

A Study On Emotional Intelligence And Learning Style Of High School Students

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ABSTRACT

Emotional intelligence is highly useful in many ways to tackle the day to day problems and it is a precautionary activity in mental health of individuals and it is acting as intervention tool for efficient development of students' community particularly in school environment and it is enabling students to response in correct time for correct purpose and in correct way in varying circumstances and it is also affecting achievement in their academics and learning style. The findings show that intra-personal awareness and intra-personal management are significantly and positively influencing learning style of high school students. Further, interaction between inter-personal awareness and inter-personal management and interaction between intra-personal management and inter-personal management are also positively and significantly influencing learning style of high school students. So, only four hypotheses are supported by the findings and limitation of the study is also presented.

Key Words: Emotional Intelligence, High School Students, Learning Style

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1. Introduction

Education is highly essential for growth, development and competitiveness and social stability of each and every individual in India. The school education is fundamentally significant aspect of educational life of individuals in India and it is helping individuals for transforming them in to socially responsible persons and they get all kind of power and progress in their life due to education (Bhat, 2017). Education at secondary level is the most critical stage in life of each and every individual and it is connecting higher and primary education. The children are in a better stage in terms of mental, physical and mental abilities (Geetha and Kumar, 2023) and secondary level education is improving vocational, practical and intellectual skills of students and attitude and critical thinking amongst them (Redzuam and Naghavi, 2011) and is also making desirable and considerable transformations amongst them.

Emotional intelligence is the capabilities of individual for recognizing and controlling own emotions of individuals and also in others and it is the most powerful and the strongest forecaster of success of individuals (Goleman, 2001) and it is involving understanding and management of person's and other's emotion and properly respond to them and understanding social cues of others (Vijayapriya and Nellaiyapan, 2012) and to utilize these aspects to direct activities of individuals (Alavinia and Ebrahimpour, 2012) and it is having ability to generate positive outputs in relation with other people and along own self of individuals and it is also referring to the capability of individuals to crate or access feelings when they are

thinking and understanding sensations and knowledge and also promoting intellectual and emotional growth (Kumar, 2020).

Emotional intelligence is highly useful in many ways to tackle the day to day problems and it is a precautionary activity in mental health of individuals (Babajide and John, 2019) and it is acting as intervention tool for efficient development of students' community particularly in school environment (Amalu, 2018) and it is enabling students to response in correct time for correct purpose and in correct way in varying circumstances and it is significantly and largely affecting success in their academic activities, personal life and management of pressures and demands of society in the best possible way and it is also affecting achievement in their academics (Maizatul et al. 2012) and learning style.

Learning style is the method or way that is preferred by students for their efficient learning and it is varying among school students based on their characteristic features (Mishra, 2000) and it is a distinguishing and habitual way to get skills, knowledge through their learning activities (Singh, 2005). Learning style is related to personality aspect of students which is influenced by situational factors and it is emerged over the time period (Singh, 2021) and it is also influenced by emotional intelligence of students and it is important for giving right instruction to students and it is immensely contributing to their effectual learning (Toppo and Toppo, 2022). The higher proportion of high school students are failed to choose right learning style that is suitable to them and they are not learning well if they are not managed their emotions better and

also due to poor choice of learning style by them. Schools and teachers are responsible for creating favourable atmosphere to their high school students for their efficient learning and also address issues related to their emotional intelligence and make them productive and well adjusted persons in the society. The present day educational system is focusing only on academic capability, not on emotional intelligence and learning style of high school students. Besides, there is no study is carried out relating to emotional intelligence and learning style with the objective of influence of intra-personal awareness, inter-personal awareness and intra-personal management on learning style of high school students with moderate effect of inter-personal management particularly in Andhra Pradesh state in India. Hence, this research is done in Andhra Pradesh of India among high school students to bridge a research gap.

2. Theoretical back ground

2.1. Emotional Intelligence

Emotional intelligence is the potential of individuals (Warwick and Nettelbeck, 2004) and it is the capacity of individuals to watch their own and emotions and feelings of others and to differentiate them and use them for guiding their activities and thinking process (Charbonneau and Nicol, 2002; Ciarrochi et al. 2002; Dash and Behera, 2004; Devi and Rayulu, 2005; Kalara and Nisha, 2012). Emotional intelligence is connected with competency, capability and skills for recognizing, understanding, expressing and managing and controlling and adopting inter and intra personal feeling and emotions and creating positive impacts and self motivation (Bar-On, 2005; Malhotra and Kaur, 2011; Mallya and Anand, 2012; Neelakantan, 2012; Cuberos, 2019; Kumar, 2020; Periasamy, 2021;). Emotional intelligence is including intrapersonal skills, adaptability, interpersonal skills, mood and management of stress and they are related with learning of school students (Hasanzadeh and Shahmohamadi, 2011; Singh and Kaur, 2012; Geetha and Kumar, 2023) and it is also associated with academic performance (Sood and Anand, 2011; Bhat and Khan, 2013; Panth and Patel, 2015; Senad, 2017; Alam, 2018; Karimi et al. 2020; Kaur, 2022; Bhattacharya and Bhattacharya, 2023) of students studying in schools.

2.2. Learning style

Learning style is the exclusive style or method through which individuals realize and process the newer information in the learning atmosphere (Maqbool, 2015; Goodridge et al. 2017; McKenna et al. 2018; Jose et al. 2019) and it is the way preferred by individual persons by means of it, they process and understand information in learning (Hsieh et al. 2011; Oommen, 2015; Sharma et al. 2016; Leasa et al. 2017; Jena, 2018; Dalaman et al. 2019; Dantas and Cunha, 2020). Learning style is the particular method chosen by individuals for their better learning (Gill, 2020; Sarican, 2021) and it is also the steady response of students and stimulus for their learning and it is linked

significantly with performance in their academic activities (Gappi, 2013; Ikechukwu, 2017; Singh and Cutting, 2018; Ramakrishnan, 2019; Mir, 2020) and success (Sharma et al. 2016; Sarican, 2021).

2.3. Emotional Intelligence and learning style

Intra-personal awareness, inter-personal awareness, intra-personal management and inter-personal management are components of emotional intelligence of school students (Nandwana and Joshi, 2010; Fallahzadeh, 2011) and they are positively and significantly influencing learning style (Nandwana and Joshi, 2010; Alavinia and Ebrahimpour, 2012; Alavinia and Ebrahimpour, 2012; Shatalebi et al. 2012; Mahasneh, 2013; Khan and Ishfaq, 2016; Fida et al. 2017; Leasa, 2018; Peerzada, 2019; Nair and Lee, 2020; Roashani and Albina, 2021; Shiny and Saravanan, 2022). Emotional intelligence is significantly and positively influencing learning style of college students and it is also related with success in their academic activities (Suliman, 2010).

3. Hypotheses of the Study

With the above theoretical background, the hypotheses are formulated and administrated for testing and they are:

H₁: Intra-personal awareness is positively influencing learning style of high school students.

H₂: Inter-personal awareness is positively influencing learning style of high school students. H₃: Intra-personal management is positively influencing learning style of high school students.

H₄: Inter-personal management is positively influencing learning style of high school students.

H₅: Inter-personal management moderates relation between inter-personal awareness and learning style of high school students.

H₆: Inter-personal management moderates relation between intra-personal management and learning style of high school students.

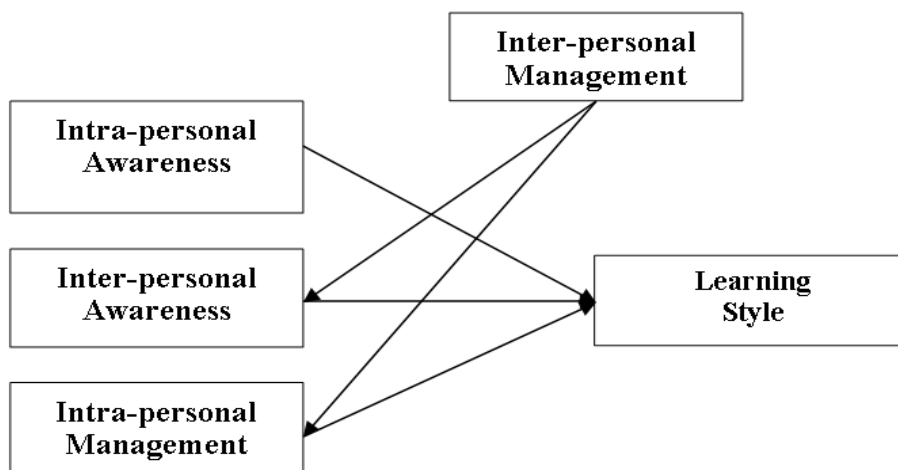
4. Methodology

Andhra Pradesh state in India had chosen for conducting the present study. Random sampling method had adopted for selection of high school students. The structured questionnaire had sent to 950 high school students in Andhra Pradesh and after careful securitization of questionnaire, 360 usable questionnaires were considered and used in the analysis. Mean, SD and correlation and regression analysis had used to analyze the data gathered from high school students.

5. Measurement of Scale

This study had utilized Emotional Intelligence Inventory constructed and validated by Mangal and Mangal (2004) and Learning Styles Inventory constructed and standardized by Mishra (2012) and this research employed a five-point Likert scale to assess the variables in constructs. The research model adopted for this study is displayed in Figure - 1.

Figure – 1: Research Model



6. Results

6.1 Profile of high school students

Among a sample of 360 high school students, it is found that 199 of them (55.28%) are males, whereas, 161 of them (44.72%) are females. The type of school is concerned, 166 students (46.11%) are studying in private schools, while, 81 of them (22.50%) are studying in Government aided schools. In terms of locality of school, 209 of them (58.06%) are studying

in schools located in urban and 151 of them (41.94%) are studying in schools located in rural areas. It is also observed that 251 of them (69.72%) are studying in English medium, whilst, 109 of them (30.28%) are studying in Telugu medium. Regarding to type of family, 235 of them (65.28%) are living in nuclear family and 125 of them (34.72%) are living in joint family (Table 1).

Table 1. Profile of high School Students

Profile	Number (n = 360)	%
<i>Gender</i>		
Male	199	55.28
Female	161	44.72
<i>Type of School</i>		
Government	113	31.39
Government Aided	81	22.50
Private	166	46.11
<i>Locality of School</i>		
Urban	209	58.06
Rural	151	41.94
<i>Medium of Instruction</i>		
English	251	69.72
Telugu	109	30.28
<i>Type of Family</i>		
Joint	125	34.72
Nuclear	235	65.28

6.2. Descriptive statistics of constructs

Table 2 shows the descriptive statistics and coefficient of correlation among constructs. The results show that a positive and statistically significant relation exists among the constructs in 1% level. There prevails a strong and positive correlation ($r = 0.59$) between intra-personal awareness and learning style. The correlation

coefficients are less than 0.80 for all constructs, implying the absence of multicollinearity among the constructs. This is further verified by computing the Variance Inflation Factor (VIF) for all independent variables, which are below 2, indicating the absence of multicollinearity

Table 2. Mean, SD and Correlation Coefficients

Constructs	Mean	SD	1	2	3	4	5
1. Intra-personal	3.95	0.42	1				

Awareness							
2. Inter-personal Awareness	3.86	0.51	0.40**	1			
3. Intra-personal Management	3.90	0.46	0.45**	0.53**	1		
4. Inter-personal Management	3.82	0.55	0.42**	0.41**	0.38**	1	
5. Learning Style	3.98	0.38	0.59**	0.48**	0.57**	0.52**	1

** Significant in 1% level

6.3 Reliability and validity

The reliability and validity for constructs are shown in Table 3.

Table 3 Reliability and validity

Constructs	CR	AVE	DV
Intra-personal Awareness	0.77	0.74	0.73
Inter-personal Awareness	0.73	0.70	0.68
Intra-personal Management	0.75	0.71	0.70
Inter-personal Management	0.71	0.68	0.67
Learning Style	0.79	0.76	0.74

From the above table, it is evident that the Composite Reliability (CR) values for the constructs are above 0.70. The Average Variance Extracted (AVE) values are higher than 0.50 and the Discriminant Validity (DV) values are greater than 0.60. These findings reveal that the constructs included in this study demonstrate an excellent convergent validity.

6.4 . Influence of intra-personal awareness, inter-personal awareness and intra-personal management on learning style of high school students with moderate effect of inter-personal management

Hierarchical regression analysis is used to study influence of intra-personal awareness, inter-personal awareness and intra-personal management on learning style of high school students with moderate effect of inter-personal management and the results are shown in Table 4. In Model 1, gender, type of school, locality of school, medium of instruction and type of family of high school students are included as independent variables and learning style of high school students is included as dependent variable because these independent variables have significant influence on learning style of high school students.

In Model 2, in addition to gender, type of school, locality of school, medium of instruction and type of family of high school students, intra-personal awareness, inter-personal awareness, intra-personal management and inter-personal management are included as independent variables and learning style of

high school students is included as dependent variable because in addition to profile variables, intra-personal awareness, inter-personal awareness, intra-personal management and inter-personal management also have significant influence on learning style of high school students.

In model 3, in addition to gender, type of school, locality of school, medium of instruction and type of family of high school students, intra-personal awareness, inter-personal awareness, intra-personal management and inter-personal management and interaction between inter-personal awareness and inter-personal management and interaction between intra-personal management and inter-personal management are also included as in dependent variables and learning style of high school students is included as dependent variable because in addition to profile variables, intra-personal awareness, inter-personal awareness, intra-personal management and inter-personal management and interaction between inter-personal awareness and inter-personal management and interaction between intra-personal management and inter-personal management also have significant influence on learning style of high school students. Meanwhile, inter-personal management is the moderating variable between inter-personal awareness and learning style and between intra-personal management and learning style of high school students. The level of significant of regression co-efficients are tested at 1% level based on t- statistic values.

Table 4. Results of Hierarchical Regression Analysis

Particulars	Model 1 Regression co-efficient (Unstandardized)	Model 2 Regression co-efficient (Unstandardized)	Model 3 Regression co-efficient (Unstandardized)
Intercept	14.450**	17.184**	21.603**
Gender	.914**	.947**	.985**
Type of School	.173	.181	.204

Locality of School	.599**	.634**	.658**
Medium of Instruction	.112	.132	.171
Type of Family	.791**	.865**	.886**
Intra-personal Awareness	-	.828**	.833**
Inter-personal Awareness	-	.148	.223
Intra-personal Management	-	.682**	.667**
Inter-personal Management	-	.287	.303
Inter-Personal Awareness x Inter-Personal Management	-	-	.854**
Intra-Personal Management x Inter-Personal Management	-	-	.793**
R Squared	0.15	0.35	0.48
Adjusted R Squared	0.13	0.33	0.46
F-Value (ANOVA Test)	14.712**	21.848**	34.416**

**** Significant in 1 level**

The model 1 elucidates that the regression coefficients of gender ($\beta = 0.914$), locality of school ($\beta = 0.599$) and type of family ($\beta = 0.791$) are significant in 1% level and the model 1 is significant in 1% level (R Squared = 0.15; Adjusted R Squared = 0.13; F = 14.712) and it explains that 13.00% of variation in learning style of high school students. It is inferred that gender, locality of school and type of family are significantly and positively influencing learning style of high school students in 1% level.

The model 2 explicates that the regression coefficient of intra-personal awareness ($\beta = 0.828$) and intra-personal management ($\beta = 0.682$) are significant in 1% level. It is inferred that intra-personal awareness and intra-personal management are significantly and positively influencing learning style of high school students. The model is significant in 1% level (R Squared = 0.35; Adjusted R Squared = 0.33; F = 21.848) and it explains that 33.00% of variation in learning style of high school students.

The model 3 indicates that the regression coefficient of interaction between inter-personal awareness and inter-personal management is significant ($\beta = 0.854$) in 1% level and it is supporting that interaction between inter-personal awareness and inter-personal management is also positively and significantly influencing learning style of high school students. The regression coefficient of interaction between intra-personal management and inter-personal management is significant ($\beta = 0.793$) in 1% level and it is supporting that interaction between intra-personal management and inter-personal management is also positively and significantly influencing learning style of high school students. It is inferred that inter-personal management moderates relation between inter-personal awareness and learning style and intra-personal management and learning style of high school students. The interaction model is also significant in 1% level (R Squared = 0.48; Adjusted R Squared = 0.46; F = 34.416) and it explains that 46.00% of variation in learning style of high school students. R Squared for model 1 is 0.15 and it is 0.35 for model 2 and it is 0.48 for model 3 and among these three models, R Squared for model 3 is better as compared to model 1 and model 2.

7. Discussion and Conclusion

The finding of this study show that intra-personal awareness and intra-personal management are significantly and positively influencing learning style of high school students and these findings is confirmed by the studies of Nandwana and Joshi, (2010), Alavinia and Ebrahimpour, (2012) Alavinia and Ebrahimpour, (2012), Shatalebi et al. (2012), Mahasneh, (2013), Khan and Ishfaq, (2016), Fida et al. (2017), Leasa, (2018), Peerzada, (2019), Nair and Lee, (2020), Roashani and Albina, (2021) and Shiny and Saravanan, (2022). Furthermore, interaction between inter-personal awareness and inter-personal management and interaction between intra-personal management and inter-personal management are also positively and significantly influencing learning style of high school students and no studies in earlier periods are conducted in this direction.

8. Conclusion, Limitation and Agenda for Future Research

The present study is concluded that intra-personal awareness and intra-personal management are significantly and positively influencing learning style of high school students. Further, interaction between inter-personal awareness and inter-personal management and interaction between intra-personal management and inter-personal management are also positively and significantly influencing learning style of high school students. So, only four hypotheses are supported by the findings. This study is limited to high school students in Andhra Pradesh and the sample size is also limited to 360 only. The future research may be taken as self concept as a mediator among aspects of emotional intelligence and academic performance at higher secondary and college levels in Andhra Pradesh and also in other regions of India and the nation as a whole.

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