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An emotional intelligence relationship with academic achievement: An Islamic secondary school student context

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Abstract--This study is about the investigation of Form One Islamic High School students emotional intelligence at Hulu Terengganu district in Malaysia. 364 Form One students was selected from 4 Islamic high school in the district to answer the questionnaires. The data of frequency, percentage, mean and standard deviation was run

and analyzed using Statistical Package for Social Science (SPSS version 20.0). Research outcome showed that the students' emotional intelligence level is in the medium range, which interpersonal skill is the most dominant domain among the students. Its shows have a relationship between the emotional intelligence and the students' academic achievement through the Pearson correlation analysis. But the relationship is not significant.

Keywords---secondry school, emotional intelligent, academic achievement.

Introduction

Excellent students should not be only assessed based on their performance in the academic subjects but should also be equipped with emotional intelligence (EQ) being one of the new knowledge in psychology field [40]. When EQ was introduced, many scholars were doubtful about the importance of EQ in human intelligence testing. This is because, to them human intelligence will be tested and valued by the intellectual intelligence (IQ) based on thinking or cognitive aspect and not from the emotional factor [2]. However, Goleman has successfully made people realize through his writing that the EQ is important and should be emphasized [12]. According to him, many individuals used only 20% of their IQ and 80% of their EQ to be successful in life.

An individual who have the ability to control, understand and use emotions to guide the way we think and act is a good emotional intelligence person [10,11,23,30]. This ability could significantly influence all decisions and acts done by a person. The concept of emotional intelligence to explain the importance of emotions in life was develop by Mayer and Salovey in year 1997. The ability to identify one's own and other people's emotions as well as the ability to control and regulate one's emotions defined as emotional intelligence [13,14,18,19]. The various positive outcomes such as one's health and well-being [4,5,29], adaptability to new life situation and better mental health [11,16,22] and higher mental abilities and positive personality attributes [7,38] is a significant finding related to emotional intelligence.

Studies on children have found that proper development of emotions is important for children because it is a regulation skill which promotes social behavior and positive learning [10,15,20], thus creating a conducive learning environment of a school setting [10,34]. Emotional intelligence enables children to form behaviors that benefit the learning process [39] such as following instructions, paying attention, listening and ability to solve problems with patience [6,29] thus show better academic achievement [8,32].

PROBLEM STATEMENT

Generally, good academic achievements among students are linked with higher level of students' intelligence without realizing the importance of EQ aspect. According to a research conducted by Parker, Taylor and Bagby (2001); Deater and Plomin (2012), academic success at university level is related to EQ. Besides

that, according to research done by Aderemy (2010) and Ng (2002), there is positive relationship between EQ and academic achievement. EQ gives a big impact on students' academic achievement level.

Therefore, this study is to identify the factors influenced student academic achievement level in study area. Is there a good level of academic performance due to their high emotional intelligence level. This study also look at the relationship that may exist between emotional intelligence with student academic achievement in study are.

Research Objective

- a) To determine the EQ level of Islamic secondary school students at Hulu Terengganu district.
- b) To Identify the relationship between emotional intelligence and Islamic secondary school students academic achievement at Hulu Terengganu district.

Methodology

Research Design

This study was descriptive in nature. Involving field studies in the natural environment and a realistic situation. The researchers will manipulate independent variables involved to see the impact on the dependent variable in a controlled manner. This study using a quantitative methods in the process of analyzing the data. The independent variables (students emotional intelligence) will test whether there is a significant correlation to the dependent variable (students academic achievement). The regression analysis also will use to look at the strength of the relationships if existed. Respondent randomly selected according to the number of samples that have been set in Form One Islamic secondary schools at 4 school in Hulu Terengganu district. The validity and reliability instrument also will test and pilot study will conducted.

Population and Sample

The total population of Form One students who were enrolled in Islamic secondary schools in the Hulu Terengganu district is about 6564 students. 364 Form One students who have sat the Primary School Achievement Test (UPSR) in 2010 were selected randomly as a research sample from 4 Islamic secondary schools.

Instrumentation

Identification of students emotional intelligence, researchers have taken a questionnaire from Aderemy (2010) which have 0.84 reliability. Each item was modified according to the requirements of this study. However, emotional intelligence items adopted by Aderemy also is based on the adaptation from Emotional Intelligent Inventory (EQI) built by Tapia in 1998.

Data Analysis

Table 1: Research Question and Statistical Testing

No.	Research Questions	Statistical Type
a)	What is the Islamic secondary school students EQ level in Hulu Terengganu district?	Mean, Frequency, Percentage & Standard Deviation
b)	Is there any significant relationship between EQ and Islamic secondary school students academic achievement?	Pearson Correlation

Findings

Most Dominant of EQ Domain

According to Table 2, the most dominant of EQ domain is interpersonal skill with total mean of 3.75. While the lowest domain of EQ is self motivation with total mean of 3.44.

Table 2: Total Mean of EQ Domain
(n=364)

Domain	Total Mean	Total SD
Self Realized	3.49	0.52
Emotion Controlled	3.55	0.55
Self Motivation	3.44	0.46
Empathy	3.67	0.54
Interpersonal Skill	3.75	0.52
Total Mean of EQ	3.58	0.35

The Islamic secondary school students EQ Level At Hulu Terengganu District.

Table 3 shows the frequency and percentage of EQ level. A total of 142 respondents or 39% have a high level of EQ. While 222 respondents or 61% have a middle level of EQ. However, no student has a low EQ level. In conclusion, all respondents' EQ level is in the medium range with total mean of 3.58 and standard deviation 0.35.

Table 3: Respondent Frequency and Percent of EQ Level
(n=364)

EQ Level	Frequency	Percent (%)
High	142	39.0
Middle	222	61.0
Lowest	-	-
Total	364	100

The null hypothesis 1: There is a significant relationship between emotional intelligence and academic achievement.

Table 4 shows the analysis of correlation between emotional intelligence and students academic achievement, found the correlation, $r = 0.148$. It shows the relationship is very weak. The correlation coefficient is positive so it is directly proportional. The value of $p = 0.005 < \alpha 0.05$ (two-tailed). The null hypothesis is accepted where the study found that there is a significant relationship between emotional intelligence and academic achievement.

Table 4: Correlation Analysis Relationship Between Emotional Intelligence And Students' Achievement Academic

	Emotional Intelligent	Academic Achievement
Pearson Correlation, r	0.148**	1
Emotional Intelligent	Signifikan (2-tailed)	0.005
N	364	364

** *Significant at the significance level = 0.05 (2-tailed)*

Figure 1 shows that the regression line analysis was performed to evaluate the predictive academic achievement of students' emotional intelligence. The plot of the distribution of two variables indicate they have a very weak correlation. It is estimated that only 0.2% academic achievement of variables were taken into account on a straight-line relationship than emotional intelligence.

Discussion

Discussion outcome of the Islamic secondary school students EQ level in Hulu Terengganu district.

Retrieval result research showed that students' emotions intelligence level is only average. Likewise with their level of academic performance which is also in the same level. If we compare with past research, for example study done by Prakash (2011) show that student with high level of academic performance would be also have high level of emotional intelligence.

Therefore in conclusion, if students have a weak academic performance, this is show they also own low of emotional intelligence. This is because individuals who possess weak EQ level, would be difficult to control their emotion nicely especially in stress situation such as when in examinations or other test joined. In addition, Richardson (2000) say that individual who can't able to control their own feeling and acted with emotions is those unable wade all challenges and test come. Therefore, student with low emotional intelligence will difficult to run schedule daily life entered into learning process.

However, from this study findings result, found student academic achievement level is medium similarly with their emotional intelligence level. There is also a student with high and low academic performance also have medium EQ level. So hereby, although past research retrieval result show that when student have high level of academic performance will have high level of EQ cannot be accepted anymore based on this study findings result.

Discussion outcome of relationship between EQ and Islamic secondary school students academic achievement

Overall, based on this research finding, can be concluded that majority students have medium level of academic performance and EQ. However, there is also student have medium level of EQ capable achieve high level of academic performance.

Therefore, this research findings show that although has been contact between EQ level with student academic achievement but the exists relationship is not significant. This contrary with study findings result conducted by Ng (2002) which said that three from five domains emotional intelligence namely self awareness domain, emotion control domain and empathy domain have significant relationship with student academic achievement. Nevertheless, relationship that exists between emotional intelligence with student academic achievement is weak.

Study findings result done by Nurhayati (2003) also gave same decision findings with Ng (2002). There is a significant relationship between students' emotions intelligence level with their academic performance. In addition, between emotional intelligence domains which have relationship is emotion control domain, self motivation domain and self awareness domain. Due to this, based on past research retrieval result where the student academic achievement level assessment is based on students' emotions intelligence level cannot be accepted anymore due to this study findings result.

Conclusion

From what has been discussed in this article, although result show EQ quiet unimportant in student academic achievement assessing, but need always to remember a success people is not only dependent on intellectual intelligence but also requires stability in terms of emotional intelligence.

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Conflict of Interest

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Ethical Clearance

Done research committee

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