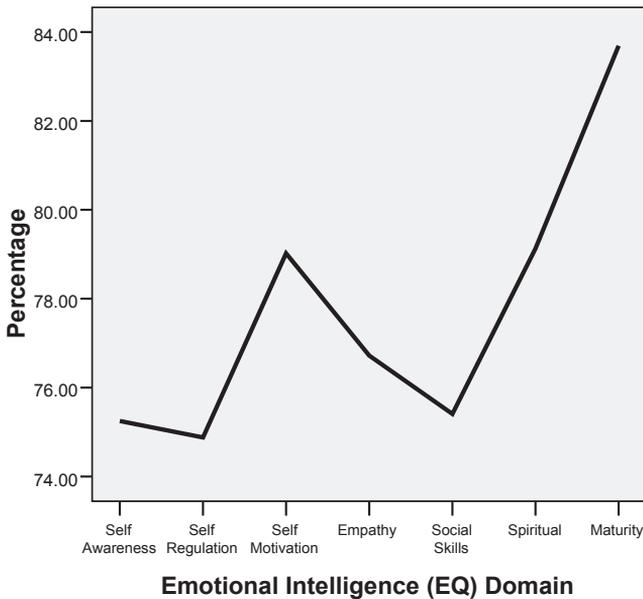


Figure 1

Figure 2 displays UTeM students EQ line graph based on gender. Male students overcome female students in six from the seven studied EQ domains which are self-awareness (76.00), self-regulation (75.60), self-motivation (79.29), social skills (76.40), spirituality (80.24) and maturity (84.80) whereas for empathy, both male and female students are at approximately the same level. This also shows that male students profile

graph has higher level of EQ compared to the overall EQ line graph for the six domains mentioned before this.

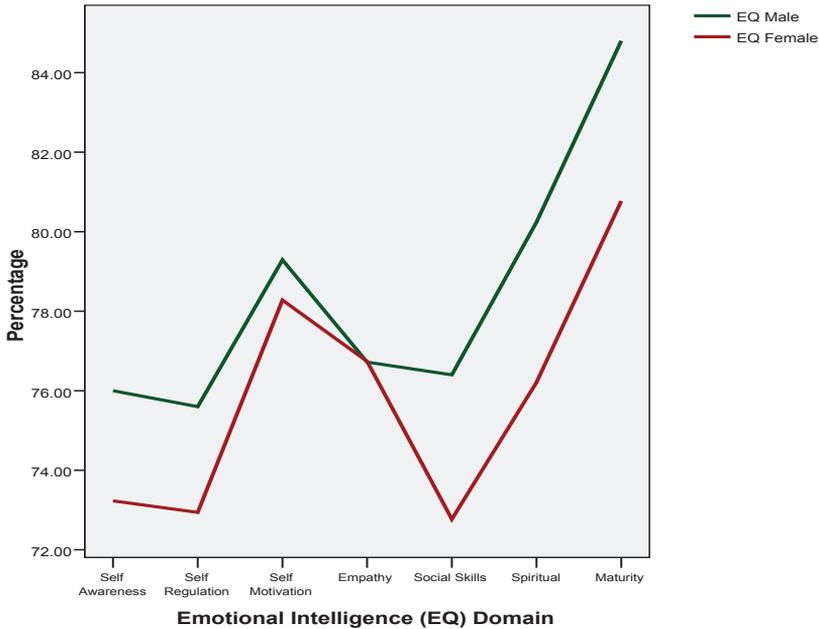


Figure 2

Figure 3 displays UTeM students EQ profile line graph according to age category. Students aged 21 years and above overcome students aged 20 years and below in five from the seven studied EQ domains which are self-awareness (75.51), self-regulation (75.75), self-motivation (80.13), empathy (77.12), and maturity (84.22). Students aged 20 years and below possess social skills (76.24) and spirituality (79.45) that are higher from students aged 21 years and above. This entails that the profile graph of students aged 21 years and above has won over the overall EQ profile line graph for the five domains mentioned before this.

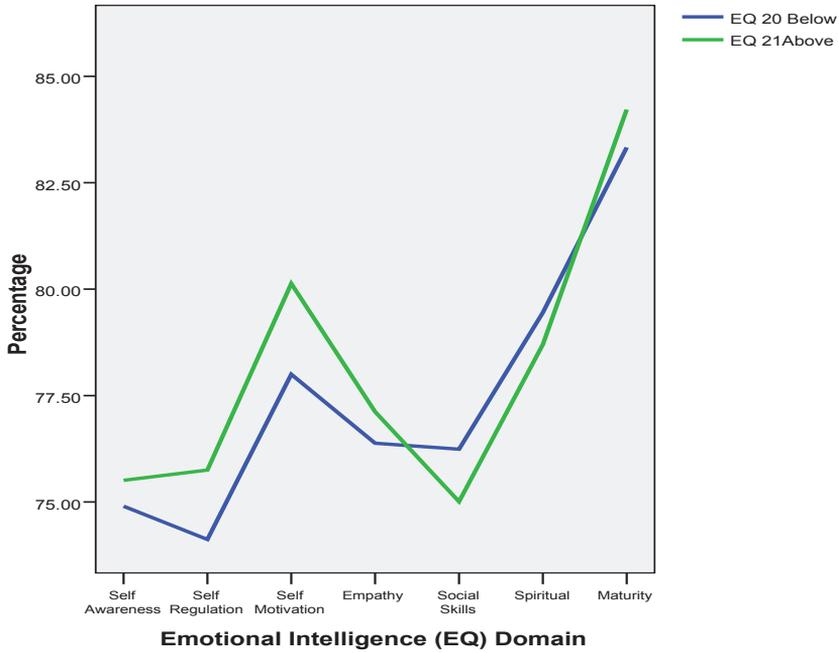


Figure 3

Table 10: Group Statistics based on Gender

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Self- Confidence	Male	151	70.73	13.09	1.07
	Female	56	65.60	7.497	1.00
Self- Control	Male	151	69.83	12.84	1.04
	Female	56	62.64	11.60	1.55
Adaptability	Male	151	74.83	11.86	.96
	Female	56	71.37	10.21	1.36
Innovation	Male	151	82.38	12.68	1.03
	Female	56	77.79	9.25	1.24
Influence	Male	149	69.15	13.36	1.09
	Female	56	63.14	11.71	1.56
Conflict Management	Male	150	71.37	13.37	1.09
	Female	56	67.32	11.40	1.52
Change Catalyst	Male	150	76.83	12.74	1.04
	Female	56	72.68	12.47	1.67
Collaboration	Male	150	80.00	10.58	.86
	Female	56	74.86	11.74	1.57
Communication	Male	150	80.00	9.86	.81
	Female	56	74.86	9.13	1.22

Table 11: Independent Sample Test based on Gender

		Levene's Test for Equality of Variances		T-test for Equality of Means			
		F	sig	t	df	Sig (2-tailed)	Mean Difference
Self- Confidence	Equal variances not assumed	9.81	.002	3.51	170	.001	5.13
Self -Control	Equal variances assumed	.522	.471	3.67	205	.000	7.18
Adaptability	Equal variances assumed	.176	.676	1.94	205	.054	3.46
Innovation	Equal variances assumed	3.67	.057	2.48	205	.014	4.60
Influence	Equal variances assumed	2.35	.127	2.97	203	.003	6.01
Conflict Management	Equal variances assumed	.545	.461	2.01	204	.046	4.05
Change Catalyst	Equal variances assumed	.188	.665	2.10	204	.037	4.15
Collaboration	Equal variances assumed	.164	.686	3.01	204	.003	5.14
Communication	Equal variances assumed	.737	.392	2.90	204	.004	4.39

Based on Table 10 and Table 11, researchers found that there are nine sub-domains from three domains which are self- awareness (self- confidence), self- regulation (self -control, adaptability, and innovation), and social skills (influence, conflict management, change catalyst, collaboration, and communication) that show significant mean difference between genders. The findings list Self- Confidence (male=70.73 female=65.60 $p<.05$), Self -Control (male=69.83 female=62.64 $p<.05$), Adaptability (male=74.83 female=71.37 $p<.05$), Innovation (male=82.38 female=77.79 $p<.05$), Influence (male=69.15 female=63.14 $p<.05$), Conflict Management (male=71.37 female=67.32 $p<.05$), Change Catalyst (male=76.83 female=72.68 $p<.05$), Collaboration (male=80.00 female=74.86 $p<.05$) and Communication (male=80.40 female=76.01 $p<.05$). Male students are found to be more prominent in all the sub-domains in Table 10 and Table 11.

Table 12: Group Statistics based on Age Group

	Age Group	N	Mean	Std. Deviation	Std. Error Mean
Conscientiousness	≤ 20 years	106	75.63	10.14	.98
	≥21 years	99	79.66	11.09	1.11
Influence	≤20 years	105	69.64	12.16	1.19
	≥21 years	98	65.80	13.22	1.34

Table 13: Independent Sample Test based on Age

		Levene's Test for Equality of Variances		T-test for Equality of Means			
		F	sig	t	df	Sig (2-tailed)	Mean Difference
Conscientiousness	Equal variances assumed	.715	.399	-2.721	203	.007	-4.03
Influence	Equal variances assumed	.858	.356	2.156	201	.032	3.84

In Table 12 dan Table 13, there are only two subdomains showing significant difference between age categories: Conscientiousness (20 years and below=75.63, 21 years=79.66, $p < .05$) dan Influence (20 years and below=69.64, 21 years=65.80, $p < .05$). Analysis shows that students who are aged 20 years and below have more conscientiousness and are more adept in influencing others (friends and public alike) compared to older students (age 21 years and above).

4.2 Discussion

Emotional development aspect is one of individual's potential that can be expanded in shaping a competitive society, suitable with teaching and learning objectives based on the National Education Policy (2008). Emotion basically has an important role in the action and formation of individual's behaviour. Emotion is crucial for the well-being and success of individuals in lives. Continuous researches seek for latest formula to shape a better society by combining intellectual intelligence (IQ) and EQ in line with current needs. Goleman (1999) claimed that EQ has more influence on individual's success in life if compared to IQ. He believed that individual's behaviour and attitude contribute to a few aspects in life. Among them are improvement in learning, decrease in negative behaviour, better decision making and other aspects that help in life success.

Research by Noriah Mohd Ishak, Siti Rahayah Ariffin, Saemah Rahman and Manisah Mohd Ali (2001) has succeeded to prove that teenagers with high level of intelligence are able to solve and complete tasks better. In general, previous research findings related to EQ have managed to document the relationship between EQ and student behaviours (Noriah Mohd Ishak *et al.* 2001). Findings by Joisin Romut (2004) found that there is positive correlation between EQ and education. The longer an individual undergoes formal education, the higher his EQ is. Therefore, the education process undergone by students should be able to make them more matured and skilled in addressing life challenges. This reality is strengthened by Hajijah's study (2005) which showed that education level has relationship with EQ. Nevertheless, problematic behaviours can actually affect academic performance. Unless an individual is able to be positive-minded, his behaviour will be better and eventually the academic performance will be improved (Joharah Abdullah, 1999).

The findings from this research shows that male has more EQ compared to women in the aspects of social skills, spirituality and maturity. There are nine sub-domains from three domains, namely self-awareness (self-confidence), self-regulation (self-control, adaptability and innovation), and social skills (influence, conflict management, change catalyst, collaboration and communication) which show significant mean difference between genders. They are Self-Confidence, Self-Control, Adaptability, Innovation, Conflict Management, Change Catalyst, Collaboration and Communication. Male students are found to be more outstanding in all sub-domains. This result opposes Sutarso *et al.*, (1996), Mayer, Caruso and Salovey (1999), Tapia (1999), and Syed Najmuddin (2005) result findings which stated that women have higher EQ compared to men. This finding is also opposite to the findings from Sit Zanaria Misnon (2008), Joisin Romut (2004), Hajijah (2005), Lee Seok Fong (2000) and Suzana Kula (1999).

Apart from that students who are younger win over older students in two EQ sub-domains which are conscientiousness and influence. This opposes the findings from Suzana Kula (1999), Joisin Romut (2004), Hajijah (2005), Syed Najmuddin (2005) which show no significant EQ difference between respondents with different age groups.

Overall, there is a need for intervention programme to help students to build their EQ throughout their lives as UTeM students. Should there be no action and attention from the relevant authority such as the Students Affairs and Alumni Unit as well as faculties, the graduates completing their studies will be backed by solely IQ without the personal development that is needed to help them succeed better in the working world later.

4.3 Recommendations

- i. It is recommended for future research to have a balance in participation in term of gender aspect especially to have a fairer questionnaire result. For the questionnaire conducted, 70% respondents are male compared to female. This will definitely give an impact to the score in the research on UTeM students. Nowadays, female students enrolment has increased a lot. Therefore, a fairer research finding is needed to design a more effective students profile. Thus, this research finding can be used as a reference to the authorities in UTeM to build a comprehensive and integrated program in improving students EQ and producing individuals who are more skilled. Nonetheless, this may be suitable with UTeM establishment which is more technically conceptualised, thus leading to the bigger amount of the male students compared to other public higher learning institutions.
- ii) To produce skillful students, there are a few aspects that need attention especially the domains without correlation relationship that are under moderate level. This can be done by increasing related activities such as motivational and spiritual camps that can be included as elective subject for the curriculum in UTeM. Through this kind of activity, it is hoped that UTeM students are able to understand the objectives of their presence as students apart from avoiding students to be involved in negative activities. Therefore, further research needs to be done to find the benchmark in students profile formation.
- iii) The research done is able to show the profile that explains the strength of the studied EQ domains. It is clearly stated that even though relationship strength is different among each other, overall, it can still be improved especially the domains categorised as very weak relationship. This gives the picture that in the formation of students profile, related issues such as spirituality, maturity and motivation need to be given attention. All related authorities need to play their roles in ensuring that graduating students are not only completing their studies, but also becoming skilled individuals in the aspects of intellectual and emotional.

5.0 CONCLUSION

In a nutshell, this study has managed to fulfill its required objectives. However, there are few aspects that may be given attention and emphasis in order to produce students who meet the vision and mission of UTeM. By doing this, we can actually be in line with the education system that is practice and application- oriented and at the same time, follow the education policy of the Malaysian Education Ministry. The policy that aims to develop individual's potential in a comprehensive and integrated way will then create a well-balanced and harmonious individuals in the aspects of intellectual, spiritual,

emotional and physical based on belief and submissiveness to God. This effort is to produce Malaysian citizens who are knowledgeable, responsible and able to achieve wellness as well as to contribute towards the harmony and prosperity of the nation and society.

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