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Emotional intelligence and academic achievement among Management and Science University's (MSU) School of Education and Social Sciences (SESS) students

Nur Sabrina Afandi [1], Abu Yazid Abu Bakar [2*)]
[12]Universiti Kebangsaan Malaysia
*Corresponding author, e-mail: yazid3338@ukm.edu.my

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Abstract: This study aims to look at the existing level of emotional intelligence among Management and Science University's (MSU) School of Education and Social Sciences (SESS) students. It will also look at the relationship between intrapersonal and interpersonal level among SESS students. The sample is 100 students that divide by 50 males and 50 females. In this research, it used a survey tool which Emotional Competencies Inventories (ECI). In this research it used inventory with 40 items in it. It is divided to two parts, intrapersonal and interpersonal abilities. First is to recognize emotions categories of self. Second is emotional self-management and lastly personal motivation. Interpersonal part is consists of two categories, which is the ability to recognize others feelings and the ability to handle relationships effectively. This researcher analyzes the data using the Statistical Package for the Social Science (SPSS) version 17.0. The reliability for this instrument (Emotional Intelligent Inventory) is .791. The data was process by using the descriptive statistics of the mean score and the standard deviation. Pearson correlation coefficient is used to measure the relationship between the construct of intrapersonal and interpersonal relationships among the students. The results showed that each of the questions and objectives of the study have been answered. The results of the study also illustrate the level of emotional intelligence among SESS students are at moderate level. This study also discusses the results of the study, future research recommendations and limitations of the study.

Keywords: Academic achievement, emotional intelligent, university students.

Introduction

Emotional intelligence is a relatively new branch of knowledge in the discipline of psychology. But they have studied their emotions as one element found in humans for hundreds of year. A human emotion is not only the subject of research and experimental psychologists and clinical. In fact, we also see it in various perspective social sciences and humanities such as sociology, geography, education, linguistics, history and so on. The human emotions that owned the subject in a variety of disciplines. Thus, according to a stereotype Plato expresses that that 'belongs only to human emotions, but not all people have the humanity.

Studies have found that emotional intelligence (EI) is related to academic and professional success and contributes to individual cognitive-based performance over and above the level because of general intelligence. People and college students with higher emotional intelligence show more positive social functioning in interpersonal relationship and are regarded by peers as prosocial, less antagonistic and conflictual. These improved social competence and quality relationships could facilitate cognitive and intellectual development leading to better academic performance. In a more direct way, EI facilitates the prioritization of thoughts, behavior regulation and appropriately adapted lifestyle choices which benefits academic performance.

Barton, Dielman and Cattell (1972) assessed the importance of academic achievement with ability and personality factors through their study and concluded that Emotional Intelligence predict achievement in all areas. Through their study, they concluded thirty percent of variability in academic grades. Academic success has generated the extensive literature, mainly focusing on the impact of cognitive abilities and personality traits. Richardson and Evans (1997) have conducted the study on emotional and social aspects of teaching and found the students who were connected with other students showed intelligence, sound emotions and personal achievement.

We consider emotional intelligence a popular construct and is responsible for success in every aspect of a person life. Goleman (1995) theorized that emotional intelligence provides the base for emotional competencies that promote social and personal skills in individuals for better performance at work places. Those who have high competency can recognize emotions and influence other's feelings, as compared to those who have less capability. They normalize their emotions and can perform better in the organization.

When emotional intelligence was first introduced to the world many scholars and thinkers question the need and significantly to the 'human intelligence'. 'Intelligence' as they can saw it refers to cognitive intelligence that uses the symbol IQ. But after a few years it was a robust and comprehensive psychological scholar from the schools, especially Harvard and Yale psychologist, an awareness of emotional intelligence and a new momentum of individuals, institutions and societies around the world.

Hence with a good emotional intelligent as a student they can manage their academic performance very well besides achieves a better grade in their examination. Nowadays education is very important to get a better future and instead of that as a beginner, to achieve the success and to study well it come from how you perceive and faced your emotions during the student life.

Method

This study used questionnaire survey design in its attempt to determine, describe, and analyze relationships between emotional intelligence and academic achievement. It tried to find out if the independent variable significantly correlated to dependent variable. The respondents were divided two difference group of gender, that is 50 male students and 50 female students randomly selected which means that each member of a population has an equal chance of being included for this study. The study is entirely based on a survey using a questionnaire.

The population of the study is School of Education and Social Sciences (SESS) students. The sample studied or the subject is consisted of 100 respondents from 1610 among SESS students which are taken randomly to complete the survey given and will divided into two differences gender that is 50 male students and 50 female students. As shown from the table below:

Distribution of Population and Students by Courses and Gender

Courses	No. of Students		
	Male	Female	Total
TESL	278	702	980

ECE	20	520	540
C&G	25	65	90
Total	323	1287	1610

Instrument that be use is the questions which measure the respondents emotional intelligent. This questionnaire was developed by Mohd Najib (1999). However, initially, this questionnaire was converted from Emotional Competencies Inventories by Goleman (1998). This questionnaire consists of 40 items. It has two parts namely Intrapersonal and Interpersonal. Derived from that, is then divided into five categories of emotional intelligent in this instrument. First, self-awareness that is ability to identify self emotional. Second, self-regulation which is the ability to manage self-emotional. Third, self motivation. Fourth, social skill that is ability to create good relationship and lastly, is empathy which is the ability to perceive the others feeling. Table 3.2 shows the items of Emotional Intelligent Inventory (EII) based on constructs and categories such below:

Emotional Intelligent Inventory (EII)

Construct	Sub Construct	Item No.	Total of Item
Intrapersonal	Self-Awareness of emotional	1,2,3,4,5,6,7	7
	Self-Regulation of emotional	8,9,10,11,12,13,14,15,16	9
	Self Motivation	17,18,19,20,21,22,23,24	8
Interpersonal	Social skill	25,26,27,28,29,30,31,32,33,34,35	11
	Empathy	36,37,38,39,40	5

In this study, measuring instrument of Emotional Intelligent Inventory is to ensure the validity and reliability of the instrument, these research statistical approaches were assessed through the Cronbach's Alpha value. All the data were processed using SPSS version 17.0. Beside the usual descriptive statistic in this type of studies, the factor analysis was used to verify the validity of the Emotional Intelligent Inventory construct for the internal consistency, the Cronbach's Alpha coefficient. Result has shown that reliability of Emotional Intelligent Inventory has good internal reliability. The value of Cronbach's Alpha for Emotional Intelligent Inventory is .791. The table below shows on positive and negative items in this instrument. The positive items outnumbered the negative items.

Positive and Negative items in Instrument of Emotional Intelligent (EI)

Type of Item	Item	Total of Item
Positive	1,2,3,5,6,7,9,10,12,13,14,15,16,17,18,19,20,21,23,24,25,26,27,28,29,30,31,32,35,36,37,39,40	33
Negative	4,8,11,22,33,34,38	7

Table shows the score of Emotional Intelligent Inventory. For every item, the respondents gave multiple answers according to Likert Scale, which are:

Score for items.

Multiple Answer	Value
Most Not Agree	1
Not Agree	2
Not Sure	3
Agree	4
Most Agree	5

Results and Discussion

This section discussed about the analysis of the data that has been collected from the questionnaire that was contributed to the respondents. This section will also discuss the result and outcome of the research data obtained through SPSS. The results outcome is from descriptive analysis of level of emotional intelligent, One Sample T-Test to identify the differences of emotional intelligent and academic achievement and Independent Sample T-Test determine the differences of emotional intelligent and academic achievement between male and female students in SESS and also Pearson Correlation Test.

Score Mean and Standard Deviation for Construct of Emotional Intelligent and Academic Achievement

EI	Mean		Std Deviation	
	Male	Female	Male	Female
SA	26.54	27.24	4.082	2.811
SR	30.02	29.52	4.123	3.677
SM	29.64	31.56	4.915	3.038
SS	40.12	41.90	4.984	4.613
E	18.64	18.90	2.546	1.854
Overall	144.96	149.12	16.246	10.536
CGPA	3.62	3.92	1.008	.966

This section consists of five constructs in the emotional intelligent and the academic achievement. It has five construct which are self awareness, self-regulation, self-motivation, social skill and empathy. Table 4.1 shows analysis each score of construct in emotional intelligent. According to table 4.1 construct of social skill is the highest mean for both genders compared to other four constructs. The mean score of SS for male is 40.12 and female is 41.90 while the standard deviation for male is 4.984 and female 4.613. Meanwhile, female score higher compared male to with the mean of female is 149.12, Sd= 10.536. On the other hand, male scored 144.96 , Sd= 16.246. For the academic achievement female have high achievement than male which is mean for female 3.92, Sd= .966 and male 3.62, Sd= 1.008. This showed female have higher of emotional intelligent and academic achievement compared to male.

i- One Sample t-Test

Differences of Emotional Intelligence among SESS students.

	N	Mean	Std. Deviation	t	p
Overall	100	147.04	13.782	106.691	.000

p < 0.05 significant level

Result above shows differences of emotional intelligent among SESS student by using one sample t-test. From the result it shows that there are significant differences of emotional intelligent among SESS students. It because p = .000 is at level of significance p < 0.05. On the other hand, the mean value and standard deviation for SESS students is mean = 147.04, Sd = 13.782. In general, it can be said that there is a significant difference of emotional intelligent among students in SESS. Therefore, the hypothesis is accepted.

Differences of Academic Achievement among SESS students

CGPA	N	Mean	Std. Deviation	t	P
Male	50	3.62	1.008	-1.520	.132
Female	50	3.62	.966		

p <0.05 significant level

The result above show differences of academic achievement among SESS students, by using independent sample T-test. From the result it shows there is no significant difference between academic achievement and gender p=.132 which is the significant level is p<0.05. The value of the mean and Sd of male and female, from the investigation analysis is, both mean is equal, mean= 3.62. From the value obtained, it shows that the academic achievement of female and male students have no difference. In general it can be said that there is no significant difference of academic achievement among SESS students. Therefore, the hypothesis rejected.

ii- Independent Sample T-Test

The differences of Emotional Intelligence between male and female students in SESS.

Overall	N	Mean	Std. Deviation	t	P
Male	50	144.96	16.246	-1.519	1.32
Female	50	149.12	10.536		

p < 0.05 significant level

The result above shows differences of Emotional Intelligent and gender among SESS students, by using independent sample T-test. From the result it shows there is no significant difference between Emotional Intelligent and gender p= 1.32 which is significant level is p < 0.05.

The value of the mean and standard deviation of males and female, from the investigation analysis is mean= 144.96, Sd= 16.246 and mean=149.12, Sd= 10.536. From the value of mean obtained, it shows that the emotional intelligent of female students are slightly high then male. In general it can be said that there is no significant different of emotional intelligent among SESS students by gender. Therefore, the hypothesis rejected.

The differences of Academic Achievement between male and female students in SESS.

CGPA	N	Mean	Std. Deviation	t	p
Male	50	3.62	1.008	-1.520	.132
Female	50	3.92	.966		

p < 0.05 significant level

The result above shows differences of academic achievement and gender among SESS students, by using independent sample T-test. From the result it shows there is no significant difference between academic and gender p= .132 which is the significant level is p < 0.05.

The value of the mean and standard deviation of males and female, from the investigation analysis is mean= 3.62, Sd= 1.008 and mean=3.92, Sd= .966. From the value of mean obtained, it shows that the academic achievement of female students is slightly high then male. In general it can be said that there is no significant different of academic achievement among SESS students by gender. Therefore, the hypothesis rejected.

iii- Pearson Correlation Test

Correlation of sub-construct of Emotional Intelligent and Academic Achievement.

	SA	SR	SM	SS	E	Overall	CGPA
SA	-						
SR	.259**	-					
SM	.476**	.308**	-				
SS	.505**	.214**	.609**	-			
E	.527**	.326**	.501**	.573**	-		
Overall	.734**	.569**	.806**	.818**	.741**	-	
CGPA	.051	-.066	.165	.155	.003	.100	-

** Correlation is significant at the 0.01 level (2-tailed)
* Correlation is significant at the 0.05 level (2–tailed)

However, SA and SR show significant relationship (r=.259, p=0.01), SR and SM (r=.308, p= .000), SM and SS (r=.609, p=.000), SS and E (r=.573, p= .000)
This result indicates that there is no significant correlation between the Emotional Intelligent and Academic Achievement of SESS students (r=.100, p=.324).

Hence, there is no relationship of EI and academic achievement among SESS students. Therefore, the hypothesis is rejected.

Therefore, the results explains and interprets the result obtained from data collection and questionnaire. This chapter also contains tables that enable readers to easily understand and explanation written regarding the result. The researcher also found the correlation between the constructs of Emotional Intelligent. The construct shows that there is significantly positive correlation between Intrapersonal and Interpersonal. The researcher used the Croanbach's Alpha to measure the reliability.

Conclusion

The objectives of this research are to determine the level of emotional intelligent among SESS students from different demographical background and to study their level of emotional intelligent. The distribution of sample differs for various level of demographic based on gender, semester and academic achievement of the students.
The focus of this research is to study the level of emotional intelligent among SESS students. 100 respondents were involved in this research with 50 males and 50 female's respondents. The respondents' data were acquired using the questionnaire that was distributed.
The result shows that there is no significant relationship between level of emotional intelligent and academic achievement among SESS students.This mean the emotional intelligent of the students was not influenced their academic achievement. Every individual has the opportunity regardless of gender and the

semester they been to achieve high level of emotional intelligence.These findings have been proved from the study of "Emotional Intelligence and Academic Achievement of High School Students in Kanyakumari District" Lawrence (2013) , proved that there also have no significant correlation between emotional intelligence of high school students and their academic achievement. The level of emotional intelligence of the high school students is average and the levels of academic achievement are also found to be average. Proved by the study of Maizatul et al (2013) students who are well aware of their feelings and emotions and have the ability to understand those emotions as well as to anticipate what emotions would transpire under certain circumstances are better able to cope effectively with the pressures for academic excellence in higher learning institutions.

As high school students hail from different socio-economic and educational backgrounds, they may be given orientation with regard to the importance of self-motivation through informal addresses, guest lectures, seminars and workshops. Special address and periodical seminars by eminent educationalists and psychologists would yield fruitful results in this regard.

Emotional intelligent plays a vital role in each and every student as it increases their dedication towards their academic achievement. They should posses emotional intelligent such as identifying their self-emotion, managing their self-emotion, high self-motivation, able to identify the others' feelings and perceive communication with others to face their hardship in the student life. The study from (Maraichelvi, Rajan 2013) the relationship between emotional intelligence and the academic performance among final year under graduates showed the association between interpersonal management skill and the mean marks of the selected respondents is significant at 1 per cent level. This finding plainly reiterates that a significant correlation was found between interpersonal management and academic performance of the students. Higher the ability of interpersonal management better is the academic performance. This result is in consonance with prior studies who found that adolescents who are particularly focused on managing other emotions will do well on objective indicators of performance. It is certainly plausible that students who report a desire for hard work and aim to please their teacher with their hard work perform better in regular classroom assessments (Maraichelvi, Rajan 2013)

This research is important an order to help the students to get high emotional intelligent. Students with high emotional intelligence are able to handle problems effectively and they assume the problem as a challenge. It is predicted that the feeling of self-efficacy in students will be increased by the rise in emotional intelligence and it play an important role in achieving academic success, and emotional intelligence can explain self-efficacy (Amaneh et al. 2015). Students are the country asset as they will enhance the status of the country. For future researchers need to be conduct in relation with this topic to find better results and to show on the necessity of the level of EI among students in our country. It helps students to enhance their level of EI in term to archive best academic achievement in their study. Male and female students should thus be motivated equally so as to boost their academic achievement since academic achievement in SESS is not gender related. Achievement of students can therefore be improved equally irrespective of sex of students by employing effective teaching and learning strategies. To maintain the insignificant gender difference, male and female students need thus to compete, collaborate and gain from one another during teaching and learning process. Benefit to enhancing EI is to have a positive relationship with contentment and life satisfaction when adjusted for personality factors (Ranasinghe et al. 2017).

The result of this research indicated that all the research questions and research objectives are answered which based from demographic profile which is gender, the level of emotional intelligent among students and the difference of each sub construct of emotional intelligent. Lectures should give support in the aspect of student's mental and physical order to enhance their study performance and become successful and productive students. For further recommendation, future researchers may carry out the topic in helping students to enhance their level of emotional intelligent.

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