

15.

**EMOTIONAL INTELLIGENCE AND LEARNING STYLES OF
ADOLESCENT STUDENTS OF 10TH GRADE STUDENTS OF
DISTRICT PULWAMA (J AND K).**

Sheeraza Akhter^{1*} Younes Illahi Bhat^{2*}

^{1*}Research Scholar, Department of Persian, University of Kashmir

^{2*}Research Scholar, Department of Continuing Education & Extension, Barkatullah
University Bhopal, M.P, India.

Abstract: *This study was undertaken to study the emotional intelligence, and learning styles of adolescent students of 10th grade students of district pulwama (J and k). The sample for the present study consisted of 200 adolescent students of 10th grade (100 boys and 100 girls) was selected randomly from the eight Govt. Schools of district pulwama by using random sampling technique. Emotional Intelligence Scale prepared by Anokool Hyde, Sanjyot Pethe and Upinder Dhar were used to measure Emotional Intelligence of adolescent students. 2. Learning Styles Inventory prepared by Rita Dunn, Keneth Dunn and Gary E. Price were used to measure Learning Styles of the adolescent students. The result of the study highlights that adolescent boys have high emotional intelligence in comparison to adolescent girls. on the other hand it has been found that 35.5% of adolescent students of 10th grade fall in the strong preferences category of Learning Style, 25.5% of adolescent students of 10th grade fall in the preferences category, 21% of adolescent students of 10th grade have opposite preferences of learning style. The data further reveals that 18% of adolescent students of 10th grade have opposite strong preference category so far as their learning style is concerned. adolescent girls are careful to their work, able to meet commitments and keep promises as compared to adolescent boys.*

Key words: emotional intelligence, and Learning Styles of Adolescent Students of 10th Grade students.

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 there is for new learning. But teachers cannot crawl inside and look around we have to infer what is inside from what we can see and hear. 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 resources effectively. Thus, major role in teaching is to create powerful learners.

Before defining "Emotional Intelligence", it would be desirable to define the term 'emotion' interestingly, 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 glandular secretions. Mentally, it is a state of excitement or perturbation marked by strong feelings. Emotions originate from exposure to specific situations. Emotions, when combined with the thinking process, result in the experience of feelings' earning systems that alert them to what is really going on around them. Emotion is an 'umbrellaterm' 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.

Emotional Intelligence: Buck (1985) has defined emotion as a process by which motivational potential is realized or readout, when activated by challenging stimuli since 1990, Peter Salovey and John J. Mayer have been the leading researchers on emotional intelligence. In their influential article, "Emotional intelligence", they define emotional intelligence as, "The subset of social intelligence that involves the ability to monitor one's own and others information to guide one's thinking and actions" 1990. Salovey and Sluyter (1998) define emotional intelligence as 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 action.

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. For many years, research has paved a path on the subject of learning styles by experts, educators, psychologists, sociologists, universities, public schools, private schools, doctors, and lawyers (Bloom, 1956; Dunn & Dunn, 1993; Gregorc, 1982a; Jung, 1971; Kolb, 1985; Schmeck, 1988). By using evidence from learning styles research, learner's needs are being met, there is an abundance of literature on this subject readily available, educators are better trained, and numerous strategies and techniques are incorporated in classroom instruction (Bloom, 1956; Dunn & Dunn, 1993; Gregorc, 1982a; Jung, 1971; Kolb, 1985; Leavitt, 2004; Miles, 2004; Schmeck, 1988).

Learning Styles: Learning Styles may be defined as the individual learner's behavioural characteristics related to how the learner's process information and integrates it into their own knowledge base. For the purpose of the study learning styles inventory is measured by Rita Dunn, Kenneth Dunn and Gary

E. Dunn conceived a learning style model revealing that students are affected by four main factors: i. Their immediate environment (sound, light, temperature, seating design). ii. Their own emotionality (motivation, persistence, responsibility). iii. Their sociological performance (learning alone or in different sized groups). iv. Their physiological characteristics (perceptual strengths represented by auditory, verbal, tactile, kinesthetic and sequenced characteristics).

OBJECTIVES OF THE STUDY The following objectives were formulated for the present study:

1. To study the emotional intelligence of adolescent students of 10th grade.
2. To study the learning styles of adolescent students of 10th grade.

HYPOTHESES The following hypotheses have been formulated for the present research work:

1. Boys and girls do not differ significantly in their emotional intelligence.
2. Boys and girls do not differ significantly in their learning style.
3. There is a positive relationship between emotional intelligence and learning styles of adolescent students of 10th grade.

Method and procedure

SAMPLE The sample for the present study consisted of 200 adolescent students of 10th grade (100 boys and 100 girls) was selected randomly from the eight Govt. Schools of district Pulwama.

TOOLS USED The following tools are used in the present study: **1.** Emotional Intelligence Scale prepared by Anokool Hyde, Sanjyot Pethe and Upinder Dhar were used to measure Emotional Intelligence of adolescent students. **2.** Learning Styles Inventory prepared by Rita Dunn, Kenneth Dunn and Gary E. Price were used to measure Learning Styles of the adolescent students

Statistical Analysis To achieve the objectives of the study, the data collected was statistically analyzed using the following technique;

- 1 Mean
- 2 S.D
- 3 t-test
- 4 correlation

Analysis and interpretation of data

Section – A

Table 4.1: Showing the levels of Emotional Intelligence (Factor wise) of adolescent boys and girls of 10th grade.

Factors	Score		Boys	Girls	Total
(A) Self-awareness	High	11 and above	25	35	60
	Normal	4-10	53	59	112
	Low	3 and below	14	6	20
	Total		100	100	200
(B) Empathy	High	15 and above	11	9	20
	Normal	7-14	56	70	126
	Low	6 and below	33	21	54
	Total		100	100	200
(C) Self- motivation	High	18 and above	15	4	19
	Normal	9-17	33	57	90
	Low	8 and below	52	39	91
	Total		100	100	200
(D) Emotional stabilit	High	11 and above	15	16	31
	Normal	4-10	79	77	156
	Low	3 and below	6	7	13
	Total		100	100	200
(E) Managing relations	High	12 and above	7	15	22
	Normal	5-11	70	72	142
	Low	4 and below	23	13	36
	Total		100	100	200
(F) Integrity	High	8 and above	58	62	120
	Normal	4-7	37	28	65
	Low	3 and below	5	10	15
	Total		100	100	200
(G) Self- development	High	6 and above	65	79	144
	Normal	2-5	35	19	54
	Low	1 and below	0	2	2
	Total		100	100	200
(H) Value Orientation	High	6 and above	73	72	145
	Normal	2-5	24	26	50
	Low	1 and below	3	2	5
	Total		100	100	200
(I) Commitmen	High	6 and above	51	69	120
	Normal	2-5	44	28	72
	Low	1 and below	5	3	8
	Total		100	100	200
(J) Altruistic behaviour	High	6 and above	57	67	124
	Normal	2-5	40	31	71
	Low	1 and below	3	2	5
	Total		100	100	200

Table 4.2: Showing the levels of Emotional Intelligence of adolescent boys and girls of 10th grade.

		Boys	Girls	% age (Girls)	Total	% age (Total)	% age (Boys)	Girls	% age (Girls)	Total	% age (Total)
85 and above	High	39					39%	47	47%	86	43
52-84	Normal	34					34%	33	33%	67	33.5
51 and below	Low	27					27%	20	20%	47	23.5
Total		100						100		200	100%

A perusal of the above table shows the levels of Emotional Intelligence of adolescent boys and girls of 10th grade. The data reveals that 43% of adolescent students of 10th grade fall in the high category of Emotional Intelligence, 33.5% of adolescent students of 10th grade fall in the average normal category. The data further reveals that 23.5% of adolescent students of 10th grade fall in the low category so far as their emotional intelligence is concerned.

Table 4.3: Showing the levels of Learning Styles of adolescent boys and girls of 10th grade.

Levels of Learning style		Boys	% age (Boys)	Girls	% age (Girls)	Total	% age (Total)
70-80	Strong Preferences	33	33%	38	38%	71	35.5
60-69	Preferences	27	27%	24	24%	51	25.5
30-39	Opposite Preferences	22	22%	20	20%	42	21
Below 20 or 20-29	Opposite Strong Preferences	18	18%	18	18%	36	18
Total		100		100		200	100%

A perusal of the above table shows the levels of Learning Styles of adolescent boys and girls of 10th grade. The data reveals that 35.5% of adolescent students of 10th grade fall in the strong preferences category of Learning Style, 25.5% of adolescent students of 10th grade fall in the preferences category, 21% of adolescent students of 10th grade have opposite preferences of learning style. The data further reveals that 18% of adolescent students of 10th grade have opposite strong preference category so far as their learning style is concerned.

CONCLUSIONS

It was found that 43% of adolescent students of 10th grade fall in the high category of Emotional Intelligence, 33.5% of adolescent students of 10th grade fall in the average normal category. The data further reveals that 23.5% of adolescent students of 10th grade fall in the low category so far as their emotional intelligence is concerned.

It was found that 35.5% of adolescent students of 10th grade fall in the strong preferences category of Learning Style, 25.5% of adolescent students of 10th grade fall in the preferences category, 21% of adolescent students of 10th grade have opposite preferences of learning styles. The data further reveals that 18% of adolescent students of 10th

grade have opposite strong preference category so far as their learning style are concerned.

Suggestions / Educational implications

1. As the variables undertaken in the present study play an important role in an adolescent's studies, therefore, the future researchers should take a large sample in order to increase the generalization of the results.
2. Other variables should also be taken into consideration e.g the factors which influence the academic achievement and learning styles of the adolescents.
3. A-cross cultural study may should be conducted on Emotional intelligence, learning styles and academic achievements of college level students in the Kashmir.
4. The present investigation studied the adolescent groups only similar study may be conducted on different age groups.

EDUCATIONAL IMPLICATIONS

1. The present study gives us an idea about the presence of emotional intelligence

among the adolescent boys and girls which will be helpful to both the teachers and the parents.

2. Information about the learning style of the adolescents will help the teachers in understanding the weaknesses and strengths of the adolescents that hamper their progress in their studies.
3. The student's future can be moulded by developing better learning style which could consequently lead to better academic achievement. All the students should be aware of their learning styles preferences in order to understand their program, lesson, material and subject matter more comprehensively.
4. The teachers should also conduct weekly, monthly reading tests, oral tests and written tests by making a fair assessment of the students that could be of great value in the evaluation of learning styles. 9. By gaining a better understanding of adolescents learning styles, it is possible that teaching strategies, methods, and techniques that can be used to assist in the development of critical thinking and other important skills can be identified and improved.

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