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The Emotional Intelligence Dimensions among Foundation Students

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A B S T R A C T

As a student, intellectual quotient (IQ) is seen as an indicator to measure success. However, to explain the success of one person, psychologists claim that one of the driving factors for an individual's success in whatever they do is the level of emotional quotient (EQ), also known as emotional intelligence. A high level of emotional intelligence has an impact on the ability to manage emotions well, which not only leads to good academic performance but also good social relationships. The purpose of this study was to identify the scale of emotional intelligence dimensions of foundation students to help students to identify and understand the state of their emotional intelligence. There are five dimensions related to emotional intelligence which are; self-awareness, self-control, self-motivation, empathy, and social skills.

A R T I C L E   I N F O

1. INTRODUCTION

Emotional development is one of the developments that has taken place in all individuals. According to a study by Chew *et al.* (2013), the burden of students' various responsibilities causes them to be unable to understand and manage their emotions. A high level of emotional maturity causes each individual capable of managing and understanding their own and other people's emotions (Luthans, 2002). Emotional intelligence is another factor that determines the success of an individual (Birwatkar, 2014) whether in the field of career or education as 20% of the rate of mental intelligence is often associated with the success of an individual. Rohaizad *et al.* (2018) are of the view that emotional intelligence affects the excellence of a student while according to Surin and Surat (2021), emotions are also a dominant factor in determining the well-being of an individual's life apart from mental ability.

Emotional intelligence through three main things which know about the feelings of oneself and others and what needs to be done (Bar-On *et al.*, 2000). The second is the methods that can be used to change bad feelings into better feelings and the last is having emotional awareness, sensitivity, and management skills that will help an individual to maximize long-term happiness. Intrapersonal and interpersonal are the two main categories of emotional intelligence. Intrapersonal includes the ability to recognize one's own emotions, the ability to manage one's own emotions, and one's motivation. Interpersonal, on the other hand, is a dimension that includes the ability to handle effective relationships as well as the ability to recognize other people's emotions. Emotional intelligence is a competency that can be developed through training. He then classified emotional intelligence based on the main dimensions of self-awareness, self-emotional management, self-motivation, empathy, and social skills as stated in Goleman's Emotional Intelligence Theory. The first one is self-awareness, which is related to an individual's ability to recognize emotions in oneself to control and monitor feelings. A person's actions in making decisions will be influenced by this aspect. Second is self-emotional management which explains a person's ability to manage, deal with, and observe emotions. Good emotional control can make individuals who are experiencing challenges, obstacles, and hardships able to cope with the situation and rise from the situation. The third thing is motivation. The ability to motivate oneself will cause individuals to perform activities more effectively and productively. Having empathy in oneself is the fourth thing that makes an individual becomes more sensitive towards other people's situation and this gives them an advantage to get along with other people easily. The last one is social relations. This dimension makes individuals the ability to have a better relationship with other individuals due to a better ability in understanding and being sensitive to other people's situations.

2. METHODS
2.1. Research Design, Population, and Sample

The research design utilizes a quantitative survey method through the use of questionnaires while the study population involves undergraduate students at a public university in Dengkil, Selangor. The sampling method chosen is simple random sampling. A total of 108 students have given feedback by answering the questionnaires issued.

2.2. Research Instrument

The Emotional Intelligence Inventory by Goleman had been used as a questionnaire instrument in this study. Ten questions were constructed for each dimension. Part A is about the demographics of the respondents including gender, age, race, and study program. Part B

contains 50 questions to see the scale of the respondent's emotional intelligence dimension. A 5 Likert scale format is used to answer the given questions (refer to **Table 1**).

Table 1. Scores using a Likert scale format.

Score	Answer
1	Strongly Disagree
2	Disagree
3	Not Sure/ Neutral
4	Agree
5	Strongly Agree

2.3. Data Analysis

Descriptive statistical analysis was used to analyze data. Descriptive analysis, percentages and mean are used to identify the distribution of emotional intelligence dimensions.

3. RESULTS AND DISCUSSION

The purpose of this study is to identify the scales of emotional intelligence according to student dimensions based on the 5 dimensions of emotional intelligence in this study, namely self-awareness, managing emotions, self-motivation, empathy, and social skills. Tables 2-5 depict the demographic analysis of respondents, whereas **Tables 2-7** illustrate the emotional quotient (EQ) dimensions analysis of the respondents.

3.1. Demographic Analysis of Respondents

Out of 108 respondents to the research, the demographic data is segregated into four categories of gender, age, race, and study program as illustrated in **Tables 2-5**. Descriptively, more than 90% of respondents are female with more than 85% are 19 years old. In addition, the majority of the respondents (89.8%) are Malays in comparison to other races. Moreover, almost 40% of the respondents come from science programs whereas the rest are from Engineering, TESL, and Law foundation programs.

Table 2. Fractions of respondents according to gender.

Gender	Frequency	Percentage
Male	9	9.72
Female	99	90.28

Table 3. Fractions of respondents according to age.

Age	Frequency	Percentage
18 years old and below	12	11.1
19 years old	92	85.2
20 years old	2	1.9
21 years old and above	2	1.9

Table 4. Fraction of respondents according to race.

Race	Frequency	Percentage
Malay	97	89.8
Native of Sabah	9	8.3
Native of Sarawak	2	1.9
Orang Asli	0	0
Others	0	0

Table 5. Fraction of respondents according to the study program.

Study Programme	Frequency	Percentage
Foundation in Science	43	39.8
Foundation in Engineering	11	10.2
Foundation in TESL	35	32.4
Foundation in Law	19	17.6

3.2. Emotional Intelligence (EQ) Dimensions' Analysis

There are five dimensions of EQ surveyed by the respondents. **Table 6** is the distribution of emotional intelligence components related to self-awareness. The mean score shows the statement "*I know when I am happy with my academic performance*" recorded the highest mean (Mean = 4.23) and "*When I feel anxious, I can usually explain my reasons*" recorded the lowest mean (Mean=2.86). Overall, the mean value is 3.762.

Out of the ten statements reflecting this particular dimension, the highest mean statement indicated that the respondents are aware of their happy feeling toward their academic performance. In contrast, they lacked awareness of their 'emotional'state as inflicted by the low mean score in that statement.

The second dimension in the aspect of emotional intelligence is managing emotions. The results found a variety of respondents' responses to emotional management. The mean score shows that the statement "*Other people often do not know how I feel about something*" recorded the highest mean (Mean=4.02) and the statement "*I rarely worry about my performance and academic achievement*" recorded the lowest mean (Mean=2.08). The overall mean value is 3.35.

Table 6. Self-awareness.

Statement	Mean
I immediately realized when I lost my temper	3.77
I know when I am happy with my academic performance	4.23
I usually know when I'm stressed	4.06
When I am 'emotional', I am aware of this situation.	2.86
When I feel anxious, I can usually explain my reasons	3.68
I always know when I'm being unreasonable	3.67
Awareness of my own emotions is very important to me at all times	3.96
I can tell if someone has disturbed my emotions or made me angry	4.13
I was able to let go of anger so quickly that it no longer affected me	2.96
I know what makes me happy	4.09
Overall	**3.762**

Table 7. Managing emotions.

Statement	Mean
I was able to 'reset' bad feelings quickly	3.21
I don't show my feelings very much	3.53
Other people rarely know how I feel	3.92
I rarely get angry with other people	3.37
Difficult people do not annoy me	2.79
I can change my thoughts or mood consciously	3.57
I don't let stressful situations or people affect my learning	3.49
I rarely worry about my performance and academic achievement	2.08
I can calm my emotions when I need to do so.	3.51
Other people often don't know how I feel about things	4.02
Overall	**3.349**

Table 8 shows the results of respondents on self-motivation. The mean score shows that the statement "*Gratitude is my principle*" recorded the highest mean (Mean=4.09) and the statement "*I never waste my time*" recorded the lowest mean (Mean=2.08). Overall, the mean value is 3.364. This means that a self-motivated individual will always uphold the principle of gratitude while avoiding wasting time in his or her daily routine.

Table 8. Self-motivation.

Statement	Mean
I can motivate myself to do difficult tasks	3.26
I can usually prioritize activities important for learning and continue it	3.48
I always submit my assignments according to the deadline.	4.02
I never waste my time	2.08
I will not confuse other people	2.94
I believe you should do the hard things first to get the achievement	3.37
Gratitude is my principle	4.09
I believe in "Today's Action"	3.28
I can always motivate myself even when I feel down	3.44
Motivation has been the key to my success	3.68
Overall	**3.364**

Concurrently, empathy is the fourth dimension as stated in **Table 9**. The result of the mean score shows that the statement "I can feel if someone is uncomfortable and happy with me" recorded the highest mean (Min=4.05) and the statement "*I am good at dealing with other people's problems*" recorded the lowest mean (Mean=3.08) the mean value was 3.679.

The highest mean statement revealed that emphatic respondents are aware of their surroundings and know how other people feel toward them. On the contrary, the lowest mean statement of empathy indicated that the respondents are not very much into dealing with other people's problems.

Lastly, the mean for the social skills dimension of emotional intelligence is shown in **Table 10**. The highest mean score was recorded through the statement "*I am a good listener*" (Mean=4.06) and the statement "Socializing is the most exciting thing in my life" recorded the lowest mean (Mean =2.85). The overall mean value is 3.354.

Empathy is the fourth dimension as stated in **Table 9**. The result of the mean score shows that the statement "*I can feel if someone is uncomfortable and happy with me*" recorded the highest mean (Min=4.05) and the statement "*I am good at dealing with other people's problems*" recorded the lowest mean (Mean=3.08) the mean value was 3.679.

Table 9. Empathy.

Statement	Mean
I can usually see from other people's point of view	3.81
I am good at dealing with other people's problems	3.08
I can feel if someone is uncomfortable and happy with me	4.06
I can tell if a group of people doesn't have harmony with each other	3.69
I can usually understand why people are being hard on me	3.33
Other individuals are not difficult just different	4.03
I can understand if I'm being unreasonable	3.58
I can understand why my actions sometimes offend others	3.92
Sometimes see things from someone else's point of view	3.91
The reason for not agreeing is always clear to me	3.38
Overall	**3.679**

The mean for social skills is shown in **Table 10**. The highest mean score was recorded through the statement "*I am a good listener*" (Mean=4.06) and the statement "*I like meeting new people and understand what makes them angry*" recorded the lowest mean (Mean =2.96). The overall mean value is 3.354. The results of the study (refer to **Table 11**) found that the highest mean score was for social skills followed by self-awareness and empathy. While self-motivation has the lowest mean value.

Table 10. Social Skills.

Statement	Mean
I am a good listener	4.06
I will never interrupt other people's conversations	3.68
I am good at adapting and getting along with a variety of people	3.12
Socializing is the most exciting thing in my life	2.85
I like meeting new people and understanding what makes them angry	2.96
I need a variety of study partners to make my learning interesting	3.11
I like to ask questions to find out what is important to other people	3.70
I see studying with difficult people as a challenge to win them over	3.35
I am good at reconciling problems and disagreements with other people	3.28
I generally develop close relationships with other study partners	3.63
Overall	**3.354**

As the revelation of their social skills, most of the respondents admitted that they are good listeners but, at the same time disagreed that engagement in social events is the most interesting aspect of their lives. In other words, while enjoying listening to other people, the respondents believed that social skills could be learned without having to engage in too active social life.

Out of the five surveyed dimensions of EQ, all dimensions scored an overall mean of almost similar (3.762 being the highest, and 3.349 the lowest) as illustrated in **Table 11**.

Table 11. Overall mean for EQ dimensions.

Dimensions of EQ	Mean
Self-Awareness	3.762
Managing Emotions	3.349
Self-Motivation	3.364
Empathy	3.679
Social Skills	3.354

Self-awareness and empathy are the two dimensions with the highest mean. While managing emotions has the lowest mean value. As the mean of all five dimensions is about the same, this could imply that all respondents have the elements of EQ in each of them, but the level of emotional intelligence might differ between individuals.

Among the factors that cause this diversity could be the difference in the environment and the difference in the way of education. The effect of environmental differences on the dimensional scale can be used as a further study to see the influence of environmental differences on the emotional intelligence dimensional scale.

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4. CONCLUSION

To conclude, all students need to master all dimensions of emotional intelligence to cultivate inner strength. This will allow them to have good relationships with other individuals. There is a need for each individual to identify the dimensions of emotional intelligence in themselves as well as improve their weaknesses for the better. This attitude will further produce quality students not only in terms of IQ but also in terms of EQ.

5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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