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'.r-,, ' ,,t, .l '. .,," . . ;1,,",,'..1i '.. : "^-'" ' .:'.-: .i"r'- ;"*;,.."1; .(, r, :@ tlome Etlitorial Board Arrhiws Instrucfuonr lndering iccil,1r((-1n'?r igJtt (tJU (v,\ lt-1,,*. a t^^,,^ r! i4n{/\ '/urulilg zJ hluu J l/u loJ Contact Us Fre' Pairur rnd Prrhlhelim Polrcy Fublication lilrics International Journal of Humanities and Social Scienre Research ISSN: 2455-2070,Impact Factor: RJIF 5.22 www.socialresearchjournals.com Yolume 2; Issue 3; Nlarch 2016; Page No.41-46 Infftrerce of Emetirnal Intelligemef; on Sfuderits' Aeademic Aehicvements Ngu Leh Seng, Zahyah Hanafi, Muhajir Taslikhan, Arumugam Raman Universiti Utara \'{alavsia, Sintok, Kedah Malavsia Ahstract Einotional aspects are very inrpottant in influencing the excellence of a student.

Many past studies have proven that emotional intelligence atl'ect acadernic achievement. Theretbre, this study is ainred to identi{y studerrls' ernotional irrtelligence level and to rvhat extent emotional intelligence inlluences students'academic achievernent. A total of 4{}6 people ftrnn -5 srudents fi-om niue schools in Lirnbang District, Sarawak were irrvolved in this study- Malaysia Intclligence Emotir:nal Inventory Teens IIKEM-R) rvas used to assess the level of studeuts' emotional intelligence.

A total of 49 items from this instrumcnt was uscd to mcasurc emotional intelligence of the respondents. Exploratory factor analysis and KMO value for pilot study is. 607, The result o[rhe study show that all the emotionai ilrtelligence dimensions are at high level, Fr.rther, the results levealed that there is no significanr influencc o1'ali the dirnensions on acadernic achievoment.

Five research hlpeitheses were suppofied" Alt the ertrotional intelligencer din.rcnsiols namely emotional a\\'areoess, cmotional regulation, sclf:mr:tivatior, empathy and social skills do not afl'ect stuclents' acadenris

ach ievernenl. Keywords: Emotional Intclligence. Academic Achievement, Exploratory Factor Analysis. Emotional Awareness, Emotional iieguiation. 1. [ntroduction The Malaysian Education Systenr is not only aims to produce outstandirrg students but also spiritual grou,th and emotionally hcalthy srt that they are able tlr contribute to the well-being and progress of the naiion. Ilmotional aspects is prioritized in the dcvelopment of-student.

Many past studies found that cmotionai lactors ars verv important in intluencing students' excellence in academic achievernent and success in lif'e Accordirg to Goleman (1995) i6l. an individual's errcltional intelligence is more itrportant factor in deternining their success compared to intellectual intelligence. ilc lbund that only 2{}?z; of a person's success is attributed to intellectual intelligerrce whereas enrotr'onal inteiligence is comprised of 80%. Student's Emotional intelligence factors play an impoftant role in influencing their academic achievement.

Sfudents rvho have irigh ernotionai inteiiigence tbuno to obtain good acaciemic ashier;emenls (Nwadinigrve & Azuka-Obieke, 2012: Noriah el al., 2008; Nelson, 2009; Downey, Mountstephen, Lloyd, Ilansen & Stough, 2008; Flolt, 2007) 116 14' 1B' rr, r' r01. Srutlcnrs rvith high emotional inlrlligence obtaincd good acadernic ar.hievement, help to think creative and critically and also able r.. ....1...-.-.-.-LI----.- :-r-!l:.----.1,. 1o--1------. 0-hr.--.--- rAaA\ llql ru burvrrpruui$itrs IliIEIIIButrilJ I-iiiUVEy 6a iviayci-J ii)Vi.

," Emotional Intelligence Mired Model An emotional intelligence rnor.lel in this study is based on Mixed Model of Emational Intelligence by Daniel (iolernan (1995) t6l. Model featured by Goleman originated firm Fm.rticrnal Infelligenec Mnilel ni*neeled hv Mav*r sn,1 Salovcy. Meire specitrcal[y, Goleman {i998] Iil in his book "Working with Eruotional Intelligence" has been divided Ernotional irrteiligence into five dimensions such as self-awarelress, selt--regulation, selt:motivation, empathy and social skills.

Sclt'-Arvar:eness Selfialvareness is the ability to realize and knor,v your own f'cclings in a situation ancl be able to choose a priorit_v while taking actions or rlaking decisions. This kind cf'person can make aB accurate assessmsnt of capabilities and high conl-ldcnce (Goleruan. 1998) I51. Self-awareness has ibur sul: ditnensions, i.e. ernotional awareness, an accurate selt: asscssment, self-confidencc and irrtent. Sell'-regulation Self-regulation refers to the ability to manage cmotions in caryi11g out work to make it easier and without intem.rpting the job {Goleman, 1998) L-il. This ability gives strcngth tr> plusue goais anci quickty recover frorn enrotionai stress {Goleman, 191X1 Lst.

Ther:e are five sub dimensions narncly selllsontrol, trustlvorthiness, responsibi I ity" adaptabil ity and innovation. Sell'-motivation e -11---....:-,..::.-,- --C--- r-- "L- -.1-Ill.-- -.a ." -,-.-,...-,- ..j,.:.--- ".- rltll-IrluLiviltlull IUtVIb LU tlg aUIilrJ t.ir a priluli baiiyi.ilg {(i improve or rneet a standard of excellence. Self-motivation also helps someonc obtairr initiative and perseverance to improve capabilities to address challenges and olrsta{rles in lif-e (Goleman, 1998) i5l.

This process aiso involves someone using emotions to stimulate in order to achieve a goal or solve a rrarticrrlar taslr ny rrroieet Self-motirrqtinn hae five crrhrlnmqinc ".''-^_ _-' t'' .--, -- i.e. encouragement of achievement, commitmcrlt, r'nitiative, optimisrn and cnthusiasm. 41 Empathy Empathy is the abiliry io recognize and idenrift a person's feelings, undcrstand a thing according to the perception tlf others that can raise and nurtrrc the u'armth as well as adapt to other individuals (Goleinan, l99il) lsl. Empathy has seven subdomains that are lo under:sland others. hetp others.

expand others, service oriented, discover diversity, poiitical a\ ''rreness and taking care of. Social skills According io Goleman (1ss8) l-jl, individuals with social skillls is able to interpret accurately the condition of social and iis' llenvork thus can nlallage muitiple emotions effectively in a givrn interaction (Goleman, 1998 1 t5l. This individual able to persuadc, lcad, negotiate and resolr,e conflicts itr order lo creatc understanding aud leam spir"it.

Sor-:ia1 skills has eight subdomairis rratneiy iniluence. communicatiott, conllict managemonl leadership. change catai-Yst, builder ol reiationsirips, coiiaborarion anci oooperalion as u''eii as rhe abiiity to involve in an Association. 2. Literature revieg. At first tire researc'hers review the roie ol' emotional intelligence {)n acadsmic achievernent and emotional ^.1i''-+*^-+ ^('-r,'l-.'+'. ;- .^1''^.-! ,l l,'*-l^.^!r a '*'* N'l^*-;.- JU-JUi)iiiiL-iii Ui ii,iji.jL"iiil\ ii, :rLiiUUi i i iUaial,iii a-Y. L ur t urt.

,*iur I rrr Fauell and Woocls, 2007i ir]" Lately there are also studies rr1lo$s eraotional intelligencc has a significant positive relationship on student's academic achievemeut (Nrvadinigrt-c & ,Azuka-Obieke, 20i2; Noriah et al.- 2008; Nclson, 2009; Dorvlrey, Mo$litstephen, Lloyd, Hansen & Stough, 2008;tlolt, 200?) l'r', 14, 16, 13,a, 101, Accoriling to their sntrly the en.rotiqnal intelligence positively cor-.reiated with students' academic acirievcment.

Students with high crrotional intelligence irave consciousness against the state of tlieir emotions and thc ernotions ol' others and aiso able to conttol emotions that would help hirn to achieve the triunrph of academic. Srudy ln Malaysia showed tlrat student's emotional intelligence is an indicator to their acadernic achievement. For examplc. Azizi }ij. I:lashim Yahya Besar Shahrin and Nordiana binti Mohd Nor (2009) ij' lsl has reported ttrat there is a signiticant positive reiationship between etnotional intelligence with acadenric achievemetrt among 399 fom four students in i0 secondatl schools in rhe vicinity of tl.u'ee States namely Johor, Kelantan and l'erengganu.

Researclters fiom abroad also reportecl tlre same (l{ogan, Parker, 5*'ieler, Watter, Woos and Okc, 20101 Qualter, (iardner, Pope, Hutchinson & Whitely. 2012; Adeoyo & Erneko, 2010; ir' t:1. A11 the findings supported that emotional intelligence is essetltial in inlluencing student academic achievcment. in adrlition iu iirc abuvc siudies, iircre is aisu a sruiiy using quasi-experiiaerrtal design i.e, pretest and posttest atrd cot:ffol

group, Nwadinigwe and Azuka-Obieke (2012) 116l strengthen the statement that emotional inteiligence has a signilicant positive relationship of' acadernic. achieveinent. "lhcy provcd that students participated in 'etnotional intelligence skills r,,,,nrlrehon' imnrlr.-,e theil ecerlelxic achiet ement.

St*dents r+,ho firilowed the emolional leaming systeln has a higher level of emotiorral irrtelligence cotnpared to peer mentoring while the control group is the lowest level o1'emotional intelligence. Therefr:re, the emotional learning system is a comprehensive intenentiou program that could atfect a person's eilotir:nal intelligence skills of students and subseqllsnt positirre impact on his academic achievemetrts.

According to Nwadignigwe e/ aL, QA12)" this happcned because wlten a person has becotne rnore emotional, then the behavior shown is positive. Such a sitnation coultJ balance the fcclings and thoughts of a -person to tbmr n.rotive hehaviors rvhich have high enrotional intelligence. Thus, his acadenric achievement rises. Holt (2t)0?j Irltl stisllred that acadetnic achievenrent lias positive signilicant relationships with dimetrsions of managerial emotions. and emotional reasotring.

Mearna"hile. Nelson {2009) llrl ibund that students finm lov"' socio- economic status showed high significant relationship bct*'een hi ghest erxoti()nal understanding and acadernis achievement. Studcnts u,'ho have cmotioual rinderstanding dilner:siotr were reported ablc to assess rurdcrstanding of etlotional inlormatiol and identily lrow emotions conrbine and grow through the communication transition (Holt, 2009).

This signihcant reiationship inciioates lhat stucients t'iro appreciare rire emr:tional meaning acquired higher acadetnic achievement' Accortling to Arleoyo atitl Etneke (2010)lrl. ernotional intelligence courses bring the most signiticant el.fect on the achievement of Errglish language. Students r'vho have exposed to ernotional intelligence courses obtain better achievements in Fnglish i.-s[s ihai.i tho.ic dc nol li;]lcwir;g thc couisc. This finding is supported hy Najib Ahrnad Marzuki et al., {2t)06} li)j.

wlrich fbwrd that a student with high etnotiotial intelligence is more sorupstent in English" Najib Ahmad Marzuki et al., (2$A6) liri has shown thcrc is relatilrnship bctween emotional irrtelligence with English srneaking con,petence in tenn'q ol listening, speakir-rg- rearling. atd writing. In tertns of listcling, materials in rhe English language have a signiticant relationship rvith liequency hearing, interest irr listcning. aud understand wlrat is heard in Engtish.

The higher the ernotional inLelligenl thc higher iiequency of listening, interest to listen and understand rn'"hat is heard in relation to materials in English. On the other hands, lou' levels of emotional intelligent wili cost the lorv levei fiequency of students listening, interest to listen arid understand what is heard in relation to materials in L.ngiish. Correlation between   motioral iutelligeuce and English- speaking competcncy showed ther$ was llo significant relationship between emotional intelligence with fi'equency of speaking, rearling, and writing; conlidence in spcaking and fluency in speaking; reading and writing; ut:rclcrstand wlrat is read and rvritirrg

skilis.

These findings prtved that the highel the ievei ol emotional intclligence, the lrigher thc fi'equency ol spe:iking, reaciing, and writing; conflence in speaking and fluency in speakitrg; reading and rvriting; understand *'hat is reati arrti ivritirrg .kiiis (iialib Airrrrai ivialzriki er ,ti., 2AA6) I r2]. Accorling to f)owney at al.. (2008)lal. snrilents who liad higli dimensions of management and lrigh emotion controi earn high achieverncnt ii1 nta*renratics and sciencc.

This is due to a student rrr'ho has the advantage in the managemefit and contr*tli cf ernogit-.trs cen sclt,g *:athemafics e:rd sciencs prel'lcms which r"equires high cognitive load. It means a student who has a high emotional control can obtain higlr achievenrent in mathematics and sciettce. 42 Similarly, studies of Nr:rila Binti l\{d Sallch (2ti09) t3' r5l fonnd that shldents rvho fbllow the lessons by integrating emotionai iritelligeirce rt'ill show significautly higher increase in l\{at} scores.

Thcy havc bccn intcgratcd the tea aspe{lls ofotnotionai intelligence in teaching Math namely ernotional awerrenessr sell--eslecm. self-conlldence, sell'-control. motivation, communication, cooperation. ernpathy, prchlem solving and joy. Irrtegration oi emotional intelligence significantly increases the student's attitudes toward Matheriatics as a rvhole. Studerts who accept the irtegration of emotional inteiigence significantly iucrease confidence, enjoyment and rlotivation towards math.

In conclusion, a student's emotional intelligeirce factols prove to have signiiicantly positive relationship towards academic acirievement. The higher level of emotional inteiiigcnce witli higher academic achievc-ment. Thi$ is clcarly proved iu tlre past research that cmotional intelligence dimensions such as the management and coutrol of cmotions a{lectirig the achievernent of Marii anri Science.

For ijngiish ianguage achievement studies proved in general that the level of sniderts' emotional intelligence can afli:ct the achievement ot the English language achivernent in teuls of listening, reading. speaking and writing (Najid Ahrnad Marzuki er a/.. 2006) lr:1. Hower,er, their study only canied out among -+",'l^-+- ^t i*^rir,,+i^-. ^{: L:-L-- l^^-'.:-- +L^-^ i- -- .-'.^L JLUULIliJ Ua [tr!Lr(U(rulr.t Vr rr15ut1 t94i[Ur6, ittLlL tJ irv JULtt sfudy canted out among secondaly school srlrdents. Research questions l.

Wrat is the level of the student's ernotional irrtelligence? 2. To what extcnt emotional intelligence influences acatlenr ie aehier.'enrents'J Ohjectivc of thc Studv The objective of this study is to identify the level of emotional Table 2: Distdbution of items lbr the variables of emotional Itenr-s in this instlunent to be tested in terms of reliahility and validity since the original instrumenls are bascd on Peirinsular intelligencc and test the inilueuce of emotional intelligent on academic achievement. 3. Methodology Sample This study was coflducted in nine Nalional secondarv schools in Limbang, Sararvak.

The sarnple consists of 406 t-cmr 5 studcnts. Instrument Malaysia Emotional Intelligence Inventory - Teens (IKEM-R.; adapted by Saemah Rahman. Noriah Mohd. Ishak, Zuria Mahmud and Sq. Amir (2008) iIxJ were used to measure the level of ernotioual intelligence, This insttument is $trucflil'ed taking into account the views of Goleman's (1995) i6J flve dinrcnsions o{' cmotional intelligcncc namely self-awareness. sclf'-rcgulatio11, motiyationl empathy and social skills.

The items ol this instrument have been modi{led so that easily unriersroori iry seconr.iary sehooi srucients in tile Maiavsian contexi. This instrument distributed with 104 itr:ms is as fbltrows: Se [[-ar.,i,arencss (20 Items) Selt'-regul ation {3 I Iterns) C^ll f, ,I^ti.,-'i-^^ r I ? I+.-.--\ ULrr-IYlVtrl a{ltU{l \ I / r{Lrlt.\/ Empathy 136ltems) Social skills i36 Itcms) Based on previous rcsearch. researcher only select a total of49 iiems from tlris inslrur:ent to be used which categorized les,ponde-Ets into tlve strh dirTrensions of entotirxral intellicense as in Table 1. These items are measu-ed using the 5 points Likcrt scale, 1 : very untrue, 2 : not lue, I : less sure, 4 : true and 5 : very truc.

Distributlons of items are as f'allorlrs: h4alaysia context and it may bc vtuy in lhe context of students cf- Salar.r,ak due tq b*ckg.rc.und ,*'l the sludet:rts sur:i-r as -r,lcdr religion. cultule and socio-economic status. 4. Data analysis The data collected r.vas analyzed by using SPSS version 20 to measure reliability value pcr item, a:rd emotiollal intelligence dimensions. Exploratory factor ar:alysis used to test reliability (lactor loadings) and valrdrrv { tCMO). Items Reliability All Cronbactr alpha vaiues oxceed .900 and this is sufficicnt for reliahility required (Smith & tilass, i 98?). 43 a. b. I u.

Tatrle 1: Distribution of iiems ibr eacir of the dimensions oi emotional infe lligencc Emotiqual lutelligence Dimensiou-s Suh dimen,elc-rns Iteurs T*rtal Self-awareness Emotional auareness 1-2 2 Sell'-assessmcnt 3-8 5 Seifconfidence 9-14 6 Seli'-reeulation Self-control l5-2). I Scll--urorivation Achievement motivation Initiative 28-3 l 4 Ontimist 3J-35 2 Erupatl,v Understar:ding othcr -1r+-J 6 {t Social Skills CooDeration 39-4i 5 Cornmunication 44-49 6 inrelligence Emotional Intelligence dim ensions Mean SD Sell'- awarcncss 3.44 .45 Self--rezulatiot 3.20 .57 Seli'-rnotivation J.OJ 58 Emrrathy i.59 .61

Social Skills 3.62 .50 Clveri:"ii i.49 .fJ iterns Ernotional Intelligence Items Crontrach's Alpha EQ1 .913 EQ1 .916 f v-. .7 i.t EQ4 .91,1 EQ5 .q l3 EQ6 .914 EQ7 .914 EQ8 .911 EQ9 _s13 EQl 0 .914 EQil .913 EQr2 .s 13 EQ13 .913 l1Q l4 .918 EQls .9 1.1 EO16 .914 EQ17 .t)14 EQrs .91.1 EQr9 .91 3 EQ?q .91s EQ2I .915 r n11 {}tx EQ23 .912 EQ24 .91 3 EQ:5 .913 FrQ26 .913 EQ27 .9t2 Ea4 .9 l3 EQ:9 .9 13 EQ3O .913 EQ31 ,9 -) Ealz o J E033 .914 EQr4 .9 J F,Ql5 .9 .t EQ-16 .ql3 EQ37 9 2 EQ38 9 5 EQ3e .9 .l EQ4! .9r3 fir \4 ! 01 'l EQ42 .914 EQ43 .9 4 EQ44 o J EQ4s .91,+ trQ46 .9 J EQ47 .9 t3 EQ48 .915 Eaq .9t4 Table 3: Crotbach Aipira values ior ernotiotral intelligence 'fable .{:

Alpha Cronbac}r values lbr emotional inteliigence dimensinns Emotional Intelligence Dimtnsions I}[ean SD Alpha C*rotraeh Value Self-- at'ateness 3.49 .3S .813 Sclf:re-eulati0n) -LJ -51 .E30 Sell'-motivation

3.65 .51 ,809 F,rnpathy 3.61 ia .819 Social Skiils 3.69 .45 .820 Futher, cxploratory f,actor analysis was coildtlcted to test retiabilir-v and validity ot- the constl'tlcts of emotional :-.-r1: --_-. - -- rrrrL(rl!LrlLL. f ,xpl o-ratory I'a cton an alYsis A iotal of 31 itettrs retainecl in tire 5 dimensions of emotional intelligcnce aftef a total of tti items of emctional intelligence was diuppe,l. Items l, -1, 4, 6,7,9- 13. 14. 2A, 22' 23' 27,31 - 33, 34, 35, 43, attd 46 were dropped- Items rvith factor loadirgs more than .60

rciained that is rcliable for this study' Tablc 5: Loadings value of expioratory fhctol analysis fbr emotional The overall Alpha Coefficient value tor emotionai intelligence is. 802. Ilowever for each dimerrsion such as self-au'ateness is .813, self:regulaiion is.B30, and self-motivation is' 890', empathy is .819 arrd social skills is .820 is irr table '1 below' ffiploratory lactor anllysis and as shown intelligence Item Factor loading Factor l Factor 2 Factor 3 *'actor 4 Factor 5 lrQz ,7I-J EQ5 .756 EQ8 .83s LOl0 .585 EOr l .596 EOt2 .731 f,n1   "7 5{,i EQi6 .841 EQ17 . S_1ii E,Q 18 .608 EO l9 .66,1 E0: l .879 EO24 .(t64 EQ2s .840 EQ26 .'755 EQ28 .508 EQ29 .694 EQ30 .659 EQ32 .572 EQ36 .832 EQIT ."1 -\2 EO38 .778 EQ39 .i45 EO40 .642 EO41 .759 EV+r EQ44 .122 EQ45 .64'1 FrA47 .68 i EO48 ? i1 EO4e .756 in the follou'ing table 5.

44 Tablc 6: l)istribution of emotional intelligence items atier exploratory iactor analysis Emotional Intelligence Dimensions Items Total items Re-arranged items Self- awareness 2.5,8, 10, 1 t, 12 6 r-6 Self-resulati0n 15_ 16,17,18,19-21 6 6-1 l Seit'-motir,ation 24.25^26.28.29.30.32 7 ll-19 Empathy J(), 37, 38 l 20 22 Social Skiils 39, 40, 41.D,44, 45. 4i. 48. 49 9 23 *31 Tutal 31 3l Item Validity Analysis Vatiiiiry is a measure that indicates the degree validity of rlrc instrrrment measlrirlg what is needcd {Hair et el.

2010\ l1l.lL aim-s tc cnsr-Irc this asnect of,the coniert of thr test ite:las nsed - _-'"" _ _ " """I-- is really valid. Validity wa$ tested using with the Bartiett's test. A11 the Kaiser-Meyer-Okin (KMO) variables values should be morc than 0.50. KMO values tbr this research is .607 thsrefbre itrnls nret the criteria and valid to be used as shown in table 7. Table 7: KMU an *Results Research question 1: What is the lcvel of sturlent's emotional intelligence'1 Table 7: Mean and Standard Deviation of each emotional intelligence Emotional Intclligence dimensions Mean SD Self" awarsuess 3.44 .45 Self'-re gu-lation 3.20 .51 Sel l'- nrot.ivation J. OJ .58 hmfrarhV 3.59 .61 Social Skiils 3.62 .50*

f)verall 1.49 .38 Based on table 7. the results ol rhe flndings showcd that all dimensions are flt high levei. The finrlings of this sfudy al'e consistent witir the findings Azrzi Hj Besar Shahrin Hashim Yahya, and Nor:diana hinti Mohd Nor (2009) tr' i5l. Research question 2: To what extent the int'iuence oi emotional intelligence on aeadetric ac:hievetlent Kaiser-Mever-Olkin Mcasure of Sarnplins Adeguacy. .601 Bartlett's Tcst ol Srrhcricirr; Aporox. Chi-Souare 2473.691 dt 1176 Sie. .000 Table 8: Influence of emotional intelligence on academic achievement Influence t-value Result There is no sisnificant influence of sel1'-awareness on academic achievernent 1.801 supported There is no ficant influencc of sell lation r>n acadulriic achie'veinent 0.695 Thele is no signi[-rcant iniiuence ol selt--motit'ation on acldemic achievement 0.828 slrpporte<1 There is nt significant inlluence ofetrpathy on acaclernic achieveuent 0.006 supporlrd Thcre is rio significant influence of

social skills ori academic achier,cment 1.092 surrportcd t l l l i Figl: Structural rncdel of emotional intelligence and academic achiyem nt Results of the study shou,' that there is no sigrriticant inf'luence of aii tire ciimensions of emolionai ini,eiiigence on acaderdc aclrievemerrt. All tne flrnenslons five oi research hypothesis was supported.

AII emotionai inieiiigence nanreiy seif- 45 suDported awarerlessr self-rcgulation, self-motivation, empathy and social skrlls not affeet sfuclents' academic achisvemcnt. 6. Discussion and conclusion Overali, tl:e level of students' emotional intelligence is high. Tbe results show that studen(s have a high level of seli- motivation and lbllowed b.r, din:rensions such as self-- a$'arel1ess, elxpathy. and social skills. The lowest level dirrension is self-regulation at iloclerate [evel.

This finding is in contrast to the tindings of Azizi et al-, (2009) claimed that the level of emotiorlal inteiiigence is only at medium level. This difference is likely due to the place of study and culture as weli as religion or belicf of the respr:ndcnt varies with other studies- Cultural factors of-minorities greatiy influcnced the level of emotional inteiligence. In addition, Lhis snrdy shorvs that there is no signilicant intluence bcfween the emotional intelligencc on acadslnic achievements.

It means emotional intelligence does not ail'ect academic acirievement. Thc findings of this study support the findings of Adil Adnan er al.. (.2A12), which shows there is no significant relationship l'retq'een emotionai inteiigence tvith academic achievement. However, this finding contradicts with the lindings Najib Ahmad Marzuki et ol., \2006) ir2l, lvhich fbund that a student ',i+!' L;..L --.^ri ,-^t i.,r^ll;,.-,,..- ;- .- --^ :- E-.-l;^L rllLll ti,Ell !rllvtlUltqt llltlrllE!rlLL rJ ltlUlr !\rrrrlri!Lttt ti, LtltstlJtt. The findirrgs alsn contradict with Hogan et at.,

{2010}, Qualter et al." {2812). arrd Adcoyo et al., (201A} This firrding is also in conflict with thc findings using quasi-experimental mcthod of Nwadinigwe et a]., (201 2) ir6l. They lbund that when a person becomes more emodonal and think rationally. then the positive behaviol rreltolre('1, The findilgs also conrast with the fildings of Downey el al.. {2008} irl suggest that students with higtr ernotional intelligencc achieve high score in mathematics and science.

Sinrilarly, in contrast to tho lindings Norila Binti Md Salleh (2009) lr. r'il rvho fuund that teaching iategrates the emotionai intelligence lndicating an increase jn mathematics score. The abcive discussion is clearlv proving that frnrlings of this study contradict rnany lirrdings r:f the previous study. Therefore, it can ire concluded tirat emotional intelligence lactors is not the mail l'actor influences students' academic achievements.

A high ievel of ernotional intelligence is not necessarily needed full.v in helping to increase the academic achievement. The level ot'emotional intelligence is indced needed to live success{illv. 7" Rel'erences l Adeoye H, Emeke E-A. Emotional intelligence and self- efficacy as dcterminants of academic achievement in Engiisir ianguage arllurg stlilen-rs in Oyu Siatc scnior secondary schools. IFE Psychologia ; An Intemational Journal.

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