THE EFFECT OF EMOTIONAL INTELLIGENCE
ON LEARNING STYLES OF ADULT LEARNERS
IN THE SELECTED COLLEGES OF
CHENNAI CITY

a thesis submitted by

G. NANCY ELIZABETH (09ZC009)

in partial fulfilment for the award of the degree of

DOCTOR OF PHILOSOPHY

under the supervision of

DR. SUSAN CHIRAYATH

SCHOOL OF BUSINESS LEADERSHIP AND
MANAGEMENT

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Declared as Deemed –to-be- under sec-3 of the UGC Act 1956)
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DECLARATION

I, G. NANCY ELIZABETH hereby declare that the thesis entitled “The Effect of Emotional Intelligence on Learning Styles of Adult Learners in the Selected Colleges of Chennai City”, submitted to the Karunya University, in partial fulfilment of the requirements for the award of the Degree of Doctor of Philosophy in Management Sciences is a record of original and independent research work done by me during the period 2010-2013, under the supervision and guidance of Dr. Susan Chirayath, Professor, School of Business Leadership and Management, Karunya University. The work contained in this thesis has not been previously submitted to meet the requirements for a degree or diploma at this or any other educational institution.

G. NANCY ELIZABETH

Signature of the candidate
BONAFIDE CERTIFICATE

Certified that this thesis titled “The Effect of Emotional Intelligence on Learning Style of Adult Learners in the Selected Colleges of Chennai city” is the bonafide work of G. NANCY ELIZABETH who carried out the research under my supervision. Certified further, that to the best of my knowledge the work reported herein does not form part of any other thesis or dissertation on the basis of which a degree or award was conferred on an earlier occasion on this or any other scholar.

Signature of the Supervisor

Dr. Susan Chirayath
SUPERVISOR
Professor,
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ABSTRACT

The present study entitled “The effect of emotional intelligence on learning styles of adult learners in the selected colleges of Chennai city” is intended to find out the effect of the four components of emotional intelligence of adult learners, namely, self-emotional appraisal and expression, emotional appraisal and expression in others, self-regulation of emotions and facilitation of emotions on the four components of their learning styles, namely, activist, reflector, theorist and pragmatist and the nature and extent of relationship between emotional intelligence (independent variable), learning styles (dependent variable) and demographic variables of adult learners namely, age, gender, education, academic performance, family income and medium of schooling among the college going students in Chennai city.

As early as 1950’s, researchers began to study the concept of emotional intelligence and learning styles of students. The goal was to enhance the performance of both the teachers and the students by incorporating various teaching methods.

The conceptual framework of the effect of emotional intelligence on learning style evolved from extensive review of literature. The study was conducted in Chennai city, an educational hub in India, on a sample of 700 adult learners studying in various branches at different levels in various colleges. Structured questionnaires which were developed and validated by earlier researchers were re-validated for data collection. Psychometric checks were carried out to re-establish the reliability of the scales. Statistical analysis like correlation, regression, one-way ANOVA, chi-square, t-test and Friedman test were done to analyze the data. It was found that there was significant relationship between emotional intelligence and learning styles of
adult learners. Structural equation modeling was used to test the conceptual model. The conceptual model developed was found to be fit.

The findings of this study are useful for the teachers, students as well as parents, educationalist in various educational institutions and also those who are concerned with the development of student’s community of the country.
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