

THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT: A STUDY ON GOVERNMENT TRANSFORMATION PROGRAMME (GTP) AT SECONDARY SCHOOLS IN RURAL AREAS, ULU BARAM SARAWAK

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Abstract

The purpose of this paper is to identify the impact of emotional intelligence on academic achievement among secondary school students at Ulu Baram, Sarawak. Nowadays, emotional intelligence is crucial in producing good quality secondary students. Emotional intelligence is established as a key predictor variable in the success of students' academic achievement and life. Through the Government Transformation Programme (GTP), changes in infrastructure and technology play a vital role in the academic achievement of students. This paper will contribute to the minister of education in Malaysia which is about academic achievement among rural students at Ulu Baram after the implementation of GTP.

Keywords: Emotional Intelligence; Academic Achievement; Technology; Infrastructure

1 AN OVERVIEW

Emotional intelligence is not a common issue for career success, but it is essential for the field of education. The Government Transformation Programme (GTP) has been implemented throughout Malaysia and especially East Malaysia (Sabah and Sarawak). In line with the statement “*People First, Performance Now*”, the government of Malaysia has developed and connected rural development through the Government Transformation Program (GTP).

In the Tenth Malaysian Plan (10th MP Chapter 4, 2011-2015), rural students should have better connectivity through communication technologies such as telephone and the Internet. These basic infrastructures are important because they lay the foundation for the introduction of social facilities such as schools, hospitals as well as economic opportunities in the rural areas. The government came with strategies to strengthen the education system and training which starts from childhood education (pre-school) until higher education level. Education system in Malaysia is crucial in order to develop the younger generation to be more knowledgeable, innovative, creative, and possess leadership skills.

Based on a theory by Daniel Goleman in 1995, Intelligence Quality (IQ) contributes to only 20% of the success of human life and he also trusts that emotional intelligence has a high influence in IQ. In school, emotional experiences and expressions are unique to each teacher and student in which no two individuals will think, express feelings, behave and do things in the same way. According to Grace (2012), emotional intelligence and capabilities are important to success and those significant positive relationships exist between emotional intelligence and academic achievement among students. Students that possess a high level of emotional intelligence tend to adapt better socially and interpersonally with society and have better time management but students that possess low emotional intelligence have the tendency to be involved in harmful behavior (Pau, et al., 2004). Based on a finding by Ghosh and Gill (2003), students that have high emotional intelligence will be more confident, fast learners, well-behaved, cheerful and are able to handle their own emotions.

The main purpose of this study is to examine the relationship between emotional intelligence (self-awareness, emotional management, self-motivation, and interpersonal skills) and academic achievement which is moderated by infrastructure and technology based on the GTP in Malaysia. This study particularly, will be conducted at “*Ulu Baram*” and will also look at how rural students adapt to the changes that have been implemented by the government.

2 PROBLEM STATEMENT

Although there are numerous studies on the relationship between emotional intelligence and academic achievement, there are still limited studies conducted on the academic achievement of students in the rural areas. This is due to factors such as financial, emotional, family, self-confidence, and others. Some schools do not have electricity 24 hours a day or adequate water supply. Therefore, in order to achieve and bridge the potential gaps for rural development, it is necessary to address the existing gaps which are define difficulties in term of infrastructure and technology gaps among rural students. Relationship of emotional intelligence and academic achievement based on GTP. This study will conducted in the sub-district of Ulu Baram in Sarawak.

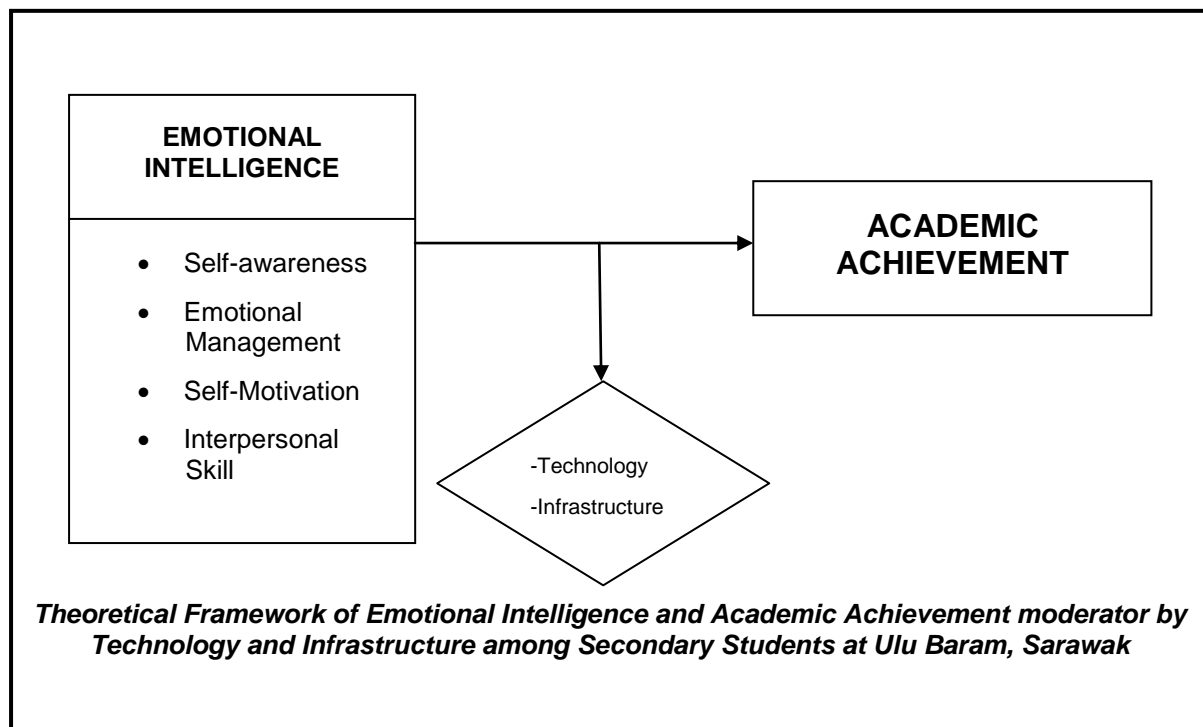
3 REVIEW OF THE LITERATURE

Based on theory by Goleman, emotional intelligence has four components which are self-awareness, emotional management, self-motivation and interpersonal skills (Goleman, Boyatzis, & Mckee, 2002). Self-awareness in emotional intelligence is when an individual has the aptitude to understand while emotional management is able to manage individual's feelings.

In self-motivation, they can find some satisfaction in what they do which enable them to progress. Interpersonal skills is defined as social skills or expertise to encourage responses to others. The concept of emotional intelligence is narrowly related to students' academic achievements (Salami & Ogundokun, 2009; Salami, 2004; Salami 2010; Wong & Chau, 2001). They believe that this concept is more related with students' academic achievement performances and attitudes, in which students who possess high emotional intelligence could perceive and understand their own emotions and emotions of others and these students are able to manage their emotional behaviour and perform well in their academic work. As a result they will develop a more positive attitude towards learning. (Salami, 2004; Salami & Ogundokun, 2009; Tagliavia, Tipton, Giannetti & Mattei, 2006; Wong & Chau, 2001). In addition, emotional intelligence can also give positive or negative impacts toward students' performance in tertiary institutions (Salovey & Mayer, 1990).

According to Menzie (2005) on a study done on children in the middle school, there are connections between school problems, school success, psychological well-being, and students' emotional intelligence and many researchers found that there is a significant relationship between emotional intelligence and academic achievement (Schutte et. al., 1998; Tapia, 1998; Ogundokun, 2007). Nasir and Masrur (2010) and Naoreen and Gujjar (2009), emphasized that emotional intelligence is significantly correlated with academic achievement among students. However, some researchers (Koifman, 1998; Sutarso, Baggett, Sutarso & Tapia, 1996) which indicate that there are no significant relationship between emotional intelligence and academic achievement among the students (Ramazan, Gujjar & Ahmad, 2011). Knowledge sharing via ICT can be more effective and widely shared with many people including rural students (Sushmita, 2011). This is because ICT can make the process of knowledge sharing which comprises of updating, storing and accessing information, done quickly and easily. This situation leads to the setback of knowledge sharing among the rural students (Sushmita, 2011).

By introducing and giving opportunity to rural students to apply ICT, it will benefit them in terms of interaction and communication and spread or broadcast knowledge to others. Moreover, according to Ghatak (2007) as cited by Lwoga and Thomas (2012), the knowledge gap among students are their ability to use ICT in rural areas which happened due to the lack of literacy, technical skill and the awareness of using the digital content. According to Malhoit (2005), most of the rural schools are poor in infrastructure and it is challenging for teachers to teach and for students to learn in places that have leaking roofs, rotting floors, and inadequate lighting. Based on the research, schools should have adequate infrastructure such as well-equipped libraries resources, laboratories and others facilities which will give positive impact toward students' performance. According to the Deputy Prime Minister (2010) of Malaysia, rural schools are do not have the same facilities compared to urban school and the government will come up with initiatives to speed up the action to narrow the gap (The Star, 2010).



3 METHODOLOGY

Research Design

According to Salkind (2008), research design is the method and structure of an investigation to conduct data collection as well as analysis. This is supported by Sekaran and Bougie (2010) who said that after identifying the problem statement and theoretical framework, the next step involved is to design the research that requisite data can be gathered and analyzed to arrive at a solution. This type of research is correlational research. The correlational research design is suitable in identifying the relationship between academic achievement influenced by technology and infrastructure based on GTP and the dimensions of emotional intelligence.

Sampling Frame

According to Sekaran and Bougie (2010), sampling frame can be defined a physical representation of the population from which sample is drawn and useful in providing the listing of each element in a population. The sampling frame to be used in this study will be drawn from the list of schools from the Ministry of Education, Malaysia. There are four secondary schools at Ulu Baram will be chosen for this study, which these schools are located at Baram, Marudi Sarawak.

Schools	Number of Secondary Students
SMK Tutoh Apoh	151
SMK Telang Usan	527
SMK Temenggong	585
SMK Tinjar	716
TOTAL	1979

Table 1: Total Number of Secondary Students at Ulu Baram

Limitation of Study

This study is subject to the following limitations:

1. Only form 4 students at Secondary School at Baram, Marudi Sarawak will be selected for this study.
2. Questionnaire distributed only for form 4 students at the Secondary School at Baram, Marudi Sarawak.

Population

According to Salkind (2008), population is the entire of some groups. This is also supported by Sekaran and Bougie (2010), population is defined as entire group of people the researchers want to investigate. The population of this study is 1979 of secondary school at Ulu Baram, Sarawak. Previously, studies are seldom conducted in Sarawak. Therefore, there are several form 4 students from secondary school will be selected at Ulu Baram, Sarawak.

Sampling Technique

In this study, the sampling technique to be used is the stratified sampling technique. According to Salkind (2007), stratified sampling technique is the most suitable when differentiated information is needed regarding various data within the population. Stratified sampling technique refers to the method that work best if a specific characteristic of population are concern such as age, gender, ethnicity, group ability and more. In other words, the sample should have the same characteristic of the population.

Sample Size

The sample size is based on table of Krejcie and Morgan (1970) as adopted by Sekaran and Bougie (2010). Krejcie and Morgan (1970) greatly simplified size decision by providing table that ensures a good decision model. Thus, the sample size for this study is 322 from the population of 1979. However, the researcher decided to distribute 340 questionnaires in consideration of late responses and rejected questionnaires.

Unit of Analysis

The unit of analysis will be used in this study is secondary school students at Ulu Baram, Sarawak.

Measurement of Variables

The four elements emotional intelligence, academic achievement, technology, and infrastructure questions to be measured by statements using five (5) points Likert Scale. The five (5) points are as stated below.

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neutral
- 4 = Agree
- 5 = Strongly Agree

Survey Instrument

The respondents will required to answer five sections. The questionnaire are divided into five sections, Section A, Section B, Section C, Section D and Section E.

The study will be conducted by distributing the questionnaires to four (4) secondary schools at Ulu Baram as respondents, in which samples are selected by stratified sampling technique. Then information from

numerous literature and researches will be collected and linked to the study to further understand the nature of the academic achievement among the students, as well as the relationship among these variables. In this study, the questionnaires will be divided into 5 sections:-

Section A: Demographic profile

Section B: Emotional Intelligence

Section C: Academic Achievement

Section D: Technology

Section E: Infrastructure

4 CONCLUSION

In conclusion, the result from this study is expected to be significant for the minister of education and the secondary school at Baram, Marudi Sarawak. There are four elements in emotional intelligence; self-awareness, emotional management, self-motivation and interpersonal skill are expected to have a significant relationship that will influence students' academic achievement.

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