

UNIVERSITI TEKNOLOGI MARA

**THE INFLUENCE OF EMOTIONAL INTELLIGENCE
AND LEARNING STYLES ON ACADEMIC
ACHIEVEMENT AMONG STUDENTS OF
EDUCATION FACULTY, UiTM SHAH ALAM**

MAIZATUL AKMAL BINTI MOHD MOKHZAN

Thesis submitted in partial fulfillment of the requirements
for the degree of
Master of Education TESL

Faculty of Education

APRIL 2010

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Candidate's Declaration

I declare that the work in this thesis was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and is the result of my work, unless otherwise indicated or acknowledged as referenced work. The thesis has not been submitted to any academic institution or non-academic institution for any other postgraduate study or qualification.

In the event that my thesis be found to violate the conditions mentioned above, I voluntarily waive the right of conferment of my postgraduate study and agree to be subjected to the disciplinary rules and regulation of Universiti Teknologi MARA.

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Thesis Title	The Influence of Emotional Intelligence and Learning Styles on Academic Achievement among Students of Education Faculty, UiTM Shah Alam

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Date

April 2010

ABSTRACT

This study investigated the influence of Emotional Intelligence and learning styles on students' academic achievement among students of Education Faculty, University Teknologi Mara (UiTM). The study aimed to find out the level of Emotional Intelligence and the learning styles employed by the respondents who were also teacher candidates. It also attempted to establish the relationship between the two variables examined and how well students perform academically. The data of this research were obtained through the use of a questionnaire which elicited information on the students' Emotional Intelligence level as well as their preferred style of learning. The results of the study revealed that the respondents had high level of Emotional Intelligence. It was also found that the dominant learning styles employed by the respondents were Visual and Auditory learning styles. In addition, two domains (*Self-Emotion Appraisal* and *Understanding of Emotion*) of the Emotional Intelligence investigated were found to be significantly and positively associated with the respondents' academic achievement. It is also the case for Visual learning style though it was not statistically significant. The findings of the study hold important implications on the value of Emotional Intelligence as well as learning styles and their relationships with students' academic performance. On top of that, the findings also shed some lights on teacher training programmes, particularly in terms of the teaching approaches employed and the value of Emotional Intelligence among pre-service teachers.

ABSTRAK

Kajian ini dijalankan bertujuan untuk mengkaji pengaruh kecerdasan emosi dan gaya pembelajaran terhadap pencapaian akademik di kalangan pelajar di Fakulti Pendidikan, Universiti Teknologi Mara (UiTM). Kajian bertujuan untuk mengenalpasti tahap kecerdasan emosi dan juga gaya pembelajaran yang digunakan oleh para responden yang mana juga merupakan calon-calon guru. Kajian ini juga bertujuan untuk mengenalpasti hubungan diantara dua pembolehubah yang dikaji dengan pencapaian akademik pelajar-pelajar. Data untuk kajian ini diperolehi melalui penggunaan borang kajiselidik yang memberikan informasi mengenai tahap kecerdasan emosi dan juga gaya pembelajaran para pelajar yang terlibat. Hasil kajian ini menunjukkan bahawa para responden mempunyai tahap kecerdasan emosi yang tinggi. Hasil kajian juga menunjukkan bahawa gaya pembelajaran yang dominan di kalangan responden-responden adalah melalui Visual dan Pendengaran. Selain daripada itu, dua (*Self-Emotion Appraisal* dan *Understanding of Emotion*) daripada bahagian kecerdasan emosi yang dikaji serta gaya pembelajaran melalui Visual dikenalpasti sebagai mempunyai kaitan yang positif dengan pencapaian akademik para pelajar. Penemuan daripada kajian ini membawa kepada implikasi yang penting mengenai nilai kecerdasan emosi dan juga gaya pembelajaran serta hubungan mereka dengan pencapaian akademik para pelajar. Selain daripada itu, penemuan daripada kajian ini juga dapat digunakan untuk menambahbaik program latihan guru-guru terutamanya dari segi pendekatan pengajaran yang digunakan dan juga tentang nilai kecerdasan emosi dikalangan bakal guru-guru.