

A CONCEPTUAL STUDY ON LEARNING STYLES AND EMOTIONAL INTELLIGENCE

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Abstract:

Learning styles can be defined as the different methods that students use to learn, to process knowledge and to solve problems (Doğanay & Karip, 2006). Learning style is an ideal technique that varies from person to person in the process of perception and gathering information. One of the variables Emotional intelligence which is related to the learning style of individuals. Emotional intelligence has been defined as talent, knowledge, and understanding which can guide our incentives to make us success in our life. Learning style includes discrete methods for processing information in learning new concepts. This study helps us to know the relationship between learning style and emotional intelligence

Keywords: Learning styles, emotional intelligence.

Introduction:

Fleming and Mills (1992) developed an inventory of learning styles known as VARK. The four models in VARK are visual (V), aural (A), read/write (R), and kinesthetic (K). These modes are frequently referred to as a person's "sensory modality preferences." A person may show no preference, unimodal, or multiple modes of sensory preference. Goleman emotional intelligence consists of five basic emotional and social competencies: self-awareness, self-regulation, motivation, relationship management, and social awareness. Self-awareness includes knowing what we are feeling at the moment and using those preferences to guide our decision making and involves having a realistic assessment of our own abilities and a well-grounded sense of self-confidence. Self-regulation is how we handle our emotions so that they facilitate rather than interfere with the task at hand and consists of being conscientious and delaying gratification to pursue objectives and improving well from emotional distress (Goleman, 1998). In this study Goleman's Emotional intelligence and Flemings VARK learning styles is taken for research.

Objective of the Study:

- To find the relationship between learning style and emotional intelligence.

Research Methodology

The analysis of this paper is based on secondary data collected from the related websites, books and articles from different journals

Review of Literature:

Behcet, Seniz, (2018) focused on learning style and emotional intelligence. The total sample size is 406, which is collected among the teacher candidates. The Pearson moments multiplication correlation technique was used for analysis. The study showed that, there is positive relationship between emotional intelligence and learning styles.

Marleny (2017) studied on Emotional intelligence among auditory, reading, and kinesthetic learning styles of elementary school students in Ambon-Indonesia. 210 students of the school was taken as a sample for the study. Least significance different (LSD) test and variance test is used as a tool for analysis of data. The researchers concluded that there is a difference in students' emotional intelligence viewed from the learning styles. Related to the emotional intelligence, kinesthetic learning style has a significant difference compared to auditory and read learning styles; the difference between the kinesthetic and auditory was high.

Muhammad et al (2017) examined the role of learning styles and emotional intelligence in academic performance. The sample of (N=102) students was taken from four different colleges of Rahim Yar Khan, Pakistan. Correlation is used for analysis of data. The researchers found that both learning style and emotional intelligence plays an important role in academic achievement of students.

Badri, Haseein (2014) focused on the relationship between emotional intelligence a learning styles of students. The sample size is 320. Percentile, mean, standard deviation, Pearson coefficient of correlation , one way variance, Tucky test where used for the data analysis. The researchers report the relationship between the assimilative learning style and emotional intelligence

Ahmad (2013) examined whether learning style is a predictor of emotional intelligence. The total sample which is collected from the college students is 534. Regression and correlation where used for the analysis. The indicated that learning styles significantly explains emotional intelligence. The study concluded that learning style is a predictor of emotional intelligence.

Conceptual framework:**Learning Style:**

Scientists and psychologists have established a number of different models to understand the different ways that people learn best. One popular theory, the VARK model, identifies four primary types of learners-visual, auditory, reading/writing, and kinesthetic. Each learning type answers best to a different way of teaching. Auditory learners will remember information best after reciting it back to the presenter, while kinesthetic learners will jump at the chance to participate in a hands-on activity, visual-sights, pictures, diagrams, symbols; An extensive body of research has established that most people learn most effectively with one of the four modalities and tend to miss or ignore information presented in either of the other two. There are thus visual, auditory, read and kinesthetic learners, although there are some learners who tend to use a combination of both visual and auditory senses and have been termed as tactile learners (Doyran, 2000).

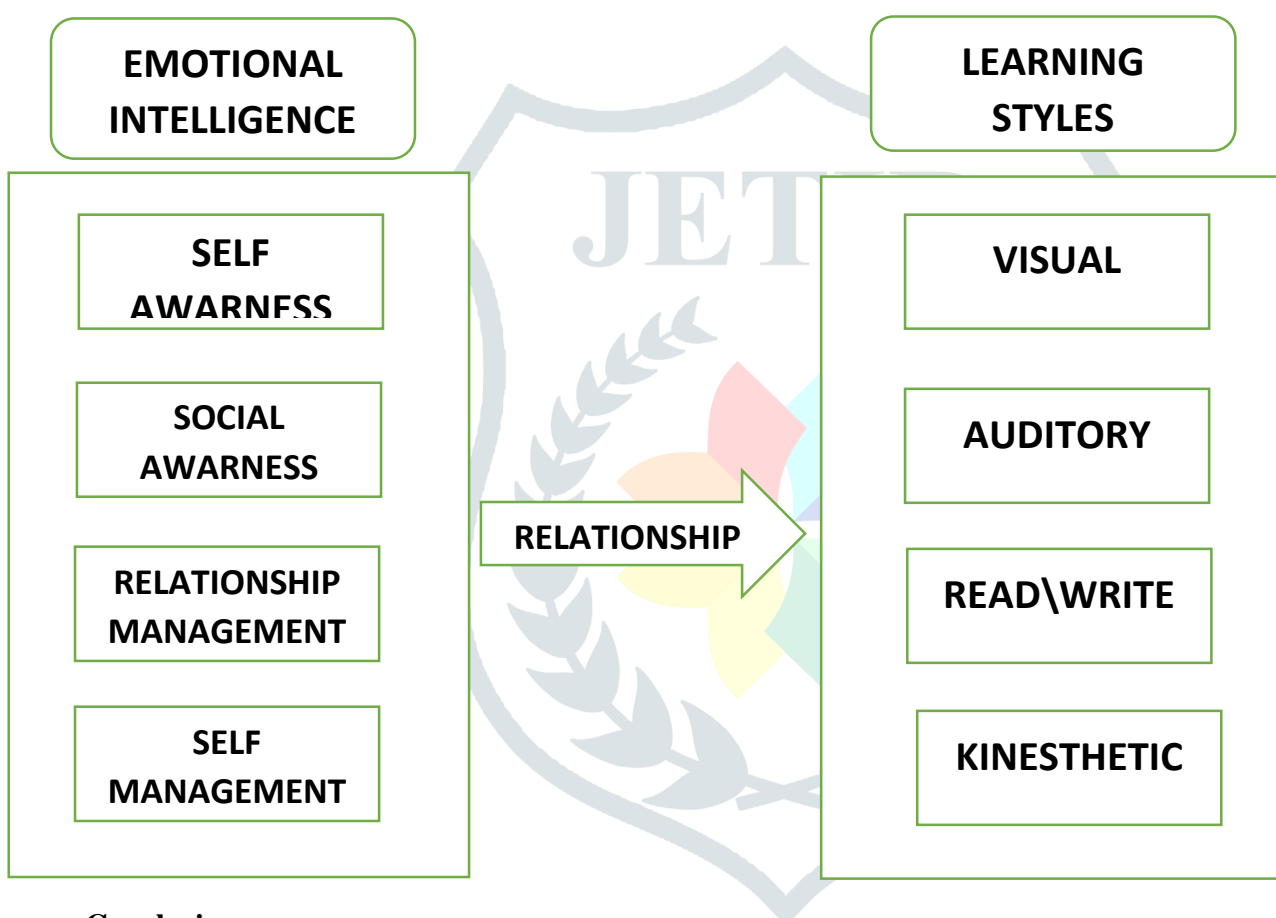
Emotional Intelligence:

The capacity to express emotion, to understand and know people's emotions and to regulate emotions is explained by the concept of emotional intelligence (Nettelbeck & Wilson, 2005). Emotional intelligence is the capacity of an individual to be aware and to understand their own emotions, to motivate people around them and to successfully manage relationships with people (Petrides & Furnham, 2000) Emotional intelligence is simply the recognition, awareness, and management of emotions (Hamarta, Deniz, & Saltali, 2009). There are four basic dimensions that constitute emotional intelligence, which is also defined as the ability of the self to effectively manage the relationship with other people and himself. These are: self-awareness which means one's awareness of his/her consciousness, ability to self-control and ability to manage expressed as self-management, social awareness related to others' feelings and relationship management that denotes the communication skills with other people (Goleman, Boyatzis & McKee, 2002)

Relationship between Emotional Intelligence and Learning Style:

Students' learning styles which can be described as someone who has access to develop their own way of doing their jobs and who have the ability to plan their own aim and ideas (Cassidy, 2006) and the well-being dimension which is expressed as to be satisfied with life, were found to be quite related to each other. The self-control, which expresses the skills of the individual to manage their emotions, make decisions, cope with stress, and have an independent learning style (Petrides & Furnham 2001). Students with a dependent learning style need an expert that tells them what to do (Diaz & Cartnal, 1999). These people need someone else's help in the learning process. There is a noteworthy relationship of teacher candidates who need someone else in the learning process and all dimensions of emotional intelligence. Students actively learn from each other and benefit from each other's experiences in the learning style. Students with a collective learning style contribute to their own and their peers' learning by helping and guiding each other. There is a meaningful and

positive relationship between the learning style based on rivalry, competition with other students and well-being, sociality of emotional intelligence. The students were not only confined to the college but also took the responsibility of obtaining knowledge from outside and sharing it with the class. Students with this type of learning styles seemed to be more willing to learn lessons and attend college (İkikardeş & Şentürk, 2011). It is notable that all dimensions of emotional intelligence, which has characteristics such as being satisfied with life in general, self-regulation of emotions, sensuality and sociality, of learners who are more eager to learn, was related to the sub-dimension of learning style.



Conclusion:

From this study it is clear that there is a relationship between learning styles and emotional intelligence. The learning style is varied based on the emotional intelligence of the students. Not all the dimensions of emotional intelligence affects the learning style but some part of it.

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