

Influence of Emotional Intelligence on Self-Leadership among The Young Apprentice Leadership (YALE) Camp Participation

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Abstract

This study aims to determine the influence of emotional intelligence on self-leadership following participation in the Young Apprentice Leadership (YALE) Camp. The study sample comprised 60 MRSM school students from YALE camp. Two questionnaires were utilised: an emotional intelligence questionnaire (EIQ) with 29 items and a revised self-leadership questionnaire (RSLQ) with 9 items. SPSS Version 29.0 has been used to analyse the obtained data and provide findings. The internal reliability test yielded alpha values ranging from 0.66 to 0.73. The findings of the Kolmogorov-Smirnov normality test indicated significance levels with p -values greater than 0.05. The study's results show that there was no statistically significant difference in emotional intelligence and self-leadership levels across genders [$p < 0.05$]. The study found a notable association [$r = 0.599$] between self-leadership and individual emotional intelligence following participation in the Young Apprentice Leadership Camp (YALE). The analysis resulted in a predictor regression showing a moderate relationship between self-leadership and emotional intelligence with a correlation coefficient of 0.599 and a significance level of $p < 0.05$. The combined value of all predictor variables was $r^2 = 0.599$, with a significance level of $p = 0.01$ ($p < 0.05$), indicating their contribution to the change in variable criteria. This study shows a clear connection between self-leadership and emotional intelligence, highlighting the need for training to enhance emotional intelligence. The study demonstrated a favourable relationship between the participants' self-leadership style concerning YALE and emotional intelligence. Participants with greater emotional intelligence exhibit a more pronounced self-leadership style, highlighting the significance of emotional intelligence in shaping an individual's leadership qualities.

Keywords: Emotional Intelligence, Self-Leadership, Young Apprentice, Outdoor, Camp

Introduction

Emotional intelligence is the ability to observe, understand, and interpret information (Mayer et al., 2011). High emotional intelligence is defined by self-awareness and social competence (Salovey & Mayer, 1990). Leadership is more than just guiding and motivating people. Manz and Sims (2001) state that this involves helping others enhance their leadership abilities. Define leadership as self-influence, highlighting the significance of emotional intelligence in

attaining success. (D'Intino et al., 2007). Bar-On (2010) demonstrates that instruction in emotional intelligence has a substantial effect on an individual's capacity to engage in favourable social interactions. Kovacevic et al (2018) mentioned that stress coping mechanisms might be either adaptive or maladaptive. Adaptive conduct involves effectively handling stressful events to minimise danger. In cases of maladaptive behaviour, decisions may not result in considerable advantages, thereby impeding individuals' capacity to traverse their environment successfully. Individuals with low emotional intelligence often struggle to manage stress-related concerns. Many research has shown a strong connection between stress and emotional intelligence, as evidenced by (Sharma and Kumar, 2016). Self-influencing process involving self-direction and self-motivation as discussed by (DiLiello & Houghton, 2006; Manz & Neck, 2004). Individuals that utilise self-leadership strategies improve their effectiveness by guiding their conduct, pursuing internal rewards, and utilising positive thinking processes (Manz & Sims, 2001). According to Goleman (2001), emotional intelligence is an individual's ability to manage negative emotions like anger, low self-esteem, and anxiety, and replace them with good emotions such as confidence, empathy, and friendship. Manz and Sims (2001) asserted that leadership encompasses guiding, encouraging, and fostering the development of leadership attributes in others. Personal leadership involves influencing oneself to achieve goals (D'Intino et al., 2007).

Emotional intelligence showcases self-regulation through the efficient control of one's behaviour, attitude, and emotions before leading others (Vann et al., 2017). Social awareness involves empathy and the ability to understand the emotional reactions of people while making decisions (Goleman, 2019). Previous research on emotional intelligence often focuses on the four elements outlined by Goleman (2018): emotional recognition, emotional management, recognising others' emotions, and connection development. Student leadership quality is frequently associated with the student's traits. Karnes and Bean (1996) identify various personal traits that contribute to developing leadership qualities, such as the willingness to be challenged, perseverance in problem-solving, the ability to make crucial decisions, being receptive to establishing new relationships, and articulating opinions verbally. It is crucial to ensure that those who aim to become leaders are adequately trained to develop their leadership skills.

The Y.A.L.E Module is implemented to utilise Model Logic in organising activities by considering inputs, actions, results, short-term impacts, and long-term effects thoroughly. The program implementer's contribution includes PUSKEP, chosen students from MRSM, and assessment specialists from UPM, with assistance and support from the Secondary Education Division (BPM). The program includes a range of physical activities such as leadership character development modules, group training, rope skills exercises, kayaking, bicycle adventures, navigation, camping, life skills, team bonding, and paintball. These activities are anticipated to directly enhance physical fitness, develop cognitive skills and life experiences, acquire skills in outdoor activities, and foster feelings of self-achievement and self-reflection. MARA may assess the efficacy and effectiveness of the Y.A.L.E module by evaluating the short-term and long-term impacts on the students who have completed all three phases.

This study intends to analyse the influence of emotional intelligence on self-leadership among the Young Apprentice Leadership Camp (YALE) participation. The research hypothesis is as stated:

- H_{01} There is no significant difference in the emotional intelligence of leadership camp participants based on gender.
- H_{02} There is no significant difference in the self-leadership of leadership camp participants based on gender.
- H_{03} There is no significant relationship between emotional intelligence and the self-leadership of leadership camp participants.
- H_{04} There is no significant influence of emotional intelligence on the self-leadership of leadership camp participants.

Methodology

This study uses quantitative research methodologies and survey questionnaires to investigate how emotional intelligence affects self-leadership in participants who attended the Young Apprentice Leadership (YALE) Camp. 60 participants were recruited using purposive sampling from the MARA student leadership camp. This research employs two questionnaires: The Self-Reviewed Leadership Questionnaire (RSLQ) by Houghton et al (2012) includes 9 items, and a modified version of the Emotional Intelligence Scale (EIS) by Al-Qadri et al (2022) comprises 39 items. Both questionnaires are rated on a 5-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree) to evaluate self-leadership and emotional intelligence levels. Descriptive statistics were employed to clarify the degrees of emotional intelligence and self-leadership among respondents. T-test data analysis was used to do hypothesis testing. Demographic variables, including gender, were analysed descriptively. Pearson's correlation analysis was utilised to examine the connection between emotional intelligence and self-leadership, and regression analysis was employed to identify factors influencing respondents' self-leadership. The study used the Statistical Package for Social Sciences (SPSS) 29.0 software to analyse data related to emotional intelligence and self-leadership. Descriptive statistics were utilised to analyse the respondents' characteristics, while T-test data analysis was employed for hypothesis testing. Demographic factors were identified, and Pearson correlation analysis was used to assess the relationship between emotional intelligence and self-leadership. Regression analysis was employed to determine the variables that impact self-leadership.

Result and Discussion

Demographic

Table 1 displays the results of a demographic descriptive study of participants in the Young Apprentice Leadership Camp (YALE), showing the number of respondents (N) and the proportion of each gender and age group after the camp. The survey had 60 respondents, with an equal distribution of 30 males and 30 females. MRSM students from all around Malaysia are chosen by the school to attend the YALE camp. The majority of responders were aged between 17 years (95.0%) and 57. There were 2 responders aged 15 (3.3%) and 1 respondent aged 16 (1.7%). All participants in the study were 60 in total, with an equal split of 30 boys (50.0%) and 30 girls (50.0%) who were chosen to participate in the YALE camp.

Table 1

Frequencies and Percentage of Respondent's Demographics

Demographic		Frequency (<i>f</i>)(<i>f</i>)	Percentage (%) (%)
Gender	Male	30	50.0
	Female	30	50.0
Age	15 years	2	3.3
	16 years	1	1.7
	17 years	57	95.0

***H*₀₁*H*₀₁: Difference in Emotional Intelligence of Leadership Camp Participants based on Gender**

The finding reported in Table 2 shows that there is no statistically significant difference in the emotional intelligence levels of the participants based on their gender ($t(58) = .992, p = .325$).

Table 2

T-test Results of Emotional Intelligence Levels by Gender Variable

	Gender	N	Mean	Std. Deviation	Std. Error Mean	<i>df</i>	<i>t</i>	Sig. (2-tailed)
						58	.992	325
Self-Leadership	Male	30	4.223	.2576	.0470	58	.992	325
	Female	30	4.034	.2973	.0542			

$p > 0.05$

The finding revealed that there were no significant differences between genders in most aspects of emotional intelligence, such as self-awareness, controlling emotions, empathy, and handling relationships. In research by Van Rooy et al (2005), females exhibited higher emotional intelligence scores compared to males. The research assessed emotional intelligence in 275 undergraduate students (59 men and 216 females; mean age 22.18 years) using the Emotional Intelligence Scale developed by Schutte et al. in 1998. The study's findings showed minimal evidence of a connection between gender and age and the effects of size and modifiers. Ciarrochi et al (2001) conducted a study that revealed differences in emotional intelligence between genders, with women scoring higher than males. Emotional cooperatives connect school and gender with age and pendant, leadership style, and disability. Nasir and Masrur (2010) study emotional intelligence in academic settings. Initial findings revealed no disparity in emotional intelligence depending on gender or age. Pearson's correlation study shows a significant relationship between emotional intelligence, academic success, and age.

Studies were done among adolescents, college and university students, and employers, showing that girls achieved greater ratings in emotional intelligence. This may be elucidated by the notion of emotional intelligence, which examines people's proficiency in prioritising emotional functioning from a social and self-efficacy-emotional perspective (Saarni, 1999).

Schutte et al (2001) state that emotional intelligence is crucial for managing social growth and enhancing the quality of relationships. Emotional intelligence is the ability of a person to understand their own emotions and the feelings of others, as well as to develop and sustain social relationships. Previous research indicated that females show superior abilities in emotional self-awareness, empathy, and social connection.

H₂H₂: There is no significant difference in the self-leadership of leadership camp participants based on gender

Table 3 shows no significant difference in self-leadership levels among participants based on gender [$t(58) = .1503, p = .138$]. [$t(58) = .1503, p = .138$].

TABLE 3

T-test Results of Self-Leadership Levels by Gender Variable

	Gender	N	Mean	Std. Deviation	Std. Error Mean	df	t	Sig. (2-tailed)
Self-Leadership	Male	30	4.244	.3786	.0691	58	1.503	.138
	Female	30	4.096	.3846	.0702			

$p > 0.05$

PUSKEP was in charge of organising training sessions and developing modules focused on leadership for MRSM students involved in external activities. The program extensively incorporates outdoor activities, particularly tough ones. Male participants in this leadership program had a greater inclination towards self-leadership due to their higher interest in difficult tasks compared to female participants. Male participants will take on leadership roles in activities including kayaking, jungle tracking, jungle cookery, and orienteering, while female participants will be given instructions. This is because female participants generally show less enthusiasm for outdoor activities, particularly in forest and aquatic environments. Researchers suggest that women in leadership roles may have an edge in the workforce due to their collaborative and empowering leadership style. Eagly and Carli (2003) demonstrate this possibility.

The study aimed to determine the student leaders' perceived levels and self-capabilities in leadership across different student bodies at MRSM. The goal is to assess the extent of student leadership across four key dimensions necessary for becoming a competent and reliable leader. Self-leadership is the capacity of an individual to control their actions by the use of strategies and cognitive habits, as described by (Manz, 1992; Manz and Neck, 2004). The study also showed that male participants displayed leadership characteristics. Male participants had more autonomy in managing environmental stressors at the YALE leadership camp compared to female participants. Participants can improve their knowledge, expertise, and leadership abilities via various activities. Enhance national integration, patriotism, and leadership qualities to develop a well-rounded MRSM student leader.

Manz and Sims (2001) define self-leadership as a method that targets behaviour, ideas, and emotions to impact oneself. Self-leadership can be considered a refined or precise kind of

self-focused leadership. An individual who possesses self-leadership employs behavioural strategies to promote positive behaviour and manage negative behaviour that may impact work performance. The study found that masculine persons are more dominant as leaders. The attributes of citizen leaders are outlined in the self-leadership t-test table above.

Manz and Neck (2007) suggest that self-leadership can enhance time management effectiveness by creating a task list. A process that enables individuals to comprehend and reflect on their activities to enhance the course of their life. Moreover, self-leadership can motivate an individual to enhance their efficiency. According to Norris (2008), women exhibit more self-leadership abilities compared to males. This study discovered that students who become student leaders in school possess a strong view of their leadership abilities before assuming leadership roles. Student engagement in school is crucial for discipline and the development of soft skills in higher education. It serves as the foundation for teaching student leaders in maintaining discipline and setting an example for their peers. Leadership skills enable individuals to positively influence others, a crucial trait for anybody assuming a leadership role within an organisation.

H₃H₃: There is no significant relationship between emotional intelligence and the self-leadership of leadership camp participants.

Table 4 illustrates a modest, positive, and statistically significant link between participants' self-leadership and their emotional intelligence level. The study highlights a positive relationship between emotional intelligence and self-leadership among the participants ($r = 0.599$, $p = 0.001$).

TABLE 4

Correlation Result between Emotional Intelligence and Self-leadership.

		Self- Leadership	Emotional Intelligent
Emotional Intelligent	Person Correlation	.599**	1
	Sig. (2-tailed)	.001	
	N	60	
Self - Leadership	Person Correlation	1	.599**
	Sig. (2-tailed)		.001
	N		60

** . Correlation is significant at the 0.01 level (2-tailed).

The researcher utilised Pearson's correlation to determine the association between participants' emotional intelligence and self-leadership following their attendance at the YALE camp. Data analysis is considered statistically significant with a p-value of less than 0.01. Emotional intelligence did not have a direct impact on the self-leadership of male and female participants following their participation in the YALE camp. The study's findings indicate that emotional intelligence positively and significantly influences the self-leadership of the participants. A person's leadership abilities are directly correlated with their level of emotional intelligence. The research focuses on the necessity of developing emotional intelligence within personal leadership, particularly in the context of the YALE program.

Goleman (2019) states that relationship management entails the capacity to effectively influence people in a positive direction. Success in relationship management relies on both

personal accomplishments and assisting others in their growth. Successful relationship management requires recognising and controlling emotions, as well as showing empathy towards others. Self-awareness and self-management pertain to the person, whereas social awareness and relationship management include interactions with others. Research indicates that persons who can regulate their emotions and utilise self-leadership strategies effectively typically experience heightened positive emotions and self-assurance (Houghton et al., 2012). The study suggests that emotional intelligence influences the enhancement of characteristics linked to self-leadership. Enhancing emotional intelligence can encourage individuals to exhibit greater self-leadership behaviours (Nelis et al., 2009). Students' self-leadership attributes can benefit from instruction in emotional intelligence development. This will have a good impact on students' academic success and their professional prospects. Moneva and Gatan (2020) discovered a strong link between emotional intelligence and self-control. Researchers assert that successful emotional regulation relies on emotional intelligence and self-discipline, which are viewed as crucial requirements. They claim that developing emotional intelligence and self-discipline can help individuals become self-sufficient by helping them recognise essential aspects for reaching their goals (Juati et al., 2020).

Dolbier et al (2001) found that high levels of self-leadership positively affect stress management by reducing failure and interpersonal ambiguity in university students and employees through the promotion of optimism and resilience. Furthermore, it enhances company partnerships, quality management, work satisfaction, and communication among staff members. Both groups show improved health, shown by less stress and indications of illness. The study's results emphasise the need of training to improve emotional intelligence by examining its connection with self-leadership. Research with a bigger sample size and diverse variables will enhance comprehension of self-leadership and emotional intelligence, along with the factors that impact these ideas.

H₄H₄ There is no significant influence of emotional intelligence on the self-leadership of leadership camp participants

The regression analysis results in Table 5 indicate that self-leadership as a predictor variable ($\beta=.60$, $p<.05$) is a factor in the self-leadership of leadership camp participants. The R^2 value of .359 shows that as much as 39.9 percent ($r=.56$) of the change in the criterion variable (self-leadership) is due to changes in the predictor variable (emotional intelligence).

TABLE 5

Regression test for the influence of emotional intelligence on the self-leadership of leadership camp participants.

Variables	R	R^2	Beta	<i>t</i>	F	<i>Sig. (p)</i>
Self-Leadership	.558	.359	.599	5.704	32.537	.001

Emotional intelligence may be crucial in assisting pupils in improving their self-leadership skills through successful self-planning tactics. Studies by Batool (2013); Goleman (2011); Mills (2009); Palmer et al (2001) revealed a notable positive impact of emotional intelligence on self-leadership. Research conducted by Alabdulbaqi et al (2019); Vann et al (2017); Sun (2015) provide more proof that emotional intelligence enhances self-leadership. Individuals with increased self-awareness tend to utilise behavior-focused strategies more often when analysing specific elements, suggesting that recognising one's emotions leads to more self-

discipline and self-assessment. Proficient self-management has a significant impact on behaviorally focused tactics and constructive idea design procedures. Individuals who can regulate their emotions are more inclined to enhance their internal motivation, self-control, and self-assessment. Social awareness and relationship management positively influence constructive thought patterns and strategies. Individuals who possess the ability to regulate, comprehend, and empathise with others' emotions are more inclined to be self-driven and to make precise assessments of their thinking.

Conclusion

The influence of emotional intelligence (EI) on self-leadership, as observed through participation in leadership camps, underscores the profound impact of experiential learning in outdoor education settings. Through engaging in a variety of team-building activities, outdoor challenges, and reflective exercises, participants at leadership camps have the opportunity to cultivate and strengthen their emotional intelligence, thereby enhancing their self-leadership capabilities. The development of self-awareness, a cornerstone of EI, empowers individuals to recognize their emotions, strengths, and areas for growth. By gaining insights into their personal leadership styles and communication preferences, participants are better equipped to set meaningful goals, make informed decisions, and take ownership of their actions as self-directed leaders (Boyatzis et al., 2000; Tawan et al., 2020). Moreover, the cultivation of self-regulation skills enables participants to manage emotions, impulses, and stress effectively, fostering resilience and adaptability in the face of challenges. By staying composed and resilient during unexpected obstacles and interpersonal conflicts, individuals demonstrate greater self-control and emotional stability, essential qualities for effective self-leadership (Brackett & Salovey, 2006).

Additionally, the enhancement of social skills, including communication, empathy, and collaboration, fosters a supportive team environment conducive to self-leadership development. By connecting with peers, building trust, and inspiring collaboration, individuals create a positive and inclusive atmosphere where everyone feels valued and empowered to contribute to shared goals (Goleman, 2006). Participation in leadership camps provides a transformative experience for developing emotional intelligence and self-leadership skills. By fostering self-awareness, self-regulation, and social skills, outdoor education programs empower individuals to navigate challenges, inspire others, and achieve their goals as effective and empathetic leaders.

By utilising emotional intelligence, individuals may effectively manage their emotions, negotiate social situations, and cultivate healthy connections with others, as supported by several studies (Bustamante et al., 2019; Jansen et al., 2014; Cheng & Zhou, 2023; Kellett et al., 2006). Ultimately, this results in increased self-awareness, self-confidence, and resilience, which are crucial aspects of self-leadership. This study's results confirm the importance of emotional intelligence in enhancing self-leadership skills and preparing students to become effective leaders. Students can gain self-awareness, articulate their opinions, and comprehend interpersonal dynamics. Furthermore, controlling emotions can aid in reducing stress and concentrating on a certain scenario. The Young Apprentice Leadership (YALE) leadership camp aims to enhance physical fitness, develop cognitive skills and life experience, acquire knowledge and skills in outdoor activities, and foster self-achievement and self-reflection.

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