

UNIVERSITI TEKNOLOGI MARA

**THE EFFECTS OF EMOTIONAL INTELLIGENCE AND LEARNING
STYLES ON THE ACADEMIC ACHIEVEMENT OF PHARMACY
STUDENTS**

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Abstract

Emotional Intelligence (EI) and learning styles have been getting a lot of attention for being included as the contributory factors to academic success. In this study, we try to investigate the relationship between these two factors with the academic achievement of the third and fourth year pharmacy students of the Faculty of Pharmacy, UiTM Puncak Alam. The VARK questionnaire and Schutte's Emotional Intelligence Scale (EIS) was utilized. Results showed that learning styles does not have any significant relationship with emotional intelligence and students with higher CGPA (3.5-4.0) did not have the highest EI scores suggesting that EI works indirectly in improving academic performance.

1.0 Introduction

In 1940, Harris claimed that academic success can be influenced by many things, the most prominent being intelligence and the motivation to succeed. Since then, many researchers have done a plethora of studies in the aim of determining factors influencing academic achievement.

Some of the factors that had been extensively studied is emotional intelligence (EI) and learning styles. Emotional Intelligence is generally perceived as the ability to recognize, understand, use and manage emotions in oneself and other people (Mayer & Salovey, 1990). Further research divided emotional intelligence into ability EI and trait EI. Trait EI is associated with personality and ability EI with cognitive abilities (Petrides & Furnham, 2000).

It is believed that while ability EI predicts academic achievement directly, coping mediates the relationship between trait EI and academic achievement (MacCann et. al., 2011). There are a lot of types of coping and it was found that problem-focused coping, the type of coping that adjusts the external demands that produce stress in order to reduce the stress, mediates the relationship between EI and academic achievement. Qualter et. al. (2012) suggested that high control over emotions i.e. possessing high emotional intelligence helps students stay focused on the study materials. Research has also proven that students with high emotional intelligence generally have better GPAs (Swart, 1996). EI helps students to cope with stress in many ways, such as in avoiding