Influence of Emotional Intelligence on Learning Styles-An Exploratory Study on Management Students

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Introduction
At present, the educational system is significantly influenced by quick divergence in the field of science, communication and information technology in addition with current perception about political, social, economical and cultural issues. In the competitive world, the explosion of science and technology create a need for a person to be more skilful for searching, analyzing and applying the information to the respective field. In order to implement this task, it is essential for person to have cognitive skills along with excitement intelligence and social skills towards education (Sharifi, 2007). As per Gardner’s notion, each and every one has different intelligence level and hence, in the process of learning they can able to interact and compete with one another. This chapter discusses the different aspects related to emotional intelligence and learning styles, the chosen scales as well as the theoretical framework.

Section I: Learning Style

Learning
Learning can be defined by Burns (1995, p. 99) as “a relatively permanent change in behavior, including both observable activity and internal processes such as thinking, attitudes and emotions”. Students have undertaken learning process by means of various processes such as reading, thinking, listening, observing, talking, writing etc. in both formal as well as informal ways. But the aforementioned description could not give neither how students learn nor do they account for why they learn (Brown, 2004). Researchers have put more effort in the area of psychology in order to realize various perspectives and process of learning. Behavioral psychologists like Pavlov, Torndike, Watson and Skinner who made study on animal behavior supposed that the conditioning has believed to be a main reason for learning.

Basic characteristics of learning styles
Recently, Reid (1995) reported the following basic characteristics of learning styles:

- Learning style, learning strengths and weakness will vary from one individual to another. Thus each and everyone have a unique learning style.
- Though the characteristics of a learning style will be straight opposite to that of another learning style, they will exist on wide continuums.
- These styles are value-neutral in nature. As a result, no style is found to be inferior to another. However, the performance of the students from a US school system that gives importance to particular styles is identified to be better than students from other academic systems.
- In general, the learning styles of the students are determined by their learning strategies.
- It is necessary to motivate the students to extend their learning styles to all situations so that they could deal with any kind of situations.
- The teachers should support their students in identifying their learning strengths and weaknesses. This will be helpful to improve the performance of the students.

Studies on the subject of learning styles
Different types of dimensions and variables are associated with learning styles. As a result, the researchers face many challenges while examining the learning styles (Tyacke, 1998). The following challenges in analyzing the learning styles were reported by the researchers:

- Complex nature of the learning styles as well as the difficulties in analyzing the overall learning habits of an individual complicates the studies further.
- Learners will not adopt the same learning style all the times. They will choose the style based on the context of learning.
- The methodology involved in the process of knowledge transfer is biased in nature and it will be in favor of a particular type of learner (analytic) over another (global).

Despite these challenges, the researchers have attempted to examine the learning styles based on...
age, gender, field of study, educational qualification and culture. For example, Reid (1987) identified the following facts from his study on learning style preferences of ESL and Native English Speakers: The learning style preferences of ESL learners and that of native English speakers (NESs) will not be the same. For example, the learning style preferences of non-native speakers of English were more tactile than native speakers. Furthermore, the learning style preferences of Arabic, Chinese, Korean and Spanish speakers were found to be more kinaesthetic than native English speakers. Based on language, educational qualification and culture, the learning style preferences of ESL learners are found to differ from each other. For instance, most of the Korean students prefer visual learning. These learners strongly prefer visual mode of learning than American and Japanese learners. However, Japanese learners reported with least preferences for auditory learning style. The influence of age, gender, field of study, educational qualification and culture over the preferences of learning styles has been reported. Undergraduates reported lesser preferences for visual and tactile learning. However, they reported higher preference for auditory learning than graduates. But kinaesthetic and tactile learning styles were preferred by both of them. When compared to females, male learners reported higher preference for visual and tactile learning. The learners reported lesser preferences for auditory learning than teachers. Most of the students reported that they learnt more through textbooks than by listening to lectures. As a result, they showed higher preference for visual learning than auditory learning. Based on the statistical analysis of the results obtained from the perceptual learning style questionnaire Cheng & Banya (1998) listed out the following facts:

- Students with more confidence and positive attitude towards foreign language learning showed more preference for kinaesthetic learning style than other students.
- Students who preferred individual learning were identified to apply multiple language learning strategies. Furthermore, changes in the learning environment had no influence over these students.
- Students who preferred Tactile learning were identified to be extremely interested in learning English.
- Students who reported preferences for Auditory learning were interested to be a friend of Native English speakers and to communicate with them in English (Cheng & Banya, 1998).

### Dimensions of learning styles

Reid (1998) reported twenty different learning dimensions. A summary of these dimensions is given in Table 1. If we analyze this table, we could identify that few learning styles may overlap with other styles. For example, analytic & global learning styles are found to overlap with field independent & dependent learning styles.

<table>
<thead>
<tr>
<th>Table 1: A summary of learning styles (Reid, 1998, p.x)</th>
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<tbody>
<tr>
<td><strong>Verbal/Linguistic</strong></td>
</tr>
<tr>
<td>Ability to understand oral and written words</td>
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<tr>
<td><strong>Musical</strong></td>
</tr>
<tr>
<td>Ability to recognize rhythm, pitch, and melody</td>
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<tr>
<td><strong>Logical/Mathematical</strong></td>
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<tr>
<td>Numerical and reasoning skills</td>
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<tr>
<td><strong>Spatial/Visual</strong></td>
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<tr>
<td>Ability to differentiate form, space, colour, line, and shapes</td>
</tr>
<tr>
<td><strong>Bodily/Kinaesthetic</strong></td>
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<tr>
<td>Body language and ability to express moods</td>
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<tr>
<td><strong>Interpersonal</strong></td>
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<tr>
<td>Ability to recognize others’ moods and intentions</td>
</tr>
<tr>
<td><strong>Intrapersonal</strong></td>
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<tr>
<td>Self-assessment skills: ability to identify own strengths and weaknesses</td>
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<p>| <strong>Perceptual learning styles:</strong>                        |
| Learning through observing the objects/incidents      |
| Learning through the ear (hearing)                    |
| Learning through hands-on experience                  |
| Learning through complete body experience             |
| Learning through group work                            |
| Learning through working alone                        |</p>
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<tr>
<th>Field Independent</th>
<th><strong>Field Independent and Field Dependent (Sensitive) Learning Styles</strong></th>
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<tbody>
<tr>
<td>Field Dependent</td>
<td>Learning with the help of sequential analysis of facts</td>
</tr>
<tr>
<td></td>
<td>Context based learning. this learning style is sensitive to human relationships</td>
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<tr>
<th>Analytic</th>
<th><strong>Analytic and Global Learning Styles</strong></th>
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<tbody>
<tr>
<td>Global</td>
<td>Ability to learn individually, sequentially, linearly</td>
</tr>
<tr>
<td></td>
<td>Ability to learn through past experience and</td>
</tr>
<tr>
<td></td>
<td>Communicating with other people</td>
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<tr>
<th>Reflective</th>
<th><strong>Reflective and Impulsive Learning Styles</strong></th>
</tr>
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<tbody>
<tr>
<td>Impulsive</td>
<td>Ability to learn by considering the options within the given time</td>
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<tr>
<th>Converger</th>
<th><strong>Kolb Experiential Learning Model</strong></th>
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<tr>
<td>Diverger</td>
<td>Can learn through the practical implications of concepts and hypotheses</td>
</tr>
<tr>
<td>Assimilator</td>
<td>Will learn by observing and gathering a wider range of information</td>
</tr>
<tr>
<td>Accomodator</td>
<td>Will learn through the given logical theories</td>
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<tr>
<th>Extraverted</th>
<th><strong>Myers-Briggs Type Indicator (MBTI)</strong></th>
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<tbody>
<tr>
<td>Introverted</td>
<td>Ability to learn through concrete experience, interactions with friends and others</td>
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| Sensing           | Ability to learn from reports of observable facts |
| Intuition         | Ability to learn by means of meaningful experiences |
| Thinking          | Ability to learn through impersonal and logical circumstances |
| Feeling           | Ability to learn from modified circumstances |
| Judging           | Ability to learn through reflection, deduction, analysis, and process that involve closure |
| Perceiving        | Ability to learn by means of cooperation, responses, and inductive processes that postpone closure |

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<tr>
<th>Right-Brained</th>
<th><strong>Right – and Left brained Learning Styles</strong></th>
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<tbody>
<tr>
<td>Left-Brained</td>
<td>Ability to gain knowledge by means of visual analytic, reflective, self-reliant learning</td>
</tr>
<tr>
<td></td>
<td>Ability to gain knowledge by means of auditory, global, impulsive, interactive learning</td>
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The differences between the language learning styles have been illustrated through a psychological model (Willing, 1988). This model is given in Figure 1.

**Figure 1: Psychological Model of Language Learning Style Differences**
(Willing, 1988, p. 59)

This figure represents three phases of learning process i.e., receiving, processing, and using. In accordance to this model, during the phase of receiving, the students receive the language input by means kinesthetic, visual, auditory or tactile sensory preferences. This model highlights that sensory modality as well as the learning behavior of the learners play an important role at this stage. Furthermore, behavioral factors such as involvement, self-directing ability and authority-oriented attitude of the learners involve in the area where the first two phases overlap. Thus, it is implied that besides the way of information processing, the way of searching for information is also influenced by these behavioral factors. These factors are found to originate from the cultural background of the learners (Willing, 1988). The preceding “processing phase” is defined by Willing (1988) as “the area of what happens inside the head”. Cognitive styles as well as ‘analytical’ and ‘concrete’ attitudes are included in this phase. The ‘acquired learning strategies’ involved in this phase are represented using an arrow. Willing defined these strategies as “the means by which a person assimilates or digests information and experience in general”.

The researcher of this study has focused primarily on the perceiving phase where the sensory modalities of learners play a vital role. Furthermore, the same culture of the participants of this study, made the researcher to exclude personality variables.

**Methods of learning styles**

**Kolb Learning Style Inventor**
The seminal research cited most often for experiential learning theory is that of David A. Kolb. The learning style inventory of Kolb was
made to provide two needs, the first as a process of reflection for students, and the 2nd as a research component (Kolb, 2005). The thought leaders whose research composed the foundation for theories of Kolb were Kurt Lewin, Jean Piaget, and John Dewey (Kolb, 1984). Lewin offered an experiential learning model referred the Laboratory Training and Action Research process (Kolb, 1984, p. 21) that is regarded on hands-on experience from which the subject collects and reflects knowledge subsequently. The knowledge permits the subject to constitute a theory that can be verified in a new condition (Kolb, 1984). Dewey’s model also revealed thought progression from an experience to reflection and judgment about the experience to the observation about the experience. The model is developed by admitting that the learning modifies the resulting desires and feelings into purposeful action (Kolb, 1984, p.22).

Fleming and Mills' Sensory-Based Learning Style Typology

A learning framework was developed by Fleming and Mills to reveal the physiological capacities within individual that provide inputs for perception of learning (Nilson, 2003). In education, the reading and lecture format are predominantly selected by the learners. On contrary with digital learners, the kinesthetic have a preference in hands-on approach to learning as well as values practical, relevant information. Generally, kinaesthetic approach requires excellent eye-hand-mind coordination and hence it needs active involvement (Nilson, 2003 & Tennet et al., 2005).

The Dunn and Dunn Learning Style Model

Dunn & Griggs (2000) listed the five basic factors that influence the learning capability of individuals. In order to master new as well as difficult information or skill, students have to aware of their response to the following five basic stimuli:

Instructional environment:

It includes the preference for loud vs. quiet, low vs. bright light, warm vs. Cool temperature and formal vs. Informal seating.

Emotional elements:

It concerns about high or low motivation, persistence, responsibility include conformity vs. non conformity and preference for structure vs. choices.

Sociological preferences:

It denotes the preference for working nature such as variety vs. working in a pattern or custom or a desire to work alone or with others.

Physiological characteristics:

It represents various learning characteristics such as visual, auditory, tactual and kinesthetic perception and also includes time of day preference, snacking or mobility while studying.

Processing tendency:

It signifies global vs. analytic mode of approaching towards learning (Dunn & Griggs, 2000 & Lovelace, 2005).

Using Dunn and Dunn Learning Style Model, the meta-analytic research was performed by Lovelace (2005). His findings significantly supported the perception of such model preference as well as corresponding educational strategy that enhance the capability of students towards learning and at the same time it improves the academic performance of students too.

Challenges of managing learning styles

As considering learning style, one must remember that the learners could prefer to use either one or two learning style but most of them handling several modes of learning styles. Each and every learner is expected to retain various learning strategies but they can retain only 10-20% of what they hear and hence the faculties who solely use a lecture format are needed to be aware of their students (Bowman, 1997 & Nilson, 2003). More often, faculties have encountered such problems with their students. If the students could not perform well in the class then the instructors say that “I know I went over that in class”. Instructors have to be realized that teaching it in the class doesn’t mean that the students have studied the material.

Recent studies reported a wide range of learning style preferences of students. These findings suggested the instructors to adopt multiple learning styles to make the learning process effective. Therefore, instructors should adopt various teaching strategies and styles to make their students understand complicated concepts. They should make classroom presentations as a routine activity and one of the learning strategies. It will take more time and efforts to develop and practice multiple teaching strategies. But these strategies will energize the students as well as the instructors. Assessing the learning preference of students is a major challenge faced by most of faculty members. In order to handle such challenge, the lecturer should assign a task to the students at the beginning of programme of course that helps them to identify the learning mode of students.

Kolb's Learning Style Inventory and the PEPS (Productivity Environmental Preference Survey) are considered to be as valid and reliable mode for non-traditional college students and adults (Dunn & Griggs, 2000; Lovelace, 2005; Price, 1996). Best of all, is Kolb's 13-item LSI model which is widely used and appropriate model for adult learners.
(Kolb, 1984; Loo, 2004). Several faculties insist their students to purchase National Council Licensure Examination review software which is a research based self assessment software available from the Assessment Technologies Institute so as to evaluate the learning style of students. College counsellors have to be aware of such tools and they must discuss with the students in the orientation session to administer the tool and learning style. Once they aware of students learning preference, the students must be provoked with their learning style so as to develop appropriate study learning. Faculties also permit their students to go with their learning style so that they can adjust their learning style regarding the learning programs they will come across in higher educational programs.

It is a time consuming activity for faculties to designing lesson plans to accommodate the diversity of learning style. In particular, time is premium for nurse educators because they always away from campus 2 days a week for clinical experiences. So framing a lesson plans may likely be unrealistic for nurse faculties that accommodate all learning style even if the instructor is dealing with the nature and extent of diversity. Only a small number of instructional strategies that involves minor level of modifications of a traditional class format while other requires detailed strategies.

**Teaching strategies to manage learning styles**

A number of flexible strategies were suggested by Nilson (2003, cited work by Smith and Kolb and Harb et al.) for a variety of learners. The lecturer who prefers group work could use concrete experience and active experimentation by separating the class into groups assigned to discuss queries, open-ended problems and case studies and so on. Experimental approaches such as simulations, clinical experiences, internships, field trips, role plays, lab experiments, and practice session have benefits the instructors who assess concrete and active experimentation strategies (Knowles et al., 2005).

Nilson (2003) provide another method of student-centered teaching called discovery method. This method involves activities as much as necessary to simple work into a lecture format. For instance, the instructors could intersperse the discussion question to help students so as to acknowledge the aspect of the information being presented by the instructor.

A few numbers of students may hesitate to going in front of the class. In order to avoid this, the instructor should ask students before the commencement of class or they could ask for volunteers.

Various teaching modals have been described by Nilson (2003) that address the learners identified in Kolb's Model of Learning Styles. Initially, the concrete experience can be used by divergers as they incorporating reflective observations. Such learners have the capacity to response all types of discussions, emotionally moving stories, interactive lectures, group projects, and experiential modes of learning.

While convergers have a preference on demonstration, simulations, computer-aided instruction, field trips, objective homework assignments, and case studies. On the other hand, assimilators who can concise large amount of data into logical format flourish with textbook reading assignments, library research and logical realistic lectures.

Moreover, the assimilators always make use of the traditional instructional strategies used in majority of educational scenery. The instructors more often utilized the power point strategy to accompany lectures. Power point presentation typically emphasise the main point for students who are very weak on processing large amount of information. Even case studies have also been presented by power point leading to class discussion that incorporates convergers and divergers.

Most of the researchers believed that majority of students have positive emotions towards the power point presentation (Frey & Birbaum, 2002 & Susskind, 2005). The lights are partially dimmed so that everyone could focuses on the screen. But at the same time, it can be distracting the students who try to take notes or highlights in the textbook. The framework of Fleming and Mills' could also help the faculty members to perceive the learning style in various manners. Power point presentation can also be incorporated with visual learners such as pictures, graphs, videos, symbols, and charts. Even the visuals in text books have also contribute in the accommodating visuals. Visual learners will be benefited during class as well as learning from underlying study strategies include making tables or charts from content and creating symbols for words and so on. However, students who are auditory learners will benefit from group session, lectures and discussion.

Educators should suggest the students to record their lectures. Mnemonic device such as stories, jokes, case studies used in the class will enhance the retaining of auditory learners. Also the educator suggests that reading notes or text loud, explaining concepts to others will construct the mnemonic devices that help the student in recall the information. During lectures, reading assignments and taking notes will benefits the readers or digital learners. Instructors suggests the students that they
should rewrite the class notes again and again, outline the reading assignments and compose the key ideas or concepts in their own words will enhance the remembrance of digital learners.

**Section II: Emotional intelligence**

**Emotion, intelligence, and emotional intelligence**

As stated by Goleman, emotional intelligence is the capacity of individual to recognize as well as control the emotional of our own feelings and also in others. He also argued that the emotional intelligence is the most powerful implements than Cognitive Intelligence to enhance one’s quality of life. Also he stated that IQ could distinguish the people as they start a carrier and hence it helps to determine which professions they can hold. But IQ found to be inefficient in the case of identifying the success and failure of an individual. Hence EI has proved to be as an effective interpreter for the success of individual. Likewise, Mayer and Salovey (pp.1) define EI 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 actions”. Another definition of Goleman regarding emotional intelligence as the capability “which includes self-control, passion as well as diligence and the ability to motivate oneself”. His model of emotional intelligence comprised of:

- Knowing one’s emotions
- Managing emotions
- Motivating oneself
- Recognizing emotions in others
- Handling relationships

EI can also be defined by Bar-On (2000) as an array of emotional and social knowledge as well as non-cognitive skills which enhance the quality of an individual life. His model of EI comprised of five main scales as well as fifteen sub-scales such as:

- Interpersonal skills:
  - It includes emotional self-awareness, independence, assertiveness, self-regards and self-actualization.
- Interpersonal skills:
  - It encompass with empathy, social responsibility and interpersonal relationship.
- Adaptability:
  - It incorporate with reality, flexibility and problem solving capacity
- Stress management:
  - It comprised of stress tolerance and impulse control
- General mood:
  - It possesses optimism and happiness.

Cognitive intelligence involves organismic abilities to behave (Mayer & Salovey 1993, pp. 434-435).

Intelligence has a core meaning in the sciences. It implies gathering information, learning about that information, and reasoning with it – they all imply a mental ability associated with the cognitive operations (Mayer et al. 2000a, p.398).

Mayer and Geher (1996) described three classes of intelligence:

1. The abstract, analytical, and/or verbal intelligences.
2. The mechanical, performance, visual-spatial and/or synthetic intelligences.
3. The less-studied class of social and/or practical intelligences.

Cognitive intelligence – measured as IQ (Intelligence Quotient) – was determined to do with one's cognitive capacity to:

- Be analytical and logical in thinking (problem solve).
- Remember and recall information (memory).
- Compute accurately (mathematics).
- Have a general fund of information (day-to-day link).

**Emotional intelligence**

The state of the field – two views on emotional intelligence:

1. Emotional intelligence (EI) involves the ability to reason with emotion and of emotions to enhance reasoning…Broader definitions of EI are probably improper because when the term EI is used to include an array of attributes…it becomes unclear what EI actually is and the construct begins to emulate existing measures…Keeping EI restricted to an ability model makes it possible to analyse the degree to which EI specifically contributes to a person's behaviour (Brackett & Mayer 2003, pp. 8-11).

2. The jury is still out on whether or not there is a scientifically meaningful measure of emotional intelligence (S. Epstein, quoted in Matthews et al. 2002, p. 3). The concept of emotional intelligence is invalid both because it is not a form of intelligence and because it is defined so broadly and inclusively that it has no tangible meaning (Locke 2005, p. 425).

**Models of emotional intelligence**

**Competency approach**

Goleman (2001b) viewed emotional intelligence as a set of 20 competencies in four domains deriving from distinct neurological mechanisms that distinguish each domain from the others and all four from purely cognitive domains of ability. He argued, Intellectual abilities…in other words, the
components of IQ...are based primarily in specific areas of the neocortex. When these neocortical areas are damaged, the corresponding intellectual ability suffers.

He originally included five main domains in his model: (1) knowing one's emotions, (2) managing emotions, (3) motivating oneself, (4) recognizing emotions in others, and (5) handling relationships (Goleman, 1995, p. 43). These five domains were later collapsed into four: (1) self-awareness, (2) self-management, (3) social awareness, and (4) relationship management (Goleman 2001b).

Emmerling & Goleman (2003) focused on the ever increasing understanding in neuroscience that cognition and emotions were interwoven in mental life, and suggested that different measures of emotional intelligence that were not correlated were tapping different aspects of the construct. Here the matter rests for the time being.

Taxonomy for emotional intelligence

Palmer (2003a) examined the reliability and factorial validity of a number of emotional intelligence tests with an Australian population sample. He conducted a systematic review of the variables assessed by different measures of emotional intelligence looking for common dimensions of the construct, and hypothesized a five-factor model representing the communality amongst the alternative measures of emotional intelligence assessed.

1. Emotional Recognition and Expression
   The ability to identify one's own feelings and emotional states, and the ability to express those inner feelings to others.

2. Understanding Others Emotions
   The ability to identify and understand the emotions of others and those manifest in external stimuli (that is, workplace environments, staff meetings, literature, artwork, and so on).

3. Emotions Direct Cognition
   The extent to which emotions and emotional knowledge is incorporated in decision-making and/or problem solving.

4. Emotional Management
   The ability to manage positive and negative emotions both within oneself and others.

5. Emotional Control
   The ability to effectively control strong emotional states experienced at work such as anger, stress, anxiety and frustration.

   concluded that while the distinction between 'trait' (selfreport) and 'ability' (performance-based) models and measures of emotional intelligence may assist us to understanding conceptually the voluminous literature on emotional intelligence, his findings suggested that it may be premature to describe these aspects of emotional intelligence as two fundamentally distinct constructs. He reflected on the conclusion that the different approaches to the conceptualisation and measurement of emotional intelligence tend to be complementary rather than contradictory (Ciarrochi et al. 2000, p. 540), suggesting this may better reflect the confirmatory findings of his study pertaining to this issue (p. 171).

   Palmer's (2003a) findings suggested that emotional intelligence may best be conceptualized as a set of related yet distinct variables (be they abilities, competencies, emotion-related personality traits or otherwise). This finding, Palmer believed, was consistent with Salovey and Mayer's (1990) original conception of the construct, and later theories (for example, Bar-On 1997a). In direct mail with Palmer in February 2006 he advised that his taxonomy for emotional intelligence would be expanded to include seven dimensions from the former five. Details were yet to come to hand.

Emotional intelligence, coping and academic achievement

Several studies such as Ashkanasy and Dasborough (2003), Barchard (2003), Downey et al (2008), MacCann and Roberts (2008), Parker et al (2004), Petrides et al (2004), Amelang and Steinmayr (2006) and Rossen & Kranzler (2009) have indicated that the ability as well as trait measures of emotional intelligence could influence the success in academic performance. Also they indicated that several branches in ability emotional intelligence are correlated with academic achievement at different levels. The use of emotion to retrieve thought and its perceptions are somewhat related to academic success but managing and understanding emotion has strong relationship with academic success (Barchard, 2003; MacCann and Roberts, 2008; O’Conner and Little, 2003 and Rode et al., 2008).

Studies of emotional intelligence (EI) in educational contexts, and links between EI and coping

This section mainly focuses the trait EI which has been defined by Petrides, Pita and Kokkinaki (2007) as “a mass of emotional self-perceptions placed at the lower level of personality classifications”. EI also have positive relationship with cognitive strength (Schutte, Malouff, Thorsteinsson, Bhullar & Rooke, 2007) which act as an indicator to predict health behavior such as life satisfaction, and lower stress levels etc (Austin et al., 2010).
In these studies, the model used has found to be developed on the renowned transactional approach and coping process, wherein the coping can be conceptualized by Bolger (1990) as “personality in action under pressure” and thus it would be expected to facilitate the impact of personality on health related behavior such as stress etc.

Such mediating role of coping process has been confirmed by various studies such as Bolger (1990), Bolger and Zuckerman (1995), Carver et al (1993) and Deary et al (1996). An example of this approach is finding a broad Emotional Regulation factor encompass with EI and coping scales has been observed to mediate the association among personality and health related issues among Canadian university pupils (Austin et al., 2010).

EI and socio-demographic variables

In the context of EI and socio-demographic variables, gender can be identified as the most commonly studied variables. Generally, women are believed to have more skills than men with respect to emotional forte. This can also supported by the study on EI ability and demonstrated higher EI ratings for women in total EI and most sub-domains of EI (Ciarrochi et al., 2000; Extremera et al., 2006; Mayer et al., 1999).

However, the researchers have obtained only mixed results regarding self-reported and trait EI measures with genders. Moreover, researchers could not find any significant gender difference by using EQ-i, but they could find difference in composite scales or sub-scales. Of this, men showed higher EI in stress management (stress tolerance and impulse control) and interpersonal skills (self-regard, assertiveness and independence) whereas women showed higher EI in interpersonal skills include empathy, interpersonal relationship and social responsibility (Bar-On et al., 2000; Dawda& Hart, 2000; Gerits et al., 2004).

But there is not much study about the relationship between job position and emotional intelligence. In the people business like hospitality industry, EI must be at work. Consequently, individual with strong EI are often promoted to managerial positions. This can also supported by the hospitality literature which shows a higher level of professional efficacy of managers (Kim et al., 2007; Kim et al., 2009).

Hence in this learning domain, managers are expected to show more level of EI skills than non-managers. Most of the EI researchers have a great faith that EI can be a teachable one (Brackett and Salovey, 2006). But the current trend on education give more importance to improving cognitive skill than emotional skills. So we could not expect the significant relationship among EI and education.

Conclusion

Although the relationship between emotional intelligence and style was not very strong, it was evitable that emotional intelligence influenced the learning style. This meant that emotional intelligence could be an important factor to determine the effectiveness of each learning style and the learning outcomes.

The ability to develop and nurture specific emotional intelligence properties at different phases of learning could help to increase the intensity and depth of one’s learning experience.

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