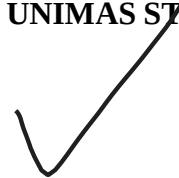




Faculty of Cognitive Sciences and Human Development

**THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND
ACADEMIC PERFORMANCE AMONG UNDERGRADUATE UNIMAS STUDENTS**



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Bachelor in Psychology (Honours)

2024

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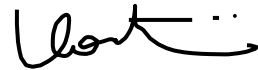
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This project is submitted
in partial fulfilment of the requirements for a
Bachelor in Psychology with Honours

Faculty of Cognitive Sciences and Human Development
UNIVERSITI MALAYSIA SARAWAK
(2024)

The project entitled '**THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND ACADEMIC PERFORMANCE AMONG UNDERGRADUATE UNIMAS STUDENTS**' was prepared by **NURHAZIRAH BINTI HAMBALI (82050)** and submitted to the Faculty of Cognitive Sciences and Human Development in partial fulfillment of the requirements for a Bachelor in Psychology with Honours

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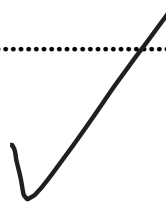
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ABSTRACT

This study aimed to explore the complex interplay between the academic performance and emotional intelligence (EI) in the particular setting of Universiti Malaysia Sarawak (UNIMAS). A cross-sectional study was conducted on the undergraduate students of UNIMAS. A self-administered Schutte Self-Report Emotional Intelligence Test (SSEIT) was used to obtain data from students with different academic achievements and their emotional intelligence test scores. A total of 133 sets of questionnaires were collected. Pearson Correlation was employed to identify the relationship between emotional intelligence and academic performance among undergraduate students. The findings of the research showed that there is a significant relationship between EI and academic performances among students of the UNIMAS. The study highlights practical implications for educational practices, encouraging the incorporation of emotional intelligence training in educational settings. The results of the study can provide insights into how students can effectively manage their emotional wellbeing with their academic responsibilities, leading to improved self- and social awareness and overall academic performance.

Keywords: Emotional Intelligence, academic performance, Undergraduate Students, Schutte Self-Report Emotional Intelligence Test (SSEIT), Cross-Sectional Study

ABSTRAK

Kajian ini bertujuan untuk mengkaji hubungan kompleks antara prestasi akademik dan kecerdasan emosi (EI) dalam konteks Universiti Malaysia Sarawak (UNIMAS). Satu kajian keratan rentas telah dijalankan ke atas pelajar sarjana muda UNIMAS. Ujian Kecerdasan Emosi Laporan Kendiri Schutte (SSEIT) yang diisi sendiri digunakan untuk mendapatkan data daripada pelajar dengan pencapaian akademik yang berbeza dan skor ujian kecerdasan emosi mereka. Sebanyak 133 set soal selidik telah dikumpulkan. *Pearson Correlation* telah digunakan untuk mengenal pasti hubungan antara kecerdasan emosi dan prestasi akademik dalam kalangan pelajar sarjana muda di UNIMAS. Penemuan kajian menunjukkan bahawa terdapat hubungan yang signifikan antara kecerdasan emosi dan prestasi akademik dalam kalangan pelajar UNIMAS. Kajian ini menitik beratkan implikasi praktikal terhadap suasana pembelajaran, menggalakkan penggunaan bengkel kecerdasan emosi dalam suasana pembelajaran. Hasil kajian ini boleh memberikan pandangan tentang bagaimana pelajar boleh menguruskan kecerdasan emosi mereka selari dengan tanggungjawab akademik mereka secara efektif, yang membawa kepada peningkatan kesedaran diri dan sosial serta prestasi akademik keseluruhan.

Kata kunci: Kecerdasan emosi, Prestasi Akademik, Pelajar Sarjana Muda, Ujian Kecerdasan Emosi Laporan Kendiri Schutte (SSEIT), kajian keratan rentas

CHAPTER 1

INTRODUCTION

1.0 INTRODUCTION

The research, entitled "The relationship between emotional intelligence and academic performance among UNIMAS undergraduate students" explores the complex interplay between the academic performance and emotional intelligence (EI) in the particular setting of Universiti Malaysia Sarawak (UNIMAS). The present research intends to explore particular emotional intelligence characteristics that influence UNIMAS students' academic results, given the critical role that emotional intelligence plays in people's private and academic life.

1.1 BACKGROUND OF STUDY

Over the years, IQ has been widely utilized for evaluating an individual's memory and information processing speed, as well as their visual, arithmetic, and language skills, all of which may be related to their success in school (Wilson, 2014). Nevertheless, success is not always correlated with intelligence. IQ tests are, after all, intended to gauge a person's potential. It ignores other crucial elements like opportunity, drive, goals, and the capacity for clear thinking under duress, among others (Shapiro, 2021). It describes the capacity to identify, comprehend, take control, and know how to recognize emotions in a variety of contexts. The significance of emotional intelligence in predicting how well students do in academic contexts has drawn a lot of attention and discussion.

It is critical to comprehend the correlation between students' academic success and their emotional intelligence, particularly in a dynamic and diverse academic setting such as the

University Malaysia Sarawak (UNIMAS). Studies exploring the function of emotional intelligence in UNIMAS students' academic experiences can offer important insights into the psychological elements influencing their success. The purpose of this study is to investigate this relationship and look at the complex ways that emotional intelligence affects students' academic performance.

1.2 PROBLEM STATEMENT

Recently, research on emotional intelligence has drawn a lot of attention. Emotional intelligence was first defined in 1990 by Salovey and Mayer. The ability to regulate one's own emotions as well as the emotions of others, to recognize them, and to use information to support one's behaviors, inferences, and mental processes is how they characterized it. (Suleman et al., 2019).

It is believed that emotional intelligence is a crucial skill that helps students cope with and surpass the demanding nature of higher education. Studies have shown that emotional intelligence of students is positively correlated with higher academic achievement; these correlations have been attributed to traits such as optimized stress management, increased adaptability, and superior interpersonal and intrapersonal skills (Mohzan et al., 2013). To put it simply, emotionally intelligent students are more successful in their university lives and are therefore more prepared to learn and succeed academically.

Furthermore, students who possess emotional intelligence not only learn more effectively but also have a higher chance of succeeding in the workplace. This is particularly true for those who aspire to work in fields requiring a high degree of emotional intelligence, such as marketing analysis, human resource management, psychology, mental health counseling, and politics

(Soleil, 2019). The courses I listed are offered in the UNIMAS undergraduate educational system, which has produced many experts in their respected fields. This study aims to uncover the intricate relationships between emotional intelligence, learning experiences, and academic accomplishments within the distinctive academic and cultural context of UNIMAS. It addresses the need for a thorough investigation of the role of emotional intelligence in affecting undergraduate UNIMAS students' academic performance.

why?

1.3 OBJECTIVE

1.3.1 GENERAL OBJECTIVE

The objective of this research is to study the relationship between emotional intelligence and academic performance among undergraduate students in UNIMAS.

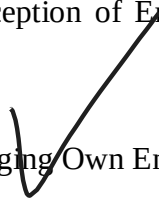
1.3.2 SPECIFIC OBJECTIVE

1. To investigate the relationship between emotional intelligence and academic performance among undergraduate UNIMAS students.
2. To investigate the relationship between Perception of Emotion and academic performance among undergraduate UNIMAS students.
3. To investigate the relationship between Managing Own Emotion and academic performance among undergraduate UNIMAS students.
4. To investigate the relationship between Managing Others' Emotion and academic performance among undergraduate UNIMAS students.
5. To investigate the relationship between Utilization of Emotion and academic performance among undergraduate UNIMAS students.

1.4 RESEARCH QUESTION

1. What is the relationship between emotional intelligence and academic performance among UNIMAS students?
2. What is the relationship between emotional intelligence, as measured by Perception of Emotion and academic performance of undergraduate UNIMAS students?
3. What is the relationship between emotional intelligence, as measured by Managing Own Emotion, and the academic performance of undergraduate UNIMAS students?
4. What is the relationship between emotional intelligence, as measured by Managing Others' Emotion, and the academic performance of undergraduate UNIMAS students?
5. What is the relationship between emotional intelligence, as measured by Utilizing Emotions, and the academic performance of undergraduate UNIMAS students?

1.5 HYPOTHESIS

1. H0: There is no significant correlation between emotional intelligence and academic performance among UNIMAS students.
H1: There is a significant correlation between emotional intelligence and academic performance among UNIMAS students.
 2. H0: There is no significant correlation between Perception of Emotion and academic performance among UNIMAS students.
H1: There is a significant correlation between Perception of Emotion and academic performance among UNIMAS students
 3. H0: There is no significant correlation between Managing Own Emotion and academic performance among UNIMAS students.
- 

H1: There is a significant correlation between Managing Own Emotion and academic performance among UNIMAS students.

4. H0: There is no significant correlation between Managing Others' Emotion and academic performance among UNIMAS students.

H1: There is a significant correlation between Managing Others' Emotion and academic performance among UNIMAS students

5. H0: There is no significant correlation between Utilization of Emotion and academic performance among UNIMAS students.

H1: There is a significant correlation between Utilization of Emotion and academic performance among UNIMAS students.

1.6 CONCEPTUAL FRAMEWORK

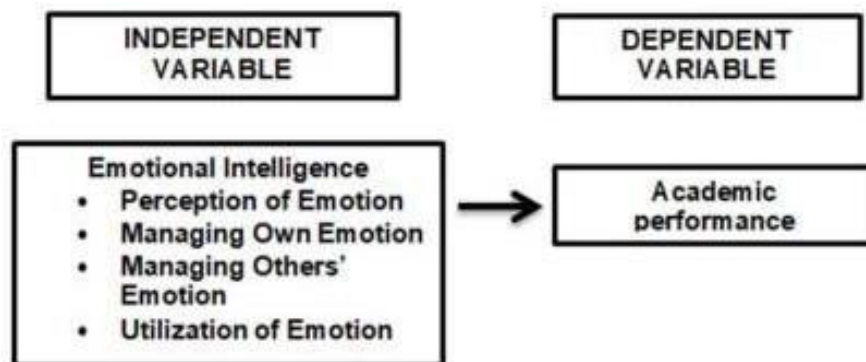


Figure 1: Conceptual framework

A conceptual framework about the relationship between academic performance as measured by cumulative grade point average (CGPA) and the subdimensions of emotional intelligence—perception of emotion, managing own emotion, managing others' emotions, and utilizing emotion—has been developed for this cross-sectional study. This research attempts to

offer a thorough grasp of how emotional intelligence influences undergraduate students' academic performance in UNIMAS mental wellness by examining its relationships and interactions within this conceptual framework. The data collection, analysis, and interpretation of the study's conclusions are guided by this framework.

1.7 SIGNIFICANCE OF STUDY

The findings of the study can provide insights into how students can effectively manage their emotional wellbeing with their academic responsibilities, leading to improved self- and social awareness and overall academic performance. The scope of the study will include students from Universiti Malaysia Sarawak (UNIMAS), which includes all different faculties. The study will be done using the Schutte Self-Reported Emotional Intelligence Test (SSEIT), which has a total of 33 questions and has been divided into 4 sections: perception of emotion, managing one's own emotions, managing others' emotions, and utilizing emotion.

All of the research choices that have been looked at indicate how crucial emotional intelligence is in predicting students' success in education. Moreover, it has been recognized that developing emotional intelligence skills is necessary for students to do well academically. According to Low, Lomax, Jackson, and Nelson (2004), "Emotional intelligence, knowledge, and skills have become crucial for improving education and helping students, teachers, staff, and student development professionals achieve higher levels of accomplishment, professional success, leadership, and personal well-being."

1.8 DEFINITION OF TERM

1. Academic performance

Conceptual Definition: Academic performance is a measurement of a student's work in a range of educational fields. (Ballotpedia, 2022).

Operational Definition: Student achievement in a range of academic courses is measured as academic performance, and in this study, the scale we use to quantify is based on their Cumulative Grade Point Average (CGPA).

2. Emotional Intelligence

Conceptual Definition: Recognize, comprehend, and react to other people's emotions: This involves being sensitive in your responses, understanding other people's feelings through verbal and nonverbal signs, and identifying other people's emotions. (Mayor & Salovey, 1990).

Operational Definition: Emotional intelligence scores will be measured by using Schutte Self-Report Intelligence Test (SSEIT).

3. Perception of emotion

Conceptual Definition: Emotion recognition is the ability to identify and comprehend the feelings of others through their faces, voices, gestures, and situational settings. It is also referred to as cognitive empathy, affect recognition, or emotion perception. (Quednow, 2020).

Operational Definition: Perception of emotion is the ability to identify emotions in oneself and others by facial expressions, body gestures, and tone of voice. (Brackett et al., 2013). This can be measured in Schutte Self-Report Intelligence Test (SSEIT) by Perception of Emotion subsection

that has 11 items. The scale using Likert starts from 1 to 5, which means 1= not very good this with the statement and 5 = very good.

4. Managing Own Emotion

Conceptual Definition: Being able to control your emotions in order to prevent them from gaining control of you and preventing you from acting positively (Managing Emotions, 2019).

Operational Definition: The capacity to regulate personal and others emotions while remaining open to them in order to encourage growth as an individual (Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT), n.d.). It can be assessed using the Schutte Self-Report Emotional Intelligence Test (SSEIT), specifically the Managing Your Own Emotions section, which contains nine questions. The scale using Likert starts from 1 to 5, which means 1= not very good this with the statement and 5 = very good.

5. Managing Others' Emotion

Conceptual Definition: It is described as the ability to evaluate feelings. It is the comprehension of the emotive language seen in body language or facial expressions. The person with emotional intelligence is able to distinguish between different emotional states (Mayer & Salovey, 1997).

Operational Definition: The best executives frequently stand out from the others due to their ability to control others' emotions, which enables them to affect their colleagues' attitudes and feelings in a favorable way (Emotional Management of Others, 2018). The Schutte Self-Report Emotional Intelligence Test (SSEIT) can assess this ability through its "Managing Others"

Emotions" section, which consists of seven questions. The scale using Likert starts from 1 to 5, which means 1= not very good this with the statement and 5 = very good.

6. Utilization of Emotion

Conceptual Definition: Adaptive thought and behavior driven by emotional experiences is the formal definition of emotion utilization (Mayer & Salovey, 1997).

Operational Definition: The ability to utilize emotion to assess life events and determine what is significant and insignificant, as well as to adapt to changing moods and emotions, was used to gauge how well someone used emotion to make life worthwhile. The Schutte Self-Report Emotional Intelligence Test (SSEIT) can assess this ability through its "Utilization of Emotion" section, which comprises six questions. The scale using Likert starts from 1 to 5, which means 1= not very good this with the statement and 5 = very good.

CHAPTER 2

LITERATURE REVIEW

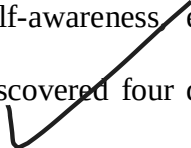
2.0 INTRODUCTION

This chapter compiles a review of related literature to help viewers understand related findings and hypotheses regarding emotional intelligence. These theories and tests include Bar-On EQ-I, Salovey and Mayer's Four Branch Model, Goleman's theory, other measures of emotional intelligence like WLEIS and SSEIT and also previous research related to emotional intelligence and academic performance.



2.1 EMOTIONAL INTELLIGENCE (EI)

Emotional intelligence refers to a multifaceted set of abilities encompassing the recognition, comprehension, and regulation of both one's own emotions and those of others. This skillset enables individuals to leverage emotional information to guide informed decisions and navigate interpersonal interactions effectively. (Srivastava, 2018) The five primary facets of emotional intelligence (EI) are motivation, self-regulation, self-awareness, empathy, and social skills (Mental Health America, 2023). Researchers have discovered four distinct stages of emotional intelligence: the ability to reason with emotions, emotional perception, emotional comprehension, and emotional management (Salovey & Mayer, 1990).



2.1.1 Emotional Intelligence and Emotion Processing

Researchers propose that there are four aspects of emotional intelligence: emotional perception, comprehension, control, and one's skills to use emotions as a way to make decisions (Mayer et. al., 1997). Emotions must first be appropriately perceived in order to be identified. Comprehending nonverbal gestures like body language and emotional expressions are crucial in

many situations. Emotional reasoning, or employing feelings to drive thinking, is the second technique. Since we react emotionally to items that grab our attention, emotions assist us in prioritizing the information we pay attention to and respond to. Thirdly, it helps people become more emotionally intelligent. The emotions we feel are associated with a multitude of meanings. The peak of emotional intelligence transcends mere control. It's about leveraging the power of emotions for strategic and constructive ends. This involves consciously employing one's own emotional state to guide actions, navigate interactions, and even influence the emotional tenor of those around them (Mayer & Salovey, 1990).

2.2 RELATED THEORY

2.2.1 Salovey and Mayer's Four Branch Model

This idea has four branches: controlling emotions, comprehending emotions, identifying emotions, and using emotions as a cognitive tool. The later research of Goleman was based on this theoretical framework. To demonstrate their four emotion talents, respondents must find solutions to emotion-related problems via self report. (Mayer & Salovey, 1997).

The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) is the most widely utilized of these assessments (Mayer, Salovey, & Caruso, 2002). The 141-item MSCEIT test consists of eight exercises in total, two for each of the four emotion components. In order to evaluate management of emotion, participants are asked to examine situation that include emotionally charged circumstances and then evaluate the correctness of various answers.

2.2.2 Goleman's Theory

Journalist Daniel Goleman created a more comprehensible and generally recognized model of emotional intelligence by drawing on the research of psychologists Salovey and Mayer

as well as other academics. In his book, he argued that emotional intelligence which includes traits like empathy, self-control, self-awareness, and social skills—is crucial for success in both one's personal and professional life.

He maintained that since cognitive intelligence—verbal, mathematical, spatial, or logical—has received the majority of attention in education from kindergarten through graduate school, the study and development of emotional intelligence have been neglected. Even outside of the educational profession, Goleman's emphasis on emotion and how crucial it is for success outside of the classroom was well-liked (Harris, 2006).

2.2.3 Other Emotional Intelligence tests

Developing emotional awareness, empathy, and interpersonal skills are frequently the main goals of these interventions. Studies show that these kinds of treatments can result in better conduct, academic achievement, and general well-being for students (Durlak et al., 2011). Analyzing the success of emotional intelligence interventions at UNIMAS might yield insightful information for improving current initiatives and creating new ones specifically for the student body.

Schutte Self-Report Intelligence Test (SSEIT)

A self-report test called the SSEIT was created by Schutte and her coworkers (Schutte et al., 1998). The test assesses four areas: using emotions, regulating emotions, understanding others' feelings, and expressing emotions. This study employed the Five-Point Likert Scale, a well-established instrument offering robust and nuanced data collection through five ordinal response options ranging from strong disagreement to strong agreement. Better scores on the SSEIT indicate better emotional intelligence; the total score ranges from 33 to 165 (Schutte et al., 1998).

In 2020, Musonda et al. There are 33 questions on the test, and according to Schutte et al. (1998), the reliability coefficient is 0.90.

Bar-On EQ-I Questionnaire

According to Suleman et al. (2019), Dr. Bar-On, mentioned that emotional intelligence as a range of non-intellectual competencies, abilities, and skills that affect one's capacity to succeed in superseding external pressures and demands. Prominent researcher and emotional intelligence advocate Dr. Reuvan Bar-On recognizes the significance of this noncognitive ability in a student's life achievement.

Dr. Reuvan Bar-On contends that the ability to manage personal and others emotions, accept personal and others feelings, and resolve interpersonal and personal issues is a major component of academic success. It also appears that having the motivation and desire to follow through on personal objectives, together with the capacity to set and accomplish them, improves academic achievement. Furthermore, he says that assessing students' emotional intelligence levels can be a helpful method of predicting their success in the classroom. According to Mohzan et al. (2013), he believes that this data can be utilized to identify "students who are in need of supervision" and to improve the emotional and social intelligence competencies and skills of such children, ultimately improving their academic performance. The Bar-On-On-I Questionnaire has 15 sub-factors and contains 133 items, with a reliability of 0.97 (Gabbard et al., 2022).

Wong and Law Emotional Intelligence Scale (WLEIS)

In organizational psychology, the WLEIS is a well-known instrument for measuring EQ. They have created a scale known as the WLEIS (People Matters Editorial Team & People

Matters Media Pvt. Ltd., 2019) to quantify it. With 16 statements, the Wong and Law Emotional Intelligence Scale is a self-report EI measure. WLEIS has been tested and retested for many populations and cultures. This EI scale's reliability has been calculated to be 0.88. The following statements were presented on a 7-point Likert scale (1 = strongly disagree, 7 = strongly agree). To lessen the possibility of responder bias, the order is selected at random. The four elements of emotional intelligence are use of emotion, self-emotional appraisal, regulation of emotion, and others' emotional evaluation in accordance with the study.

Among all the EQ tests, the SSEIT was chosen because it is a well-established and widely recognized instrument that offers a comprehensive assessment of emotional intelligence, providing valuable insights into individuals' emotional abilities and facilitating a nuanced exploration of emotional intelligence in the context of my study.

2.3 PREVIOUS STUDY BASED ON EQ AND ACADEMIC PERFORMANCE

Research from the past has shown that academic achievement and emotional intelligence are positively correlated. Better self-regulation, coping mechanisms, and interpersonal interactions are prevalent among students with higher emotional intelligence; these traits are essential for success in educational settings (Brackett, Rivers, & Salovey, 2011).

The majority of researchers agree that measurement issues affect how successful Emotional Intelligence Theory is. The three primary models of emotional intelligence that are still in use today are the trait EI model (Petrides & Furnham, 2003), mixed models (Bar-On, 2006; Boyatzis & Sala, 2004), and ability model (Mayer & Salovey, 1997; Salovey & Mayer, 1990). Students possessing greater emotional intelligence are more competent at managing interpersonal interactions, resolving conflicts, and collaborating effectively with peers and

teachers. Research indicates that pupils possessing strong emotional intelligence typically have favorable social connections, which can improve their entire learning process (Parker et al., 2004). Examining how emotional intelligence affects UNIMAS students' social relationships can provide insight into the emotional intelligence's larger impact on campus life.

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CHAPTER 3

METHODOLOGY

3.0 INTRODUCTION

An extensive explanation of the research used in this study is given in this section. The research design, demographic, sampling technique, instrument used, pilot study, validity and reliability measurements, study ethics, and data collection and analysis process are all covered in detail in this chapter. Additionally, this chapter encompasses a comprehensive discussion of the techniques applied for data gathering and the subsequent analysis process.

3.1 RESEARCH DESIGN

This research used a quantitative research design, including information gathered from respondents filled-out questionnaires. The sampling method is convenient sampling involving the use of an online platform, Google Forms. The undergraduates UNIMAS students will participate in the study by responding to a self-administered Schutte Self-Report Emotional Intelligence Test (SSEIT) with a total of 33 questions. All 33 items are divided into four sections. There are 11 items in the Perception of Emotion section, 9 items in Managing Own Emotion, 7 items in Managing Others' Emotion, and lastly, 6 items in the Utilization of Emotion section.

3.2 POPULATION, SAMPLE AND SAMPLING PROCEDURE

The research focused on the undergraduates' students of Universiti Malaysia Sarawak (UNIMAS) as target population. The method used for the sampling is convenient sampling, and the questionnaire was randomly distributed to the undergraduate students, involving participation from all the faculties in the university. It will be estimated that at least 66 students participated, according to formula made by Luck, Taylor and Robin (1987), and represented both male and

female genders. The questionnaire was distributed to all students, including all faculties in the university, as the method of sampling was convenient sampling, and 67 students participated in answering the survey according to the formula made by Luck, Taylor and Robin (1987). The calculation are as follows.

$$S = \frac{So}{1 + \frac{So}{N}}$$

$$So = \frac{z^2 x(p)(q)}{e^2}$$

Figure 2: The Sample Formula Formulated by Luck, Taylor and Robin (1987)

S= Sample size

N= Population

p= Population ratio (0.5) , q= (1-p) or 0.5

e = Degree of accuracy in the sum of error in the population probability (0.1) z = Confident level at 1.625

z= Confident level at 1.625

Therefore, by substituting the value in So,

$$So = \frac{z^2 x(p)(q)}{e^2}$$

$$So = \frac{(1.625)^2 x(0.5)(0.5)}{(0.1)^2}$$

$$S_o = 66.02$$

The population of undergraduate students in UNIMAS = 13,286

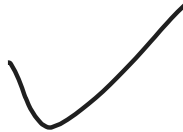
Hence the estimated minimum sample size is as the following:

$$S = \frac{S_o}{1 + \frac{S_o}{N}}$$

$$S = \frac{66.02}{1 + \frac{66.02}{13286}}$$

$$S = 65.69$$

$$S = 66$$



The questionnaire aimed to obtain data from students with different academic achievements and their emotional intelligence test scores by using the Schutte Self-Reported Emotional Intelligence Test (SSEIT). The questionnaire will be distributed to all faculties, the respondents completing it online, and it will subsequently return to the researcher.

3.3 INSTRUMENT (SURVEY)

3.3.1 INSTRUMENT STRUCTURE

A self-administered questionnaire was developed using Google Forms. The questionnaire is divided into two sections: section A for the demographic section, which includes information about their academic achievement, which is their cumulative grade point average (CGPA). Section B, consisting of the Schutte Self-Reported Emotional Intelligence Test (SSEIT), has a total of 33 questions and has been divided into 4 sections, which are Perception of Emotion, Managing Own Emotion, Managing Others' Emotion, and Utilization of Emotion. There are 11 items in the Perception of Emotion section, 9 items in Managing Own Emotion, 7 items in Managing Others' Emotion, and lastly, 6 items in the Utilization of Emotion section. The scale used to measure the answer for this section is the ordinal scale. The scale using Likert starts from 1 to 5, which means 1 = not very good with the statement and 5 = very good.

3.4 PILOT STUDY

Since the Cronbach's alpha value indicates that the questionnaire is reliable, no changes are made. Schutte et al. (1998) stated that the SSEIT's reliability testing produced favorable results. The test's strong construct validity, test-retest reliability, and internal consistency are other reasons for the test's credibility as a valid and trustworthy measure of emotional intelligence. The degree to which test items measure the same construct is known as internal consistency.

Reliability Statistics	
Cronbach's Alpha	N of Items
.917	33

Figure 3: Cronbach Alpha for SSEIT

Cronbach Alpha	Internal Consistency
$\alpha \geq 0.9$	Excellent (High- Stake Testing)
$0.7 \leq \alpha \leq 0.9$	Good (Low-stakes Testing)
$0.6 \leq \alpha \leq 0.7$	Acceptable
$0.5 \leq \alpha \leq 0.6$	Poor
$\alpha \leq 0.5$	Unacceptable

Table 1: Rules applied in Cronbach Alpha (Adapted from Cronbach,1951)

The reliability test used to determine reliability of SSEIT for this research is Cronbach Alpha as shown in Figure 3. The Cronbach Alpha score for SSEIT in this research is 0.917 for 33 items indicating strong internal consistency. The extent to which a test evaluates the same concept over time is known as test-retest reliability. The SSEIT exhibits strong test-retest reliability, as seen by its 0.78 correlation coefficient. (Psychology Roots, Emotional Intelligence Scale, 2023). There are 11 items in Perception of Emotion, 9 items in Managing Own Emotion, 7 items in Managing Others' emotion and 6 items in Utilization of Emotion sections.

3.5 DATA COLLECTION PROCEDURE

The instrument used in this research implements the self-completion questionnaire method; the respondents will answer the survey by themselves before submitting the survey again to the researcher. The population for this research is undergraduate UNIMAS students.

The questionnaire used consisted of demographics on Part A and the Schutte Self-Reported Emotional Intelligence Test (SSEIT) on Part B, with concise questions and methods of scoring in order to gather the required data that aligned with the research objective. To ensure the research

complies with ethical research procedures, the researcher puts the confidentiality of the participants as the top priority. The respondents will be provided with a consent form before answering the questionnaire. Once the participants received the questionnaire, the instructions for the questionnaire and the information about the research were included on the first page to ensure accurate responses from the participants. Then the data will be recorded and returned to the researcher.

3.6 DATA ANALYSIS PROCEDURE

Data analysis will be conducted using SPSS for Windows, version 27. There are two types of analysis conducted in SPSS. The first analysis, a descriptive analysis, will be conducted to describe students' demographic frequency (age, race, gender, year of study, faculty, and the cumulative grade point average (CGPA)). In the research, Pearson's correlation tests will be utilized to examine the relationship between emotional intelligence and the academic performance of UNIMAS students. The relationship between the overall score per section in the questionnaire in Part B (Section 1: Perception of Emotion, Section 2: Managing Own Emotion, Section 3: Managing Others' Emotion, and Section 4: Utilization of Emotion) and the cumulative grade point average (CGPA) as the academic performance measure were being used in the inferential analysis to check the correlation between the variables.

3.7 SUMMARY

Generally, this chapter discussed the various methods used in this research from choosing an appropriate research design to analyze and interpret the data gathered. The selection of suitable methods to complete this research was perfectly chosen.

CHAPTER 4

RESULT AND FINDINGS

4.0 INTRODUCTION

The data ~~is~~ obtained is discussed in this chapter. The data is analyzed and interpreted using SPSS version 27. A total of 133 sets of questionnaires were collected from the undergraduate students of Universiti Malaysia Sarawak (UNIMAS). Based on the data analysis the reliability test was carried out to this questionnaire which was Cronbach Alpha. The Cronbach Alpha for SSEIT is 0.90. As the Cronbach Alpha for SSEIT is above 0.7, the data collected is reliable. The Pearson Correlation test was used to test the hypothesis of the study.

4.1 DESCRIPTIVE STATISTIC

4.1.1 Demographic Section

Age	N	%
19	28	21.1%
20	33	24.8%
21	22	16.5%
22	23	17.3%
23	20	15.0%
24 and above	7	5.3%

Race	N	%
Bumiputera Sabah	1	0.8%
Bumiputera Sarawak	44	33.1%

Chinese	38	28.6%
Indian	3	2.3%
Malay	46	34.6%
Melanau	1	0.8%

Year of Study	N	%
Year 1	33	24.8%
Year 2	48	36.1%
Year 3	40	30.1%
Year 4	9	6.8%
Year 5	3	2.3%

Faculty	N	%
Faculty of Applied & Creative Arts (Fakulti Seni Gunaan & Kreatif)	12	9.0%
Faculty of Built Environment (Fakulti Alam Bina)	7	5.3%
Faculty of Cognitive Sciences & Human Development (Fakulti Sains Kognitif & Pembangunan Manusia)	31	23.3%
Faculty of Computer Science & Technology (Fakulti Sains Komputer & Teknologi Maklumat)	13	9.8%
Faculty of Economics & Business (Fakulti Ekonomi & Perniagaan)	17	12.8%

Faculty of Engineering (Fakulti Kejuruteraan)	9	6.8%
Faculty of Language & Communication (Fakulti Bahasa & Komunikasi)	10	7.5%
Faculty of Medicine & Health Sciences (Fakulti Perubatan & Sains Kesihatan)	13	9.8%
Faculty of Resource Science & Technology (Fakulti Sains & Teknologi Sumber)	11	8.3%
Faculty of Social Sciences & Humanities (Fakulti Sains Sosial & Kemanusiaan)	10	7.5%

Table 2: Descriptive Table for Demographic Section

✓
Descriptive was used in this research to identify the frequency and percentage of demographic information of the respondent such as gender, age, ethnic and which faculty they came from.

The table 2 shows the descriptive statistics of gender, age, race, year of study and the faculty of the respondents. From the total of 133 respondent, there are 74 of them are females which makes up 55.6% of the total, male respondent on the other hand has the frequency of 59 respondents which is 44.4% of the total respondents. This show that majority of the respondents are females.

As for the age of the respondents, there 28 respondents are 19 years old (21.1%). 33 respondents are aged 20 which makes up 24.8%. Respondents that are 21 years old has the frequency of 22

(16.5%). For aged 22 the total frequency is 23 (17.3%). Next for respondent age 23 years old the total frequency is 20 and it makes up 15% of the total respondents. Lastly for the age 24 and above, there are a total of 7 respondents and their percentage in the total respondents are 5.3%.

From the total of 133 respondents, the majority of the respondent are Bumiputera Sarawak with the frequency of 44 (33.1%). Next is Chinese respondents with the frequency of 38 that sums up to 28.6% of the total respondent. There are 46 Malay respondents (34.6%) and 3 respondents are Indian (2.3%) and lastly Melanau and Bumiputera Sabah with frequency 1 each and 0.8% percentage.

The majority of the respondents are from Year 2 which is 48 (36.1%). Next is Year 3 with the frequency of 40 (30.1%). The frequency of Year 1 respondents is 33 with made up 24.8% of the total respondents. Lastly the least number of respondents came from Year 4 and Year 5 which is 9 (6.8%) and 3 (2.3%) respectively.

Table 2 shows that the majority of the respondents are from Faculty of Science Cognitive and Human Development which is 31 respondents (23.3%). Next, there are 12 respondents from Faculty of Applied Creative Arts and 13 respondents (9.8%) from the Faculty of Computer Science and Technology and Faculty of Medicine & Health Sciences. The frequency of respondent of Faculty of Built Environment is 7 which makes up 5.3% of the total respondents. A for Faculty of Business and Economics, there are 17 respondents (12.8%). As for Faculty of Engineering there are 9 respondents (6.8%), Both Faculty of Language and Communication and also Faculty of Social Science and Humanities each has 10 respondents (7.5%). Lastly there are 11 respondents (8.3%) from the Faculty of Resource Science & Technology.

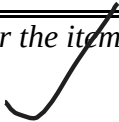
4.2 INFERENTIAL STATISTICS

4.2.1 Descriptive Statistic for the items correlated



Descriptive Statistics	Mean	Std. Deviation	N
Academic Performance	3.6287	.23903	133
Emotional Intelligence measured by SSEIT	4.3235	.59030	133
Utilization of Emotion	4.3596	.63790	133
Perception of Emotion	4.2802	.60861	133
Managing Own Emotion	4.3308	.59702	133
Managing Others' Emotion	4.3233	.69629	133

Table 3: Descriptive Statistic for the items correlated



The Table 3 above show the mean and standard deviation of the items correlated in this research. The mean and standard deviation for Academic performance measured by using Cumulated Grade Point Average (CGPA) are 3.6287 and 0.23903 respectively. Next, the Emotional Intelligence Score has the mean of 4.3235 and standard deviation of 0.59030. As for Utilization of Emotion, the mean and standard deviation are 4.3596 and 0.63790 respectively. Perception of Emotion has total mean of 4.3802 and standard deviation of 0.60861. Lastly for Managing Own Emotion and Managing others' emotion their mean calculated are 4.3308 and 4.3233 respectively, while their standard deviations are 0.59702 and 0.69629 respectively.

4.2.2 Hypothesis Testing- Pearson Correlation

1. **H0: There is no significant correlation between emotional intelligence and academic performance among UNIMAS students.**

Confidence Intervals

		95% Confidence Intervals (2-tailed) ^a			
		Pearson Correlation	Sig. (2-tailed)	Lower	Upper
Academic Performance	–	.572	<.001	.443	.675
SSEIT Score			✓		

a. Estimation is based on Fisher's r-to-z transformation with bias adjustment.

Table 4: Output of Pearson's Correlation on Academic Performance and Emotional Intelligence measured by overall SSEIT score

The independent variable is academic performance and the dependent variable is emotional intelligence. Pearson correlation was used to identify the relationship between academic performance and total score of emotional intelligence. From the table, Pearson Correlation (r) equals to 0.572, which indicates a strong positive relationship. Since p value shown <0.001, which is less than the α value ($\alpha=0.05$), the null hypothesis is rejected since the result showed that there is significant relationship between emotional intelligence and academic performance among UNIMAS students.

2. H0: There is no significant correlation between Perception of Emotion and academic performance among UNIMAS students.

Confidence Intervals

			95% Confidence Intervals (2-tailed) ^a	
	Pearson			
	Correlation	Sig. (2-tailed)	Lower	Upper
Academic Performance- Perception of Emotion	.586	<.001	.460	.686

a. Estimation is based on Fisher's r-to-z transformation with bias adjustment.

Table 5: Output of Pearson's Correlation on Academic Performance and Perception of Emotion

The independent variable is academic performance and the dependent variable is emotional intelligence. Pearson correlation was used to identify the relationship between academic performance and total score of Perception of Emotion. From the table, Pearson Correlation (r) equals to 0.586, which indicates a strong positive relationship. Since p value shown <0.001, which is less than the α value ($\alpha=0.05$), the null hypothesis is rejected since the result showed that there is significant relationship between academic performance and total score of Perception of Emotion.

3. H0: There is no significant correlation between Managing Own Emotion and academic performance among UNIMAS students.

Confidence Intervals

			95% Confidence Intervals (2-tailed) ^a	
	Pearson Correlation	Sig. (2-tailed)	Lower	Upper
Academic Performance	.390	<.001	.234	.524
Managing Own Emotion	–			

a. Estimation is based on Fisher's r-to-z transformation with bias adjustment.

Table 6: Output of Pearson's Correlation on Academic Performance and Managing Own Emotion

The independent variable is academic performance and the dependent variable is emotional intelligence. Pearson correlation was used to identify the relationship between academic performance and total score of Managing Own Emotion. From the table, Pearson Correlation (r) equals to 0.390, which indicates a moderate positive relationship. Since p value shown <0.001, which is less than the α value ($\alpha=0.05$), the null hypothesis is rejected since the result showed that there is significant relationship between Managing Own Emotion and academic performance among UNIMAS students.

4. H0: There is no significant correlation between Managing Others' Emotion and academic performance among UNIMAS students.

Confidence Intervals

		95% Confidence Intervals (2-tailed) ^a		
	Pearson Correlation	Sig. (2-tailed)	Lower	Upper
Academic Performance	.279	.001	.114	.428
– Managing Others' Emotion				

a. Estimation is based on Fisher's r-to-z transformation with bias adjustment.

Table 7: Output of Pearson's Correlation on Academic Performance and Managing Others Emotion

The independent variable is academic performance and the dependent variable is emotional intelligence. Pearson correlation was used to identify the relationship between academic performance and total score of Managing Others Emotion. From the table, Pearson Correlation (r) equals to 0.279, which indicates a weak positive relationship. Since p value shown <0.001 , which is less than the α value ($\alpha=0.05$), the null hypothesis is rejected since the result showed that there is significant relationship between Managing Others Emotion and academic performance among UNIMAS students.

5. H0: There is no significant correlation between Utilization of Emotion and academic performance among UNIMAS students.

Confidence Intervals

		95% Confidence Intervals (2-tailed) ^a	
Pearson Correlation	Sig. (2-tailed)	Lower	Upper
Academic Performance – Utilization of Emotion	.571	<.001	.442 .675

a. Estimation is based on Fisher's r-to-z transformation with bias adjustment.

Table 8: Output of Pearson's Correlation on Academic Performance and Utilization of Emotion

The independent variable is academic performance and the dependent variable is emotional intelligence. Pearson correlation was used to identify the relationship between academic performance and total score of Utilization of Emotion. From the table, Pearson Correlation (r) equals to 0.571, which indicates a strong positive relationship. Since p value shown <0.001, which is less than the α value ($\alpha=0.05$), the null hypothesis is rejected since the result showed that there is significant relationship between Utilization of Emotion and academic performance among UNIMAS students.

4.3 Summary of Hypothesis Testing

		Academic	SSEIT	Perception	Managing	Managing	Utilization
		Performance	score	of Emotion	Own Emotion	Others	of
Correlations						Emotion	Emotion
Academic	Pearson	1	.572**	.586**	.390**	.279**	.571**
Performance	Correlation						
	Sig. (2-tailed)		<.001	<.001	<.001	.001	<.001
	N	133	133	133	133	133	133

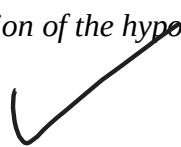
** . Correlation is significant at the 0.01 level (2-tailed).

Table 9: Summary table of Hypothesis Testing

Hypothesis	Data Analysis	Result
1.H0: There is no significant correlation between emotional intelligence and academic performance among UNIMAS students.	Pearson Correlation	Null hypothesis rejected.
2.H0: There is no significant correlation between Perception of Emotion and academic performance among UNIMAS students.	Pearson Correlation	Null hypothesis rejected.
3.H0: There is no significant correlation	Pearson	Null hypothesis rejected.

between Managing Own Emotion and academic performance among UNIMAS students.	Correlation	
4.H0: There is no significant correlation between Managing Others' Emotion and academic performance among UNIMAS students.	Pearson Correlation	Null hypothesis rejected.
5.H0: There is no significant correlation between Utilization of Emotion and academic performance among UNIMAS students.	Pearson Correlation	Null hypothesis rejected.

Table 10; Result of the correlation of the hypothesis



CHAPTER 5

DISCUSSION AND CONCLUSION

5.0 INTRODUCTION

This chapter discusses about the findings obtained and compare it with the findings on previous researchers. This section consists of the discussion the significance and the implication of the research, limitation and also contribution and recommendation on the research for future studies.

5.1 RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND ACADEMIC PERFORMANCE

Emotional Intelligence (EI) is increasingly recognized as a critical factor influencing academic performance. EI encompasses the ability to understand and manage one's own emotions, as well as those of others, which can significantly impact various aspects of a student's academic life.

5.1.1 Emotional Intelligence measured by SSEIT and academic performance correlation

In this study, Pearson Correlation was used to identify the relationship between emotional intelligence and academic performance among undergraduate students of Universiti Malaysia Sarawak (UNIMAS). The r-value (0.572) and the p value (<0.001) which is smaller than α value ($\alpha=0.05$); $p < 0.05$, shows that there is a strong positive relationship between emotional intelligence and academic performance among undergraduate students of UNIMAS. The relationship implies that as emotional intelligence increases, academic performance appears to be improving. This means that undergraduate students with greater levels of emotional intelligence do better academically.

Sánchez-Álvarez et al. (2020) did a meta-analysis that found a strong association between EI and academic success. The study examined data from 44 empirical studies with a total sample size of 19,861 individuals and discovered a substantial favorable effect of EI on academic achievement. The study found that EI, assessed as an ability, had a stronger link with academic success ($r = 0.31$).

5.1.2 Perception of Emotion and academic performance correlation

In this study, Pearson Correlation was used to identify the relationship between emotional intelligence and academic performance among undergraduate students of Universiti Malaysia Sarawak (UNIMAS). The r -value (0.586) and the p value (<0.001) which is smaller than α value ($\alpha=0.05$); $p < 0.05$, shows that there is a strong positive relationship between emotional intelligence and academic performance among undergraduate students of UNIMAS. The relationship indicates that as the perception of emotion score of the undergraduate students increases, their academic performance was also appeared to be higher. Meaning that, undergraduate students with higher perception of emotion have higher academic performance.

The perception of emotion, a crucial component of emotional intelligence (EI), is now widely acknowledged as a significant factor determining academic success. Brackett, Rivers, and Salovey (2011) found that students who can understand and comprehend emotional cues have better relationships with teachers and peers, resulting in a more supportive learning environment and greater academic performance in school.

Similarly, individuals with high emotional awareness capacity were better able to handle social complexity and form strong, supportive networks, both of which are necessary for academic achievement (MacCann et al., 2020). The ability to accurately perceive and interpret emotions in

oneself and others can enhance a student's capacity to manage stress, stay motivated, and engage in effective problem-solving, all of which are crucial for academic success.

5.1.3 Managing Own Emotion and academic performance correlation

In this study, Pearson Correlation was used to identify the relationship between emotional intelligence and academic performance among undergraduate students of Universiti Malaysia Sarawak (UNIMAS). The r-value (0.390) and the p value (<0.001) which is smaller than α value ($\alpha=0.05$); $p < 0.05$, shows that there is a moderate positive relationship between emotional intelligence and academic performance among undergraduate students of UNIMAS. The relationship indicates that as the managing own emotion score of the undergraduate students increases, their academic performance was also appeared to be higher. Meaning that, undergraduate students that have high ability to manage their own emotion have higher academic performance.

The capacity to regulate one's own emotions, a critical component of emotional intelligence, has a strong correlation with academic achievement. Effective emotional regulation allows students to cope with frequent academic pressures such as frustration and anxiety, allowing them to maintain attention and motivation. Zeidner, Matthews, and Roberts (2004) found that students who can successfully control their emotions are less likely to develop academic burnout and had a more positive attitude about learning. Furthermore, Brackett, Rivers, and Salovey (2011) discovered that students with good emotional regulation abilities had improved classroom conduct, higher engagement, and more effective learning practices, which contribute to their overall academic achievement. Furthermore, students with high emotional regulation skills can create a positive learning environment by fostering constructive relationships with peers and teachers, which is essential for collaborative learning and academic achievement.

5.1.4 Managing Others Emotion and academic performance correlation

In this study, Pearson Correlation was used to identify the relationship between emotional intelligence and academic performance among undergraduate students of Universiti Malaysia Sarawak (UNIMAS). The r-value (0.279) and the p value (0.001) which is smaller than α value ($\alpha=0.05$); $p < 0.05$, shows that there is a weak positive relationship between emotional intelligence and academic performance among undergraduate students of UNIMAS. The relationship indicates that as the managing others' emotion score of the undergraduate students increases, their academic performance was also appeared to be higher. Meaning that, undergraduate students with higher ability in managing others emotion have higher academic performance.

The ability to manage others' emotions, a key component of emotional intelligence (EI), plays a significant role in academic performance. This skill involves understanding and influencing the emotions of others, which can enhance group dynamics and improve the overall learning environment.

Furthermore, Lopes, Smiths, and Brown (2004) discovered that students who can effectively regulate their peers' emotions are more likely to obtain social support, which serves as essential for academic achievement. This support network could provide emotional and practical support, allowing students to negotiate academic problems more successfully. Gilar-Corbi, Pozo-Rico, Sánchez, and Castejón (2018) found that emotional intelligence, namely being able to regulate the emotions of others, is associated with improved academic achievement and student happiness. The study underlines that student who thrive in this area are more likely to participate

in collaborative learning activities, which improve their comprehension and memory of academic information.

Furthermore, the ability to regulate others' emotions helps to build deeper relationships with teachers, which can have a good influence on academic achievement. Teachers are more likely to give additional help and resources to pupils who express compassion and empathy, resulting in a more positive learning experience. Zeidner, Matthews, and Roberts (2004) have stated that these interpersonal skills contribute to an enjoyable classroom atmosphere by lowering disruptive behavior and encouraging a focus on learning.

5.1.5 Utilization of emotion and academic performance correlation

In this study, Pearson Correlation was used to identify the relationship between emotional intelligence and academic performance among undergraduate students of Universiti Malaysia Sarawak (UNIMAS). The r-value (0.571) and the p value (<0.001) which is smaller than α value ($\alpha=0.05$); $p < 0.05$, shows that there is a strong positive relationship between emotional intelligence and academic performance among undergraduate students of UNIMAS. The relationship indicates that as the Utilization of Emotion score of the undergraduate students increases, their academic performance was also appeared to be higher. Meaning that, undergraduate students that have high skills in utilizing their emotion have higher academic performance.

The ability to utilize emotions effectively, a fundamental aspect of emotional intelligence (EI), has a significant correlation with academic performance. Utilizing emotions involves harnessing one's feelings to facilitate various cognitive processes such as problem-solving, creativity, and decision-making.

Emotional engagement is also important in collaborative learning situations. Students who can successfully utilize emotions to communicate and interact with their classmates likely to have more productive and supportive group dynamics. This collaborative advantage improves their academic experience and promotes higher academic performance. Lopes, Smiths, and Brown (2004) discovered that students who could use their emotions to produce pleasant relationships in group situations were more likely to thrive academically because they helped establish a supportive and cooperative learning environment.

As a result, Côté et al. (2011) found that students who use their emotions well to regulate stress and anxiety are better prepared to deal with academic challenges, resulting in higher grades and overall academic performance. This capacity to manage emotions productively allows students to retain a good attitude, which is essential for long-term academic engagement and success.

5.2 SIGNIFICANCE AND IMPLICATION

5.2.1 Enhanced Understanding of Student Success

The study emphasizes the role of emotional intelligence (EI) in academic achievement, claiming that kids with greater EI do better academically. This can lead to a more holistic approach to education, with an emphasis on both emotional and intellectual growth. Students with greater levels of emotional intelligence are better able to manage negative feelings like worry, boredom, and disappointment, which can interfere with academic achievement. Furthermore, these students manage social interactions more efficiently, resulting in greater connections with instructors, peers, and family members. These social relationships are critical to academic performance (MacCann, 2019).

5.2.2 Curriculum Development

Educational institutions may include EI training and development into their curriculum. This can help students regulate their emotions, develop their interpersonal skills, and have a better overall learning process. Implementing EI into the curriculum helps to create a more engaging and stimulating learning environment. According to research published in the Journal of Educational Psychology, students who are taught emotional intelligence skills are more engaged and motivated in their academic work (MacCann et al., 2011). Students who are taught how to regulate their emotions, create objectives, and persevere in the face of adversity are more likely to be intrinsically driven, which leads to improved academic performance.

5.2.3 Student Support Services

This research might inspire institutions to improve student support services, such as counselling and emotional skills workshops, in order to assist students, manage stress and emotions and thereby improve their academic performance. Student support services provide essential mental

health tools to assist students manage stress and anxiety, which are significant hurdles to academic performance. By providing counselling and emotional skill workshops, these services help students maintain their emotional well-being, which improves their academic performance. According to prior research, schools that utilize Social Emotional Learning (SEL) programs report not just higher academic achievement but also lower emotional distress and better student behaviour (Weissberg, 2016). Support services foster a supportive and engaging learning environment, which is critical to academic performance. These programs make students feel more connected to their school community, which boosts their enthusiasm and participation in academic activities. According to research, students who believe their school provides great social support are more likely to be engaged and perform well academically (Antonio-Agirre et al., 2019)

5.3 LIMITATION

5.3.1 Sample Size and Generalizability

The study's findings are based on a specific sample of 133 undergraduate UNIMAS students, which may not be representative of the wider student population. This limits the generalizability of the results to other contexts and demographics. As in the research, the population are majority from Faculty of Cognitive Science and Human Development and the minority of the population are Faculty of Engineering. The sample size for the research should be widen and balanced on all faculty for getting more thorough and reliable result for the research.

5.3.2 Self-reported Data

Next, the researcher only used questionnaire as the instrument to collect the data, this may limit the accuracy and consistency of the data. Self report questionnaire was used to access the

emotional intelligence and academic performance of the undergraduate students. The use of self-reported measures of emotional intelligence might create bias, since students may overestimate or underestimate their EI levels. Self-report bias is defined as the difference between the self-reported and actual values of the same measure (Bauhoff, 2014). The bias is a sort of measuring inaccuracy that can be random, systematic, constant, or variable. It has the potential to lead to incorrect descriptive statistics and causal assumptions. Response bias may be problematic in program assessment and research, but it is especially challenging when it causes a recalibration of bias following an intervention (Rosenman et al., 2011).

5.3.3 Cross-sectional Design

The research applies a cross-sectional design, which provides a snapshot in time but fails to control for changes in emotional intelligence or academic performance over time. Cross-sectional designs frequently struggle to control confounding variables that might affect both EI and academic achievement. Socioeconomic level, parental involvement, and educational setting are all factors that might influence the results. Without the capacity to follow these factors over time, it is difficult to reliably identify the impacts of EI on academic achievement. This problem is highlighted in an article in Educational Psychology Review, which highlights the difficulties of accounting for all potential confounders in cross-sectional research (Zeidner et al., 2004).

5.4 CONTRIBUTION AND RECOMMENDATIONS

5.4.1 Methodological Framework

The study provides a methodological framework for other researchers interested in studying the relationship between emotional intelligence and academic success. A robust methodological framework is required for correctly investigating the relationship between emotional intelligence and academic achievement. Researchers can acquire a better understanding of this complicated connection by using longitudinal designs, reliable measuring equipment, various data gathering methods, and advanced analytical approaches. This technique not only improves the findings' validity and reliability, but it also gives actionable insights that can be used to guide educational practices and policies targeted at promoting students' emotional and intellectual development.

5.4.2 Educational Practices

The study highlights practical implications for educational practices, encouraging the incorporation of emotional intelligence training in educational settings. Educational practices play a crucial role in understanding and enhancing the correlation between emotional intelligence (EI) and academic performance. By integrating EI-focused strategies and programs into the educational framework, schools can create environments that foster both emotional and academic development.

As being said in the significance section, incorporating emotional intelligence into the curriculum can help students develop these crucial skills alongside their academic studies. Integrative curriculum design involves embedding EI-related content into existing subjects, such as language arts, social studies, and even mathematics. This approach allows students to practice EI skills in various contexts, reinforcing their learning and application (Brackett & Rivers, 2014).

5.4.3 Longitudinal Studies

Future research should use longitudinal designs to examine changes in emotional intelligence and academic performance across time, resulting in a better understanding of the causal relationships. Longitudinal studies allow researchers to assess how a student's emotional intelligence and academic performance change over time. Emotional intelligence is a quality that evolves over time and may be altered by a variety of experiences and interventions. Longitudinal studies, which track students over several years, can discover patterns of development and how changes in EI relate to academic outcomes at various educational levels. For example, Rivers et al. (2012) found that greater EI in early childhood predicted better academic achievement in primary and secondary school, giving important insights into the long-term advantages of emotional intelligence.

5.4.4 Diverse Populations

Incorporating diverse populations in research on the correlation between emotional intelligence and academic performance is essential for producing comprehensive and applicable findings. Replicate the study with different populations to increase the findings' generalizability and better understand the impact of cultural influences in the association between EI and academic success. Cultural norms and values impact how emotions are expressed, perceived, and regulated, hence shaping emotional intelligence. Matsumoto and Juang's (2017) book titled *Culture and Psychology* demonstrated that cultural variations have a substantial influence on emotional behaviors and the development of EI. Researchers can better understand these gaps and design culturally sensitive methods to improve EI and academic performance in varied student groups by including individuals from various cultural backgrounds.

By examining various groups, academics may create more inclusive and effective educational solutions. Interventions to improve EI and academic performance must be adapted to the unique demands of various student groups. For example, treatments that work effectively for students in cities may not be as helpful for those in rural regions. Greenberg et al. (2003) found that individualized SEL programs are necessary to address the particular issues that diverse groups encounter. This technique improves the generalizability and validity of the study, tackles cultural and socioeconomic impacts, recognizes gender inequalities, and aids in the development of inclusive educational solutions.

5.5 SUMMARY AND CONCLUSION

This research was carried out to identify the relationship between emotional intelligence and academic performance among undergraduate students of UNIMAS. The research was also conducted to identify the difference in subconstruct of emotional intelligence which is Perception of Emotion, Managing Own Emotion, Managing Others Emotion and Utilization of Emotion correlating with academic performance measured by the CGPA. The two statistical analyses which are descriptive statistical analysis and inferential statistics were used to analyse and interpret the data.

The finding of the research showed that there is a significant relationship between emotional intelligence and academic performance among undergraduate students of UNIMAS. Besides, the results for the relationship between Perception of Emotion, Managing Own Emotion, Managing Others Emotion and Utilization of Emotion and academic performance accordingly are all significantly correlated. The results obtained were discussed based on the related past studies.

Research highlights the importance of emotional intelligence (EI) in academic success, suggesting that students with higher EI tend to perform better academically, which can lead to a more holistic approach in education emphasizing both emotional and intellectual development. Students with higher levels of EI are more adept at managing negative emotions such as anxiety, boredom, and disappointment, thereby improving their academic performance. Furthermore, these students navigate social interactions more effectively, fostering stronger relationships with teachers, peers, and family members, which are crucial for academic success.

The findings also suggest enhancing student support services, such as counselling and emotional skills workshops, to help students manage stress and emotions, thereby improving academic performance. These services provide crucial mental health resources that enable students to maintain their emotional well-being, positively impacting their academic performance. Schools that implement Social Emotional Learning (SEL) programs report not only improved academic performance but also reduced emotional distress and better student behavior. Support services create a supportive and engaging learning environment, enhancing students' motivation and engagement in academic activities. Research shows that students who perceive strong social support from their school are more likely to be engaged and perform better academically.

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APPENDIX

Appendix 1- The Research Questionnaire

Part 1 – Electronic Informed Consent Form (BORANG PERSETUJUAN/ KEIZINAN PESERTA ELEKTRONIK)

Title of Study: THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND ACADEMIC PERFORMANCE AMONG UNDERGRADUATE UNIMAS STUDENTS

1. I have been read and understood the information for the above study.

(Saya telah membaca dan memahami segala maklumat tentang penyelidikan di atas.)

2. I have sufficient time to consider participation in the study.

(Saya telah diberikan masa yang secukupnya untuk mempertimbangkan penyertaan saya dalam penyelidikan ini).

3. I understand that my participation is voluntary, and I can freely withdraw my participation from the study without giving a reason. I understand the risks and benefits related to my participation in the study.

(Saya juga faham bahawa penyertaan saya adalah secara sukarela dan pada bila-bila masa saya bebas menarik diri daripada penyelidikan ini tanpa harus memberi sebarang alasan. Saya juga memahami tentang risiko dan manfaat penyelidikan ini).

4. While information gained in this study, it may be used in a conference presentation, and may also be published in a journal article, I will not be identified. Information concerning me will remain strictly confidential.

(Kajian ini boleh dibentangkan di persidangan dan kajian ini juga boleh diterbitkan didalam jurnal, dengan syarat diri saya tidak akan dikenal pasti. Maklumat mengenai diri saya akan disimpan secara sulit).

☐ I agree (Saya Bersetuju)

Part 2 – Demographic Section

This section is proposed to obtain general information regarding your background. Please fill in your answer in the appropriate section.

Gender

☐ Male

☐ Female

Age

☐ 19

☐ 20

☐ 21

☐ 22

☐ 23

☐ 24 and above

Race

☐ Malay

☐ Indian

☐ Chinese

☐ Bumiputera Sarawak

Others: _____

Year of Study☐ Year 1☐ Year 2☐ Year 3☐ Year 4☐ Year 5**Faculty**☐ Faculty of Computer Science & Technology (*Fakulti Sains Komputer & Teknologi Maklumat*)☐ Faculty of Applied & Creative Arts (*Fakulti Seni Gunaan & Kreatif*)☐ Faculty of Engineering (*Fakulti Kejuruteraan*)☐ Faculty of Cognitive Sciences & Human Development (*Fakulti Sains Kognitif & Pembangunan Manusia*)☐ Faculty of Social Sciences & Humanities (*Fakulti Sains Sosial & Kemanusiaan*)☐ Faculty of Economics & Business (*Fakulti Ekonomi & Perniagaan*)☐ Faculty of Resource Science & Technology (*Fakulti Sains & Teknologi Sumber*)☐ Faculty of Medicine & Health Sciences (*Fakulti Perubatan & Sains Kesihatan*)☐ Faculty of Language & Communication (*Fakulti Bahasa & Komunikasi*)☐ Faculty of Built Environment (*Fakulti Alam Bina*)

Cumulative Grade Point Average (CGPA) (Example: 3.67)

: _____

Part 3- Schutte Self-Report Intelligence Test (SSEIT)

Instructions: Indicate the extent to which each item applies to you using the following scale:

1 = strongly disagree

2 = disagree

3 = neither disagree nor agree

4 = agree

5 = strongly agree

	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
1. I know when to speak about my personal problems to others	1	2	3	4	5
2. When I am faced with obstacles, I remember times I faced similar obstacles and overcame them	1	2	3	4	5
3. I expect that I will do well on most things I try	1	2	3	4	5
4. Other people find it easy to confide in me	1	2	3	4	5
5. I find it hard to understand the non-verbal messages of other people	1	2	3	4	5
6. Some of the major events of my life have led me to re-evaluate what is important and not important	1	2	3	4	5
7. When my mood changes, I see new possibilities	1	2	3	4	5
8. Emotions are one of the things that make my life worth living	1	2	3	4	5
9. I am aware of my emotions as I experience them	1	2	3	4	5
10. I expect good things to happen	1	2	3	4	5
11. I like to share my emotions with others	1	2	3	4	5
12. When I experience a positive emotion, I know how to make it last	1	2	3	4	5
13. I arrange events others enjoy	1	2	3	4	5
14. I seek out activities that make me happy	1	2	3	4	5
15. I am aware of the non-verbal messages I send to others	1	2	3	4	5
16. I present myself in a way that makes a good impression on others	1	2	3	4	5

17. When I am in a positive mood, solving problems is easy for me	1	2	3	4	5
18. By looking at their facial expressions, I recognize the emotions people are experiencing	1	2	3	4	5
19. I know why my emotions change	1	2	3	4	5
20. When I am in a positive mood, I am able to come up with new ideas	1	2	3	4	5
21. I have control over my emotions	1	2	3	4	5
22. I easily recognize my emotions as I experience them	1	2	3	4	5
23. I motivate myself by imagining a good outcome to tasks I take on	1	2	3	4	5
24. I compliment others when they have done something well	1	2	3	4	5
25. I am aware of the non-verbal messages other people send	1	2	3	4	5
26. When another person tells me about an important event in his or her life, I almost feel as though I have experienced this event myself	1	2	3	4	5
27. When I feel a change in emotions, I tend to come up with new ideas	1	2	3	4	5
28. When I am faced with a challenge, I give up because I believe I will fail	1	2	3	4	5
29. I know what other people are feeling just by looking at them	1	2	3	4	5
30. I help other people feel better when they are down	1	2	3	4	5
31. I use good moods to help myself keep trying in the face of obstacles	1	2	3	4	5
32. I can tell how people are feeling by listening to the tone of their voice	1	2	3	4	5
33. It is difficult for me to understand why people feel the way they do	1	2	3	4	5