

The Influence of Emotional and Spiritual Intelligence on the High School Student Outcomes

Mohd Nasir Rayung

Abdul Said Ambotang

Faculty of Psychology and Education
University Malaysia Sabah

Abstract

This study aims to identify the influence of emotional intelligence (EQ) and spiritual intelligence (SQ) on the level of student outcomes (SO) of college students in Tawau Sabah, Malaysia. In addition, researchers also measure the level of emotional intelligence, spiritual intelligence and student outcomes based on respondents' demographic characteristics. This study involved 322 students randomly selected as a sample of the study. The instrument was modified from Emotional Quotient Inventory (EQ-I), Emotional Spiritual Intelligence (ESQ) and Malaysian Education Quality Standard. The findings showed that the level of EQ, SQ and SO students was high. The data analysis also showed that there were no differences in EQ, SQ and SO levels by gender. While the student flow group shows the difference according to SO level. Category of racial groups shows a significant difference to EQ, SQ and SO. The findings also showed that there was a strong positive relationship between EQ and SQ with SO students. both of these variables are able to predict 56.70% of the student's outcomes. The implication of this study will hopefully reinforce the teaching and learning theory and practice to help improve students' outcomes by applying the EQ and SQ elements in line with the basic philosophy of National Education (FPN) to produce a balanced, physical, emotional, spiritual and intellectual person.

Keywords: Emotional intelligence, Spiritual intelligence, Student outcomes

Introduction

The National Education Philosophy (FPN) is designed to produce harmonious and intellectual people in terms of intellectual, physical, emotional and spiritual (Widebar, 2000). This philosophy is implemented through five levels of education beginning with pre-school education, primary education, secondary education and secondary education or tertiary before a student goes to work (PPPM 2013-2025). The goal is to produce a balanced and competitive human capital with the needs of the country. In line with the current needs, the education sector has evolved and reformed from all aspects. The history of education has undergone seven phases of reforms beginning with education during the reign of the British (1824 -1957), post-independence education (1957- 1970), Education in the New Economic Policy era (1971-1990), education in the era of National Development Policy (1991 - 2000), education in the National Vision Policy era (2001-2010), education development through NKRA's National Key Result Areas (2010-2012) followed by education development through the Malaysia Education Blueprint 2013-2025 (PPPM 2013-2025). All of these policies are designed to ensure the quality of student success that will be born later.

Research Background

Educational challenges in the era of globalization demand us to change in line with the era of change as the country's development and progress in the future depends on the education system, leadership, instructors and students generated (Wan Mohd Zahid, 1993; Abdul Shukur 1998). In the context of education in Malaysia (PPPM 2013-2025) clearly targets pupilism through six aspects that are named as "Student Aspirations" encompassing the mastery of knowledge, thinking skills, leadership skills, bilingual, ethical and spiritual skills as well as national identity among pupils (KPM, 2013). Grounlund (1981) and McBeath (1992) divide the student's incarnation into three forms of cognitive, effective and psychomotor performance assessments shown by students. Cognitive achievements are divided into six levels of knowledge, comparison, application, analysis, synthesis and evaluation.

Effective performance is divided into five levels of assessment covering the level of acceptance, response, assessment, organization and behavior. While psychomotor performance includes seven levels of assessment including perception, readiness, guidance, mechanism, response, adaptation and authenticity. If further examined the three indicators presented by Grounlund (1981) and McBeath (1992) are in line with the six aspirations of the students contained in (PPPM 2013-2025). The problem is to identify the factors that contribute to the student's incidence. There are many factors such as education, family background, personality, genetics, economic status and social relations that affect pupil's incidence (Shahin et al., 2013). On the other hand, student's incidence is actually very closely related to the student's intelligence level. Because of that, researchers are called upon to see the influence of the level of emotional intelligence (EQ) and spiritual intelligence (SQ) on student performance. In general this investigation is made to assess the level of emotional intelligence (EQ) and spiritual intelligence (SQ) of its fiber effect on student outcomes.

From a theoretical point of view, emotion is an internal response that co-ordinates many psychological subsystems including psychological, cognitive and internal awareness (Shahin et al., 2013). According to Mayer et al., (2000) and Zarina (2013) emotions usually arise in response, emotional intelligence (EQ) is defined as one's ability to monitor self-emotions and others in forming patterns of thinking and behavior (Salovey and Mayer, 1997). Yadav (2011) believes that EQ is a person's ability to acquire and apply knowledge from self-emotions and others to be more successful and to lead a more fulfilling life. According to Zarina (2013) and Abdullah (2012), individuals with high EQ have the advantage of connecting with society and situation with a positive attitude all aspects of life and have the advantage of building life.

In addition, researchers will also see the significance of spiritual intelligence (SQ) on the degree of student performance. According to Amran and Dryer (2007), SQ is not merely referring to internal ability but is more closely related to spiritual ability. SQ is a form of intelligence that functions as a predictor to suit the spiritual relationship to achieve the perfection of life (Emmons, 2000). This concept has been developed by Zohar and Marshal (2007) which defines SQ as an intelligence to face and uncover the question of meaning and value. The SQ guides human behavior and life to be aligned with the broader context of meaning especially in assessing and performing more meaningful actions than others. In this case, SQ acts as the basis for the creation of shared values of life. Meanwhile, Alex and Ajawani (2011) define SQ as the ability to seek meaning, purpose and value in life.

Based on the above discussion, researchers are looking at the effect of the EQ and SQ levels on the high school student performance. In the context of this study, Student performance covers six major aspects. Assessment will be carried out in terms of knowledge, thinking skills, leadership skills, bilingual skills, ethics and spirituality as well as national identity. All these aspects are in line with the six aspirations of the students contained in the Malaysia Education Blueprint (PPPM 2013-2025). Assessment of this aspect is important to see if students are able to compete at a higher level. The next step is to help us to realize the six aspirations of the students contained in (PPPM 2013-2025).

Problem Statement

The issue of quality of educational success today is often discussed. Concerns about the quality of education success are indeed a major agenda in the development of national education. As a step towards improving the Ministry of Education Malaysia (KPM) has introduced the Malaysia Education Development Plan (PPPM) 2013-2025. One of the aims is to ensure six aspirations of the students, namely knowledge, thinking skills, leadership skills, bilingual skills, ethics and spirituality and national identity are enhanced under this education plan. All of these dimensions refer to the manifestations shown by students from non-academic aspects. This is in line with the weakening issue of soft skills among students. This is evidenced by a survey conducted by Job street Malaysia in 2011 against 571 respondents found that 66 percent of respondents evaluated themselves as moderate and 23 percent weak (Job street, 2012). This data shows that only 11 percent of respondents have high values while the rest 89 percent in medium and low environments. Researchers think this assessment is not caused by low intellectual achievement, but it is contributed by imbalances from their emotional and spiritual aspects. Thus, researchers are trying to obtain empirical evidence of the influence of emotional and spiritual intelligence on the formulation of the high school students, especially in Tawau, Sabah district. The issue of mastery of low emotional and spiritual intelligence makes the students less skilled. As we know that emotional and spiritual intelligence contains elements of self-awareness, self-motivation, self-control, empathy, social skills, integrity and divinity. Most of these elements cannot be mastered by students.

This is evidenced by the issue of unemployed university graduates increasingly showing yearly increases. A study conducted by the National Institute of Higher Learning (IPPTN) in 2001 found that unemployment problems among graduates arising from irregularities in communication skills, language skills and self-leadership. Similar findings are reported by Jobstreet Malaysia's survey which details the causes of post-graduate failure in the interview. The table below shows the three main causes of graduates' failure in an interview session reported by Jobstreet Malaysia.

Table 1: The Reason of Graduates Failure in the Interview

Reason for Failure in Interview	Percentage (%)
Character, attitude and personality are bad	60
Weak English Proficiency	56
Poor Communication Skills	52

Source : Research Output – Jobstreet (Oktober 2010)

Spiritual and emotional intelligence are two elements less mastered in the learning process. The data show that 60 percent of graduates attending the interview show character, personality and bad personality. While the learning process applied in class should be able to apply this value. Student's emotional balance also affects the behaviour to be shown. Statistical data released by the Ministry of Education in 2010 is synonymous to explain the emotional and spiritual balance of the students. According to the KPM 2010 record of 72,557 misconduct involving pupils in high school and 38,927 misconduct involving pupils in primary schools. This amount is alarming though the percentage of discipline misconduct is small when viewed from the total number of pupils. The table below shows the details of student behavioural misconduct.

Table 2 : Types of Students Misconduct

No.	Types of Misconduct	Total Case
1	Criminal Behavior	17,595
2	Skip School	19,545
3	Rude	18,346
4	Personal Hygiene	21,384
4	Not Concerned about Time	17,808
5	Obscene Behavior	3,031
6	Vandalism	5,212
7	Naughty	8,563

Source: Ministry of Education, (2010)

Table 2, shows students misconduct by type and number of cases. This data demonstrates the weakness of students in terms of mastery of emotional and spiritual intelligence. This is because all types of mistakes reported refer to the dimensions of emotional and spiritual intelligence of students. If this problem is not resolved the future generation that we are born will be exposed to the problem of failure. Thus researchers are called upon to assess the extent to which the level of emotional intelligence (EQ) and spiritual intelligence (SQ) of the student affects the student's incidence (SO).

Research Objectives

The main objective of this study is to determine whether there is an influence between the level of emotional intelligence (EQ) and the spiritual intelligence (SQ) on the high school students outcomes in Sabah. Hence, researchers have identified three main objectives of the study as follows:

1. Determine the difference in level of emotional intelligence (EQ), spiritual intelligence (SQ) and student outcomes (SO) according to demographic characteristics.
2. Determine the relationship of emotional intelligence (EQ), spiritual intelligence (SQ) with student outcomes (SO).
3. Determine the effect of emotional intelligence (EQ), spiritual intelligence (SQ) on student outcomes (SO).

Research Conceptual Framework

Conceptual framework describes the relationship between variables involved in a study. Each issue and problem presented must contain two or more variables in the inference study (Ghazali and Sufean, 2016).

This is in line with Sugiono (2008) which states the relationships in the design of variables are based on the study hypotheses to determine the type and statistical analysis that researchers will use. Hence, in the conceptual framework study, the study is based on the Double Relationship Model $2IV = 1DV$ (Ghazali and Sufean, 2016). Figure 1, illustrates the conceptual framework of the study that is aligned according to Covey (2007).

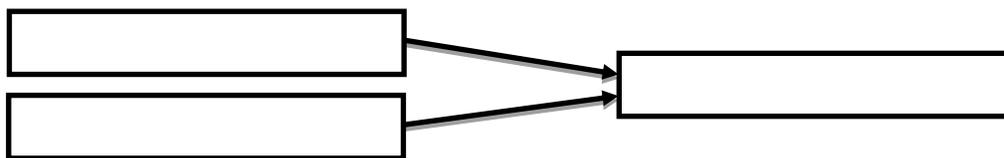


Figure 1 : Research Conceptual Framework

Research Hypothesis

The research hypothesis is expressed in the form of the following null hypotheses:

- H01 There was no significant difference in the level of student outcomes according to the gender of the student.
- H02 There was no significant difference in the level of student outcomes according to the Student class.
- H03 There was no significant difference in the level of student outcomes according to the Student race.
- H04 There is no significant relationship between emotional intelligence and spiritual intelligence with the student outcomes.
- H05 There is no significant influence between emotional intelligence and spiritual intelligence with student outcomes.

Research Design

This study was descriptive using a quantitative approach which was carried out through questionnaire based on questionnaire. The design of the research is coordinated according to Ghazali and Caffé (2016), Cohen L. (2000), Gay and Diehl (1990) and Gorard (2001). The population of the study consists of 458 high school students who are currently studying at Tawau College. The sample of the study involved 322 students consisting of 87 male students and 235 female students. The data collection process was conducted in March 2017. The questionnaires used in this study consist of 65 questions that were broken down into four sections. Part A contains three questions relating to respondents' demographic information in general, including gender, flow and student information. Part B contains modified question items from Bar-On Emotional Quotient Inventory (EQ-I) (1997) to measure student emotional intelligence. Part C contains question items to measure the student's spiritual intelligence modified from the "Emotional Spiritual Intelligence" (ESQ) instrument (Augustian, 2001). While section D contains questions to measure the altered student identity of SKPM Malaysia Quality Education Standards 2010 which is tailored to the six aspirations of students in PPPM 2013-2025 (Ministry of Education, 2012). Each question is followed by five options according to the Likert scale 5 points 1 (Strongly disagree), 2 (Disagree), 3 (Less agree), 4 (Agree) and 5 (Strongly agree). Respondents were asked to respond according to the appropriate scale in questionnaire. Only complete questionnaires were selected for analysis. Data analysis was done using Statistical Packages for Social Sciences (SPSS) version 21 based on Ghazali and Lee (2016), Bryman and Cramer (2005) and Coakes (2005).

Research Findings

This section describes the findings analysis involving descriptive analysis using Statistical Package for Social Sciences (SPSS) to assess respondents' demographic data and inferential analysis.

Difference of Min Score EQ, SQ and SO by Demographic

The measurement of the level of EQ, SQ and SO differences is determined by reference to the mean value and the standard deviation of each study variable. The researchers have used descriptive analysis to determine the level of each study variable. The results of the analysis are shown in the table below.

Table 4 : An Analysis of the Mean Score of Emotional Intelligence, Spirituality and High School Student Outcomes in Tawau College

	N	Min	Max	Mean	Standard Deviation	Level
Emotional Intelligence (EQ)	322	2.40	5.00	3.9387	.48231	High
Spiritual Intelligence (SQ)	322	2.50	5.00	3.9636	.46030	High
Student Outcomes (SO)	322	2.44	4.96	3.9033	.42492	High

Based on Table 4, the mean value of each variable shows that all study variables are at high levels. Each EQ, SQ and SO variables are in the range 3.9033 to 3.9636 respectively. To see the difference in the level of EQ, SQ and SO according to the demographic characteristics of the students, the researchers conducted a one-to-one and ANOVA test. Analysis of findings is as follows.

Table 5 : Difference of Min Score of Emotional Intelligence, Spirituality and Student Outcomes in Tawau College by Sex

	Variable	t	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Ho ₁	Emotional Intelligence (EQ)	-1.766	.078	-.10653	.06033	-.22522	.01217
Ho ₂	Spiritual Intelligence (SQ)	-.588	.557	-.03677	.06252	-.16044	.08689
Ho ₃	Student Outcomes (SO)	.461	.645	.02463	.05339	-.08041	-.12968

T-test for Equality of Means analysis showed that all variables had sig (2-tailed) = -0.078 to 0.645 ($p > 0.05$). As the probability value obtained from EQ-t test analysis ($p = 0.078$), SQ ($p = 0.557$) and SO ($p = 0.645$) $p > 0.05$, the null hypothesis was accepted. There is strong evidence to conclude that there is no significant difference in mean EQ, SQ and SO by the student gender group. The mean difference of the two sex groups for both Variables is small (EQ = -0.10653, SQ = -0.03677, SO = -0.02463). This value indicates the mean level of EQ, SQ and SO female students and male students are the same.

Table 6: Difference of Min Score of Emotional Intelligence, Spirituality and Student Outcomes in Tawau College by Student Group

	Variable	t	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Ho ₄	Emotional Intelligence (EQ)	-1.040	.299	-.07849	.07546	-.22694	.06996
Ho ₅	Spiritual Intelligence (SQ)	-1.522	.129	-.10939	.07188	-.25080	.03202
Ho ₆	Student Outcomes (SO)	-2.246	.025	-.14838	.06607	-.27837	-.01839

T-test for Equality of Means test in table 4.2.3 found that EQ variable shows $t = -1.040$, sig (2-tailed) = 0.299 ($p > 0.05$) and SQ variable shows $t = -1.522$, sig. (2-tailed) = 0.129 ($p > 0.05$). Given that the probability value obtained from EQ-t test analysis ($p = 0.299$) and SQ ($p = 0.129$) $p > 0.05$, then the null hypothesis study was accepted. There is strong evidence to conclude that there is no significant difference between the EQ and SQ mins by the student group. While Variable SO shows the value of $t = -2.246$, sig (2-tailed) = 0.025 ($p < 0.05$) shows the mean difference between the student group. Therefore the null hypothesis of the study was rejected. The mean difference of the mean by the flow group to the SO variable is -0.14838. This value indicates the mean SO level of art students higher than science stream students.

Table 7: Difference of Min Score of Emotional Intelligence, Spirituality and Student Outcomes in Tawau College by Group of Race

Variable			Sum of Squares	Df	Mean Square	F	Sig.
Ho ₇	Emotional Intelligence (EQ)	Between Groups	.873	4	.668	2.939	.021
		Within Groups	41.247	317	.227		
		Total	42.120	321			
Ho ₈	Spiritual Intelligence (SQ)	Between Groups	1.001	4	.714	3.475	.009
		Within Groups	58.470	317	.206		
		Total	59.471	321			
Ho ₉	Student Outcomes (SO)	Between Groups	.873	4	1.025	6.034	.002
		Within Groups	41.247	317	.170		
		Total	42.120	321			

Table 7 shows the one-way ANOVA test results to determine whether there are mean differences in the EQ, SQ and SO variables according to the group of races. Based on the analysis, the EQ variable shows the value of $F = 2.939$, $\text{sig} = 0.021$ ($p < 0.05$), SQ indicates $F = 3.475$, $\text{sig} = 0.009$ ($p < 0.05$) and SO variable have $F = 6.034$, $\text{sig} = 0.002$ ($p < 0.05$). Since the probability value obtained from ANOVA EQ test ($p = 0.021$), SQ ($p = 0.009$) and SO ($p = 0.002$) $p < 0.05$, the null hypothesis was rejected. Based on the evidence, the researchers conclude that there are mean differences in the EQ, SQ and SO variables according to the student group. This means that at least one group of races shows a mean difference to the significant EQ, SQ and SO variables. Therefore, researchers conducted Post-hoc tests to see the difference in mean according to the tested group.

Table 8: Post-hoc Analysis of Emotional Intelligence, Spiritual and Student outcomes in Tawau College by Group of Races

Dependent Variable	(I)	(J)	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Emotional Intelligence (EQ)	Chinese	Malay	-.36060*	.11251	.013	.0519	.6693
Spiritual Intelligence(SQ)	Chinese	Malay	-.37185*	.10702	.005	.0782	.6655
Student Outcomes (SO)	Chinese	Malay	-.45895*	.09730	.000	-.7259	-.1920
		Local	-.28154*	.07584	.002	-.4896	-.0735

*. The mean difference is significant at the 0.05 level.

Table 8, shows Post-hoc test analysis using Tukey HSD to determine groups of races which show the mean difference of EQ, SQ and SO variables. Analysis shows that there are mean differences between Chinese and Malay groups on the mean score of EQ, SQ and SO. The data showed that the mean score of the Malays was higher than that of the Chinese against the three study variables. The data also show that mins of Bumiputera are also higher than the Chinese.

EQ, SQ and SO Relationship

To evaluate the relationship between the study variables consisting of EQ and SQ with SO, the researchers used the Pearson correlation analysis. This correlation coefficient was used to measure the weak correlation between the study variables. The results of the analysis are shown in the table below.

Table 9: Pearson Correlation Analysis

Variable		Emotional Intelligence (EQ)	Spiritual Intelligence (SQ)
Student Outcomes (SO)	Pearson Correlation	.695**	.676**
	Sig. (2-tailed)	.001	.003
	N	322	322

** Correlation is significant at the 0.01 level (2-tailed).

Table 9, shows the results of the correlation analysis that there is a strong correlation between the EQ, SQ, and SO variables at the level of 0.01. The correlation coefficient of Pearson EQ ($r = .676$, $p < 0.05$) and SQ ($r = .696$, $p < 0.05$) showed a strong positive relationship between the two independent variables with SO dependent variables at 95 percent confidence level.

Influence of EQ and SQ on SO

The researcher used Multiple Linear Regression Analysis to evaluate the influence of each study variable. For this purpose, the influence of an independent variable on a dependent variable can be determined more clearly. However, there are two conditions that need to be followed before the regression test is carried out that the data must be normal and linear. Regression analysis results are shown in the table below:

Table 10 : Model Summary Analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Est	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
2	.753 ^b	.567	.565	.28033	.084	61.900	1	319	.002
b. Predictors: (Constant), EQ, SQ									

The result of the analysis shows that the correlation of all two predictors of EQ and SQ prediction with the criterion SO variable is high (model 2, $r = .742$). Based on the analysis (model 2) the combination of both predictor variables has the highest correlation with the criterion variable SO ($r = .742$). This analysis is also proven by ANOVA test in table 4.19 where model 2 has value $F = 209.271$ significant at $p < 0.00$.

Table 11 : ANOVA Analysis

Model		Sum of Squares	df	Mean Square	F	Sig.
2	Regression	32.891	2	16.445	209.271	.003 ^c
	Residual	25.068	319	.079		
	Total	57.959	321			
a. Dependent Variable: Student Outcomes						
c. Predictors: (Constant), Emotion Intelligence, Spiritual Intelligence						

Regression analysis Table 11 also shows the percentage of the effects of both predictor variables on criterion variables. This is shown by the combined value of all predictor variables $R^2 = 0.567$, $p = 0.00$ ($p < 0.05$) model 2 which contributes to the cause of variation of criterion variables. In this case, the predictor of EQ and SQ predictors can explain 56.70 percent of variance that exists in the SO criterion variable. While the remaining 43.30 percent SO variance is determined by other factors not studied in this study.

Table 12 : Coefficient's Analysis

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
2	(Constant)	.962	.145		6.625	.002	.676	1.247
	Spiritual Intelligence (EQ)	.389	.043	.441	9.016	.003	.304	.474
	Emotional Intelligence(SQ)	.356	.045	.385	7.868	.001	.267	.445
a. Dependent Variable: SO								

Table 12 shows the contribution of each predictor variable to the criterion variable. Based on the standardized Coefficients (Beta) of the independent variable EQ ($\beta = 0.441$) is a better predictor of SO versus variables than SQ ($\beta = 0.385$). This conclusion was made at a significant level of 0.00 ($p < 0.05$) or 95 percent confidence level. There is strong evidence to reject the null hypothesis and conclude that the predictive variable of emotional intelligence (EQ), spiritual intelligence (SQ) is a significant predictor in determining student disability (SO).

Dicussion

The main purpose of this study is to determine the relationship and influence of emotional intelligence (EQ) and spiritual intelligence (SQ) toward student incidence (SO). In addition, researchers also obtained empirical evidence of the differences in EQ, SQ and SO levels according to the students' demographic characteristics.

The findings of the analysis of the study data are discussed below as the study objective. Based on the analysis of the study data, researchers found that the level of emotional intelligence (EQ), spiritual intelligence (SQ) and student outcomes (SO) in the Tawau college are at high level. Based on the overall analysis of the researchers, gender, group and race factors show different findings. The findings showed that gender and student flow did not differ from EQ, SQ and SO levels. However, the student group showed a significant difference to SO.

Data shows the depiction of students of humanitarian trends higher than groups of science students. The findings also show that there are significant differences in the level of EQ, SQ and SO according to the student group. Data show that the Chinese have EQ, SQ and SO levels lower than other races involved in the study. Overall, this finding is consistent with the findings of Rahayu (2004) on 332 students of Malaysia Northern University. He found that students' emotional intelligence was at high levels and was not influenced by demographic factors. However, this finding is contrary to the findings made by Ishak et al.(2008) on 2,150 first year students of Malaysian National University, who find the index of student emotional intelligence index moderate.

Other findings reported by Habibah et al. (2007) found that there was a significant difference in the level of student emotional intelligence by sex. The findings show that girls' emotional intelligence is higher than male students. Based on the overall analysis of the researchers, the respondents' demographic factors did not show differences in EQ, SQ and SO levels. The data analysis of this study shows that there is a strong positive relationship between emotional intelligence and spiritual intelligence with the student's outcomes. This finding demonstrates that EQ and SQ are indeed variables that need to be improved to improve student SO. In other words, EQ and SQ need to be improved in ensuring improvement in students' outcomes. Overall, this finding shows that SO Tawau's college graduates can be increased by increasing their EQ and SQ domination. The findings of this study are consistent with the findings reported by Azuka (2012), indicating a strong correlation between emotional intelligence and student achievement. The same result was reported by Arbabisarjou, Raghieb, Moayed and Rezazadeh (2013) which showed high levels of emotional and spiritual intelligence with the achievement of students.

Almost all of the previous studies reported that EQ and SQ had a positive relationship with SO. Hence the development of EQ and SQ students should be given due attention to ensure their achievement in all areas of life. Based on the analysis of the research data found that the intelligence of EQ and SQ had a significant influence on the student's outcomes. Both of these factors influenced 56.70 percent of students' outcomes. The findings show that EQ and SQ are very good predictors in determining the college student in Tawau. This findings support the findings reported by Salovey and Mayer (2000) and Goleman (2001) that high levels of spiritual intelligence make a person more effective and able to absorb all social problems around him. This finding supports the findings of the study reported by Allen (2003). In his study, he found that there was a significant relationship between student emotional intelligence and achievement measured from academic perspective. Similar findings reported that Arbabisarjou, Raghieb, Moayed and Rezazadeh (2013) which demonstrate emotional and spiritual intelligence have a high impact on student achievement. They also report that spiritual intelligence has more effect on achievement than emotional intelligence. This is contrary to the findings of this study that students' emotional intelligence has a greater impact on the student's performance. Suppiah et al. (2013) also reports similar findings in the study of the influence of intellectual, emotional and spiritual intelligence in shaping teenagers in Cameron Highland Malaysia. They report that emotional and spiritual intelligence contribute more to the formation of youth than intellectual intelligence. The discovery of Wiggles (2004) shows spiritual intelligence is one of the important factors in improving student achievement. This finding is consistent with Zohar and Marshall (2000) who find that people with high levels of spiritual intelligence can use different approaches in the learning environment. The findings also support the findings reported by Lopez et al. (2003), Song et al. (2010), Bastian et al. (2005), Day et al. (2004), Por et al. (2011) who find emotional intelligence have a strong influence on the achievement of students in many aspects of academic, personality, self-esteem and so on. Therefore, in order to achieve the effectiveness of learning, the development of emotional and spiritual intelligence should be the basis for coordination with human abilities (Arbabisarjou et al., 2013).

Conclusion

When a student goes to school they need to be guided and taught to master various knowledge and skills in accordance with the level of guided curriculum. This curriculum encompasses all skill development in terms of knowledge, thinking skills, leadership skills, bilingual, ethical and spiritual skills, and the establishment of a national identity within the student.

In line with this, it is imperative that educational policy makers relate the mastery of these skills to the responsibilities and role of teachers in the teaching and learning process. This means that the development of pupils' skills should be prioritized and not only provide them with knowledge and skills alone.

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