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 No.41-46 Infftrce of Emetimal Intelligemef; on Sfuderits' Aeademic Aehicvements Ngu Leh Seng, Zahyah
 Hanafi, Muhajir Taslikhan, Arumugam Raman Universiti Utara V'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 at'lect academic achievement. Theretbre, this study
 is ainred to identi'y studerrls' emotional irrelligence level and to rvhat extent emotional intelligence influences
 students'academic achievement. A total of 4}6 people ftrnn -5 srudents fi-om niue schools in Limbang District,
 Sarawak were irrolved 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 instrument 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
 emotional irrelligence dimensions are at high level, Fr.rther, the results revealed that there is no significanr
 influencc o't'ali the dimensions on academic achievement.

Five research hlpeitheses were suppoied" Alt the etrotional intelligencer din.rcnsiols namely emotional
 all'reoess, emotional regulation, sclf:mr:tivation, empathy and social skills do not aff'ect students' acadenris

achievement. Keywords: Emotional Intelligence, Academic Achievement, Exploratory Factor Analysis.

Emotional Awareness, Emotional Regulation. 1. Introduction The Malaysian Education System is not only aims to produce outstanding students but also spiritual growth and emotionally healthy so that they are able to contribute to the well-being and progress of the nation. Emotional aspects is prioritized in the development of student.

Many past studies found that emotional factors are very important in influencing students' excellence in academic achievement and success in life. According to Goleman (1995) is, an individual's emotional intelligence is more important factor in determining their success compared to intellectual intelligence. It found that only 20% of a person's success is attributed to intellectual intelligence whereas emotional intelligence is comprised of 80%. Student's Emotional intelligence factors play an important role in influencing their academic achievement.

Students who have high emotional intelligence tend to obtain good academic achievements (Nwadinigwe & Azuka-Obieke, 2012; Noriah et al., 2008; Nelson, 2009; Downey, Mountstephen, Lloyd, Hansen & Stough, 2008; Flolt, 2007). 116 14' 1B' rr, r' r01. Students with high emotional intelligence obtained good academic achievement, help to think creative and critically and also able to... 1...-...-LI-...- :-r-!l:....-1,. 1o--1-----. O-hr.--... rAaA\ llql ru burvrrprui\$itrs llllEllButrlJ l-iiiUVEy 6a iviayci-J ii)Vi.

," Emotional Intelligence Mired Model An emotional intelligence model in this study is based on Mixed Model of Emotional Intelligence by Daniel (Goleman (1995) is. Model featured by Goleman originated from Formative Intelligence. Model needed by Mav'r sn, 1 Salovey. Meire specifically, Goleman (1998) in his book "Working with Emotional Intelligence" has been divided Emotional intelligence into five dimensions such as self-awareness, self-regulation, self-motivation, empathy and social skills.

Self-Awareness Self-awareness is the ability to realize and know your own feelings in a situation and be able to choose a priority while taking actions or making decisions. This kind of person can make an accurate assessment of capabilities and high confidence (Goleman, 1998) is. Self-awareness has four sub-dimensions, i.e. emotional awareness, an accurate self-assessment, self-confidence and intent. Self-regulation Self-regulation refers to the ability to manage emotions in carrying out work to make it easier and without interrupting the job (Goleman, 1998) is. This ability gives strength to pursue goals and quickly recover from emotional stress (Goleman, 1998) is.

There are five sub dimensions namely self-control, trustworthiness, responsibility" adaptability and innovation. Self-motivation is the ability to improve or meet a standard of excellence. Self-motivation also helps someone obtain initiative and perseverance to improve capabilities to address challenges and obstacles in life (Goleman, 1998) is.

group, Nwadinigwe and Azuka-Obieke (2012) 1161 strengthen the statement that emotional intelligence has a significant positive relationship of academic achievement. "They proved that students participated in 'emotional intelligence skills training' improved their academic achievement."

Students who followed the emotional learning system has a higher level of emotional intelligence compared to peer mentoring while the control group is the lowest level of emotional intelligence. Therefore, the emotional learning system is a comprehensive intervention program that could affect a person's emotional intelligence skills of students and subsequently positive impact on his academic achievements.

According to Nwadinigwe et al., (2012) "this happened because when a person has become more emotional, then the behavior shown is positive. Such a situation could balance the feelings and thoughts of a person to better motivate behaviors which have high emotional intelligence. Thus, his academic achievement rises. Holt (2009) still stated that academic achievement has positive significant relationships with dimensions of managerial emotions and emotional reasoning."

Meanwhile, Nelson (2009) found that students from low socio-economic status showed high significant relationship between their understanding and academic achievement. Students who have emotional understanding differences were reported able to assess understanding of emotional information and identify how emotions combine and grow through the communication transition (Holt, 2009).

This significant relationship indicates that students who appreciate the emotional meaning acquired higher academic achievement. According to Arleoyo et al. (2010) "emotional intelligence courses bring the most significant effect on the achievement of English language. Students who have exposed to emotional intelligence courses obtain better achievements in English. This finding is supported by Najib Ahmad Marzuki et al., (2006) (1)".

which found that a student with high emotional intelligence is more competent in English" Najib Ahmad Marzuki et al., (2006) "It has shown there is relationship between emotional intelligence with English speaking competence in terms of listening, speaking, reading, and writing. In terms of listening, materials in the English language have a significant relationship with frequency hearing, interest in listening, and understand what is heard in English."

The higher the emotional intelligence the higher frequency of listening, interest to listen and understand what is heard in relation to materials in English. On the other hands, low levels of emotional intelligent will cost the low level frequency of students listening, interest to listen and understand what is heard in relation to materials in English. Correlation between emotional intelligence and English-speaking competency showed there was no significant relationship between emotional intelligence with frequency of speaking, reading, and writing; confidence in speaking and fluency in speaking; reading and writing; understanding what is read and writing.

skills.

These findings proved that the higher the level of emotional intelligence, the higher the frequency of speaking, reading, and writing; confidence in speaking and fluency in speaking; reading and writing; understanding what is read; and writing. (Alibairrai et al., 2006). According to Fowney et al. (2008), students who had high dimensions of management and high emotion control earn high achievement in mathematics and science.

This is due to a student who has the advantage in the management and control of emotions. In mathematics and science, which requires high cognitive load. It means a student who has a high emotional control can obtain high achievement in mathematics and science. Similarly, studies of Nurlita Binti (2009) found that students who follow the lessons by integrating emotional intelligence will show significantly higher increase in learning scores.

They have been integrated the teaching aspects of emotional intelligence in teaching Math namely emotional awareness, self-esteem, self-confidence, self-control, motivation, communication, cooperation, empathy, problem solving and joy. Integration of emotional intelligence significantly increases the student's attitudes toward Mathematics as a whole. Students who accept the integration of emotional intelligence significantly increase confidence, enjoyment and motivation towards math.

In conclusion, a student's emotional intelligence factors prove to have significantly positive relationship towards academic achievement. The higher level of emotional intelligence with higher academic achievement. This is clearly proved in the past research that emotional intelligence dimensions such as the management and control of emotions affect the achievement of Mathematics.

For English language achievement studies proved in general that the level of students' emotional intelligence can affect the achievement of the English language achievement in terms of listening, reading, speaking and writing (Najid Ahmad Marzuki et al., 2006). However, their study only carried out among primary school students. Research questions 1.

What is the level of the student's emotional intelligence? 2. To what extent emotional intelligence influences academic achievement? Objective of the Study The objective of this study is to identify the level of emotional intelligence and the variables of emotional intelligence in this instrument to be tested in terms of reliability and validity since the original instruments are based on Peirson's intelligence and test the influence of emotional intelligence on academic achievement. 3. Methodology Sample This study was conducted in nine National secondary schools in Limbang, Sarawak.

The sample consists of 406 teenagers. Instrument Malaysia Emotional Intelligence Inventory - Teens (IKEM-R.; adapted by Saemah Rahman, Noriah Mohd. Ishak, Zuria Mahmud and Sq. Amir (2008) were used to measure the level of emotional intelligence. This instrument is structured taking into account the views of Goleman's (1995) five dimensions of emotional intelligence namely self-awareness, self-regulation, motivation, empathy and social skills.

The items of this instrument have been modified so that easily understood by secondary school students in the Malaysian context. This instrument distributed with 104 items as follows: Self-awareness (20 items) Self-regulation (31 items) Motivation (14 items) Empathy (13 items) Social skills (36 items) Based on previous research, researcher only select a total of 49 items from this instrument to be used which categorized into five dimensions of emotional intelligence as in Table 1. These items are measured using the 5 points Likert scale, 1 : very untrue, 2 : not true, 3 : less sure, 4 : true and 5 : very true.

Distributions of items are as follows: Malaysia context and it may be vary in the context of students of Salar, due to background, the students' socio-economic status, culture and socio-economic status. 4. Data analysis The data collected was analyzed by using SPSS version 20 to measure reliability value per item, and emotional intelligence dimensions. Exploratory factor analysis used to test reliability (factor loadings) and validity (Cronbach's Alpha). Items Reliability All Cronbach's alpha values exceed .900 and this is sufficient for reliability required (Smith & Glass, 1978). 43 a. b. 1 u.

Table 1: Distribution of items for each of the dimensions of emotional intelligence

Dimensions	Items	Self-awareness	Emotional awareness	Self-regulation	Self-control	Motivation	Achievement	Empathy	Social Skills
1-2	Self-awareness	1-2	2	Self-regulation	3-8	5	Self-confidence	9-14	6
15-20	Self-regulation	15-20	1	Self-control	21-26	1	Self-regulation	27-32	5
33-38	Motivation	33-38	1	Achievement	39-44	5	Communication	45-49	6
50-54	Empathy	50-54	1	Emotional Intelligence dimensions	55-59	5	Mean	60-64	5
65-69	SD	65-69	1	Self-awareness	70-74	5	Self-regulation	75-79	5

Social Skills 3.62 .50 Cronbach's Alpha EQ1 .913 EQ1 .916 EQ2 .71 EQ3 .91 EQ4 .91 EQ5 .91 EQ6 .91 EQ7 .91 EQ8 .91 EQ9 .91 EQ10 .91 EQ11 .91 EQ12 .91 EQ13 .91 EQ14 .91 EQ15 .91 EQ16 .91 EQ17 .91 EQ18 .91 EQ19 .91 EQ20 .91 EQ21 .91 EQ22 .91 EQ23 .91 EQ24 .91 EQ25 .91 EQ26 .91 EQ27 .91 EQ28 .91 EQ29 .91 EQ30 .91 EQ31 .91 EQ32 .91 EQ33 .91 EQ34 .91 EQ35 .91 EQ36 .91 EQ37 .91 EQ38 .91 EQ39 .91 EQ40 .91 EQ41 .91 EQ42 .91 EQ43 .91 EQ44 .91 EQ45 .91 EQ46 .91 EQ47 .91 EQ48 .91 EQ49 .91 EQ50 .91 EQ51 .91 EQ52 .91 EQ53 .91 EQ54 .91 EQ55 .91 EQ56 .91 EQ57 .91 EQ58 .91 EQ59 .91 EQ60 .91 EQ61 .91 EQ62 .91 EQ63 .91 EQ64 .91 EQ65 .91 EQ66 .91 EQ67 .91 EQ68 .91 EQ69 .91 EQ70 .91 EQ71 .91 EQ72 .91 EQ73 .91 EQ74 .91 EQ75 .91 EQ76 .91 EQ77 .91 EQ78 .91 EQ79 .91 EQ80 .91 EQ81 .91 EQ82 .91 EQ83 .91 EQ84 .91 EQ85 .91 EQ86 .91 EQ87 .91 EQ88 .91 EQ89 .91 EQ90 .91 EQ91 .91 EQ92 .91 EQ93 .91 EQ94 .91 EQ95 .91 EQ96 .91 EQ97 .91 EQ98 .91 EQ99 .91 EQ100 .91 EQ101 .91 EQ102 .91 EQ103 .91 EQ104 .91 EQ105 .91 EQ106 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3.65 .51 .809 F, rmpathy 3.61 ia .819 Social Skills 3.69 .45 .820 Futher, exploratory f, actor analysis was coilditcted to test retiabilir-v and validity ot- the const'tlctcs of emotional :-,-r1: --_- . - -- rrrrL(rllLrLL. f ,xpl o- ratory l'a cton an alYsis A total of 31 itettrs retainedl in tire 5 dimensions of emotional intelligcnce aftef a total of tti items of emotional 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' Table 5: Loadings value of expioratory fhctol analysis fbr emotional The overall Alpha Coefficient value tor emotionai intelligence is. 802. llowever for each dimerrrsion such as self- au'ateness is .813, self:regulaiaon is.B30, and self-motivation is' 890', empathy is .819 arrd social skills is .820 is irr table '1 below' ffiploratory factor anlysis and as shown intelligence Item Factor loading Factor I Factor 2 Factor 3 "actor 4 Factor 5 lRQz ,71-J EQ5 .756 EQ8 .83s LOlO .585 EO r I .596 EOt2 .731 f,n1 "7 5{i EQi6 .841 EQ17 . S_1ii E,Q 18 .608 EO l9 .66,1 EO: I .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 Table 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 lI-19 Empathy J(), 37, 38 l 20 22 Social Skills 39, 40, 41.D,44, 45. 4i. 48. 49 9 23 *31 Total 31 3l Item Validity Analysis Vatiitiry is a measure that indicates the degree validity of rirc instrrrrment measlrirlg what is needed (Hair et el.

2010\ l1.LL aim-s tc cnsr-lrc this asnect of,the coniert of thr test ite:las nsed - _-"" _ _ " ""l-- 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 itrnlr nret the criteria and valid to be used as shown in table 7. Table 7: KMU an *Results Research question 1: What is the lcvcl of sturlent's emotional intelligence'*1 Table 7: Mean and Standard Deviation of each emotional intelligence Emotional Intdelligence 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 Skills 3.62 .50

f)verall 1.49 .38 Based on table 7. the results of rhe flndings showcd that all dimensions are flt high levei. The finrlings of this sfudy al'e consistent witr 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:hievettlent Kaiser-Meyer-Olkin Mcasure of Samplins Adeguacy. .601 Bartlett's Tcst ol Srrhrcicirr; Aporox. Chi-Square 2473.691 dt 1176 Sie. .000 Table 8: Influence of emotional intelligence on academic achievement Influence t-value Result There is no signifikan influence of sel1'-awareness on academic achievement 1.801 supported There is no ficant influencc of sell lation r>n acadulric achie'veinent 0.695 Thele is no signif-rcant iniuience of self--motit'ation on acldemic achievement 0.828 slrpporte<1 There is nt significant influence ofetrrpathy on acaclernic achieveuent 0.006 supportlrd Thcre is rio significant influence of

social skills and academic achievement. 1.092 supported the following finding: Structural model of emotional intelligence and academic achievement. Results of the study show that there is no significant influence of all the dimensions of emotional intelligence on academic achievement. All the five research hypotheses were supported.

All emotional intelligence namely self-awareness, self-regulation, self-motivation, empathy and social skills not affect students' academic achievement. 6. Discussion and conclusion Overall, the level of students' emotional intelligence is high. The results show that students have a high level of self-motivation and dimensions such as self-awareness, empathy, and social skills. The lowest level dimension is self-regulation at moderate level.

This finding is in contrast to the findings of Azizi et al., (2009) claimed that the level of emotional intelligence is only at medium level. This difference is likely due to the place of study and culture as well as religion or belief of the respondents varies with other studies. Cultural factors of minorities greatly influenced the level of emotional intelligence. In addition, this study shows that there is no significant influence between the emotional intelligence on academic achievements.

It means emotional intelligence does not affect academic achievement. The findings of this study support the findings of Adil Adnan et al., (2012), which shows there is no significant relationship between emotional intelligence with academic achievement. However, this finding contradicts with the findings Najib Ahmad Marzuki et al., (2006) which found that a student's emotional intelligence is related to academic achievement. The findings also contradict with Hogan et al.,

(2010), Qualter et al., (2012), and Adegoye et al., (2014). This finding is also in conflict with the findings using quasi-experimental method of Nwadinigwe et al., (2012). They found that when a person becomes more emotional and think rationally, then the positive behavior results. The findings also contrast with the findings of Downey et al., (2008) which suggest that students with high emotional intelligence achieve high score in mathematics and science.

Similarly, in contrast to the findings Norita Binti Md Salleh (2009) who found that teaching integrates the emotional intelligence indicating an increase in mathematics score. The above discussion is clearly proving that findings of this study contradict many findings of the previous study. Therefore, it can be concluded that emotional intelligence factors is not the main factor influences students' academic achievements.

A high level of emotional intelligence is not necessarily needed fully in helping to increase the academic achievement. The level of emotional intelligence is indeed needed to live successfully. 7. References Adegoye H, Emeke E-A. Emotional intelligence and self-efficacy as determinants of academic achievement in English language learning in Oyo State senior secondary schools. IFE Psychologia ; An International Journal.

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