

Do Emotional Intelligence and Academic Persistence Interrelated in Final Year Students?

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ABSTRACT

Final students are students who often face academic pressure, final assignments, and preparations for entering the world of work. Emotional intelligence is important for dealing with stress, maintaining motivation, and having academic persistence which gives a final student the ability to continue fighting to achieve their academic goals despite facing challenges. various obstacles. For final students, challenges such as final assignments and preparation for graduation can test their level of persistence. This quantitative research aims to explain the relationship between emotional intelligence and academic persistence in final students. Data was collected using The Schutte Self Report Emotional Intelligence Test (SSEIT) scale for emotional intelligence and The academic persistence scale for academic persistence, then analysis was carried out using reliability and validity tests, assumption tests and hypothesis tests. The results of this research show that specifically emotional intelligence and academic persistence in final students have a relationship with a Correlation Coefficient of (.755), which means it has a positive relationship and a significance value of 0.000 is smaller than 0.05, for linearity it shows (628.951) for the sig F value. The significance deviation of linearity is 0.000. From the results of this research which shows its significance towards emotional intelligence and academic persistence in final students, it shows that high emotional intelligence is associated with stronger academic persistence. Overall, research on the relationship between emotional intelligence and academic persistence can yield a variety of beneficial implications in improving college students' academic success, supporting their well-being, and preparing them for future challenges.

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ARTICLE INFO

Keywords: Emotional Intelligence; Academic Persistence; Final Year Students

Article History:

Received: 22 Jan 2025

Revised: 01 Feb 2025

Accepted: 15 Feb 2025

Published: 05 March 2025

How to Cite in APA Style: Paramma, P. L., Aditya, A. M., & Thalib, T. (2025). Do Emotional Intelligence and Academic Persistence Interrelated in Final Year Students?. *Educational Researcher Journal*, 2(1), 40–46. <https://doi.org/10.71288/education.alresearcherjournal.v2i1.26>

Introduction

In the world of education, especially at the tertiary level, the thesis stands as a significant milestone for every student. It's not just another assignment; it's the final hurdle that marks the culmination of years of hard work and dedication. For many students, particularly those in their final year, the thesis can feel like a double-edged sword—an essential step toward graduation, but also a source of immense pressure and anxiety. As students embark on this journey, they often find themselves grappling with a myriad of challenges. Choosing a topic that is both interesting and relevant can be daunting. Many students worry about whether their ideas are original enough or if they can sustain their interest over the months it takes to complete the project. This uncertainty can lead to sleepless nights filled with self-doubt, as they question their abilities and the validity of their research.

Time management becomes another significant hurdle. Balancing the demands of the thesis with other academic responsibilities, part-time jobs, and personal commitments can feel overwhelming. Students often find themselves juggling multiple tasks, leading to a sense of chaos and frustration. The pressure to produce a high-quality thesis that meets academic standards can weigh heavily on their shoulders, making the process feel like an uphill battle. For many, the thesis represents not just an academic requirement but a personal challenge that tests their resilience. The fear of failure looms large, as they understand that completing this project is crucial for graduating and moving forward in their lives. This realization can create a sense of urgency that amplifies their stress, making it difficult to focus and stay motivated.

Yet, amidst the challenges, the thesis journey is also filled with moments of growth and discovery. It pushes students to dig deep into a subject they are passionate about, allowing them to explore new ideas and contribute to their field of study. The process encourages them to seek help from advisors, collaborate with peers, and build a support network that can make the journey a little less lonely. As they navigate the ups and downs of thesis writing, students often find themselves developing valuable skills that extend far beyond the classroom. They learn to think critically, communicate effectively, and manage projects—skills that will serve them well in their future careers. The experience can be transformative, helping them to build confidence and resilience as they face challenges head-on.

In the end, while the thesis may seem like a daunting task filled with obstacles and fears, it is also a vital part of the educational experience. It represents a conscious effort to overcome difficulties and emerge stronger on the other side. Embracing this journey can lead to personal growth, a deeper understanding of their chosen field, and a sense of accomplishment that makes all the hard work worthwhile. For many students, the thesis is not just a final assignment; it's a testament to their perseverance and a stepping stone toward their future. As a final student, you must have an intelligent mind, in this case the student is expected to experience difficulties in the process of completing his final assignment to be able to keep himself in good condition, therefore the student is expected to complete his studies and become a graduate and be able to work as a professional person (Monks, Knoers & Haditino, 2002).

A thesis or final assignment is an assignment that must be completed by a student in order to obtain a bachelor's degree. However, in reality there are quite a lot of students who do not immediately complete the assignment and this causes them to experience delays in graduation (Daron & Hasan, 2002). Interpreting a thesis as a scientific work written by an undergraduate student at the end of their study period based on the results of research, or literature review, or careful development of a

problem. Final students have various activities and activities outside of academics such as associations, organizations, associations which is one of the reasons final students often forget the responsibility to complete their thesis.

Emotional intelligence can influence a person's motivation in achieving goals. When someone is able to understand the emotions of themselves and others, they will more easily identify what motivates them and how to achieve those goals in an effective way. Hadi and Frinaldi (2022) explains that emotional intelligence can also help someone manage stress and pressure, so that they can maintain their motivation over a longer period of time.

The impact of emotional intelligence on final students. The main difference that causes success is emotional intelligence, which includes self-control, enthusiasm and perseverance, as well as the ability to motivate oneself. Secondly, emotionally intelligent students are able to understand their own feelings and the feelings of others. Because of their good self-awareness, they are able to motivate themselves and are able to properly organize the emotions that arise within themselves and when interacting with other people or the environment around them (Gitosarano, 2012). The impact of academic persistence Final year students are often faced with high levels of stress, including strict academic requirements, social demands, and worries about the future. Academic persistence can help them develop emotional intelligence, such as the ability to manage stress, overcome anxiety, and remain optimistic in the face of challenges. Parker, et. al. (2004) consider the role of individual differences in Emotional Intelligence and demonstrated relationships between, withdrawal/retention and measures of academic achievement.

Emotional intelligence factors Goleman (2006) suggests that there are two factors that influence emotional intelligence, namely, (1) Internal factors, are factors that exist within the individual that can affect emotional intelligence. There are two internal factors, namely: Physical factors are physical factors and individual health, every human being has a brain that has an emotional regulatory nervous system such as the amygdala, neocortex, limbic system, and prefrontal lobe. If a person's physical and health is disturbed, it can affect the process of emotional intelligence. Psychological aspects include experience, feelings, thinking ability and motivation. External factors, are factors that come from outside the individual. (2) External factors, namely the stimulus and the environment where emotional intelligence takes place. External factors include the stimulus itself, stimulus saturation is one of the factors that affect a person's success in treating emotional intelligence without distortion, the environment or situation specifically behind the emotional intelligence process. In addition, it is also mentioned that emotional intelligence in students is also related to academic persistence (Ndukaihe, et al. 2023).

Academic Persistence Several definitions pertain to persistence. Peterson and Seligman (2004) define persistence as the continuation of voluntary actions taken to achieve a goal, despite obstacles, difficulties or discouragement. Thomas (2001) suggests persistence is the tendency to work hard, to stay busy, and to complete tasks. Reber and Reber (2010) suggest persistence reflects a behavioral tendency to continue to exist, be maintained or repeated. This behavior refers to a process that continues even though the stimulus is no longer present.

In the world of education, persistence can be interpreted as a conscious action of students to maintain their educational status and continue the educational process to a higher level (Mortenson, 2005). This learner persistence refers to the achievement of goals towards the continuation of their behavior (Hagedorn, 2005). In line with this, persistence seeks to explain the continuation of an effort that reflects the length of time students remain in higher education programs, over a specified period of time (Brown et al, 2008).

Academic persistence can be seen based on quality characterized by focusing attention on goals, looking for alternatives and increasing sensitivity to things that will

help achieve goals. persistence is most widely discussed in the literature on achievement motivation (Constantin et al, 2011). Persistence is one of the characteristics of individuals who have mastery and achievement orientation which is characterized by connecting a person with success with high ability (and effort), as well as controlling failure factors with adequate effort. Based on this, this study aims to analyze the relationship between emotional intelligence and academic persistence directly in final year students, especially in Makassar.

Method

This research is quantitative research. This The subjects in the research were final students in the city of Makassar, totaling 400 respondents totaling 173 people (men), totaling 227 people (women). Subjects were vulnerable from semester 8 to semester 14, in semester 8 there were 284 people, in semester 10 there were 63 people, in semester 12 there were 38 people, and in semester 14 there were 15 people. Subjects were collected using non-probability sampling with purposive sampling.

It deals with the first subsection of method Data was collected using the Schutte Self Report Emotional Intelligence Test (SSEIT) scale and the academic persistence scale. The second scale is a ready-to-use scale carried out by the Emotional Intelligence Scale which was constructed by M. Fitrah. R. Umar (2019) and the Academic Persistence Scale which was constructed by Talib et al, (2019), but the researchers still carried out CFA analysis using JASP. The reliability value was 0.958. In the realm of data analysis, the second subsection focuses on various techniques employed to analyze data effectively. Among these techniques, assumption testing and hypothesis testing stand out as fundamental components that guide researchers in drawing meaningful conclusions from their data.

Assumption testing is a critical step in the data analysis process. It primarily involves evaluating the underlying assumptions that must be met for certain statistical methods to be valid. Two key aspects of assumption testing are the normality test and linearity assessment.

1. The normality test is conducted to determine whether the data follows a normal distribution. This is essential because many statistical tests, such as t-tests and ANOVA, assume that the data is normally distributed. If the data deviates significantly from normality, it may lead to inaccurate results and conclusions. Common methods for testing normality include the Shapiro-Wilk test and the Kolmogorov-Smirnov test. By assessing the normality of the data, researchers can decide whether to proceed with parametric tests or consider non-parametric alternatives.
2. The linearity assumption examines the relationship between two variables to ensure that it is linear. This is particularly important in regression analysis, where the goal is to model the relationship between a dependent variable and one or more independent variables. A linear relationship implies that changes in the independent variable(s) will result in proportional changes in the dependent variable. Researchers often use scatter plots and correlation coefficients to visually and statistically assess linearity. If the relationship is found to be non-linear, it may necessitate the use of transformation techniques or alternative modeling approaches.

Hypothesis testing is another vital technique in data analysis, serving as a systematic method for evaluating the validity of a hypothesis based on sample data. The process begins with formulating a null hypothesis (H₀) and an alternative hypothesis (H₁). The null hypothesis typically posits that there is no effect or no difference, while the alternative hypothesis suggests the opposite. The primary objective of hypothesis testing is to determine whether there is enough evidence in the sample data to reject the

null hypothesis in favor of the alternative hypothesis. This is achieved through various statistical tests, such as t-tests, chi-square tests, and ANOVA, depending on the nature of the data and the research question. The results of hypothesis testing are often expressed in terms of a p-value, which indicates the probability of observing the data, or something more extreme, assuming that the null hypothesis is true. A commonly used threshold for significance is a p-value of 0.05. If the p-value is less than this threshold, researchers typically reject the null hypothesis, concluding that there is significant evidence to support the alternative hypothesis.

In this analysis, the data was processed using JASP version 18.30, a user-friendly software that facilitates statistical analysis. JASP provides a range of tools for conducting assumption tests and hypothesis tests, making it accessible for researchers with varying levels of statistical expertise. Its intuitive interface allows users to visualize data and interpret results effectively, enhancing the overall analysis process. In conclusion, the combination of assumption testing and hypothesis testing forms the backbone of robust data analysis. By ensuring that the necessary assumptions are met and rigorously testing hypotheses, researchers can derive valid conclusions that contribute to the advancement of knowledge in their respective fields.

Results

This The results of this research show several things, namely: emotional intelligence and academic persistence categorization, and hypothesis testing. These are emotional intelligence and academic persistence categorization:

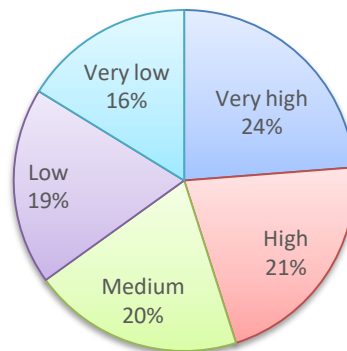


Figure 1. Emotional Intelligence Categorization

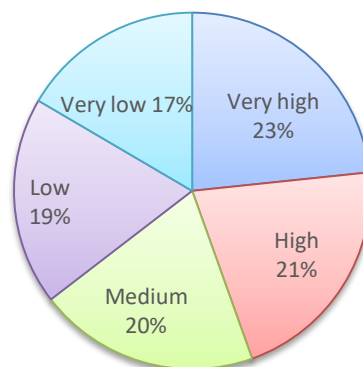


Figure 2. Academic Persistence Categorization

Before hypothesis testing, we performed assumption tests, such as normality and linearity tests. Based on the results of the normality test, it is known that the plots on the Q-Q Plot graph of the two variables are close to the line so that the data in this study are normally distributed. The results of the linearity test analysis show that the significance value of deviation of linearity between Emotional Intelligence and Academic Persistence is a very high linearity of 628,951, with a significance value of deviation of linearity of 0.000. Therefore, it can be concluded that there is a linear relationship between the variables in this study, because the significance value of deviation of linearity is greater than 0.05 (Sig > 0.05).

Table 1.

Hypothesis test

| Variabel | Correlation test | | Keterangan |
|---|--------------------------|--------|---|
| | Correlation Coefficient* | Sig.F* | |
| Emotional Intelligence & Academic Persistence | 0.755 | 0.000 | Significant and Strong Relationship (+) |

Based on the correlation test results show that there is a strong and positive relationship between Emotional Intelligence and Academic Persistence with a Pearson correlation value of .755. Because the significance value of 0.000 is smaller than 0.05, this correlation is statistically significant.

Discussion

Based on the results of this study, it shows that there is a unidirectional relationship (+) between the two variables. These results are in line with research conducted by Thomas & Allen (2020) which can present that emotional intelligence can help students to be able to face their academic problems. Emotional intelligence acts as a controller and regulates the emotions felt by individuals to be able to rise and face the challenges experienced. Basically, emotional intelligence, especially in final year students, can be seen from the ability students have to recognize their own emotions and they also have a large capacity to interact with others or face problems, take responsibility, have moral principles, be sympathetic in social relationships, and feel comfortable in their environment.

Academic persistence is a psychological condition or mental attitude that encourages a person to remain diligent and persistent in facing challenges in the academic world. It includes resistance to failure, high motivation, self-confidence to complete the final project, the belief that hard work will pay off, and the ability to stay focused and persevere despite various obstacles. Final year students' academic persistence refers to the ability and perseverance of students in completing their studies until they reach graduation, despite facing various challenges. In the final stage of education, students are often faced with higher academic demands, such as the completion of a thesis or final project, comprehensive exams, and preparation for entering the workforce. Final year students generally have a strong motivation to complete their studies. This motivation can stem from the desire to earn a degree, achieve career goals, or fulfill personal and family expectations.

The results of this study indicate a positive relationship between the two variables, emotional intelligence and academic persistence, where academic persistence owned by final students plays an important role in being able to survive in a tough period of working on the final thesis. Persistence behavior is needed for final students in completing their studies. Based on the explanation above and its relation to this research, it can be concluded that persistence is the tendency of student behavior that

continues to exist to maintain the status or achievement of a goal, despite obstacles, difficulties or discouragement in the educational process.

Emotional intelligence and academic persistence have a close relationship because both play an important role in a person's ability to face challenges, manage stress, and stay motivated in achieving academic goals (Shengyao, et. al., 2024). Here is a detailed explanation of how and why emotional intelligence and academic persistence are interrelated. Emotional intelligence helps cope with stress. Final-year students with high emotional intelligence are better able to manage stress associated with academic tasks, exams, and social pressures. this ability is important for maintaining emotional balance, which in turn supports academic persistence. when a person can manage stress well, they are more likely to persist in the face of adversity rather than giving up. In addition, emotional intelligence enhances self-motivation which is useful for final year students who have intrinsic motivation tend to be more persistent in pursuing academic goals such as final assignments.

This test uses Spearman's rho to determine the direction of the relationship between emotional intelligence and academic persistence. The test results show a positive correlation coefficient of 0.775, which means that the two variables have a unidirectional positive relationship. Thus, when emotional intelligence increases, academic persistence in final students will also increase, and vice versa.

Emotional intelligence and academic persistence are closely related because emotional intelligence provides a strong foundation for managing emotions, motivating oneself, and overcoming unavoidable challenges in the academic journey. Final year students with high emotional intelligence tend to be better able to manage stress, stay motivated, utilize social support, and face adversity with a positive attitude, all of which contribute to higher academic persistence. In other words, emotional intelligence not only supports emotional well-being, but is also the key to achieving academic success through perseverance and strong resilience to persist in education.

Conclusion

This research still shows that the level of emotional intelligence in final students is at a very high level and tends to be low so that the academic defense of final students is still high. There is a relationship between the emotional intelligence variable and academic persistence. The results of statistical analysis of the correlation between emotional intelligence and academic persistence in final students show that there is a high and significant relationship with a positive relationship direction. This means that the positive relationship between emotional intelligence and academic persistence is that the higher the level of emotional intelligence of final students, the higher the level of academic persistence. Vice versa, the higher the level of academic persistence in final students, the higher the emotional intelligence in final students.

Acknowledgements

We would like to acknowledge The research team would like to thank final semester students at all universities in Makassar, for supporting the continuation of research related to emotional intelligence and academic persistence, so that the results were found that students in Makassar have good emotional intelligence in maintaining their academic persistence.

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