

Level of Emotional Intelligence of Rural Secondary School Students and its Relation with Academic Achievement

*nfarhana265@graduate.utm.my

Nurul Farhana Zainudin, Narina A. Samah, Zakiah Mohamad Ashari, Azlina Mohd Kosnin

Abstract: Emotional Intelligence (EQ) and intellectual intelligence (IQ) are two different types of intelligence that have their own significance. However, most of the people nowadays have a perception that intellectual intelligence is more important in the education setting compare to the emotional intelligence. This phenomena can be seen where the education system only emphasizes grade and academic achievement compared to students' emotional intelligence especially in rural areas where the students have lack exposure compare to urban area students. Therefore, researchers have decided to conduct this study by using Mayer and Salovey Emotional Intelligence Models to see the relationship between intellectual intelligence and emotional intelligence. The main purpose of this study is to identify the relationship between emotional intelligence and academic achievement among students in several schools in Merlimau, Melaka. This study was conducted in four schools in Merlimau, Melaka involving 432 Form Four male and female students. The instrument used in this study is Schutte Self-Report Emotional Intelligence Test (SSEIT) questionnaire developed by Schutte (1998). The data have been analysed using Statistical Package for Social Science (SPSS). The results showed that there were significant correlation between emotional intelligence and academic achievement of students. The implication of this study was it provided exposure on the importance of emotional intelligence beside intellectual intelligence towards teachers, parents, students and governments.

Index terms- Emotional Intelligence, Academic Achievement, Rural Area.

I. INTRODUCTION

Nowadays, the education system is very concerned with grade and academic achievement of students in school. This phenomenon can be seen in students' aspiration in Malaysian Education Blueprint where the government is targeting to achieve higher score in TIMSS and of So that, in order to achieve better grade and results they have an opinion that the intellectual intelligence is the most important element in every students. Therefore, due to those assumptions students' emotional intelligence has been taken lightly and leaving a sun important thing for the students. Emotional intelligence is very important and influences academic achievement and (1996), emotional intelligence is the ability of a person to understand his or her self-esteem and be able to use it in

Revised Manuscript Received on December 22, 2018.

Nurul Farhana Zainudin, Universiti Teknologi Malaysia, Malaysia
Narina A. Samah, Universiti Teknologi Malaysia, Malaysia
Zakiah Mohamad Ashari, Universiti Teknologi Malaysia, Malaysia
Azlina Mohd Kosnin Universiti Teknologi Malaysia, Malaysia

student academic performance. According to Goleman everyday life. When it comes to good emotional intelligence, one can control the feeling of sadness, disappointment and negative feelings. When students have good control on their emotion, indirectly it will influence students' intellectual intelligence[1].

Furthermore, in Malaysia there were lack of study on emotional intelligence focusing on rural area students. Students in rural area are most probably has lower emotional intelligence compare to urban area students. This is because, rural area students are living in rural area which may have less exposure to the challenging learning process compare to urban area student that may face the way more challenging learning process such as doing a lot of presentations and projects. Students who have faced challenging and pressure situations are most likely have high tolerance of emotional intelligence. Therefore, the researcher has decided to conduct a study on the level of emotional intelligence of rural secondary school students and its relation with academic achievement[2].

II. LITERATURE REVIEW

According to Thorndike (1920), emotional intelligence is born from social intelligence lines that require individuals to understand and connect with others. He further added that emotional intelligence also involves the ability of individuals to understand and control well behaviors in daily social activities. Each individual will be confident and capable of addressing all the challenges of life as well as challenges in the education world if they have the emotional intelligence that is able to create order and harmony within the individual. Students with high levels of emotional intelligence will be able to improve their learning process well

According to Mayer and Solovey individuals will be able to think more creatively when they have a better level of emotional intelligence. Individuals who have good emotional intelligence will be proficient in the four emotional handling domains that are able to identify emotions, emotionally able, emotionally able to understand and the latter is able to control their own emotions .

According to Goleman a person with emotional intelligence is easy to understand his own emotions, has the ability to control his or her own emotions, to self-motivate, to realize



Published By:

Blue Eyes Intelligence Engineering &
Sciences Publication

the emotions of people and to be able to handle good relationships with others.

Many researchers have studied the emotional intelligence and academic achievement of students. This demonstrates the emotional intelligence are getting attention and interest in the world today. The study conducted by Joibari and Mohammad entitled showed that there is a correlation between emotional intelligence components namely self-motivation, self-awareness, self-control and social skills with academic achievement. In addition, there are differences between men and women in the level of emotional intelligence. The study was conducted on 380 subjects consisting of 180 women and 200 men in secondary school located in Tehran.

Herrera, Buitrago, also conducted a study to examine the emotional intelligence of Columbia children who are in primary school depending on setting (rural vs. urban). A total of 1451 students participated in this study and they were given an instrument called Emotional Quotient Inventory: Youth Version. The findings showed that differences in emotional intelligence vary according to the sample setting. The level of emotional intelligence of students in rural areas is lower than in urban students due to school infrastructure, teaching quality, access to school and urban bias.

In Malaysia, the study by Rumaizah Elias has studied students' emotional intelligence and their relationship to their academic and gender achievement. The study involved a total of 176 secondary school students around Johor as a sample of the study. The results of the study found that there was a significant relationship between emotional intelligence and academic achievement. The emotional level of male students is better than girls.

Another local study is by Halimatusa'diah Subari (2011) that aims to identify the relationship between emotional intelligence and academic achievement. A total of 445 students were selected from 10 schools. The instrument used is the modified Emotional Intelligence Inventory. The findings show that there is a significant relationship between emotional intelligence and academic achievement. Based on all these past studies, it showed that there is relationship between the students' emotional intelligence and academic achievement. There also differences level between the rural area students and urban area students on their emotional intelligence. Due to near none of local study has been done on the level of emotional intelligence on rural area students, the researcher has decided to conduct this study.

III. METHODOLOGY

This study has chosen a quantitative study method and a descriptive study design. The design of this study was chosen because the purpose of this study was to identify the relationship between student emotional intelligence level and academic achievement. Therefore, the independent variables studied in this study are the level of student emotional intelligence (emotional perception, emotional regulation, self-emotional management and emotional management of people) while the dependent variable is the academic achievement of students in the class interval

(excellent, medium and weak). According to Azizi et al. (2006), a descriptive survey aims to obtain a measure or description of the state or characteristics of the population. The validity and reliability of the instruments used have been derived from the implementation of pilot studies conducted prior to the actual study.

This study was carried out by distributing questionnaire forms which was an efficient method of collecting data and only required minimum cost in a short period of time. The design of this study also includes the analysis of hypotheses and data analysis by statistical analysis using the Statistical Package for the Social Science (SPSS). A total of 423 Form Four students were involved in the study. This study was conducted in four secondary schools located in Merlimau and under the administration of Jasin District Education Office, Melaka. The schools are SMK Tun Syed Zahiruddin, SMK Tahfiz Chenderah, SMK Dang Anum and SMK Datuk Abdul Rahman Yaakob. These schools are chosen because they are located within the study area which is rural area. The schools also have the same respondent characteristics that students have occupied Form 3 Assessment (PT3) by 2015.

The instrument used is adapted from the Schutte Self-Report Emotional Intelligence Test (SSEIT) developed by Schutte. In this instrument there are 30 question items and divided into four domains to be tested which were emotional perception, emotional regulation, self-emotional management and emotional management of people. This inventory also has been translated into Malay language.

IV. DATA ANALYSIS

The data were analysed using the Statistical Package for Social Science (SPSS) method. Both descriptive and inference methods are used to analyse the data. The description method was used to analyse the students' demographics. The determination of the frequency and percentage values was made to describe the data descriptively. The inference method is used to answer the research questions about relationships and differences. The methods used are Pearson Correlation, T-Test and ANOVA. The results of the study are written in the form of tables and their explanations.

The results also will be classed by three levels which were excellent, moderate and low academic achievement. The class were identified by calculating the range of score in students' examination. After that, the discussion of the findings was discussed to answer the questions of the study and the necessary conclusions. Based on the overall findings, the researcher discussed some of the implications and further proposals for future research.

V. RESULTS

A. Students' Overall Emotional Intelligence Level

Based on the table 1, it showed the mean score of the overall level of emotional intelligence shown by the students based on their level of academic achievement. For students who achieved excellence in academic achievement of 227 people, the mean score was 3.84 with the standard



deviation of 0.37. For students who received moderate in academic achievement of 159, the mean score obtained was 3.78 with the standard deviation of 0.33. On the other hand, 46 students with low academic achievement showed a mean score of 3.66 with a standard deviation of 0.34. The overall level of emotional intelligence of the students was at a high level. This is because, researchers have categorized levels by looking for a range based on the Likert 1-5 scale. Score 0.00- 1.66 is low, 1.67-3.33 is moderate and 3.34-5.00 high.

Academic Achievement	Mean	Standard Deviation
Excellence	3.84	0.37
Moderate	3.76	0.33
Low	3.66	0.34

Table 1. Level of overall emotional intelligence based on academic achievement

B. Students' Emotional Intelligence Level by Domain

Based on Table 2, the dominant or highest emotional domain of the students is the domain of emotional regulation and self-emotional management with a total of 3.95. Meanwhile, the lowest domain of the respondent is the domain of emotional perception and emotional management of people with a total mean of 3.65. This result showed that students have good emotional regulation. Students also can adjust the use of emotions with situations or circumstances. In addition, students also have good emotional management. Students can induce self-emotional management and can control their emotions well.

Domains	Mean	Standard Deviation
Emotional Perception	3.65	0.43
Emotional Regulation	3.95	0.52
Emotional Management People	3.65	0.55
Self-Emotional Management	3.95	0.46

Table 2. Level of emotional intelligence by domain

5.3 Relationship between Emotional Intelligence Domains and Academic Achievement

To analyze the relationship between the four domains of emotional intelligence and academic achievement, the Pearson Correlation analysis has been used. In Table 3, it shows results of the analysis that has been carried out.

Domains	r-value	Sig.
Emotional Perception	-1.52	0.002
Emotional Regulation	-1.57	0.001
Emotional Management People	-0.099	0.039
Self-Emotional Management	-0.49	0.310

Table 3: Relationship between emotional intelligence domains and academic achievement

For domain of emotional perception, the analysis result shows Pearson Correlation value, $r = -0.152$. This shows that the relationship between emotional perception and

academic achievement is very weak. Correlation of negative value coefficients means the relationship between emotional perceptions and students' academic achievement is opposite. The results of this study are consistent with the results of the study conducted by where there is a significant relationship between the interpersonal domain or emotional perception with academic achievement.

For domain of emotional regulation, the result showed that the relationship between emotional use and academic achievement of students is also very weak. The findings show that there is a relationship between the domain of emotional regulation and the academic achievement although it is very weak in parallel with the findings of the study conducted by Mohd Razdi emotional handling or emotional use is a very important aspect in the well-being and success of an individual in life[4]-[12].

Emotional management of people showed Pearson Correlation value, $r = -0.099$. This shows that the relationship between the emotional management of people and the student's academic achievement is very weak. The results of this finding coincide with the results of the previous study conducted by Ng (2002) which found that there was a significant relationship between emotional management of people with academic achievement of students.

The last domain is the self-emotion management domain where it shows the Pearson Correlation value, $r = -0.049$. This shows that there is a simple correlation between self-emotional management and student academic achievement.

C. The difference in level of emotional intelligence of male and female students

Based on the table 4, mean score indicates 3.78 for males and 3.82 for females. This shows that the difference in the emotional intelligence of male and female students is small. Thus, the null hypothesis was rejected that there was significant difference between emotional intelligence of Form Four students and girls in rural schools in Merlimau, Melaka. The finding of this study is parallel to the findings of the study conducted by Rumaizah Elias (2012) where in her study found that there is a difference in level of emotional intelligence between men and women and the level of men's emotional intelligence is higher than that of girls.

Pair	Gender	Mean
	Male	3.78
Female	3.82	

Table 4: Differences of emotional intelligence level between genders

Among the four domains, the domain most dominated by students is the emotional perception and emotional management of others. This shows that students understand the emotions of others. According to Gardner (2006), emotional intelligence is a combination of intrapersonal and interpersonal intelligence. Overall, the findings show that students' emotional intelligence levels are high in line with their level of emotional intelligence. The results of this study coincide with the opinion of Goleman (1998) which says that emotional intelligence is the greatest contribution in the success of an individual and this includes academic achievement. If a student has a high level of emotional intelligence, the level of academic achievement of the students is also outstanding.

There also slightly differences between the level of students' emotional intelligence between male and female students. Male and female has difference view of emotion which male are more emotionally stable compare to female. The findings is parallel with past study from Elias (2012) as mentioned before.

VI. CONCLUSION

In conclusion, emotional intelligence is an important element in addition to intellectual intelligence or academic achievement of students. This should be emphasized in giving birth to a race of children and a balanced society in terms of emotional intelligence and intellectual intelligence. Moreover, in this age of globalization which is a challenging era for our new generation. Therefore, all parties need to work together to play an important role in fostering awareness of the importance of emotional intelligence within each student. Finally, in creating a generation that will lead the world in the future, internal and external qualities are very important because if only strong external but weak internal will cause a destruction in a person self.

VI. LIMITATIONS AND FUTURE STUDIES

This study has implications for several parties which are teachers, parents, students and governments. The effect of this study on teachers is that this study gives insight to them which was they need to focus on emotional intelligence with concern about student emotions and provide activities such as partnership weeks. Next, parents who are closest to students should give moral support to children. Students also need to balance between emotional intelligence and intellectual intelligence. Meanwhile, the government needs to expose the public about this emotional intelligence.

The proposal for future research is to expand the scope of the population, taking respondents across the district and state. Additionally, future researchers can make emotional intelligence comparisons according to residences. Furthermore, researchers can also conduct studies on other ethnics in Malaysia as well as the major races in the country. The future researcher also can develop a module to improve students' level of emotional intelligence.

ACKNOWLEDGEMENT

The author would like to thank Universiti Teknologi Malaysia (UTM) and the Ministry of Education (MOE) for their encouragement of this project. This project is under Fundamental Research Grant Studies (Vote No: R. J130000. 7831. 4F873).

REFERENCES

1. Azizi Yahaya (2004). *Kecerdasan Emosi dan Hubungannya Dengan Pencapaian Akademik dan Tingkahlaku Pelajar*. Universiti Teknologi Malaysia.
2. Azizi Yahaya (2006). *Menguasai Penyelidikan: Teori, Analisis dan Interpretasi Data*. Kuala Lumpur: PTS Professional.
3. Elias, M. Zins, R.P., Frey, K.S. Greenberg & M.T. Haynes (1997). *Promoting Social and Emotional Learning Guidelines for Educators*. Alexandra: Association for Supervision and Curriculum Development.
4. Florence Fletcher (2007). Hubungan Tahap Kecerdasan Emosi Dengan Tahap Kepuasan Kerja Dan Tahap Komitmen Kerja Di Kalangan Guru Bimbingan Dan Kaunseling Sekolah Menengah Di Bandaraya Kuching. Kajian Penyelidikan Sarjana. Universiti Teknologi Malaysia.
5. Fontana, David. (1984). Towards a Psychology of the Emotions. *Educational Psychology*, vol. 4, No. 1.
6. Goleman, D. (1995). *Emotional Intelligence*. New York: Bantam Books.
7. Goleman, D. (1996). *Intelligence Organization*. New York: Sage Pub.
8. Halimatussa'diah Subari, (2011) *Hubungan Kecerdasan Emosi Dengan Pencapaian Akademik Pelajar*. Universiti Teknologi Malaysia: Tesis Ijazah Sarjana
9. Herrera, L., et al. (2015). "Socio-Emotional Intelligence in Colombian Children of Primary Education. An Analysis in Rural and Urban Settings." *Procedia - Social and Behavioral Sciences* **203**: 4-10.
10. Joibari, A. and N. Mohammadtaheri (2011). "The Study of Relation Between Emotional Intelligence and Students' Academic Achievement of High Schools in Tehran City." *Procedia Social and Behavioral Sciences* **29**: 1334-1341.
11. Mayer, J.D. & Salovey, P. (1997). *What is Emotional Intelligence?* New York: Basic Books.
12. Mayer, J.D. & Salovey, P. (1999). *Emotional Intelligence Meets Traditional Students for an intelligence*.
13. Ministry of Education. (2013). *Malaysia Education Blueprint 2013 - 2025*.
14. Mohzhan, M. A. M., Hassan, N., & Halil, N. A. (2013). The Influence of Emotional Intelligence on Academic Achievement. *Procedia - Social and Behavioral Sciences*, 90(IncULT 2012), 303–312.
15. Ng Sar Ee. 2002. Hubungan Antara Kecerdasan Emosi Dengan Pencapaian Akademik Pelajar. Latihan Ilmiah Sarjana Pendidikan. Universiti Teknologi Malaysia.
16. Mohd Azhar Abd Hamid (2004). EQ: Panduan Meningkatkan Kecerdasan Emosi. Bentong: PTS Publication & Distributors Sdn Bhd.
17. Mohd Majid Konting (2005). Kaedah Penyelidikan Pendidikan. Kuala Lumpur: Dewan Bahasa dan Pustaka
18. Mohd Radzi Mohd Ali (2004). Kesediaan Bakal-bakal Guru untuk Mengajar Sainsmelalui Kelas Amali. Johor Bahru: Universiti Teknologi Malaysia.
19. Rumaizah Elias, (2012) *Kecerdasan Emosi Pelajar Sekolah Menengah Dan Hubungan Dengan Pencapaian Akademik Dan Jantina*. Universiti Teknologi Malaysia: Tesis Ijazah Sarjana
20. Schumacher, s. & J. H. Mcmillan (1993). *Research in Education: a Conceptual Introduction*. (3rd ed.). New York: HarperCollins.
21. Schutte, N.S. & Malouff, J.M. (1998). Measuring emotional intelligence and related constructs. Levinston: Mellen Press.
22. Thorndike, E. L. (1920). Intelligence and its uses. *Harper's Magazine*, 140, 227-235.

