THE INFLUENCE OF EMOTIONAL INTELLIGENCE AND LEARNING STYLE ON STUDENT'S ACADEMIC ACHIEVEMENT

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Professor Dr,

SUB: SUBMISSION OF FINAL RESEARCH REPORT 'THE INFLUENCE OF EMOTIONAL INTELLIGENCE AND LEARNING STYLE ON STUDENT'S ACADEMIC ACHIEVEMENT

With reference to the above subject, enclosed are three copies of the Final Research Report entitled, **" The influence of Emotional Intelligence and Learning Style on Student's Academic Achievement"** completed by a team of three lecturers at UiTM Sarawak.

Thank you.

Yours Sincerely,

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DR.KULDIP SINGH
Team Leader
Research Project

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ABSTRACT

The purpose of the study is to explore influence of emotional intelligence and learning styles on academic achievement of university students of Universiti Teknologi MARA Sarawak. A sample size of 500 students at the diploma and bachelor level were selected for the study. The total number of usable questionnaires returned was 389 which gave a response rate of 78 %. The instrument used to measure emotional intelligence was the Emotional Intelligence Questionnaire (EIQ) which was an adaptation of the Self-Report Emotional Intelligence Test (SREIT) developed by Schutte et al. (1998). The learning styles was measured using Learning Style Questionnaire (LSQ) which assesses the students' learning styles. The items for the learning styles were mainly adapted from the 'VARK Learning Styles Inventory ' developed by Neil Fleming (1987). The cronbach Alpha is above .85 for both the instruments indicating that it is of adequate reliability. The research design used the survey questionnaire as the major data collection method. The findings showed significant positive relationship between emotional intelligence and academic achievement and also between learning styles and academic achievement. The level of emotional intelligence of the students was found to be moderate and no dominant learning style was found amongst the students. The study concluded that emotional intelligence and learning styles have a positive impact on students' academic achievement. Implications and future research is also discussed.

CHAPTER 1

INTRODUCTION

1.0   Introduction

Researchers have struggled to define adequate predictors of educational success. The most commonly used predictors of academic achievement are measures of cognitive ability, or IQ test (Stinnett, Harvey, & Oehkler-Stinnet, 1994; Wilson & Reschly, 1996). IQ test have a rich history of accounting for meaningful levels of achievement variance (Bracken & Walker, 1997; Brody, 2002; Flananagan, Andrews, & Genshaft, 1997; Grigorenko & Stenberg, 1997; Jensen, 1981; McDermott, 1984). In fact, it is often said that one of the most important applications of intelligence tests is their ability to predict student achievement (Brown, Reynolds, & Whitaker, 1999; Weiss & Prifitera, 1995). Tramontana, Hooper, and Selzer (1998) examined 74 longitudinal studies published between 1973 and 1986, in which kindergarten measures were used to predict achievement in grade school. Their findings revealed a variety of sources that had served as predictors of student achievement such as: (a) cognitive abilities, (b) academic skills/readiness, (c) language abilities, (d) motor skills, (e) behavioural- emotional functioning, (f) personality, (g) self-image, (h) achievement motivation, (i) study attitude and habit, (j) peer-relationships, (k) student-teacher relationships, and (l) demographic factors. Some variables were more effective than others, with the predictive validity of others more inconclusive. For example, many of the