

# RELATIONSHIPS OF EMOTIONAL LITERACY, SOCIAL COMPETENCE WITH INTELLECTUAL AND PHYSICAL STUDENTS ACHIEVEMENT

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**Abstract**— Physical Education subjects taught at schools are subjects that can be seen to support JERI's achievement in line with the needs of the National Education Philosophy. This study aims to find out the true level of emotional literacy and social competence to form four students in Sepang District. A quantitative approach with a questionnaire design was used in this study. Selection of respondents was conducted using stratified random sampling involving 322 form four national high school students in Sepang District. The questionnaire was adapted from independent studies related to emotional literacy and social competence. The data were analyzed using the SPSS version 23 program. Descriptive analysis uses frequency, percentage, mean and standard deviation. While inferential analysis using Pearson correlation test and multiple regression. The results showed that the level of emotional and social literacy of form four students in physical education subjects was moderate. The findings also found that there was a significant correlation between the level of emotional literacy and social competence ( $p < 0.05$ ) with low strength and strong relationship strength (emotional literacy strength:  $r = 0.174$  to  $r = 0.505$ , strength of social competence relation:  $r = 0.234$  to  $r = 0.539$ , and  $p=0.00$ ). Similarly, the result of the analysis found that there was a mutual influence between emotional literacy and social competence on the achievement of intellectual and physical form four students in physical education subjects. The conclusions from the study show that the level of emotional literacy and good social competence can help in improving not only academic but also physical in nature and to reinforce JERI's objective and thus create a balanced human being capable of competing globally.

**Keywords:** *Emotional Literacy, Social Competency, Ujian SEGAK, Physical Education, JERI*

## I. INTRODUCTION

National Education Philosophy (FPK) is one of the important guides in the field of Malaysian education to play a role in creating a balanced and harmonious society from physical, social, emotional, intellectual and spiritual aspects. The role of education in the country is reinforced with the current challenging global world development with the launch of the Malaysian Education Development Plan (PPPM 2013-2025). One of the PPPM frameworks is that students can resolve conflicts in a harmonious, thoughtful manner, stick to the principles when they are in critical situations and dare to do something right. The educational system also aspires to form a loving individual who can contribute to the well-being of the community and the country.

The national education policy through the Malaysian Education Development Plan (PPPM 2013-2025) has

targeted education in Malaysia is world-class. Indirectly he places the education process as an important area in everyday life, especially in schools that are the centre of knowledge development. It is hoped that, this will help the national administration system into a modernized era of nationhood and achieve the established vision. Physical Education is one of the media that is expected to manifest PPPM's desire for 2013-2025 if the contents of the lesson, the approach of teaching and teaching techniques are implemented as best as possible. Or is it clear that the Education System in Malaysia is based on the National Education Philosophy focusing on the student's overall self-development to produce individuals who are physically, emotionally, spiritually and intellectually (JERI).

## II. BACKGROUND RESEARCH

Physical Education subject which is compulsory to be taught in schools today, should be able to develop the right behaviors and attitudes of students in terms of health and well-being (Kumar, 2015). Physical Education subjects are part of the individual participatory process aimed at enhancing physical, emotional, spiritual, intellectual and social aspects through physical activity media (Siedentop, 1983). In addition of providing physical benefits, physical education also involves educational outcomes that are not physically distinct. Bauer (2001), physical education is one of the modifications and learning of organic, neuromuscular, intellectual, social, cultural, emotional and, aesthetics of selected and planned physical activities. Children without emotional and social development according to their development will have problems in their learning, and less acceptable to classmates and teachers (Denham, 2006). 'Children today are citizens of tomorrow'. It is therefore the responsibility of all to form a strong, healthy and perfect personality of the future (Vibharani & Chandrappa, 2015). Physical education plays a balanced role in the ever-changing world.

If the above statement is taken into account, the level of emotional and social achievement of the student should be taken into account accordingly. The National Education Philosophy has emphasized the ultimate goal of national education is to produce a balanced and harmonious individual in Physical, social, spiritual and intellectual emotions, based on firm holds and trust in God. Therefore, in the Physical Education Assessment, the aspect of JERI's assessment is highly emphasized as it is in line with the requirement of the National Education Philosophy that further develops the individual's potential

in a comprehensive and integrated manner to create a balanced and harmonious human intellectual, spiritual, emotional and physical. Physical Education subjects are subjects that emphasize overall outcome development from the aspect of JERI at the end of its learning (KPM Curriculum Development Center, 2016).

Referring to the preliminary report of the Malaysian Education Development Plan (PPPM 2013 - 2025), the Ministry of Education, continues to be committed in producing students who can be competitive globally. Students who are capable of competitiveness not only from the aspect of intellect and skill but also able to highlight the noble values in relationships such as proficient in their emotional and social control. This is in line with the opinion of Steiner (2003), "To be a person who has a good emotional literacy awareness, we must be able to handle our emotions, to enhance the power that is around us, by making work cooperatively, and facilitating community life.

The main aim of the application of emotional and social education in Physical Education is directly and indirectly as the process of a student enhances their ability to integrate thoughts, feelings, and behaviors to achieve a more perfect stage of life in the future. In addition, students are able to recognize and manage their social emotions, create a healthier relationship with the environment, set a positive goal, meet personal and social needs and make decisions more responsibly in the 21st century education. Esslinger (1967) Physical Education is a process in which individual changes are generated through the experience of their movement. Freeman (1979), PE is a change of all aspects of the individual as a whole through physical means.

The cognitive process of children such as making decisions is influenced by emotions (Barret, Mesquita, Oschner & Gross 2007). Emotional and social behavior affects the ability of children to survive in goal-oriented activities, seeking help when needed and benefiting from relationships with others. This is in line with the purpose of teaching Physical Education in high schools that emphasizes not only the achievement of psychomotor and cognitive skills alone, but also fill the spiritual and emotional needs of the students.

Education is a discipline that includes curriculum, counselling, administration, teaching and assessment (Hassan Langgulung, 1991). He added that education is the development of hidden and concealed human potentials. The teaching process of sports skill activities in physical education introduced in secondary schools requires students to demonstrate, verbally and non-verbally communicating in groups. The 21st century education, it is the requirement of a teacher as a guide to the students, cooperative students try to solve the problems given, in such a way that such education is most likely to examine the emotional and social skills of the students.

The teaching approach by incorporating elements of emotional literacy in pedagogy will allow students to learn to control 'emotional impulses', and indirectly can increase their confidence and self-esteem (Coppock, 2007).

Therefore, the objective of this study is to know the degree, relationship and influence of the Emotional

Literacy and Social Competence of a student based on intellectual and physical achievement in the Physical Education subject at national secondary school.

### III. RESEARCH METHODOLOGY

This study is based on quantitative research design using survey method where questionnaires were given to form four students during Physical Education at school in Sepang district. The design of this study was created by collecting information or data on the level of emotional literacy and social competence as well as the relationship and influence with intellectual achievement, physical form four student of Physical Education in Sepang district. To ensure that the questionnaire was clearly understood by the respondents, the researchers briefed and explained the purpose and means of answering the questionnaire. The selection of questionnaire technique in this study is because this method is suitable for many samples, quick and easy to implement. In addition, the information collected will be obtained by the most effective method (Konting, 2005). The reliability of the questionnaire was 0.804 for Emotional Literacy and 0.856 for Social Competence by Alpha Cronbach.

In this study, the data obtained through questionnaires were analyzed using descriptive and inferential statistical methods. This descriptive statistical method is used to describe the characteristics of variables that can be presented through indicators such as mean, percentage and deviation. Furthermore, researchers use the inferential statistics (Pearson correlation) to draw conclusions on regression relations and analysis to determine the influence between the achievement of emotional literacy, social competence and their intellectual and physical achievement based on information obtained from the sample.

### IV. FINDING

The analysis of the study was conducted by putting the low, medium and high category to discuss the objectives of the study on the achievement of students' emotional literacy and social competence.

Mean Score	Phase Interpretation
1.00 - 1.99	Low
2.00 - 2.99	Medium
3.00 - 4.00	High

Table 1

Objective of the study	Mean	Intellectual	Physical
1. Identify the level of Emotional Literacy students in Physical Education subjects.	2.54 to 2.866	Medium	Medium
2. Identify the form four social form of Competency in Physical Education subject.	3.684 to 3.723	High	High

Schedule 1: EL and SC levels are based on intellectual and physical achievement of students.

Based on the findings obtained through the analysis of descriptive and inferential statistical data, it has provided answers to all research questions. Table 1 shows a summary of findings of the analysis. Overall, the findings showed that the four-member students involved in this study had LE and KS level between medium to high based on the overall mean score of LE and KS. This shows that students in the school involved in the study can go through a good school climate.

Table 2

The objective of this study	P Value	Intellectual	Physical
3. Identify whether there is a relationship between the level of Emotional Literacy level with the student's physical and intellectual achievement factor.	Significant p=.000	r=.174 to r=.050	r=.234 to r=.539
4. Identify whether there is a relationship between the level of Social Competence with the physical and intellectual achievement factor of the student.	Significant p=.000	r=.845 to r=.869	r=.880 to r=.918

\*\*\* significant levels of all  $p < .05$  factors

Table 2: EL and SC relationship based on intellectual and physical achievement of students.

While the relationship between LE and intellectual achievement was significant ( $p < .05$ ) with the strength of the relationship between low to strong ( $r = 0.174$  to  $r = 0.505$ ). Similarly, LE relationship with student physical achievement (significant  $p < .05$ ) and strength of relationship with low to strong ( $r = 0.234$  to  $r = 0.539$ ). The findings also show that KS has a significant relationship with the intellectual and physical achievement of form four physical education subjects ( $p < .05$ ) with strong relationship strength ( $r = 0.845$  to  $r = 0.869$ ).

Table 3

The objectives of the study	P Value	Coefficient R2
5. Identify whether there is a mutual influence between the achievement of emotional literacy and social competence with the level of intellectual and physical achievement of students.	Significant P=.000	98.7%

\*\*\* Significant stages of all factors  $p < .05$ ,  $\beta = (KS = .542$  and  $LE = .459)$ .  $R2 (987)$   $n = 322$

Table 3: The co-effects of LE and KS on students' intellectual and physical achievement.

Table 3 shows that both LE and KS have mutually influenced the achievement of intellectual and physical achievement of Physical Education subjects with an influence value of 98.7%. The Social Competency Aspect demonstrates greater influence than Emotional Literacy based on beta values ( $KS = .542$  and  $LE = .459$ ) on the intellectual and physical achievement of students.

**V. DISCUSSION**

The findings show that adult enrollment forms have begun to better control their emotional literacy. This finding was agreed upon by a study conducted by Laura L.Carstensen et al. (2000) and Laura L. Carstensen et al. (2011) which states that the maturity of one's emotional control is influenced by an increase in age. The study also found that the Physical education lessons taught in schools are a subject that can support FPN by completing the achievement of JERI students directly. Hence, all parties related to self-development of students such as administrators, teachers and parents do not take easy development of LE and KS students. It is evident that these two elements contribute significantly to the

intellectual and physical achievement of students in line with the will of the FPN.

Generally, the ability to have LE and KS efficiency is an important thing to be mastered by students to avoid experiencing emotional distress and stress during the learning process and in life. While the LE and KS levels are not the key determinants of success while pursuing learning in schools, LE and KS levels should be noted. This is because the lack of LE and KS in the students is feared that the negative impacts of this student group will be due to the lack of attitude and so on. In addition to the school, guards also play an important role in helping students to master emotional literacy and social competence. If the wrong pattern of education is given to this student, its effect will last not only on the future of the student but also to the community. Hence, all parties have the role and ability to inject emotional literacy education and social competence to help students optimize their potential to be able to be realized.

At the same time, the responsible party for providing education to this student is either a teacher or an administrator to be concerned about the importance of LE and KS in life as a student. Therefore, every action should be applied to the correct guide-based life elements so that this guide will eventually become a culture among all students. This is to enable the creation of high quality and highly skilled human capital including LE and KS efficiency which in turn can benefit not only ourselves but also excellence in the country.

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