

Study of Learning Style of male and female Students with reference to their Emotional Intelligence at Senior Secondary Level

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Abstract: The present study is aimed to study the learning style of male and female students with reference to their emotional intelligence at senior secondary level. A sample of 250 boys and 250 girls studying in four senior secondary schools of Meerut city was randomly selected. The investigator had personally met the participants and administered the tool. Emotional Intelligence scale by Arun Kumar, Prof. Suraksha and learning style inventory by Prof. K.S.Misra was used. Investigator studied emotional intelligence of male and female students. Learning styles of male and female students with reference to high and low emotional intelligence was also studied. Mean, S.D., T-test, percentage and significance of percentage were calculated to analyse the data. The findings reveal that male and female students do not differ with reference to emotional intelligence. Males with high emotional intelligence prefer enactive reproducing, verbal reproducing, figural and reproducing learning styles whereas female students prefer verbal constructive, enactive and constructive learning styles. Males with low emotional intelligence prefer figural constructive and constructive learning styles while females prefer enactive reproducing, figural reproducing and reproducing learning styles.

Keywords: Emotional intelligence, Learning style, Senior secondary students

I INTRODUCTION

Intelligence is the aggregate or global capacity of an individual to act purposefully, to think rationally, and to deal effectively with his environment. **David Wechsler (1944)** Every individual has its own style of perceiving information, processing it, dealing situations; adjust with environment, thinking, managing, controlling, behaving and understanding. Emotional intelligence (E.I.) is defined as comprising abilities such as "...getting along with others, self-motivation, persistence, controlling impulses, empathizing, and regulating one's moods". **Goleman (1995)**

"Learning style refers to the way one internally represents experiences and recalls or processes information." **Karuna Shankar Misra (2012)** Students are the key points of whole teaching learning process so as their learning style & emotional intelligence both affects this process. Knowledge of students' learning style and emotional intelligence help teachers to flourish the teaching environment and attain good academic results. Literature suggests that learning style and emotional intelligence of an individual are correlated with each other. Present study is undertaken to further explore the impact of emotional intelligence on learning styles of senior secondary students in relation to gender.

II REVIEW OF RELATED LITERATURE

Studies related to emotional intelligence and sex differences

Alghamdi, F. (2014) investigated the relationship between emotional intelligence and individual performance, namely academic performance. It also aims at determining whether emotional intelligence differs between male and female students. The data were obtained through the Schutte Self-Report Emotional Intelligence (SSREI) questionnaire, which was distributed to undergraduate students in Albana province, Saudi Arabia. A sample of 191 undergraduate students filled in (SSREI), which included the demographic and academic performance measures. The results indicated that the relationship between emotional intelligence and academic performance was not statistically significant. No statistically significant difference was found between male and female students in the total of emotional intelligence scale.

Studies related to emotional intelligence and learning style

Ahmad M. Mahasneh (2013) examined learning styles as a predictor of emotional intelligence among sample of Jordanian university students. This study examined if learning styles (deep, surface, strategic) predict emotional intelligence (emotional knowledge, emotion regulation, empathy, social commitment). Participants of the study comprised of (534) students (males and females) selected randomly from different faculties of Hashemite University. Regression and correlation analyses were used to data. Results indicated that there is a

significant positive correlation between the dimensions of emotional intelligence and learning styles. Results also indicate that learning styles significantly explain emotional intelligence and learning styles predict all sub-dimensions of emotional intelligence.

Alavinia, Parviz & Ebrahimpour, Sara (2012) looked into the viable relationship between emotional intelligence and learning styles of Freshman Iranian EFL learners. To this end, two questionnaires, i.e. Bar-On's EQ-I (1997) as well as a user-friendly version of learning styles questionnaire developed by Chislett and Chapman (2005) were administered to 132 students (42 males and 90 females). The final analysis of data, implemented mainly through the use of Pearson product moment correlation and t-test, pointed to a positive meaningful relationship between emotional intelligence and learning styles ($r=0.66$). In findings, a significant difference was found to be at work with regard to the performance of different genders on Bar-On's Eq-i.

Shatalebi, Badri et al. (2012) examined and explained the relationship between emotional intelligence and learning styles. It has been conducted on 320 B.A., M.A. and Ph.D. students. Its methodology is descriptive-correlational. For this purpose, two emotional intelligence questionnaires Bar On with 15 components and Kolb learning style questionnaire with four learning styles have been utilized. Findings imply that among 15 components of emotional intelligence, only 3 components including intrapersonal relationships, impulse control, and happiness have been compatible with learning style. There was no relationship between other components of emotional intelligence and learning styles involve Divergent, Convergent, Adaptive and Attractive. It was concluded that emotional intelligence indicates individuals' ability where as learning style indicates individual preferences.

After searching a large literature, hardly any research was found in Indian context related to learning style and emotional intelligence. So, it is very much needed to work upon.

Statement of the problem

The present work is thus a study of learning style of male and female students with reference to their emotional intelligence at senior secondary level.

Objectives of study

1. To study emotional intelligence of male and female senior secondary students.
2. To study learning style of male and female students with reference to their emotional intelligence at senior secondary level.
3. To study coefficients of correlation corresponding to emotional intelligence and learning styles of male and female students.

Hypothesis of study

1. There exists no significant difference between Emotional intelligence of male and female students.
2. No significant difference exists between learning styles of male and female students with reference to emotional intelligence.
3. There is no significant difference between coefficients of correlation corresponding to emotional intelligence and learning styles of male and female students.

III METHODOLOGY

Method of the study: Descriptive survey method was used to study the learning style of high and low emotional intelligence in relation to gender.

Sample: A sample of 250 boys and 250 girls studying in four secondary schools of Meerut city was selected on random basis for the study. The sample was equal on age and socio-economic status.

Tools used in the study: Emotional intelligence scale (Arun kumar, Prof. Suraksha) and Learning style Inventory (Prof. K. S. Misra) was used in the study.

Statistical techniques used

Mean, S.D., t-test, percentage and significance of percentage were calculated to analyse the data.

Product moment correlation and significance of correlation (referred by H.E. Garret) were applied to see the significant relationship between variables.

IV ANALYSIS OF THE DATA

Testing of hypothesis 1

The significance of the difference between the mean scores of the male and female students of class XI was examined for emotional intelligence. The analysis of the results is given in table 1.0.

Table 1.0: Comparison of emotional intelligence of male and female students

Emotional intelligence	Male(n=250)		Female(n=250)		't'-ratio Not Significant
	Mean	S.D.	Mean	S.D.	
	246.3	81.68	240.3	72.84	0.38

Referring to the value of 't' in Table 1.0, male and female students do not differ on emotional intelligence because 't' value on emotional intelligence leading to the acceptance of hypothesis represents the results in figure 1.0.

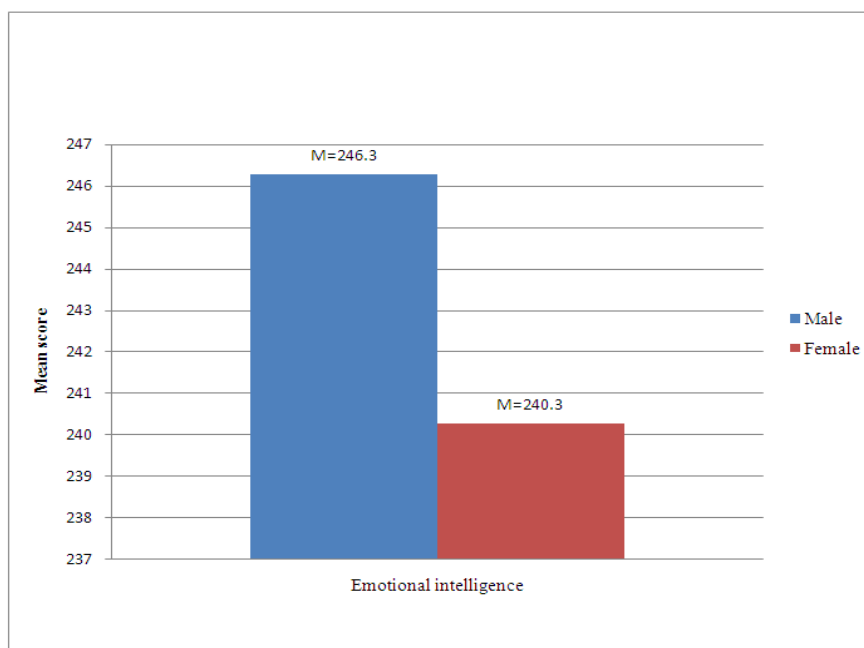


Figure 1.0: Comparison between mean scores of male and female students with reference to their emotional intelligence

It is concluded from the above figure 1.0 that male and female have not differed significantly on their emotional intelligence score. There is no gender intervention with regard to emotion. Both male and female tries to manage the situation as per their ability such as managing social awareness, self-awareness, self-management and relationship management.

Testing of Hypothesis 2

The results of testing of hypothesis framed to study learning styles with reference to emotional intelligence have been analysed in two parts:

- a. Learning styles with reference to high emotional intelligence
- b. Learning styles with reference to low emotional intelligence

The results related to learning styles with reference to high emotional intelligence are shown in table 2.0 and graphical representation has also been depicted in figure 2.0.

Table 2.0: Percentages on the learning styles of male and female students with reference to high emotional intelligence

(Total no. of students=135)

Learning style	Male (n=85)	Female (n=50)	Significance of %
Enactive Reproducing	34% (30)	10% (5)	3.14*
Enactive Constructive	12% (10)	20% (10)	1.27
Figural Reproducing	12% (10)	0% (0)	2.58
Figural Constructive	24% (50)	30% (15)	0.77
Verbal Reproducing	18% (15)	0% (0)	3.22*
Verbal Constructive	0% (0)	40% (20)	6.4*
Enactive	29% (25)	60% (30)	3.58*

Figural	47% (40)	20% (10)	3.17*
Verbal	24% (20)	20% (10)	0.54
Reproducing	76% (65)	20% (10)	6.4*
Constructive	24% (20)	80% (40)	6.4*

*Significant at 0.05, 0.01 level of significance

** Significant at 0.05 level of significance

Evident from Table 2.0 presented above that the significance of percentage values for learning styles enactive reproducing, verbal reproducing, verbal constructive, enactive, figural, reproducing and constructive have come out to be significant. Therefore, null hypotheses are rejected which reflects male and female students with high emotional intelligence differ from each other on the aforesaid dimensions of learning styles. The hypotheses for enactive constructive, figural reproducing, figural constructive and verbal learning styles have not come out to be significant. Therefore, null hypotheses are accepted.

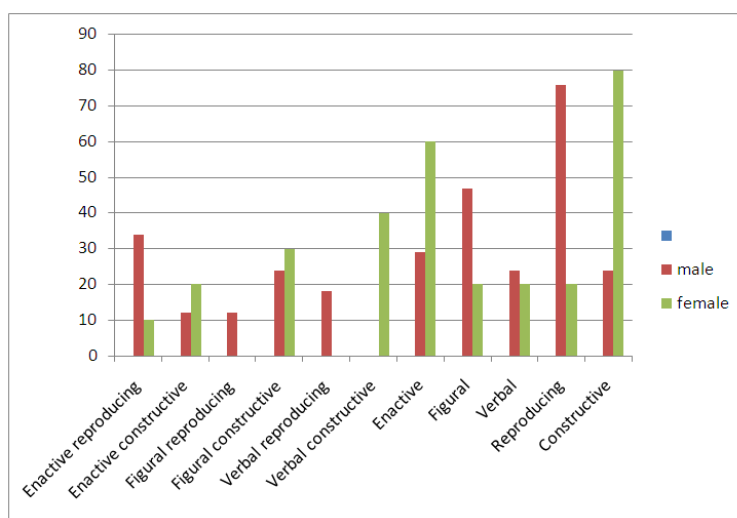


Figure 2.0: Comparison of percentages on the learning styles of male and female students with reference to high emotional intelligence.

The analysis of percentage values shows that

Male students with high emotional intelligence prefer enactive reproducing, verbal reproducing, figural and reproducing learning style.

Female students prefer verbal constructive, enactive and constructive learning styles.

The results of testing of hypotheses framed to study learning styles with reference to low emotional intelligence are shown in table 2.1.

Table 2.1: Significance of difference in the learning styles of male and female students with reference to low emotional intelligence (Total no. of students=135)

Learning style	Male (n=60)	Female (n=75)	Significance of %
Enactive Reproducing	8% (5)	20% (15)	1.99**
Enactive Constructive	17% (10)	20% (15)	0.45
Figural Reproducing	0% (0)	20% (15)	3.73*
Figural Constructive	33% (20)	0% (0)	5.48*
Verbal Reproducing	17% (10)	20% (15)	0.45
Verbal Constructive	25% (15)	20% (15)	0.70
Enactive	50% (30)	40% (30)	1.18
Figural	8% (5)	7% (5)	0.22
Verbal	42% (25)	53% (40)	1.29
Reproducing	17% (10)	73% (55)	6.58*
Constructive	83% (50)	27% (20)	6.58*

*Significant at 0.05, 0.01 level of significance

** Significant at 0.05 level of significance

Table 2.1 reveals that significance of percentage values for learning styles enactive reproducing, figural reproducing, figural constructive, reproducing and constructive with reference to low emotional intelligence have come out to be significant. Therefore, null hypotheses are rejected which means male and female students differ each other on aforesaid dimensions of learning styles.

The hypotheses for learning styles enactive constructive, verbal reproducing, verbal constructive, enactive, figural and verbal have not come out to be significant. Therefore, null hypotheses framed for the above learning styles are accepted.

Graphical representation of data has also been depicted in figure 2.1.

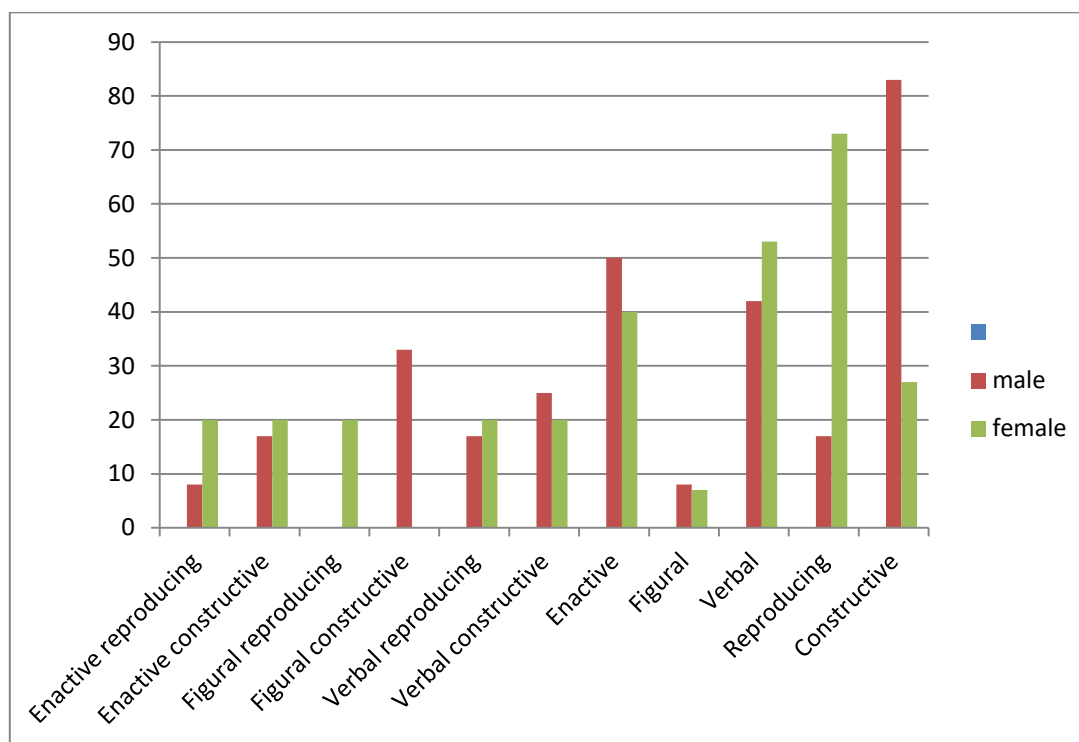


Figure 2.1: Comparison of percentages on the learning styles of male and female students with reference to low emotional intelligence.

The analysis of values shows that

Male students prefer figural constructive and constructive learning style than female students.

Female students with low emotional intelligence prefer enactive reproducing, figural reproducing and reproducing learning style than male students.

Testing of Hypothesis 3

This hypothesis has been analysed by correlation and results are given in the following table 3.0:

Table 3.0: Correlation between emotional intelligence and learning styles of male and female students

Correlation between emotional intelligence & learning styles	Male students (N=250)	Female students (N=250)	Significance of 'r'
1. Emotional intelligence/enactive reproducing	0.053	0.172	1.48
2. Emotional intelligence/enactive constructive	-0.104	0.189	3.66*
3. Emotional intelligence/figural reproducing	0.242	0.112	1.62
4. Emotional intelligence/figural constructive	-0.016	0.077	1.16
5. Emotional intelligence/verbal reproducing	-0.056	0.111	2.08**
6. Emotional intelligence/verbal constructive	-0.160	0.212	2.62**

7. Emotional intelligence/enactive	-0.022	0.188	2.62**
8. Emotional intelligence/figural	0.108	0.101	0.08
9. Emotional intelligence/verbal	-0.140	0.167	3.83*
10. Emotional intelligence/reproducing	-0.103	0.192	3.68*
11. Emotional intelligence/constructive	-0.103	0.192	3.68*

*Significant at 0.05, 0.01 level of significance

** Significant at 0.05 level of significance

Table 3.0 reveals that significance of correlation values between emotional intelligence and learning style enactive constructive, verbal reproducing, verbal constructive, enactive, verbal, reproducing and constructive have come out to be significant. Therefore, null hypotheses related to these learning styles are rejected which means male and female students differ from each other on aforesaid dimensions of correlation between emotional intelligence and learning styles.

The hypotheses for enactive reproducing, figural reproducing, , figural constructive and figural have not come out to be significant. Therefore, all these null hypotheses are accepted.

However, the analysis of significance of 'r' shows that

Female students possess higher values of correlation between emotional intelligence and learning style enactive constructive, verbal reproducing, verbal constructive, enactive, verbal, reproducing and constructive than male students.

Results are in confirmation with previous studies conducted by Mahasneh, M. Ahmad (2013) and Alavinia, Parviz & Ebrahimpour, Sara (2012). Mahasneh, M. Ahmad (2013) indicated that there is significant positive correlation between the dimensions of emotional intelligence and learning styles. It can be said that emotional intelligence is a factor which influences learning styles of students.

IV FINDINGS

1. Male and female have not differed significantly on their emotional intelligence score.
2. Male students with high emotional intelligence prefer enactive reproducing, verbal reproducing, figural and reproducing learning style whereas female students prefer verbal constructive, enactive and constructive learning styles.
3. Male students prefer figural constructive and constructive learning style while female students with low emotional intelligence prefer enactive reproducing, figural reproducing and reproducing learning style than male students.
4. Female students possess higher values of correlation between emotional intelligence and learning style: enactive constructive, verbal reproducing, verbal constructive, enactive, verbal, reproducing and constructive than male students.

Educational Implications

Emotional intelligence and learning style of students are correlated with each other. Teacher should identify the learning style of students and teach them accordingly. Individual differences and group dynamics both exist in classroom teaching learning environment. Teaching techniques can be modified according to students' enactive, verbal, figural, reproducing, constructive learning styles. Home assignment, project work can be managed. Both teachers and parents are responsible to cooperate with students to provide them suitable environment without enforcing them against their learning style as it will lead to acceptance of fruitful knowledge by students; maintain and retain their interest in studies.

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