RELATIONSHIP BETWEEN EMOTIONAL QUOTIENT WITH FORM 4 STUDENTS' ACADEMIC ACHIEVEMENT

Noordin Yahaya
University Technology Mara
Melaka
Assoc. Prof. Dr. Azizi Haji Yahaya
Nordiana binti Mohd Nor
Faculty of Education,
University of Technology Malaysia.
81100 Johor Bahru, Johor Darul Takzim.

ABSTRACT: The purpose of this study is to examine the relationship between emotional intelligence and students' academic achievement. It also aimed to determine the relationship between the problems faced by the students, such as peers influence, family problem and financial problem also, the method that they use to maintain the emotional such as meet the counselor, story to friends, jogging and knowing in religion, with the students' academic achievement. The respondents consist of 399 form 4 students from ten primary schools in three states, such as Johor, Kelantan and Terengganu. Descriptive Statistic was used to analyze emotional intelligence, problem faced and the method that used to maintain the emotional: percentage, mean and standard deviation. Inferential Statistic that is Pearson Correlation Analysis was used to analyze the correlation between emotional intelligence and students' academic achievement. The finding shows a significance of 0.162. However, the analysis also shows there are relationships between method of story to friends and jogging with the students' academic achievement meanwhile there are no relationship between peers influence, family problems, financial problems, method of met counselor and method of knowledge in religion with the students' academic achievement.

INTRODUCTION

Human beings are the perfect creation of Allah S.W.T and they are different between the other creations in this world, which is given a mind and the power of thinking. From this gift, the emotion is spread out according to the time circulation.

Emotion and feelings such as tears, disappointments, sadness, happiness and fear is a form of attitude which is consistent with communities' norms that will create the life of each individual.

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According to Habibah and Noran Fauziah (1997) in the book "Psikologi Pendidikan", fear and worriedness are feeling that establish when someone is expecting something bad is going to happen. Both of these feelings are emotions that are related to one another but there is still difference between the both of the feelings. For example, fearness is a response to something that is dangerous and real such as fear of wildlife or a car that is driven too fast.

On the other hand, worriedness is a feeling that fears of something which is unreal or does not happen such as worriedness towards to an unborn baby brother as they can be neglected by their parents. Fear can be reduced by combining the fear with something interesting to children. While, children that is always worried can be help by avoiding this negative feeling through self defense mechanism technique.

Emotion is originated from a Greek word "emovere" which has the meaning of getting out. Human emotions are an action in order to fulfill the individual satisfaction. It can be seen as a situation where, feelings are shown through physiology process and individual psychology (Mohd Nazar Mohamad, 1991). It is as set of automatic response and communication of emotions such as face expression, words, behavior and signals shown by each individual.

Feelings and emotion are important in having happiness and space consistently in life. Therefore, the decisive factor to have outstanding achievement in life whether it is a personal or professional matter is through good emotion controls (Goleman, 1995 in: Prakas Roa, 2001)

According to Goleman (1995), the level of an individual's EQ is the main factor to individual success determination especially students. In his book, "Emotional Intelligence", it is said that an individual success are dependent on 25% of their IQ and 80% on the effectiveness of emotions management. It is proven that a good level of emotions management is the main factor for individual to achieve success in life (Zainuddin, 2000).

EQ can also be categorizing into 2 components, interpersonal (emotion for public relationship) and intrapersonal (emotions for self relationship). EQ can be correlate with ability to understand other individual feelings and taken as a self experienced, empathy to other feelings, self motivation and the ability to interact effectively.

Intelligence is the ability to think logically, to be able to solve problems, the ability to speak fluently, the ability to wide reading, has good skill in language, the ability to read with understanding, the ability of good in writing, a good memory and wide with knowledge (Habibah Elias, 1997).

Emotion Intelligence (EQ) can be defined as a social intelligence that is responsible to control one or many emotions to discriminate an emotion using the interconnected data to control the mind and action (Mayer and Salovey, 1993:433).

Meanwhile, the students' academic achievement performance is connected with the brilliance level of each individual or how far can that individual matter the knowledge based on highest point collected which can be seen and measured its value to carry out this study.

The question here, are the students with the low level of EQ is connected with the students that have the low academic achievement. This could happen because they have low self confidence to achieve their goal. In life, always have negative thinking, hard to make friendship with others and they are urged to do crimes.

It is proven in the newspaper that, there are more students' nowadays are acting violently by robbing, raping, and fighting in order to rebel and let go their hatred and revenge while showing their emotion confusion even for a small matters. This will cause their academic performance to collapse and ruined the safety and peace of surrounding community.

These behaviors are caused when they are involved with family problems, financial problems, studies problems and the low level of EQ, which will lead to certain problems and will destroy the academic performance.

Researcher tries to see the connection between the EQ and academic performance of the student. This study is focus to students in major schools across Johor, Kelantan, and Terengganu.

Besides, this study is to evaluate the problems connected with students. Teenagers are seen as the most difficult to handle and often get into trouble such as stealing, run away from home, prostitution and commit suicide. Most of them know that they are committing misdeed. Usually they only involves with juvenile crimes such as pickpocket, stealing and attacks teachers or friends. Research on teenager's misbehaviors shows that teenagers involve with crimes often gets low marks in sight exam, reading, speaking, mathematics and general intelligence (Brickman, 1984 in: Habibah, 1997). They have difficulties in abstract thinking, objects arrangements or misarrange ideas and paying attention. This happen because they still do not have the power to control feelings or mood. Problems in studies can cause them not to pay attention and controls their action and feelings.

Teenagers run away from homes in order to solve their problems at home and to save them from family matters. Usually, they are desperate to leave home because of the conflicts that happen at home with their parents. As a result, in order to survive, they would do anything including stealing. Teenagers that is involves in crimes does not feel happy, often lonely and not secured or ashamed (Weisberg, 1985 in: Habibah, 1997).

Through this study, methods used by students to stabilize their emotions are identified and predictions of their actual academic performance are made based on examination results.

METHODOLOGY

This study involves observation and studies the influence of one factor with other factor. In this study, researcher will study the relationship between respondents EQ problems attend by respondents and methods that they used to stabilize their emotion with their academic achievement. Research samples involve Form 4 students in three states in Johor, Kelantan and Terengganu. The study instrument is past questionnaires based on EQ. While the other parts on problems and methods used are set up based on reading from connected sources. A pilot survey is carrying out in order to test the genuinely of the questionnaires. The genuinely of the search is 0.8689 for EQ, 0.8342 for problems attend by students and 0.6943 for methods used to stabilize the student emotions.

RESEARCH FINDINGS

Analysis is being carried out by categorizing the objective. The answer can be categorized according to scale:

Category	Scale
1 (Low)	1.00 – 2.33
2 (Moderate)	2.34 – 3.67
3 (High)	3.68 – 5.00

PMR Performance According to Subjects

Table 1: Level of Academic Achievements

Level	Frequencies	Percentage
Low	68	17.0
Moderate	169	42.4
High	162	40.6
Total	399	100.0

Table 1 shows the level of academic performance by student according to the questionnaire. Majority of the respondents has a moderate level of academic achievement with 169 respondents (42.4 percentages). While, 162 respondents (40.6 percentages) has

a high level of academic achievement. The rest of respondents have a low level of academic achievement with 68 respondents (17.0 percentages).

Domain Problems Attend By Students Such As Peers Influence, Family Problem and Financial Problem

This analysis is carried out to foresee three aspects: peers influence, family problems and financial problems. Each of these aspects are analyzed and categorized according to levels.

a. Peers Influence Attend By Students

Table 2: The level of student problem based on peers influence

Level	Frequencies	Percentage
Low	8	2.0
Moderate	53	13.3
High	338	84.7
Total	399	100.0

Table 2 shows the level of student problem based on peers influence. It shows that 338 respondents (84.7 percentage) has the low of peers influence, while 53 respondents(13.3 percentage) are having moderate level of peers influence and only 8 respondents (2.0 percentage) has the high level of peers influence.

b. Family Problems Attend By Students

Table 3: The level of student problem based on family problems

Level	Frequencies	Percentage
Low	18	4.5
Moderate	62	15.5
High	319	80.0
Total	399	100.0

Table 3 shows the level of student problem based on family problems. It shows that 319 respondents (80.0 percentage) has the high of family problems, while 62 respondents (15.5 percentage) are having moderate level of family problems and only 18 respondents (4.5 percentage) has the low level of family problems.

c. Financials Problems Attend By Students

Table 4: The level of student problem based on family problems

Level	Frequencies	Percentage
Low	13	3.3
Moderate	76	19.0
High	310	77.7
Total	399	100.0

Table 4 shows the level of student problem based on financials problems. It shows that 310 respondents (77.7 percentage) has the high of financials problems, while 76 respondents (19.0 percentage) are having moderate level of financials problems and only 13 respondents (3.3 percentage) has the high level of financials problems.

Domain Problem Analysis

Table 5: Mean Distribution of Each Problems

Problems	Mean
Peers Influence	1.6550
Family Problem	1.7995
Financial Problem	1.7963

Total Mean : 1.7503   Standard Deviation : 0.6412

Based on table 5, the most influenced problem attend by students is family problems with the mean value of 1.7995 followed by financial problem, 1.7963 and the lowest problem is peers influence, 1.6550.

Domain Method Used To Stabilize Emotion by Students Such As Meeting with Counselor, Share with Friends, Recreational Activities and Knowing in Religion

This analysis is carried out to foresee four aspects: Meeting with Counselor, Share with Friends, Recreational Activities and Knowing in Religion. Each of these aspects are analyzed and categorized according to levels.

a. Meeting with Counselor

Table 6: The level of method used to stabilize the emotion on meeting with counselor

Level	Frequencies	Percentage
Low	197	49.4
Moderate	170	42.6
High	32	8.0
Total	399	100.0

Table 6 shows the level of method used to stabilize the emotion on meeting with counselor. It shows that 197 respondents (49.4 percentage) has the low of meeting with counselor, while 170 respondents (42.6 percentage) are having moderate level of meeting with counselor and only 32 respondents (8.0 percentage) has the high level of meeting with counselor.

b. Share with Friends

Table 7: The level of method used to stabilize the emotion on share with friends

Level	Frequencies	Percentage
Low	31	8.0
Moderate	174	43.0
High	194	49.0
Total	399	100.0

Table 7 shows the level of method used to stabilize the emotion on share with friends. It shows that 194 respondents (49.0 percentage) has the high of share with friends, while 174 respondents (43.0 percentage) are having moderate level of share with friends and only 31 respondents (8.0 percentage) has the low level of share with friends.

c. Recreational Activities

Table 8: The level of method used to stabilize the emotion on recreational activities

Level	Frequencies	Percentage
Low	31	7.8
Moderate	156	39.1
High	212	53.1
Total	399	100.0

Table 8 shows the level of method used to stabilize the emotion on recreational activities. It shows that 212 respondents (53.1 percentage) has the high of recreational activities, while 156 respondents (39.1 percentage) are having moderate level of recreational activities and only 31 respondents (7.8 percentage) has the low level of recreational activities.

d. Knowing in Religion

Table 9: The level of method used to stabilize the emotion on knowing in religion

Level	Frequencies	Percentage
Low	61	15.0
Moderate	244	61.0
High	94	24.0
Total	399	100.0

Table 9 shows the level of method used to stabilize the emotion on knowing in religion. It shows that 244 respondents (61.0 percentage) has the moderate of knowing in religion, while 94 respondents (24.0 percentage) are having high level of knowing in religion and only 61 respondents (15.0 percentage) has the low level of knowing in religion.

Domain Method Used to Stabilize the Emotions' Analysis

Table 10: Mean Distribution of Each Method

Method	Mean
Meeting with Counselor	2.4031
Share with Friends	3.6094
Recreational Activities	3.6372
Knowing in Religion	3.2402

Total Mean : 3.2225   Standard Deviation : 0.5010

Based on table 10, the most influenced method that used to stabilize the emotion by students is recreational activities with the mean value of 3.6372 followed by Share with Friends, 3.6094, Knowing in Religion, 3.2402 and the lowest method mean is meeting with the councelor, 2.4031.

Students EQ Analysis

Table 11: The level of student's EQ

Level	Frequencies	Percentage
Low	5	1.0
Moderate	242	61.0
High	152	38.0
Total	399	100.0

Table 11 shows the level of student's EQ given by the respondents. It shows that 242 respondents (61.0 percentage) has the moderate of student's EQ, while 152 respondents (38.0 percentage) are having high level of student's EQ and only 5 respondents (1.0 percentage) has the low level of student's EQ.

Relationship Between Problems, Method Used to Stabilize Emotion and EQ With Academic Performance Achievement

a. Relationship between problem attend by the students with the student's academic achievement performance

Table 12: Correlation of methods in stabilizing emotion with the academic achievement performance

Variables	Correlation Value R	Significance Level P	Total Respondents N
Peers Influence	0.029	0.568	399
Family Problems	0.057	0.259	399
Financial Problems	0.015	0.759	399

Significance Level, $\alpha = 0.05$

Table 12 shows the relationship of each problem attends by students with academic achievement performance. Significance level $\alpha = 0.05$ is used to identify the relationship.

The p value of peers influence, family problems and financial problems are bigger than the value of $\alpha = 0.05$. The noel hypothesis state that there is no significant relationship between peers influence, family problems and financial problems with the academic achievement performance is accepted. This shows that there is no relationship between peers influence, family problems and financial problems with academic achievement performance.

b. Relationship between method used to stabilize emotion with the student's academic achievement performance

Table 13: Correlation of methods in stabilizing emotion with the academic achievement performance

Variables	Correlation Value R	Significance Level P	Total Respondents N
Meeting with councelor	-0.025	0.619	399
Share with friends	0.177	0.019	399
Recreational Activities	0.136	0.007	399
Knowing in Religion	0.056	0.262	399

Significance Level, $\alpha = 0.05$

Table 13 shows the relationship of each method used by student to stabilize their emotion with academic achievement performance. Significance level $\alpha = 0.05$ is used to identify the relationship. The p value of meeting with counselor and knowing in religion are bigger than the value of $\alpha = 0.05$. The noel hypothesis state that there is no significant relationship between meeting with counselor and knowing in religion with the academic achievement performance is accepted. This shows that there is no relationship between meeting with counselor and knowing in religion with academic achievement performance. But there is inverse relationship for meeting with counselor.

The p value for sharing with friends and recreational activities is less than $\alpha = 0.05$. The noel hypotheses state that there is no relationship between sharing with friends and recreational activities with academic achievement performance. The noel hypothesis is rejected and the alternative hypothesis is accepted that shows there is a significant relationship between sharing with friends and recreational activities with academic achievement performance.

c. Relationship between students' EQ with the student's academic achievement performance

Table 14: Correlation of students' EQ with the academic achievement performance

Variables	Correlation Value R	Significance Level P	Total Respondents N
EQ	0.162	0.001	399

Significance Level, $\alpha = 0.05$

Table 14 shows the relationship of students' EQ with academic achievement performance. Significance level $\alpha = 0.05$ is used to identify the relationship. The p value of students' EQ is less than the value of $\alpha = 0.05$. The noel hypothesis state that there is no significant relationship between students' EQ with the academic achievement performance is rejected. This shows that there is relationship between peers influence, family problems and financial problems with academic achievement performance.

DISCUSSION

Research finding shows that the EQ factor is being influenced by its individual action especially in the academic performance by students. The analysis output from 5 category of EQ shows that the respondents have a moderate EQ level. As a whole, answers given by the respondents are positive. From the 5 category stated the EQ dimension of the ability to understand people's emotion has the highest mean value of 3.6825. the dimension of the ability to understand self emotion has the second highest value, 3.6169 followed by the dimension of self motivation and the ability to handle relationship with 3.5894. The lowest value is 3.3787 for the dimension the ability to manage self emotion.

Through this study, it is proven that the EQ level is important to each individual especially in dealing with daily life. According to Mohd Najib (2000), emotion is an action of someone reacted through a thing or a situation. Emotions, feelings and values are important in each individual life in determining the achievement and the life condition (Edgier, 1997 in: Razali, 2004).

Findings also show that there is no connection between problems attended by students with the academic achievement performance. Respondents with a high level of academic

achievement performance can also have problems in life and so does the respondents with a low level of academic achievement that has no problems. There is another domain factor which influences the academic achievement performance of the students. It shows that family problem has the highest value of mean point among another problem. This is because parents did not understand their children and this will make the children to share problems with someone else.

This study also shows that only the method of recreational activities and sharing with other friends has the relationship with the academic achievement performance, meanwhile the method of meeting with counselor and knowing in religion, do not have any relationship with academic achievement performance. Respondents feel more comfortable to share their problems with their friends rather than their family and this will increased their emotion stabilization and their academic achievement performance. Through recreational activities, they can released their tension and stabilize their emotion pressure. This will also increase their academic achievement performance.

CONCLUSION

EQ is seen as an important element in life based on the research finding of this study. All responsible party especially teachers, parents and ministry of education should take certain actions so that the student's EQ level will be at a better level in order to ensure academic excellencies and individual carrier in the future.

Students with serious problems can use these findings in order to identify the best method in reducing their problems. May this effort help to increased the student's academic achievement performance while consider the balance of EQ. Parents should also know how to handle problem children so that children will always be motivated and confident in solving their daily life problems. Teachers should also give emotion supports to teenagers when they need it (Harter, 1990 in: Habibah, 1997). A certain success will also help teenagers to build their self-esteem positively (Bednar,1989 in: Habibah,1997).

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