

To Study the Relationship between Emotional Intelligence and Learning Style among Adolescent School Students of Paschim Medinipur District

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Abstract: *This research studies the relationship between learning styles and emotional intelligence school going adolescent student's in govt aided/govt sponsored schools in paschim medinipur district of West Bengal. students with higher levels of emotional intelligence are managing better than themselves and others around them. It helps them in many ways like sub scales of emotional intelligence: self-awareness, self-motivations, empathy, internal motivation etc, emotional intelligence not only influences one's emotionas but also their learning styles. If a student lacks emotional intelligence, then their environment, psychological, physiological characteristics and process are affected which in term affects their learning styles and education. Learning styles differ from one student to another. This examines the relationship between learning styles and emotional intelligence among adolescents students and find out the significant difference in learning styles between Girl's and Boy's students and their significant differ in emotional intelligence too.*

Keywords: *Emotional Intelligence, Learning style, Adolescents.*

1. Introductions:

Education is the continuous process to all round development of the student and enrichment of high and better quality of life. Education is now become a successful passport for the development of a nation in general and of a person in particular. Success in life can be achieved through education. Today our educational systems mainly focus on student academic achievement. But not interested to know causes of unsatisfactory academic performance of their children and how to find out the causes of the psycho-social and emotional problem of school-going adolescents.

The present study research has been an attempt to study the relationship to emotional intelligence and learning style of school going adolescents of paschim medinipur district.

1(a) Emotional Intelligence:

Emotional intelligence is the ability to understand, use and manage your own emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges and defuse conflict. Emotional intelligence has been popularized by the work of Golman(1995) but this term seems appeared from the paper published by Michale beldoch,1964 and this concept has been first attributed in the doctoral thesis of wayne payne,1985.

Emotional intelligence is the ability to monitor one own and other people's emotions, to discriminate between different types of emotions and level them appropriately and to use the emotional information to guide thinking and behaviour, (Coleman, Andrew, 2008).

There are many different Emotional Intelligence definitions-

Emotional Intelligence is the subset of social intelligence that involves the ability to monitor one's and others feelings and emotions to discriminate among them and to use this information to guide one's thinking and actions (Salvey, Mayer, 1990, p.189)

Emotional Intelligence refers to the capacity for recognising our own feelings and those of others, for motivating ourselves, and for managing emotion well in ourselves and our relationship.(Goleman, 1998, p.317)

Emotional Intelligence as "one's own subjective emotional responses as well as the information conveyed by the emotional responses of others" (Lane, 2000, p.171)

1(b) Learning Style:

Learning style are relatively stable preference uses by individual to organized and process information. Learning style is viewed as an individual's characteristics way of responding to certain variables in the instructional environment (Laycock, 1997). Research in the area of learning style is based on the facts that individuals differ in their learning styles. Tylor (2003) studies preferred learning styles understand and try to solve problems in a different yet relatively .This style of conceptualization and patterning of activities become the most important characteristics of the individual in respect of learning. Smith and Holliday (1986) investigated the learning style of student achieving at high average and low levels and observed, that students do not learn in the same manner and manifest significant variations in

how they prefer to learn. James and Gardner(1995) define learning style as the ‘complex manner in which and condition under which learners most effectively perceive, process ,store and recall what they are attempting to learn. It influences learners concern, tradition, mental process, internal process and retention of new and difficult information’. There are many different learning style definitions-Learning styles are “the ways individual learners react to the overall learning environment” (James & Gardner,1995,) Learning styles are “self-consistent ,enduring individual differences in cognitive organization and functioning”(Asubel, Novak & Hanesian,1978) Learning styles “the way each learner begins to concentrate on,process and retain new and difficult informations’’(Dunn &Dunn,1993).

2. Review of Litarature:

2(a) Previous literature on learning style:

Maria Rezaeinejad and Akbar Azizifar (2015) conducted a study of learning styles and its relationship with educational achievement among Iranian high school students. The statistical population was consisted of 3958 students. The sample group was selected by stratified random sampling method based on Morgan’s table. Outcomes the result is ,there is a positive significant relationship between students learning styles who use Visual-verbal learning style and their achievement score means among students in mathematics field. And in humanistic field, there is no significant relationship between the students learning styles that use Sequential –Global, Visual-Verbal and sensing-intuitive learning styles and their achievement score means.

Onalcakiroglu (2014) studies the effect of learning styles and study habits of distance learners on learning performances: a case study examined the relationship among learning styles, study habits and learning performance in an online programming language course. Kolb’s learning style inventory (LSI) was used to measure the student learning style. As a result, significant relationship between learning styles, study habits and learning performances were revealed.

Wesley (2008) undertook a study on the effect of interactive reviews and learning style on student learning outcomes. The findings revealed that interactive lessons do make a significant impact on learning outcomes compared to traditional review.

2(b) Previous literature on emotional intelligence

Winters (2004) studied the relationship between spousal battering and emotional intelligence, a concept that captures the success or lack thereof a person's functioning in their immediate environment. 44 men convicted of spousal assault and 76 undergraduate students completed the emotional quotient inventory. Results of this exploratory study indicate the better score significantly lower than the general population on all components of EQ-i. Additionally EQ-I total and subscale scores for both samples correlated negatively and significantly with scores on PAS, suggesting that deficits in various components of emotional intelligence are related to an increase in the propensity to be abusive.

Najeemah, M.Y. & Nik, R.Y. (2012) this study is to identify the relationship between E.I and student attitude towards co-curricular uniform bodies among secondary school children. The research is to determine the level of E.I., the different between E.I based on gender and ethnicity and relationship with student attitude towards uniform bodies. Sample for the study were 1200 university students from Malaysia. E.I is measured using the Baron EQ-1.YV. The data were analyzed using the SPSS package version. The result show a significant difference and relationship which will be elaborated in this paper. The implication of this research is that the emotional intelligence should be emphasized as it is significant in improving students' attitude and academic achievement.

Gayathri, N and DR. Meenakshi, K (2013) emotional intelligence by now does not need any introduction its importance and relevance in various fields is being scientifically researched and asserted. Yet, the cross-cultural relivence of the concept still remains an uniexploredares. This paper analyses Mayer and Salove's "ability model" against the background of Indian culture through the Bhakgavad Gita. It explores the similarities and draws parallel to the emotionally intelligent person as surmised by Mayer and Salovey ,and the "sthithapragnya" as described by Lord Krishna in the Bhagavad -Gita.

3. Objectives of the study:

- i) To know the present state of affairs of emotional intelligence and learning styles among school going adolescents.
- ii) To find out the significant difference in Emotional Intelligence girls and boys students.
- iii) To explore the significant difference in learning styles between boys and girls students.

4. Hypothesis of the study:

- i) There is no significant difference between learning styles in girl's and boy's students.
- ii) There is no significant difference between Emotional intelligence in girl's and boy's students.
- ii) There is no significant correlation between emotional intelligence and learning styles.

4. Research Methodology:

The present study done carried out through descriptive survey method within co relational research design. The details regarding the method of research design, sample, research instrument, procedure of data collection and statistical are reported herewith.

Variable:

In the present study following two variables considered:

- i) Emotional intelligence
- ii) Learning Styles

Sample:

Non-probability sampling method is used in this study. In this, purposive sampling is used. The sample collected from 100 adolescent students in govt. aided /govt. sponsored schools in Paschim Medinipur district. In which 50 girls and 50 boys were participated.

Source of sample:

Different Government aided and Government sponsored secondary/higher secondary schools of Paschim Medinipur District, West Bengal.

Sample procedure:

In the present study purposive Sampling Technique is used

1. Tools of research for data collection:

Learning style: VARK learning styles inventory (Leite, W.L., Svinicki, M. & Shi, Y. 2010): The VARK learning styles inventory measures four perceptual preferences: visual (v), Aural (A), Read/write (R), Kinesthetic (K). VARK questionnaire statement 16 item which can be viewed as 16 questions with multi-choice item for the respondents to choose from.

Emotional Intelligence: Emotional Intelligence Scale (Eis) (Developed By Hyde, Pethe And Dhar: 2002.) Emotional Intelligence Scale (Eis) contains 34 statements, each to be rated on a five-point scale ranging from strongly agree (5), to strongly disagree (1). The statement related different components of emotional intelligence like self-awareness (4 items), empathy (5 items), self-motivation (6 items), emotional stability (4 items), managing relations (4 items), integrity (3 items), self-development (2 items), value orientation (2 items), commitment (2 items), and altruistic behaviour (2 items). The range of possible scores is 34 to 170, with a higher score indicating a higher level of emotional intelligence.

2. Procedure of Data Collection:

The Headmaster/ Headmistress/Teacher-in-Charge of the school will be contracted for his/her permission to allow in collecting the data. The relevant data on different constructs will be collected by administering the above-mentioned tools on the subjects under study in accordance with the directions provided in the manual of the tools.

7(a) Statistical Techniques:

The descriptive, as well as inferential statistics and underlying relationships will be found by computing appropriate statistics with the help of SPSS-20 software. The objectives will be interpreted by the different statistical techniques.

- i) To ascertain the objectives (**There is no significant difference between learning styles in girl's and boy's students.**) Compare to pie chart and bar diagram of girls and boys student.

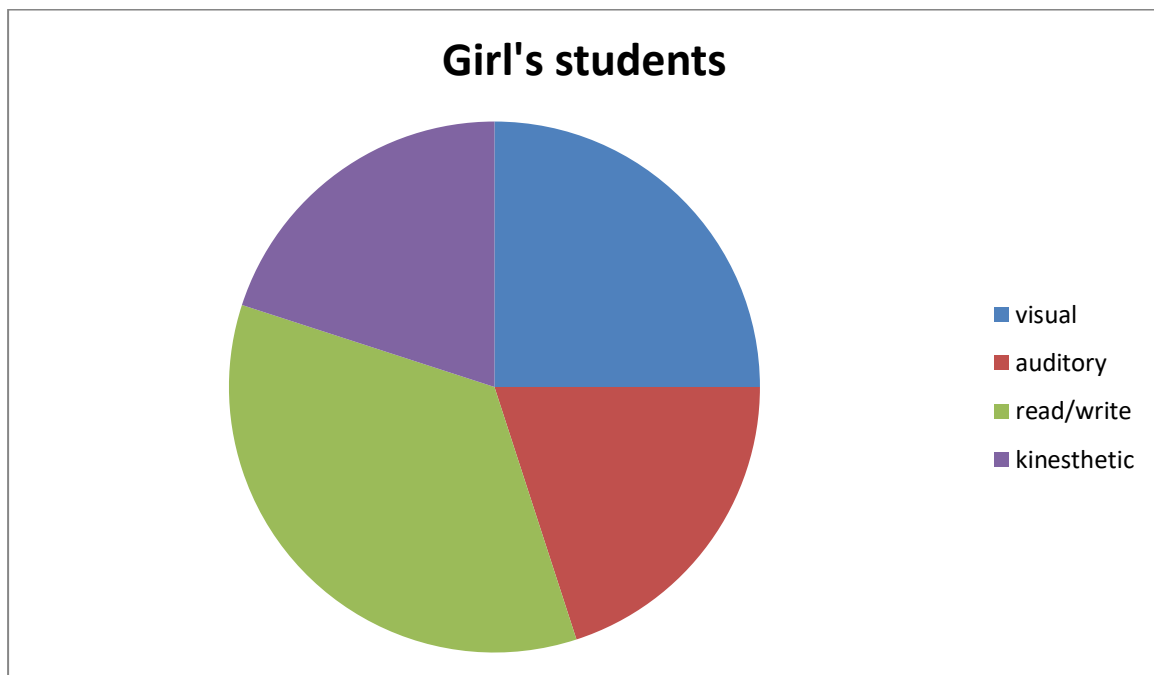
- ii) To ascertain the objectives (**There is no significant difference between Emotional intelligence in girl's and boy's students.**) The descriptive statistics such as mean and standard deviation and t-Test of the scores of girl's and boy's students.
- iii) To ascertain the objectives (**There is no significant correlation between emotional intelligence and learning styles.**) Pearson Correlation(2-tailed test)

3. Analysis of the Data:

▪ Hypothesis-i

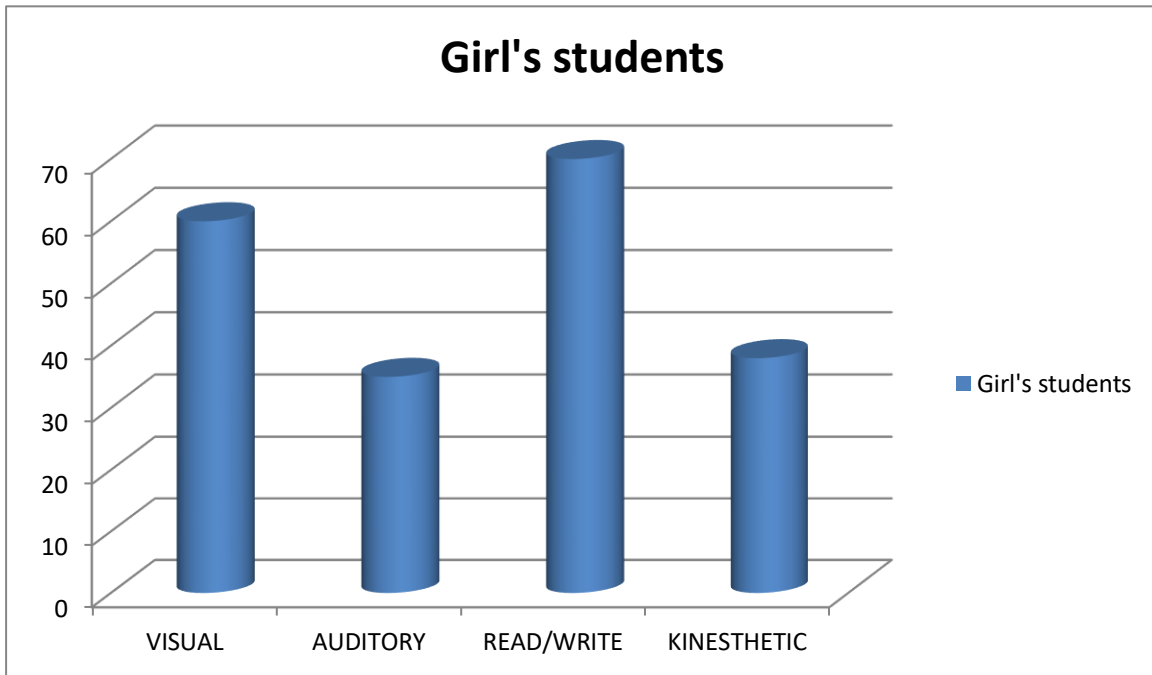
There is no significant difference between learning styles in girl's and boy's students.

Figure 1-Distribution of Learning Styles among Girl's students in govt-aided/govt-sponsored schools Pie chart-



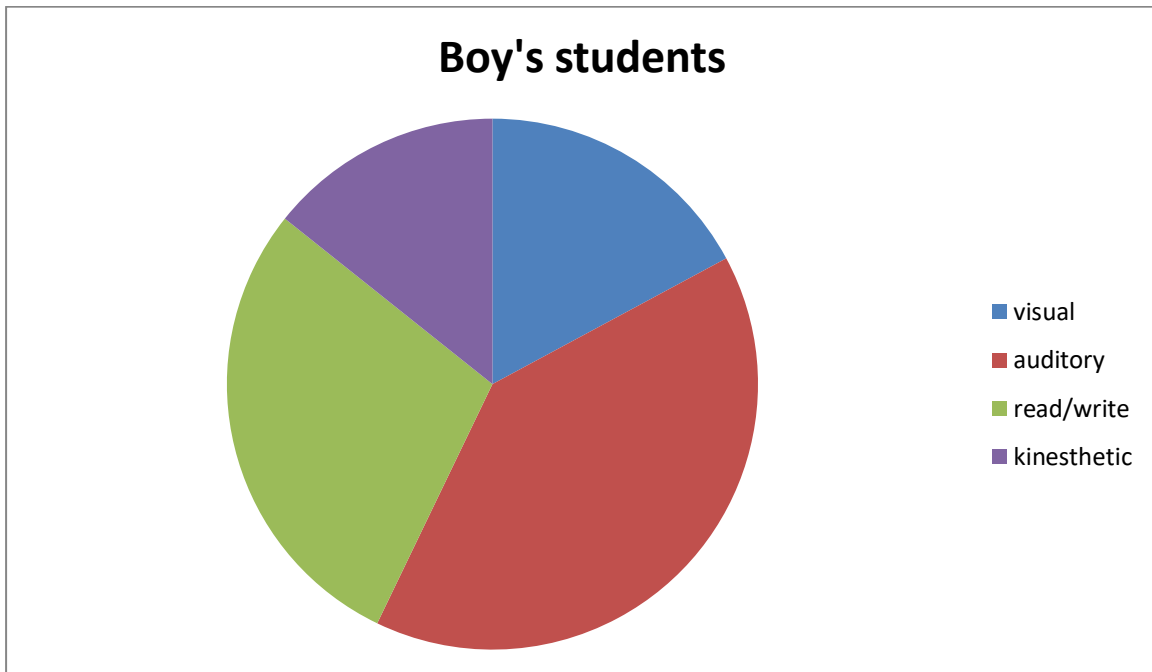
Pie chart

Figure 2: Bar diagram of the distribution of Learning Styles among among Girl's students in govt-aided/govt-sponsored school-Bar diagram



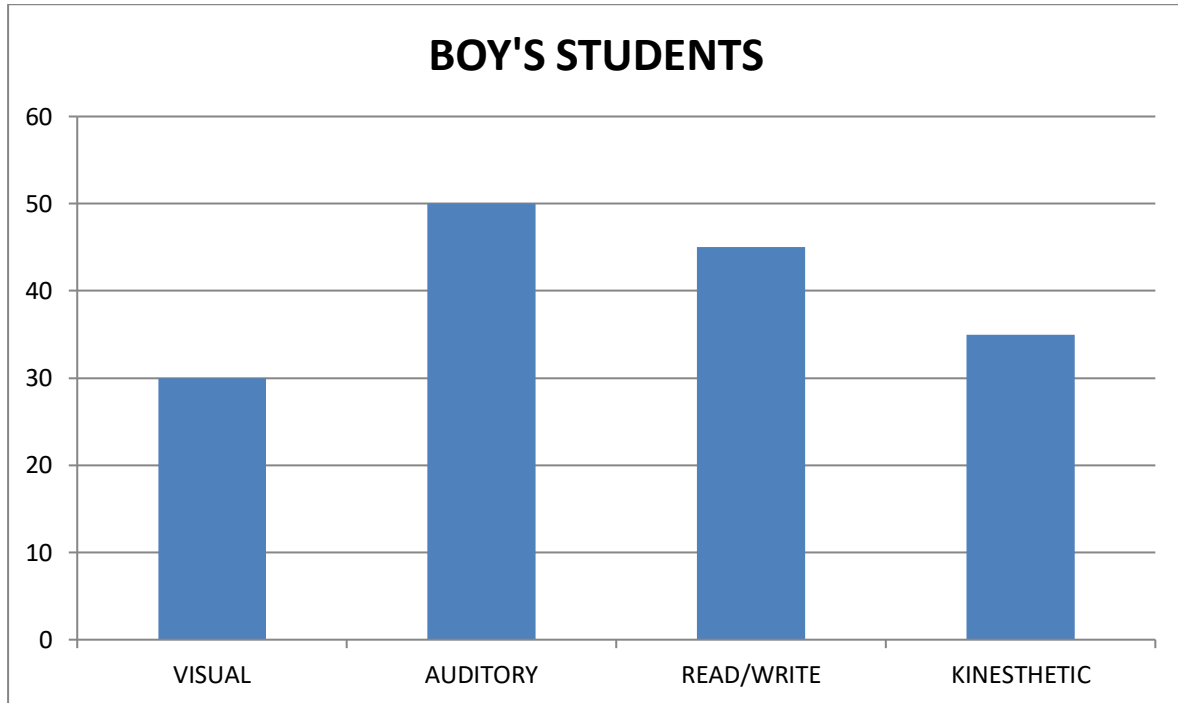
Bar Diagram

Figure 3- Distribution of Learning Styles among Boys's students in govt-aided/govt-sponsored school-pie chart



Pie chart

Figure 4: Bar diagram of the distribution of emotional intelligence among Boy's students in govt-aided/govt-sponsored school- Bar diagram.



From the above pie chart and bar diagrams, it is clear that girls adolescents prefer the read/write learning styles whereas boys school students prefer the auditory learning styles. Hence there is a significant difference between the learning styles of girls and boys adolescents' students of govt. Aided schools.

▪ **Hypothesis-ii**

There is no significant difference between Emotional intelligence in girl's and boy's students.

Table 1: Descriptive statistics of distribution of increment scores of girl's students and boy's students on emotional intelligence-

Table-1:

Variable	Criterion Group	N	M	SD
Emotional	Girl's students	50	137.80	13.86

Intelligence	Boy's students	50	135.65	11.35
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Table 2: The summary of independent samples t-test of girl's and boy's students on emotional intelligence.-

Variable	Df	T	Sig.(2-tailed)
Emotional Intelligence	97	0.82	0.41

As may be seen in the table 1&2 above, that the girls students (mean=137.80, S.D=13.86) and boys students (mean=135.65 & S.d=11.35) do not significantly differ in emotional intelligence, $t(98)=0.82$ & $p=0.41$,Hence the null hypothesis is accepted. Therefore there is no significant difference in emotional intelligence between girls and boys students in govt-aided school.

▪ **Hypothesis-iii**

There is no significant correlation between emotional intelligence and learning styles.

Table 3: correlation between the emotional intelligence and learning styles-table

Variable		Learning styles	Emotional intelligence
(Learning styles) correlation sig. (2-tailed) N	pearson	1 100	-0.16 100
Emotional intelligence correlation sig. (2-tailed) N	pearson	-0.16 100	1 100

As seen in the correlation presented in table no-3. correlations between emotional intelligence and learning styles are not significant. Hence the null hypothesis is accepted. Therefore, there is no significant correlation between emotional intelligence and learning styles.

6. Conclusion:

The objectives of the study was set out to assess the correlation between learning styles and emotional intelligence among adolescent student's was achieved the successfully through this study. The study also able to establish that there is no significant difference in learning styles between girls and boys students of govt. aided schools. And there is no significant difference in emotional intelligence between girls and boys students of govt. aided schools.

The emotional intelligence of adolescent students is not based on the gender. Learning styles are also based on the individual's ability and characteristics and not based on the girls and boys. Most of the time there is no correlation between learning styles and emotional intelligence among adolescent students.

Therefore, it can be concluded that studies on the learning styles and emotional intelligence of adolescent students are very important for their careers studies. Controlling and managing emotions is a trait of a leader.

1. Future researches:

In future researchers can extended the sample size so that the result maybe more accurate than the current study. An educational plan on studies through understanding different learning styles of the students. Different strategies are is to learning styles users for learning and all these research studies could be executed school type wise, parents education wise, age wise etc., to give better results.

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