

**UNIVERSITI TEKNOLOGI MARA**

**STUDENT LEADERSHIP AND  
EMOTIONAL INTELLIGENCE**

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Dissertation submitted in fulfillment of the requirements  
for the Executive Master of Administrative Science  
(EMAS)

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## AUTHOR'S DECLARATION

I declare that the work in this dissertation was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and is the results of my own work, unless otherwise indicated or acknowledged as referenced work. This dissertation has not been submitted to any other academic institution or non-academic institution for any degree or qualification.

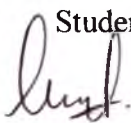
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## ABSTRACT

The Emotional intelligence can also improve a leaders' ability, capability and self-perceived ability to identify, access and control the emotions of oneself, of the others and of groups at work or school. By understanding yourself and your employees, it helps leaders manage and communicate to their employees more effectively. Furthermore, according to Daniel Goleman, an effective leader need Emotional Intelligence. Hence, it is imperative that Emotional Intelligence is developed and nurture especially in Students as they are the future leaders of our nation. These future leaders expected to work in organizations, both in public and private. Therefore, the main objective of this study is to examine Student Leadership and Emotional Intelligence. Firstly, this research attempt to examine the Student Leadership Effectiveness. Second, this research attempt to examine the relationship between Student Leadership and Emotional Intelligence (EI). Thirdly, this research attempt to determine the significant difference in Emotional Intelligence (EI) based on Gender and finally, it attempts to determine the significant difference in Emotional Intelligence (EI) based on CGPA. A total of 200 respondents participated in the survey for this research. These respondents are students currently holding leadership positions in their respective students' bodies. The results of this research revealed that the respondents have effective leadership skills but weak Emotional Intelligence. Moreover, the results also show that there is a significant difference in Gender and Emotional Intelligence as well as there is a significance difference in CGPA and Emotional Intelligence. Nevertheless, the main contribution of this research is that it attempt to explore the Emotional Intelligence of the respondents. In addition, the findings may give potential inputs as well as insight to UiTM to incorporate Emotional Intelligence. Recommendation from the respondents and researcher for future research were also included in this research.

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# CHAPTER ONE

## INTRODUCTION

### 1.1 RESEARCH BACKGROUND

What is a leader? Generally, people will imagine a legendary hero or great world leader that shapes the world or won historical wars or direct successful corporate empires. Great stories of the great Gandhi, Alexander the Great or Bill Gates are being discussed very often whenever there are talks regarding great leadership. Therefore, numerous studies are conducted pertaining leadership to emulate and identify traits and qualities to become effective leaders.

Additionally, higher learning institutions also play a part in nurturing future leaders. In the campus community, some leadership development opportunities subsist for students to identify, enhance and reflect leadership abilities in various institutional programs, courses or activities (Boatman, 1999).

According to Obrero (2014), a university is a training ground for future professionals and leaders of the community, organizations and the country. Students that held positions in their respective organization are the future leaders. Therefore, it is imperative that these future leaders are equipped with the necessary leadership skills. Moreover, according to Goleman (1995), an effective leader must have emotional intelligence. Evidently, the implementation of Emotional Intelligence in any organization by a leader to be effective and efficient plays a very important role to lead effectively (Batool, 2013).

Hence, students must also be equipped with Emotional Intelligence in order to be effective leaders. Emotional intelligence also allows the students to connect the power and knowledge to understand their selves, prevail over challenges and build strong relationship with others at work, school or social events and activities. The success of having emotional intelligence will lead to various immeasurable feats both in personal and career-wise in the future for these students as they embark on their journey of life according to Goleman (1995). Hence, this research attempted to determine whether there