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RESEARCH ARTICLE

A STUDY ON THE EFFECT OF EMOTIONAL INTELLIGENCE DIMENSIONS ON THE ACADEMIC ACHIEVEMENT OF UNDERGRADUATES

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Abstract

The objective of this research was to reveal the effect of the five emotional intelligence dimensions such as a self-awareness, emotional management, self-motivation, empathy, and interpersonal skills on the academic achievement of undergraduates. This study employed a quantitative approach with survey method. The respondent of this study was undergraduates of Computer College of Bina Patria, central java, Indonesia. The method of data collection was questionnaire. This research revealed that emotional management, self-motivation and interpersonal relationship gave a significant influence on grade average point of the students (Sig. <0.05). Meanwhile, self of awareness and empathy did not give a significant influence on the grade average points of the students (Sig.>0.05). Then, emotional management gave the biggest influence on the grade average points of the students with standardized coefficients 0.361, and sig. 0.001<0.05. The findings of the research imply practically that the students undergraduates should build and improve continuously the dimensions of emotional intelligence to increase their academic achievement. Meanwhile, from theoretically point of view this finding can be used to construct the paradigm of academic achievement that the three dimensions of emotional intelligence—emotional intelligence, self motivation and interpersonal relationship can be considered as factors which influence the academic achievement of students undergraduates.

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Introduction:-

Emotional Intelligence (EI) is a means of recognizing, understanding and selecting how we consider, feel and behave. It builds our relation to others and understanding of ourselves, it determines how and what we study, it permits us to set priorities; it defines the majority of our daily actions. Mayer & Salovey (1997) explained that emotional intelligence as “the capability to control the emotions, to build emotions that support thinking, to figure out emotions and emotional knowledge achieved, always consider to manage emotions to grow emotional and intellectual capacity. They trust the integration of the ideas that emotion creates smart thinking. They further confirm that individuals who have mature emotional intelligence realize and control emotions, and those skills grow adaptive behavior which give a good effect to themselves and others (Yahaya, et. al., 2012). Petrides et al. (2004) analysed the relationship among EI, cognitive ability, and academic achievement. They revealed that EI moderated

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the relationship between academic achievement and cognitive ability. Emotions gave a significant impact to the student's capability to learn content better, thus emotions can drive student's learning.

Goleman (1998) divides the dimensions of emotional intelligence into five dimensions; investigating one's emotion (self-awareness), controlling them, self-inspiring, understanding emotion in others (emphaty), and managing relationship in (Suleman, 2019).

Meanwhile, Salovey & Mayer (1990) cited by Preeti (2013) explained the emotional intelligence as the following:

“The subset of social intelligence that involves the ability to monitor one's own and others feelings and emotions, to discriminate among them and to use this information to guide ones thingking and actions”.

The role of Emotional Intelligence (EI) had become more popular after Goleman published the finding of his research about emotional intelligence in 1995, he revealed that Inteectual Quotient (IQ) give contribution to the success of life only 20% and the rest influenced by other factors such as emotional intelligence, social class and luck. He confirms that emotional intelligence plays an important influence in IQ. In addition, emotional intelligence can be increased if the students are taught in a certain method. Goleman (1995) states that emotional intelligence as the capability to figure out the sense of self and others, to push spirit of themselves and control emotions both personal and interpersonal.

Emotional intelligence deals with the understanding of personal and interpersonal to construct relationship to others and fall into line with the environment that plays an important role in social life. Meanwhile, EI determines individual's difference in relation to the perception, analyzing, regulation, and usage of information in terms of emotion.

Emotional intelligence can be as a means of indentifying and controlling your emotions and also others. Emotions absoutly influence how and what we learn. We will be able to communicate far better, if we are being more conscious of our emotions and reaction. Achievement orientation manages behavior deal with achieving and learning. It is a way to make an effort of reaching the achievement of a a desired objective. People who are focusing on the achievement, generally, feel comfortable in their life. In addition, Turi, Ghani, Javid & Sorooshian (2018) explained that emotional intelligence can build learners' personality which further increases their academic achievement.

Emotional Intelligence:-

EI is the ability of understanding our own feelings and those of others, for increasing motivation and for controlling emotions well in us and in our relationship. Based on the research that emotional intelligence gives a beneficial in the field of education, work and mental health. Many experts advised and confirmed research evidences that when it is for long term objective, having high in emotional intelligence is more crucial than having high in academic performance.

EI deals with the understanding of oneself and others, building relation with others, falling into line with the environment that is required to be successful in social relationship. EI can forcast the achievement because it indicates how an individual can use his knowledge at once in various conditions, an individual who does not possess the emotional ability can confront obstacle in delivering their potential knowledge into measurable performance (Akbaribooreng, Hosseini, Zongouei, & Ramroodi, 2018).

Layer, Mayer & Salovey (1997) redefine the understanding of EI as “the capability to manage emotions and to grow emotions that push thinking, to think over emotions and emotional knowledge achived, always think to manage emotions to develop intellectual and emotional capacity. Meanwhile, Mayer et. al. (2008) confirmed that many individuals own a greater capacity than others to execute the processing of emotional information and to utilize this information as the way to think and behave. Based on this statement, it explains that individuals with mature emotional intelligence pay attention to, make a use, figure out and control emotions, and these abilities builds adaptive functions that probably give advantage for themselves and others.

1. Relationship between Self-Awareness and Academic Performance

Self-awareness is to communicate oneself of the interest to investigate feeling and how it influences performance. This self-awareness is the instrument to alert the students to identify their strength and weakness.

By having self-awareness, that is is being able to understand ones ability make student to achieve self-confidence. Johnson (2009) confirmed that emotional health is an important part of effective learning. The most crucial factor of the success of the students to realize of how to learn. The students who own the capability of self-awareness and internally motivated will completely build higher academic achievement. Meanwhile, the students who do not possess a good self-awareness and short of internal motivation will potentially achieve a low academic achievement at the end of academic year.

This self-awareness enables one to reach self-confidence. Holahan & Sears (1995) explained that those who have higher self-confidence were getting more successfully in their careers in (Yahaya, 2012).

2. Relationship between Emotional Management and Academic Performance

From point of view of classroom, self-evaluation on cognitive and behavior are an essential aspect of learning and academic achievement. Most of students will face serious problem and failure to get their academic achievement. The reason is that they focus on the ability to manage their negative thought and feelings. If the students are being able to manage the emotions, they can probably also get academic achievement (Dweck et.al. 1995). Self-evaluation on cognitive aspect and behavior are essential elements of learning and academic achievement (Yahaya, 2012).

Ebinabome & Nizam (2016) stated that The students get higher academic achievement may be achieved by managing their emotion and being able to look for the solution in facing the problems.

3. Relationship between Empathy and Academic Performance

Empathy is individual capability to perform concern for the needs of their friends. Cooper (2010) stated that the understanding of empathy as the most powerful factor for the development of learning relationship and academic performance of gifted students; Empathy is expressed nonverbally through expressions of facial and language of body (Wang, 2014).

Non-verbal communication such as voice intonation and facial expressions influence academic performance of the students. Chow (2006) did the research and he revealed that levels of empathy have a positive influence on their motivation of academic thus driving to promote their academic achievement. People who have not ability to investigate their emotion with the capacity to empathize are getting their work and social life successfully (Yahaya, 2012).

4. Relationship between Interpersonal Skills and Academic Performance

Interpersonal emotions is very crucial for the students' academic achievement and professional success. The students who have higher emotional intelligence are more demanded to manage, know, and manage emotions very well for themselves as well as in other individuals (Suleman et. al, 2019).

Low academic performance will be related to social problems and emotions faced by students, The interpersonal capability is very essential to achieve higher result in learning. The students who can not build interpersonal relationship with their classmates, those who often perform bad manner and may enable poor academic performance (Sulzer-Azaraff & Mayer, 1986). Elliot revealed that improvement in social skills will give impact to the academic achievement. Meanwhile, Johnson (2009) confirmed that the element of emotional intelligence—interpersonal relationship leads the students to build good relationship and to own social support which push the students to show good result in their examination.

One of the fundamental areas of interpersonal skills is social skills development which relate to get competency in developing relationships and building networks. These skills construct foundation for achieving the success in academics as well as in real life (Lynch & Simpson, 2010).

5. Self motivation

There are three model of motivation self motivation in emotional intelligence; the component of hope, the component of value, and the component of effective. Component of expectation means the students have self confidence to show their ability to execute the assignments, the components of value means, the students have ability to perform the objective and confident of the students about the essence and interest to the assignments, and the aspects of effective means the students have ability to perform the students' assignment well.

Motivation dimensions in emotional intelligence is very essential to push students to involve in teaching and learning actively. Self-motivation plays an important role to increase students' academic achievement. In this case, self-motivation deals with students interested to learn and know their objective learning to get good academic achievement (Ebinabome & Nizam, 2018).

Academic Achievement:-

One of the outcome of education is academic achievement in which a student, teacher and educational institution play an important role to achieve the purpose of education. Academic achievement deals with the ability of learners to acquire the knowledge, skills and proficiencies. Academic achievement can be related to academic intelligence.

The ability of the students to perform their personality and social relations depend on mainly on their mastery of academic matter and academic achievement is generally assessed by examination. Academic achievement is intricately dealing with the growth of human, social and emotional intelligence .

Nezhad (2011) explained that “academic achievement is one of the most essential parameter through which students can perform their competencies and capabilities, and it is effective way to increase students’ motivation toward improvement of performance” in (Akbaribooreng, Hosseini, Zongouei, & Ramroodi, 2018).

The research of academic achievement has been done by many researchers dealing with emotional intelligence. It is very important to teach and build emotional competencies because emotional intelligence will be able to increase the students’ academic achievement and succeed in everything they undertake Teaching both emotional and social skills is very crucial , it can influence the student’s academic achievement significantly. In addition, the students who have emotional intelligent would reach higher academic achievement or by Emotional intelligence will enable to improve student’s academic achievement (Preeti, 2013).

Vig (2004) revealed that emotional intelligence gave a significant effect to academic achievement, hence increasing their grade of academic achievement by encouraging them to control their emotion well and and achieve the ability to manipulate their fear, worry and frustration.

Research Methode:-

This research employed a quantitative approach. The population of the research was informatics department of undergraduates of Bina Patria College in central Java- Indonesia. The entire population was used as the respondents of research consisted of 157 undergraduates. The instruments of collecting the data used questionnaire and document of academic record. The data was analyzed by means of regression and the data were processed by SPSS version 24. The variables consisted of Independence variable—the dimensions of emotional intelligence and the dependent variable was student’s academic achievement.

The Result and Discussion:-

Validity, Reliability and Linearity

Validity means that a test can measure what we want to measure. Based on the analysis all the questionnaire are valid with r-test, $p < 0.05$. Meanwhile, Cronbach’s Alpha methods was used to measure the reliability, alpha value $0.921 > 0.6$. To measure independent data linear to dependent variable was confirmed with F test. The result of the test revealed that $P < 0.05$ and explained that the independent data were linear to the dependent variable.

The Result of Analysis

Table 1:- The Result of regression Analysis.

Model		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1,632	,162		10,050	,000
	Self of Awareness	-,023	,019	-,138	-1,224	,223
	Emotional Management	,037	,011	,361	3,419	,001
	Self- Motivation	,022	,011	,147	2,069	,040
	Emphaty	,000	,010	,004	,051	,959
	Interpersonal Relationship	,029	,008	,395	3,630	,000

a. Dependent Variable: Grade Average Point

Based on the table above, emotional management, self-motivation and interpersonal relationship gave a significant influence on grade average point of the students (Sig. < 0.05). Meanwhile, self of awareness and emphaty did not give a significant influence on the grade average points of the students (Sig. > 0.05). Then, emotional management gave the biggest influence on the grade average points of the students with standardized coefficients 0.361, and sig. $0.001 < 0.05$. Meanwhile, the total amount of influence of diemensions of emotional management on the undergraduates students of achievement was 0.456 or 45.6% (see the table 2).

Table 2:- Model Summary.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,688 ^a	,474	,456	,29503

a. Predictors: (Constant), Interpersonal Relationship, Self-Motivation, Emphaty, Emotional Management, Self-Awareness

The result of regressions analysis can be illustrated as the following diagram;

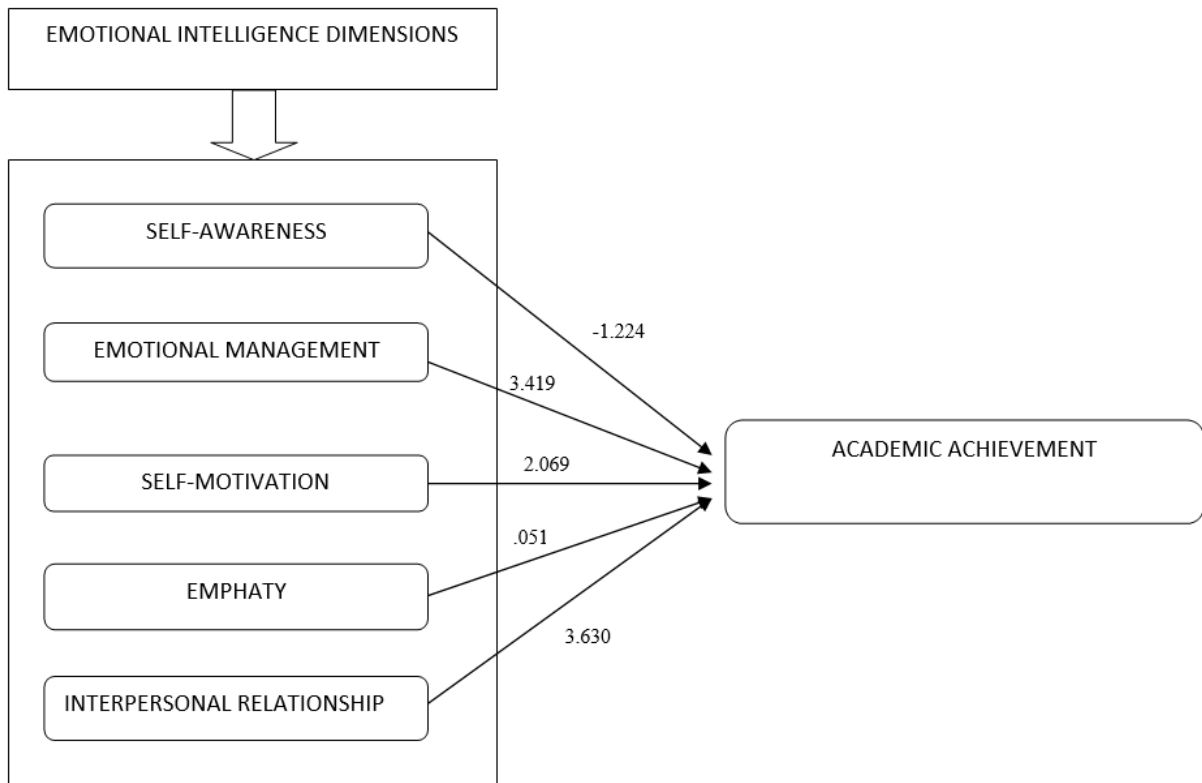


Diagram 1:- Relationship Between The emotional Intelligence Dimensions and Academic Achievement.

The emotional intelligence dimensions in this research are self-awareness, emotional management, self-motivation, emphaty and interpersonal relationship. Based on the result of regressions analysis, emotional management gave an influence on the academic achievement with t-value 3.419 and sig.<0.05. Self motivation gave an influence on the academic achievement with t-value 2.069 and sig.<0.05. Then, Interpersonal relationship gave an influence on the academic achievement with t-value 3.630 and sig.<0.05. Meanwhile, self-awareness and emphaty dimension did not give an influence on the academic achievement with sig>0.05

Discussion:-

This research was done to reveal the effect of emotional intelligence dimensions on academic achievement. The result revealed that self-awareness and emphaty dimension do not give an influence on the academic achievement of undergraduates students. On the other hand, the dimensions of emotional management, self-motivation and interpersonal relationship give a significant influence on the undergraduates students.

Petrides et.al (2004) observed the correlation between emotional intelligence, academic achievement and cognitive, they found that emotional intelligence moderated the correlation between academic achievement and cognitive capability. Meanwhile, Parker et. al (2004) revealed that different variable of emotional intelligence made a use of academic success as predictors. Then, Svetlana (2007) states that the need to integrate training of emotional

intelligence inside curricula of secondary education, due to a positive influence between emotional intelligence and academic achievement.

The finding of the study consistent with the research result of Suleman, et. al (2019) found that if the students have good emotional intelligent their academic achievement will be very satisfied. In similar words, emotional intelligence deals with directly to academic achievement. It can be inferred that for achieving higher academic achievement, students' emotional intelligence should be increased. In addition, the dimensions of emotional intelligence gave a significant influence on the academic achievement of the students (Yahaya, 2012).

Conversely, Goroshit (2014) in his study revealed that emotional intelligence does not give direct effect on the academic achievement. This findings of the study also in line with the research result of Zirak & Ahmadian (2015) who revealed that there is no positive correlation between emotional intelligence and academic achievement. Then, Shah, Sanisara, Mehta & Vaghela (2014) revealed that emotional intelligence does not influence students' academic success.

Preeti (2013) found that emotional intelligence could forecast the academic achievement. It means that there were positive relationship between emotional intelligence and academic achievement. Ebinagbome & Nizam (2016) confirm that higher academic performance will probably be achieved by targeting skills dealing with emotion management and being able to overcome complex situations.

This research found that self-awareness did not give an influence on the academic achievement in this case grade point average. This finding is contrary with the research done Johson (2009), he confirmed that emotional health is very crucial to build effective learning. The most important dimension of the success of the students is an awareness of how to learn. The students who have a high self-awareness and intrinsically motivated will absolutely have a higher of academic achievement. Self-awareness is to show themselves of interest to investigate feelings and how it influences the performance. The self-awareness is the essential dimension to identify the strength and weakness of the students. This self-awareness enable them to increase self-confidence.

Meanwhile, this research revealed that the dimension of emotional management gives the biggest influence on the students' achievement, this findings is in line with the research was done by MacCannan (2011) who revealed that emotional management gave an effect to the better educational output.

It is very surprised that the result of research found that empathy does not give an influence on the academic achievement of the students. This finding is contrary with research done by Chow (2006), he revealed that the empathy of students have positive correlation with their academic achievement. Then, Yahaya (2012) also found that the research revealed that low empathy level deals with low academic achievement. In addition, empathy plays a very important role in the students' learning, the students having empathy could fall into line with the environment and sensitive to environment as well. The students will increase their academic achievement when they are able to build a comfortable environment to learn (Azizi, Sharin & Nodiana, 2009).

This research revealed that interpersonal relationship gives an influence on the students' academic achievement. This result is confirmed by Johnson (2009), he found that emotional intelligence gives impact to the students to build constructive interpersonal relationship and to support social relationship which enable the students to get the result of examination better. Interpersonal skills play a crucial role for the students to get good achievement in learning. The students who do not have good interpersonal skills will lead to low academic achievement (Ebinagbome & Nizam, 2016).

The dimension of self-motivation perform a strong effect on academic achievement, this finding is in line with the study by Wentzel (1989), where he confirmed that any objective-oriented to get good results in academic process. Self-motivation will bring a positive effect on good academic achievement. The self-motivation of the students will bring the success. They have more confidence to take an action (Azizi, Shahrin & Mordiana, 2009). In addition, the self-motivation components to perform a strong influence on academic achievement. Wan Rafaei (1998) revealed that empowering motivation will give a positive effect to academic achievement. They have a higher confidence. Then, The students who are able to recognize themselves and become themselves will achieve the career successfully. Yahaya, A., Juriah, Yahaya, N., Boon, Y., Hashim, S, & Lee, G.M. (2012). In addition, Sikwari (2014) found that there is a positive correlation between academic performance and self-motivation.

Conclusions:-

The result of the research revealed that there are three dimensions of emotional intelligence—emotional intelligence, self motivation and interpersonal relationship give a significant influence on the academic achievement. On the other hand, the two dimensions of emotional intelligence—self-awareness and empathy do not give a significant to the students' academic achievement. This findings of the research imply practically that the undergraduates should build and improve continuously the dimensions of emotional intelligence to increase their academic achievement. Meanwhile, from theoretically point of view this finding can be used to construct the paradigm of academic achievement that the three dimensions of emotional intelligence—emotional intelligence, self motivation and interpersonal relationship can be considered as factors which influence the academic achievement of students undergraduates. On the other hand, they should not ignore the importance of the dimensions of self-awareness and empathy.

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