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A STUDY ON LEARNING STYLES OF HIGHER SECONDARY STUDENTS IN RELATION TO EMOTIONAL INTELLIGENCE IN THIRUVALLUR DISTRICT

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ABSTRACT

The study was analyzed that the Study on Learning Styles of Higher Secondary Students In Relation to Emotional Intelligence in Thiruvallur District. . These study adopted normative survey methods of research participant's were 330 higher secondary school students randomly selected from various schools in Thiruvallur District. The Research Instruments used for data collection was Learning Style Questionnaire (1987) prepared and standardized by Joy M. Reid's. and Emotional intelligence Test revised by Cyberia Shrunck and modified by Vasuki tested at 0.05 and 0.01 level of significance. The main objectives of the study is find out significant relationship between the Learning Style and Emotional Intelligence among higher secondary school student. The result showed that It is found that there exists a positive relationship between Learning Style and Emotional Intelligence among higher secondary school students.

History of Article

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INTRODUCTION

Present world is changing at a rapid rate. The generation of new information/knowledge is accelerating at an alarming rate. Psychologists, educationist, and researchers felt that individual differences among students are so extreme and unique that have a particular way to make learning. Hence there is an urgent need to examine each individual learner living in different type of environment to identify exactly how he or she is likely to learn most effectively. To know about students (how, when, what and where-they learn best) is very much helpful to be

aware of their learning process. No two persons have

the same perception about himself or about world as the individual's cognitions/thinking reflect his own environment, his wants, his goals, his experiences etc.

The phenomenon of the process of learning in a classroom context or in open life situation is characterized by its individual nature. The activities by teacher in the classroom are to direct and stimulate student-learning. Students learn by

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using/performing his/her individualized tactics, techniques and strategies in learning. It is essential for the teacher to teach according to the various learning styles of students to improve the effectiveness of teaching-learning process. Emotions are mixed, but to feel something people have to be able to identify what it is or it is going to be so intense that one would be able to identify what it is. Emotions just feel deeper feelings being affected at once.

NEED AND SIGNIFICANCE OF THE STUDY

The highest education is that which does not merely give us information but makes our life in harmony with all existence. Education is something, which makes a man self-reliant and self-less. Education according to Indian tradition is not merely a means of earning a living; nor it is only a nursery of thought or a school for citizenship. It is initiation into the life of spirit and training of human souls in the pursuit of truth and the practice of virtue. Emotional intelligent people are more likely to succeed in everything they undertake in their life. Unlike what is claimed of I.Q. we can teach and improve in children and in any individual, some crucial social competencies, paying the way for increasing their social intelligence and thus making their life more healthy, enjoyable, successful and satisfied in the coming days. The concept of Emotional intelligence is to be applauded, not because it is totally new, but because it captures the essence of what our children or all of us need to know for living a productive, happy and satisfied life.

Higher Secondary students have different learning styles – characteristic strengths and preferences in the ways they take in and process information, functioning effectively in any professional capacity, however, requires, working well in all learning styles. If teachers teach exclusively in a manner that favours their students less preferred learning style modes, the

students discomfort may be great enough to interfere with their learning. Teachers should take care of learning styles of their students. Based on those styles, the teachers should suggest or advice to modify the learning style of their students or change their teaching strategies in order to suit the learning styles of their students. Regarding the learning style, still there are no right or wrong styles. And at the same time, there exists no connection between learning style and intelligence of students. It is dominant in one student and for other it may be different.

STATEMENT OF THE PROBLEM

“A study on Learning Styles of higher secondary students in relation to Emotional Intelligence in Thiruvallur District.”

LEARNING STYLES


The way he/she prefers to learn; Predisposition to adopt a particular learning strategy; Habits or regular mental behaviors; concerning Learning; Hemispherical preference of cerebral.

EMOTIONAL INTELLIGENCE

Emotional intelligence is the ability to understand, use, and manage your own emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges and defuse conflict.

OBJECTIVE OF THE STUDY

1. To find out significant difference between the higher secondary school students Learning Style based on their Gender.
2. To find out significant difference between the higher secondary school students Emotional Intelligence based on their Gender.
3. To find out significant difference between the higher secondary school students Learning Style based on their Location.
4. To find out significant difference between the higher secondary school students Emotional Intelligence based on their Location.

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5. To find out significant difference among the higher secondary school students Learning Style based on their Type of school Management.
 6. To find out significant difference among the higher secondary school students Emotional Intelligence based on their Type of school Management.
 7. To find out significant difference between the higher secondary school students Learning Style based on their Type of Family.
 8. To find out significant difference between the higher secondary school students Emotional Intelligence based on their Type of Family.
 9. To find out significant difference between the higher secondary school students Learning Style based on their Father's qualification.
 10. To find out significant difference between the higher secondary school students Emotional Intelligence based on their Father's qualification.
 11. To find out significant difference between the higher secondary school students Learning Style based on their Mother's qualification.
 12. To find out significant difference between the higher secondary school students Emotional Intelligence based on their Mother's qualification.
 13. To find out significant relationship between the Learning Style and Emotional Intelligence among higher secondary school students
- HYPOTHESIS OF THE STUDY**
1. There is no significant difference between the higher secondary school students Learning Style based on their Gender.
 2. There is no significant difference between the higher secondary school students Emotional Intelligence based on their Gender.
 3. There is no significant difference between the higher secondary school
 4. students Learning Style based on their Location.
 5. There is no significant difference between the higher secondary school students Emotional Intelligence based on their Location.
 6. There is no significant difference among the higher secondary school students Learning Style based on their Type of school Management.
 7. There is no significant difference among the higher secondary school students Emotional Intelligence based on their Type of school Management.
 8. There is no significant difference between the higher secondary school students Learning Style based on their Type of Family.
 9. There is no significant difference between the higher secondary school students Emotional Intelligence based on their Type of Family.
 10. There is no significant difference between the higher secondary school students Learning Style based on their Father's qualification.
 11. There is no significant difference between the higher secondary school students Emotional Intelligence based on their Father's qualification.
 12. There is no significant difference between the higher secondary school students Learning Style based on their Mother's qualification.
 13. There is no significant difference between the higher secondary school students Emotional Intelligence based on their Mother's qualification.
 14. There is no significant relationship between the Learning Style and Emotional Intelligence among higher secondary school students.
- RESEARCH DESIGN**
- Methodology**
- The study was conducted through the Normative Survey Method of Research and

also it turned out to be the most suitable method for the present study.

Sample size and Sampling Techniques of the study

A stratified random sampling technique was adopted for the selection of sample 300 Higher Secondary school students only.

RESEARCH TOOL USED IN THE STUDY

The test the hypotheses formulated, the following tools have been used in the present study.

1. Learning Style Questionnaire (1987) prepared and standardized by Joy M. Reid's.

2. Emotional intelligence Test revised by Cyberia Shrunk and modified by Vasuki (2007)

STATISTICAL TECHNIQUES

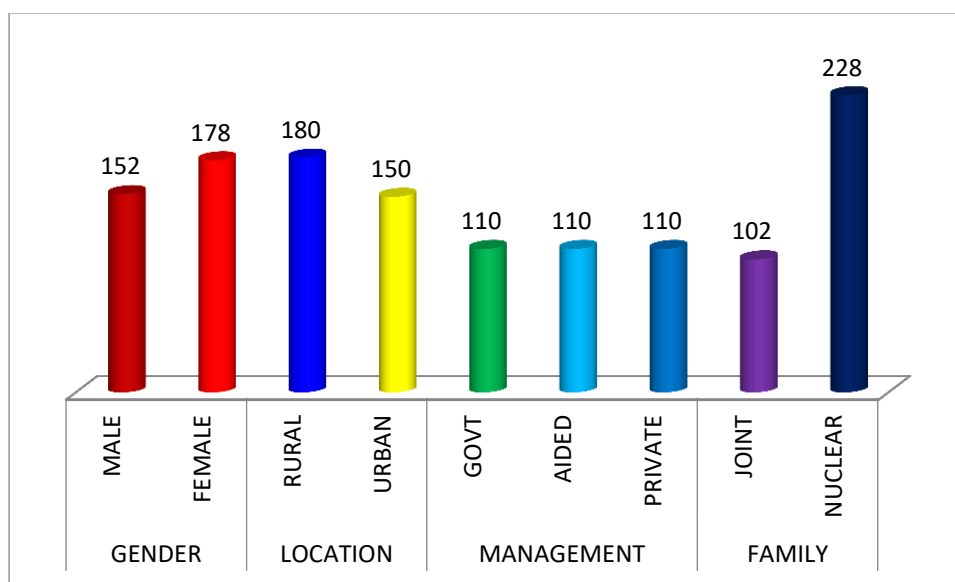
A research should be familiar with principles, procedure, merits, and demerits of the statistical techniques, he is going to adopt. For the present study, the investigator has used the following statistical techniques.

- Arithmetic Mean (\bar{x})
- Standard Deviation
- 't' Test
- F-test
- Karl Pearson's Correlation Coefficient.

TABLE-1 SAMPLING DISTRIBUTION

VARIABLE		TOTAL
GENDER	MALE	152
	FEMALE	178
LOCATION	RURAL	180
	URBAN	150
MANAGEMENT	GOVT	110
	AIDED	110
	PRIVATE	110
FAMILY	JOINT	102
	NUCLEAR	228

Figure showing the Distribution of the Sample



MAJOR FINDINGS

1. It is found that there exists significant difference between the higher secondary school students Learning Style based on their Gender.
2. It is found that there exists significant difference between the higher secondary school students Emotional Intelligence based on their Gender.
3. It is found that there exists significant difference between the higher secondary school students Learning Style based on their Location.
4. It is found that there exists no significant difference between the higher secondary school students Emotional Intelligence based on their Location.
5. It is found that there exists significant difference among the higher secondary school students Learning Style based on their Type of school Management.
6. There exists significant difference among the higher secondary school students Emotional Intelligence based on their Type of school Management.
7. There exists no significant difference between the higher secondary school students Learning Style based on their Type of Family.
8. It is found that there exists no significant difference between the higher secondary school students Emotional Intelligence based on their Type of Family.
9. It is found that there exists significant difference between the higher secondary school students Learning Style based on their Father's qualification.
10. It is found that there exists significant difference between the higher secondary school students Emotional
- 11.

12. Intelligence based on their Father's qualification.
13. It is found that there exists no significant difference between the higher secondary school students Learning Style based on their Mother's qualification.
14. It is found that there exists no significant difference between the higher secondary school students Emotional Intelligence based on their Mother's qualification.
15. It is found that there exists a positive relationship between Learning Style and Emotional Intelligence among higher secondary school students.

TABLE -2

Table shows the significant difference between the higher secondary school students learning Style based on their Gender mean scores.

VARIABLE	GENDER	N	MEAN	SD	t - value	L.S
Learning Style	Male	152	83.24	23.631	2.924	0.01
	Female	178	92.08	30.242		

Figure Showing Difference Between the Higher Secondary School Students Learning Style Based On Their Gender Mean Scores

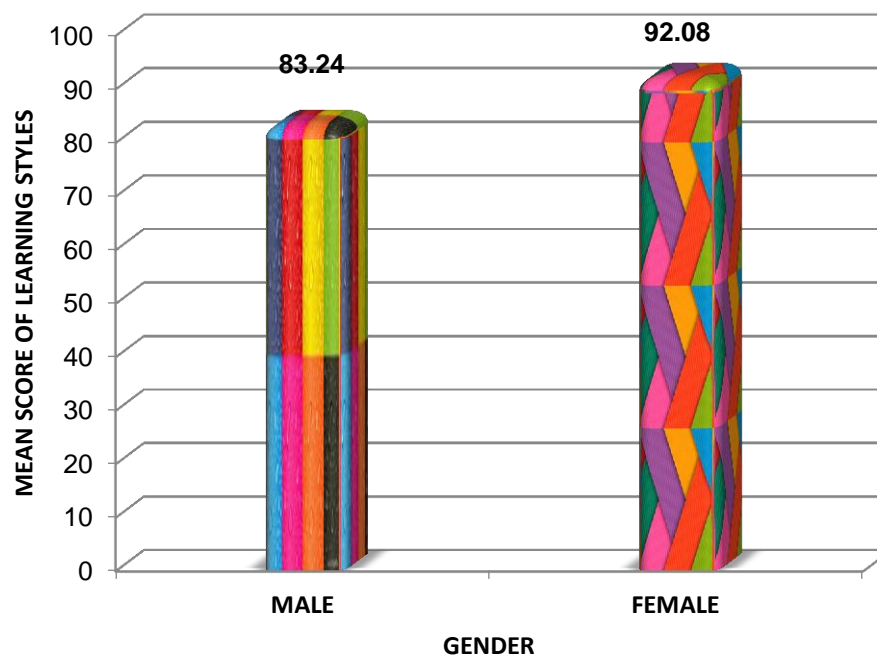


TABLE -3

Table shows the significant difference between the higher secondary school students Emotional Intelligence based on their Gender mean scores.

VARIABLE	GENDER	N	MEAN	SD	t - value	L.S
Emotional Intelligence	Male	152	95.25	15.955	3.362	0.01
	Female	178	101.12	15.704		

Figure Showing Difference Between the Higher Secondary School Students Emotional Intelligence Based on their Gender Mean Scores

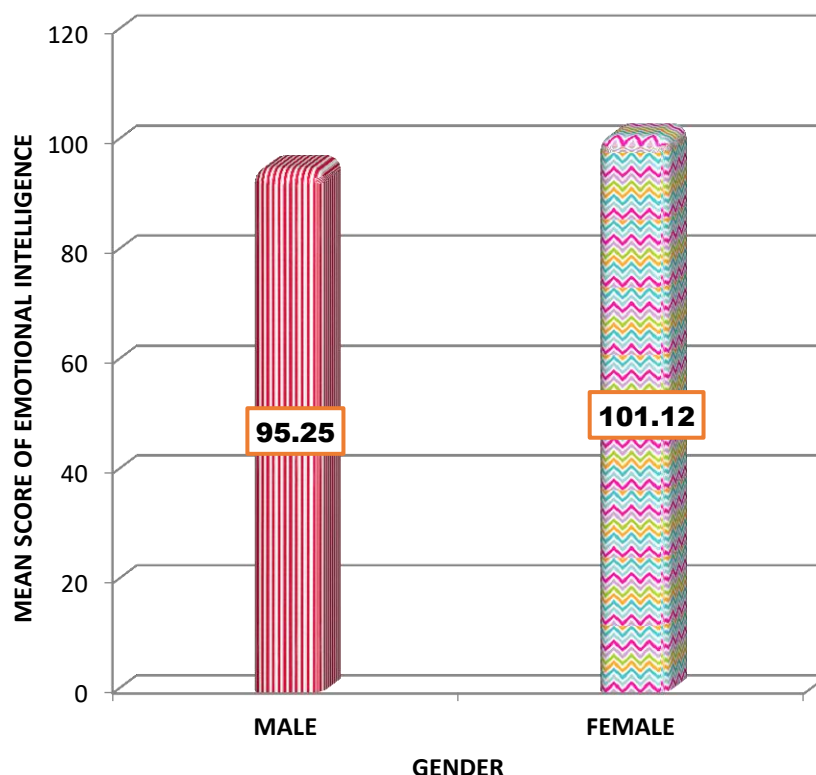


Table-4

Showing the relationship between the Government and Aided higher secondary school students based on their Learning Style.

Variable	Number	Correlation
Learning Style Vs Emotional Intelligence	330	0.621

EDUCATIONAL IMPLICATIONS

Every child has different learning preferences. Among the different ways of learning, some prefer to learn by hearing, some by seeing, others by doing, some by reading and others by asking questions. One thing all students have in common is that they all learn best when they can incorporate items and topics that interest them into their studies, for example, building blocks, music, fashion, airplanes, etc.

While there are different learning styles, your student will likely favor several styles and not just one. However, you may be able to see patterns in their learning preferences. For example, a student who is a visual learner may also be a very social and verbal learner who prefers to learn especially difficult topics using their primary skills.


Understanding how your student learns is perhaps one of the most important parts of homeschooling your child. Learning styles allow your child to get the most from their home school experience, and helps parents choose the best curriculum for their children.

1. Adopt strategies for developing thinking skills among higher secondary education students.

2. To ensure that the students are motivated to develop various learning styles in a desirable direction. dynamic teaching methods have to be adopted by the teachers.
3. Strategies for developing various learning styles should be included in the school curriculum.
4. Innovative modern teaching strategies should be incorporated to develop learning styles.
5. Teachers should build confidence among their students to think logically about any problem they come across.

CONCLUSION

The purpose of the present study was to study the relationship among the variable like learning styles. The study is sure to find some use in the field of education and findings of the study can serve as a database for further research. The assessment of Emotional Intelligence among school students will ensure the graduation of quality health care professionals that are not only scientifically knowledgeable, but also emotionally intelligent and socially aware. The increasing interest towards Emotional Intelligence and

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the researches about the issue revealed the need to measure EI.

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