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The Relationship of Emotional Intelligence on Students Performance

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Based from many literature reviews, possessing high emotional intelligence may indicates that one may achieve success in performance. In many universities, the grade point average (GPA) or the cumulative grade point average (CGPA) is still being used as an indicator for students' performance. Other factors such as the extra-curricular activities, the social services, students' time management and students' apprehension on problems are also imperative to the students' performance. The objective of this study is to examine the relationship of emotional intelligence towards students' performance. This study also examines the relationship of managing time and anxiety test to students' performance. Quantitative methods were used in this research. 106 students from local university majoring in Accountancy and Business Administration participated in this study. Through the use of established testing procedures, the researchers found that emotional intelligence has no significant relationship towards students' performance, test anxiety, and time management. Students' performance however has shown significant relationship with anxiety test and time management. Among emotional intelligence elements, only the appraisal of emotion showed some significant relationship with CGPA. In general, in-depth study and further research is needed to examine the effect of emotional intelligence towards students' performance.

Keywords: Emotional intelligence, students' performance, time management, anxiety test

1. Introduction

Universities around the world largely are using the grade point average (GPA) or the cumulative grade point average (CGPA) as the indicator for students' academic performance. Students work hard in order to achieve a benchmark of CGPA so that they will not go below the average indicator. Commonly, the CGPA are set between 1.0 to 4.0 points. 2.0 point average considered average in performance, 4.0 point as being excellent and below 2.0 is considered as weak in academic performance. Those who perform below average will be given a probation period and have the tendency to be expelled from study. In most universities in Malaysia, the CGPA of 3.5 and above is an indicator of good academic performance and high intelligent quotient (IQ), and those who achieved that are entitled to obtain a Dean's Award from the university.

A 3.8 and above indicate an excellent academic achievement and entitled the students to obtain the Vice Chancellor's award. Many factors could prevent students to maintain their above average CGPA which also reflects their overall academic performance.

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Excellent in IQ alone is not the only factor for students to perform in their academics. Factors such as managing time, stress, emotions and tactfully handle tests and exams should be taken into consideration while evaluating students' performance. These factors could be targeted by the faculty and colleges to develop strategies to improve student's learning and academic performance. Thus, the aim for this study is to identify the emotional factors that may have impact the student's performance in related to time management and the anxiety tests.

This paper will first describe the literature review of student's performance and emotional intelligence. Next, the methodology used for this study is explained and the findings were revealed. The major concern for this research is to examine the relationship of emotional intelligence on student's performance.

2. Literature Review

A high CGPA may not be the only factor to determine students' academic performance (Womble, 2003). Other qualities such as communication skills, social skills, emotions stability, economics, leadership, and time management are also important (Womble, 2003). Lust & Moore claimed the students perform well not only in CGPA but work effectively when equipped with communication and social skills, and emotions stability (2006). Butler & Chinowsky mentioned that the study of combining emotional intelligence and emotions has increased since 1970's and has proved that one may possessed more than just one intelligence at one time (2006).

Emotional intelligence is the use of collections of non-cognitive intelligence especially while making decision in the area of interpersonal & intrapersonal skills, being flexible, anxiety management, and general moods (Bar-On et al., 2000). Salovey & Meyer defined emotional intelligence as one's capability to examine, discriminate, and utilize own and other's feelings and emotions as a guide while making decision (1990). Goleman better defined the emotional intelligence as "the ability to motivate oneself and persist in the face of frustrations, to control impulse and delay gratification, to regulate one's moods and keep distress from swamping the ability to think, to empathize and to hope" (1995).

Feist & Barron indicated that emotional abilities are four times more important than other intellectual quotient when evaluating one's performance (1996). Time management and associated with effective study techniques proves positive outcomes to student's performance (Powell, 2004). Time management is seen as student's ability to allocate time for leisure and study for examination (Kleijn et al., 1994) includes activities of planning and prioritizing works, test preparation and adhere to study scheduling (Kirscenbaum & Perri, 1982). Pool indicated that having quality emotions and feelings and stability in emotions are the predictor for academic achievements (1997). Elias et al. claimed that teaching social and emotional skills to students could ensure long-term effect on achievements (1991).

Some researchers claimed that time management skills is a non-cognitive skills and a significant predictor of academic achievements (Nelson et al., 2003). Managing time correctly (Powell, 2004), and managing anxiety (Sarason, 1980) may help students to achieve better in their academic performance. The purpose of conducting anxiety test is to look at how students react to stimuli that are associated with an individual's

experiences of taxing situations (Sarason, 1980). Previous research reveals that emotional intelligence is a helpful tool in dealing with stress and anxiety (Matthews et al., 2006).

3. Methodology

This study was conducted to the Universiti Teknologi MARA students in Segamat Johor and was studying Diploma in Business Studies (DBS) and Diploma in Accountancy (DIA). DBS and DIA courses are the main courses undertaken by students in the campus. 150 questionnaires were distributed and a total of 106 participants voluntarily completed and returned the questionnaire (response rate of 70%).

Students reported their CGPA at the time they have completed the questionnaire. CGPA was the primary indicator of academic performance and was measured on a scale of 1.00 to 4.00. The mean for CGPA was 3.14.
The summary of the respondents is described in Table 1.

Table 1: Demographic Characteristics

Demographic Items		Frequency	(%)
Gender	Male	16	15.1
	Female	90	84.9
Major	Accountancy	66	62.3
	Business Admin	40	37.7
Semester	Part 4	18	17
	Part 5	63	59.4
	Part 6	25	23.6
Number of Students Organization Joined	None	18	17
	One	24	22.6
	Two	28	26.4
	More than two	36	34
Study Hours Per Week	≤ 2	10	9.4
	3 ≥ 5 hours	22	20.8
	6 ≥ 9 hours	19	17.9
	10 ≥ 15 hours	35	33
	>15	20	18.9

Instruments

To measure emotional intelligence, the 33-item Self-Reported Emotional Intelligence (SREIT) questionnaire by Schutte et al. (1998) was used. This questionnaire is suitable where it will measure the emotional awareness, regulation and utilization of student's emotions. The participants respond to a 5-point Likert scale of "1" to represent "strongly disagree" to "5" to represent "strongly agree". For this study, the researcher divided the SREIT into four provisional factors of appraising own emotions and others, emotion regulation and optimisms, social skills, and the utilization of emotions (Petrides & Furnham, 2000). Table 2 displays the means for each factor.

Table 2: Emotional Intelligence of Respondents

Variables	*Mean*	*Std Dev*
Appraising Emotions	3.60	.313
Utilizing Emotions	3.85	.386
Regulating Emotions & Optimism	3.82	.347
Social Skills	3.67	.420

Test anxiety questionnaire were adopted from Sarason (1980) using a 10-items questionnaire. Respondents were asked to rate their anxiety level using a 5-point Likert scale of "1" to represent "Very much typical of me" to "5" to represent "Not at all typical of me". Table 3 displays the response to determine respondents' test anxiety.

Table 3: Test Anxiety of Respondents (in percentage)

Variables	*Mean*	*Very much typical of me*	*Fairly typical of me*	*Somewhat typical of me*	*Not very typical of me*	*Not at all typical of me*
Fail to perform	2.88	5.7	25.5	53.8	5.7	9.4
Nervousness	2.56	15.1	35.8	31.1	14.2	3.8
Perspiration	2.53	8.5	37.7	47.2	5.7	9
Unrelated thought	2.79	10.4	26.4	42.5	15.1	5.7
Panic	2.58	18.9	28.3	35.8	10.4	6.6
Upset stomach	2.87	7.5	32.1	36.8	13.2	10.4
Heartbeat fast	2.48	19.8	31.1	32.1	15.1	1.9
Depressed	2.96	8.5	27.4	33	21.7	9.4
Bother with exams	2.60	17	34	31.1	7.5	10.4
Anxious although prepared	2.32	21.7	37.7	30.2	7.5	2.8

Test Anxiety Mean= 2.66

The time management questionnaire were adapted from previously reported validated scale (Lust and Moore, 2006). Respondents were asked to answer the questions in regards to managing time to study for examinations and allocate time for leisure. These items were measured using a 5-point Likert scale where "1" represents "Strongly disagree" to "5" to represent "Strongly agree". Table 4 displays the findings for time management.

Table 4: Time Management of Respondents (in percentage)

Variables	*Mean*	*Strongly disagree*	*Disagree*	*Neutral*	*Agree*	*Strongly agree*
Difficult to manage study and leisure*	2.66	4.7	43.4	35.8	13.2	2.8
Difficult to study regularly*	2.56	9.4	41.5	34.9	12.3	1.9
Cramming for examinations*	2.63	11.3	34	37.7	14.2	2.8
Well organized in time to study and leisure	3.39	1.9	11.3	39.6	40.6	6.6
Prepare for examinations	3.32	3.8	13.2	36.8	39.6	6.6

Time Management Mean= 2.91
(*)= Reverse coded

4. Findings and Discussion

Validity & Reliability

To check on the validity and reliability of the measurement scales, a factor analysis using Varimax with Kaiser Normalization rotation was done for emotional intelligence, time management and anxiety test construct (Table 5). The 33 items of emotional intelligence showed an acceptable Cronbach's alpha value of 0.831. The time management and anxiety test showed a Cronbach's alpha of 0.644 and 0.879 respectively. The closer Cronbach's apha is to 1.00, the higher the internal consistency reliability (Sekaran, 2003). Based on Nunally & Bernstein (1994) the test is reliable when it exceeding the reliability analysis standard of 0.70.

Table 5: Reliability Test and Exploratory Factor Analysis

Variables	*Items*	*Cronbach's Alpha*	*KMO*	*Bartlett's Test (p<0.00)*	*Factor Loading*
Emotional Intelligence	33	0.831	0.679	1364.878	0.53-0.78
Time Management	5	0.644	0.608	123.572	0.61-0.77
Anxiety Test	10	0.879	0.867	459.557	0.50-0.69

Exploratory Factor Analysis was tested. Table 5 showed the outcome to prove the consistency reliability for all items. To measure the sampling adequacy, the Kaiser-Mayer-Olkin (KMO) test was conducted and both variables are exceeding the minimum KMO's values of 0.6. The test showed that emotional intelligence value at 0.679 while time management and anxiety test valued at 0.608 and 0.867 respectively. All variables are also significant at ($p<0.00$) using Bartlett's Test of Sphericity. Both research variables showed a larger than 1 eigenvalues (7.14 for emotional intelligence, 3.77 for

test anxiety, and 2.00 for time management) and enough to retain the items. To test on the factor loading, each of the items in the variables showed results between 0.50 to 0.79 for emotional intelligence, time management and anxiety test. According to Hair et al (2006), 0.40 is the minimum factor loading score for it to be acceptable. Therefore, the loadings showed that each of the factors is unique, consistent and distinctive.

The test also revealed that the mean for respondent's emotional intelligence (Table 2) is at more than 3.00, which indicated that they actually aware and utilize their emotional well. However, the test anxiety mean at 2.66, and time management mean at 2.91 showed there are some room for improvement for such result. The semester they are in (4,5 and 6) must have some factors for the outcome. The maturity level of respondents increased as they are in the senior year. Although the result for time management and test anxiety are rather low, the mean for organization time for leisure and study, and test preparation in time management showed higher mean; 3.39 and 3.32 respectively. This is to show that the maturity level of the participants superseded the assumption that they might not doing well in managing time.

Correlations

To find the relationship between the emotional intelligence and students' performance, and the relationship between the demographic of participants with emotional intelligence, time management and anxiety test, the Pearson correlation tests were conducted (Table 6).

Table 6: Pearson correlations between variables

VARIABLES	*CGPA*	*Time management*	*Test anxiety*
CGPA	1	.316** .001	.218* .025
Appraisal of emotion			.210* .030

** Correlation is significant at the 0.05 level (2-tailed)*
*** Correlation is significant at the 0.01 level (2-tailed)*

Correlation test was carried out to find the relationship of the elements in emotional intelligence to CGPA, test anxiety and time management. Only the appraisal of emotions showed significant relationship with test anxiety ($r=.21$, $p<0.05$). Other emotional intelligence elements such as the utilizing emotions, regulation of emotions, and social skills showed no significant relationship with CGPA, time management and test anxiety. The study also found that CGPA was not significantly associated with emotional intelligence.

CGPA of students however significantly associated with test anxiety ($r=.21$, $p<0.05$) and time management ($r=.31$, $p<0.01$) although the correlation coefficient was rather weak. Students in university level may be more mature in managing time to study in order to maintain certain CGPA. Students may inaugurate the intention to obtain awards provided by university based on CGPA's achievement. Results from ANOVAs and correlations analyses also indicated that variables such as gender, major, semester, hours of study, and joining students' body were not significantly associated with CGPA.

5. Conclusion

In conclusion, while various literatures have reported how important emotional intelligence towards performance, but it would seem that this study has found otherwise. One reason might be that emotional intelligence's role is larger than what it seems. Instead of being the predictor, emotional intelligence may acts as the contributing or intervening variables. Since CGPA is acknowledged as the main indicator for students' performance, few strategies could be developed to increase the performance. For example, the use of study schedule and timetable to study may help the students to manage time. Trainings and exercises may reduce student's anxiety and emphasizing on activities to develop self-confidence in students could be drawn as part of the curricular activities.

It would seem that although emotional intelligence was said so importance in determining performance, it is not directly related to students' performance. The number of participants are also very small and limited to the semester 4,5 and 6 students only. The results could be different if all of the students at different semester were selected as the respondents as well. Emotional intelligence might not have the direct impact as a factor to determine the student's performance especially in obtaining high CGPA. Emotional intelligence maybe could be developed and act as the mediating to the relationship of other variables with CGPA. Further studies could be done to obtain solid conclusion.

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