

# Emotional Intelligence And Learning Style Among Adolescent Students

AROCKIA SHINY S<sup>1</sup>, Dr. P.V. SARAVANAN Ph.D.<sup>2</sup>

<sup>1</sup>Ph.D. Research Scholar, PG & Research Department of Commerce, University of Madras, Chennai,  
[aroshiny97@gmail.com](mailto:aroshiny97@gmail.com)

<sup>2</sup>Assistant Professor & Research Supervisor, PG & Research Department of Commerce, Loyola College, Chennai,  
[saravananpv@loyolacollege.edu](mailto:saravananpv@loyolacollege.edu)

## ABSTRACT

This research studies the relationship between learning styles and emotional intelligence among adolescent students of the age group 16 years to 18 years along with the type of school whether private or government school. Students with higher levels of emotional intelligence are managing better than themselves and others around them. It helps them in many ways like subscales of emotional intelligence: self-awareness, self-motivation, empathy, internal motivation, etc., Emotional intelligence not only influences one's emotions but also their learning styles and social behaviours. If a student lacks emotional intelligence, then their environment, physiological, psychological characteristics and process are affected which in turn affects their learning styles and education. Learning styles differ from one student to another. This study examines the relationship between learning styles and emotional intelligence among adolescent students and finds out the significant difference in learning styles between government and private school students and their significant difference in emotional intelligence too.

**Keywords:** Emotional Intelligence, Learning Styles, Adolescent student, Emotional Quotient.

## INTRODUCTION:

Emotion is an essential element of one's personality and also of life as it is the most important aspect of human nature which motivates one's behaviour.

**Emotional Intelligence** - Emotional Intelligence is the set of abilities to understand, evaluate, regulate, control, express and positively manage one's own emotions to promote personal growth by relieving stress, effective way of communicating, empathizing with others, overcoming challenges and defusing the conflicts. It is otherwise known as Emotional Quotient (EQ). People with a high emotional quotient are usually great leaders and team players. Since, they can understand, empathize, communicate and connect with the people around them. They also know what they are feeling, what it means and how it can affect other people.

Emotions can drive a person both positively and negatively, so people must learn how to control and manage their emotions of them and also others, even when they are under stress and pressure. It helps to build stronger relationships, to succeed in academics and to achieve career and personal goals. Emotional intelligence is essential for a leader to get succeed. A leader is not a person who shouts at his team or subordinates whenever he is under stress, but a leader is a person who knows to control himself, stays calm and assesses the situation.

Emotional Intelligence is not about being soft! It is a different way of being smart. It allows us to think more creatively and to use our emotions to solve problems. More than intelligence quotient (IQ), emotional quotient (EQ) helps one to achieve success in life on their own.

For Example, the Intelligence quotient (IQ) can help one to get admission into their academics but it is the emotional quotient (EQ) that helps to manage the stress and emotions when they are facing the final exams. So, both intelligent quotient (IQ) and emotional quotient (EQ) are needed for a person to be successful on their own.

The person who understands and manages their emotions and as well as the emotions of others can be more successful in both personal and professional lives.

In personal life, emotional intelligence helps one's for having uncomfortable or unpleasant conversations without hurting feelings, for managing their emotions when stressed or feeling overwhelmed and for improving relationships with the people with whom they care about.

In work, emotional intelligence helps one's in resolving conflicts, coaching, encouraging and motivating others, creating a culture of collaboration among workers and building psychological safety within teams

Dr Daniel Goleman, an American psychologist and science journalist, presents five categories or elements of emotional intelligence in his book. They are Self-awareness, Self-regulation, Internal Motivation, Empathy and Social skills.

The concept of an emotional intelligence quotient (EQ) test was promoted by Dr Goleman and other social scientists. Emotional Quotient (EQ) test questions focus on assessing soft skills, such as self-awareness, social awareness, relationship management and empathy.

**Emotional Intelligence among Adolescence:** Adolescence is a phase of increased emotionality. It will leave indelible marks on their behaviour and personality if adolescents are unable to interpret, understand, control and act with their feelings. The factors which focus on improving emotional intelligence among adolescents include family, school, media and proper social work intervention which can make a lot of difference in improving the emotional intelligence of the adolescents.

**Learning Styles -** The term learning styles refers to the view that different people learn information in different ways i.e., understanding how each student learns differently. In recent decades, the concept of learning styles has steadily gained

influence. It refers to the concept that individuals differ regarding instruction study is effective for them. Assessments of learning style typically ask people to evaluate what sort of information presentation they prefer (e.g., words versus pictures versus speech) and/or what kind of mental activity they find most engaging or congenial (e.g., analysis versus listening), although assessment instruments are extremely diverse.

The learning-styles view has acquired great influence within the education field and is frequently encountered at levels ranging from kindergarten to graduate school. It is about how the student learns rather than what they learn. Individual learning styles depend on their cognitive, emotional and environmental factors along with their experience from prior learning or by seeing others experiencing it. Every individual is different from others otherwise, learning styles will also differ from each individual. Even if they belong to the same level, of quality and category, their learning style will differ. The assessment devices that have been developed in the about model of the Dunn and Dunn learning-styles model (e.g., Dunn, 1990) are particularly popular and extensive.

A child's brain is continually developing and the way they learn also changes over time. There are 5 perceptual elements of learning style. They are **Auditory Learners** – Remember best when they LISTEN, **Visual Learners** - Remember best when they SEE, **Visual Text Learners** - Remember best when they READ, **Kinesthetics Learners** - Remember best when they DOING and **Verbal Learners** - Remember best when they SPEAK.

## **ADOLESCENT'S EMOTIONAL INTELLIGENCE AND LEARNING STYLES**

Adolescence is a crucial period for developing emotional intelligence behaviour and learning styles.

A person acquires the ability during their adolescence to think further than the present, envision its implication and the future, and also grasp the complexity of relationships. During this stage, they try to encounter new experiences in their life; unfamiliar situations which often result in new and possibly intense both positive and negative emotional reactions. For regulating their emotions and behaviour, adolescents need to further their emotional intelligence skills. Adolescence is a period of heightened emotionality. If the

adolescents cannot perceive, understand, regulate and function with their emotions it will leave indelible marks on their behaviour and personality. The most important phase of adolescence (age 12 to 18 years) is when a undergoes undergo a transition from childhood to adulthood, where the Children will be becoming more independent, and this is where they start to look at the future in terms of career, relationships, friends, social life, families, housing, etc. Individuals try to belong to a society and make them themselves in the society. This is a major stage in a child's development where the child has to learn the roles he or she will occupy and play as an adult. The adolescent will re-examine their identity in this stage and try to find out exactly who he or she is. Emotional intelligence plays an important role in this phase. Emotional Intelligence signifies the ability to understand and manage one's as well as the others' emotions. It refers to a combination of skills including empathy, self-control, self-awareness, sensitivity to the feeling of others, persistence and self-motivation among others.

In the last decade, a remarkable change could be seen in the education sector. The emphasis has been given to making the learning process easier, highly customize learner-oriented. Effective teaching-learning styles that have been used for both faculty members and adolescent students witnessed a design shift. Every adolescent is unique and should be taught according to his/her style. Learning for the teenagers are very tricky years. Children are filled with too much responsibility with too little freedom. A teenager undergoes hormonal changes along with mood swings and misunderstandings. Learning styles of teenager changes with their growth and development.

The significant roles played by emotional intelligence (EI) and learning styles (LSs) in students' success make educational practitioners and teachers responsible to consider these variables in the classroom to assist students to employ their full capacity in learning.

### Review of Literature:

**Johnson G.D.K., (2008)** The purpose of this study was to examine the relationship between learning styles and emotional intelligence among adult learners. This study used Gregorc Style Delineator to measure the four mediation abilities to learn styles and the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) for assessing and

examining the four branches of emotional intelligence. The sample population of this study consisted of male and female undergraduate and graduate students, who were at least 19 years of age, and enrolled in a degree of study at university. There is no statistical difference between learning styles and emotional intelligence based on ethnicity, age, grade point average, and gender.

**Fida et al., (2017)** The purpose of this study is to study the relationship between Learning Styles and Emotional Intelligence among university students. The basic concepts associated with personality and accomplishments are learning styles and emotional intelligence. The Felder-Silverman Model (1998) of learning styles and Davies, Stankov and Roberts' (1998) conception of emotional intelligence were considered for theoretical underpinning. The study revealed that male students were higher in three modes of learning when compared to a female students, whereas female students showed dominance in the assessment of self-emotions on the overall emotional intelligence. Students superior with visual learning mode have higher emotional intelligence than others.

**Kustiani et al., (2017)** This paper aims to examine the relationship between learning styles, learning interests and learning methods used by students with the level of emotional intelligence among students of Economy Class and its impact on student value. Maximum students stated that they are influenced by variables such as teacher ability, student ability, family condition, teacher attitudes, infrastructure etc., Whereas some students believe that emotional intelligence (EQ), learning interest, and learning style have a positive impact on student achievement.

### Research Methodology:

**Research Problem:** The present study aims to explore the relationship between the learning styles and emotional intelligence (EI) among adolescent students.

### Objectives

- To examine the relationship between learning styles and emotional intelligence among adolescent students.
- To find out the significant difference in learning styles between government and private school students.

- To find out the significant difference in emotional intelligence between government and private school students.

### Hypotheses

- There is no positive correlation between learning style and emotional intelligence among adolescent students.
- There is no significant difference in learning styles between government and private school students.
- There is no significant difference in emotional intelligence between government and private school students.

**Sample:** Non-probability sampling method is used in this study. In this, accidental sampling (purposive sampling) is used. The sample will be collected from 100 adolescent students in private and government schools in the Cincinnati district. Out of this, 50 will be private school students and 50 will be government school students.

**Research Tools for Data Collection:** Two questionnaires (VARC learning styles inventory (16 statements) and Emotional Intelligence Scale (EIS) (34 statements)) were used. Independent Samples t-Test, Kruskal Wallis, Correlation, Pie-chart and Percentage analysis were used to analyse the data.

➤ **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), and kinesthetic (K). VARK questionnaire contains 16 items which can be viewed as 16 questions with multiple-choice items for the respondents to choose from.

➤ **Emotional Intelligence: Emotional Intelligence Scale (EIS) (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 to 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.

## DATA ANALYSIS, RESULTS AND DISCUSSION:

### Data Analysis:

**HYPOTHESIS:** There is no significant difference in emotional intelligence between different learning styles

The Mean Ranks of the Distribution of Learning Styles are presented in Table 1.

Table 1: Mean Ranks of the Distribution of Learning Styles

Ranks			
Parenting style		N	Mean Rank
Emotional Intelligence	Visual	15	58.03
	Auditory	34	54.94
	Read/ Write	32	42.94
	Kinesthetic	19	49.34
	Total	100	

Table 2: Summary of Kruskal Wallis's analysis of Emotional Intelligence

Test Statistics <sup>b</sup>	
	Emotional Intelligence

Chi-Square	4.03
Df	3
Asymp. Sig.	0.26

a. Kruskal Wallis Test

b. Grouping Variable: Parenting Style

As presented in the above table the chi-square value is not significant. Hence the null hypothesis is accepted. Therefore, there is no significant difference in emotional intelligence between the different learning

styles.

**HYPOTHESIS: There is no significant difference between learning styles in Government and Private school students**

Figure 1: Distribution of Learning Styles among students in Private School students

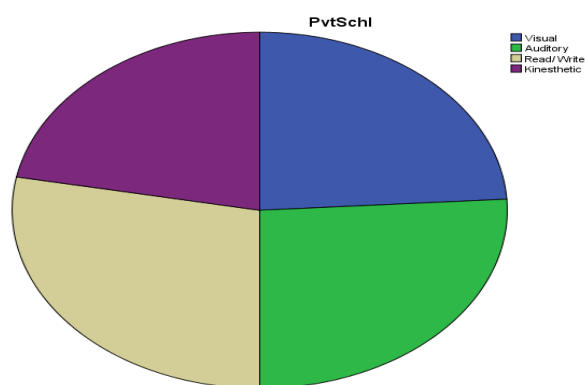


Figure 2: Bar diagram of the distribution of Learning Styles among students in Private School students

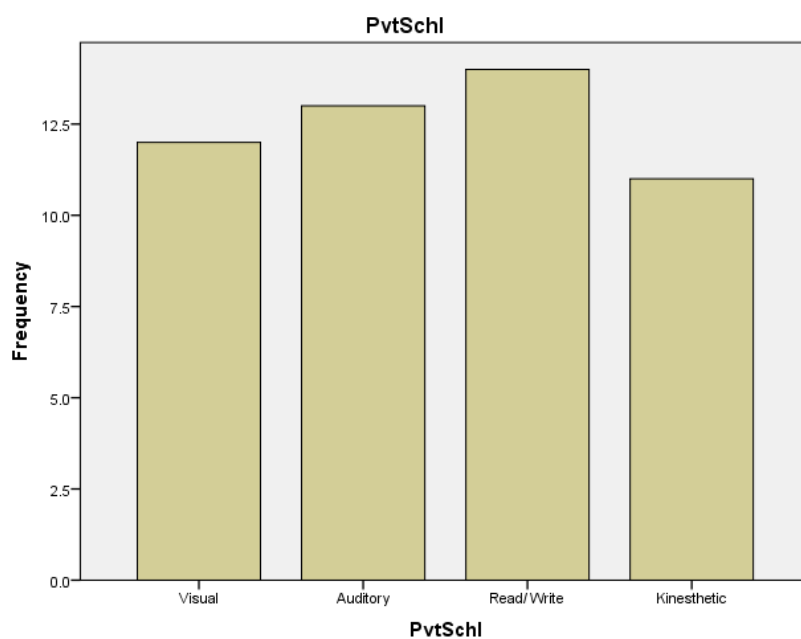


Figure 3: Distribution of Learning Styles among students in Government Schools

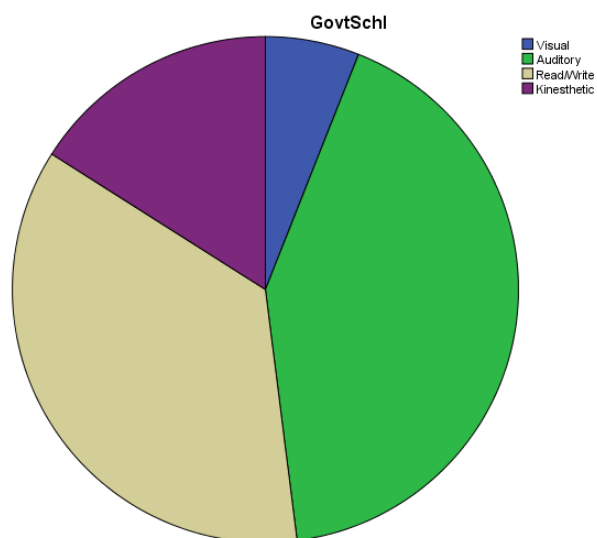
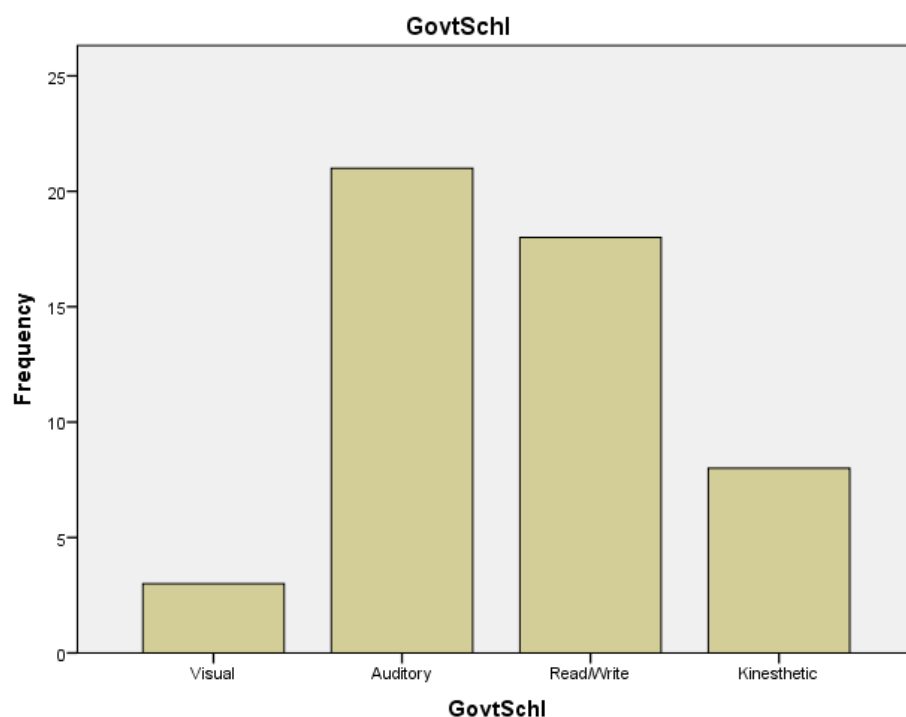


Figure 4: Bar diagram of the distribution of Learning Styles among students in Government Schools



From the above bar diagrams and pie charts, it is clear that Private school adolescent students prefer the read/write Learning style whereas Government school adolescent students prefer the Auditory learning style. Hence, there is a significant difference between the learning styles of Government and Private school students.

**HYPOTHESIS: There is no significant difference in emotional intelligence between private school students and**

#### **government school students**

The Mean and Standard Deviation of the Distribution of Scores of private school students and government school students on emotional intelligence is presented in Table 3.

Table 3: Descriptive Statistics of the Distribution of Increment Scores of private school students and government school students on emotional intelligence

Variable	Criterion Group	N	M	SD
emotional intelligence	Private school students	50	140.90	13.86
	Government school students	50	138.78	11.49

The Summary of Independent Samples t-Test of private school students and government school students on emotional intelligence is presented in Table 4.

Table 4: Summary of Independent Samples t-Test of the Increment scores of private school students and government school students on emotional intelligence

Variable	Df	t	Sig. (2-tailed)
emotional intelligence	98	0.83	0.41

As may be seen in the table above, the private school students ( $M=140.90$ ,  $SD=13.86$ ) and government school students ( $M=138.78$ ,  $SD=11.49$ ) do not significantly differ in emotional intelligence,  $t(98)=0.83$ ,  $p=0.41$ . Hence the null hypothesis is accepted. Therefore, there is no significant difference in emotional intelligence between private school students and government school students.

**HYPOTHESIS: There is no significant correlation between Emotional Intelligence and Learning Styles**

The correlation between Emotional Intelligence and Learning Styles is presented in Table 5

Table 5: Correlation between the Emotional Intelligence and Learning Styles (N=100)

		Emotional Intelligence	Learning Styles
Emotional Intelligence	Pearson Correlation	1	-0.16
	Sig. (2-tailed)		.102
	N	100	100
Learning Styles	Pearson Correlation	-0.16	1
	Sig. (2-tailed)	.102	
	N	100	100

As seen in the correlation presented in the table, 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.

## DISCUSSION:

This study was conceptualized on the basic thought that many a times students learning styles differs and the emotional intelligence of adolescent students brings them a mature way to handle the things.

It was hypothesized first to assess the significant difference in emotional intelligence between different learning styles. Through Kruskal Wallis analysis is found to be more than 0.05. So, it is concluded that there is no significant difference in emotional intelligence between different learning styles.

The second hypothesis assessed that Private school adolescent students prefer the read/write Learning style whereas Government school adolescent students prefer the Auditory learning style. Hence, there is a significant difference between the learning styles of Government and Private school students. The next hypothesis was assessed through an

independent t-test and established that the private school students ( $M=140.90$ ,  $SD=13.86$ ) and government school students ( $M=138.78$ ,  $SD=11.49$ ) do not significantly differ in emotional intelligence,  $t(98)=0.83$ ,  $p=0.41$ . Therefore, there is no significant difference in emotional intelligence between private school students and government school students.

The next hypothesis was assessed by Pearson's correlation which resulted in correlations between Emotional Intelligence and Learning Styles are not significant. Therefore, there is no significant correlation between Emotional Intelligence and Learning Styles.

## CONCLUSION

The goal that was set out to assess the correlation between learning style and emotional intelligence among adolescent students was achieved successfully through this study. Apart from correlation, the study was also able to establish that there is no significant difference in learning styles between government and private school students and there is no significant difference in emotional intelligence between government and private school students.

The emotional Intelligence of adolescent students is not based on the type of school they study or on gender. It is how they manage themselves and themselves irrespective of many factors which influence their emotions. Same way, learning styles are also based on individual ability and characteristics and not based on the schools they study. Mosttimehe times there is no correlation between learning style and emotional intelligence among adolescent students.

Therefore, it can be concluded or suggested that studies on the learning styles and emotional intelligence of adolescent students are very important for their careers and also for society's development. Each individual has to contribute their best to their environment and society. Their education is a major part of deciding their career and roleplay in their life. Controlling and managing emotions is a trait of a leader. Not all students will have a high emotional intelligence scale. But it can be developed based on experience, knowledge, etc.,

## FUTURE RESEARCHES:

Additional research is needed to look into how students' learning styles vary as they progress through higher education levels, and how this affects their emotional intelligence. And also, the influence of peer groups on the learning styles of students. In future, researchers can extend the sample size so that the result maybe a little bit accurate than the current study. And also, a detailed comparison of each learning style with the emotional intelligence of students. A detailed study of Emotional intelligence and how it is important to an adolescent student and how it helps them to overcome the stress and s, conflicts and become leaders. Then the importance of different learning styles and their beliefs about their learning styles to clear competitive exams in future. A study regarding how emotional intelligence students manage to motivate others and be an inspiration to them along with managing their own needs. Study different frameworks of emotional intelligence and comparison of their results. An educational plan on studies through understanding different learning styles of the students. Different strategies are s to different learning styles users for learning. And all these research studies could be executed gender-wise, age wise, school type wise, parent's education-wise, etc., to give better results.

## References:

1. Fida, A., Ghaffar, A., & Zaman, A. (2017). An Investigation of Relationship between Learning Styles and Emotional Intelligence Journal of Applied Environmental and Biological Sciences, 7(9)8-16, 2017
2. Johnson G.D.K. (2008). Learning Styles and Emotional Intelligence of Adult Learner. Auburn University.
3. Kustiani, L., & Brihandhono, A. (2017). The Relation of Learning Styles, Learning Interests and Learning Methods Used by Students with the Level of Emotional Intelligence and Grade among Students: Case Study of Economy Class at Smk Ma'arif Malang, Indonesia. Mediterranean Journal of Social Sciences, 8(5), 19. Retrieved from <https://www.richtmann.org/journal/index.php/mjss/article/view/10056>
4. Leite, W. L., Svinicki, M. & Shi, Y. (2010). Attempted Validation of the Scores of the VARK: Learning Styles Inventory With Multitrait-Multimethod Confirmatory Factor Analysis Models. Educational and Psychological Measurement. 70, 323-339.