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Emotional Intelligence and Academic Achievement of Secondary School Students

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Abstract

The emotional intelligence of students is an element that should be given attention because it can have a long-term effect on the emotional intelligence and achievement of school students. Furthermore, this study is about emotional intelligence to provide guidance to produce effective learning. The purpose of this study was to explore emotional intelligence and academic achievement among high school

students. The data collection technique was conducted through group counseling involving Form 4 respondents in Putrajaya. The research design is a qualitative study which consists of 3 sessions of face-to-face interviews with 5 randomly selected respondents. Recommendations for future studies to be able to continue this kind of study in a larger group so that comparisons can be made.

Keywords: Students, Emotional Intelligence, Academic Achievement, Group Counseling, Psychoeducation

1. Introduction

The burden of education that can also affect students at the high school level and adults today emotional intelligence and its relationship with academic achievement are interrelated. According to Azizi *et al.* (2005), the cause of a student's failure in the academic field is also due to the lack of one of the areas of emotional intelligence, which is interpersonal intelligence, which means that the student lacks communication in solving a problem. This issue has caused the teaching and learning session to become passive and the cognitive development of students does not occur and it is also able to affect the student's own thinking pattern. At this stage, with the state of the country developing more rapidly, our country has the potential to develop into a developed country along with other countries if the people are far-sighted, innovative as well as creative and critical.

In order to produce school students who excel in education, it is important to identify the main causes that can contribute to excellence according to Goleman (1995) also, the level of emotional intelligence of an individual is a key factor in determining the success of an individual, especially students. This is because, in his book, Emotional Intelligence, Goleman (1995) thinks that the excellence of an individual is dependent on 20% of intellectual intelligence and the other 80% is dependent on effective emotional management. Therefore, good emotional management has a great impact that can affect people's daily lives or in their professional affairs, because people are perfect creatures created by Allah S.W.T and what distinguishes them from other creatures on this earth is the use of reason and good thoughts.

This study was written to explore the emotional intelligence of school students and its relationship with their academic achievement through Psychoeducational Group Counseling with objectives to be achieved. Emotional intelligence indeed has a relationship and influence on students' academic achievement, especially in the academic field. However, there are also factors that can affect a person's emotional intelligence and each factor can have a different impact on a student's level of academic achievement.

2. Objectives of the Study

1. To identify the emotional intelligence of students by looking at academic achievement.
2. To identify alternatives to increase student motivation in academic achievement.

3. Literature Review

Emotional Intelligence

Emotional intelligence is defined as social intelligence that involves the ability to monitor one's own and other people's feelings and emotions, be able to distinguish emotions between them, and use that information to guide thought and action. An individual's emotional intelligence is able to affect the daily life of people and has a level of intelligence for each individual

and is able to influence decisions in the academic field and topics of discussion among researchers today. According to Strongman (2018) ^[15], emotion is said to come from the Latin term "emovere" which means stirrer, stirrer, or mover to come out. He thinks that emotions are stimulants that cause an individual to do something to fulfill self-satisfaction and also thinks that individuals who are able to control their emotions are intelligent individuals and are able to control all actions in daily life.

Academic Achievement

According to Ching-Hsue, Yun-Chun and We-Xiang (2019), the concept of student academic achievement can be evaluated through the results obtained following lower levels as well as higher levels. Therefore, the academic achievement intended in this study is to look at the level of results that students have. Excellent academic performance is a determination process to assess a person's level of understanding of the learning process. Indirectly this achievement will determine a better future and focus on learning is very important especially for school students.

Goleman's Theory of Emotional Intelligence

Goleman (1995) considers that emotional intelligence as a competency that can be developed through training. He classified emotional intelligence into several main domains, namely self-awareness, self-regulation, motivation, empathy and social skills. The components that have been stated have proven that if an individual has high emotional intelligence, then they have abilities and a more optimistic attitude towards themselves and towards other individuals.

4. Research Methodology

This study was conducted through the interview method, which is 3 sessions with 5 randomly selected respondents. The first session was conducted to create comfort in group members by creating a relationship-building activity called 'Suai Kenal'. For the second session continued by focusing on questions about their emotional management and to further support the study to obtain more rich data by using the Emotional Intelligence Inventory developed by Goleman (1995). It looks based on the five dimensions of emotional intelligence that will be studied, namely self-awareness, managing emotions, self-motivation, empathy and social skills. In the third session, help students identify alternatives to increase learning motivation in academic achievement.

5. Results

Findings of the study there are three main themes that want to be studied. For the first theme is to find out emotional intelligence by looking based on three dimensions which are the awareness of managing emotions, empathy and social skills of students. In the third session, identify student achievement in academics as well as help students to identify alternatives to increase their motivation in academic achievement. In this study, thematic analysis is one way to analyze data with the aim of identifying patterns or finding themes through data collected by researchers (Braun & Clarke, 2006).

Theme 1: Emotional Intelligence Mindfulness Manages Emotions

"I don't get angry easily but when I'm sleeping

someone rudely wakes me up and I get angry. Usually when I start to realize I'm angry, I'll keep quiet or hide because I'm afraid to let that anger out on other people." (R.1)

"I can control it but sometimes I miss it too, but usually I can control it. For example, if my sister takes my things and breaks my phone, then I get angry if it involves big things". (R.2)

"Sometimes I realize I'm angry and sometimes I'm not, like if someone accuses me and then says bad things to me, I'm really angry but look at the situation and if I feel I can control it, I'll control it. But if it's a small thing, I don't get angry easily." (R.3)

"Sometimes I don't realize how last time I got angry I regret it. I'm also the happy type, if I'm angry or happy I know that I can always control my situation". (R.4)

"I'm aware that I'm angry or sad, even if it's a big thing, I know how to handle it. If I'm angry I'll be quiet a lot". (R.5)

Based on the students' responses, it clearly shows that they can manage their emotions well and also have alternatives to deal with their own emotions. All respondents know and are aware of their own feelings such as sad, angry, and happy, this awareness has proven that individuals who are aware of their own emotions will find it easier for them to control their emotions and situations.

Empathy

The dimension of empathy has a significant relationship with academic achievement where individuals with high empathy are individuals who are sensitive to the environment and can adapt to moods such as happy, friendly, angry or sad so that they are able to have a more positive effect on emotional intelligence and academic achievement student.

"If my people are close to me, it's easy to feel sorry for me, but if I'm not close, it's a little difficult to follow the situation" (R.1)

"I'm easily pitied, easily sad, happy and sometimes I feel sympathy. If I see alms beggar, I must give money". (R.2)

"If my friend asks for help, it's easy to give because I'm the type who doesn't care if people are in trouble". (R.3)

"I feel sorry for people easily. I would imagine if I were the person who is in that problem and suddenly I feel sad even though it is not my problem. I once cried when my best friend told me about his problems". (R.4)

"I always help my friends. If he wants my help I will always help him. Maybe I'm quick to feel sorry for people." (R.5)

It is clear that students have a high level of empathy, but there are students who put empathy in themselves depending on the situation at that time. Respondents gave statements that showed they had empathy for others

Social Skills

Intelligent individuals are individuals who are able to manage their emotions and understand other people's situations to help them interact with others better.

"I am a person who likes to socialize with people rather than being alone. If I hang out with other people I can usually reduce my own stress." (R.1)

"I follow the situation too if I feel like socializing with other people, I can be with anyone". (R.2)

"I used to feel like I didn't like to socialize but now I prefer to talk to people, because I will feel more confident when I meet other people, if I used to be shy". (R.3)

"For me, if a person likes to socialize with other people, he will get more experience, because he will meet a lot of people, so later we will also be brave". (R.4)

"For me, we really need to mix with other people because I'm not the type to sit alone. I prefer to help my teachers and friends when I'm at school." (R.5)

All respondents have high social skills but there are also students who are aware of the positive impact they can get. Obviously all of them are not a problem when it comes to interacting with other individuals. They also agree that social skills can increase their potential.

Theme 2: Academic Achievement

This theme is to see the academic achievement of students who also want to be studied in this study.

"I'm most interested in Economics, but I'm also interested in Art. I like these two subjects the most. Even in the exam, I'm the highest in these two subjects." (R.1)

"Accounts, Economics and Art are the three subjects I am most interested in, the others are normal. I like Accounts because I can finish the training and I will be able to have fun because I know how to count". (R.2)

My choices are Chemistry, Malay and Islamic Education. It's fun to be able to listen to ustaz and ustaz teach and then I will continue to write" (R.3)

"I like Biology, Chemistry and Malay, but I'm more interested in Science. If I'm happy then I'll study the subject I like for a long time". (R.4)

"I am interested in English, Biology and History. If in the history exam, you always get high marks" (R.5)

Based on the findings, all respondents clearly know the subjects they are interested in and all respondents stated that they got excellent results in the subjects they were interested in. It is clear that the academic achievements of all respondents are excellent especially in the subjects they are interested in. Nevertheless, they also still try to improve their academic achievement in all subjects.

Theme 3: Alternative Students to Motivate Themselves in Academic Achievement

This theme is to further improve the academic achievement of students so that they can identify alternatives that need to be done in order to further improve their academic achievement.

"The subject I don't really like is Mathematics, but if I can solve the question I feel like I can do it. So I have to keep practicing, eventually I will be able to do it." (R.1)

"I don't like Science but I always ask the teacher if I don't know because later if I don't understand it will be difficult for me to answer in the exam". (R.2)

"I don't like Malay with History because I like Physics or Chemistry. But I also try to study with friends." (R.3)

"I actually like History but the thing I don't like the most is when I have to remember the date. What I used to do was I would color my notes. I like that the note is colorful and easy to remember." (R.4)

"Not interested in additional Mathematics because it is difficult to pass the exam. But I always ask my friends because when I can answer, I feel like answering another question." (R.5)

Through the findings that have been stated above, respondents have high self-motivation to improve academic achievement and respondents also stated the subjects they were not interested in and did not get good results in the exam. Respondents also better understand and focus on the subjects they are not interested in with the alternatives they have done to improve their understanding and self-motivation towards those subjects in order to get excellent results in the exam.

6. Discussion

Theme 1: Emotional Intelligence Mindfulness Manages Emotions

Based on the findings obtained through the interviews that have been conducted and It is clear that this situation has been able to have a more positive effect in daily life. If seen carefully, students who have good emotional intelligence can contribute to academic achievement. Gardner (2006) ^[5] stated that multiple intelligences are significant in education. This is because if the individual has stable emotions, he is able to produce more positive actions for himself and the effect can affect the learning aspect and the intellectual development of the student. The statement has been supported by Piaget (1950) who thinks that the cognitive domain and its effects affect the intellectual development of

students which in turn affects emotions through perception, learning and memory.

"I can control it but sometimes I miss it too, but usually I can control it. For example, if my sister takes my things and breaks my phone, then I get angry if it involves big things". (R.2)

In addition, students also stated that they can control their emotions if there is no situation that can push them to a more negative direction they also cannot control their emotions. According to Erikson (1968) found that a critical situation in a student can affect the emotional state of the student.

Empathy

Based on the findings obtained through the interview they are aware of the feelings found in themselves and will provide help and are able to put themselves in a situation to help others. They are also able to control their emotions as evidenced when individuals help others indirectly they have trained patience when wanting to help others. This has also been supported by Kaiser *et al.* (2019) and Prakas (2019) stated that mental and emotional ability is a dominant factor in determining the well-being of life and the individual needs to learn to be able to control their emotions well and it is one of the factors in making things a success regardless of personal or professional affairs.

Kaiser *et al.* (2019) and Prakas (2019) that apart from mental ability, emotion is also a dominant factor in determining the well-being of an individual's life. Individuals also need to learn to control their emotions well because it is one of the factors in the success of a business, whether it is a personal business or a professional business.

I feel sad even though it is not my problem. I once cried when my best friend told me about his problems". (R.4)

If seen from a different angle, students who are able to adapt and can control their emotions will have a positive impact, which will result in empathy that is more sensitive to the environment and can adapt to moods such as happy, friendly, angry or sad. Therefore, students will be more liked by friends who can create a happy atmosphere to face the learning process which will indirectly increase academic achievement and students will give a higher commitment to something done. The Theory of Ethical and Cognitive Development by Perry (1970) found that students' emotions are influenced by the self-value system and the value of commitment from within.

Social Skills

Students who have interpersonal skills are better at socializing in other words, they will not face difficulties in establishing relationships with peers, people around and are able to train themselves in order to increase their potential. The results found that students have social skills with other individuals and do not like to be alone. Indirectly, these social skills can make students more courageous and can train themselves to manage their emotions when dealing with other people in various situations and it is easy for students to achieve goals with other friends in the learning process. This finding has been supported by Goleman

(1995) emotional intelligence is an individual's ability to manage the feelings they express correctly and is also effective in facilitating other people to work together towards a goal they want to achieve together.

"I used to feel like I didn't like to socialize but now I prefer to talk to people, because I will feel more confident when I meet other people, if I used to be shy". (R.3)

If students do not have high social skills, it can indirectly affect the emotions of students such as feeling marginalized and not needed. The failure of teenagers to adapt to these changes will indirectly cause them to lose their way socially, drop out of school or have psychological disorders. Therefore, it is important for teenagers to have high flexibility and adaptability skills (Crone & Dahl, 2012).

Theme 2: Academic Achievement

The results of the study found that students are aware of their academic achievements by listing their academic achievements according to the students they are more interested in and the results of this interview found that there are students who will study for a long time if their emotions are in a good state. This has proven that students' emotional intelligence will directly increase their achievement because they have given a high commitment when reviewing their studies.

"I like Biology, Chemistry and Malay, but I am more interested in Science subjects. If I'm happy then I'll study the subject I like for a long time". (R.4)

This statement also has support which according to Mahmood Nazar Mohamad 1992, emotion can be defined as a condition experienced by humans that involves several physiological, self and psychological process changes. It is clear that good emotional management can have an impact on student achievement as well as having relevance and students should understand themselves and be aware of the emotions they are feeling in order to be able to focus in their studies.

Theme 3: Alternative Students to Motivate Themselves in Academic Achievement

Based on the findings obtained through the interviews that have been conducted and the results that have been stated by the students, it is clear that students have alternatives to improve their academic achievement and that students are also motivated to improve their achievement in subjects they are less interested in or weak. There are also things that can increase students' self-motivation to get better results in exams, motivation results when students can complete something and motivation can encourage students to continue to improve their academic achievements, for example in Mathematics subjects. This is discussed because it is to further increase student self-motivation in academic achievement and it has been supported that motivation is also very important in the learning process to achieve a student's goals (Siti Aishah, 2004)^[14].

"I don't like Science but I always ask the teacher if I don't know, if I don't understand it's hard for me to answer in the exam". (R.2)

Based on the alternatives that students give to further improve academic achievement and this statement has been supported by According to Bar-On (2000) ^[3], individuals who get low scores need to improve these skills. Ellis, Tobias and Friedlander (1999) ^[4] suggest a strategy to solve problems so that individuals can adapt by following steps such as knowing when problems appear, having alternatives to solutions and also having plans.

7. Conclusion

This study needs to be carried out in order to be able to focus on students at the secondary school level to find out their level of emotional intelligence and academic performance which is an important issue because it can have a big impact on the student's own life in the future. In this regard, through the guidance and counseling sessions that are carried out will help students and other communities to better understand this issue and produce a young generation who are intelligent, and able to know themselves and become excellent students in academics and even their excellence does not stop at school but continued until the higher education level.

Studies like this need to be continued by other researchers in order to see the students' readiness for their emotional intelligence and academic achievement. The failure of students in the academic field as well as behaving in a way that does not meet the norms in society is caused by the lack of one of the elements in emotional intelligence which is interpersonal intelligence and at the same time this study can further expand future studies and can produce a young generation (Generation Z) not only excel in academics but are able to recognize and control their emotions well, thus working towards the aspirations of the National Education Philosophy which wants to produce a balanced and harmonious human capital.

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