

## THE EFFECT OF SOCIETAL FACTOR ON LINGUISTIC PERFORMANCE, EMOTIONAL AND SPIRITUAL INTELLIGENCE

**Kasmil S. Abdulwahid**

Ph.D. Student, Islamic Educational Psychology at Universitas Muhammadiyah Yogyakarta, Indonesia.  
sandrakasmil@yahoo.com

### ABSTRACT

The main focus of this study was to determine the significant difference of societal factors on linguistic performance, emotional, and spiritual intelligence while the secondary target was to determine the levels of linguistic performance, emotional, and spiritual intelligence of grade nine Muslim students in Bongao, Tawi-Tawi, Philippines and Yogyakarta, Indonesia based on students' demographic profile and experience.

The study used the descriptive-quantitative method of research. The respondents were 110 students selected through simple random sampling. Linguistic performance test, USM Emotional Quotient Inventory, and Spiritual Intelligence Self-Report Inventory were the instruments being utilized in the study. The data were analyzed through the use of t-test, ANOVA, and post-hoc test through the utilization of IBM SPSS 20 program.

On the basis of the analysis of the different findings of the study, it may summarize that: 1) There is a significant difference on students linguistic skills in terms of family religiosity, involvement in the social group, and madrasah experience, 2) There is a significant difference between their emotional intelligence in terms of family educational attainment, family income, and madrasah experience, and 3) There is a significant difference between their spiritual intelligence in terms of students' involvement in the social group.

**Keywords:** Linguistic Performance, Emotional Intelligence, Spiritual Intelligence

### A. INTRODUCTION

Parents are investing a lot of their money for the education of their children; but whether or not their children are learning inside the classroom or in the school is a considerable question the teachers and the school administrators need to answer. One factor that contributes to students learning is their intelligence, but whether it is their intellectual, emotional or spiritual intelligence that dramatically affects their learning or has a significant relationship to their learning is still a serious question to be further investigated. Aiming towards holistic excellence and in order to be successful in life, intellectual intelligence is not enough; certainly, one should developed fully their emotional and spiritual aspects.

From the early beliefs and studies regarding intellectual intelligence or the cognitive capacities of children, it was claimed to be the best precursor in determining child's achievement and performance inside the classroom. However with the latest findings on the study regarding performance and achievement, emotional and spiritual intelligence found out to affect highly student's performance.

In addition, factors that could affect students' performance are societal factors. According to Vygotsky,<sup>1</sup> the socio-cultural and the actual societal being affects mental function due to the internalization and organization of the society. Many studies confirm the relationship and effect of societal factors to students' performance (Wu *et al.*; Durham; Olson; Almunis *et al.*). Societal factors also have an impact on emotional intelligence score as according to Margavio *et al.*<sup>2</sup> Spiritual intelligence is also affected by societal factors as what is claimed by Pant and Srivastava,<sup>3</sup> while it is significantly related to the social desirability to adolescent internet addiction.<sup>4</sup>

In terms of human development, the most complicated stage of the development of personality is the so-called adolescence stage. The adolescence stage most falls under the high school level. Sometimes, high school students want to become someone in the sense that they want to impress other people, such as their classmates, friends, teachers, and even their parents. They want to impress other people, such as their parents, teachers, and classmates so that they will become very proud of them. Sometimes, they found conflict as to either impress their parents or classmates. Most of the time, instead of listening to parents, they listen to their classmates, especially their gang group.

Freud<sup>5</sup> expressed that adolescence period is in the so-called genital stage. This is the stage wherein high school students should develop self-control from their disruptive behavior, inconsistent moods, and negative feeling and vibes. They should not only understand their own feelings and emotions, but most especially, they have to understand and even study or visualize comprehensively other feelings, emotions, and behavior. Other students are also like them, they experienced mixed emotion and sometimes hard to understand and showing unpredicted mood. That is why students during this stage should be of the best they can in terms of feelings, behaviors, and emotions, so much so that they do not only mingle with other people harmoniously, but also they can carry on their healthy behavior, emotions, and feelings to their next stage in life.

During the adolescence stage, high school students found difficulty on the personal decision of themselves and other people. They begin to question authority figures and the anomaly in their society could make them very frustrated, as such this could initiate rebellious anger and action. That is why one can observe a lot of youth demonstration every now and then in different places and in the media, particularly against the government. They are also rebellious to their

---

<sup>1</sup> Daniels, H., *An Introduction to Vygotsky* (Psychology Press, 2005), pp. 35-38.

<sup>2</sup> Margavio, T. M., Margavio, G. W., Hignite, M. A., & Moses, D. R., *An Analysis of Chinese Business Students' Performance on a Test of Emotional Intelligence* (College Student Journal, 2011), p. 556.

<sup>3</sup> Pant, N., & Srivastava, S., *Effect of Spiritual Intelligence on Mental Health and Quality of Life among College Students* (ZENITH International Journal of Multidisciplinary Research, 2014), p. 208

<sup>4</sup> Waldo, A. D. *Correlates of Internet Addiction among Adolescents* (Psychology, 2014), p. 1999.

<sup>5</sup> *Ibid*, p. 39.

parents because they want to conform to their group, especially their gang group. Sometimes, they do the reverse of what is being told or advised to them by their parents even by their teachers. Piaget<sup>6</sup> referred this state to the formal operational stage. At this stage, high school students are in the process of developing and forming their identity. They can even utilize inductive and deductive thinking. They can reason out as to the consequences of their actions. Teachers and parents should be hands on in the guidance of these students at this stage so much so that they can have positive thinking and can become a responsible adolescent.

Erikson<sup>7</sup> associated adolescence as the stage of “Identity Versus Role Confusion”. During this stage, adolescents start to determine and question if what would be his role in his society, at home, in school, and other places. Mostly, they tried to change their behavior in order to discover their true identity, one day, they want to become somebody’s hero and another day they want to be alone and they do not want that somebody will notice them. Failure to achieve an identity during adolescence might result to confusion about themselves, especially in their later stage of development. For instance, they do not know and confuse as to their role in the society. Strong support and guidance from parents, teachers, and like is necessary so much so that adolescence can establish their identity and know what they really want for their life in particular.

Vygotsky<sup>8</sup> explained that students learn and acquire various facts, concepts, and rule unconsciously at this stage. This means that in the school, the student can learn easily if they can visualize, operate, and explore the learning material or the lesson. Role playing, dramatization, and actual communication are not only important in learning but also necessary to improve students’ linguistic skills. Vygotsky suggested the best technique to teach the children is through “scaffolding”; this means that learning is based on previous knowledge. For example, good and struggling students should belong to a group in an activity. The good students should be a competent and a better one. The good or the competent will guide the poor one in the process of learning based on students’ context or experience until such time they could grasp and or execute things by their own.

Earliest theorists, such as Pavlov and Watson,<sup>9</sup> argued that it is the classical conditioning that is very important in learning. Their famous example is by associating the bell with a food in

---

<sup>6</sup> Shaffer, D., & Kipp, K., *Developmental Psychology: Childhood and Adolescence* (Cengage Learning, 2013), pp. 274-276.

<sup>7</sup> Pressley, M., & McCormick, C. B., *Child and Adolescent Development for Educators* (Guilford Press, 2006), pp. 145-146.

<sup>8</sup> Snowman, J., & McCown, R., *Psychology Applied to Teaching* (Cengage Learning, 2011), p. 53.

<sup>9</sup> Classical conditioning is an educational process by which a student, for example, respond in an expected form to a prescribe neutral stimulus after the student constantly exposed to the neutral stimulus in addition to the new stimulus that automatically produce response.

order to acquire a response from a dog by drooling. They claimed that every human can be transformed into a better one if they are being given good environment and experience. In addition, Skinner<sup>10</sup> added positive and negative reinforcement increase behavior, response or performance, while positive and negative punishment reduce the behavior, response or performance of a certain individual or the learner in particular. For instance, in order to initiate active participation among students, it should be accompanied with rewarding system, such as by saying “very good”, if the student got the correct answer. However, if they got the wrong answer, then they will be given failing marks.

Human learning and development can be also affected by their surroundings, environment, and society. The social and the cultural interact to the students’ acquisition of language, behaviors, personality and the like, as what was confirmed by Vygotsky. For Vygotsky,<sup>11</sup> organized social and cultural environment inherit human the behavior. The students do not only learn their behavior, way of thinking, mannerism, and others just from their parents, but they have accommodated consciously and unconsciously others peoples’ behavior, the way of thinking, mannerism from their classmates, friends, and even other people. Sometimes, they naturally execute other people’s ideas, behavior, and the like automatically. Sometimes they suppress these ideas, behavior, and the like, if their minds contradict to it. For example, the human acquisition of language, behavior, personality, and etc. are due to social and cultural intervention, however, this intervention is being filtered by the human in order to decide what to accommodate, to believe, subscribe, and to take in, in addition to their total behavior and total being in general, as such it can be manifested in their way of life.

Benjamin Bloom (in Power)<sup>12</sup> proposed the hierarchy of learning behaviors and these are: 1. cognitive domain (knowledge), 2. affective domain (attitude), and 3. psychomotor domain (skills). In order for students to perform well in the classroom, they should not only be good cognitively but also they should also be good affectively and they should also be good in terms of their psychomotor domain. Students cannot perform well if their affective and psychomotor is deficient. That is why students’ performance is not only dependent on cognitive aspect, but also it is being affected by emotional and psychomotor aspects. This study has shown that affective domain is also related to the cognitive domain. This means that in order for the students to excel in their test or examination, they should firstly have the high level of the affective domain. For example, in this study, students displayed high level of emotional intelligence tends to display high level of linguistic performance.

---

<sup>10</sup> Operant conditioning is an educational process wherein response is caused by its consequences or stimulus.

<sup>11</sup> Daniels, H., *An Introduction to Vygotsky* (Psychology Press, 2005), pp. 35-38.

<sup>12</sup>Power, F. C., *et al. Moral Education: A Handbook* (Greenwood Publishing Group, 2007), p. 7

Although Bloom proposed that affective domain, as one of his three domains, affects learning, it seems that to the researcher this statement is general and need to expound more. That is why this study was utilized in order to specify if the affective domain, in terms of emotional and spiritual intelligence, does affect students' linguistic performance or the cognitive domain. In addition, since the human being is a complex individual, then their affective domain simply differs from one individual to another individual and from one culture to another culture. In this connection, the complete and profound examination, evaluation, and analysis of the cognitive and affective domain should be given importance in every society nowadays, in other words, more researches are needed to expound this theory and its concepts. As such, this study which focuses on the affective domain could explain in detail the complete scenario and confirms if this domain really does affect cognitive domain, particularly if emotional and spiritual intelligence does affect students' linguistic performance.

In Arabic, intelligence is translated as '*aql*. The Creator or Allah Swt. gave the humankind '*aql*., the most important blessing. People without or deficient in '*aql* can become useless in the society. There will be no meaning and sense of their life and worst, they will become a liability in any place, community or nation. Students should possess a high level of intelligence, whether cognitive, emotionally, and spiritually, in order for them to become an asset to their community and country as a whole. People, in general, should make use of their intelligence because, whether they like it or not, it would come a time wherein either it will disappear or become weak, such as during the old age and time of senility.

Different psychologists defined and described intelligence differently, Terman and Thorndike argued over the meaning of intelligence, Terman arguing that it is the ability of someone to abstract thinking, while Thorndike differed and emphasized that it is the ability to response to the query appropriately.<sup>13</sup> Intelligence is a general term for the ability to think, to reason, and to execute or to put into action the combined and systematic processes of the human mind, heart, and soul. It is a complex and debatable subject in the field of psychology; deeper and expound study of it is still seriously needed.

Intelligence is a human universal ability to absorb naturally, analyze systematically and act intentionally the truth and the reality. Intelligence is a result of a lot of contributing factors which is not always a direct cause of intellectual faculties, but also different and inter-connecting dimensions within one's self and the environment. It is not always all brain's works, but it is definitely comprising the product of the mind, body, heart, and soul's work. The body consists of different

---

<sup>13</sup> Encyclopedia Britannica. Retrieved from <http://www.britan-nica.com> /topic/human-intelligence-psychology on [08/23/15].

parts and senses, one affects the other and vice versa. These parts and senses are working harmoniously together in order to produce excellent work or output. This harmonious work is just a display of the intelligence.

Since humankind consists of different mental abilities, then each of them should be given adequate focus and attention; one should not only test, develop, and enhance the analytical ability, but also other abilities, particularly the emotional and spiritual abilities. The curriculum nowadays must not only cater to one or few mental abilities, but it should cater to the development of all of them in order to attain quality students. The problem of the multiple intelligence theory is in its actualization. This could mean that every school or teacher should see to it that all of these mental abilities or intelligence should be equally developed. This could become big challenges for the school and the teachers to cater to each of the claimed mental abilities or multiple intelligence.

The word emotion originated from the French word *esouvoir*, meaning to stir up. It also comes from the Latin word *emovere*, meaning to move or displace. According to Emerling *et. al*, emotions let people move to action effectively and adaptively. Emotions are not interfering with a good decision, but they are important and very much critical in all effective decisions.<sup>14</sup>

While for Goleman (in Cassidy *et. al*),<sup>15</sup> it is “Managing feelings so that they are expressed appropriately and effectively, enabling people to work together smoothly toward their common goals”. Emotional Intelligence is one’s ability of emotional faculties to label, control, respond, and enrich emotion in own self and others.

Zohar<sup>16</sup> defined spiritual intelligence as, “the soul’s intelligence, it is the intelligence with which heal people and with which people make themselves whole.” Spiritual Intelligence is an ultimate human universal ability to absorb naturally, analyze systematically and justly, and act intentionally with decency the truth and the reality. In an Islamic context, religion and spirituality are not distinct since thoughts and action cannot be separated as according to Nasr.<sup>17</sup> From the Islamic perspective, religion is the general term which encompasses life. Spirituality is just a feeling that one is connected to someone or something. This connection may benefit someone in this world temporarily or permanently due to their positive perception and conceptualization. Perception and conceptualization tend to affect someone to do well to others and treated other people with kindness and compassion because they believe and feel that they are connected to one another in some other

---

<sup>14</sup> Emmerling, R. J., Shanwal, V. K., & Mandal, M. K., *Emotional Intelligence: Theoretical and Cultural Perspectives* (Nova Publishers, 2008), p. 5.

<sup>15</sup> Cassidy, C., Kreitner, B., and VanHuss, S., *Administrative Management: Setting People Up for Success* (Cengage Learning, 2014), p 54

<sup>16</sup> Zohar, D., *Spiritual Intelligence: The Ultimate Intelligence* (Bloomsbury Publishing, 2012), p. 9.

<sup>17</sup> Nasr, Seyyed Hossein. *Islam: Religion, history, and civilization* (HarperOne, 2003), p.

way or form. There are a lot of forces, being, and unexplained circumstances that surround the human being. They may or may not lead people astray in the practice of spirituality, such as contemplation, and science cannot explain a lot of these phenomena.

Spiritual intelligence is an intelligence which triggers humankind to seek for the truth, believe the truth and work for the truth. People who have high spiritual intelligence will spend their whole life searching for the ultimate truth, such as the meaning of life. Every individual possesses spiritual intelligence, but many are polluting this intelligence with the sweetness of worldly life, such as arrogance, power and the like. People are living in this world only once, so it is irrational if people are only wasting their life doing what is unnecessary. Spiritual intelligent people are using all that they have, including their material world, in order to quest for the ultimate truth. True happiness can be achieved through the work of spiritual intelligence of every individual.

Spiritual intelligence is the highest intelligence that mankind can possess. This intelligence tries to operate, manipulate, and make use of different intelligence in order to attain its ultimate purpose. This intelligence does not stand alone; it needs several factors and other intelligence in order to make it functional and productive, but whether how great or how small does it needed, dependent upon one person to another person. Spiritual intelligence will give individual the holistic view of their life. They would accommodate all their life events and experiences; reinterpret and evaluate them so much so that they could become a better person in the future.

## **B. OBJECTIVE OF THE STUDY**

The objectives of this study are: To find out the effect of societal factors on the linguistic performance, emotional, and spiritual intelligence of the students.

## **C. RESEARCH METHODOLOGY**

The study examined the effect of the societal factor to the linguistic performance, emotional and spiritual intelligence of grade nine Muslim high school students in Bongao, Tawi-Tawi, Philippines and Yogyakarta, Indonesia who were enrolled in the private schools. The independent variables of this study are: I. demographic profile [1. gender; 2. Students' family/guardian (monthly income, educational attainment, occupation, and religiosity); and 3. students' experience (involvement in the social group, access to social media, and *madrasah* experienced)]. The dependent variables of this study are **USM Emotional Quotient Inventory** (an assessment of self-report measure of emotional intelligence developed by Yusoff, Rahim, & Esa), **Spiritual Intelligence Self-Report Inventory** (an assessment of self-report measure of spiritual intelligence developed by King & DeCicco), and **Linguistic Performance Test** (a test on

performance of grade nine Muslim high school students on four linguistic skills which are: listening, speaking, reading, and writing).

## D. DISCUSSION

### 1. Parents Income

**Table 1**  
**Significant Differences in the Comparison of the Mean Scores between Students' Family Income on the Emotional Intelligence**

FAMILY INCOME		MEAN DIFFERENCE	LEVEL OF SIGNIFICANCE @ 0.05	INTER-PRETATION
High/ Extremely High-income	Moderate	-8.941	0.887	Not Significant
	Low	-29.800	<b>0.035</b>	<b>Significant</b>
	Very Low	-29.550	0.127	Not Significant
Moderate	Low	-20.859	<b>0.013</b>	<b>Significant</b>
	Very Low	-20.609	0.198	Not Significant
Low	Very Low	.250	1.000	Not Significant

Table 1 presents the significant differences in the comparison of the mean scores between students that have high or extremely high, moderate, low, and very low income parents. The ANOVA was run using the SPSS program and revealed a significant difference in the emotional intelligence of the students in terms of students' family or guardian income by 0.002 significance at 0.05 alpha level. The Hochberg post-hoc test, as shown in the table, revealed the significant difference are among students who have low income and high or extremely high parents and low income and moderate high income parents with 0.035 and 0.013 significant values respectively at 0.05 alpha level.

Students with low-income parents are significantly different to students who have high or extremely high and moderate-income parents with regards to emotional intelligence. This study is consistent with findings that parents' income has the significant positive relationship with emotional intelligence (Noor and Hanafi; Rauf *et al.*) Abdollahpouret *et al.*; Harrod & Scheer; Katyal & Awasthis, Nazir & Khurshid). The result of this study has similar findings with Sharma and Vaid (2005)<sup>18</sup> that low-income families' children have significantly better emotional intelligence than adolescent belonging to middle income families. However, this study contradicts to the findings of Harrod and Scheer<sup>19</sup> that argued that it is the rich family who are significantly better than the lower income families and not the other way around. However, a research found out

<sup>18</sup> Sharma, N., & Vaid, S., *Role of Parents in the Social Development of Adolescents: A Comparison of Low and Middle Socio-economic Status* (Journal of Human Ecology, 2005), pp. 109-115.

<sup>19</sup> Harrod, N. R., & Scheer, S. D., *An exploration of Adolescent Emotional Intelligence in Relation to Demographic Characteristics. Adolescence* (2005), p. 503.

that the rich people tend to show lesser empathy, less caring, and not as compassionate as the poor people.<sup>20</sup> This implies that this study is in congruence with the majority of studies which claimed that it is the poor families who have high level of emotional intelligence than the rich one.

Parents low-income earning could significantly affect students' emotional intelligence at times where in if there is continuous guidance and supervision to mold students to be the best they can. On the other hand, even though high-income parents can provide their children with the necessary environment that could significantly mold their personality or emotional intelligence to the best they can, but if they were not there for guidance and support of the children most of the time, especially when their children needed them the most, then higher level of students' emotional intelligence cannot be certainly achieved. Enough income and strong support and guidance are very much needed in order to attain students' high level of emotional intelligence.

## 2. Parents Education

Table 2

Significant Differences in The comparisons of the Mean Scores between Students' Family/Guardian Education on the Emotional Intelligence

STUDENTS' PARENT/GUARDIAN EDUCATION		MEAN DIFFERENCE	LEVEL OF SIGNIFICANCE @ 0.05	INTERPRETATION
Post Grad.	Undergrad.	5.556	0.967	Not Significant
	High Sch. Grad.	1.481	1.000	Not Significant
	Elementary Graduate	-7.540	0.991	Not Significant
	Others	-25.111	0.191	Not Significant
Under-graduate	High Sch. Grad.	-4.074	0.990	Not Significant
	Elementary Graduate	-13.095	0.627	Not Significant
	Others	-30.667	<b>0.029</b>	<b>Significant</b>
High School Grad.	Elementary Graduate	-9.021	0.957	Not Significant
	Others	-26.593	0.113	Not Significant
Elementary Graduate	Others	-17.571	0.799	Not Significant

The Analysis of Variance (ANOVA) was executed and pointed out that there is a significant difference in the levels of emotional intelligence in terms of parents or guardians' educational attainment of the students which reflected in a significant value 0.027 at 0.05 alpha level. The Hochberg Post-hoc test revealed that the significant differences are between undergraduate

<sup>20</sup> The New York Time. Retrieved from [https://opinionator.blogs.nytimes.com/2013/10/05/rich-people-just-care-less/?\\_r=0](https://opinionator.blogs.nytimes.com/2013/10/05/rich-people-just-care-less/?_r=0) on [April 5, 2017]

parents and those whose parents did not graduate even in high school with a significant value of 0.029 at 0.05 alpha level.

This study is consistent with Harrod and Scheer,<sup>21</sup> Rauf *et. al*<sup>22</sup> that stressed there is a significant difference in emotional intelligence in terms of family education of high school students. On the contrary Farn *et. al*,<sup>23</sup> Fanoos,<sup>24</sup> Saygili.<sup>25</sup> did not found any significant difference in parents' education level on students' emotional intelligence. Fanoos<sup>26</sup> attributed the insignificant result due to limitations of the study. It is suspected that the conflicting result of this study, with the study conducted by Saygili,<sup>27</sup> is due to age differences of the respondents and the instrument being used in the study.

### 3. Family Religiosity

Table 3

Significant Differences in The comparisons of the Mean Scores between Family Religiosity in Linguistic Performance

Religiosity		MEAN DIFFERENCE	LEVEL OF SIGNIFICANCE @ 0.05	INTER- PRETATION
Very Religious	Religious	-3.168	0.862	Not Significant
	Somewhat Religious	-4.637	0.664	Not Significant
	Not Religious	-13.100	0.055	Not Significant
Religious	Somewhat Religious	-1.469	0.932	Not Significant
	Not Religious	-9.932	<b>0.016</b>	<b>Significant</b>
Somewhat Religious	Not Religious	-8.463	0.120	Not Significant

<sup>21</sup> Harrod, N. R., & Scheer, S. D., *An exploration of Adolescent Emotional Intelligence in Relation to Demographic Characteristics*. *Adolescence* (2005), p. 503.

<sup>22</sup> Rauf, Fatimah Hanim Abdul, *et al.*, Personal, Family And Academic Factors Towards Emotional Intelligence: A Case Study (*International Journal of Applied Psychology*, 2013), p. 1-6.

<sup>23</sup> Chen, Farn Shing, Ying Ming Lin, and Chia An Tu, *A Study of the Emotional Intelligence and Life Adjustment of Senior High School Students* (*World transactions on engineering and technology education*, 2006), p. 473.

<sup>24</sup> Fanoos, Azra, *Examining the Emotional Intelligence Level of Students of Kohat University of Science and Technology in Relation to Parents' Level of Education* (*International Journal of Academic Research in Progressive Education and Development* 2, (2013), pp. 253-260.

<sup>25</sup> Saygili, G., *The Factors Affecting Emotional Intelligence of Gifted Children* (*Research Journal of Recent Scinces*, 201, pp. 41-47.

<sup>26</sup> Fanoos, Azra, *Examining the Emotional Intelligence Level of Students of Kohat University of Science and Technology in Relation to Parents' Level of Education* (*International Journal of Academic Research in Progressive Education and Development* 2, (2013), pp. 253-260.

<sup>27</sup> Saygili, G., *The Factors Affecting Emotional Intelligence of Gifted Children* (*Research Journal of Recent Scinces*, 201, pp. 41-47.

The analysis of variance (ANOVA) was utilized and pointed out that there is a significant difference of 0.041 at 0.05 alpha level. The Gabriel Post-hoc test determines that the significant differences are between students with not religious and religious parents at a significant value of 0.16 at 0.05 alpha level.

LaRose<sup>28</sup> revealed that “religious practice” (e.g., frequent prayer, family religious instruction, and the like) displays positive significant impact on the college students’ academic attainments. He expressed that the more faithful a person’s religious practices resulted to better grades in both high school and college level.

Dijkstra and Peschar<sup>29</sup> reported that students whose families attended religious gathering acquired higher academic performance than those whose parents do not have “religious involvement.” Their finding is different to this study because of the variable being considered, their variable is the academic achievement, while it is the linguistic performance here. In this study, it is students’ who have not religious parents performed better in the linguistic performance.

Students who have not religious parents tend to be significantly difference from those who have a very religious in terms of listening skills. It is suspected that religious parents tend to guide and teach their children on matters which are always related to their religion that is why students listening skills in terms of English language is poorly develop. There is no wrong to become religious. However, parents should not forget that they also have the obligation to educate their children properly. They should not pass all the responsibility to the teachers and learning institution for their children’s learning and education. They themselves should be involved in the development and learning of students in term of academic or linguistic performance, but also in terms of the development of their emotional and spiritual intelligence. Religious parents should also provide children with the environment that could lead to learning and can improve students, linguistic skills. Parents should not only send their children to good schools, but they should also provide their children with good experience and environment especially for the development of their linguistic performance.

---

<sup>28</sup> LaRose, Randy A., *The Relationship between Religiosity and Educational Pursuit and Perception (All Graduate Theses and Dissertations, 2009)*, p. 444.

<sup>29</sup> Annebert Dijkstra & Jules L. Peschar, *Religious Determinants of Academic Attainment in the Netherlands (Comparative Education Review, Special Issue on Religion, 1996)*, pp. 47-65.

#### 4. The Social Group

Table 4

Significant Differences in The comparisons of the Mean Scores between Students' Involvements in the Social Group on Linguistic Performance

INVOLVEMENT IN THE SOCIAL GROUP		MEAN DIFFERENCE	LEVEL OF SIGNIFICANCE @ 0.05	INTERPRETATION
Heavily Involved	Involved	10.083	0.183	Not Significant
	Somewhat Involved	12.538	<b>0.031</b>	<b>Significant</b>
	Not Involved	14.043	<b>0.019</b>	<b>Significant</b>
Involved	Somewhat Involved	2.455	0.636	Not Significant
	Not Involved	3.960	0.247	Not Significant
Somewhat Involved	Not Involved	1.505	0.938	Not Significant

The ANOVA revealed that there is a significant difference on linguistic performance in terms of students' involvement in the social group with a significant value of 0.026 which is lower than the alpha level of 0.05. The Gabriel Post-hoc test determines that the significant differences are between heavily involved and somewhat involved and heavily involved and not involved students in the social group with the significant values of 0.031 and 0.019 respectively. The rest combination of variables, as shown in the table, did not yield any significant difference.

This study revealed that there is a significant difference in terms of linguistic performance as far as involvement in the social group is concerned. The social group reported to improve reading skills as according to Mingle.<sup>30</sup> Yunus *et al.* expressed that students achieved more vocabulary and even improved their writing skills due to the social group experience, such as Facebook and Twitter. Ahn<sup>31</sup> stated that Social Network Sites (SNS) provide an opportunity for the adolescent to engage in communities that can facilitate learning, and practice their skills in a specific knowledge area. While Yunus *et al.* stated that students who participated in the social media showed improvement in reading skills; this is due to gaining more vocabulary and an improvement in writing skills. A study conducted in Oman by Mehmood and Taswir<sup>32</sup> on how social network participation affects students' linguistics performance revealed that a lot of

<sup>30</sup> Mingle, Jeffrey, and Musah Adams, *Social Media Network Participation and Academic Performance in Senior High Schools in Ghana* ( Library Philosophy and Practice, 2015), p. 1.

<sup>31</sup> Ahn, J. *The Effect of Social Network Sites on Adolescents' Social and Academic Development: Current Theories and Controversies* (Journal of the American Society for Information Science and Technology, 2011), pp. 1435-1445.

<sup>32</sup> Mehmood, S. and Taswir, T., *The Effects of Social Networking Sites on the Academic Performance of Students in College of Applied Sciences* (International Journal of Arts and Commerce, 2013), pp. 111-125.

students showed that constant communication in the social networks alter their linguistic habits. However, some studies (Banquil *et al.*<sup>33</sup>; Kirschner and Karpinski<sup>34</sup>) reported a negative effect and claimed that engagement in the social group can result to students poor grades and including academic performance; and this is due to lack of study time.

Students should make use of the internet, especially the social media, wisely. Student joining the social group should have the good intention and be sure that it will be beneficial for them otherwise it could have significant negative effect on them, for example, they would become addicted to some non beneficial site or program in the internet wherein their time for study is being disturbed and worst of all, they will not study their lesson at all. Students should look for the social group that could improve their linguistic skills since study shows that improvement in linguistic skills could result to achievement and good performance even in mathematics subject.

Table 5

Significant Differences in The comparisons of the Mean Scores between Students' Involvements in the Social Group on Spiritual Intelligence

INVOLVEMENT IN THE SOCIAL GROUP		MEAN DIFFERENCE	LEVEL OF SIGNIFICANCE @ 0.05	INTERPRETATION
Heavily Involved	Involved	22.426	0.075	Not Significant
	Somewhat Involved	21.462	0.089	Not Significant
	Not Involved	25.638	<b>0.027</b>	<b>Significant</b>
Involved	Somewhat Involved	-.964	1.000	Not Significant
	Not Involved	3.212	0.901	Not Significant
Somewhat Involved	Not Involved	4.176	0.588	Not Significant

The ANOVA was executed and pointed that there is a significant difference on spiritual intelligence in terms of students' involvement in the social group with a significant value of 0.031, which is lower than the alpha level of 0.05. It was found out that Hochberg Post-hoc test, as shown above, revealed that the significant differences are between heavily involved and not involved at a significant value of 0.027 at 0.05 significant alpha level.

<sup>33</sup> Banquil, Kimberly, *et al.*, *Social networking sites affect one's academic performance adversely* (UST College of Nursing, 2009), pp. 1-42.

<sup>34</sup> Kirschner, Paul A., and Aryn C. Karpinski, *Facebook® and Academic Performance Computers in human behavior*, 2010), pp. 1237-1245.

Students who are heavily involved in the social group are significantly different from other group of students in terms of spiritual intelligence. This means that these students can perceive transcendence dimension of themselves within self or toward other people or in any given situation. They join the social group because at the first place they believe that they are connected to them in some other way because they do not only see material or physical things or beings, but they can visualize their connectedness with other people especially to or in their social group. They do not treat their fellow member in the social group just friend, but they even treat them more seriously as brothers and sisters. The social group does not only give opportunities for student to develop connection with other mutually, but it can improve their spiritual connectedness to other people or friends in a social group. The social group can help improve the students perception from that of the materialistic one to that of the spiritual one, for example, helping other is not only for worldly rewards, but also beyond it in congruence to one's own faith and belief.

## 5. Language Experience

Table 6

Significant Difference in The comparison of the Mean Scores between *Madrasah* Experiences in the Linguistic Performance

<b>MADRASAH EXPERIENCE</b>		<b>MEAN DIFFERENCE</b>	<b>LEVEL OF SIGNIFICANCE @ 0.05</b>	<b>INTER- PRETATION</b>
With	Without	3.704	<b>0.034</b>	<b>Significant</b>

In terms of *madrasah* experience, grade nine Muslim students with *madrasah* experience performed better significantly than those without experience with a mean difference of 3.704 in the linguistic performance. The Independent sample T-test shows a significant difference in equal variances assumed with a significant value of 0.034 at 0.05 alpha level.

This study confirms that language experience, such as in *madrasah*, is significantly affect linguistic performance. This study is consistent with the majority of findings that foreign language experience is related to English linguistic skills. Study in the foreign language help students acquire English language skills (Rafferty).<sup>35</sup> It improved their grammatical judgment, correction tasks, and word recognition (Demont).<sup>36</sup> It could also improve students' word

<sup>35</sup> Rafferty, E. A. (1986). *Second language study and basic skills in Louisiana*. U.S.; Louisiana, from ERIC database.

<sup>36</sup> Demont, E. (2001). Contribution of early 2nd-language learning to the development of linguistic awareness and learning to read/Contribution de l'apprentissage précoce d'une deuxième langue au développement de la conscience

knowledge, reading, language, and spelling.<sup>37</sup> They are reported to acquire higher score in English achievement test (Olsen)<sup>38</sup> and length of foreign language study is positively related to student standardized test.<sup>39</sup> They are also expected to perform better in college<sup>40</sup> and performed significantly better in reading ability than those who do not have foreign language experience.<sup>41</sup> Bilingual skilled readers reported to score higher on word-reading and spelling tasks than the monolingual skilled readers.<sup>42</sup> There is a significant relationship between Arabic language proficiency and English language proficiency,<sup>43</sup> particularly on the reading fluency.<sup>44</sup> Students who were proficient in Arabic writing skills performed significantly better in English writing skills.<sup>45</sup>

The above-mentioned findings imply that students should add more experience in foreign language, especially the learning of Arabic language, so much so that it can significantly improve their English language performance. Foreign language learning could support students to attain high level of linguistic skills. Study shows that spending extra time to study foreign language does not negatively affect students' linguistic performance, but it could even improve them. Studying Arabic subjects and Islamic studies could not only have worldly gain, but also significant gain in the hereafter.

Table 7

Significant Difference in The comparison of the Mean Scores between *Madrasah* Experiences in the Emotional Intelligence

<b>MADRASAH EXPERIENCE</b>	<b>MEAN DIFFERENCE</b>	<b>LEVEL OF SIGNIFICANCE @ 0.05</b>	<b>INTER- PRETATION</b>
--------------------------------	----------------------------	---------------------------------------------	-----------------------------

linguistique et à l'apprentissage de la lecture. *International Journal of Psychology*, 36(4), 274-285. from PsycINFO database

<sup>37</sup> Sheridan, R. (1976). *Augmenting reading skills through language learning transfer. FLES Latin program evaluation reports, 1973-74, 1974-75, 1975-76.* From ERID database.

<sup>38</sup> Olsen, S.A., Brown, L.K., *The Relation Between High School Study of Foreign Languages and ACT English and Mathematics Performance* (ADFL Bulletin, 1992), pp. 47-50.

<sup>39</sup> Cooper, T. C., *Foreign language study and SAT-verbal scores* (Modern Language Journal, 1987), pp. 381-387..

<sup>40</sup> Wiley, P. D. *High School Foreign Language Study and College Academic Performance* (Classical Outlook, 1985), pp. 33-36.

<sup>41</sup> Diaz, J. O. P., *The Effects of a Dual Language Reading Program on the Reading Ability of Puerto Rican Students* (Reading Psychology, 1982), pp. 233-238.

<sup>42</sup> D'Angiulli, A., Siegel, L. S., & Serra, E., *The development of reading in English and Italian in Bilingual Children* (Applied Psycholinguistics, 2001), pp. 479-507

<sup>43</sup> Zamlut, Shadia Y., *The Relationship Between Arabic Language Proficiency, English Language Proficiency, and Science Academic Achievement of 11th Grade Arabic Speaking English Language Learners* (2011).

<sup>44</sup> McCollum, J. C., *The Correlation of Arab ELLs' Academic Reading Fluency in Arabic and English* (2012).

<sup>45</sup> Dweik, B. S. *The Effect of Arabic Proficiency on the English Writing of Bilingual Jordanian Students* (2007).

With	Without	11.321	<b>0.014</b>	<b>Significant</b>
------	---------	--------	--------------	--------------------

The grade nine Muslim students with *madrasah* experience performed better significantly than those without experience with a mean difference of 11.321 on the emotional intelligence. The Independent sample T-test shows a significant difference in equal variances assumed with a significant value of 0.014 at 0.05 alpha level.

Nikhat<sup>46</sup> determined that there is a significant difference in terms of Islamic Schools and Madrasah students on the emotional intelligence. Islamic school students have significantly higher emotional intelligence than Madrasah student, while Kurniawan determined the significant relationship between emotional intelligence and self-adjustment among Madrasah students at Madrasah Aliyah.<sup>47</sup>

Madrasah experience should not be a hindrance for students' education, but it should be promoted because it does not only significantly affect academic or English language performance, but also students' emotional intelligence. Islam teaches the Muslim not only to give importance to worldly affairs, but also including spiritual affairs. For example, Muslim parents should not only send their children to secular school, but also to religious school, if they cannot afford to do that, then they could provide students with experience or environment for learning their religion, such as enrolling in summer class, tutorial, and the like.

## E. SUMMARY

The study sought to determine the significant difference among students' demographic profile and experience in terms of Linguistic performance, emotional, and spiritual intelligence. Specifically, it sought to answer the following questions:

1. Is there a significant difference between grade nine Muslim students linguistic performance, emotional and spiritual intelligence in terms of students' demographic profile and school or country?

There is a significant difference between grade nine Muslim students in terms of the following:

- a. Students with low-income parents are significantly different to students who have high or extremely high and moderate-income parents with regards to emotional intelligence.

<sup>46</sup> Nikhat, F. K., *A Study of Socio-Economic Status and Emotional Intelligence among Madrasa and Islamic School students towards Inclusive Development* (European Academic Research, 2016), pp. 11838-11851.

<sup>47</sup> Kurniawan, Rezky. *Hubungan antara kecerdasan emosional dengan penyesuaian diri pada siswa kelas X di Madrasah Aliyah Negeri 2 Batu* (Diss. Universitas Islam Negeri Maulana Malik Ibrahim Malang, 2013).

- b. Students whose parents who did not even graduated in elementary level are significantly different to students who have undergraduate parents with regards to emotional intelligence.
- c. Students whose parents are not religious are significantly better than students who have religious parents with regards to linguistic performance.
- d. Students who are heavily involved in the social group are significantly better than those who are somewhat and not involved students in the social group with regards to linguistic performance. In addition, students who are heavily involved in the social group are significantly better than those students who are somewhat involved in the social group with regards to spiritual intelligence.
- e. Students who have madrasah experience are significantly different from those who have no madrasah experience with regards to linguistic performance and emotional intelligence.

## REFERENCES

- Ahn, J. *The Effect of Social Network Sites on Adolescents' Social and Academic Development: Current Theories and Controversies* (Journal of the American Society for Information Science and Technology, 2011), pp. 1435-1445.
- Annebert Dijkstra & Jules L. Peschar, *Religious Determinants of Academic Attainment in the Netherlands* (Comparative Education Review, Special Issue on Religion, 1996), pp. 47-65.
- Banquil, Kimberly, et al., *Social networking sites affect one's academic performance adversely* (UST College of Nursing, 2009), pp. 1-42.
- Cassidy, C., Kreitner, B., and VanHuss, S., *Administrative Management: Setting People Up for Success* (Cengage Learning, 2014), p 54
- Chen, Farn Shing, Ying Ming Lin, and Chia An Tu, *A Study of the Emotional Intelligence and Life Adjustment of Senior High School Students* (World transactions on engineering and technology education, 2006), p. 473.
- Cooper, T. C., *Foreign language study and SAT-verbal scores* (Modern Language Journal, 1987), pp. 381-387..
- D'Angiulli, A., Siegel, L. S., & Serra, E., *The development of reading in English and Italian in Bilingual Children* (Applied Psycholinguistics, 2001), pp. 479-507
- Daniels, H., *An Introduction to Vygotsky* (Psychology Press, 2005), pp. 35-38.
- Demont, E. (2001). Contribution of early 2nd-language learning to the development of linguistic awareness and learning to read/Contribution de l'apprentissage précoce d'une deuxième langue au développement de la conscience linguistique et à l'apprentissage de la lecture. *International Journal of Psychology*, 36(4), 274-285. from PsycINFO database
- Diaz, J. O. P., *The Effects of a Dual Language Reading Program on the Reading Ability of Puerto Rican Students* (Reading Psychology, 1982), pp. 233-238.
- Dweik, B. S. *The Effect of Arabic Proficiency on the English Writing of Bilingual Jordanian Students* (2007).
- Emmerling, R. J., Shanwal, V. K., & Mandal, M. K., *Emotional Intelligence: Theoretical and Cultural Perspectives* (Nova Publishers, 2008), p. 5.

- Encyclopedia Britannica. Retrieved from <http://www.britan-nica.com> /topic/human-intelligence-psychology on [08/23/15].
- Fanoos, Azra, *Examining the Emotional Intelligence Level of Students of Kohat University of Science and Technology in Relation to Parents' Level of Education* (International Journal of Academic Research in Progressive Education and Development 2, (2013), pp. 253-260.
- Fanoos, Azra, *Examining the Emotional Intelligence Level of Students of Kohat University of Science and Technology in Relation to Parents' Level of Education* (International Journal of Academic Research in Progressive Education and Development 2, (2013), pp. 253-260.
- Harrod, N. R., & Scheer, S. D., *An exploration of Adolescent Emotional Intelligence in Relation to Demographic Characteristics. Adolescence* (2005), p. 503.
- Harrod, N. R., & Scheer, S. D., *An exploration of Adolescent Emotional Intelligence in Relation to Demographic Characteristics. Adolescence* (2005), p. 503.
- Kirschner, Paul A., and Aryn C. Karpinski, *Facebook® and Academic Performance Computers in human behavior*, (2010), pp. 1237-1245.
- Kurniawan, Rezky. *Hubungan antara kecerdasan emosional dengan penyesuaian diri pada siswa kelas X di Madrasah Aliyah Negeri 2 Batu* (Diss. Universitas Islam Negeri Maulana Malik Ibrahim Malang, 2013).
- LaRose, Randy A., *The Relationship between Religiosity and Educational Pursuit and Perception* (All Graduate Theses and Dissertations, 2009), p. 444.
- Margavio, T. M., Margavio, G. W., Hignite, M. A., & Moses, D. R., *An Analysis of Chinese Business Students' Performance on a Test of Emotional Intelligence* (College Student Journal, 2011), p. 556.
- McCullum, J. C., *The Correlation of Arab ELLs' Academic Reading Fluency in Arabic and English* (2012).
- Mehmood, S. and Taswir, T., *The Effects of Social Networking Sites on the Academic Performance of Students in College of Applied Sciences* (International Journal of Arts and Commerce, 2013), pp. 111-125.
- Mingle, Jeffrey, and Musah Adams, *Social Media Network Participation and Academic Performance in Senior High Schools in Ghana* ( Library Philosophy and Practice, 2015), p. 1.
- Nasr, Seyyed Hossein. *Islam: Religion, history, and civilization* (HarperOne, 2003), p.
- Nikhat, F. K., *A Study of Socio-Economic Status and Emotional Intelligence among Madrasa and Islamic School students towards Inclusive Development* (European Academic Research, 2016), pp. 11838-11851.
- Olsen, S.A., Brown, L.K., *The Relation Between High School Study of Foreign Languages and ACT English and Mathematics Performance* (ADFL Bulletin, 1992), pp. 47-50.
- Pant, N., & Srivastava, S., *Effect of Spiritual Intelligence on Mental Health and Quality of Life among College Students* (ZENITH International Journal of Multidisciplinary Research, 2014), p. 208
- Power, F. C., *et al. Moral Education: A Handbook* (Greenwood Publishing Group, 2007), p. 7.
- Pressley, M., & McCormick, C. B., *Child and Adolescent Development for Educators* (Guilford Press, 2006), pp. 145-146.
- Rafferty, E. A. (1986). *Second language study and basic skills in Louisiana*. U.S.; Louisiana, from ERIC database.
- Rauf, Fatimah Hanim Abdul, *et al.*, *Personal, Family And Academic Factors Towards Emotional Intelligence: A Case Study* (International Journal of Applied Psychology, 2013), p. 1-6.
- Saygili, G., *The Factors Affecting Emotional Intelligence of Gifted Children* (Research Journal of Recent Scinces, 201, pp. 41-47.
- Shaffer, D., & Kipp. K., *Developmental Psychology: Childhood and Adolescence* (Cengage Learning, 2013), pp. 274-276.

- Sharma, N., & Vaid, S., *Role of Parents in the Social Development of Adolescents: A Comparison of Low and Middle Socio-economic Status* (Journal of Human Ecology, 2005), pp. 109-115.
- Sheridan, R. (1976). *Augmenting reading skills through language learning transfer. FLES Latin program evaluation reports, 1973-74, 1974-75, 1975-76.* From ERID database.
- Snowman, J., & McCown, R., *Psychology Applied to Teaching* (Cengage Learning, 2011), p. 53.
- The New York Time. Retrieved from [https://opinionator.blogs.nytimes.com/2013/10/05/rich-people-just-care-less/?\\_r=0](https://opinionator.blogs.nytimes.com/2013/10/05/rich-people-just-care-less/?_r=0) on [April 5, 2017]
- Waldo, A. D. *Correlates of Internet Addiction among Adolescents* (Psychology, 2014), p. 1999.
- Wiley, P. D. *High School Foreign Language Study and College Academic Performance* (Classical Outlook, 1985), pp. 33-36.
- Zamlut, Shadia Y., *The Relationship Between Arabic Language Proficiency, English Language Proficiency, and Science Academic Achievement of 11th Grade Arabic Speaking English Language Learners* (2011).
- Zohar, D., *Spiritual Intelligence: The Ultimate Intelligence* (Bloomsbury Publishing, 2012), p. 9.