Abstract

A total of 92 students from an Islamic school in Johor were selected as respondents in this study. Emotional intelligence in the adolescents are viewed in five dimensions namely self-awareness, self-regulation, motivation, empathy and social skills. Adolescent akhlak focuses on three domains which are akhlak towards Allah, oneself and human being. The descriptive analysis shows that the adolescents possess a high level of emotional intelligence. It also indicates that the adolescents have good akhlak. The findings additionally reveal a significant relationship between every dimension of emotional intelligence with each domain of adolescent akhlak with a little exception that is there is no significant relationship between empathy and the adolescent akhlak towards Allah and human beings.

1. Introduction

Emotion is identified as one of the fundamental elements of mental operations besides from motivation, cognition and consciousness (Salovey and Sluyter, 2007). It provides judgment about whether what is happening is dangerous, threatening or valuable to our well-being under many circumstances (Jing Zhu and Thagard, 2002). It is also believed that, “Emotions fall somewhere in between clear cases of activity (intentional actions) and clear cases of passivity (involuntary physiological processes)” (De Sousa, p. 10). In 1961 the term emotional intelligence was first noticed in a literary criticism written by Van Ghent. It also appeared in an article composed by Leuner, four years later (Mayer, Salovey and Caruso, 2004). The term has been used more broadly in the dissertation and studies subsequently (Payne, 1986). Bar-On (1997) refers emotional intelligence as the non-cognitive ability, skill and competency that affect one’s capacity to win over demand and pressure. Mayor, Caruso and Salovey (2000) viewed emotional intelligence as an intelligence which unites both emotion and thinking. According to Mayer and Salovey (1997) emotional intelligence comprises of four main skills namely recognizing, using, understanding and managing the emotion. Goleman (1995) focuses on several aspects of
emotional intelligence which are self-awareness, self-regulation, self-motivation, empathy and interpersonal skill. Emotional intelligence has been connected to many positive outcomes in human development. Saphiro (1997); Anthony Dio Martin (2006) asserts that emotional intelligence has a great effect to one’s conduct or akhlak. It also brings positive outcomes to one’s self-discipline, behavior, social competence and surviving strategies (Gottman, Katz and Hooven, 1997). Akhlak is an Arabic term which refers to the practice of virtue, morality and manners as highlighted in the Islamic teaching. It is most commonly translated in English as character of a person, disposition, temperament or ethics (Cowan, 1994). Akhlak is also the quality embedded in the human soul and demonstrated in one’s action spontaneously. It is exhibited without consideration or second thought (al-Ghazali, 2003). The main source of akhlak education is derived from the Qur’an (the holy book of Islam) and the Sunnah (the practices of Prophet Muhammad (P.B.U.H) (Ab. Halim Tamuri and Zarin Ismail, 2002). Another source of akhlak is from the practice of the companions of Prophet Muhammad P.B.U.H because they were trained by him and lived with him.

2. Background of the Study

Adolescent is an important asset of a country. The Malaysia Vision of 2020 aims to acquire and establish the national unity, social cohesion, economic growth, social justice, political stability, quality of life, social and spiritual values and national pride. Their role is significant to sustain the national sovereignty and protect the country from various threats. It is believed that in year 2020 the number of adolescents in Malaysia will make up to 20 percent of the total population. This reflects that they are important to society. Their current ideology, belief and behavior may reflect the future of our country. Their problems and crisis should become a concern to all parties too. One of the issues related to the adolescent in Malaysia is concerning their akhlak or behavior. It is reported that the number of behavioral problems among adolescents in Malaysia is rapidly increasing (Badrulzaman Baharom, 2006; Norazmah Mohd. Roslan, 2009). This includes bullying, gambling, stealing, threatening, sexual harassment, playing truancy and others. A study towards adolescent behaviour in Johor reveals that many of the youths involved in violence, sexual misconduct, loitering and committed drug abuse (Norazmah Mohamad Roslan, 2009). Gottman (1997) and Badrulzaman Baharom (2006) believe that such problems are caused by low level of emotional intelligence.

3. Research Objectives

This study aims to investigate the relationship between emotional intelligence with the adolescent akhlak. The specific objectives are:

1. To identify adolescent emotional intelligence level.
2. To identify adolescent akhlak that is practiced in their daily life.
3. To examine the relationship between emotional intelligence and the adolescent akhlak.

4. Literature Review

A study was carried out by Maizatul Akmam (2007) with a group of 166 students of a secondary school in Johor. One of the objectives was to identify the relationship between emotional intelligence with the students’ delinquent behavior. The findings revealed that there is a significant relationship between emotional intelligence with the students’ delinquency. Students with low emotional intelligence had attitude problems. Emotional intelligence in her study is measured through students’ self-efficacy, students’ view towards others and how they wanted to be accepted.
A research was also conducted by Arman Hj. Md. Jaferi (2001) with regards to \textit{akhlak} education and the practice of \textit{akhlak} among adolescents of Felda Bukit Wa Ha, Kota Tinggi, Johor. The study involved 35 adolescents who were chosen through random sampling. From the finding it was revealed that the male adolescents tended to cling with their own colleagues to plan and execute their own activity together. They usually smoked or committed a more serious problem such as drug abuse. The result also showed that the adolescents had high level of Islamic education but were still lacking in practicing the teaching.

Siti Rofiah Nurul (2010) investigated the influence of emotional intelligence with the adolescent \textit{akhlak} in an Islamic school in Indonesia. She examined 5 domains of emotional intelligence proposed by Goleman (1995) which are self-awareness, self-regulation, self-motivation, empathy and interpersonal skill and 5 categories of \textit{akhlak} namely \textit{akhlak} towards Allah, oneself, family, society and \textit{akhlak} towards nature and environment. It was revealed that the respondents had a high level of emotional intelligence and good \textit{akhlak}. It was also discovered that emotional intelligence had a positive relationship with \textit{akhlak}. It means, the higher the emotional intelligence in the adolescent, the better \textit{akhlak} was practiced.

Trinidad and Johnson (2002) also did a study with 205 middle school students in Southern California. They aimed to find out the association between emotional intelligence and early adolescent tobacco and alcohol use. It was shown that the adolescent with low level of emotional intelligence will more likely to use alcohol and tobacco. This study was also concurred by another study carried out by Brackett, Mayer & Warner (2004) to a group of 330 adolescents. It was discovered that adolescents with low level of emotional intelligence will get involved in negative behavior such as use of drugs and alcohol, vandalism and violence.

The researcher found out that there is of yet little clarity as to examine the relationship between emotional intelligence with the adolescent \textit{akhlak}. As such this study is carried out for that purpose.

5. Methodology

5.1 Research Design

This study applies a quantitative approach because it specifically involves numerical and computable data that can be changed into numbers. This study is also a correlational study. It is because it attempts to determine the existence and degree of relationship between independent variables namely adolescent emotional intelligence with the dependent variable namely adolescent \textit{akhlak}.

5.2 Sample

The research employs random sampling to identify the sample of the study. A number of 92 are identified as a sample of this study. This study focuses on form 4 students of an Islamic school in Johor. The school is chosen because the study aims to identify the relationship between emotional intelligence with the adolescent \textit{akhlak} based on the sources of the Muslim references, the Qur’an and Sunnah. In this study the procedure to determine the sample size is decided by using the formula suggested by the ‘National Education Association’ as reported by Krejcie & Morgan (1970).

5.3 Research Instrument

The questionnaire is employed in this study due to its convenience and advantages such as cost effective, easy to administer and allow confidentiality (Fraenkel and Wallen, 2001). The questionnaire is divided into three sections which are demographic information of the respondent, emotional intelligence in the respondents and the respondents \textit{akhlak}. A 5-point Likert scale is used for respondents to indicate their answer or perception ranging from strongly disagree (1) to strongly agree (5).
6. Results

6.1. Emotional intelligence

It is discovered that the highest mean value for emotional intelligence is obtained by self-awareness (3.79). This is followed by interpersonal skill and empathy with mean value 3.76 and 3.71 respectively. The domain of self-regulation obtained mean value 3.60 and the least is for self-motivation domain with mean value 3.49.

6.2. Akhlak of the adolescent

The finding reveals that the highest mean value is obtained in akhlak towards oneself which is 3.82. The second highest mean score is akhlak towards Allah that is 3.51. Akhlak towards human beings acquired mean value 3.38.

6.3. Correlation between emotional intelligence and the adolescent akhlak

The result shows that there is a significant relationship between self-awareness and the adolescent akhlak towards Allah (p = 0.00 < α = 0.05, r = 0.36), oneself (p = 0.00 < α = 0.05, r = 0.47) and human beings (p = 0.00 < α = 0.05, r = 0.32). There is also a significant relationship between self-regulation and adolescent akhlak towards Allah (p = 0.00 < α = 0.05, r = 0.37), oneself (p = 0.00 < α = 0.05, r = 0.41) and human beings (p = 0.00 < α = 0.05, r = 0.42). A significant relationship is also found between self-motivation and the adolescent akhlak towards Allah (p = 0.00 < α = 0.05, r = 0.42), oneself (p = 0.00 < α = 0.05, r = 0.33) and human beings (p = 0.00 < α = 0.05, r = 0.34). There is also a significant relationship between interpersonal skill and the adolescent akhlak towards Allah (p = 0.00 < α = 0.05, r = 0.44), oneself (p = 0.00 < α = 0.05, r = 0.43) and human beings (p = 0.00 < α = 0.05, r = 0.37). The study also reveals that there is a significant relationship between empathy and adolescent akhlak towards oneself (p = 0.00 < α = 0.05, r = 0.36). However it is discovered that there is no significant relationship between empathy and adolescent akhlak towards Allah and oneself.

7. Discussion

From the analysis of the adolescent emotional intelligence, it is seen that the students have good emotional intelligence with the overall mean value 3.67. This concurs to Halimatusa’adiah Subari (2011) in her study of emotional intelligence in form four students from ten secondary schools in Batu Pahat, Johor. She reveals that the emotional intelligence was at high level with mean value 3.92. Another study conducted by Masliza Ngadiman further discovered that the students have a moderate level of emotional intelligence with mean value 3.50. Besides that, the findings show that the highest mean score was obtained in self-awareness domain which is 3.79. Halimatusu’adiah Subari (2011) also shared the similar finding as she reported a high level of self-awareness in the students with mean score 3.76.

Analysis of the adolescent akhlak reflects that the adolescents have appropriate akhlak. This finding has similarity with another finding in a study carried out by Salasiah Khairullah (2011). It is revealed in her study that the students have a strong Islamic personality. She divided the Islamic personality into three categories which are ibadah (worship), amanah (trust) and ilmu (knowledge). Norhayatunnish’a Hj. Nordin (2011) also concurred the finding in her study about spiritual intelligence in the adolescent. She found out that the adolescents have a high level of spiritual intelligence with mean value 3.83. It was also shown that the adolescent akhlak towards oneself level (mean= 3.82) is higher than the adolescent’s akhlak towards Allah (mean= 3.51) and human beings (mean= 3.38).

From the finding it is revealed that there is a significant relationship between emotional intelligence with the adolescent akhlak at large. This finding is in line with other studies carried out by Maizatul Akmam Abu Bakar (2007) and Siti Rofiah Nurul (2010).
8. Conclusion

In conclusion, this study reveals that the students are emotionally healthy and have good akhlak. However, there is still room for improvement. Adolescents in the study are excellent in self-awareness, interpersonal and empathy but moderate in self-regulation and self-motivation. It is also discovered that the students have good akhlak with high level of akhlak towards oneself. However, actions need to be taken to improve their akhlak towards Allah and human beings.

From the finding it is also evident that emotional intelligence is very essential to the adolescents as it guides them to behave appropriately. People with emotional intelligence will have the ability to cope with demands and challenges in life. They are able to stand strong with their principles therefore uneasy to be influenced by others. They also know how to read their own emotions and manage them appropriately. It is hoped that this research can help people to be aware of the importance of emotional intelligence and akhlak in the adolescent. This aims to produce students, who are not only intelligent but also excellent in their attitude and emotions.

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