

Learning Style In Relation To Emotional Intelligence Of Prospective Teachers

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ABSTRACT

Teachers are better able to accommodate students' learning needs by incorporating Learning Style in the classroom. Students are also more engaged in their learning through Learning Style activities. A Learning Style classroom also leads students to greater student achievement. The research study focused on Learning style in relation to Emotional Intelligence of Prospective Teachers. Survey method has been employed to collect the data through questionnaire form by adopting simple random sampling technique. 1024 Prospective teachers were taken as the sample for study. The objectives of the study are to assess the level of Emotional Intelligence and Learning style among Prospective teachers and to find out whether any significant difference exists in Learning Style and Emotional Intelligence among Prospective teachers with respect to Gender and to find out whether there is any significant relationship between Learning Style and Emotional Intelligence among Prospective teachers. The result indicates that the level of Emotional Intelligence among Prospective teachers is moderate in nature. The findings of the study were there is significant difference in Learning Style and Emotional Intelligence among Prospective teachers with respect to Gender and there is a significant relationship between Learning Style and Emotional Intelligence of Prospective teachers.

KEYWORDS: Learning Style, Emotional Intelligence, Prospective Teachers

INTRODUCTION

The teaching profession is highly demanding, requiring educators to possess a unique blend of academic knowledge, pedagogical skills and emotional intelligence. Prospective teachers must be equipped to manage their own emotions, emphasis with their students, and create a supportive learning environment. Emotional Intelligence place a crucial role in achieving these goals. However, individuals differ in their preferred ways of processing and retaining information, known as learning styles. Research suggests that learning style can influence academic performance, Prospective teachers' relationship and overall teaching effectiveness. Despite its importance, the relationship between the Learning Style and Emotional intelligence among prospective teachers remains understudied. One benefit of LS is that it helps teachers accommodate their students' learning needs, which in turn allows teachers to cater instruction for the academic needs, learning strengths, and weaknesses of their students. Gardner (1983) believed once individuals identify their learning strengths, they can "draw upon this knowledge to enhance that person's educational opportunities and options".

Salovey and Mayer (1990) defined emotional intelligence as a form of intelligence that involves the ability to monitor one's own and others feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions. It is the ability to perceive emotions, integrate emotions, to facilitate thoughts, understand emotions, and to regulate emotions to promote personal growth. Thus, Emotional Intelligence can be described as having four branches: the ability to accurately perceive and express emotion, assimilate emotion into thought, understand emotion, and regulate emotions in the self and others. Bar-On (1997), defined emotional intelligence as being concerned with understanding oneself and others, relating to students, and adapting to and coping with the immediate surroundings to be more successful in dealing with environmental demands.

REVIEW OF RELATED LITERATURE

Rezaeinejad et.al (2015) studied the relationship of learning styles to educational achievement in high school

students of Iran. The total sample of the study comprised of 3958 students of high school from the city of Ilam, Iran selected through stratified random sampling. The data was collected using an online questionnaire developed by Felder and Soloman and was analyzed using SPSS to find the coefficient of correlation. The results of the study showed that there is a positive relationship in educational achievement in Mathematics and student learning styles using Active Reflective and Visual learning styles. While there was no significant difference in the educational achievement and learning styles of students of Humanities field using the Sequential-Global, Visual-Verbal and Sensory-Intuitive learning styles. The researchers felt that the results showed a positive relationship between learning styles and educational achievement which was contrary to many earlier studies such as the study conducted by Mohammadzadeh and Izadi (2011) and Esfandabad and Emamipour in 2008.

Nzesei (2015) conducted a co-relational study between the learning styles and academic achievement of school students at secondary level in Kenya. The sample of the study consisted of 613 secondary students drawn through simple random sampling from four schools. The data was collected using Barsch's Learning Style Inventory (BLSI) which contains 24 items on the Likert scale. The inventory includes three dimensions of learning styles namely Visual (V), Auditory (A) and Kinesthetic (K). The key findings of the study were: a) 39.6% of the high school students prefer to use only visual and auditory learning styles and 0.6% preferred the single kinesthetic learning style. b) A strong positive correlation was found between VAK learning styles and achievement in Mathematics with respect to both boys and girls. The study recommended that teachers need to understand the learning styles of their students in order to create a more enriched teaching-learning environment.

Vargha Mokhlesi (2018) conducted a study to find out how gender affects the link between emotional intelligence and psychological well-being. It also aims to find out the link between emotional intelligence and psychological well-being in teenagers. As a sample for the study, 250 11th-grade kids from the Karad of Satara district were chosen. There were 125 males and 125 females. The kids were between 16 and 18 years old. The Emotional Intelligence Test (EII) by Sharma (2011) and the Psychological Well-being Scale (PWBS) by Si were used to collect the data, and Pearson Correlation analysis was used to figure out how the data related to each other. A study found that there is a strong link between psychological well-being and emotional intelligence in both male and female teenagers.

Mohzan, Hassan, & Abd Halil, (2013) This study aims at how Emotional Intelligence affects academic success among students at Universiti Teknologi Mara (UiTM) in the Education Faculty. For this study, a questionnaire was used to find out about the pupils' academic and emotional intelligence. The study's findings show that the people who took part have a high level of emotional intelligence. Two areas of Emotional Intelligence (Self-Emotion Appraisal and Understanding of Emotion) were found to be significantly and strongly linked to the academic success of the people who took the survey. The study's results are important because they show how important emotional intelligence is and how it affects how well kids do in school, especially for teachers-to-be.

Malik & Shujja, (2013) examined a link between emotional intelligence and academic success in children in grades 4 through 8 who were between 9 and 13 years old ($M = 11.48$, $SD = 1.43$). The sample was made up of 204 children from eight public and private schools in two places in Pakistan. There were 107 children who did well in school and 97 who did not. The number of marks a child got on the last test to move up a grade was used as a measure of how well they did in school. The Urdu version of the BarOn EQ-i: YV and a demographic information form were the tests that were used. With the help of class teachers, data were gathered from small groups of 10 to 15 children who agreed to take part. The findings showed that there was a very strong link between academic success and emotional intelligence. Overall, high achievers and low achievers had very different levels of emotional intelligence.

NEED AND SIGNIFICANCE

Learners with an independent learning style are those who rely on their own learning skills and like to think by themselves. These people have personal methods and strategies to learn. They have ideas about the subject they learn and try to learn more by their individual efforts. Learners with the dependent learning style aim to learn only the necessary information and prefer environments that do not require them to take responsibility. Learners with a participative learning style are mostly those who are sitting in front of the classroom and are involved in the course activities. These people are eager to learn and love teachers who have the ability to analyze the information that serve them. Learners with avoidant learning style are closed to in-class activities and are reluctant to learn about course content. Learners with a collaborative learning style learn by collaborating and sharing their views and skills with others. They like the courses and projects that are done in groups. Learners with a competitive learning style learn how well others are doing and want to be better. The ability to show emotion, to understand and know people's emotions and to regulate emotions is explained by the concept of emotional intelligence (Nettelbeck & Wilson, 2005). According to another definition, emotional intelligence is the ability 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 which is expressed as management of our emotions, awareness and the ability to take advantage of their power is a very important tool that can be used to influence others with its great energy and motivation. Emotional intelligence is simply the recognition, awareness, and management of emotions (Hamarta, Deniz, & Saltali, 2009). Teacher candidates need a balanced level of instructional experience no matter what their learning styles are. The ability to provide effective instruction to their pupils requires that teacher candidates internalize learning styles in themselves (Solis, 2006). There are four basic elements 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 or social awareness related to others' feelings and relationship management that refers to communication skills with other people (Goleman, Boyatzis & McKee, 2002). Precisely self-awareness is the individual awareness of his or her emotion and the situation of being able to understand these emotions by knowing their effects (Goleman, 2000). Self-management, another component of emotional intelligence, is expressed by the ability to take initiative in one's decisions, to evaluate events, to produce solutions to problems, and to implement these solutions (Goleman et al., 2002). The social awareness element of emotional intelligence is explained by the concepts of empathy, organizational consciousness and sense of service to others. Finally, the relationship management of emotional intelligence is expressed by the ability to cope with other peoples' emotions (Goleman et al., 2002). Relationship management can also be seen as a sign of emotional awareness in the individual. The notion of emotional awareness in this expression is that one can identify his / her own emotions or feelings and is aware of them. In addition to this, the person's ability to pay attention and control the feelings of others is also evaluated in this phase. This process includes, in some cases, the ability to control and use one's feelings. The ability of the person to pay attention to the feelings of other people also requires the ability to develop empathy. Developing empathy; needs to be aware of other people's feelings and to be able to understand those feelings.

When the literature is examined, there is a limited number of studies that examine the relationship between learning styles and emotional intelligence (Alavinia & Ebrahimpour, 2012; Elizabeth & Chirayath, 2013; Emir & Kaplan Sayı, 2013; Kouhdasht, Mahdian & Naeini, 2013; Shatalebi, Sharifi, Saeedian, & Javadi, 2012). There is no study oriented to teacher candidates. For this reason, the investigator feels that rising of Emotional Intelligence of the Prospective teachers may go a long way in enhancing the Learning Style. That is why; the present study endeavored to examine the Learning Style in relation to Emotional Intelligence among Prospective teachers.

STATEMENT OF THE RESEARCH PROBLEM

The statement of the problem is "Learning Style in relation to Emotional Intelligence of Prospective Teachers"

OBJECTIVES OF THE STUDY

The projective of the present study is planned with the following major objectives:

Acta Sci., 25(5), 2024

DOI: [10.48141/sci-arch-36.5.24.16](https://doi.org/10.48141/sci-arch-36.5.24.16)

- To assess the type of Learning Style of Prospective teachers.
- To assess the level of Emotional Intelligence of Prospective teachers.
- To find out whether there is any significant difference exist is the Learning Style of Prospective teachers with respect to:
 - ❖ Gender
- To find out whether there is any significant difference exist is the Emotional Intelligence of Prospective teachers with respect to:
 - ❖ Gender
- To find out whether there is any significant relationship between Learning Style and Emotional Intelligence of Prospective teachers.

HYPOTHESES OF THE STUDY

The hypotheses of the present study are:

- There is no significant difference exist in the Learning Style of Prospective teachers with respect to Gender
- There is no significant difference exist in the Emotional Intelligence of Prospective teachers with respect to Gender
- There is no significant relationship between Learning Style and Emotional Intelligence of Prospective teachers.

RESEARCH INSTRUMENTS

For the present investigation the following instrument were used after referring some available materials of books and thesis.

- To measure the Learning Style Scale constructed and validated by the researchers was used for the present study which consists of 33 items.
- To measure the Emotional Intelligence Scale standardized by Anukool Hyde, Sanjayot Pethe and Upinder Dhar was used for the present study which consists of 34 items.

RELIABILITY AND VALIDITY OF THE TOOLS

S.No	RESEARCH INSTRUMENTS	RELIABILITY	VALIDITY
1	Learning Style Scale	0.90	0.94
2	Emotional Intelligence Scale	0.88	0.93

POPULATION AND SAMPLE OF THE STUDY

The validated tools were made use of for the main study to collect the necessary data for the study. A randomly selected 1204 Prospective teachers from various B.Ed. Colleges in various districts of Tamil Nadu had been involved for the present study.

METHOD AND TECHNIQUE OF THE STUDY

The study intends to collect the data pertaining to 'Learning Style and Emotional Intelligence among Prospective teachers. The investigators selected the normative survey method. Simple random sampling technique has been applied for the present study through questionnaire.

DESCRIPTIVE ANALYSIS

Table – 1: Sample distribution based on demographic variables

Category	Group	N
Gender	Male	305
	Female	899

Table – 2: The Type of Learning Style of Prospective Teachers

Variable	Type of Learning Style	N	%
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Learning Style of Prospective Teachers	Auditory	257	21
	Visual	334	28
	Kinesthetic	613	51

The above table depicts that 21%, 28% and 51% of the sample have Auditory, visual, kinesthetic type of Learning Style among Prospective teachers respectively. Based on the analysis reveals that, the most of the prospective teachers are followed the kinesthetic type of Learning style.

Table – 3: The Level of Emotional Intelligence of Prospective Teachers

Variable	Level	N	%
Emotional Intelligence of Prospective Teachers	Low	150	12.5
	Moderate	652	54.2
	High	402	33.3

The above table depicts that 12.5%, 54.2% and 33.3% of the sample have low, moderate, high level of Emotional Intelligence among Prospective teachers respectively. Based on the analysis reveals that, the level of Emotional Intelligence of prospective teachers is moderate in nature.

DIFFERENTIAL ANALYSIS

Ho – 1

There is no significant difference in the Learning Style of Prospective Teachers with respect to Gender

Table – 4: Learning Style of Prospective Teachers with respect to Gender

Variable	Gender	N	Mean	Std. Deviation	t Value	p Value
Learning Style of Prospective Teachers	Male	305	107.12	17.16	9.813	0.001**
	Female	899	99.56	9.02		

*Note: ** - indicates that 0.01 level significant.*

The above table depicts that, the calculated mean and SD value of male and female students are 107.12, 17.16 and 99.56, 9.02 respectively. The calculated ‘t’ value is 9.813 it is greater than the table value 2.58 and calculated p value is lesser than the 0.01 it is statistically significant at 0.01 level. Based on the mean value male Prospective teachers have better Learning Style than female Prospective teachers.

Moreover, the framed Ho “There is no significant difference in the Learning Style of Prospective teachers with respect to Gender” is not accepted.

Ho – 2

There is no significant difference in the Emotional Intelligence of Prospective Teachers with respect to Gender.

Table – 5: Emotional Intelligence of Prospective Teachers with respect to Gender

Variable	Gender	N	Mean	Std. Deviation	t Value	p Value
Emotional Intelligence of Prospective Teachers	Male	305	110.37	16.82	11.109	0.000**
	Female	899	101.9	9.03		

*Note: ** - indicates that 0.01 level significant.*

The above table depicts that, the calculated mean and SD value of male and female students are 110.37, 16.82 and 101.9, 9.03 respectively. The calculated 't' value is 11.109 it is greater than the table value 2.58 and calculated p value is lesser than the 0.01 it is statistically significant at 0.01 level. Based on the mean value male Prospective teachers have better Emotional Intelligence than female Prospective teachers.

Ho – 3

There is no significant relationship between Learning Style and Emotional Intelligence of Prospective Teachers.

Table – 6: Correlation between Learning Style and Emotional Intelligence of Prospective Teachers

Variables	N	r	P	Relationship
Learning Style Vs Emotional Intelligence	1204	0.519	0.000**	Positively High

*Note: ** - indicates that 0.01 level significant.*

The above table depicts that, the calculated 'r' value between the Learning Style and Emotional Intelligence of Prospective Teachers is 0.519 it is greater than the table value and p value is lesser than the 0.01 it is statistically significant at 0.01 level. The calculated 'r' value indicates that, there is a significant positive relationship between Learning Style and Emotional Intelligence of Prospective Teachers.

FINDINGS OF THE STUDY

- The most of the prospective teachers are followed the kinesthetic type of Learning style.
- The Emotional Intelligence of prospective teachers is moderate in nature.
- There is a significant difference in the Learning Style of Prospective teachers with respect to Gender.
- Male Prospective teachers have better Learning Style than female Prospective teachers.
- There is a significant difference in the Emotional Intelligence of Prospective teachers with respect to Gender.
- Male Prospective teachers have better Emotional Intelligence than female Prospective teachers
- There is a significant positive high correlation between Learning Style and Emotional Intelligence of Prospective teachers.

EDUCATIONAL IMPLICATIONS

The present study within its limitations has implications for educational planners, administrators, teachers, parents and above all the society itself. The critical analysis shows that male students have comparatively better Learning style and Emotional Intelligence than the female which is reflected in their Academic Achievement. In this context various complex issues which confront the educability of the female students such as medium of instructions, socio-economic status, curriculum, methods of teaching, procedures of evaluation and other related problems like first generation learners etc., designed properly and utmost care should be taken by the concerned people to enhance the Learning style and Emotional Intelligence.

It is obvious that the female students and rural students being socially disadvantaged and deprived have significantly lower Academic Achievement compared to the urban students. Their level of performance is very low due to psycho- social factors such as Emotional Intelligence and Learning style. They need proper help, motivation, encouragement, guidance and remedial instruction. The proper diagnosis of their educational

backwardness and corrective treatment are also necessary ingredients of a sound educational program for the deprived.

In the present complex world a certain educational qualification does not guarantee success in life. To be a successful human being, everybody needs a conducive environment with a human touch for continuous growth and success. Therefore, the role of Learning style and Emotional Intelligence for higher Academic Achievement is not only essential for college students; it is a must for one and all for effective and worthy living.

SUGGESTIONS AND RECOMMENDATIONS

Based on the conclusions from this study, the following recommendations were recognized:

- The curriculum developers by highlighting the topics in the curriculum which tackles critical thinking. Through this, students may boost their Learning style in the subject, confidence, and become more proficient in learning.
- Future researchers may conduct a comparative study between the students from primary and secondary schools.
- Additionally, future research may conduct an experimental approach to Learning Style and Emotional Intelligence for learning between Prospective teachers and other professional college students.

CONCLUSION

Based on the results and analyses of the study, the following conclusions were drawn:

Most of the Prospective teachers have moderate responses. There is a significant difference in their Learning Style and Emotional Intelligence of prospective teachers with respect to their gender and there is a significant positive high correlation between Learning Style and Emotional Intelligence of Prospective Teachers. The study concluded that the teacher is the important source, which plays the key role, in helping the learners on the other hand lays partnership with parents and other stakeholders to make the child a responsible citizen.

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