

**Relationship Between Emotional Intelligence And Academic Achievement
Among Students Pahang Matriculation College**

Norhisham Abdul Razak
norisma5869@gmail.com
Syed Sofian Syed Salim
sofian@fppm.upsi.edu.my

Corresponding Author
Pahang Matriculation College,
Pahang, Malaysia

Abstract

This study was conducted to determine the relationship between emotional intelligence and academic achievement among students Pahang Matriculation College. Random sample selection was done and a total of 600 students were selected as respondents. This study was conducted by using a questionnaire as an instrument to get the data and then the data were analyzed using descriptive statistics and inferential statistical analysis of Statistical Package for Social Sciences (version 17.0 for Windows PPC). The questionnaire consists of items that measure the level of emotional intelligence (the questionnaire was modified from the Emotional Competence Inventory by Goleman in 1995). Percentage and frequency of statistical techniques used to measure the level of emotional intelligence and academic achievement, while the t-test and Pearson correlation were used to answer the hypotheses of the study. The findings of the descriptive analysis showed that the level of emotional intelligence and academic achievement respondents were at a high level. Value of $p < .05$ was accepted as significant. Inferential analysis showed no significant differences between emotional intelligence and academic achievement. In addition, the level of emotional intelligence is different according to the genre. The results also showed no significant difference in the level of emotional intelligence in terms of gender. Implications and recommendations resulting from the study are discussed at the end of the writing.

Keywords : emotional intelligence , student, academic achievement, Matriculation College

INTRODUCTION

Emotional intelligence is a skill with which an individual controls or monitors his or her emotion, as well as that of others, when dealing with a problem. A person versed in emotional intelligence would be able to correctly distinguish a situation and the emotional state of other individuals and their ability to control emotions. This enables him or her to avoid doing negative or harmful things to him/herself and to others as well.

According to Goleman, emotional intelligence is the better gauge in predicting academic achievement than intellectual intelligence (IQ), children acquire the skills of emotional intelligence perform better academically than other children (Ghosn , 2001).

According to Sadowski (1998), students who are said to have low academic achievement usually features a low, low social control impulsive actions, poor problem-solving skills, low self-esteem, difficulty in accepting individual differences and communication skills that are weak compared to individuals who have a high level of emotional intelligence.

Falsafah Pendidikan Negara (FPN) is an ongoing effort towards developing the potential of individuals in a holistic and manner to produce a balanced and harmonious persons intellectually, spiritually, emotionally and physically. Three elements will be given priority in this covers. They are the intellectual, emotional and competencies assisted by faith and obedience to God. This statement clearly shows the importance of the integration of the four components indicated that intellectually, spiritually, emotionally and physically to produce students who are intelligent and have a high emotional strength.

Erikson (1968) found that the critical condition in an individual student may affect the student's emotional state. Spiritual and physical aspects are measured in terms of the behaviors that emphasize behavioral control and possession and cultivation of compassion. If there is a breakdown in one of the components mentioned, undoubtedly wishes and dreams of the country to produce students with a balanced and integrated approach can not be realized. If students' emotion could be identified and given proper focus and discipline, it can contribute to a good personality and further improve their academic achievement.

Many people assume that if an individual has a high level of intelligence, then the individual will have the opportunity to achieve better success than others. However, there are many cases where a person has a high level of intellectual are isolated from colleagues who have lower IQ.

Azizi (2007) stated that the EQ is more important than IQ for academic success, as necessitated by the world of education, is not a guarantor or a certificate to be successful in life. This proves that high intelligence does not guarantee a person will achieve success in their life if they cannot control their own emotions.

Success may not be achieved by those who do not know how to solve the problem. People who do not know how to solve the problem are people who do not know how to control their emotions (HM Tuah, 2003). Presently, many of the problems that arise among students are due to the inability to manage emotions well.

MATERIAL AND METHODS

Participants and prosedures: A total of 600 respondents were randomly selected from 2400 students in Kolej Matrikulasi Pahang.

Assesment measures: A set of questionnaires consisting of two parts was used in this study. Part one contained demographic questionnaire for background information of the subject including age, gender, race, religious, ethnicity, academic background and place of residence. Part two contains Emotional Competence Inventory developed by Goleman (1995) for the measurement of Emotional Intelligent. This questionnaire consists of 45 questions that measure the two constructs of intrapersonal and interpersonal. Intrapersonal constructs containing three elements of emotional intelligence namely, the ability to recognize the emotional self, the ability to manage emotions and self motivation. The construct of Interpersonal EI consists of two elements, namely the ability to control the effective relationships and to identify other people's emotions or empathy.

Analysis : The data was analyzed using deskriptive statistic, T-Test, Pearson Correlation and two way ANOVA.

RESULT

Respondents' level of Emotional Intelligence

The results of descriptive statistics for the sample of emotional intelligence review found that the level of emotional intelligence of students is 5.0 % at low, 47.3 % moderate and 52.2 % were at high levels. Thus, these findings indicated that most of Pahang Matriculation students have a high level of emotional intelligence and high ability in controlling emotions.

Table 1 : Distribution of Respondents' Emotional Intelligence

Level	Frequency	Percent(%)
Low	3	0.5
Medium	284	47.3
High	313	52.2
Total	600	100

Level of Academic Achievement

Table analysis showed the level of academic achievement by a total of 401 students (66.8 %) had a high level of emotional intelligence, 187 students (31.2 %) had a moderate level of emotional intelligence, and 12 students (2.0 %) had a low level of academic achievement. These findings indicated that most of Pahang Matriculation students have a high level of academic achievement.

Table 2 : Distribution of Academic Achievement

Level	Frequency	Percent(%)
Low	12	2.0
Medium	187	31.2
High	401	66.8
Total	600	100

Emotional Intelligence Differences by Gender

The results of t-test analysis of significant differences by gender emotional intelligence showed no significant difference between the emotional intelligence of students, male and female. Significant value obtained was 0.416 greater than the significant level of .05. This means does not provide any gender differences on emotional intelligence respondents. Every individual irrespective of gender has the opportunity to have a high level of emotional intelligence.

Table 3: The results of the t-test of emotional intelligence differences by gender

Sex	Mean	Deviation	dk (N - 2)	Value <i>t</i>	Standard <i>p</i>
Male	3.67	0.40395	598	-.814	.416
Female	3.69	0.34385			

* Significant at the alpha (α) = .05

Differences Program Based on Emotional Intelligence

By t-test analysis, which measures the difference in students emotional intelligence by showing the difference between the students of Sciences and Accountancy. Significant value obtained was .018 smaller than the significant level of 0.05. In this study, the trend shows differences on emotional intelligence respondents. Academic achievement of students of Sciences and Accountancy is at a high level. Therefore, the respondents in the study were considered high-level education.

Table 4: The results of the t-test on the difference in emotional intelligence

Programme	Mean	Deviation	dk (N - 2)	Value <i>t</i>	Standard <i>p</i>
Sciences	3.72	0.35	598	2.36	.018
Accountancy	3.65	0.37			

* Significant at the alpha (α) = .05

The Relationship Between Emotional Intelligence and Academic Achievement

H1 There is a relationship of emotional intelligence and academic achievement among students of Matriculation.

The findings show that there is no significant relationship between emotional intelligence and academic achievement among respondents. Significant values emotional intelligence and academic achievement is the 0.402 which is greater than .05. This means that emotional intelligence does not affect a student's academic achievement .

Table 5 : Analysis of Relationship Between Emotional Intelligence and Academic Achievement

Total (N)	dk (N - 2)	Value (<i>r</i>)	Level Probability (<i>p</i>)
600	598	-.034	.402

* Significant at the level of $p < .05$

Dimensions of Emotional Self- Identify Relationships with Academic Achievement

H2 There is a relationship between the dimensions of emotional self- identify with academic achievement among students of Matriculation

Analysis showed that the probability p is greater than the significance level alpha (α), $p > .05$, which is $.115 > .05$. Results showed that there was no significant relationship between emotional intelligence and emotional dimensions of the self- identified academic achievement.

Table 6 : Analysis of Relationship Between Emotional Intelligence Dimensions Know Your Emotional Self With Academic Achievement

Total (N)	dk (N - 2)	Value (<i>r</i>)	Level Probability (<i>p</i>)
600	598	-.064	.115

* Significant at the level of $p < .05$

Dimensions of Emotional Self- Management Relations With Academic Achievement

H3 There is a relationship between the dimensions of emotional self-management and academic achievement among students of Matriculation .

The probability p is greater than the significance level α (α), $p > .05$, which is $.115 > .05$. This study showed no significant relationship between emotional intelligence and emotional dimensions of self-management and academic achievement of the respondents.

Table 7 : Differential Analysis in Managing Emotional Dimension Relationship With Self Academic Achievement

Total (N)	dk (N - 2)	Value (r)	Level Probability (p)
600	598	-.064	.115

* Significant at the level of $p < .05$

Relationship Dimensions of Self Motivation With Academic Achievement

H4 There is a relationship between the dimensions of self-motivation and academic achievement among students of Matriculation .

The probability p is greater than the significance level α (α), $p < .05$, which is $.033 < .05$. The value of r has a strong relationship. There is a significant relationship between the dimensions of emotional intelligence and academic achievement motivation of respondents.

Table 8 : Analysis of Relationship Dimensions of Self Motivation With Academic Achievement

Total (N)	dk (N - 2)	Value (r)	Level Probability (p)
600	598	.087	.033

* Significant at the level of $p < .05$

Dimensions of Social Relationships Relationship With Academic Achievement

H5 There is a relationship between the dimensions of social relations and academic achievement among students of Matriculation .

The probability p is greater than the significance level α (α), $p > .05$, which is $.309 > .05$. While the value of (r) showed no significant relationship between emotional intelligence dimensions of social relationships and academic achievement. This study showed no significant relationship between emotional intelligence dimensions of social relationships and academic achievement among respondents.

Table 9 : Analysis of Relationship Dimensions of Social Relations With Academic Achievement

Total (N)	dk (N - 2)	Value (r)	Level Probability (p)
600	598	-.042	.309

* Significant at the level of $p < .05$

Relationship Dimensions of Empathy With Academic Achievement

H6 There is a relationship between the dimensions of empathy and academic achievement among students of Matriculation .

The study found that the probability p is greater than the significance level α (α), $p > .05$, which is $.102 > .05$. Value (r) showed no significant relationship between emotional intelligence and empathy dimensions of academic achievement. This study showed no significant relationship between emotional intelligence and empathy dimensions of academic achievement among respondents.

Table 10 : Analysis of Relationship Dimensions of Empathy With Academic Achievement

Total (N)	dk (N - 2)	Value (r)	Level Probability (p)
600	598	-.067	.102

* Significant at the level of $p < .05$

DISCUSSION

The findings show that there is no significant relationship between emotional intelligence and academic achievement among respondents. Significant values emotional intelligence and academic achievement is the 0.402 which is greater than .05. This means that emotional intelligence does not affect a student's academic achievement.

This study coincides with a study by Tapia (1998) on 288 secondary school students in Mexico, there was no significant relationship between emotional intelligence and academic achievement test scores in basic verbal and mathematical aspects. However, when tested with an average grade students, there is a significant relationship between emotional intelligence and scores average grade students. Two dimensions of emotional intelligence empathy and self-control showed a significant relationship to the achievement of the average student grade marks.

This study coincides less with a study conducted by Parker et.al (2001) which found a relationship between emotional intelligence and academic achievement. The results show that students who are successful in academic achievement for each level is made up of those who scored high on the EQ test compared students who were less successful in academic achievement in the same level. The results of this study can be concluded that EQ plays very important role in predicting academic success. High emotional intelligence can ensure high academic achievement.

Further, the study found that emotional intelligence and academic achievement are at a high level. The findings indicated that there are differences in emotional intelligence based on the course and there is no difference in emotional intelligence based on gender. The study also found no significant relationship between emotional intelligence and academic achievement. Further, the study found that there was no significant association of dimensions of identifying emotions, emotional self-care, social relationships and

empathy with academic achievement. However, the study found that there was a significant correlation dimension of self-motivation and academic achievement.

Results from the research that has been conducted also found that emotional intelligence is not a factor affecting the individual, especially in the academic performance of students. Analytical results obtained from the five categories of emotional intelligence, it was found that the respondents had a high level of emotional intelligence.

The study found that the dimensions of emotional intelligence, intrapersonal factors including dimensions of emotional self-identify, and management of the emotional self have no significant relationship with academic achievement. While However, the dimensions of self-motivation have a significant relationship with academic achievement among students. Relationships formed is positive indicating that the higher a student's self-motivation is, the higher is his/her academic achievement. The size of the correlation coefficient has a strong relationship of $r = .074$. So this relationship indicates that motivation has an influence in determining academic achievement. Overall results showed that respondents have a high level of emotional intelligence. It can be concluded that the respondents has the ability to recognize the emotional self, emotional self-care, able to motivate yourself, skilled in relation with others and the ability to manage the emotions of others.

CONCLUSION

Fostering the concept of emotional intelligence is an important effort in ensuring success in academic achievement. Emotional intelligence should be practiced by everyone, especially when facing the challenges of globalization and liberalization of the world today. Emphasizing the concept of emotional intelligence will produce individuals who are willing to accept the views of others, emphatic, cooperative and self motivating. This situation can indirectly improve academic performance.

In general, this study may provide some contribution to the study of emotional intelligence and academic achievement, especially in an educational context. This study has also contributed empirical evidence to support the theories, models and insights about the relationship between emotional intelligence and academic achievement among students of Matriculation Colleges.

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