DECLARATION OF ORIGINAL WORK

This declaration is made on the 24 June 2015.

Student’s Declaration:

I, SHARIFAH MUNIRA BINTI SIBIN, 38640, FACULTY OF COGNITIVE SCIENCES AND HUMAN DEVELOPMENT, hereby declare that the work entitled, EMOTIONAL INTELLIGENCE AND LEARNING MOTIVATION AMONG FIRST YEAR UNIVERSITY STUDENTS IN KOTA SAMARAHAN is my original work. I have not copied from any other students’ work or from any other sources with the exception where due reference or acknowledgement is made explicitly in the text, nor has any part of the work been written for me by another person.

Date submitted ____________________  Sharifah Munira Binti Sibin (38640)

Supervisor’s Declaration:

I, MAI SUMIYATI ISHAK, hereby certify that the work entitled, EMOTIONAL INTELLIGENCE AND LEARNING MOTIVATION AMONG FIRST YEAR UNIVERSITY STUDENTS IN KOTA SAMARAHAN was prepared by the aforementioned or above mentioned student, and was submitted to the “FACULTY” as a *partial/full fulfillment for the conferment of BACHELOR OF SCIENCE WITH HONOURS (HUMAN RESOURCE DEVELOPMENT), and the aforementioned work, to the best of my knowledge, is the said student’s work

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EMOTIONAL INTELLIGENCE AND LEARNING MOTIVATION AMONG FIRST YEAR UNIVERSITY STUDENTS IN KOTA SAMARAHAN

SHARIFAH MUNIRA BINTI SIBIN

This project is submitted
in partial fulfilment of the requirement for a
Bachelor of Science with Honours
(Cognitive Science)

Faculty of Cognitive Sciences and Human Development
UNIVERSITI MALAYSIA SARAWAK
(2015)
The project entitled ‘Emotional Intelligence and Learning Motivation Among First Year University Students in Kota Samarahan’ was prepared by Sharifah Munira Binti Sibin and submitted to the Faculty of Cognitive Sciences and Human Development in partial fulfillment of the requirements for a Bachelor of Science with Honours (Cognitive Science).

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Date:

-----------

Grade
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This study explored the relationship between emotional intelligence and learning motivation. This study also explored the demographics differences by gender and ethnic among first year university students in Kota Samarahan. This study used quantitative method. Shutte’s Self-Reported Inventory (1998) that comprised of 33 items was used to measure students’ emotional intelligence while model of learning motivation was measured using instrument by Lepper, Corpus and Iyengar (2005) that comprised of 33 items .The results were analyzed using descriptive data analysis and inferential data analysis. Finding showed emotional intelligence to be highly correlated to learning motivation, where the correlation was found to be moderately strong. Independent T-test found no difference in emotional intelligence and learning motivation by gender. One Way Anova found no difference in emotional intelligence and learning motivation by ethnic. 

Keywords: Emotional intelligence, Learning Motivation
ABSTRAK


Kata Kunci: Kecerdasan emosi, Motivasi Pembelajaran
CHAPTER ONE
INTRODUCTION

According to Goleman (1995) defined emotional intelligence is ability to self-motivation, building internal resistance until able to put in order soul and self-satisfaction when facing challenge in daily life. He said emotional intelligence is “the capacity for recognizing our own feeling and those of other, for motivating ourselves and managing emotions well in ourselves and in our relationship…” p. 317 (Goleman, 1998). The motivation is important for an individual especially for student and employee to manage their own performance of career in daily life.

Emotional intelligence is a concept which involves emotion control that makes us understand how people feel. The motivation and emotion is linked to manage motivation in ourselves as well as in problem solving and decision making. Emotion is a reaction accepted from stimulation external individual which is cause affect change of our motivation (Mayer & Salover 1997). Besides that, motivation is a state in human self which includes necessity, desire, or wish initiating behavior and motivate a person to implement something to achieve their own goal (Reeve, 1992).

We as ordinary human were often hit by various problems and life resistance that can damage our emotion and cause success achieved could not be maintained. This was study is to explore how the first year university students manage their emotion and use learning motivation. Intrinsic and extrinsic motivation is the two types of factor that can influence students’ learning motivation, but this study focused to look on where the relationship between emotional intelligence and learning motivation for first year university students used to face various challenges in life University. According to Erikson theory stage of human development, young
adulthood is a person in the age range of 20 to 40 years (Lavoie, 1994). In this age group, adulthood always thinks to develop their own goals in occupation and education. They only focus to find and fulfill the entire dream and the best way for their life. Emotional intelligence and motivation is the skill that they should have that can influence the decision making, thinking process and problem solving.

**Problem Statement**

Nowadays, there are various conflict and big challenge in learning for university students to compete with the fellow students from same university or other universities in Malaysia. Even those who graduated and have obtained their bachelor degree could not find any occupation that matches their field and the course they were taking. University is the place that can develop student with multi skill experiences like interpersonal skill, communication skill, and their own domain knowledge. This knowledge can be useful to help them facing challenge when they work. Emotional intelligence thus, becomes a very important factor in study.

According to Harter (1981), “One also imagines situations in which intrinsic and extrinsic reward might collaborate, as it were motive in learning” (1981, p.311). In this research, researcher wanted to know how first year students can manage their emotion and motivation in learning during their first year which was the most critical stage for them to face various challenges with university life and culture. The main focus of this study was to study the relationship between emotional intelligence and learning motivation among first year university students. At the same time, it sought to study level of emotional intelligence and learning motivation that those students had.
The following questions were asked:

1. What is the relationship between emotional intelligence and learning motivation among first year university students in Kota Samarahan?
2. Is emotional intelligence influenced by gender?
3. Is emotional intelligence influenced by ethnic?
4. Is learning motivation factor influenced by gender?
5. Is learning motivation factor influenced by ethnic?

Objective of Study

The general objective

a) To study relationship between emotional intelligence and learning motivation factor among first year university students in Kota Samarahan.

The specific objective

a. To study the nature of emotional intelligence among first year university students in Kota Samarahan.
b. To study the nature of learning motivation factor among first year university students in Kota Samarahan.
c. To study differences in emotional intelligence among first year university students by gender and ethnic.
d. To study differences in learning motivation factor among first year university students by gender and ethnic.
Research Hypotheses

H01: There is no significant relationship between emotional intelligence and learning motivation factor among first year university students in Kota Samarahan.

H02: There is no significant difference in emotional intelligence among first year university students in Kota Samarahan by gender.

H03: There is no significant difference in emotional intelligence among first year university student in Kota Samarahan by ethnics.

H04: There is no significant difference in learning motivation factor among first year university students in Kota Samarahan by gender.

H05: There is no significant difference in learning motivation factor among first year university students in Kota Samarahan by ethnics.
**Conceptual Framework**

The conceptual framework for this study based on research objectives and literature review was shown in the figure below:

<table>
<thead>
<tr>
<th>Independent Variable</th>
<th>Dependent variable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Emotional Intelligence (EQ)</strong></td>
<td><strong>Learning Motivation</strong></td>
</tr>
<tr>
<td>• Emotion Perception</td>
<td>• Intrinsic Motivation</td>
</tr>
<tr>
<td>• Managing Self Relevant Emotions</td>
<td>• Extrinsic Motivation</td>
</tr>
<tr>
<td>• Managing others Emotions</td>
<td></td>
</tr>
<tr>
<td>• Utilizing Emotions</td>
<td></td>
</tr>
</tbody>
</table>

**Demographics**

- Gender
- Ethnics

*Figure 1: conceptual framework*
Definitions of Concepts

Emotional Intelligence

Conceptual: According to emotional intelligence test by Mayer, Salovery, Caruso (1990) definition of emotional intelligence is the ability to perceive emotion, to access and generate emotions so as to promote emotional intelligence that as a faculty related to emotion and social learning which influenced someone’s ability to face the challenges in their surrounding effectively.

Operational: For this study, Schutte’s Emotional Intelligence Model was used. This model has 4 branches or dimensions such as, emotion Perception, managing others’ emotions, managing self-relevant emotions, and utilizing emotion (Brackett & Salovery, 2006).

Emotion Perception

Conceptual: According to Brackett and Salovery (2006) emotion perception is ability to evaluate one’s emotion, reading body language for nonverbal messages as well the ability to appreciate and comprehend emotional sense.

Operational: For this study, researcher wanted to know if students were able to understand the nonverbal message of other people in their surroundings to manage their emotion.

Managing others’ emotion

Conceptual: Managing others’ emotion is the ability to use and generate emotion and relate to others (Brackett & Salovery, 2006).

Operational: For this study, researcher wanted to explore the students’ ability to arrange the event and arrange their own emotion and ability to sensitive or understand emotion of other people.
Managing self-relevant emotions

Conceptual: Emotion is the ability to have open feeling, and modulate them in oneself and other so as to promote understanding and growth (Brackett & Salovery, 2006).

Operational: For this study, it was about how the students were able to use their emotion to solve the problem in front of them.

Utilizing emotions

Conceptual: Utilizing emotion means to know when sharing emotions, acknowledging the emotion, having positive thinking on things, expecting good things to happen, ensuring that good emotions last, acknowledging mood changes and motivating oneself to encourage positive thinking that will lead to positive outcome (Brackett & Salovery, 2006).

Operational: This study was about how student measure to regulate and use emotion in certain situation. Besides that, it shows students can manage and motivate themselves that can affect their performance.

Motivation

Conceptual: Motivation is a dynamic process rather than a static condition. Motivation means” to be moved to do something” (Reeve, 1992).

Intrinsic motivation

Conceptual: Intrinsic motivation means the type of motivation that comes from within the individual. Intrinsic means belonging to the basic natural person or a thing (Reeve, 1992).

Operational: In this study, researcher wanted to look if the student uses internal motivation which means the natural attitudes of students toward achieving their goals and facing the challenges in university.
Extrinsic motivation

Conceptual: Extrinsic motivation is the motivation that comes from the external environment like reward, praise, avoidance of punishment and recognitions (Reeve, 1992).

Operational: In this study, researcher wanted to look whether students uses external motivation for example reward from parent, and advice from friends to motivate themselves to face the challenges life in university.

Gender

Conceptual: According to simple definition Esplen and Jolly (2006) Sex refers to the biological characteristics that define humans as female or male.

Operational: In this study, the respondents who answered questionnaire were divided by gender which was, female and male among first year university Students that have been chosen.

Ethnic

Conceptual: Ethnic is defined as a large group who share common beliefs and heritages.

Other view from Eriksen (2002) defined ethnicity as a social identity characterized by metaphoric or fictive kinship.

Operational: This research only looked for ethnicity including Bumiputera, Chinese and Indian among university students in Kota Samarahan who were in answering the questionnaire.

Scope of Study

This study only focused on young adults aged in a range of 20-40 years and according to their gender and ethnics in Kota Samarahan. The respondents who were first year university students were randomly picked.
Significance of study

This research investigated the relationship between emotional intelligence level and learning motivation factor among first year university students in Kota Samarahan. Thus, this study was to identify the learning motivation factor in difference by gender and ethnics among first year university students in Kota Samarahan. This study is meaningful to see how far emotional intelligence determines learning motivation. The output is highly usable for educators to design learning empirical which is not just supportive of academic achievement but also, personal growth.
CHAPTER TWO
LITERATURE REVIEW

Definitions and concepts of Emotional Intelligence

Emotion

According to Salovey, Brackett and Mayer (2004) stated emotion as organized responses, crossing the boundaries of many psychological subsystems, including the physiological, cognitive, motivation, and experiential system. Emotions classically arise in reaction to an event, either internal or external that has a positively or negatively valence meaning for the individual (Salovey & Mayer, 1990). Emotion also about biological responses physiological reactions that prepare the body for adaptive action (Reeve, 1992).

Emotional intelligence

Salovey and Mayer (1990) have been the primary researchers on emotional intelligence since 1990. In their first article “Emotional Intelligence” they defined the concept of emotional intelligence is subset of social intelligence involves the ability to monitor one own and other’s feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and action (Salovey & Mayer, 1990). After that, the concept of emotional intelligence was popularized after writer Goleman’s wrote his book Emotional Intelligence: Why It Can Matter More Than IQ in around 1995.

According to Salovey & Brackett (2006) stated emotional intelligence as an individual’s capacity to reason about emotions and to process emotional information in order to enhance cognitive process set of abilities that accounts for how people’s emotional reports vary in their accuracy and how the more accurate understanding of emotion leads to better problem solving in an individual’s emotional life (Mayer, Salovey & Caruso, 2000). Salovey & Mayer (1990)
defined the term of emotional intelligence as refer the mental processes involved in the recognition, use, understanding, and management of one’s own and others emotional states to solve problems and regulate behavior. Emotional intelligence can influence our decision making and behavior to ability to perceive accurately, appraise, and express emotion; the ability to access and generate feelings when they facilities thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth (Mayer & Salovey, 1997).

There is current theoretical emotional intelligence models used to measure emotional intelligence. These models are consist of Bar-On’s Emotional-Social Intelligence (ESI) model (1997; Bar-On, 2006), Emotional Intelligence ability model by Mayer and Salovery (1997; Brackett and Salovery, 2006), Schutte Emotional Intelligence Scale (SEIS Schutte et.al., 1998), and the emotional competencies model (Goleman, 1998; see also Goleman, 2001).
**Mayer, Salovey and Caruso Emotional Intelligence Model (1997)**

According Mayer & Salovey (1997) these specific abilities as the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth. The next model after Mayer & Salovey (1997) define the model have four-branch model of emotional intelligence (Mayer & Salovey, 2002).

<table>
<thead>
<tr>
<th>Branch Name</th>
<th>Brief description of skills involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perception of emotion (Branch 1)</td>
<td>The ability to perceive emotions in oneself and others, as well as objects, art, stories, music and other stimuli</td>
</tr>
<tr>
<td>Use of emotion to facilities thinking (Branch 2)</td>
<td>The ability to generate, use, and feel emotion as necessary to communicate feelings, or employ them in other cognitive processes</td>
</tr>
<tr>
<td>Understanding of emotion (Branch 3)</td>
<td>The ability to understand emotional information, how emotions combine and progress through relationship transitions and to appreciate such emotional meanings.</td>
</tr>
<tr>
<td>Management of emotion (Branch 4)</td>
<td>The ability to be open to feelings, to modulate them in oneself and others so as to promote personal understanding and growth.</td>
</tr>
</tbody>
</table>

*Figure 2: The four Branch Model of Emotional Intelligence Brackett & Salovey (2006)*
Schutte Emotional Intelligence Scale (SEIS Schutte et al., 1998)


- Emotion Perception: Ability to evaluate one’s emotion, reading body language for nonverbal messages as well the ability to appreciate and comprehend emotional sense.
- Managing others: Ability to use and generate emotion the ability to relate to other.
- Managing self-relevant emotion: Ability to be open feeling, and modulate them in oneself and other so as to promote understanding that growth.
- Utilizing emotions: Sharing emotions, acknowledging the emotion, having positive thinking on things, expecting good things to happen, ensuring that good emotions last, acknowledging mood changes and motivating oneself to encourage positive thinking that will lead to positive outcome.

  (Brackett & Salovery, 2006)

Figure 3: Schutte Emotional Intelligence Scale (1998)
Reuven Bar–On’s Model of Emotional–Social Intelligence (ESI)

Bar-on (2006)’s ESI is a multi-factorial array of interrelated emotional and social competencies, skills and facilitators that influence one’s ability to recognize, understand and manage emotions, to relate with others, to adapt to change and solve problem of a personal and interpersonal nature, and to efficiently cope with daily demands, challenges and pressures. Below is the Model Bar-Ons Emotional Quotient inventory scale that has 5 dimensions and divided into 15 sub categories emotional competencies and skills assessed by each scale: