



# The Relationship Between Emotional Intelligence With Skills Competency And Personal Development Among Counselling Teachers In Kulajaya District, Johor

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## ABSTRACT

This study was conducted to identify the relationship between the level of emotional intelligence (self awareness, self control, self motivation, empathy and social skills) with skill competency and personal development of secondary school counseling teachers in Kulajaya district, Johor. This study used a case study design with study sample consists of 52 counseling teachers were selected as respondents. This study was carried out quantitatively by using a questionnaire as an instrument to obtain data. The study showed that the majority of respondents have a moderate level of emotional intelligence (3.41), while the level of skills competency and personal development is at a high level (4.93). In addition, the relationship of emotional intelligence (self awareness, self control, self motivation, empathy and social skills) with the skills competency has a medium strong significant relationship (0.65). Meanwhile a relationship of emotional intelligence (self awareness, self control, self motivation, empathy and social skills) with personal development also has a strong moderate significant relationship (0.67). Implications of the study found out that in an effort to improve the quality of guidance and counseling services in schools, the high command of emotional intelligence should be strengthened in order to increase the skills competency and personal development among counseling teachers.

**Key words:** Emotional intelligence; counseling teachers; personal development.

## INTRODUCTION

Organization requires educators; especially counseling teachers who are able to master a variety of counseling skills to allow them to remain productive in a challenging environment. Recognizing the fact that counseling teachers need to build resilience to cope with the challenges in realizing the aspirations of the country, thus one aspect that needs to be emphasized is the ability to share high levels of emotional intelligence.

It is to determine the quality and effectiveness of services provided. This statement is consistent with the results of a study conducted by Mohd. Najib et al. (2002) proved the importance of emotional intelligence (EQ) levels among teachers. The findings had shown that emotional intelligence among teachers is essential in implementing the consultation

process with the students so that education becomes more effective.

## BACKGROUND OF THE STUDY

Findings from western studies demonstrate that emotional intelligence plays an important role in the work environment (Bar-On, 1997; Caruso, 2004; Goleman, 1996; Mayer & Salovey, 1997; Weisenger, 1998) and are related to self-esteem (Constantine 2001 ; Williams 2001; McManus 2001; Easton 2004). According to them, elements of emotional intelligence and confidence in the process of counseling can be regarded as a core build-quality counseling services. Sabariah (2004) states that, to become an effective counselor is a combination of personal exploration and growth through competency of knowledge and skills training. Thus, the elements of emotional intelligence and skills competency as

well as personal development are the variables that had being focused a lot and as important predictor in enhancing counseling services. A combination of the elements of emotional intelligence, skills competency and personal development should be explored and given due attention in order to produce the quality and professional counseling teachers. Given the emotional intelligence, skills competency and personal development are the skills that can be learned, worked on and can be developed, then a study to see the level of emotional intelligence, skills competency and personal development should be taken as a first step towards improving the quality of guidance and counseling services in schools. Although in recent years, studies on emotional intelligence are gaining the attention of researchers from outside and within the country, but the study of emotional intelligence is not associated with the skills competency and personal development, especially among counseling teachers.

### PROBLEM STATEMENT

The factors of emotional intelligence, skills competency and personal development are the professional responsibility to show the true picture of the counseling services that related to professional identity. However, the issue detected is perception that the deficiencies in the counseling services is due to poor command of emotional intelligence, lack of counseling skills and personal qualities among counselors including the counseling teachers (Mohammad Hashim & Sharifah Amnah, 2005). This is consistent with the view of Abd. Rahman (2000) which suggested that counseling services in schools must go through the process of enhancement and transformation involving the three elements of emotional intelligence, skills competency and personal quality improvement of counseling teachers. Therefore, an effort should be made to identify the level of emotional intelligence because it provides valuable information for counseling teachers in assessing self-effectiveness to increase the efficiency of counseling skills and personal development.

### RESEARCH QUESTIONS

- 1-What level of emotional intelligence (self awareness, self control, self motivation, empathy and social skills) of secondary school counseling teachers in Kulaijaya district?
- 2-Are there different levels of emotional intelligence (self awareness, self control, self motivation, empathy and social skills) in accordance with demographic factors (gender, school location, designation grade and years of service) of secondary school counseling teachers in Kulaijaya district?
- 3-What level of counseling leadership competencies (competency skills and personal development) of secondary school counseling teachers in Kulaijaya district?
- 4-Is there a relationship between emotional intelligence (self awareness, self control, self motivation, empathy and social skills) with counseling leadership competencies (competency skills and personal development) of secondary school counseling teachers in Kulaijaya district?

### RESEARCH HYPOTHESIS

To answer the first research question, hypothesis null 1 was developed for testing.

#### Hypothesis null 1

There is no significant difference between the level of emotional intelligence (self awareness, self control, self motivation, empathy and social skills) in accordance with demographic factors of secondary school counseling teachers in Kulaijaya district, Johor.

To answer the fourth research question, the hypothesis null 2 hypothesis null 3 have been developed for testing.

#### Hypothesis null 2

There has not been significant and positive relationship between emotional intelligence (self awareness, self control, self motivation, empathy and social skills) with counseling leadership competency (competency) of secondary school counseling teachers in Kulaijaya district, Johor.

#### Hypothesis null 3

There has not been significant and positive relationship between emotional intelligence (social skills, empathy, self awareness, self control and self motivation) with counseling leadership competencies (personal growth) of secondary school counseling teachers in Kulaijaya district, Johor.

### METHODOLOGY

The purpose of this study is to identify the level of emotional intelligence of counseling teachers in Kulaijaya district, find the different levels of emotional intelligence (independent variables) based on demographic factors (independent variables), determine the level of skills competency and personal development (dependent variable). Then, it is to look into the relationship between emotional intelligence components with the personal development and skills competencies among counseling teachers in the Kulaijaya. Therefore, this study is a descriptive study in the form of case studies that examine a population consisting of 52 of secondary school counseling teachers in Kulaijaya district? Data analysis is to determine the level of emotional intelligence, skills competency and personal development based on the frequency calculations, percentages and the mean score obtained by the respondent. Analysis using *t*-test and one-way ANOVA is to determine whether there are significant differences in emotional intelligence level of the respondents according to demographic (sex, school location, position grade and years of service). While inferential analysis, *Pearson r* correlation is used to view the relationship between emotional intelligence with the skills competency and personal development of counseling teachers.

### RESEARCH FINDINGS

#### A. Level of Emotional Intelligence

Table1. Summary Analysis of Emotional Intelligence

| constructs             | Category                  | Mean        | Level         |
|------------------------|---------------------------|-------------|---------------|
| Emotional Intelligence | Recognize emotional self- | 2.75        | modest        |
|                        | Emotional self-control    | 2.92        | modest        |
|                        | self motivation           | 3.60        | modest        |
|                        | Empathy                   | 3.60        | modest        |
|                        | Social skills             | 4.19        | high          |
|                        | <b>Average</b>            | <b>3.41</b> | <b>modest</b> |

The findings of the analysis shown in the table above found that respondents consisting of counseling teachers have a moderate level of emotional intelligence.

By looking at five categories of emotional intelligence as indicated in the table above, the mean of the four categories of emotional intelligence which are emotional self-recognition capabilities, the ability of emotional self-control, self motivation and empathy is at medium level with the respective mean values are 2.75, 2.92, 3.60 and 3.60. Only one category of emotional intelligence among counseling teachers which is social skills that is at the highest level with the mean value of 4.19.

The findings of the analysis of overall results showed that the level of emotional intelligence of counseling teachers in Kulajaya district is at a moderate level with a mean value of 3.41.

### B. Emotional Intelligence Level Differences by Demographic Factors.

Table2. Summary Analysis on Different Levels of Emotional Intelligence by Demographic

| Level of Emotional Intelligence | P     | Results        |
|---------------------------------|-------|----------------|
| Gender                          | 0.959 | No difference  |
| School Location                 | 0.171 | No difference  |
| Designation Grade               | 0.001 | Has difference |
| Years of Service                | 0.000 | Has difference |

The table shows the results of analysis on different levels of emotional intelligence according to demographics of the respondents. The overall findings of the analysis showed that there are no significant difference in the level of emotional intelligence based on respondent gender and school location. Meanwhile, there are significant difference based on designation grade and years of services of counseling teachers.

### C. Level of Skills Competency and Personal Development

Table 3. Summary of Descriptive Analysis on Level of Skills Competency and Personal Development

| Constructs           | Category               | Mean        | Level       |
|----------------------|------------------------|-------------|-------------|
| Skills Competency    | Basic Listening Skills | 5.02        | High        |
|                      | Influence Skills       | 4.76        | High        |
|                      | <b>Average</b>         | <b>4.89</b> | <b>High</b> |
| Personal Development | Emotional Sensitivity  | 4.95        | High        |
|                      | Cross-cultural Skills  | 4.90        | High        |
|                      | <b>Average</b>         | <b>4.93</b> | <b>High</b> |
| <b>Average</b>       |                        | <b>4.91</b> | <b>High</b> |

The findings of the overall analysis showed that the level of skills competency and personal development of respondents are at high level. This proves the respondents acquire high level of skills competency and personal development.

### D. The Relationship between Emotional Intelligence with Skills Competency

Table4. Pearson r Correlation of Emotional Intelligence with Skills Competency

| Emotional Intelligence Variables      | Counseling Leadership Competency (Skills Competency) |              |
|---------------------------------------|--|--------------|
|                                       | Pearson, r   | Significant  |
| Self-Awareness                        | 0.124  | 0.382        |
| Self-Control                          | 0.118  | 0.406        |
| Self-Motivation                       | 0.412**  | 0.002        |
| Empathy                               | 0.581**  | 0.000        |
| Social Skills                         | 0.626**  | 0.000        |
| <b>Overall Emotional Intelligence</b> | <b>0.645**</b>                                       | <b>0.000</b> |

\* Significant at a level of significant 0.05

\*\* Significant at a level of significant 0.01

The study shows that the relationship between emotional intelligence with skills competency is medium-strong significant and positive based on the value of correlation coefficient of each emotional intelligence domain (Table 4). Coefficient values for the whole emotional intelligence domain is  $r = .645$ ,  $p < .01$  (Table 4). These findings show that the increasing in emotional intelligence leads to the enhancement of counseling leadership competency (skill competency). Therefore, **hypothesis null 2** should be rejected.

### E. The Relationship between Emotional Intelligence with Personal Development

Table5. Analysis of Pearson Correlation Test for Emotional Intelligence with Personal Development

| Emotional Intelligence Variables      | Personal Development |              |
|---------------------------------------|----------------------|--------------|
|                                       | Pearson, r           | Significant  |
| Self-Awareness                        | 0.207                | 0.141        |
| Self-Control                          | 0.149                | 0.293        |
| Self-Motivation                       | 0.297*               | 0.033        |
| Empathy                               | 0.670**              | 0.000        |
| Social Skills                         | 0.608**              | 0.000        |
| <b>Overall Emotional Intelligence</b> | <b>0.666**</b>       | <b>0.000</b> |

\* Significant at a level of significant 0.05

\*\* Significant at a level of significant 0.01

Overall, the findings of the study show that the relationship between emotional intelligence with the personal development is medium-strong significant and positive based on the value of correlation coefficient for each emotional intelligence domain (Table 5). Coefficient values for the whole emotional intelligence domain is  $r = .666$ ,  $p < .01$  (Table 5). These findings show that the increasing in emotional intelligence leads to the enhancement of personal development. Therefore, **hypothesis null 3** should be rejected.

## DISCUSSION

The study showed that counseling teachers in Kulajaya, Johor possess moderate level of emotional intelligence. Competency of the highest levels of emotional intelligence for social skills domain shows the conformity of the importance of this domain in counseling teacher's profession. Meanwhile, the lowest competency level in the domain of self-consciousness gives an overview that counseling teachers need to enhance the knowledge and skills by

attending training courses, professional training and other forms of appropriate training. The level of emotional intelligence does not show differences based on gender and school location. Regardless of gender and school location, each of counseling teachers has the opportunity to have a high level of emotional intelligence and vice versa. Next, there is a different on levels of emotional intelligence based on designation grade and years of services of counseling teachers. This shows that counseling teachers with high-grade designation have a tendency to have higher level of emotional intelligence. The findings of the level of skills competency and personal development among counseling teachers found that the skills competency and personal development is at a high level. This indicates that counseling teachers involved in this study has good skills competency and personal development in order to contribute to the increasing of their professionalism services. Overall, the results showed that the level of emotional intelligence has a strong and positive significant relationship with skills competency and personal development. In this context, the level of emotional intelligence identified tends to influence the level of skills competency and personal development. In addition, the

components of personal development shows stronger relationship compared with the skills competency.

## CONCLUSION

The findings have resulted in the discovery of the level of emotional intelligence components with skills competency and personal development. Studies have shown that the level of emotional intelligence among counseling teachers have parallel relationship with the level of skills competency and personal development. Moderate level of emotional intelligence and self-awareness domain at low levels among counseling teachers showed that they need a more strategic plan in order to develop better emotional intelligence potential. Similarly with the level of self-regulation, self motivation and empathy at a moderate level requires action by all parties in an effort to restore the emotional intelligence of counseling teachers in Kulajaya, Johor. Although these findings cannot be used as a basis for claiming the existence of a causal relationship, but it is clearly shown that the high level of emotional intelligence and counseling leadership competency are the variables that are interrelated with each other in contributing to a quality and effective guidance and counseling services.

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