

UNIVERSITI TEKNOLOGI MARA

**ASSESSING EMOTIONAL
INTELLIGENCE AND
PERSONALITY
CHARACTERISTICS AMONG
UNIVERSITY ATHLETES**

NUR AFIFAH BINTI SAUFI

Thesis submitted in fulfilment
of the requirements for the degree of
Master of Science
(Sports Science and Recreation)

Faculty of Sports Science and Recreation

March 2024

ABSTRACT

Emotional intelligence is a combination of human qualities that represents an individual's emotional experiences and intelligence's adaptability. On another hand, personality describes human ideas, feelings, and behaviours to characterize an individual. It considers both common characteristics and distinctive features when assessing personality. Researchers have examined emotional intelligence and personality traits in detail as they are two connected notions. 310 university athletes (N= 156 males, N= 154 females) aged 19 to 31 and older, from five separate campuses make up the responders. Universities' emotional intelligence and personality traits were assessed using the USM Emotional Quotient Inventory (USMEQ-i) and the NEO-Five-Factor Inventory-3 (NEO-FFI-3). The study hypotheses were examined using Pearson's correlation to determine the emotional intelligence and personality of university athletes, as well as an independent t-test to look at gender disparities. The results of the study show the university athletes have high level of emotional control, emotional maturity, emotional conscientiousness and average level of emotional expression, emotional commitment, emotional fortitude, and emotional awareness. Meanwhile, for personality, results shows that average level of extraversion and openness, low level of neuroticism, agreeableness, and conscientiousness. Then, focusing on gender discrepancies, the results show that no significant difference between emotional fortitude compared between genders for emotional intelligence. Meanwhile, for agreeableness show significant results in term of gender. Hence, the relationship between emotional intelligence and personality ($p < 0.05$) significant differences for extraversion with emotional commitment, emotional maturity and emotional control. In general, personality and emotional intelligence are two significant ideas that are interconnected. To increase our chances of success and happiness in life, it is essential to understand and develop our personalities as well as our emotional intelligence.

Keywords: Emotional intelligence, Personality, Characteristics, University Athletes

ACKNOWLEDGEMENT

Firstly, I wish to thank God for giving me the opportunity to embark on my MSc and for completing this long and challenging journey successfully. My gratitude and thanks go to my supervisor Dr Ahmad Fikri bin Mohd Kassim and Madam Siti Hannariah binti Mansor. Their unwavering dedication to academic excellence was a constant source of motivation.

I also could not have undertaken this journey without my defense committee, who generously provided knowledge and expertise. Additionally, this endeavour would not have been possible without the generous support from the Yayasan Bank Rakyat, who financed my study.

I must also express my heartfelt thanks to my family and friends who provided me with unwavering emotional support during the ups and downs of this project. Your unwavering belief in me, along with constructive feedback, was essential in navigating the challenges that arose throughout the process. I would like to extend my sincere thanks to all unlimited support from people around me since day one.

Finally, this thesis is dedicated to the loving memory of my father and mother for the vision and determination to educate me. I could not have undertaken this journey without support from both. This piece of victory is dedicated to both of you. Alhamdulillah.

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CHAPTER 1

INTRODUCTION

1.1 Background of The Study

Due to the extremely numerous obstacles that the community presents, there was indeed a significant societal load on every professional sector. Often these persons may encounter emotional stress, feelings of inadequacy, loss of optimism, and unavailability of tokens of appreciation. Remaining a healthy mind was compulsory as university students faced an undue amount of stress which may lead to several consequences for the mental health of the students. Mental fortitude will not compensate for a paucity of skill. Youths and adults were easily exposed to massive amounts of unrestricted and, most crucially, controlled information and are subjected to intense pressure because of ever-increasing competitiveness and expectations from family and peers. However, the close agreement could perhaps mean the distinction between success and failure (Parveen, 2016). Human nature concepts were derived from views about human feelings. Individuals did inherently competitive and aggressive, or cooperative and kind behaviour. According to the previous study, emotions were powerful, underlying factors that build logic, self-expression, and social behaviour patterns that were important for healthy groups of people. One of the most crucial matters that should be trying to address before actually defining emotional intelligence was the concept of emotion, which also plays a significant role in the basic idea of emotional intelligence (Balyan, 2021).

Emotions can be defined as a complex network of interactions between subjective and objective factors, mediated by neural-hormonal systems, that may result in affective experiences such as feelings of arousal, pleasure or disparagement, and anxiety. Secondly, cognitive processes such as emotionally charged perceptual effects, appraisals, and labelling processes were generated. Third, they caused extensive physiological adaptations to stimulate stimuli, resulting in expressive, goal-directed, and adaptive behaviour (Kopp & Jekauc, 2018). The mental and social landscapes were shaped by our emotions. As with the geological upheavals that a traveller could discover in a place where only a level could previously be observed, they characterized our lives as uneven, uncertain, and prone to reversal. Both discrete and dimensional models presuppose that emotions elicit evaluations, which begin with simple meaning