Multivariate Characterization of the Relationships between Emotional Intelligence and Learning Strategies

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Emotional intelligence (EI) is defined as the ability to perceive, assimilate, understand and regulate our emotions and those of others. Some investigators have suggested that active implication of students in learning process increases when they recognize one's own and other people's emotions and to use emotional information to guide thinking and behaviour. This motivational implication affects the strategies that students use to achieve the academic tasks. Students who do not know or use good learning strategies often learn passively and ultimately fail in school. The purpose of this study is to examine the relationship between emotional intelligence and the learning strategies (LS).

This study has been carried out with a sample made up of 2150 students at the University of Salamanca (Spain), aged between 18 and 25. To obtain the required data, the following questionnaires were utilized: Emotional Intelligence Scale (TMMS-24), Fernández-Berrocal et al. (2004) to measure EI and the ACRA Scale of Learning Strategies. With a view to studying the influence of emotional intelligence on learning strategies, we used the Canonical Correspondence Analysis (CCA) proposed by Ter Braak in 1986. It is an extension of Correspondence Analysis in which the linear combination of the items of the TMMS that maximizes the dispersion of values of the learning strategies items is chosen. Thus, the data on learning strategies can be explained with the CCA through a model in which the explanatory variable is a linear combination of the variables (items) that assess the degree of EI. The procedure affords the results in the form of an ordination diagram where the data on LS are represented by points and the items of the TMMS are represented by vectors.

The findings obtained show that the recovery items are highly correlated and also show a clear association with the EI items from the emotional clarity scale. An association was also found between the codification items and the emotional attention dimension. On the other hand, support dimension presents a negative linear relation with the clarity. The vector representation reveals a high correlation between the clarity and attention dimensions. The repair and attention dimensions are practically independent.

Keywords: CCA, ACRA, TMMS.