

UNIVERSITI TEKNOLOGI MARA

**EMOTIONAL INTELLIGENCE,
SELF-RESILIENCE AND
ACADEMIC PERFORMANCE
AMONGST THE POSTGRADUATE
STUDENTS AT THE FACULTY OF
EDUCATION, UITM PUNCAK
ALAM, SELANGOR, MALAYSIA**

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ABSTRACT

While existing literature has explored the individual influences of emotional intelligence and self-resilience towards academic performance, a notable gap persists in understanding their relationships, particularly within the under-researched postgraduate setting. Hence, this study aims to investigate the relationship between emotional intelligence and self-resilience towards academic performance amongst the postgraduate students at the Faculty of Education, UiTM Puncak Alam, Selangor, Malaysia. This study was guided by five research objectives and eight research questions. The instruments used to measure and collect the quantitative data were from Wong and Law Emotional Intelligence Scale (WLEIS) by Wong and Law (2002), Connor-Davidson Resilience Scale (CD-RISC) by Connor & Davidson (2003), and a merged scale of Individual Work Performance Questionnaire (IWPQ) by Koopmans (2012) and Academic Performance Scale by McGregor (2015). A descriptive-correlational study using a mixed-methods research design was employed to explore the relationship among 105 postgraduate students at the Faculty of Education. Findings from the quantitative data indicated that first, the respondents have high level of emotional intelligence ($M=3.29$, $SD=.39$), who seemed to use their emotion better compared to the regulation of emotion. Second, the respondents rated high level of self-resilience ($M=3.37$, $SD=.34$), focusing into spiritual influence and personal competency. Third, respondents also rated high level of academic performance ($M=3.39$, $SD=.37$), especially in the contextual and adaptive performance dimensions. Fourth, the findings revealed that there was a significant, positive and moderate relationship between emotional intelligence and academic performance ($r=.509$), suggesting that the higher the emotional intelligence, the higher the academic performance of the respondents. Fifth, there was a significant, positive and strong relationship between self-resilience and academic performance ($r=.742$), indicating the higher their self-resilience, the higher the academic performance. Sixth, the regression analysis indicated that 34.4% ($r^2=.344$) of the variance in academic performance can be predicted from emotional intelligence, while 69.3% ($r^2=.693$) can be predicted from self-resilience. Seventh, the qualitative findings tend to triangulate the quantitative findings indicating that the respondents agreed both emotional intelligence and self-resilience tend to influence their academic performance. However, there were also respondents who tend to disagree. Last, qualitative findings revealed that there were three main factors that contribute to respondents' academic performance; supportive learning environment, personal motivation and self-management, and effective learning strategies. Consequently, all the findings lead to several implications, such as the extension of the corpus of knowledge, theoretical, policy and training implications in the area of educational management and leadership amongst the postgraduate students in higher learning institution.

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CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter presents the overview of the study which consists of the background of the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, limitations of the study, and operational definition of key terms.

1.2 Background of the Study

The report on the Malaysia Education Blueprint 2015-2025 Higher Education (HE) by the Ministry of Education Malaysia is found to be critical at this junction of time since it became the important policy to serve the gap of making Malaysia as a hub of education specifically in the Asian Pacific region. The 11 shift aspirations were spelled out to produce a higher education system that is able to stand among other top leading countries in education system and economy. With those 11 shifts, Malaysia is expected to produce graduates with high competencies and later become the workers that could serve the manpower both for the country and outside Malaysia. With these guidelines, graduates in higher education are expected to succeed holistically, making them ready to take up all the 21st century opportunities and challenges in the world of the new era.

Having to fulfil all the aspiration above, Malaysian graduates may have to work harder than before since challenges may not come in terms of academic only, but above all, their resistance to be excellent intellectually, spiritually, physically and emotionally. With this understanding, academic performance is found to be an important criterion to be successful. However, what contributes to this academic success may come in many forms and continuously be investigated. Hence, this study is conducted to ensure what factors can be investigated and influenced academic performance.