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EMOTIONAL INTELLIGENCE (EI), ADJUSTMENT AND ACADEMIC PERFORMANCE AMONG ASASIPINTAR STUDENTS

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Abstract

Emotional intelligence (EI) is the capability of individuals to recognize their own, and other people's emotions, to discern between different feelings and label them appropriately, to use emotional information to guide thinking and behaviour, and to manage and/or adjust emotions to adapt environments or achieve one's goals. Adjustment can be defined as a process of altering one's behaviour to reach a harmonious relationship with their environment. This study is conducted to find out (1) level of Emotional Intelligence, (2) Level of Adjustment, (3) the relationship between (a) emotional intelligence and adjustment; (b) emotional Intelligence and academic performance; and (c) adjustment and academic performance among ASASIpintar student. A sample of 105 both boys and girls were collected from ASASIpintar, UKM by random sampling technique. This study is conducted in The National Gifted Centre, UKM. Student Adaptation to College (SATC), and Emotional Intelligence Questionnaire by Belinda, and Semester 1 results of ASASIpintar student is used to collect data. Result of this study is there will be a significant relationship between emotional intelligence and adjustment. Level of Emotional Intelligence and Adjustment of Asasi Pintar Student is high.

Keywords: Academic Performance, adjustment, ASASIpintar student, emotional intelligence.

1. Introduction

Students in present competitive age are involved in the ambition to get more and more than others. The most important matter is the striking desire to make adjustment with environment. The perfect adjustment with the environment is the indicator the successful academic performance. To make the life meaningful, the individual has to make constant attempts to make adjustment in every field of life. In making continuous attempts to adjust in the constantly changing environment, the individual has change his self or after his environment. Emotional Intelligence was hypothesized to be a factor in successful life adjustment, among them the successful achievement of a well-balanced life with little interference between work, family, leisure and academic performance. Emotional intelligence is directly correlate to each other. Emotional intelligence (EI) is the capability of individuals to recognize their own, and other people's emotions, to discern between different feelings and label them appropriately, to use emotional information to guide thinking and behavior, and to manage and/or adjust emotions to adapt environments or achieve one's goals (Goleman, 1998). Emotional Intelligence has been found to be a predictor of life satisfaction, healthy psychological adaptation, positive interactions with peers and family, and higher parental warmth. Lower emotional intelligence has also been found to be associated with violent behavior, illegal use of drugs and alcohol, and participation in delinquent behavior. Five characteristics of emotional intelligence is self-awareness, self-motivation, empathy, mood management and managing relationship.

Students live on confusing time where they have to balance well their personal life and studies in order to excel in academic. Students are facing a lot of complexities in their life. A person makes a lot of adjustment and strives hard to cope with stress anxiety. Adjustment is the main part of student's life. Living is a process of adjustment and it is a process of unique importance in human life. It is a satisfactory and harmonious relationship of an organism to its environment. Thus, the term adjustment may be defined as, ―The process of finding and adopting modes of behavior, that is suitable to the environment of to the changes in the environment. In previous study by Sawney & Kaur (2016), result of the study indicates no significant difference in the emotional intelligence and adjustment of boys and girls of secondary school but significant relationship was found in the emotional intelligence and adjustment of both boys and girls of secondary schools. This research is conducted to study the effect of EQ towards adjustment and academic performance among students.

2. Problem Statement

Past research has shown that various aspects of the student who became an impediment to the process of adjustment. One of the challenge is the challenge of the environment. Challenges that affect the emotional adjustment is a change of life situation is staying home to a college or University can affect the formation of self-concept and likely negative behavior difficile. Past research shows the most critical transition process for final junior was a change from his childhood home to College. The process of transition from an environment that becomes a habit to foreign places, for example than staying in the small town and moved to big cities, than staying with a family full of feeling secure.

3. Research Questions

This study is based on the questions below:

1. What is the EQ level of ASASIpintar students?
2. What is the EQ level of ASASIpintar students based on the EQ sub component?
3. What is the adjustment level of ASASIpintar students?
4. What is the relationship of adjustment towards emotional intelligence?
5. What is the relationship between adjustment and main component of EQ
6. What is the effect of adjustment towards academic performance?
7. What is the effect of emotional intelligence towards academic performance?

4. Purpose of the Study

H1. There is a significant relationship between adjustment and emotional intelligence.

H2. There is a significant relationship between adjustment and main component of emotional intelligence.

H3. There is a significant relationship between adjustment and academic performance.

H4. There is a significant relationship between emotional intelligence and academic performance.

5. Theoretical Framework

This study is based on two theories. For emotional intelligence, this study is based on the model of emotional intelligence developed by Goleman (1998). The emotional intelligence theory of Goleman (1998) has five main components that measure emotional intelligence:

a) Self-awareness. It is the ability of an individual to realize and understand the emotions of himself in any situation. Therefore, they can choose priorities in making decisions and making a realistic assessment of their self-esteem and self-esteem.

b) Self-control. It is the skill of managing emotions such as anger, fear, sadness and extreme worries in an appropriate and balanced way and able to form self-esteem. Therefore, the individual is quick to recover from any emotional stress.

c) Self-Motivation. Individuals use the main purpose of the heart in mobilizing and guiding one's direction in achieving goals and helping in taking the initiative and working hard to improve and remain steadfast when faced with problems and frustration.

d) Social Skills. Individuals with high social skills can develop relationships or friendships with others, communicate well, negotiate and resolve relationships with other people.

e) Empathy. Individuals have empathy skills capable of detecting other people's feelings, understanding other people's perspectives, nurturing intimacy and being able to build compatibility with individuals from diverse backgrounds.

The adjustment study is based on the Student Adaptation to College (SACQ) model by Baker & Siryk (1984) which measures components related to the ability of students to adapt to the academic, social, emotional and commitment aspects of the institution.

a) Academic adjustment. It is the ability of students to adapt to all student commitments in terms of assignment, learning environment and motivation to achieve high academic scores.

b) Social Adjustment. Social adjustment is the ability of students to make connections in campus life. High social adjustments show students capable of interacting with fellow colleagues, lecturers, being able to stay away from family and able to cope with new challenges and new campus experience.

c) Emotional adjustment. Emotional adjustment demonstrates the ability of students to overcome all the challenges of life without being stressed and able to handle emotions well. In other words, all the problems that arise are received with a wide-open mind and try to find the best solution.

d) Commitment / Incorporation to the institution. It means how far the student has a commitment to achieving the goal or direction as long as they gain knowledge in their institution of study. Students with high commitment can clearly understand the vision and mission of their learning institution and clearly understand the goals of the participating learning courses. They will work hard to achieve academic excellence in order to bring their own names and institutions to life.

5.1. Emotional intelligence and adjustment

Hetal & Petal's (2013), study was conducted to investigate relationship between emotional intelligence and adjustment of standard student. Researcher calculated P33 and P67 and establish three levels of EQ and Adjustment. To test the null hypothesis researcher calculated mean, S.D and t value and significance of co-relation. 33.25% students had medium level of EQ and 35.98% students had a medium level of Adjustment. Gender had significantly effect on students EQ at 0.01 level and girls had more EQ than Boys. School area had significantly effect on Students EQ at 0.01 level. Gender had significant effect on Students adjustment at 0.01 level. School area didn't affect student's adjustment. Gender and School area significantly effect on the correlation of student's EQ and adjustment.

Kar, Saha, & Mondal's (2016), study was conducted to established the relationship between Emotional Intelligence and Adjustment among higher secondary school students. Emotional Intelligence has been measured by applying Mondal Emotional Intelligence Inventory (MEII) consisted with 100 items and Adjustment was measured by Adjustment Inventory developed by Paramanik, Saha, & Mondal (2014). 302 samples were randomly selected from the district of Purulia, WB, India. Pearson coefficient correlation was determined for the interpretation of the findings. The results revealed that Emotional Intelligence affects home, school and peer adjustment. Thus, student with high emotional intelligence can take the challenges of life and make successful adjustment in life.

5.2. Adjustment and academic performance

Yellaiah (2012) found that adjustment and academic achievement cause significant difference between male and female student. Government and private school's students and rural and urban school student do not cause difference between adjustment and academic achievement. It is also found that there is a low positive relationship between adjustment and academic achievement.

Ray & Elliot's (2006), study examined the hypothesized relationship between adjustment, as perceived social support, self-concept and social skills, and performance on academic achievement tests. Teachers were asked to selected one student for each of the three participant nomination categories; undeveloped academic competence, undeveloped behavior competence and proficient academic and

behavior competence. Multivariate analysis of variance results indicated that each participant differed significantly on social skill and students with proficient.

6. Emotional intelligence and academic performance

Kattekar (2010) conducted a study to investigate the impact of emotional intelligence on the academic achievement in Kannada language of 500 standard IX students in the Karnataka state. He found a positive relationship between emotional intelligence and academic achievement of students.

Fayombo's (2012), study was conducted to investigate the relationships between emotional intelligence and academic achievement among 151 undergraduate psychology students at The University of the West Indies (UWI), Barbados, making use of Barchard's (2001) Emotional Intelligence Scale and an Academic Achievement Scale. Findings revealed significant positive correlations between academic achievement and six of the emotional intelligence components, and a negative correlation with negative expressivity. The emotional intelligence components also jointly contributed 48% of the variance in academic achievement.

7. Research Methods

7.1. Research Design

This study is a quantitative research and a correlation study that used a survey method to gather information on the level of adjustment and emotional intelligence. This research used Questionnaire to evaluate the adjustment level and EQ level among ASASIpintar students.

7.2. Population and Sample of the study

The population in this study included boy and girl students of ASASIpintar students from National University of Malaysia are 184 students between the ages of 18 to 19 years old. However, the sample of this study is 105 students of ASASIpintar students. This is due to out of 184 questionnaires that is being distributed, only 105 questionnaires have been returned. The students themselves are willingly agree to become the sample of the study. This study is using simple random sampling technique because this procedure gives each item an equal probability of being selected and the selection of each item in a random sample is controlled by the same probability and that successive selection are independent of one another (Research Methodology, C.R Kothari, 2004, 1990, 1985). This research is conducted at The National Gifted Centre, National University of Malaysia during the whole semester of ASASIpintar 2017/2018 session. ASASIpintar is referring to the pre-university students or foundation students who are studying in National University of Malaysia and achieve high qualification in academics.

7.3. Instruments

a) Emotional Intelligence Scale

Participant's EQ level measured by Emotional Intelligence Questionnaire. This assessment is based Daniel Goleman's Emotional Intelligence framework, prepared by The Consortium for research on Emotional Intelligence; adapted into a questionnaire by Belinda Davies. This questionnaire consists of two elements which is personal competence and social competence. Under personal competence, there are three

elements in it which is self-awareness (11 items), self-regulation (17 items) and self-motivation (15 items), social awareness (18 items) and social skills (32 items) This inventory takes 20 minutes and the scores are rated on a 5 points Likert Scale which start from Strongly Disagree to Strongly Agree.

b) Adjustment Inventory

Participant's adjustment measured by the Student Adaption to College Questionnaire (SACQ) by Baker & Siryk (1984). SACQ 67 items assessment composed of four sub-scales measuring academic achievement (24 items), social adjustment (20 items), personal-emotional adjustment (15 items) and goal commitment-institutional attachment. Scores are rated on a 9-point Likert scale from doesn't apply to me at all to Applies very closely to me (Baker & Siryk, 1984; Dahmus, Bernadin, & Bernadin, 1992).

c) Academic Performance

Academic performance are measured by using result examination of Asasi Pintar., UKM. The students' CGPA will be counted as their achievement.

7.4. Pilot Test

Pilot test results to thirty students of ASASIpintar shows the value of Cronbach alpha for instrument adjustment is 0.882 and whereas 0.969 for emotional intelligence instrument. These instruments use a likert scale 9 and contained 67 items that measure the adjustment against the College of academic adjustment, social adjustment, personal-emotional adjustment and goal commitment-institutional attachment.

8.   Findings

8.1. What is the level of emotional intelligence among ASASIpintar students?

Table 01. Level of Emotional intelligence of ASASIpintar students

Variable	Mean	Std. deviation
Emotional Intelligence	3.72	.48761

Table 1 shows indicates that a level of emotional intelligence among ASASIpintar students overall are at a high level, i.e. the mean value (3.72). The level of emotional intelligence based on main components of emotional intelligence shows the mean score is a high level of component of Self Awareness (3.75), Self-Regulation (3.69), Self-Motivation (3.73), Social Awareness (3.87) while components of social skills is a moderate level where (3.64).

8.2. What is the level of Emotional Intelligence among ASASIpintar students based on sub component?

Table 02. Level of emotional intelligence based on sub component

Variable	Mean	Std Deviation
Emotional Awareness	3.84	.60031
Accurate Self Assessment	3.91	.60346
Self Confidence	3.41	.89153
Self Control	3.51	.78993
Trustworthiness	3.87	.55699
Conscientiousness	3.78	.76492
Adaptibility	3.63	.85649
Innovativeness	3.62	.81977
Achievement Drive	3.93	.62493
Commitment	3.81	.69944
Initiative	3.55	.69976
Optimisme	3.57	.72163
Empathy	4.10	.79032
Service orientation	3.91	.71709
Developing Others	3.81	.71141
Leveraging Diversity	4.10	.87526
Political Awareness	3.48	.71410
Influence	3.40	.81054
Communication	3.83	.66927
Leadership	3.48	.75580
Change Catalyst	3.48	.68738
Conflict Management	3.55	.71982
Building Bonds	3.71	.61965
Collaboration and Cooperation	3.90	.61719
Team Capabilities	3.77	.73716

Table 2 above shows the level of emotional intelligence based on sub component (Emotional Awareness, Accurate Self Assessment, Trustworthiness, Conscientiousness, Achievement Drive, Initiative, Optimism, Empathy, Service orientation, Developing Others, Leveraging Diversity, Communication, Building Bonds, Collaboration and Cooperation, Team Capabilities) shows a high level which exceeds the mean of 3.67. The mean value of 3.67 and above implicates high level of emotional intelligence. Emotional intelligence components are moderate level is Self Confidence, Self-Control, Adaptability, Commitment, Innovativeness, Political Awareness, Influence Building Bonds, Collaboration and Cooperation and Team Capabilities. According to Jamil Ahmad (1993) the values min 2.34 to 3.66 level was moderate.

8.3. What is the level of adjustment among ASASIpintar students?

Table 03. The level of adjustment among ASASIpintar students

Variable	Mean	Std Deviation
Adjustment	5.39	.73792

Table 3 shows that the level of adjustment among students is high with mean value of 5.39.

8.4. Is there a relationship between adjustment level and emotional intelligence among students?

Table 04. The relationship between adjustment and emotional intelligence

Variable	Adjustment
Emotional Intelligence	
Correlation value (r)	.357
Significant level (p)	.000
N	105

Note: Significant level at p< 0.05

Table 4 above shows the relationship between emotional intelligence and adjustment among ASASIpintar students. Results of the study showed that there is a significant relationship between the emotional intelligence with adjustment among ASASIpintar students with significant value 0000 (p < 0.05).

8.5. Is there a relationship between adjustment and the main components of emotional intelligence?

Table 05. The relationship between adjustment and main component of emotional intelligence

Emotional Intelligence variable	Correlation value(r)	Significant level (p)
Self Awareness	.418	.000
Self Regulation	.357	.000
Self Motivation	.339	.000
Social Awareness	.212	.030
Social Skills	.316	.001

Note: Significant level at p<0.05

Table 5 shows the relationship between the adjustment with the main components of emotional intelligence. The results show all main components of emotional intelligence have significant relationships with adjustment with Self Awareness significant value 0.000 (p < 0.05), adjustment with Self-Regulation significant value 0.000 (p < 0.05), adjustment with Self-Motivation significant value 0.000 (p < 0.05), adjustment with Social Awareness significant value. 030 (p < 0.05) and key social skills with significant value. 001 (p < 0.05).

8.6. Is there a relationship between adjustment and academic performance?

Table 6 shows that there is no significant relationship between adjustment and academic performance among ASASIpintar students. The significant value is more than 0.05 (p=0.560). This prove that adjustment level doesn't affect students' academic performance.

Table 06. The relationship between adjustment and academic performance

Variable	CGPA
Adjustment	
Correlation value (r)	.058
Significant level (p)	.560
N	105

Note: Significant level at p<0.05

8.7. Is there a relationship between emotional intelligence and academic performance?

Table 07. The relationship between emotional intelligence and academic performance

Variable	CGPA	
Emotional Intelligence		
Correlation Value (R)	-.003	
Significant Level (P)	.973	
N	105	

Note: Significant level at p<0.05

Table 7 shows that there is no significant relationship between emotional intelligence and academic performance. The significant value is more than 0.05 (p=0.973). this prove that emotional intelligence doesn't affect student's academic performance.

9. Conclusion

The results show that the level of adjustment among ASASIpintar students are at a high level with mean value (5.39). The results were found to be correlate with the results of Tengku Elmi Azlina among the National of Talented and Gifted Students of Permata PIntar Negara. However, the study found contradicted with the study carried out by Hetal & Petal (2013) where findings show 35.98% of level adjustment is a simple level. Emotional quotient level of ASASIpintar also as a whole are at high level with mean value of 3.72 and the findings contradicted to the findings from Hetal & Petal (2013), Mamat (2016). Emotional quotient level of ASASIpintar students found is correlated with the findings of Talib, Shafie, Alias, & Ab Halim (2012) and Che Ani (2013).

The findings also showed there was correlation between the emotional Intelligence with adjustment with significant value 0.000 (P<0.05). Result also shows that there is a significant relationship between adjustment and main components of emotional intelligence which is Social Skills, Self-Motivation, Self-Awareness, Self-Regulation and Social Awareness.

Based on the results of the study they are available in line with the findings of Sawney & Kaur (2016) and Kar, Saha, & Mondal (2016), overall the findings related to emotional intelligence among ASASIpintar students prove that emotional intelligence has a relationship with adjustment. Findings related to the main components and sub component proved that most ASASIpintar students have a high level of emotional intelligence thus helping them adapt to the learning environment in the National talented and gifted center, Pusat Permata Pintar Negara. Supports from either of parents, lecturers and friends helped increase the emotional intelligence of ASASIpintar students so that they are able to make adjustment during undergoing learning in college. A high level of emotional intelligence help enhance the process of adjustment thus affect their academic performance.

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