

## **Chapter Two**

### **Literature Review**

This chapter provides experts' opinions that support the research. The researcher discusses some relevant theories to this research. It comprises the discussion about definition of emotional quotient, domains of emotional quotient, influence of emotional quotient, the measurement of emotional quotient, definition of learning achievement; factors influence learning achievement, the measurement of students learning achievement, conceptual framework and hypothesis of the study.

#### **Emotional Quotient**

**Definition of emotional quotient.** Emotional quotient (EQ) is one of component of successful life. Efendi (2012) defined emotional quotient as a type of intelligence which focuses on understanding, recognizing, feeling, managing and leading feeling of our self and others. Emotional quotient is about how a person understands his feeling. According to Hamzah (2007), emotional quotient is ability to recognize own feeling and the other' feeling. It means emotional quotient helps a person to control his emotion. Additionally, Mayer and Salovey (1997) stated that emotional quotient helps a person to understand, to express, to manage and to recognize his emotion with intellectual. It means in emotional quotients are ability to keep emotions, understand emotions, control emotions, keep emotion, and arrange emotion in a good way.

**Domains of emotional quotient.** There are some domains in creating emotional quotient. According to Goleman (2000), there are five domains of emotional quotient. Those are self-awareness, self-management, motivation, empathy, and social skills. Five domains are considered as physical emotional quotient. Firstly, self-awareness is an ability to

understand emotions. Secondly, self-management is an ability to control emotions in a good mood. Thirdly, motivation is enthusiasm in doing something. Next, empathy is the ability to be more aware and understand someone's feeling. The last, social skill is an ability to cooperate, constructive, and be a responsible member of the society. Schutte (1998) said that emotional quotient can be measured based on those five domains from Goleman. It means that EQ test was created by Schutte based on the concept of five domains of emotional quotient which was developed by Goleman.

**The influences of emotional quotient.** Emotional quotient influences three factors. The first factor is leadership. Malik, Danish, and Munir (2012) said "emotional quotient assess self-awareness, self-management, social awareness and social skills, mean leadership is part of them, so there is connection between emotional quotient toward leadership" (p.21). The second factor is career decision. According to Fabio and Saklofske (2002), Emotional quotient is one of factor influence career decision" (p.2). Fabio and Saklofske (2002), further said that "people have higher EQ are more aware of their emotions and more able to integrate emotional experiences with thoughts and actions" (p.3). The third factor is job performance. According to Douglas, Frink, and Ferris (2004), emotional intelligence has some effect direct effects on job performance and social interaction processes.

**The correlation between emotional quotients toward students' performance.** Emotional quotients have some correlation on students, especially in students' performance. There are three statements about emotional quotient toward students' performance. Firstly, According to Gardener (1993), students' emotional life is contributing on students' academic success and social adaptation in classroom. It means emotional quotient influences students' academic achievement. Secondly, Boyatzis (2006) stated that emotional quotient contributes to academic success and social success. Emotional quotient is a part of success in academic and social skills because it includes self-awareness, self-management, empathy, motivation

and social skills. The last, Goleman (2000) said that emotional quotient contributes 80% to person's success whereas intelligence quotient only contributes 20% to person's success.

**The measurement of emotional quotient.** Measurement of emotional quotient is a way to know emotional quotient level. To measure of emotional quotient level, there is a need to conduct emotional quotient test, only after that a person can evaluate himself. There are three types of emotional quotient test.

***The Emotional Quotient Inventory (EQ-i).*** EQ-i test was created by BarOn (1997). In EQ-i there are 133 items to measure of emotional quotient. This test only 15 subscales reference to five dimensions of emotional quotient and 118 items are not focused on the emotional quotient, but focused on the social intelligence and peripheral facilitators. BarOn is the first person who implements EQ-i. BarOn has researched about the relation between emotional quotient and achievement. Then, the result of this research is that there is low correlation between emotional quotient and achievement. It means that emotional quotient have little effect that influence achievement. This test is not appropriate with this research because there are 133 items which means not efficient time.

***Mayer, Salovey, and Caruso Emotional Intelligent Test (MSCEIT).*** MSCEIT test was developed by Mayer, Salovey, and Caruso (2003). MSCEIT scores are based on hypothesis. There are 141 items involve understanding emotions, controlling emotions and perceiving emotions. According Brackett (2005), there is a distinction between MSCEIT and five domains of emotional quotient. MSCEIT is only about self-awareness. However five domains of emotional quotient includes self-awareness, self-management, motivation, empathy, and social skill. So, MSCEIT are not appropriate in this research and MSCEIT is not efficient because there are 141 items.

***Self-Report Emotional Intelligent Test (SREIT)***. SREIT test was created by Schutte, Malouff, Hall, Haggerty, Cooper, Golden, and Domheim (1998). SREIT test measures self-report of emotional intelligence. This test involves appraisal and expression of emotion, regulation of emotion, and utilization of emotion. Moreover, this test was created based on five domains of emotional quotient. There are 33 items in this test which is time-efficient. SREIT is not only to measure emotional intelligent, but this test was tested among students, comparing emotional intelligent and grade point average (GPA). Then, the result showed a significant correlation between emotional intelligent and GPA.

## **Learning Achievement**

**Definition of learning achievement.** Learning achievement is one of the ways to measure the level of students' success. According to Feng, Fan, and Yang (2013), learning achievement is how the level of students' success in subject learning or skills by test scores or numerical value. Learning achievement can also mean the result achieved by students in learning process. Another definition of learning achievement was given by Winkel (2007). He said that achievement is a maximum result that is achieved by someone in their learning process. Then, Feng, Fan, and Yang (2013) said that learning achievements is the results of students learning to see how far their ability during the process of teaching and learning in their study. It means that learning achievement is a level that students achieve in the learning process.

**Factor influencing student's learning achievement.** According to Hakim (2005), there are two big factors that affect academic achievement, internal factor and external factor. Internal factors come from inside every person such as psychological, emotional, and motivation. External factors come from outside the person like environment, family, and society. There is a need of an integration environment, family, and society. Here, the role of

parents, brothers, sisters, teachers, friends and even neighbors is important in determining students' academic achievement. In addition, internal factor especially emotion is a variable factor that has a strong influence toward students' achievement and can predict academic success (Van Heyningen, 1997 as cited in Pritchard & Wilson, 2003). It means that emotional quotient is one of the factors influencing students' learning achievement, because emotional quotient belongs to the internal factors.

**Measurement of learning achievement.** Learning achievement is the level of students' achievement in the learning process measured by test scores or numerical value (Feng, et al., 2013). It means Grade-point average (GPA) is one of the ways to measure of learning achievement. GPA score was obtained by dividing the total quality points earned by total quality hours for courses.

The learning achievement of students in university was indicated by GPA. GPA can be seen at the end of semester and the end of education program. The performance categories, based on the academic guidelines book of Yogyakarta University was consists of three levels. The classifications are:

1.	Excellent/Cumlaude	3.51 - above
2.	Good	2.76 – 3.50
3.	Satisfactory	2.00 – 2.75
4.	Failed	<2.00

## **Review of Related studies**

Some researchers did studies related to the topic of the correlation between students' emotional intelligence and academic achievement. The first researcher is conducted by Pavitra and Chandramohan in 2015. The research was conducted at California University of Psychology. The participants were a hundred students of psychology. This research used EQ-I test which was created by BarOn. The result showed that the student with a high emotional quotient score got good academic achievement.

The second research was conducted by Rozell, Pettijohn, and Parker in 2002 entitled "*The Relationship between Emotional intelligence and GPA of Undergraduate Students of MID-Western University*". This research used MSCEIT test. The result of research showed that there is a relation between emotional intelligence and GPA.

The third study was conducted by Nasir and Rehana in 2010 entitled "*An Exploration of Emotional Quotient of the Students of International Islamic University Islamabad (IIUI) in Relation to Gender, Age and Academic Achievement*". In this study the first variable was emotional intelligence and second variable was academic achievement as measured by students' Grade Point Average (GPA). Emotional intelligence was measured by BarOn Emotional Quotient Inventory (EQ-i). The results indicated that there was a low correlation between students' emotional intelligence and students' academic achievement. There was no significance correlation between age and emotional intelligence. There was no difference of emotional intelligence score of male and female students.

In this research, the researcher focuses on correlation between emotional quotient and learning achievement. This research has used Self- Report Emotional Intelligence Test (SREIT) and was conducted at ELED in private university. Two researches in related studies use EQ-I test and the results indicated high and low correlation. The study by Pavitra and

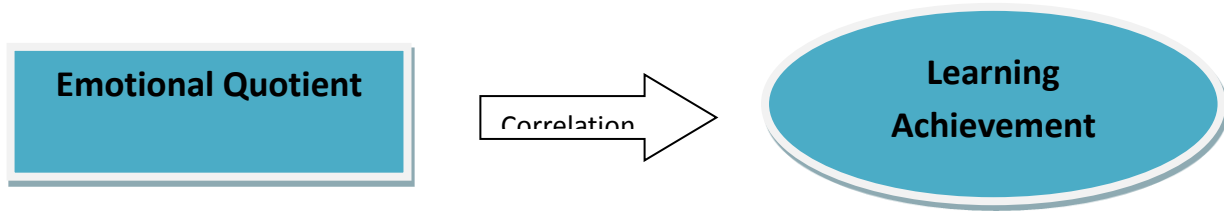
Chandramohan (2015), the result is high correlation between emotional quotient score and academic achievement. Then, study by Nasir and Rehana (2010), the result is low correlation between students' emotional intelligence and academic achievement. In this research, the researcher intends used SREIT test. There were some reasons to this. Firstly, SREIT measures validity and reliability in this research. Secondly, it is more time-effience. SREIT only consist of 33 items, less than the other tests. Thirdly, SREIT was tested and the result showed positive correlation. The last, two researches in related studies use EQ-I test and the results indicated high and low correlation.

There were some differences between this research and the previous research. First, the population in this research is English Language Education Department batch 2016 which are prospective a teacher. The students do not know the students' emotional quotient level. Second, the researcher has used google form to distribute the emotional quotient test. Third, this research only has four options which are categorized as strongly agree, agree, disagree, and strongly disagree. Finally, the researcher used SPSS 17 to collect the data.

### **Conceptual Framework**

The researcher conceptualizes the theory in order to support this research. First, emotional quotient based on Goleman (2000), is used by a person to do "self-identification, self-motivation, handling problem, controlling emotion and keeping interaction" (p.56). There are two big factors that influence students' learning achievement; they are internal factors like psychological and external factors like environment (Hakim, 2005). In addition, emotional variable factor has a strong influence toward students' achievement and can predict academic success (Van Heyningen, 1997 as cited in Pritchard & Wilson, 2003). It means that emotional quotient is one of the factors influencing students' learning achievement. Second, according to Feng, et al (2013), learning achievement is the level of students' success in subject learning or skills by test scores or numerical value. Therefore, this research use Grade

Point average (GPA) to measure of students' learning achievement. Based on Caulkin, Larkey, and Wei (1996) claimed that GPA is still the primary technique to measure student achievement. Thus, the theories above lead to the idea of the connection between students' emotional quotient and students' achievement which is depicted as below.



### **Hypothesis**

The Correlation between Students' Emotional Quotient and Students' Learning Achievement.

H1 : There is correlation between emotional quotient and learning achievement.