Dirasat: Human and Social Sciences, Volume 53, No. 1, 2026, 6557

Deanship of Scientific Research

Exploring the Relationship Between Emotional Intelligence and Study Skills Among University of Jordan Students

Aman Nweiran*[1], *Ferial Abu Awwad*[2], *Omar Alkhawaldeh*[3], *Mohammad F. Al-Abdallat*[4]

[1]Head of E-learning and Teaching Department, Center of Excellence in Learning and Teaching, The University of Jordan, Amman, Jordan

[2]Educational Psychology Department, School of Educational Sciences, The University of Jordan, Amman, Jordan

[3]Part-Time Lecturer, University of Jordan, Amman, Jordan

[4]Mohammad Faraj Al-Abdallat, Faculty of Educational science, Zarqa University, Al-Zarqa, Jordan

Received: 4/1/2024
Revised: 20/4/2024
Accepted: 26/8/2024
Published online: 1/8/2025

* *Corresponding author:*
dr.mabdallat@gmail.com

Citation: & Al-Abdallat, M. F. (2025). Exploring the Relationship Between Emotional Intelligence and Study Skills Among University of Jordan Students. *Dirasat: Human and Social Sciences*, *53*(1), 6557. Retrieved from https://dsr.ju.edu.jo/djournals/index.php/Hum/article/view/6557

Abstract

Objectives: The study aimed to investigate the relationship between emotional intelligence and study skills among University of Jordan students.

Methods: The study utilized an Emotional Intelligence Scale and a Study Habits Scale, both of which were validated for their psychometric properties. These scales were administered to a random sample of 1,382 students, encompassing various majors and genders.

Results: The findings revealed a moderate level of both emotional intelligence and study skills among the students, with a moderate positive correlation between emotional intelligence skills and study skills. The study found that emotional intelligence skills accounted for 45.3% of the variance in study skills. Additionally, a regression equation was established to predict students' study skills based on their emotional intelligence skills. The results also indicated a gender effect in study skills, favoring females, a college type effect in emotional intelligence, favoring health-related faculties, an academic achievement effect in both emotional intelligence and study skills favoring higher achievement levels, and a year of study effect in study skills favoring first- or second-year students.

Conclusions: The study concluded with several recommendations, including conducting further research to explore other variables related to emotional intelligence or study skills.

Keywords: Emotional intelligence, study skills, correlational relationship.

استقصاء العلاقة بين الذكاء الانفعالي والمهارات الدراسية لدى طلبة الجامعة الأردنية

أمان عليان نويران*[1]، *فريال محمد أبوعواد*[2]، *عمر الخوالدة*[3]، *محمد فرج العبداللات*[4]

[1]مدير دائرة التعلم والتعليم، مركز التميز في التعلم والتعليم، الجامعة الأردنية، عمان، الأردن

[2]قسم علم النفس التربوي، كلية العلوم التربوية، الجامعة الأردنية، عمان، الأردن

[3]محاضر غير متفرغ، الجامعة الأردنية، عمان، الأردن

[4]كلية العلوم التربوية، جامعة الزرقاء الأهلية، الزرقاء، الأردن

ملخّص

الأهداف: هدفت الدراسة إلى استقصاء العلاقة بين كل من الذكاء الانفعالي والمهارات الدراسية لدى طلبة الجامعة الأردنية.

المنهجية: جرى استخدام مقياس الذكاء الانفعالي ومقياس عادات الدراسة بعد التحقق من خصائصهما السيكومترية، وجرى تطبيقهما على عينة عشوائية مكونة من 1382 طالباً وطالبة، موزعين على التخصصات المختلفة وعلى الجنسين.

النتائج: كشفت نتائج الدراسة عن وجود مستوى متوسط من كل من الذكاء الانفعالي والمهارات الدراسية لدى الطلبة، ووجود علاقة ارتباطية موجبة متوسطة الشدة بين مهارات الذكاء الانفعالي من جهة والمهارات الدراسية من جهة أخرى، وأن نسبة التباين الذي تفسره مهارات الذكاء الانفعالي من المهارات الدراسية بلغت 45.3%، وأمكن التوصل إلى معادلة خط الانحدار للتنبؤ بالمهارات الدراسية لدى الطلبة بدلالة مهارات الذكاء الانفعالي. وأظهرت النتائج كذلك وجود تأثير لمتغير جنس الطالب في المهارات الدراسية لصالح الإناث، ولمتغير نوع الكلية في الذكاء الانفعالي لصالح الكليات الصحية، ولمتغير المستوى التحصيلي في الذكاء الانفعالي والمهارات الدراسية لصالح المستوى الأعلى، ولمتغير السنة الدراسية في المهارات الدراسية لصالح طلبة السنة الأولى أو الثانية.

الاستنتاجات: انتهت الدراسة بعدد من التوصيات، منها إجراء المزيد من الدراسات للكشف عن متغيرات أخرى في علاقتها بكل من الذكاء الانفعالي أو المهارات الدراسية.

الكلمات المفتاحية: الذكاء الانفعالي، المهارات الدراسية، العلاقة الارتباطية.

Introduction

Emotional intelligence is one of the latest types of intelligence that appeared in the field of psychology in the nineties of the last century, according to the development that occurred in the era that we live in, and the mental abilities and emotional skills that are required by the individual to solve the problems, which required an unconventional view for the concept of intelligence (Pfeiffer, 2001). The scientific beginnings of the concept of the emotional intelligence go back to the year (1990), when researchers, (Mayer et al., 1990), published an article about the emotional intelligence, in which they indicated that emotional intelligence is a type of social intelligence, and its functions lie in guiding thinking, allocating the abilities that Contribute to problem solving. At the beginning of the nineties of the last century, Goleman (1995) presented his view of emotional intelligence, showing its role in human ingenuity and progress in the fields of the practical life, in comparison with the academic intelligence, which its role is highlighted in the individual's educational life.

The Arab world has different translations for the term "Emotional Intelligence". Some translate it as "intelligence", while others translate it as "emotional intelligence" or "intelligence of emotions". In this study, the term "Emotional Intelligence" refers specifically to the meaning of emotional intelligence. The concept of emotional intelligence has been defined differently by various scholars. Mayer and Salovey view emotional intelligence as the ability to perceive, evaluate and express emotions, to generalize them to facilitate thinking, and to understand emotions for intellectual and emotional development (Rachid, 2005). Goleman (1995) describe emotional intelligence as a set of emotional skills necessary for professional and personal success, including the ability to recognize and manage one's own emotions, and understand and relate to the emotions of others. Both Othman and Rizk (2001, 12) add that emotional intelligence includes the ability to pay attention to and be aware of emotions, effectively manage them, and form positive relationships for personal and professional development. Abu Hatab also emphasizes the ability to read the intentions and desires of others, which can be seen in various individuals' behaviors (bin Jameh, 2010).

In light of the previous definitions, researchers adopt Goleman's (1995, 45) definition of emotional intelligence "that it is a set of emotional skills that an individual possesses that are necessary for professional success and in various life situations. He mentioned it by saying: It is our ability to know our feelings and others feelings, realize ourselves, and effectively manage our emotions and our relationship with others".

Theoretical Models That Explain Emotional Intelligence:

After the emergence of numerous models attempting to explain the components and dimensions of emotional intelligence, which was popularized by the International Information Network, the Internet, researchers became interested in exploring this concept and reaching a consensus on its definition. Early theorists, like Thorndike and Gardner, are credited with laying the groundwork for research in this field. Theoretical models of emotional intelligence can be categorized into two types. The first includes the so-called ability models. Theories centered on the ability model describe emotional intelligence as a form of mental intelligence, the most important of which is Mayer and Salovey model. The second includes mixed models, and emotional intelligence is defined as a combination of mental abilities and personality traits.

The ability model in emotional intelligence by Salovey and Mayer identified the main demands for putting the concept of emotional intelligence, and these demands became the goals of the theory in itself, in order to acquire scientific character and identity, and these demands (Mayer et al.'s, 1990):

1. Clarifying the emergence of the theory, defining its concept and clarifying its components.
2. Developing means of measuring emotional intelligence.
3. Confirm the independence of this intelligence from other intelligences.
4. Confirm the predictability of emotional intelligence with real-world tests.

This model clarifies the dimensions of emotional intelligence as follows: First dimension: Perceiving emotion (Perceiving emotion accurately): emotional intelligence begins with the ability to perceive and express feelings in oneself and in others. Intelligence includes recording intelligent messages, paying attention to them, and decoding them by simply expressing them, whether through facial expressions, Tone of voice, or cultural output. The person who glimpses flash expressions in the faces of others understands a lot of people's emotions, feelings and thoughts (Mayer and Salovey, 1997).

Second dimension: Facilitate thinking (Using emotion to facilitate thought): This dimension is concerned with the effect of emotion on intelligence, and focuses on how emotion affects the cognitive system and changes knowledge or facilitates problem-solving, conclusion, decision-making, or innovative attempts more effectively. Third dimension: Understanding emotions: This ability of emotional intelligence is concerned with the extent to which the individual understands affection and includes the cognitive processing of emotions and is represented in the processes of describing, distinguishing, interpreting and using emotions, as a person who is able to understand, synthesize and develop emotions, is able to understand important aspects of human nature and interpersonal relations. Fourth dimension: Emotions management: It is the ability to control emotions in an appropriate manner, it has its significance in relation to the ability to increase the individual's level of self-awareness.

This confirms that managing and controlling emotions is an important step to reach the maximum degree of emotional intelligence, where the individual can diagnose his emotions, recognize them, and realize how he can deal with and control it. The goal of managing the emotions is not to suppress the emotions, but the goal is the ability to control it, which does not expose us to extreme anger, anxiety, or frustration, we cannot control the type of emotions, but we determine to what extent emotions determines the behavior of the individual (Mayer et al., 1990).

Mixed models, (Bar-on) emotional intelligence model, (Bar-On) focused in his analysis of emotional intelligence on its effects and results and that it belongs to the field of mental capabilities and non-cognitive emotional abilities. Emotional intelligence is defined as an organization consisting of personal, emotional, and social skills and competencies that affect an individual's ability to successfully deal with environmental requirements and stresses. He also identified the characteristics of emotional intelligence accordingly through a set of traits and abilities associated with emotional and social knowledge that affect our overall ability to effectively treatment of environmental requirements. (Bar-On) explained that emotional intelligence consists of five non-cognitive competencies, or abilities, as they are sometimes called (Bar-On, 2007):

1. Non-Cognitive Self-Competencies (Internal Personal Components): It is a set of sub-non-cognitive competencies or a set of abilities that help the individual to deal with himself successfully, such as: self-awareness, assertiveness, self-esteem, self-actualization and independence.
2. Competencies necessary for the interpersonal relationship (components of the interpersonal relationship): it is a set of social competencies that help the individual to establish successful relationships that have a positive impact on others, such as: empathy, social responsibility and interpersonal relationship.
3. Competencies necessary for adaptability (components of adaptability): a group of sub-non-cognitive competencies that help the individual to successfully adapt to the life reality and the requirements of the surrounding environment, such as: problem solving, reality realization and flexibility.
4. Competencies necessary for the ability to manage and control stresses (components of tension management): a group of sub-non-cognitive competencies or abilities that help the individual to manage stress, resist impulsivity and self-control, such as: enduring stress and tension, and controlling impulsivity.
5. General Mood: It is a set of sub-non-cognitive competencies or abilities that help the individual to perceive his mood and change it positively, such as: happiness and optimism.

Goleman Model of Emotional Intelligence which presented a model of emotional intelligence that depends on the personality traits and characteristics of the individual include the individual's intrinsic and psychological capabilities and motivations. (Goleman) clarified that emotional intelligence consists of five basic areas, which are (Goleman, 1995):

1. Self-awareness: This refers to a person's knowledge and sense of his or her emotions and using them to reach into appropriate decisions.
2. Emotion management: It refers to the individual's ability to manage his or her actions, thoughts, and feelings in a compatible and flexibly manner under different circumstances and situations.
3. Self-motivation: It refers to that the individual relies on an internal momentum to achieve his goals and ambitions.
4. Empathy: It refers to an individual's ability to perceive what others are feeling and know their feelings.

5. Interaction with others: It refers to the individual's ability to form relationships with others and interact with them effectively and manage them and build good social bonds with them.

This is the model that the researchers of this work will adopt during the study through its concept and dimensions, since it is one of the mixed models that deals with emotional intelligence as a combination of mental abilities and personality traits.

The concept of emotional intelligence has been widely explored through several previous studies. For instance, Al-Hams (2013) examined the relationship between emotional intelligence and leadership behavior among school principals, and discovered no significant link between the two. Obeid (2013) study aimed to investigate the relationship between emotional intelligence and self-efficacy among orphans living in the SOS village. The findings revealed no significant differences between emotional intelligence and self-efficacy among orphans, and no differences based on age, gender, academic achievement, orphan status, or period of residence. Similarly, Ghaith (2014) conducted a study to determine the level of emotional intelligence among Hashemite University students and whether there were any differences based on gender, specialization, and academic achievement. The results showed that emotional intelligence was high among the students, with no significant differences based on gender or specialization. However, females scored higher in social awareness and social skills, and students with excellent academic ratings had higher scores in self-regulation and motivation than those with acceptable ratings. Al-Amrat (2014) conducted a study to determine the level of emotional intelligence among school principals and its relationship to their effectiveness as leaders. The results showed that the level of emotional intelligence and leader effectiveness were both at a medium degree. There were statistically significant differences in emotional intelligence based on gender, academic qualification, school level, and experience, with males who held a master's degree in basic schools showing ideal influence. There was a correlation between emotional intelligence and leader effectiveness. The study conducted by (Khassawneh et al., 2022) aimed to explore how emotional intelligence can be used by professors in higher education to achieve better results in terms of emotional intelligence competencies. The results indicated that emotional intelligence competencies have a significant impact on educator behavior, which ultimately leads to enhanced student achievement, while (Altwijri et al., 2021) study aimed to examine the effect of emotional intelligence (EI) on academic achievement and performance in Saudi medical students. The study found a positive association between EI and academic performance, providing first-hand information on the effect of EI scores on academic success in medical education.

Study Skills

There is a sharp increase in researchers to investigate the factors that raise the degree of academic achievement of students, both cognitive and non-cognitive factors alike, as the importance of study skills in the learner’s success and academic achievement has become clear, and it has been found that students constantly need to develop their different skills at different times of their professional lives, and they need an educational style that is in line with their abilities and capabilities, as well as different learning methods. Therefore, the student is in dire need of study skills that achieve their learning goals and help them in their academic life.

(Johnson,2004) indicated that there are study skills necessary for the student’s academic success represented in (preparing for studying, organizing time, getting advice, taking notes, IT skill, writing articles, reports, analysis, critical thinking skill.

The results of " Chinn " study, which aimed to identify the time spent by the student in mnemonic activities such as reading books, using learning tools, and participating with the teacher, to show the relationship of this to their academic achievement. The results showed that the student's use of study skills such as time spent and attending lectures, and the tendency to work with others were all positive skills and have a correlative relationship with academic achievement, as it was found that there is a difference in the sample members due to gender (males and females). Females tend to read books and study work with their female colleagues more than males (Chinn et al., 2010). And this is consistent with (Alshawwa, 2014) study that aimed to identify differences in studying habits among males and females. The findings revealed that females spent more time reading textbooks in comparison to males. Specifically, 45.7% of female students studied for three

to four hours on weekdays, while only 31.4% of male students did the same.

Studies confirm that the learners having study skills indicates how the learner struggles to be successful in his work, and this requires desire, dedication and work in order to learn how to learn more effectively, and in this field "Gallo and Ronaldo" confirms the need for motivation in addition to the use of study skills in learning and its activities. If the learner wants to achieve more for himself in time, the intrinsic motives are a strong source to achieve this, with a focus on external incentives, and the necessity of clarifying to the student as they are what they are learning, and answering their questions (Ronaldo & Gallo, 2011). In this field, (Nonis & Hudson, 2010),also identified that there are other variables specific to study habits and skills lie in gender, age, academic self-efficacy, optimism, and time management skill, and that there are study skills related to academic performance represented in paying attention to using the right time, taking notes, completing homework in the right time, and reading study materials before lecture, in addition to the ability factor and effort, and these skills all contribute to increasing academic achievement (Nonis & Hudson, 2010).

The results of the study of "Guner" and his colleagues also showed that there is a statistically significant correlation between academic achievement and academic skills, in the light of the determinants thereof, which lie in: motivation, organization of time management and test anxiety, and there are statistically significant differences among the sample members in academic skills that are attributed to gender and in favor of males (Guner et al., 2008). From this point of view, researchers confirm the need for students to acquire study skills that help them in the learning process, as well as "Bomia and his colleagues" (Bomia et al., 1997) confirmed that the skill of organization and time management are two important factors during the study to reach the achievement of educational goals, and accordingly we find the importance of study skills for students, as students need different study skills during their studies, and they need to develop these study skills at different times of their career life, and they need different learning methods according to their needs and learning style, so more effort and attempts must be made to help them acquire those study skills that help them in the process of studying, and help them in the process of organizing and using information effectively, and help them not only in what they have learned but how they learn, as it is important in the academic aspect and in public life, as it helps them to be organized and successful for life.

Another study conducted by (Al-Nabhani & Shabeeb, 2014) aimed to investigate the differences in study skills among participants based on gender, specialization, and cumulative average. The researchers created a study skills scale with four dimensions, including study efficiency, focus during study, academic perseverance, and preparation for exams. The results of the study indicated that there were no significant differences in the dimensions of the study skills scale among the participants based on gender (male vs. female) and specialization (scientific vs. literary).

The results of (Emstac, 2001) study confirm that study skills are important not only for ordinary students, but also for people with learning difficulties who find it difficult to stay in school and not succeed.

Research problem and Questions:

The relationship between emotional intelligence and study skills is a critical field of research in educational psychology, as both constructs significantly influence academic performance and overall student success. Emotional intelligence as the ability to recognize, understand, and manage one's own emotions as well as the emotions of others, has been linked to various positive educational outcomes, enhanced motivation, stress management, and interpersonal relationships. Study skills, encompassing techniques such as time management, note-taking, and effective reading strategies, are essential for academic achievement. However, the specific mechanisms by which emotional intelligence impacts the development and application of study skills remain underexplored. This research seeks to investigate how emotional intelligence influences students' ability to adopt and utilize effective study skills, and whether higher emotional intelligence can lead to better academic skills. Specifically, this research aimed to answer the following questions:

1. What is the degree of emotional intelligence during online learning among the University of Jordan students?
2. What is the degree of study skills during online learning amongst the University of Jordan students?
3. What is the predictability of emotional intelligence to the study skills amongst the University of Jordan students?
4. Is there a significant difference at α=0.05 in students' scores of emotional intelligence and study skills attributed to gender?

5. Is there a significant difference at α=0.05 in students' scores of emotional intelligence and study skills attributed to school category?
6. Is there a significant difference at α=0.05 in students' scores of emotional intelligence and study skills attributed to achievement level?
7. Is there a significant difference at α=0.05 in students' scores of emotional intelligence and study skills attributed to academic level?

Methodology

Research Design

This study is a correlational descriptive one; it aims to survey the degree of emotional intelligence and study skills amongst students of Jordanian university according to some variables, then to find the correlation coefficient between these two variables.

Participants

A random available sample was chosen from the University of Jordan students, it consists of 1382 an electronic survey link was published to the bachelor students in online classrooms through their faculty staff. Students distributed into variables of gender, school, achievement and academic level. Table 1 shows that.

Table 1. distribution of participants

Variables	Levels	Frequency	Percent
Gender	Male	329	23.8
	Female	1053	76.2
	Total	1382	100.0
School	Humanistic	713	51.6
	Scientific	462	33.4
	Medical	207	15.0
	Total	1382	100.0
Achievement	Good	367	26.6
	Very Good	675	48.8
	Excellent	340	24.6
	Total	1382	100.0
Level	Freshman	181	13.1
	Sophomore	483	34.9
	Junior	503	36.4
	Senior	215	15.6
	Total	1382	100.0

Table 1 shows that the total of 1382 undergraduate students participated in the current study were 23.8% are male, 76.2% are female. Among them, there are 51.6% participants from humanistic schools, 33.4% from scientific schools, and 15.0% from medical schools. The majority of them are between junior (36.4%), and sophomore (34.9%) and the minority are freshman (13.1%). According to achievement level, the majority are very good students (48.8%), where (24.6%) are excellent students, and (26.6%) are good or below.

Instruments

The research study used a questionnaire to collect data on the correlation between Emotional Intelligence and study skills among students at the University of Jordan. The survey included three sections with a total of 53 questions. The first section contained four questions related to demographics, such as gender, school, academic level, and achievement level. The second section had 30 questions aimed at assessing students' Emotional Intelligence levels using a modified version of Daniel Goleman's approach, which consists of five dimensions, including self-awareness, emotion management, self-motivation, empathy, and social skills. The third section had 19 questions focused on measuring students' study skills using

the "Study Skills Scale" developed by Aldaqmiri (2014). Respondents rated their answers on a 5-point Likert scale, where 1 indicates "does not apply" and 5 indicates "always applies."

The Psychometric Characteristics of the Scales

The validity and reliability of the emotional intelligence and study skills scales have been verified using the content validity by presenting them to six experienced and competent arbitrators in the fields of education and psychology, they evaluate the relevance of each item using a 2-point scale (0.1). All of them rate each item as 1, the CVI for each item is 1.00, suggesting the scales have good content validity. their opinions about minor modifications were reviewed. Then the scales were pilot tested and applied using online Moodle.

The scales' reliability is verified by using Cronbach Alpha equation. Table (2) shows the reliability coefficients.

Table 2. Reliability coefficients by using the Cronbach Alpha equation

Scales	# Questions	Cronbach Alpha
Emotional intelligence	30	0.911
Study skills	19	0.921

It is noted from Table 2 that the reliability coefficients for the two scales using the Cronbach Alpha are in the range 0.911 to 0.921.

The level of each of emotional intelligence and study skills was rated according to the three following levels:

- If the mean is less than 2.34 it is low
- If the mean ranged between 2.34 and 3.66 it is medium
- If the mean is above than 3.66 it is high

Results and Discussions

To answer the first question: What is the degree of emotional intelligence during online learning amongst the University of Jordan students?" the frequencies, mean scores, and standard deviations of the scores obtained by the study subjects were extracted. Table 3 shows these results.

Table 3. The frequencies, means, and standard deviations of scores on the emotional intelligence scale

Question	Very low (%)	Low (%)	Average (%)	High (%)	Very high (%)	Mean of 5	Std. Dev	Level
I immediately realize when I lose my temper	3.0	6.9	37.8	36.8	15.5	3.55	0.935	Medium
When I feel anxious, I can see why.	3.6	10.4	33.6	37.2	15.1	3.50	0.989	Medium
I know when I'm irrational in my thinking	1.6	5.8	29.5	42.0	21.1	3.75	0.905	High
Being aware of my feelings is very important to me at all times	1.8	4.9	23.9	40.9	28.5	3.89	0.934	High
I can tell if someone has bothered me.	1.2	3.3	17.4	44.9	33.3	4.06	0.859	High
I know what makes me happy.	1.5	5.0	21.7	38.4	33.4	3.97	0.942	High
Self-awareness						3.79	0.63	High
I am able to see things from the other person's point of view	2.6	7.9	33.1	38.4	18.1	3.61	0.956	Medium
I can know if someone is happy with me	1.1	3.2	19.8	45.9	30.0	4.01	0.850	High
I realize if a group of people are not related to each other	0.9	6.7	31.8	43.0	17.6	3.70	0.866	High
I can see why it's so hard to deal with me.	3.0	10.7	35.8	35.1	15.3	3.49	0.977	Medium

Question	Very low (%)	Low (%)	Average (%)	High (%)	Very high (%)	Mean of 5	Std. Dev	Level
Others are not 'difficult' they are just different	4.3	15.0	40.9	27.5	12.3	3.28	1.005	Medium
I understand why my actions might offend others.	2.1	7.0	35.2	39.8	15.9	3.60	0.908	Medium
Empathy						3.62	0.60	Medium
I am an excellent listener	1.7	4.4	23.7	39.2	31.0	3.93	0.933	High
I need a variety of colleagues to make my work interesting.	7.9	15.8	32.6	30.1	13.6	3.26	1.120	Medium
People are the most interesting thing in life to me.	19.5	28.9	32.6	14.2	4.8	2.56	1.101	Medium
I like to meet new people and know what makes them special.	5.3	11.4	28.3	34.1	21.0	3.54	1.101	Medium
I generally build strong relationships with those I work with.	3.6	11.4	36.4	32.6	16.1	3.46	1.007	Medium
I can adapt with a group of people	4.4	12.0	35.1	31.1	17.4	3.45	1.049	Medium
Social Skill						3.62	0.60	Medium
Never waste time	17.4	31.6	35.5	10.7	4.8	2.54	1.048	Medium
I think the hard work should be done first.	3.3	9.5	25.3	35.7	26.1	3.72	1.056	High
I believe in "work for your day".	2.9	7.5	29.2	36.6	23.7	3.71	1.003	High
I am able to motivate myself to do difficult tasks	2.1	8.2	30.4	39.1	20.2	3.67	0.957	Medium
I can motivate myself even when I feel weak.	2.7	9.8	32.1	34.9	20.5	3.61	1.004	Medium
Motivation is the key to my success.	2.0	6.7	25.1	39.4	26.8	3.82	0.967	High
Motivating oneself						3.51	0.67	Medium
Difficult people don't bother me.	11.2	23.3	40.0	17.4	8.0	2.88	1.079	Medium
I can consciously change my mood.	2.8	10.7	38.4	33.3	14.8	3.47	0.964	Medium
Others can tell what kind of mood I'm in	9.0	21.3	34.5	24.3	10.8	3.06	1.116	Medium
I can deal with bad situations quickly	2.0	9.5	48.3	30.8	9.4	3.36	0.855	Medium
I don't allow fun or difficult situations to affect my mood when I leave work.	6.8	17.1	37.5	25.6	13.0	3.21	1.084	Medium
I can control my emotions when I need to.	3.5	11.3	36.7	33.1	15.4	3.46	0.998	Medium
Managing emotions						3.24	0.61	Medium
Emotional intelligence						**3.504**	**0.522**	Medium

Table 3 shows that all the skills of the emotional intelligence scale are at a medium level among the students, except the domain of self-awareness, which was at a high level.

As shown in Table 3, the mean for all questions ranges between 2.54 and 4.06 for the overall evaluation mean among students is equal to 3.504. Which is average. This is consistent with Al-Amrat (2014) study, while Ghaith (2014) results showed that the level of Emotional intelligence among the students of the Hashemite University was high in degree.

Students' scores were highest on the self-awareness skill, which measures their level of ability to recognize their emotions, how they typically react to situations, and how their emotions influence their performance and behavior. When the students were asked, "I can tell if someone has bothered Me.?" The arithmetic mean of their responses was (4.06) which is the highest degree. This was followed by an empathy scale, which measures the capacity to perceive, comprehend, and react to the feelings of others. The statement "I can know if someone is happy with me" has a high degree with an arithmetic average (4.01). Followed by social skills, which measure the ability to handle emotions in relationships and be able to

influence and inspire others, which are essential foundation skills for successful teamwork and leadership. The statement "I am an excellent listener" has a high degree with an arithmetic average (3.93). And after that comes motivation, which measures the ability to direct oneself toward goals by using emotions, Students that possess this skill can take the initiative and persevere in the face of challenges and disappointments. When students asked, "I think the hard work should be done first." The arithmetic mean of their responses was (3.72) to a high degree but for the same skill. The arithmetic mean of the question, "Never waste time?" was (2.54), which has a medium degree. Finally, their lowest scores were recorded on the Managing Emotions, which influences the ability to stay focused and think clearly even when experiencing powerful emotions this skill is essential for students to take responsibility for their actions and can save them from hasty decisions that they later regret. For this skill the when students asked if "Difficult people don't bother me.?" The arithmetic mean of their responses was (2.88) which is a medium degree.

To answer the second question: "What is the level of study skills during online learning amongst the University of Jordan students?" the frequencies, mean scores, and standard deviations of the scores obtained by the study subjects were extracted. Table 4 shows these results.

Table 4. The frequencies, means, and standard deviations of scores on the study skills scale

Question	Very low (%)	Low (%)	Average (%)	High (%)	Very high (%)	Mean of 5	Std. Deviation	Level
I pay attention to the doctor when he is explaining the lecture	3.7	6.8	36.5	36.7	16.3	3.55	0.965	Medium
I prepare for the lecture before going to the university	14.1	24.6	34.9	18.2	8.2	2.82	1.134	Medium
I read the instructions for the questions carefully before answering them in the exam	2.4	6.4	22.9	37.3	30.9	3.88	0.998	High
I make sure to use paper and pen while studying so that I use as many senses as possible	2.8	7.4	21.2	34.2	34.4	3.90	1.047	High
I avoid talking to my colleagues during the presentation	3.4	10.3	29.7	33.1	23.5	3.63	1.056	Medium
I arrange my study tasks according to their priority	2.5	7.9	24.3	37.6	27.7	3.80	1.009	High
I do a quick search for any point I don't understand in the lecture	3.2	11.8	32.0	31.3	21.7	3.57	1.052	Medium
I summarize what I remember from time to time	6.4	15.4	32.7	27.5	17.9	3.35	1.132	Medium
I participate in discussions with the doctor in the lecture	10.2	20.6	34.7	22.1	12.4	3.06	1.152	Medium
I use electronic materials (such as the Internet and CD) to study my lectures	3.2	7.3	26.2	34.3	29.0	3.79	1.042	High
I make sure not to miss any of the lectures throughout the school year	3.3	5.0	26.0	34.5	31.1	3.85	1.024	High
I test my memory from time to time by self-rehearsal	6.0	14.5	34.4	28.9	16.1	3.35	1.096	Medium
I make sure to review my lectures daily and write them down in a special note book	13.6	23.2	33.3	19.7	10.3	2.90	1.172	Medium

Question	Very low (%)	Low (%)	Average (%)	High (%)	Very high (%)	Mean of 5	Std. Deviation	Level
I make sure to sit in the first seats of the lecture room to get the highest possible benefit from the doctor	9.0	13.2	30.6	27.1	20.1	3.36	1.198	Medium
I focus on the main ideas and then sub-ideas in the lecture.	2.1	5.3	28.8	41.0	22.8	3.77	0.930	High
I complete the assignments that the doctor asks of me at the university as soon as possible	2.9	9.0	29.7	34.9	23.4	3.67	1.022	Medium
I revise my answer before submitting the answer sheet in the exam	4.1	6.9	22.1	34.1	32.9	3.85	1.080	High
If it is difficult for me to understand a subject, I prefer to ask the doctor.	8.0	17.2	36.5	24.0	14.3	3.19	1.124	Medium
I keep studying even if the subject is difficult or boring	4.4	11.9	29.5	31.2	22.9	3.56	1.100	Medium
Study skills						3.52	0.689	Medium

As shown in Table 4, the mean for all questions ranges between 2.82 and 3.90 for the overall evaluation mean among students is equal to 3.52. Which is average. This result is supported by (Guner et al., 2008) study.

The statement “I make sure to use paper and pen while studying so that I use as many senses as possible”

Which represents one of the key learning skills, because using more than one sense in studying leads to increased comprehension and the information being fixed in the mind.

When students questioned about their exam preparation, they also had a high score for the statement, "I read the instructions for the questions carefully before answering them in the exam," which ranked second with a high arithmetic average (3.88). Also, for the statement, "I revise my answer before submitting the answer sheet in the exam," which has a high degree with an arithmetic average (3.85).

Classroom behavior skills for working with others, using resources, and providing feedback has a medium degree as when the students asked “I participate in discussions with the doctor in the lecture” the arithmetic average was (3.06), and for the statement “If it is difficult for me to understand a subject, I prefer to ask the doctor”. The arithmetic average was (3.19) and for the last question” I avoid talking to my colleagues during the presentation” The arithmetic average was (3.63).

Regarding the preparation and readiness for the lecture, which is essential for the student to get more benefit from and a deeper understanding of the lectures and lessons that the professor will give you at class, the arithmetic average for the question” I make sure to review my lectures daily and write them down in a special note book” was (2.9) with a medium degree and The statement “I prepare for the lecture before going to the university” ranked last with an arithmetic mean (2.82), which is a medium degree.

To answer the third question: What is the predictability of emotional intelligence to the study skills amongst the University of Jordan students? Pearson correlation coefficient (r) was used to correlate the scores between the two scales, table (5) shows these results.

Table 5. Pearson correlation coefficient between emotional intelligence and study skills

Emotional intelligence skills	Pearson Correlation with Study Skills
Self-awareness	.499**
Empathy	.465**
Social Skill	.437**
Motivating oneself	.660**
Managing emotions	.480**
Overall scale	.626**

**Statistically significant at 0.01

Table (5) shows that there is a significant relationship between the scores of emotional intelligence skills and study skills. When we compute the determination coefficient using (r2) we can notice that it ranged between 0.19 and 0.44. The coefficient of determination between the overall score of emotional intelligence skills and study skills was 0.39, which means 39% of the total variance can be explained by the relationship between the two variables: emotional intelligence and study skills.

Then multiple linear regression was used to examine the predictability of the emotional intelligence skills to study skills using the stepwise method. Table (6) shows these results.

Table 6. ANOVA of multiple linear regression (adjusted R square=0.453)

Sources	Sum of Squares	Df	Mean Square	F	Sig.
Regression	107889.335	5	21577.867	230.099	<.001
Residual	129036.218	1376	93.776		
Total	236925.552	1381			

Table (6) shows that the regression between emotional intelligence and study skills was significant (p. <.001). So, the regression coefficients are shown in table (7).

Table 7. regression coefficients

	Unstandardized Coefficients		T	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
	B	Std. Error			Lower Bound	Upper Bound	Tolerance	VIF
(Constant)	14.39	1.75	8.23	0.00	10.96	17.82		
Motivating oneself (MO)	1.73	0.09	19.53	0.00	1.56	1.90	0.53	1.88
Empathy (E)	0.35	0.10	3.60	0.00	0.16	0.54	0.55	1.82
Social Skills (SS)	0.22	0.08	2.73	0.01	0.06	0.38	0.62	1.62
Managing Emotions (ME)	0.20	0.10	2.03	0.04	0.01	0.40	0.49	2.02

Table (7) shows that each of the following emotional intelligences contribute in predicting the degree of study skills among the students: Motivating oneself, empathy, social skills, and managing emotions.

So we can write the equation of the regression line to predict the study skills of a student using the emotional intelligence skills as follow:

Study skills score = 14.39 + 1.37(MO)+ 0.35(E)+ 0.22 (SS)+ 0.20(ME)

To answer the third question: "Is there significant differences at α=0.05 in students' scores of emotional intelligence and study skills attributed to gender?' the means and standard deviations of scores on each of the two scales were calculated according to the gender, then the t-test for the independent groups was found; the results are shown in Table 8.

Table 8. Means, standard deviations, and t- value of the scores of the study sample on each of the two scales according to gender.

Gender		N	Mean	Std. Dev.	T	Sig
Emotional int.	**Male**	**329**	**103.97**	**18.553**	**1.351-**	**0.177**
	Female	1053	105.48	14.642		
Study skills	Male	1053	67.69	12.582	-4.060**	0.000
	Female	329	103.97	18.553		

**Statistically significant at 0.01

Table 8 showed that there are significant differences at α=0.05 in the study skills attributed to gender, in favor of female, but there is no significant difference at α=0.05 in the Emotional intelligence attributed to gender.

The results of this study are similar to the study of Ghaith (2014) in that there are no statistically significant differences in the level of emotional intelligence due to gender.

While study's findings indicated that females have superior study skills compared to male, which is consistent with (Al-Shawwa, 2014) research findings. This may interpret that Females tend to spend more time reading and studying compared to males, which may refer to our culture where females spend most of their time at home compared to males, Prior research has also shown consistent results as stated in the study of (Severiens & Ten, 2012) which investigated that females are more likely to organize and keep track of their schoolwork, pay attention in class, collaborate with others, and ask for help when needed. Another study by Eldeleklioglu (2008) found that female students are more effective at managing their time than male students are, where that time management consider as one of the important aspects of study skills. Other researches show that female students were more motivated for achievement, more disciplined to prepare themselves for exams (Cebeci et al., 2013; Kaya et al., 2012; Severiens & Dam, 2012). these findings also support the finding of our study. On the contrary, (Guner, et. al, 2008) study showed the level of academic skills of the following dimensions: (motivation, time management, exam preparation, exam anxiety), was in favor of males.

To answer the fifth question: "is there a significant difference at α=0.05 in students' scores of emotional intelligence and study skills attributed to school category?" The means and standard deviations of scores for each of the two scales were calculated according to the school category, then the one-way analysis of variance (ANOVA) was found Table 9 shows the results.

Table 9. Means, standard deviations, and F- value of the scores of the study sample on each of the emotional intelligence and study skills scales according to school category.

School Type		N	Mean	Std. Dev.	F	Sig
Emotional Intelligence	Humanities	713	104.19	16.456	3.358*	0.035
	Scientific	462	105.61	14.653		
	Medical	207	107.23	14.878		
	Total	1382	105.12	15.668		
Study Skills	Humanities	713	66.89	13.233	0.172	0.842
	Scientific	462	66.60	12.500		
	Medical	207	67.23	13.960		
	Total	1382	66.84	13.098		

*Statistically significant at 0.05

As indicated in Table 9, we can see that ANOVA was significant for the emotional intelligence, but not significant for the study skills. Table 10 shows the results of Scheffe test for multiple comparisons between the school types on EI.

Table 10. Scheffe teat results for post hoc comparisons between the school types on EI.

(I) School	(J) School	Mean Difference (I-J)	Sig.
Hum	Sci	-1.42	.133
	Med	-3.04*	.017
Sci	Med	-1.62	.189

The results of Scheffe test for multiple comparisons showed that the difference between medical and humanistic schools in emotional intelligence is significant, in favor of medical schools.

In order to be allowed to follow medical specializations. The student needs to have high grades, which come from the study habits they developed in earlier stages of school, in organizing oneself, being diligent, being motivated, solving problems continuously, Self-reading, and information gathering. After the student enrolls in the university, the medical colleges require specific strategies that are not found in another academic field. The development of highly productive study techniques for medical students is essential, as studying is a challenging and tiring journey that requires discipline, passion, time management, team work skills and a lot of hard work as the volume of material is excessive and the allotted time is relatively short. The study findings are also consistent with the findings of (Cebeci et al., 2013) and (Shackebaei et al., 2013) who found that medical students are motivated for achievement, organizing their studies and managing their time. This contradicts the study of Al-Nabhani and Shabeeb (2014), which showed that there are no differences in the dimensions of the study skills scale among the study sample members, depending on the specialization.

To answer the sixth question: "is there a significant difference at α=0.05 in students' scores of emotional intelligence and study skills attributed to achievement level?" The means and standard deviations of scores for each of the two scales were calculated according to the achievement level, then the one-way analysis of variance (ANOVA) was found Table 11 shows the results.

Table 11. Means, standard deviations, and F- value of the scores of the study sample on each of the emotional intelligence and study skills scales according to achievement level.

Achievement Level		N	Mean	Std. Dev.	F	Sig
Emotional Intelligence	Good and less	367	103.40	15.808	9.446	0.000
	Very Good	675	104.50	16.258		
	Excellent	340	108.21	13.829		
	Total	1382	105.12	15.668		
Study Skills	Good and less	367	62.81	12.936	47.506	0.000
	Very Good	675	66.42	12.725		
	Excellent	340	72.04	12.299		
	Total	1382	66.84	13.098		

*significant at 0.05

As indicated in Table 11, we can see that ANOVA was significant for the emotional intelligence and study skills according to achievement level. Table 12 shows the results of Scheffe test for multiple comparisons between the school types on EI and SS.

Table 12. Scheffe teat results for post hoc comparisons between the school types on EI and SS

	(I) Achievement	(J) Achievement	Mean Difference (I-J)	Sig.
EI	Good and less	Very Good	-1.1	.292
		Excellent	-4.81*	.001
	Very Good	Excellent	-3.71*	.001
SS	Good and less	Very Good	-3.61*	.001
		Excellent	-9.23*	.001
	Very Good	Excellent	-5.62*	001

According to EI, Scheffe test for multiple comparisons showed that the difference between good and excellent and between very good and excellent is significant, in favor of excellent level. According to SS, Scheffe test for multiple comparisons showed that the difference between good and very good, between good and excellent and between very good and excellent is significant, in favor of the higher level

EI levels are related to academic success, which implies that students who are aware of their feelings and emotions, have the ability to understand those feelings, as well as predict the emotions that would arise in particular situations, are better able to handle the pressures of academic excellence. The ability to control one's emotions enables one to accept and manage both positive and negative emotions, according to Mayer and Salovey (1990). This skill is essential for students to academic excellence since they frequently deal with disappointments and upsetting events in addition to the pressure.

Self-motivation will have a strong impact on academic performance due to the fact that students will be more goal - oriented, optimistic, and confident in taking the necessary steps to achieve their goals. Empathy students are perceptive of their surroundings and adaptable, which makes them more popular with their classmates and fosters a supportive environment for in-person instruction, which indirectly enhances academic success. these findings are aligned with previously conducted studies by (Khassawneh, et al., 2022; Yahaya et al., 2012; Mohzan, et al., 2013; Altwijri, et al., 2021; Robbins et al., 2004) who found that there is a positive relationship between emotional intelligence and academic success. Due to the strong correlation between EI and student academic achievement, curriculum designers could be interested in knowing more about how EI affects achievement.

Study skills and academic achievement are positively correlated, thus students who are motivated, organized, have the ability to collaborate with others use feedback and resources, manage the stress of schoolwork, take good notes and read carefully will have higher GPAs. These results are consistent with many previous research findings (Pepe, K. 2012; Fazal, 2012; Rezaie et al., 2017). Another study conducted by Ghaith (2014), revealed that students with the excellence estimation exhibited better self-control and motivation when the academic achievement variable was taken into account.

To answer the seventh question: "is there significant differences at α=0.05 in students' scores of emotional intelligence and study skills attributed to academic level?" The means and standard deviations of scores for each of the two scales were calculated according to the academic level, and then the one-way analysis of variance (ANOVA) was found Table 13 shows the results.

Table 13. Means, standard deviations, and F- value of the scores of the study sample on each of the emotional intelligence and study skills scales according to academic level.

Academic Level		N	Mean	Std. Dev.	F	Sig
Emotional Intelligence	Freshman	181	107.68	16.062	2.395	0.067
	Sophomore	483	105.38	15.055		
	Junior	503	104.48	15.590		
	Senior	215	103.88	16.683		
	Total	1382	105.12	15.668		
Study Skills	Freshman	181	68.73	13.899	3.893	0.009
	Sophomore	483	67.52	13.407		
	Junior	503	66.46	12.115		
	Senior	215	64.64	13.643		
	Total	1382	66.84	13.098		

*significant at 0.05

As indicated in Table 13, we can see that ANOVA was significant for the study skills according to academic level, but there are no significant differences at α=0.05 in Emotional intelligence. Table 14 shows the results of Scheffe test for multiple comparisons between the school types on SS.

Table 14. Scheffe teat results for post hoc comparisons between the school types on SS.

(I) Achievement	(J) Achievement	Mean Difference (I-J)	Sig.
Freshman	Sophomore	1.21	.306
	Junior	2.27	.038
	Senior	4.09	.003
Sophomore	Junior	1.06	.193
	Senior	2.88	.009
Junior	Senior	1.82	.076

Scheffe test for multiple comparisons showed that the difference between freshman and junior, and between freshman and senior is significant, in favor of freshman level. the difference between Sophomore and Senior is significant, in favor of Sophomore level

The first-year students have the skills in organizing and planning their work, preparing assignments or projects, and note-taking and reading. The students' skills in organizing and planning one's work. They were accustomed to the school environment, which focused more on studying compared to university life, which was punctuated by many activities, such as extracurricular activities. This is consistent with the study of (Quinco-Cadosales, 2013)

This study main objective is to investigate the degree of Emotional Intelligence among the students of University of Jordan and its relation to study skills. The results revealed that there is a significant relationship between the scores of emotional intelligence skills and study skills. 39% of the total variance was explained by the relationship between the two variables: emotional intelligence and study skills. The regression between emotional intelligence and study skills was significant, the following emotional intelligences contribute in predicting the degree of study skills among the students: Motivating oneself, empathy, social skills, and managing emotions. Many studies support our findings (Khassawneh, et al., 2022; Altwijri, et al., 2021; Ghaith, 2014; Al-Amrat, 2014; Al-Felikawi's, 2015). While Other studies conducted by (Al-Masry, 2007; Al-Mazrou', 2007; Al-Hams,2013; Obaid, 2013) found no relation between emotional intelligence and academic success.

The results showed also that emotional intelligence has an impact on students by assisting them in better understanding and controlling their emotions, which facilitates effective communication. This indicates that the student has the capacity to recognize his emotions, control and regulate them, and then be able to understand others by reading their emotions, empathizing with them and understanding their point of view. Which will enhance the student's ability to manage interpersonal relationships with peers, teachers, and other people through social skills. On the contrary, negative emotions are associated with failure, where individuals are self-centered, unable to regulate their emotions, or empathize with others and deal with them. They feel frustration and feelings of anxiety due to their inability to solve problems and conflicts that may arise between them and themselves on the one hand, and between others on the other hand.

Conclusion and Recommendations

Based on the findings of this study, there was a positive relationship between Emotional intelligence and study skills. The effect of gender on the relationship between the variables was also measured, with significant differences found in the level of study skills in favor of females. Furthermore, study skills were found to be significant in favor of medical schools, while emotional intelligence and study skills were significant in favor of an excellent level of achievement. Additionally, according to academic level study skills is significant, in favor of freshman level. Given the importance of study abilities on the learning process, it is crucial for families to understand and explain this concept to their children. Schools should also take the responsibility to teach students how to enhance their study skills and emotional intelligence, as these factors have a significant impact on academic achievement.

To achieve this, materials builders in the University of Jordan should incorporate strategies that pay extra attention to emotional intelligence factors, particularly for novice students. Additionally, decision-makers and course preparers at the university should strive to improve students' unique competencies in these areas, such as self-motivation, empathy, and

interaction with others. Faculty members should also be familiar with the concept of emotional intelligence and its factors and work to enhance their own emotional talents before helping students develop their emotional intelligence.

Furthermore, emotional intelligence should be a focal point in schools, as it has a significant influence on learning outcomes. New and modern technology can be activated and used in this field to train and enhance emotional intelligence. Finally, training workshops should be held for families to explain the importance of emotional intelligence on students' learning processes.

Disclosure of interest

The authors report no conflict of interest.

REFERENCES

Bin Jameh, I. (2010). *Emotional intelligence and its relationship to leadership effectiveness, a field study on the middle management tires of the Skikda petroleum refining complex. Unpublished master's thesis*, Mentouri University of Constantine, Algeria.

Aldaqmiri, F. A., Hafiz, N. A., & Youssef, M. R.(2014). The Academic Skills Scale for Elementary Low Achieving Students. *Al-Irshad Al-Nafsi Journal*.

Al-Nabhani, H. Z., & Shabeeb, A. M. (2014). Differences in "Study Skills" Among a Sample of SQU Students in Light of Some Variables. *Journal of Arts and Social Sciences [JASS]*, 5(1), 51. https://doi.org/10.24200/jass.vol5iss1pp51-65

Obeid, A. (2013). *Emotional intelligence and its relationship to self-efficacy among orphans residing in SOS village. Unpublished master's thesis*, the Islamic University, Gaza.

Filikawi, I. H. (2015). *Emotional intelligence and its relationship to professional compatibility among secondary school teachers in Kuwait*. Educational sciences.

Rachid, H.E. (2005). *Emotional intelligence and its relationship to educational leadership among the senior and secondary principals, a field study in the Wilayat of Ouargla. Published master's thesis*, University of Ouargla.

Othman, F.A., & Rizk, M.A. (2001). Emotional Intelligence: Its Concept and Standard. *Journal of Psychology*, 58, 15.

Al-Hams, A. A. (2013). Emotional intelligence and its relationship to the leadership behavior of school principals in Gaza governorates. *Al-Zaytouna Journal*, (5) 103-131.

Al-Mazrou, L. A. (2007). *The relationship of ego identity with self-efficacy and emotional intelligence among a sample of (gifted - normal) adolescent girls in Makkah. Unpublished master's thesis*, College of Education, Saudi Arabia.

Ghaith, S. (2014). The level of emotional intelligence among the Hashemite University students in light of the variables of scientific specialization, gender and academic achievement. *Al-Quds Open University Journal of Educational and Psychological Research and Studies*, 2(7), 273-306.

Al-Amrat, M. (2014). The level of emotional intelligence and its relationship to the effectiveness of the leader among school principals and principals in Jordan. *The Jordanian Journal of Educational Sciences*, 10(2), 177-191.

Al-Masry, M. (2007). Emotional intelligence, a comparative study between the high achievers and the average undergraduate students. *Journal of the College of Education: Education and Psychology (Ain Shams University)*, 2(31), 157-175.

Bar-On, R. (2000). *Emotional and social intelligence: insights from the emotional quotient inventory*. In R. Bar-On and J.D. Parker (Eds.), *The Handbook of Emotional Intelligence*. San Francisco, CA: Jossey- Bass.

Bar-On, R. (2007). *The Impact of Emotional Intelligence on GiftednessTheHandbook of Emotional Intelligence*. San Francisco, CA: Jossey- Bass.

Bomia, L., Beluzo, L. Demeester, D., Elander, K., Johnson, M., & Sheldon, B., (1997). *The impact of Teaching Strategies on Intrinsic Motivation, Champaign*. IL: Eric Clearinghouses on elementary and early Childhood education. (ERIC document

Reproduction Service no Ed 418925.

Chinn, D., Sheard, J., & Carlone, A. (2010). *Study habits of Csi Students: what do they do outside the Classroom*. Austallion Commuter Society inc, derlinghursy, Australia.

Emstac, A.(2001). Study skill: An Overview, Washington, DC: Elementary and Middle School Technical Assistance Center, American Institutes for Research, Retrieved December, 10, 2006, pp. 15-1.

Gallo, M., & Rinaldo, V. (2011): Intrinsic versun extrinsic Motivation: A study of Undergraduate Student Motivation in Science. *Teaching & Learning*, (1).

Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. London: Bloomsbury.

Guner, T.(2008). Determining the study skill of student teacher, the paper was Presented at x111, Ioste Symposium, the use of science and Technology education for Peace and Sustainable development, September, 2008, 26-21 Kusadas.

Goleman, D. (1997). *Emotional intelligence in context*. In p. Salovey & D.J. Sluyter (Eds.), E*motional development and emotional intelligence: Education implications*, (p. Xiii – Xvi). New York, NY: Basic Books.

Johnson, M. (2004). *Enhancing Student Skill, Developing Self- help Materials For distance Learning*. In J.E. Bindley, C. Walti, & O. Zawacki – Richter (Eds.) *Learning Support in Open distance and online Learning environment*, pp. 124-117, Oldenburg, Bibllotheksund in formation ssys-Themder.

Mayer, J., & Salovey, P. (1990). Emotional intelligence. *Imagination, Cognition and personality*, (9), 185- 211.

Mayer, J. D., DiPaolo, M., & Salovey, P. (1990). Perceiving Affective Content in Ambiguous Visual Stimuli: A Component of Emotional Intelligence. Journal of Personality Assessment, 54(3–4), 772–781. https://doi.org/10.1080/00223891.1990.9674037.

Nonis, S. A., & Hudson, G. I. (2010). Performance of College Students: Impact of Study Time and Study Habits. Journal of Education for Business, 85(4), 229–238. https://doi.org/10.1080/08832320903449550.

Pfeiffer, S. I. (2001). Emotional intelligence: Popular but elusive construct. *Roeper Review*, 23(3), 138–142. https://doi.org/10.1080/02783190109554085.

Robbins, S. B., Lauver, K., Le, H., Davis, D., Langley, R., & Carlstrom, A. (2004). Do psychosocial and study skill factors predict college outcomes? A meta-analysis. *Psychological bulletin*, 130(2), 261. https://doi.org/10.1037/0033-2909.130.2.261.

Khassawneh, O., Mohammad, T., Ben-Abdallah, R., & Alabidi, S. (2022). The Relationship between Emotional Intelligence and Educators' Performance in Higher Education Sector. *Behavioral Sciences*, 12(12), 511.

Altwijri, S., Alotaibi, A., Alsaeed, M., Alsalim, A., Alatiq, A., Al-Sarheed, S., ... & Omair, A. (2021). Emotional intelligence and its association with academic success and performance in medical students. *Saudi journal of medicine & medical sciences*, 9(1), 31.

Al-Shawwa, L., Abulaban, A. A., Merdad, A., Baghlaf, S., Algethami, A., Abu-shanab, J., & Balkhoyor, A. (2014). Differences in studying habits between male and female medical students of King Abdulaziz University (Kau), Jeddah, Saudi Arabia. *Egyptian Dental Journal*, 60(2), 1687-1693.

Severiens, S., & Ten Dam, G. (2012). Leaving college: A gender comparison in male and female-dominated programs. *Research in Higher Education*, 53, 453-470.

Kaya, H., Kaya, N., Palloş, A. Ö., & Küçük, L. (2012). Assessing time-management skills in terms of age, gender, and anxiety levels: A study on nursing and midwifery students in Turkey. *Nurse education in practice*, 12(5), 284-288.

Eldeleklioglu, J.(2008). Investigation of adolescents' time-management skills in terms of anxiety, age and gender variables. *Elementary Education Online*, 7(3), 656e663.

Quinco-Cadosales, M. N. (2013). The study skills of first year Education students and their academic performance. *IAMURE Int. J. Educ*, 6, 57-69.

Cebeci, S., Dane, S., Kaya, M., & Yigitoglu, R. (2013). Medical students' approaches to learning and study skills. *Procedia-Social and Behavioral Sciences*, 93, 732-736.

Yahaya, A., Bachok, N. S. E., Yahaya, N., Boon, Y., Hashim, S., & Goh, M. L. (2012). The impact of emotional intelligence element on academic achievement. *Archives Des Sciences*, 65(4), 2-17.

Mohzan, M. A. M., Hassan, N., & Abd Halil, N. (2013). The influence of emotional intelligence on academic achievement. *Procedia-Social and Behavioral Sciences*, 90, 303-312.

Pepe, K. (2012). A research of the relationship between study skills of students and their GPA. *Procedia-Social and Behavioral Sciences*, 47, 1048-1057.

Rezaie Looyeh, H., Seyed Fazelpour, S. F., Reza Masoule, S., Chehrzad, M. M., & Kazem Nejad Leili, E. (2017). The relationship between the study habits and the academic performance of medical sciences students. *Journal of Holistic Nursing and Midwifery*, 27(2), 65-73.

Shackebaei, D., Siami, S., Firouzabadi, H., Eftekhari, L. M., Rezaei, M., Hesari, M., & Afarangan, F. (2015). Study skills and their correlation with academic satisfaction and achievement among medical and pharmacy students in Kermanshah University of Medical Sciences (2013). *Educational Research in Medical Sciences*, 4(2)

Fazal, S., Hussain, S., & Majoka, M. I. (2012). The Role of Study Skills in Academic Achievement. *Pakistan journal of Psychological research*, 27(1), 37-51.