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Learning Styles of 9th Std Students In Relation to Their Emotional Intelligence

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Abstract

Individuals style of learning and incorporating an array of methods and learning devices in learning activities, equips the learner with tools to function effectively in the school environment and satisfies intellectual and emotional needs (Honigsfeld& Dunn, 2006). An awareness of learning preferences and an understanding of individual learning styles can help educators develop instruction using multiple resources. The learner should also be knowledgeable of their learning styles or individual preferences of learning, so that optimum learning will occur and everyone who is involved in the learning process can feel successful (Honigsfeld& Dunn, 2006). Diversity is a key ingredient in the learning environment.

This study examines if learning styles predict emotional intelligence of the 9th std students. Participants of the study comprised 25 students selected form one of the English medium schools in Gulbarga. The method of this study was survey method. A questionnaire was used to measure the participant's emotional intelligence, which had 100 questions in order to investigate the participants learning styles.

Learning style inventory was used which has 24 questions and measures three learning styles. Result indicates that there is a significant positive correlation between the different types of learning styles and emotional intelligence. Therefore, authorities are recommended to arrange for proper training and educational programs in their regard control their emotions and take appropriate measure for selecting the right learning style.

Once an individual`s learning style has been identified using assessment tools, there is a greater appreciation, deeper insight, and a better understanding by professionals of the numerous ways individuals learn.

Key words-Learning, Emotional intelligence, Teaching methods, Learning styles

Introduction:

Education continuously builds an ideas and emotions. The flux of human consciousness gives the process of education its distinctive character and makes teaching and learning such a wondrous, ever changing process as thoughts and feelings are built and rebuilt. The children come to school filled with experiences stored in their memories including complex pattern of behaviour that will be built on as they mature. We try to peer inside to find out what learning has taken place and what readiness thereis for new learning. Our educated guesses are the substance of our trade as we try, continually, to construct in our minds the pictures of the environment providing tasks, and building pictures of the minds of the students make teaching- the continuous inquiry into mind and environment, provide tasks and try to learn what is going on in those wondrous and unique minds. Models of teaching are really models of learning. These help students in acquiring information, ideas, skills, values, and ways of thinking and means of expressing themselves. Infact, the most important long term outcome of instruction may be the students increased capabilities to learn more easily and effectively because of the knowledge and skill they have acquired and because they have mastered learning process. Effective learners draw information, ideas and wisdom from their teachers and use learning resourceseffectively effectively.

Thus, major role in teaching is to create powerful learners.

Concept of Emotional Intelligence

we all intuitively understand what the word emotion means, psychologists have described and explained 'emotion' differently, but all agree that it is a complex state of the human mind involving a wide range of bodily changes such as breathing, pounding heart, flushed face, sweaty palms, high pulse rate and landular secretions. Mentally, it is a state of excitement or perturbation marked by strong feelings Emotions process, result in the experience of feelings' earning systems that alert them to what is really going on around them.

Emotion is an 'umbrella term' which includes the situation, the interpretation and the perception of a situation, and the response or feeling related to that situation. Emotions are human beings warning systems that alert them to what is really going on around them. They are a complex state of the human mind, involving physiological changes on the one hand and psychological changes on the other. Emotions are our responses to the world around us, and they are created by the combination of our thoughts, feelings and actions.

There are hundreds of emotions, along with their blends, variations, mutations and nuances.

According to Bar-On (1997), emotional intelligence is an array of personal, emotional, and social competencies and skills that influence one's ability to succeed in coping with environmental demands and pressures, and directly affect one's overall psychological well-being. In other words, one's knowledge, skills, and overall intelligence must be augmented by the ability to understand, perceive, and regulate emotions. Emotions influence a host of cognitive process, such as attention, perception, memory, decision making, and social judgments (Planalp& Fitness, 1999). Elder (1997) notes that emotions play a significant role in students. How a student uses emotions may also affect his/her ability to learn. Emotions are meaningful to education; they drive attention, which drives learning and memory (Sylwester, 1994).).

Goleman (1995) states, personal and interpersonal skills have a larger importance than IQ in personal, social and professional situations people are involved in. He even claims that in the best state, individuals' intelligence and talent can only have a 20% role in individuals' success and the rest (80%) is related to some other factors generally called emotional intelligence. Emotional intelligence has five main components; self-awareness, self-motivation, controlling the feelings, social consciousness, and social skill.

Emotional intelligence skills bring persistence and stability against failure, promote the spirit, and repress feelings of disappointment and depression, and promote the bonding attitude in them. It not only develops the skill for building relationships with others but also helps individuals to perform better in different situations. On the other hand, the structure of emotional intelligence which has been proposed by intelligence theorists during the last decade is in fact a kind of non-cognitive intelligence which includes a set of abilities and social skills and emotion. Abilities are very important for educational success, but they are not the only influential factor because individual's learning styles, i.e., how they prefer to learn, can be as important as whether they can learn, think well .

Concept of learning styles

The mind is uniquely and authentically crafted. Human attributes are designed individually and collectively to encompass divergent degrees of learning and processing information. The ideology of learning styles was adapted to incorporate multiple ways people respond, think, see, hear, touch, rationalize, and formulate knowledge or learning (Dunn & Dunn, 1993). Learning styles have gained prime importance in our society. Learning styles may change as individuals grow older (Dunn & Griggs, 1995). Some individuals change uniquely and then some do not change at all as they get older. Individuals,Sociological, emotional, and physiological preferences change as a person gets older. Sociological preferences could be whether an individual chooses to learn alone or with a group.

Emotional preferences can include motivation which fluctuates from day to day, class to class, and teacher to teacher. If a student is interested in a topic and the presenter`s teaching style matches the student`s learning style, then the student`s motivation will be greater. Sound preferences, temperature preferences, and seating preferences also change as individuals get older (Dunn & Griggs, 1995). Learning styles are the ways in which each person begins to Concentrate on, process and retain new and difficult information through different perceptual channels. Learning styles pertain to the person as an 17individual and that differentiate him from someone else. The ways in which an individual characteristically acquires, retains and retrieves information are collectively termed the individual's learning style. It is generally assumed that learning style refer to beliefs, preferences and behaviors used by individuals to aid their learning in a given situation.

Physiological preferences can include tactual learning, kinesthetic learning, and/or visual learning. It can also include time preferences, length of time preferences, and mobility preferences.There also is diversity in learning styles among different cultures. There were differences greater within each cultural group than between cultural groups. With that in mind, teachers cannot approach students with a cultural mind set. Instead the learning styles strengths of each student must be assessed and intervention must be designed that are compatible with these preferences (Dunn & Griggs, 2000).

There are many different learning style definitions.

Learning styles are ìthe ways individual learners react to the overall learning environment (James & Gardner, 1995, p. 19). Learning styles are itself-consistent, enduring individual differences in cognitive organization and functioning (Ausubel, Novak, &Hanesian, 1978, p. 203) Learning styles are distinctive behaviors which serve as indicators of how a person learns from and adapts to his environment. It also gives a clue of as to how a person is mind operates (Gregorc, 1979, p. 234) Learning styles are the way each learner begins to concentrate on, process, and retain new and difficult information (Dunn & Dunn, 1993, p. 2). Learning styles are preferences that students have for thinking, relating to others, and for various classroom environments and experiences (Grasha, 1990, p. 106). Learning styles are ìa consistent way of functioning that reflects the underlying causes of learning behavior (Keefe, 1987, p. 5

The learning styles of students should influence the assessment and the teaching of students feelings of emotions and thinking have been identified as forces that may affect one's learning styles. (D.A.Kolb 1989), emotional, social intelligence and success (R.Bas on, 2004).Emotional experiences and emotional intelligence under pin learning, yet many educators and trainers have only recently given more attention to emotional capability. Emotional intelligence is apt to core of all success according to Goleman. Emotions are played out in the heater of the body and experiential learning will always have as emotional dynamic part of the experience.

Need and importance of the study:

The present study helps in understanding the level of emotional intelligence of the students and different learning styles of the students. This study helps the teachers to know which type of learning styles their students adopted. Teachers need to be aware of Emotional skills, with help to their children's to adopt different learning styles.

Learning styles

Every one process and learns new information in different ways. There are three main cognitive learning styles. Vs Visual learning, auditory learning, Tactile learning styles

Emotional intelligence

Sarni defined "Emotional competence in terms of skills consisting of the ability to understand manage and express the social and emotional aspects of one's life in ways that enable the successful management of life. It includes self- awareness, emotional regulations working co-operatively and caring about one self and others

Statement of the problem-

'Learning Styles of 9th std. students in relation to their Emotional Intelligence.'

Objectives of the study:

1. To measure the emotional intelligence of 9th standard students.
2. To identify the different learning styles of the students.
3. To find out the relationship exist between the learning styles and emotional intelligence of the students.

Hypothesis of the study:

There is no significant relationship between the learning styles and emotional intelligence of the students.

Methodology:

Method:- Survey method was adopted to study the present problem.

Participants:-

The sample for the investigation consists of 25 students those are studying in 9th standard in Gulbarga City.

Tools for the study:

Data was collected via two main instruments, namely emotional intelligence questionnaires and learning.

Procedure:

The two instruments were administered to the participants in their regular class room by the investigator. The investigator explained to the participants the purpose and importance of their participation in this study. Then the question booklets were distributed and instructions were given to the participants on how to answer. The participant's responses were scored by the researcher and were entered in to the computer for statistical analysis.

Result and discussion:

1. Out of 25 students 11 members are having moderate intelligence & 08 student are having high emotional intelligence and 06 students are having low emotional intelligence.

Variable	Mean	S.D.
Emotional Intelligence	66.53	11.8

2. Learning types of styles: N=25

Variable	No
Visual Learner	07
Auditory learners	10
Tactile learner	08

According to this result out of 25 students 17 students have adopted visual learning style.

3. There is no significant relationship exist between learning style & emotional intelligence of the Students.

Variable	Emotional	Intelligence
Learning Styles	Visual Learners	0.40
	Auditory Learner	0.23
	Tactile Learners	0.32

P=<0, 01

Table 3 shows that all three types of learning styles are positively related to the emotional intelligence. (P=<0.01). So the null hypothesis was rejected according to this result.

Findings of the study:

1. Majority of the 9th standard students were found to possess moderate emotional intelligence.
2. Emotional intelligence is influenced by different learning styles of the students.

Educational Implications:

Learning styles differ among students. Some of the ways learning styles between individuals can differ are amongst achievement levels, gender, age, and culture. Individuals achievement levels can be high versus low academic achievement. High and low achievers are not likely to perform well with the same methods of learning (Dunn &Dunn, 1999). This result helps the teachers and learners enhance classroom learning. Teachers should be given proper training to realize the importance of to know the different learning styles of the students. Based on this they may adapt to the different methodology.

Usually learners could proper to use either one or two learning styles depend upon the learning situation. So teachers adopt various teaching strategies and styles to make their students understand complicated concepts. The results can also help to improve teachers' method of teaching, and add to their
knowledge about their students' emotional reactions preparing the ground for identifying abilities, talents and limitations of individuals. In this way, Teachers can help them improve and make progress as a student or in the society. This can lead students to improve their emotional skills and achieve their educational goals and help to educate and improve emotional intelligence in individuals or assist students in knowing themselves, controlling their emotions, and managing their relationships with others. Meticulously cultivating and nurturing an individual`s style of learning and incorporating an array of methods and learning devices in learning activities, equips the learner with tools to function effectively in the school environment and satisfies intellectual and emotional needs. An awareness of learning preferences and an understanding of individual learning styles can help educators develop instruction using multiple resources.

The learner should also be knowledgeable of their learning styles or individual preferences of learning, so that optimum learning will occur and everyone who is involved in the learning process can feel successful (Honigsfeld& Dunn, 2006).

Teach important materials in several ways, not, just one (eg. through stories, words of art diagrams, role play. In this way we can reach students who learn in different ways. Teachers should make students aware of the various learning styles & encourage them to consider their preferred style as they complete their studies. It's prior task of the teacher to give more importance to guide to their students to improve Emotional Intelligence. It's is highly influence to the different learning states of the study. Educators should ensure that activities are designed and carried out in ways that offer each learner the chance to engage in the manner that suits them best. Also, individuals can be helped to

learn more effectively by the identification of their lesser preferred learning styles and the strengthening of these through the application of the experiential learning cycle.Ideally, activities and material should be developed in ways that draw on abilities from each stage of the experiential learning cycle and take the students through the whole process in sequence.

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