

## Relationship between Emotional Intelligence and Learning Strategies of Undergraduate Students

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### ABSTRACT

*The study aims to see the extent of relationship between the emotional intelligence and learning strategies of undergraduate students in public sector universities of Rawalpindi. It is based on co-relational research. The main purpose of the study is to investigate the relationship between emotional intelligence and learning Strategies both in males and females, to explore the difference between males and females in the use of learning and study strategies. The population of the study will be comprised of 1168 students in different undergraduate programs of Public sector Universities in Rawalpindi. Proportionate sampling strategy will be used. Three hundred (300) students will be selected as a sample of the study. In order to collect data, two inventories Bar-On emotional quotient inventory (EQ-i) and Learning Strategies Inventory (LS-i) will be used. For data analysis, both the scores on EQ-I and LSI will be calculated. Data will be analyzed by using Pearson correlation and t-test, and tabulated accordingly.*

**Keywords:** Emotional Intelligence, Learning Strategies, undergraduate students

### INTRODUCTION

For the last many years, education has concentrated merely on academic needs and performance offering advanced coursework for students with high IQ and remedial coursework for students with low IQ or special educational needs. Although IQ is a strong factor that contributes to academic performance and success, yet it is not an essential aspect contributing for school success and the life as a whole (McManus, 2001). EI is also known as EQ (Emotional Quotient) in order to correspond to IQ. It is a competency by having which one can understand himself and others. After being trained emotionally, the students would be able to motivate themselves, to control their impulses and stay satisfied, to empathize and to hope, handle frustrations, to regulate their moods and to think positively (Goleman, 2001). Bar-On's (2000) model is a trait model of EI. It measures EI through five composites: Interpersonal Skills, Intrapersonal Skills, Stress Management, Adaptability, and General Mood.

Interpersonal skills involve management of relationships with others. Intrapersonal skills emphasize individual focus and contribution as well as the ability to plan and carry out independent projects. Stress-management skills encompass an individual's ability to remain calm, utilize positive coping techniques, and develop strong support systems. Adaptability skills include flexibility, strong problem-solving skills, and the ability to reframe problems and solutions. General Mood is an indicator of optimism and resilience (Qualter and Gardner, 2007). Emotional intelligence is considered as a vital tool for success. So its components should be taught to the students. It should be made integral part of the Universities' curricula so that the students may be emotionally trained to be succeeded in academics and their lives

as well (Akram, 2004). Educational psychologists and researchers acknowledged that emotions are central to learning and teaching, and that an understanding of their role in the learner's experience is essential. An emotion expresses an individual's attempt to establish, maintain or change relationship with their environment on a matter of importance to that person (Krause *et al.*, 2003). Intelligence usually refers to rational abilities and excludes the emotions. Additionally, intelligence is commonly used in education where it is linked to paper tests which are designed to measure rational thinking (Metthews, 2006). Research on the predictive significance of E.I. over I.Q. was spurred by Goleman's initial publication on the topic which claimed that emotional intelligence could be "as powerful, and at times more powerful, than I.Q." Much of this claim was based on past research revealing that the predictive nature of I.Q. on job performance was not promising, with I.Q. accounting from 10-25% of the variance in job performance.

The results of longitudinal studies further implicated emotional intelligence as being important. One study involving 450 boys reported that I.Q. had little relation to workplace and personal success; rather, more important in determining their success was their ability to handle frustration, control emotions, and get along with others (Stys and Brown, 2004). By the early 1990, there was a long tradition of research on the role of non-cognitive factors in helping people to succeed in both life and the workplace; the current work on emotional intelligence builds on this foundation (Kiani, 2003). Educators' conceptions of the successful student seem to parallel those of the key business leaders queried. Successful students, they maintain, have learned to effectively balance the social and academic aspects of school, expect to succeed, and may be described as socially proficient, goal oriented, and intrinsically motivated (Scheuermann, 2000). Ogundokun and Adeyemo (2010) found a strong relationship between EI and AA of the senior secondary school students. The research shows that relationships between EI (trait and ability) and later life success, indicated by a diversity of outcome measures including academic achievement among adolescence and adults. A few studies have been conducted with primary-aged children (those younger than 12) because of a lack of suitable measurement tools for this age group. Regarding life success, from an ability perspective, school children and adolescents who score high on EI (using the MEIS) are rated by their peers as less aggressive and more prosocial (Rubin, 1999), are seen as more empathic (Ciarrochi *et al.*, 2000) and are less likely to engage in tobacco and alcohol consumption (Trinidad and Johnson, 2002; Trinidad *et al.*, 2004).

Recently, a number of studies have the impact of adolescent EI on academic success. These studies have mixed result, possibly due to differences in the reliability and validity of the EI tests used. A study of the heads of forty-two schools in the United Kingdom suggest that leadership style drove up students academic achievement by directly affecting school climate. When the school heads were flexible in leadership style and demonstrated a variety of EI abilities, teachers, attitude were more positive and students grades higher; when the leaders relied on fewer EI competencies, teachers tended to be demoralized, and students under performed academically. Effective's school leaders not only created a working climate conducive to achievement but also were more attuned to teachers perceptions of such aspects of climate and organization health as clarity of vision and level of teamwork. In a longitudinal study, Shoda, Mischel, and Peake tracked through high school a group of 4-year-old resisted impulse and found them more self-assertive, socially skilled, independent, preserving, and achieving significantly higher scores than their more impulsive counterparts (Akram, 2004). To explore this premise, researchers have begun to look past traditional cognitive assessments of academic ability to evaluate non-cognitive factors specific to achievement-related beliefs, knowledge of and adjustment to social context, and variables

related to campus climate. This issue is of significant importance because researchers have now identified non-cognitive factors that may be equally important in academic achievement. Goleman and Bar-On's concepts of "emotional intelligence" provide an extremely useful instrument to describe this configuration of non-cognitive factors. As a result, the exploration of EI represents movement from an exclusive focus on cognitive processes and academic achievement to a more comprehensive and holistic approach in predicting academic achievement (Fatum, 2009).

## **MATERIALS AND METHOD**

The purpose of the study was to measure the relationship between emotional intelligence and learning strategies of undergraduate students. A couple of hypotheses were formulated. Population of the study was drawn from public sector universities of Rawalpindi. The sample was selected by using proportionate sampling technique which is a type of stratified random sampling. Data was collected by using two inventories, Baron's emotional intelligence inventory and learning strategies inventory. The researcher collected data personally and analysed it by using Pearson correlation.

## **RESULTS AND DISCUSSION**

The major aim of the study was to see the relationship between emotional intelligence and learning strategies, a couple of hypotheses were formulated. The hypotheses were tested by applying Pearson Correlation which proved that the relationship of emotional intelligence with learning strategies significantly high and the correlation coefficient was 0.73. The correlation was positive. It rejected the first hypothesis that was formulated to achieve objective. The hypothesis that there would be no relationship between emotional intelligence and learning strategies was not supported while testing it.

The results depicted that there is a good relationship between components of emotional intelligence and sub-scales of learning strategies inventories. It rejected the other hypothesis that was formulated to achieve objective. The hypothesis that there was no significant relationship between components of emotional intelligence and scales of LS-I was not supported while testing it. The table 1 shows correlation of emotional intelligence of students with their use of learning strategies. The correlation is positive. Correlation coefficient was ( $r=0.739$ ) which rejected the null hypothesis number 1 from that there is no significant relationship between emotional intelligence and learning strategies. Table 2 indicated the correlation between components of EI and scales of LS-I which rejected the null hypothesis number 2 that there is no relationship between emotional intelligence and components of learning strategies inventory. Variables in this analysis included intrapersonal abilities, interpersonal skills, adaptability, stress management and general mood which are the components of emotional intelligence. While the other variables are information processing, selecting main ideas, test strategies, anxiety, attitude, motivation, concentration, self-testing, study aids and time management which are the sub components of learning strategies inventory.

Intrapersonal skills emphasize individual focus and contribution as well as the ability to plan and carry out independent projects. These are the abilities which involve the ability of the person to understand their emotions, to communicate their feelings and express their needs. Intrapersonal component of EQ-I was highly significantly correlated with information processing, motivation, study aids and time management ( $r = 0.71$ ,  $r = 0.69$ ,  $r = 0.74$ ,  $r = 0.63$  respectively); moderately related with selecting main ideas ( $r = 0.55$ ); have small relationship with test strategies, concentration, and self-testing ( $r = 0.43$ ,  $r = 0.45$ ,  $r = 0.49$  respectively)

while negatively related with anxiety and attitude ( $r = -0.47$ ,  $r = -0.52$  respectively). Interpersonal skills involve measuring one's own ability form and maintain the relationship with others. This scale was found to be highly correlated with the following sub-scales of LS-i: Information processing, motivation, concentration, time management ( $r = 0.77$ ,  $r = 0.63$ ,  $r = 0.71$ ,  $r = 0.77$  respectively); have moderate correlation with selecting main ideas, self-testing and study aids ( $r = 0.56$ ,  $r = 0.52$ ,  $r = 0.55$  respectively); and have small relationship with test strategies and attitude ( $r = 0.44$ ,  $r = 0.49$ ) while negative correlation with anxiety ( $r = -0.35$ ).

Adaptability skills include flexibility, strong problem-solving skills, and the ability to reframe problems and solutions. This skill showed large association with information processing, selecting main ideas, motivation, and self-testing ( $r = 0.78$ ,  $r = 0.62$ ,  $r = 0.72$ ,  $r = 0.74$  respectively); modest relation with test strategies, attitude, concentration and study aids ( $r = 0.59$ ,  $r = 0.53$ ,  $r = 0.58$ ,  $r = 0.52$  respectively); small relationship with time management ( $r = 0.46$ ) and negatively related with anxiety ( $r = -0.48$ ). Stress-management skills encompass an individual's ability to remain calm, utilize positive coping techniques, and develop strong support systems. It is actually an ability to remain calm in the face of stressful events. The scale of stress management has a very good association with information processing, test strategies, concentration and self-testing ( $r = 0.62$ ,  $r = 0.62$ ,  $r = 0.71$ ,  $r = 0.79$  respectively); a reasonable relation with attitude and time management ( $r = 0.59$  and  $r = 0.56$  respectively); a low correlation with selecting main ideas, motivation and study aids ( $r = 0.39$ ,  $r = 0.47$ ,  $r = 0.48$  respectively) while negative correlated with anxiety ( $r = -0.65$ ). General Mood is an indicator of optimism, resilience and positive outlook. General mood is also negatively related with anxiety with a correlation coefficient  $-0.61$ , have high relationship with test strategies, attitude, motivation and time management ( $r = 0.75$ ,  $r = 0.73$ ,  $r = 0.67$  and  $r = 0.76$  respectively); adequate relationship with information processing, concentration and self-testing ( $r = 0.57$ ,  $r = 0.53$ ,  $r = 0.53$ ) while less related with selecting main ideas and study aids ( $r = 0.44$  and  $r = 0.41$  respectively).

The present study planned to test the relationship between Emotional Intelligence and Learning Strategies. The findings show there is a noteworthy relationship between students' aggregate emotional intelligence and learning strategies both in females and males. This corresponds with Aghasafari (2006) who discovered substantial relationship between Emotional Intelligence and dialect learning procedures.

## CONCLUSIONS

The study addressed to see the relationship between the Emotional Intelligence and Learning strategies of undergraduate students in public sector universities of Rawalpindi. It was based on co-relational research. The main purpose of the study was to investigate the relationship between Emotional Intelligence and Learning Strategies both in males and females, to explore the difference between males and females in the use of learning and study strategies and their emotional intelligence. A set of hypotheses was formulated to test. The study was conducted upon 1168 students in different undergraduate programs of Public sector Universities in Rawalpindi. Proportionate sampling technique was used. Three hundred (300) students were selected as a sample of the study. In order to collect data, two inventories Bar-On emotional quotient inventory (EQ-i) and Learning Strategies Inventory (LS-i) were used. With regard to proposed hypothesis, the result of current research project showed emotional intelligence was positively related with strategic learning of students. And the sub scales of emotional intelligence were also positively related with learning strategies of students. Moreover, the findings on gender difference indicated that there was significant difference in

males and females in their emotional intelligence and in the use of strategic learning and also vary in components of emotional intelligence and learning strategies.

## RECOMMENDATIONS

1. Teachers may realize that learning and study strategies used by the students are affected by several factors, of which emotional intelligence is critical component.
2. Emotional intelligence may be integrated into school curriculum.
3. Educational psychologist may perform better role in school setting for improvement in the strategic learning of students.
4. As emotional intelligence is related with learning strategies; therefore, mentoring services need to be institutionalized in order to guide the learner about their emotional and social affairs.

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