

Relationship between Emotional Intelligence and Motivation among Primary Pupils in Manjung District

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Abstract

Attaining good quality of education among pupils requires emotional intelligence and motivation that works perpetually together. Emotional intelligence is positively linked with motivation as it standardized the relationship between academic performance and cognitive ability. However, the emotional intelligence factor is often not acknowledged. This study determines the relationship between emotional intelligence and academic motivation. The sample of 120 pupils was selected from primary schools consisting of National School and Vernacular Schools in the Manjung district. The questionnaire was used as an instrument to collect data, and collected data are analysed in descriptive and inferential analysis using SPSS version 26 software. The analysis used mean value, frequency, standard deviation and Pearson correlation. The results showed primary schools' high mean regarding emotional intelligence and academic motivation. Their emotional intelligence greatly influences pupils' motivation to excel. In addition to improving academic performance, emotional intelligence also shapes pupils' social and personal lives. Hence, efforts should be taken to increase the emotional intelligence level, which affects academic motivation and provides insights for the relevant authorities who seek benefits from this research.

Keywords: Emotional Intelligence, Academic Motivation

Research Background

A quality education molds a person's personality and prepares them to endure challenges. According to Frempong (2016), education is an essential medium to shape human virtue which allows individuals to contribute to society. It also leads pupils have a productive life and freedom to achieve success. Thus, strategic processes are needed to attain good quality of education. It involves individuals in the process of developing in a given time frame, moulding in a conducive environment with pupils and teachers holding the essential role in shaping pupils. Interaction between two sides is significant. The main focus of educators is motivating pupils. Motivation provides the strength to attain success in life. According to Ismail and Zakaria (2019), motivation is an individual tendency to do something and achieve success by sustaining through the challenges and for a period of time.

A mutual understanding of the needs and demands of pupils in a school is essential. The understanding between teachers and pupils about needs and managing problems runs smoothly when teachers have the skill of recognising and managing their own emotions and others in the notion of emotional intelligence. According to Trigueros et al (2019), a person's emotional intelligence develops together with age due to various social, psychological, affective, and personal elements that affect a person's ability to respond skillfully to potential environmental vagaries. In contrast, Mayer et al (2004) define emotional intelligence as the ability to reason with feelings. Individuals can use these feelings to hold on strong to their rationality. This encompasses the cognition to have emotion perception on par with controlling emotions of own self and others. In short, emotion is the stimulation of great thoughts while establishing a good relationship with the opposite team.

Along with the increased emphasis on motivating pupils, emotional intelligence is further emphasised. Emotional intelligence influences academic achievement and emotional adjustment in an educational institution. It helps pupils to be enthusiastic in their learning. Emotional intelligence holds many advantages in the education process. Pupils should have high motivation to attain academic success. According to Jan and Anwar (2019), to function well academically, one must be able to recognise emotional pressures, a process that emotional intelligence (EI) can help with by supplying information and skills connected to emotions, including emotion perception and emotional comprehension.

Academic success does not only derive from the satisfaction of self-motivation but also academic achievement is strongly related to emotional intelligence. Academic achievement involves high uncertainty and academic need a high level of self-instruction and self-management. Hence, pupils with a good level of emotional intelligence show good performance. Emotional intelligence helps pupils in their ability to manage themselves, problem management, ability to handle impulses, self-motivation and building relationships with others. This aspect provides drive and strength leading towards success by holding onto effort where it is reflected in motivation as the successor and leads in all behaviours to be more energetic.

Pupils who attain the least satisfaction in emotional intelligence influence pupils' motivation. Hence, emotional intelligence in academic achievement should be on an excellent level. A good academic motivation is often linked to high emotional intelligence, yet the intelligence factor is not often emphasised. Psychologists stress awareness of the importance of pupils' emotional intelligence in increasing academic motivation.

Emotional intelligence holds a positive and significant relationship with pupils. This means that high emotional intelligence amplifies pupils' motivation and vice versa. An individual's emotions influence their tendency to pursue or further their education. Positive emotion, in general, increases the required positive behaviour and declines the negative or unwanted behaviour.

The academic research confirms a positive relationship between emotional intelligence and pupils' academic motivation. For instance, Genc et al (2016) states that academic success depends on cognitive intelligence and pupils' emotional intelligence. This matter emphasises that primary pupils can learn emotional intelligence characteristics accordingly, which has brought changes in academic achievement. It shows that the level of emotional intelligence significantly correlates with student motivation.

Furthermore, achievement of high emotional intelligence scores improvises motivation significantly. Chew et al (2017) shows a significant relationship between emotional intelligence and pupils' academic motivation, where pupils with good emotional intelligence

show satisfaction in their academic. This is supported by Shah (2020), and affirms a strong and positive relationship between emotional intelligence and pupils' motivation. Based on this research, positive relationship between emotional intelligence increasing motivation is seen among secondary pupils, hence, this research aims to study these variables among primary pupils.

Hence, this research aims to study the relationship between emotional intelligence and academic motivation. It is conducted to identify the relationship between both variables. This aim is significant as motivation is essential for pupils to cope with education demands and emotional intelligence is inner drive to hold up the motivation. And it provides awareness to teachers about the importance of emotional intelligence influencing pupils' motivation to learn.

Literature Review

A psychological term which defines inner yearning or desire to want somethings and function as a fuel to pursue the yearning or desire is motivation. According to Rapiudin (2019), motivation is essential in achieving success in learning. It is a drive to achieve goals or to attain rewards. Motivation is defined as internal process which stimulates, leads and ensures pupils' behaviour (Slavin, 2019). Motivation is integral as it aids students to be more engaged in their learning. Parallel to this, motivation increases the emotional intelligence of students. Students who are driven by motivation shows achievements in their performance and further improvising themselves.

Motivation is the satisfaction gained from the three psychological needs: competence, autonomy and relatedness (Ryan & Deci, 2014). These three domains explain the concept of self-determination theory. This theory is supported by the central theory is known psychological needs theory. It is a motivation theory which tells people that they are determined by the needs to develop and attain fulfillment (Ryan & Deci, 2013). This theory further explains between intrinsic motivation, extrinsic motivation and amotivation. It generally explains two assumptions which is on the freedom towards autonomous behaviour and internal sources as a need to acquire knowledge and individuality.

According to Gopalan et al (2017), motivation is the underlying force that drives our behaviour as well as desire to accomplish a goal. The satisfaction earned in each need is contextually specific and can be changed across individuals based on time changes and contexts. Based on a study conducted by Chan and Norlizah (2017), there was a positive relationship between learner's motivation and learning in achieving good grades in school subjects. It is also further supported by Mazuin et al (2021), students with motivation have the positive impact on learning in relation with achievement, recognition, and relationship with surrounding individuals. These findings suggest that students with strong motivation beliefs affect academic performance.

Emotional intelligence is a variable in achieving high motivation. In other words, high emotional intelligence can increase self- motivation. Goleman also states that emotional intelligence is the ability possessed by individuals to motivate themselves and the ability to confront any sort of failure to manage emotion in various situations. The consistent development of emotional intelligence aids in maintaining motivation so that the pupils attain success in academics consistently. Emotional intelligence is also related to personality, motivation, and social and cognitive characteristics (Nogaj, 2020).

Emotional intelligence is coined by Daniel Goleman is also known as Emotional Intelligence Theory. Goleman stated that an individual who has good emotions tends to help others

(Goleman, 2006). Goleman (2010) mentioned emotional intelligence in five different domains (self-awareness, self-management, motivation, empathy and social skills). Emotional intelligence can be measured based on the traits of emotional intelligence. Emotional intelligence suggests that the suitable academic in line with the education setting. This Emotional intelligence trait are defined by four factors:

- a. Well-being: trait happiness and optimism, self-esteem
- b. Self-control: stress management, emotion regulation
- c. Emotionality: emotion expression, relationships, empathy and emotion
- d. Sociability: emotion management, social awareness

This emotional intelligence is a social intelligence which involves the capability to check on one's behaviour to another to distinguish among them. Individuals can utilise this information to lead person's thoughts and actions (Salovey & Mayor, 1990)

According to Maguire et al (2016), these traits can be used in the educational context. Pozo-Rico and Sandoval (2020) study demonstrated that pupils' academic achievement could be improved by training teachers to implement emotional intelligence into their teaching, which showed that a higher level of emotional intelligence could lead to improved grades in school. On the contrary, pupils with low levels of emotional intelligence were more likely to procrastinate, which is a characteristic that has been seen as a hindrance to academic success. This shows that students with high emotional intelligence aids towards intellectual growth.

For pupils, motivation is crucial. According to Wardani et al (2020), making pupils aware of their position at the beginning, middle, and end of learning, as well as the strength of their learning efforts in comparison to their peers, as well as directing learning activities, encouraging learning enthusiasm, and making them aware that there is a learning journey, is important for motivating them to learn. Bernard (1965) states that emotional intelligence in motivation is essential to promote active participation during teaching and learning processes, promote student engagement, engage their interest and create a fun learning environment. This is supported by the study by Shah (2020) that emotional intelligence has the ability to process emotions. It boosts inner motivation, which helps to develop positively in academics as well as in life. Hence, motivation helps to maintain interest in the study and comprehend learning goals for good academic performance.

It is essential that emotional intelligence is maintained at a stable level to boost motivation. It is an important drive to increase their motivation towards their education. According to Fauziah (2017), motivated pupils show interest and they are serious in their studies to display their commitment towards studies. Parallel to this, a study conducted by Mustafa et al (2020) to study the emotional intelligence of vocational college teachers in Malaysia states that when assessing their dedication to the company, Malaysian vocational college professors' emotional intelligence is crucial. Based on this, it is proven the importance of emotional intelligence is at its peak even for working staff. If this factor is instilled in an earlier stage, starting from school, the morale and efficiency of a person can be boosted which directly affects a person's quality of work.

As stated above, motivation pushes a person to achieve the desired goal. When motivation works positively together with emotional intelligence, pupils can reap ample benefits and attain success. Hence, there is a relationship between emotional intelligence and motivation as these two variables work hand in hand for successful outcome among students.

Research Methodology

Research Design

In order to find out the answer to the research objectives, a survey research method is employed. This research is quantitative descriptive research. According to Babbie (2016), the survey method using a questionnaire helps to measure attitudes in a large population, and the outcome has a high generalizability degree.

Participants

The population of this research is primary school pupils from three types of schools (National School, Vernacular School (Tamil and Chinese)). According to Taheerdoost (2016), this sampling provides equal opportunity for samples to be selected. Simple random sampling is used to select a total of 120 samples, with 30 samples from each type of school.

Instrument

The questionnaire is used as the instrument in this research. This questionnaire consists of three parts: Part A (Student Information); Part B (Emotional intelligence Scale), and Part C (pupils' Motivation Level). It is used to elicit answers parallel to the research objectives. The first instrument is to discover the demographic information of this research sample. The second instrument is known as Emotional intelligence Scale to identify the emotional intelligence level, which contains 26 items. It is adapted and modified from research by Fui Kim (2001). This questionnaire is adapted from the original version known as Emotional intelligence Scale by (Schutte et al., 1998). It is based on (Conceptual Model EQ Salovey & Mayer, 1990). The last questionnaire is to identify the student's motivation level. This instrument has 20 items, and it is adapted from (Abd Rahman, 2022).

Validity and Reliability

This questionnaire is validated and evaluated. According to Gargiulo and Metcalf (2016), validity is done to ensure the instruments measure what it is supposed to measure. Five pupils are selected to ensure the validity before the actual study is conducted. With this, modifications are done to the questionnaire before the actual study. The pilot test is conducted with 30 pupils who are not involved in the real study and are not from the actual samples. It is to ensure the effectiveness of the instrument and research outcome is believed and can't be questioned (Creswell and Creswell, 2018). The pilot test provided a Cronbach Alpha value of .955 in the second questionnaire (Emotional intelligence Scale) whereas .944 for the third questionnaire (pupils' Motivation Level). Hence, these findings showed that it has a good level of internal consistency, and it can be used for actual studies.

Data Analysis

The data is collected using a questionnaire which is distributed to the samples. It is administered with the help of their teachers. The data is analysed using Statistical Package for the Social Science (SPSS) Version 26.0 software. Descriptive analysis and inferential analysis are used to discuss the level of the two variables.

Descriptive analyses used are mean value, standard deviation, percentage and frequency. In order to measure the level, the interpretation of the mean score is based on Zulkifli Awang (2017) as follows in Table 1. Whereas the inferential analysis used is the Pearson correlation coefficient. It is used to discuss the relationship between the variables.

Table 1

Mean value interpretation

Mean Value	Interpretation
1.00 - 2.49	Low
2.50 - 3.79	Average
3.80 - 5.00	High

*(Zulkifli Awang, 2017)***Research Findings**

Table 2 and Table 3 below shows data analysis based on the data obtained from administration of questionnaire. The data analysis is based on descriptive analysis and inferential analysis.

Table 2

Descriptive Analysis

Descriptive analysis		Mean	Interpretation	Standard Deviation
Motivation		4.2196	High	.37787
Multiple intelligence	Self-emotional management	4.4886	High	.36283
	Motivate negative emotion	3.9550	High	.35500
	Identify other's emotion	3.9921	High	.47730
	Manage relationship	4.3538	High	.33382

The level of academic motivation and multiple intelligence among primary school pupils

The level of academic motivation is at high level ($M= 4.22$, $SD= .378$). Table 2 shows the mean value of multiple intelligence based on four domains are self-emotional management, motivate negative emotion, identify other's emotion and manage relationship. All the four domains show mean values with high level as follows respectively: ($M= 4.49$, $SD=.36$), ($M= 3.96$, $SD=.36$), ($M= 3.99$, $SD=.48$) and ($M= 4.35$, $SD= .33$). The analysis shows the highest mean value in self-emotional management domain ($M= 4.49$, $SD=.36$), whereas motivate negative domain scored the lowest mean value ($M= 3.96$, $SD=.36$). With this high level of emotional intelligence domains, pupils showed high motivation level in their education.

To identify the relationship between emotional intelligence and academic motivation among primary school pupils

Table 3

Inferential Analysis

Inferential Analysis		Motivation	Emotional intelligence
Motivation	Pearson Correlation	1	.379
	Sig.(2-tailed)		.000
	N	120	120
Emotional Intelligence	Pearson Correlation	.379	
	Sig.(2-tailed)	.000	
	N	120	120
**. Correlation is significant at the 0.01 level (2-tailed).			

The result of the correlation test is to identify the relationship between the level of emotional intelligence and level of academic motivation which shows $r = .379$, $p=0.03$; $p<0.05$ as in Table

3. The result of this research shows Pearson correlation value obtained is weak, which is .379.

There is significant difference ($p=0.00$; $p<0.05$) as in Table 3. Hence, H_{A1} is accepted.

Discussion

According to Mayer and Salovey (1999), emotional intelligence is not possessed by pupils since birth, but it is developed and enhanced through the education process and efforts. The four dimensions mentioned need to be given adequate attention to ensure the learning process produces quality human capital and be more holistic besides excellence in academics. Emotional intelligence does not only aid in academic performances but moulds the pupils in social and personal aspects. It is observed in motivating negative emotional domains with a high mean score. Emotional intelligence ensures pupils motivate themselves, self-reflection, emotion, and behaviours need interaction with the social situation (Franco et al., 2017) and this helps them to seek their peer's help to resolve issues in their studies.

According to Genc et al (2016), emotional intelligence has a positive relationship with academic motivation. The result showed a significant relationship between the two variables and they had strong willpower to act. According to Michael & Ismail (2016), pupils with good interpersonal skills and relationships in school show good academic achievement as they are able to overcome academic pressure by discussing with their friends. The school pupils use their emotional intelligence to provide inspiration to themselves as well they can discuss with their friends. It makes them to be more dedicated and motivates them to take responsibility of their own efforts. The emphasis in ensuring emotional intelligence is at high level among pupils will allow more success to take place by keeping up their motivation. Hence, it ensures their academic achievement.

Summary

In conclusion, the findings of this research can be used as meaningful reference material. This research based on Emotional intelligence can be used as a guide to school administrators, teachers, parents and relevant authorities involved in boosting pupils' academic level. Emotional intelligence is essential in pupils' motivation to achieve excellence. Hence, efforts

should be taken to sharpen the level of emotional intelligence to contribute positively to academic achievement. In the future, mixed method research can be conducted to gain a depth understanding and a broader view of issues related to these variables. This helps the undertaking research search for reasons and steps taken to boost the research outcome.

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