CHAPTER 2

LITERATURE REVIEW

2.0 INTRODUCTION

The previous chapter gave introduction to the core concepts in the present study viz., emotional intelligence and learning styles. This chapter discusses the origin and development of the concept of emotional intelligence and learning style over the years and present the review of the related studies conducted in India and abroad in these two areas. It contains a parsimonious list of empirical researches conducted in these two fields. Studies conducted in the past twenty six years have been reviewed. They are arranged in chronological order from the latest (2013) to the oldest (1987) under year wise subheadings. The intention is to examine whether any studies have been conducted relating emotional intelligence and learning styles in the recent past. This chapter is organized in two sections, section 1 and section 2. Section 1 deals with the historical context of emotional intelligence and learning styles. Section 2 deals with the review of various studies conducted from 2013 to 1987. This is followed by conclusion of Chapter 2.

SECTION 1

2.1 HISTORICAL CONTEXT OF EMOTIONAL INTELLIGENCE

In the historical context, emotion and cognition both have been recognized as distinct entities with varying levels of importance depending on historical and cultural perceptions. Solomon (2000) describes the ancient Greek philosophical principle that reason was far superior to emotion,
whereas the Romantic Movement would consider emotional expression to be
crucial to both accessing and developing cognition (Mayer et al., 2000). Van
Ghent (1953) used the term ‘emotional intelligence’ when describing some of
the characters in Jane Austen’s Pride and Prejudice.

Origin of the concept of emotional intelligence can be traced back
in the studies of “social intelligence” in 1920 by Thorndike. Thorndike (1920)
defined social intelligence as “the ability to understand and manage men and
women, boys and girls to act wisely in human relations”. Thorndike includes
interpersonal and intrapersonal intelligence in his social intelligence theory
(Chan & Lam, 2010).

The first use of the term ‘emotional intelligence’ is usually
Emotional Intelligence in 1985. However, prior to this, the term ‘emotional
also put forward an EI model, followed by Salovey and Mayer (1990). Peter
Salovey and John Mayer first coined the term ‘emotional intelligence’ in 1990
and have since continued to conduct research on the significance of this
construct. They found that people who have emotional intelligence skills
understand and express their own emotions, can recognize emotions in others,
regulate affect and use moods and emotions to motivate adaptive behaviors
(Salovey and Mayer, 1990). The term ‘emotional intelligence’ became
popular by Daniel Goleman with the publication of his book “Emotional
intelligence: why it can matter more than IQ” in the year 1996. His research
focused on emotional intelligence in the workplace. He stated that emotional
competence is a learned capability (1996). Goleman’s framework for
emotional competence is divided into two categories: personal competence
and social competence. Personal competence determines how we manage
ourselves and social competence looks at how we manage our relationships (Goleman, 1996). Goleman’s emotional intelligence model thus consisted of five basic emotional and social competencies: self-awareness, self-regulation, motivation, empathy and social skills. Self-awareness involves knowing what we are feeling at the moment and using those preferences to guide our decision making. Self-awareness involves having realistic assessment of our own abilities and a well-grounded sense of self-confidence.

Self-regulation is how one handles his/her emotions so that they facilitate rather than interfere with the task at hand. Self-regulation consists of being conscientious and delaying gratification to pursue goals and recovering well from emotional distress (Goleman, 1998). Motivation involves using one’s deepest preference to move and guide him/her towards their goals. Motivation helps a person to take initiative and strive to improve and to preserve in the face of setbacks and frustrations. Empathy involves sensing what others feel. Empathy consists of being able to cultivate rapport and attunement with a broad diversity of people. Social skills involve handling emotions in relationships. Social skills also involve the ability to accurately read social situations and networks and to use these skills to persuade, lead, negotiate and settle disputes for cooperation and teamwork (Goleman, 1998).

Today, emotional intelligence is one of the hottest corporate and academic lexicons. Ever since the publication of the bestselling book on emotional intelligence by Goleman (1996), the corporate and academic world is stunned to realize the impact of this concept on increasing the Return On Investment (ROI) leading to business excellence and also to make the academic institutions a better place for growth and development of the teacher and the taught.
2.2 HISTORICAL CONTEXT OF LEARNING STYLES

“Every man is in certain respects (a) like all other men, (b) like some other men, (c) like no other man” (Murray & Kluckhohn, 1953). In order to understand the theory of learning styles it appears to be logical to start from individual differences. Of course, the history of learning styles is closely connected with the history of individual differences or individualities. More precisely, the term “learning style” would have been subsequently developed from the term “individual differences”. Thus, it can be said that the individual differences could be the basis of today’s concept of learning style.

Given (2000) offers a contracted view of the history of learning style when she points out that “the idea of existence of unique learning styles evolved from the study of individual differences, beginning thousands of years before the birth of Christ”. She describes the study of artifacts from the Mayan Indians of Southern Mexico and Central America which shows that people living thousands of years ago had various interests and talents. Some of them emphasized painting, others focused on tribal customs, some became protectors of villages and others focused on mathematics, agriculture, architecture or on accumulation of historical records. Even during those early times, there was evidence of direct relationship between a person’s talent and his/her learning style. “For example, pottery designs and tomb drawings indicate a keen visual sense” (Given, 2000:5). Several documents of other civilizations gave the evidence of people’s differences. For example in Iroquois Indian tradition children were given two names: a “task name” and a “learning name” (Given, 2000). “When we go further, in another part of the world, some adaptation based on individual differences was written in the ancient Hebrew, Haggadah of Passover”, says Given (2000). She goes on with Plato’s statement about differences between people because each constructed his or her own knowledge through individual thought and reason.
Hippocrates also categorized human characteristics into four groups, according to personality characteristics – sanguine, choleric, melancholy or phlegmatic personality. Even Paul and Peter – two of Christ’s disciples – wrote in the New Testament about “gifts differing” and “God-given gifts” that make each person suited for a particular occupation. They advised people to pay attention to their natural talents and take up work in keeping with their strengths.

The high middle ages glorified God with emphasis on learning and arts and the first universities appeared with differentiation of students. Later humanism came with the importance of a person’s behaviors and attention on people in art, literature, science, architecture and language and these forms of expressions emphasized the individual personality. Given summarizes that “by the 1880s, a frenzy of activity on identification of individual differences took place” (Given, 2000:7). Then 1960s brought the most interesting ideas and emphasizes on the identification of characteristics that affected how children and adults learn. “These came to be called cognitive styles and later they developed the concept of individual learning style”. (Given, 2000:7)

To conclude, it can be said that in the learning environment, many educators are becoming aware that students’ emotional intelligence should be incorporated and embraced in the classroom (Ashkanasy & Dasborough, 2003). When students’ emotional and social skills are addressed, academic achievement of the student increases and interpersonal relationships improve (Goleman, 1996). In the workplace, there is great demand for individuals to perform effectively, emotionally and cognitively (Goleman, 1996). Based on Goleman’s (1996) emotional intelligence concept, an individual must be able to work effectively in a team environment. An individual must also be able to manage emotions at work and interact successfully with the public to produce positive outcomes on the job. Parents play a major role in developing
emotional skills in children (Kolb & Hanley-Maxwell, 2003). Parents communicate information to their children at birth. They signal messages to children by touching, feeling and speaking. They provide a support system during emotional times in their children’s lives (Honig, 2002). Parents also help build self-esteem, self-control, self-awareness and confidence. As parents and children work together to develop emotional intelligence skills, the child’s ability to make good decisions improves, communication skills are also enhanced and children feel empowered to lead productive lives (Kolb & Hanley-Maxwell, 2003). Everyone needs emotional intelligence to make it through the emotional challenges one faces in life. The ability to manage emotional intelligence effectively is important for success in school, home, the workplace and most importantly in life (Goleman, 1995) is thus justified.

SECTION 2

2.3 REVIEW OF VARIOUS STUDIES CONDUCTED IN THE FIELD OF EMOTIONAL INTELLIGENCE AND LEARNING STYLE

After discussing the origin and development of the concept of emotional intelligence and learning styles over the years, the review of related studies conducted in these two fields is presented in the following section. As discussed above, a parsimonious list of the various studies conducted by different authors and research workers in Indian and aboard is presented. The list of studies comprises the various studies carried out directly in EI and LS. It also includes the studies conducted in the various demographic factors affecting EI and LS. These components/dimensions are assumed by the researcher to have impact on the perceptions of the students on their EI and LS in the colleges of Chennai.
STUDIES CONDUCTED IN 2013

The relationship between academic performance (AP) and cognitive skills, personality trait and trait EI has been investigated by Ruiz et al., (2013) by using a sample of 323 university students in Cyprus. The difference regarding trait EI profile among students of different majors such as computer science, business and management, electrical engineering, tourism and marketing, law and accountancy and psychology have also been examined in this study. The results indicated that trait EI could effectively predict the academic performance when compared to cognitive skills and established personality trait. The result further showed the differences across university majors regarding EI trait scores; for example, psychology students have revealed higher EI scores than electrical engineering, computer science and management students.

STUDIES CONDUCTED IN 2012

Ashkan (2012) observes that human resource strategies must focus on training employees to increase their emotional intelligence abilities especially related to relationship management dimension of emotional intelligence. His study on emotional intelligence appraisal was designed to assess the behavior demonstrative of emotional intelligence skills. The emotional intelligence appraisal is a 28-item, performance-based assessment of emotional intelligence in Goleman’s (2002) four-factor taxonomy. The study proved that there are no significant differences in three competencies of emotional intelligence (self awareness, self management and social awareness) together with an overall emotional intelligence between genders. But based on results, there is significant difference between genders in relationship management ability. Men had higher mean rank for relationship management.
Sahafi et al., (2012) identified the impact of the sympathy component of emotional intelligence in enhancing organizational citizenship behavior of physicians. An interview and designed questionnaire have been used to identify the instances of organizational citizenship behavior and its relation to sympathy component of emotional intelligence of physicians. Results indicated that sympathetic component of emotional intelligence have significant impact on citizenship behavior of physicians.

Kappagoda (2012) analysed the impact of emotional intelligence of managers on task performance and contextual performance of non-managerial employees. Two set of questionnaires were administered among managers and non-managerial employees. The results of the study indicated that emotional intelligence has significant positive relationship with task performance and contextual performance. The findings of this research highlighted the importance of EI leadership on the improvement of the task performance and contextual performance, which ultimately leads to the organizational success.

Jain (2012) examined the moderating impact of impression management motive on the relationship of emotional intelligence (EI) and organizational citizenship behaviors (OCBs). The result showed negative moderating impact of impression management motive on the relationship between EI and OCBs. It means impression management reduces the positive impact of EI on OCBs.

Nursing instructors have the problem of offering didactic courses to encounter the education requirements of four varied generational cluster of nurses. In this context, Robinson, Koliopoulous and Kamienski (2012) conducted a cross-sectional investigation and scrutinized whether there is correlation between staff nurses’ age group and their learning style. Findings revealed that a mixture of years in preparation, time passed since the previous
Atkas (2012) investigated in the form a hypothetical structure, on the influence of individuality and socialism on studying methods of people. Centered on hypothetical studies of individuality, socialism and traditional principles, it is projected that people who are inclined towards individualist principles understand skills through the education style of theoretical conceptualization and make over knowledge through the education style of dynamic trailing. In the instance of collectivist principles, it was projected that greater the collectivist principles in people the further they favor understanding knowledge through the studying method of tangible experience and the further they favor changing knowledge through the studying method of contemplative scrutiny. Consequently it can be deduced that professors have to consider cultural dissimilarities while planning the curriculum.

Learning is an extremely complex variable that is influenced by several features like intellect, motivation, satisfactory surroundings, family and societal restrictions, excellence of school and education, teachers and certain kinds of aptitude like emotive aptitude. Emotive aptitude was defined as talent; intelligence and perception that could channelize our motivation render us triumphant in life. Conversely, studying methods entail personal ways for dealing with knowledge in understanding novel ideas. Shatelebi et al., (2012) studied the correlation between the two variables, emotive aptitude and studying methods. 320 B.A., M.A. and Ph D. students were involved in the investigation. Two emotional aptitude survey queries with 15 sections and Kolb education method survey with four education methods were employed to collect the data. Results showed that amongst 15 sections of emotive intellect, only 3 sections involved intrapersonal correlation, management of impulses and happiness were attuned with studying method. There was no
correlation between other sections of emotive intellect and studying methods including Divergent, Convergent, Adaptive, and Attractive.

Kashani, Azimi and Vaziri (2012) conducted a correlation study to investigate the relationship between EI and academic achievements of students. A sample of 100 students was selected using convenience sampling from the Islamic Azad University. The results showed insignificant relationship between EI and student’s academic achievement in the final term.

A descriptive cross sectional study was conducted by Joshi et al., (2012) to measure the influence of emotional intelligence on academic achievements of first year undergraduate students. Data from first year Indian medical students (n=97) was collected. Spearman's rho correlation coefficient was used to analyze the correlation between EI ranks and academic ranks. The correlation coefficient between EI and academic ranks was 0.81 (significant level: 0.05). It was concluded that the emotional intelligence and academic performances of first year medical students were related to each other.

Siegling et al., (2012) examined the relationship between ‘Big Five’ personality trait, EI and gender-linked personality dimension of Agency and Communion. Findings supported the hypothesis that Agency was highly associated with EI trait than interpersonal orientation. It was also revealed that interpersonal orientation would be highly associated with EI ability than Agency.

Haber et al., (2012) investigated the emotional intelligence leadership among college students on the basis of their level of involvement in student’s organization and in formal leadership roles. As students submitted their reports in terms of their level of consciousness of self, consciousness of others and consciousness of context, it was noted that the
student’s who involved in more than four organizations and holding formal leadership roles had greater emotional intelligence leadership than students who had less involvement.

Adult learners have different needs when compared to children. They are matured and work towards results. So their progress is not compartmentalized and is an “all development process”. In this context, Slev and Pop (2012) tried to frame a structure for improving EFL (English as a Foreign Language). In such a structure, three important questions were dealt with: what kind of content must be designed to satisfy adult learner, what kind of methodologies are the best and how educational institutions should function to get this goal. Results showed that adult learners must be in four content domains, if they aim to achieve performance objectives: individual, people, organization and work tasks. This progress is definitely not linear; it is cyclical, having new learners, needing to cycle through various tasks repeatedly. Self-directed learning is the best program for adults since they have to push themselves, to stretch beyond current job-description. Also this has no clear beginning and ending points, it is a complex and ever-present, ever-developing process.

The investigation by Jahanbakhsh (2012) involved 3483 students studying in a girls’ high school in Isfahan city to scrutinize the correlation between learning methods of girl students in high schools and their scholastic accomplishment pertaining to main subjects they have opted for in high school education. Of these 3483 students, 350 were chosen arbitrarily for the scrutiny through a sampling strategy involving many stages. By explanatory study investigation methodology and an opinion poll termed ‘Felder and Solomon Learning Style Index’ (FLSI), necessary information was gathered. It was deduced from the findings that sensing-intuitive learning methods revealed noteworthy connection with scholastic accomplishment of students
who had opted for mathematics as their major course of study. Scholastic accomplishment of students who opted for ‘exploratory science’ as their major course of study, revealed noteworthy connection with ‘active-reflective’ learning methods. As far as students who had opted for experimental science, scholastic accomplishment showed noteworthy connection with both ‘input’ and ‘understand’ aspects of learning, that is visual-verbal and sequential-global, correspondingly.

The aim of the study by Orhun (2012) was to upgrade the achievement scale of the students who have taken calculus course that is necessary for engineering students. It was assessed whether students’ achievement was correlated to the learning method or not. Data was collected using Kolb’s learning methodologies and the marks students acquired in their calculus lessons. A fixed scrutiny of variance (ANOVA) was done to calculate the correlation between learning method and achievement. A noteworthy disparity was established among the learning methods of students and their accomplishment in the calculus lessons.

Tubure (2012) attempted to compare two sets of pre-service instructors, who have Economic Sciences and Educational Sciences as their major course, so as to classify their studying method choices (N=182). A between-course pattern was utilized to assess the information gathered with the help of an opinion poll. Noteworthy variations among the two types of students have surfaced in correlation with the most successful tutoring styles.

For successful learning, it is necessary for guidelines on education procedures and surroundings. The research by Okay (2012) was to find out the various the education methods of students who have opted for music course and to examine if there is noteworthy distinction between the instants of scholastic accomplishment of the music students and their education methods. The students chosen for the research were 70 in number, enrolled in
the spring term of the academic year 2010-11, in Balıkesir University Necatibey Education Faculty, in the Fine Arts Department, with music as their major course of study. Information was collected using “Kolb's Learning Style – 3rd Inventory” and record of the grades obtained by the students. The information was scrutinized by employing one-way ANOVA. Study revealed positive relationships between learning styles and scholastic achievements of the students. Based on the findings, various pedagogical methods for learning clusters were designed.

Sen and Yılmaz (2012) examined the consequences of education methods on students’ misunderstanding regarding ‘Melting and Dissolving Concept’. The study also examined the consequence of student's education methods on their self - efficiency for studying and accomplishment. Students belonging to the first- and second-grades of the Faculty of Education at Hacettepe University were involved in the investigation. Learning Style Inventory was employed to gather information to decide the studying methods of the students. To decide students’ self-efficiency for studying and accomplishment, the Motivated Strategies for Learning Questionnaire (MSLQ) was used. Melting and Dissolving Concept Test (MDCT) was utilized to measure students’ misunderstanding related to Melting and Dissolving Concept. Analysis revealed that education methods have significant relationship with students’ studying and accomplishment.

The objective of the research by Naime et al., (2012) was to investigate the influence of tutoring and learning method choices and their match or mismatch on students’ accomplishment. 310 students with English major and four professors from the Foreign Languages Faculty of Azad University in Iran were involved in the investigation. The Index of Learning Styles was employed along with inspection and meetings to gather information. The findings of the investigation showed that similar tutoring
and learning methods in EFL courses can assist in enhancing students’ success.

**STUDIES CONDUCTED IN 2011**

Karthikeyan and Rajamohan (2011) conducted a study to find out the influence of emotional intelligence on organizational citizenship behavior. It was concluded from the study that emotional intelligence is an important psychological construct which influences the organizational citizenship behavior. Hence, by suitably developing the required emotional skills, the interpersonal effectiveness as well as job satisfaction may be promoted which would in turn result in organizational effectiveness and productivity.

Ramachandran *et al.*, (2011) tested a conceptual framework proposing that Emotional Labor (EL) abilities mediate the link between Emotional Intelligence (EI) and Organizational Citizenship Behavior (OCB) within a hotel service setting. The mediating role of the EL process of deep acting in the relationship between EI and OCB was tested in this model. Results partially supported these relationships and showed that deep acting mediated the relationship between regulation of emotion and two indicators of OCB: individual initiative and personal trade. Thus, the study indicates that EI, EL and OCB are important concepts in improving employee performance in service organizations.

The purpose of the research of Chin *et al.*, (2011) was to study the level of emotional intelligence among executives in small and medium sized enterprises particularly from the manufacturing sector. Results provided many insights especially to the areas that showed a low level of emotional intelligence. The low level of emotional intelligence is related to the nature of work involved especially when it involves high level of stress. The higher the stress level, the lower the level of emotional intelligence. To overcome this
issue, management can take heed and send the executives for training on soft skills management to attract and retain employees in the organization.

Khurram et al., (2011) described the effectiveness of emotional intelligence on employee performance. Employee performance was examined with four aspects of emotional intelligence, self-awareness, self management, social awareness and relationship management. It was found that the social awareness and relationship management have association with employee’s performance rather than self awareness and self management. Therefore emotional intelligence should be given high priority while hiring and developing the employees.

Boyle et al., (2011) evolved three streams to predict job performance equally. These streams are: Stream 1: ability Measures; Stream 2: Self and Peer Measures and Stream 3: Mixed-Model. These three streams have correlated differently with cognitive ability and with neuroticism, extraversion, openness, agreeableness and conscientiousness. It was also found out that Stream 2 and 3 have the largest incremental validity beyond cognitive ability and the Five Factor Model. All three streams of EI exhibited relative importance in the presence of five factor model and intelligence to predict job performance.

The primary objective of the study conducted by Al Qamash et al., (2011) was to identify “Dimensional Common Emotional Intelligence” in higher education to determine the relationship with age, gender and specialty they can take. The study showed significant differences in ‘Dimensional Common Emotional Intelligence’ in the different age groups. Females had higher ‘Dimensional Common Emotional Intelligence’ on all sides of the emotional scale.
The study of Malekar (2011) elucidated the performance of executives on different levels of emotional intelligence, the factors affecting EI and its influence on work performance. Findings of the study revealed that EI is the aggregation of the innate characteristics and the knowledge and skills that individuals acquire and develop throughout their lifetime. It implies identifying EI as important in predicting personal success and this has potential implications for the well-being of the executives and for the good of the organization.

Salarzehi et al., (2011) checked the relationship of emotional intelligence with organizational citizenship behavior. The result showed that there is strong statistical relation between EI and OCB. The study further found that EI was correlated positively with the conscientiousness, sportsmanship, civic virtue, courtesy and altruism of personnel. The results show a clear tendency for EI and other OCB variables to be elevated when sportsmanship is weak. In addition, it is found that EI predicates the conscientiousness and altruism behaviors of the personnel. It was also found that conscientiousness and altruism are the variables from OCB which have strong relation to EI. A person with good emotional intelligence tends to help other workers who have problems. Regarding the final results of research, it is found that employees should recognize their weak and strong points and identify their feelings and emotion while interacting with others.

Srinivasan (2011) carried out a study to find out whether emotional intelligence could be used to determine the sales and marketing personnel’s potential and also to find out how far it differed between male and female. The total “TEIque” was used to measure the emotional intelligence by using four factors namely ‘well-being’, ‘self-control’, ‘emotionality’ and ‘sociability’. The results showed that there is no difference in emotional intelligence of sales and marketing personnel with regard to gender.
Ayranci (2011) tested the models of spiritual and emotional intelligences on their organizations’ financial performance. Emotional Quotient Inventory (EQ-i: S) and the Integrated Spiritual Intelligence Scale (ISIS) were used to measure these two forms of intelligence. It was found that there were significant relationships between some of the components of spiritual and emotional intelligences. The analysis also indicated that spiritual and emotional intelligences failed to affect financial performance together; in addition to that, it is impossible to say that all components with significant effects encouraged financial performance.

Personal traits and methods of learning have considerable part in impacting scholastic accomplishment. Komarraju et al., (2011) conducted a study among 308 undergraduate students of a college using ‘Inventory of Learning Processes’ and the ‘Five Factor Inventory’. Meticulousness and amicability which are two of the five big attributes, were constructively associated with all the four learning methods, namely, synthesis study, logical learning, retaining information and detailed handling, while neuroticism was unconstructively associated with all the four above mentioned learning methods. Additionally, sociability and frankness were constructively associated with detailed handling. The ‘Big Five’ attributed collectively clarified 14% of the variance in ‘Grade Point Average’ (GPA) and the learning methods clarified an extra 3%, signifying that both personal habits and studying methods play a role in scholastic accomplishment.

Cesur (2011) ascertained the correlation between preparatory grade children’s language education methods and accomplishment in understanding a foreign language in a Turkish university. 368 preparatory grade students chosen from 8 universities in Istanbul were examined for this investigation. The tools used for data collection were Oxford's (1990) Strategy Inventory of Language Education and English Language Placement Test. The study
revealed that language education approaches like understanding, recollection and benefits have great impact on the accomplishment in understanding a foreign language.

The study by Indreica et al., (2011) illustrates a research performed from November 2009 to February 2011. The central premise of the research was that resourceful time management, under the supervision of a didactic analyst, results in noteworthy enhancement in students’ scholastic accomplishments and subsequently results in scholastic achievement. 130 students whose grades were below par in the first and second semesters were involved in the investigation; the first semester was from October, 2009 to February, 2010, and the second semester was from March, 2010 to June, 2010. The didactic analyst explained the specific and adaptable schedule to every student in the trial circumstance in accordance to students’ education methods, food habits and daily and weekly endeavor traits. The schedule incorporated preparation of all deeds students were to build up in the two months of trial intercession. The findings established the theory, revealing the effectiveness of time management and personalized schedules on scholastic achievement.

The objective of the investigation by Lurea et al., (2011) intended to verify whether there is a noteworthy correlation between students’ education methods and their academic grades. The study also intended to find out whether the contentment students got from the lecturer’s coaching means and his approach for classes, discussions or other functional programs decides enhanced accomplishment in students. Findings revealed that it is not easy for a lecturer to adjust their instruction methods to the students’ studying method, but if they are successful, the scholastic accomplishment will improve, progressively turning out to be steadier in course of time.
Talbure (2011) identified the classifications of tutoring plans that result in the most excellent scholastic performances for students with particular studying methods. In this investigation five kinds of tutoring plans besides two Educational Sciences classes were utilized in a single semester. 85 pre-service primary and pre-school instructors were involved in this investigation. Information was gathered with the help of an opinion poll and was assessed employing one-way examination of variance. The findings maintain that students with diverse studying methods accomplish better grades when faced with tutoring plans that react to their studying choices.

Ubiquitous learning or more popularly known as ‘u-learning’, in combination with assistance from the digital media, is known to be an effectual means for putting students in real-world education surroundings. Previous investigations pertaining to u-learning have mostly centered on scrutinizing the studying approaches and education accomplishments of students, while the related studying and tutoring methods were not looked into. The research carried out by Hsieh et al., (2011) examined the influence of tutoring and education methods on indication levels of students in the framework of u-learning. The trial was done with 39 students from the 5th grade in an elementary school in south Taiwan. A u-learning atmosphere was created at a butterfly ecology garden to carry out trials for natural science programs. The findings of single ANCOVA demonstrated that students who got a similar coaching–learning method showed a noteworthy enhancement in their reflection standard. That is, complementing the studying methods of students with the suitable coaching methods can considerably develop students’ reflection standards in a u-learning atmosphere.

Li et al., (2011) recognized the association between studying methods and age among nursing students in a two and five year associate degree of nursing (ADN) course and a two-year undergraduate course in
nursing (BSN) in Taiwan. The Chinese edition of the Myers–Briggs Type Indicator (MBTI) - Form M was utilized to calculate personal choice in four dichotomous proportions of Jungian theory, which is, sensing/intuition, extraversion/introversion, judging/perceiving and thinking/feeling. 331 nursing students were involved in the investigation. It was found out that majority of common studying methods were introversion, sensing, thinking and judging (ISTJ) and introversion, sensing, feeling and judging (ISFJ). The results showed that the SJs encompassed 43.0% of the nursing students who took part in the investigation. Nevertheless, age of the students was not notably correlated to their studying methods.

The study by Hansanzadeh and Shahmohamadi (2011) scrutinized the correlation between emotive intellect and educational policies. The sample comprised of 100 university students from various domains of study. Bar-On survey and Learning and Study Strategies Inventory (LASSI) were used to collect the data. The findings revealed are as follows: (a) there is a noteworthy correlation between students’ emotive intellect and studying methods; (b) there is no significant dissimilarity between students’ emotive intellect and their course of study; (c) there is no noteworthy dissimilarity between students’ studying styles and their course of study; (d) there is a significant dissimilarity between men and women in the utilization of studying methods.

Joibari and Mhammedtaheri (2011) studied the correlation between components of EI and achievements of higher grades in High schools in Tehran city. About 380 students were selected, of this 180 were girls and 200 were boys. Data was analyzed using Pearson correlation and ‘student t test’. The findings indicate that there is significant correlation between components of EI, including self-awareness, self-motivation, self-regulation, social consciousness and social skills with student’s academic achievement.
Fallazadeh (2011) found out significant relationship between EI and academic achievements among medical students. EQ-i- questionnaire was used to measure emotional intelligence of 223 students. The collected data have been analyzed by using Pearson’s correlation, regression analysis and t-test. Mean EI was 245.94 (95% CI: 243.15-248.72). Pearson’s correlation reflected significant relationship (r=0.14, p=0.039) between EI and academic achievements. Significant divergence was noted in the scores of EI by habitat of students (p<0.01). It is understood that the emotional intelligence has played a major role in academic performance of the students.

A cross sectional study was conducted by Yazici et al., (2011) to examine the impact of EI and self efficiency beliefs on the achievement of high school students. Around 407 samples (Male-171, Female-236) have been selected from high school students to test the impact of EI and self efficacy on academic achievements with the help of ‘The Emotional Intelligence Questionnaire’, ‘Self-Efficacy Beliefs Scale’ and a demographic information form. Results showed that the socio-demographic factor such as age, gender and self-efficacy have considerable impact on academic achievement of high school students. The statistical evidence also indicated the significant interaction between academic achievement and socio-economic status. Furthermore, the female candidates have showed higher academic achievements than male students.

Lotfi et al., (2011) conducted a survey in Iran to examine the emotional intelligence of postgraduate students of Shahid Beheshti University who attained higher grades in entrance examination for pursuing higher education. The data was collected from 70 students by using Bar-On emotional intelligence scale wherein the questionnaire were classified under 4 categories including (1) emotional identifying, (2) thinking facilitation by the emotions, (3) emotional understanding, and (4) emotional management.
Results indicated that there is no significant difference among male and female respondents with regard to EI. Results also indicated positive correlation between students’ grade of entrance examination and their emotional intelligence.

Naghavi and Redzuan (2011) reviewed the empirical studies which implicate the relationship between emotional intelligence and gender. Generally, emotional quotient encompasses a set of traits such as conception, emotional management and regulation, emotional expression and appraisal. At the same time, emotional intelligence is acquisitive and of social origin so that parents and children exposes their feeling emotionally with each other. Besides, the emotional expression of parents have found to be gender specific, for example, girls are likely to be more expressive whereas boys seem to be more refraining from emotions. These perceptions have been noted in many of the research articles. In general their review has included all aspects of emotional intelligence and influence of gender difference on emotional intelligence. From this, it is realized that girls are found to have higher EI than boys. However, the higher EI in boys is always a better predictor for achievement.

The influence of emotional intelligence on social adjustment and academic adjustment was studied by Ishak et al., (2011). This study also examined the impact of gender and age on emotional intelligence, social adjustment and academic adjustments among first year university students (n=289) in the Irbid Govern Orate, North of Jordan. The students were categorized into two groups on the basis of their age groups, younger students under the age groups of 18-25 and older students under the age range of 26 and above. Data were analyzed by means of correlation and multi-group analysis to assess the students’ social adjustment, emotional intelligence and academic adjustment. The final outcome of the study indicated that there is no
significant correlation between emotional intelligence, social as well as academic adjustment. Moderating effect of gender was also not found among the students involved in the survey.

**STUDIES CONDUCTED IN 2010**

Study conducted by Barbuto and Story (2010) examined the relationships between emotional intelligence, locus of control and mental boundaries. EI has positive significant relationship with internal locus of control. Individuals who believe they control the events in their lives are more likely to have emotional insights and aptitudes. EI also shared positive significant relationship with thin mental boundaries. This means that individuals who maintain vague distinctions and categories in interpersonal and organizational boundaries are also more likely to display emotional competence and skill.

Das (2010) examined the influence of personality on emotional intelligence between professional and non-professional students. Emotional Intelligence scale developed by Shanker and Sayeed (2006) was used to examine the emotional intelligence of students. Myer Briggs Type Indicator Form G developed by Myers and Briggs (1977) was used to measure the personality preference on 4 dichotomies that include Extraversion vs. Introversion, Sensing vs. Intuition, Thinking vs. Feeling and Judging vs. Perceiving. The study concludes that non professional students were fully aware of their shortcomings and showed high personality preference for extraversion, sensing and judging. Professional students enjoyed solitude and preferred privacy than the non-professional students. Non-professional students showing high preference for feeling type were emotionally impulsive.
Rajagopal (2010) inspected the relationship between emotional intelligence and burnout within the pharmaceutical industry in India. Empirical analysis proved that emotional intelligence is closely linked with burnout. Emotional competency and emotional maturity are the two aspects of emotional intelligence that help the employees to perform the job well. Emotionally sensitive employees are always headed for burnout problems. According to the author, organizations must take special interest to identify these employees and transform them to be more emotionally competent and matured.

Chirayath and Abraham (2010) examined whether emotional intelligence can be predictive of occupational self efficacy of employees. Questionnaires developed by Pethe, Chaudhary and Dhar (1999) and Hyde, Pethe and Dhar (2002) were used to measure emotional intelligence and self-efficacy respectively. Empirical analysis of the data showed that emotional intelligence has positive association with self-efficacy and also revealed that higher emotional intelligence shows better quality of work performance.

Salami (2010) examined the relationship between conflict resolution strategies, Organizational Citizenship Behavior (OCB) and the moderating role of the trait Emotional Intelligence (EI). The objective was to understand how much organizational citizenship behavior could be predicted by five conflict resolution strategies (forcing, smoothing, compromising, confronting, and withdrawing) and the moderating role of trait EI in the prediction. The findings showed that the trait EI is a moderator of the relationship between conflict resolution strategies and OCB. The interaction between each of confronting, smoothing, compromising strategies and the trait EI were not significant in predicting OCB. This is because each of these conflict resolution strategies has more win/win orientation, cooperativeness
and less assertiveness dimensions. These conflict resolution strategies could predict OCB regardless of the level of EI of the employees.

Maria (2010) conducted a study among both students and professionals to establish the role emotional intelligence on emotional self-concept and burn-out. These studies with nursing students yield positive relations between the clarity and emotional repair components of perceived emotional intelligence and all scales of self-concept. Emotional regulation emerged as the main predictor of health in nursing professionals, so that those who are able to regulate their emotional states (interrupt negative emotional states and prolong positive ones) showed higher levels of health. Results showed that emotional regulation (high vs. low) had effect on life satisfaction and psychological well-being, confirming the importance of this factor in quality of life and the dimensions of psychological well-being. So it is effective to impart training programs to the nursing professionals and students about emotional and cognitive dimensions.

Petrides et al., (2010) investigated the trait, emotional intelligence of five different university faculties: technical studies, natural studies, social sciences, arts and humanities. 512 students were sampled from these five different faculties. The study concluded that students of social sciences and arts are highly emotional than technical studies, while speaking about the demographic variable, gender, there is interaction between gender and faculty with regard to EI. Female students scored higher than male students within social sciences among all other groups.

Shipley et al., (2010) conducted a study among undergraduate business students to find out the relationship of emotional intelligence with demographic variables such as academic performance, age and work experience. Analysis revealed that there is relationship between emotional intelligence, age and work experience but not with academic performance.
Salami (2010) in another study, investigated the relationship of psychological well-being (i.e. depression, happiness, life satisfaction) self-efficacy and emotional intelligence with college students’ behaviors and attitudes (i.e. intrinsic motivation, self discipline and respect for lecturers). The study also examined the link between emotional intelligence and self-efficacy. Analysis proved that emotional intelligence and self-efficacy have moderate relationship with psychological well-being (depression) and students’ behaviors and attitudes. Students who were stressed or depressed had inability to meet academic demands but high self-efficacy and high emotional intelligence showed intrinsic motivation, self-discipline and appreciated their lecturers’ skills and efforts. Therefore, the students developed an appropriate attitude toward learning and participated in activities that could bring academic success. When students are educated to be emotionally and socially intelligent, their general performance can be improved.

The study of Dasputa (2010) explored its relationship to some of the important psychosocial variables such as Quality of Work Life, Work Family Role Conflict and Perceived Happiness of female IT professionals. The variables were assessed through the following Questionnaires (i) A measure of Emotional Intelligence, developed by Schutte et al., 1997, (ii) Quality of Life Scale, developed by Dasgupta and Pal, 2001 (iii) Work family Conflict Scale developed by Netemeyer et al., 1996 and (iv) Subjective Happiness scale developed by Lyubomirsky and Leeper , 1997. The negative relationship between work-family conflicts implies that people with higher level of EI experiences lower level of role conflict and are better at managing their role demands at both fronts. This might be due to the fact that emotionally intelligent people are highly motivated and thus, meet their role demands without experiencing much stress. They understand and value others' emotions; they tend to make better bonds with people around and
practically lessening the role demands placed upon them. The positive relationship between EI and QWL implies that people with higher EI enjoys better QWL as compared to those with lower EI. This may be because high EI ensures high motivation, high inspiration level, leadership quality, high negotiation skills and a pleasant personality. Thus, individuals with high EI find themselves in a better position at the workplace irrespective of their position in organizational ladder. Moreover they tend to develop more “friends” than “foes” in the workplace. This makes them derive more satisfaction from workplace. Their optimistic approach towards life goes a long way to enhance their QWL. The positive relationship between EI and happiness indicates that higher the level of EI in an individual, greater his/her level of happiness. This may be considered to be the most impactful finding of this study. It was concluded that persons who have the highest qualities of emotional intelligence achieve greater happiness in life, reducing the impact of negative emotions and stress.

Lane et al., (2010) investigated the relationship between emotional intelligence and memories of pre-competitive emotional states related to optimal and dysfunctional performance. Main focus was given to investigate the relationship between emotional intelligence and emotion rather than focusing on specific emotional states. Results showed optimal performance to be associated with significantly higher vigor, calmness and happiness scores coupled with low scores on anger, confusion, depression, fatigue and tension.

Kautish (2010) highlighted the importance of EI and demonstrated the recognized need for well-developed EI levels in the workplace and in particular for business students. Study specified that training in appropriate skills is essential for preparing students for career success. A strong foundation in both technical and emotional training would make the students
well-rounded individuals, worthy employees, effective manager and dynamic leaders.

Harms and Crede (2010) assessed whether emotional intelligence is significantly related to transformational and other leadership behaviors. The result of this study implied that EI is positively related to transformational leadership. It is unrelated or negatively related to management-by-exception or laissez-faire leadership behavior. It gives the evidence that EI is the core of transformational leadership and also it demonstrates that that EI may contribute to successful leadership.

Waddar and Aminabhavi (2010) attempted to find out the variation in self-efficacy and emotional intelligence of the students who stays at home and in hostel. General Self-Efficacy Scale (GSE) by Jerusalem and Schwarzer, Emotional Intelligence Scale (EIS) by Brackett and Rivers were employed to measure these two variables. The study revealed that students who stay at home have higher self-efficacy and emotional intelligence than those who stay in hostel. Researchers justify that students who stay at home have the opportunity of sharing joys, sorrows, develop mutual understanding and have freedom of expression but in the case of hostellers it is difficult to share thoughts and emotions with others.

The research work carried out by Jorfi et al., (2010) highlights that self-regard has high relationship with communication, especially communication effectiveness. Individuals with high self-regard tend to have higher emotional intelligence and this leads to improve communication effectiveness. The study also showed a strong correspondence between self-regard and communication effectiveness in educational administrators. Managers and administrators can play a key role in increasing positive self regard in their employees and motivate them to develop effect communication in organizations.
The main objective of the study carried out by Okur and Bahar (2010) was to examine scholastic accomplishment and prevailing education methods and characteristic apprehension status of potential Arithmetic tutors for primary education. The information was gathered from 168 undergraduates registered in the department of primary education for teaching Arithmetic, in faculty of education, Erzincan University. Kolb’s Learning Style Inventory and Trait Anxiety Inventory were used to collect the data. Data was analyzed using Mann Whitney U test, Kruskal Wallis test and uncomplicated linear deterioration assessment method. The findings revealed that potential Arithmetic tutors mainly used ‘converger’ and ‘assimilator’ education methods; their scholastic accomplishment differed with education methods; characteristic apprehension points were not calculative of their scholastic achievement; and the intensity of characteristic apprehension level did not change with their education method.

‘Facilitator and delegator’ coaching methods are the foremost among professors, whereas students are more overriding in a combined and competitive education methods, says, Amira and Jelas (2010). Their investigation scrutinized the coaching and learning methods of professors and students in the University of Kebangsaan, Malaysia. A translated edition of Grasha-Riechman (1994) Teaching and Learning Style Inventories were circulated to 545 students and 120 professors. Results of the study talked about pertaining to university tutoring and learning to improve administrative scheme and also how to derive maximum benefits of university education by the students.

The gender digital segregation has been extensively discussed and investigated over decades. Earlier investigations have centered on numerous features like computer outlook, computer apprehension, computer self-efficiency and computer knowledge. With this background in mind, Lau and
Yuen (2010) experimentally examined the understanding of a studying method using the Gregorc Style Delineator (GSD), in selected students who had taken computer programming as their course of study in the secondary schools of Hong Kong. Findings revealed that girls favored Concrete Sequential (CS) and Abstract Random (AR) methods of learning while boys favored Concrete Random (CR) style of learning.

Emotional intelligence significantly predicts academic achievements of students, opines Zahed-Babelan and Moenikia (2010). They conducted a study at Payame Noor University to examine the role of EI in the prediction of academic achievement of students in the academic year 2008-09. 328 students were selected by using multistage sampling. Bar-On Emotional Quotient Inventory (EQI) was used to collect the data. Academic mean score of the students were also found out. The collected data was analyzed using multiple regression method. The final outcome of the study indicated that the emotional intelligence significantly predicted the academic achievements of students. Among the components of EI, the shares of self-awareness and self-expression, self-motivation, social awareness and interpersonal relationship were found to be 0.163, 0.220 and -0.368 respectively.

Gujjar et al., (2010) conducted a study using the modified version of Wong and Lee Emotional Intelligence Scale (WLEIS), at three different universities of Punjab. About 600 students were selected from three universities to study the relationship between EI and gender. Results suggested that male students and B.Sc. degree holders were significantly influenced by emotional intelligence than their counterparts. It was concluded that EI is positively correlated with socio-demographic factors such as gender, age, qualification and type of educational institution.
EI can be considered as a better tool for the successful prediction of job performances and leadership. In addition, it can also be used to predict academic success at school level. Shipley, Jackson and Segrest (2010), examined the relationship between emotional intelligence and age using Trait Emotional Intelligence Questionnaire Short Form (TEIQue SF). A sample of 193 undergraduate students was selected to predict the relationship between EI and age and work experience. The results indicated that the emotional intelligence is associated with work experience but not with the age. Global trait emotional intelligence was not significantly associated with academic achievement.

The relationship between emotional intelligence, age, gender and academic achievement was studied by Nasir and Masrur (2010) at the International Islamic University, Islamabad (IIUI). The emotional intelligence and academic achievements of students were measured by Bar-On Emotional Quotient Inventory (EQi) and Cumulative Grade Point Average (CGPA) of respondents respectively. Correlation analysis, regression analysis and t test were performed to validate the hypothesis. The findings of the study indicated significant correlation between EI, social achievement and academic achievement. There was no significant correlation between age and emotional intelligence. Besides, Bar-On Emotional Quotient Inventory test revealed no significant difference in the mean score between male and female except on stress management wherein male students had higher scores than female students.

The study by Ismail and Azman, (2010) was conducted with the objective of understanding several learning methodologies of adults especially in non-formal education in Malaysia among the students of chosen community colleges. A total of nine hundred and fifty nine adults were taken into the survey, from fourteen community colleges. The data was gathered
using the modified version of Conti's Principles which gives a comprehensive adult learning measure. Analysis of the collected data was done in detail using SPSS package. It was found out that several adult learners showcased learning methods involving learner-centered and teacher-centered patterns.

Ahmed and Majid (2010) probed into the details involved between Self-Directed Learning (SDL) and the Malaysian country’s cultural heritage and ideas. Around 20 adult learners took the Self-directed Learning Readiness Survey (SDLRS). Instructions were given to them to maintain a journal, which was examined in the class, followed by detailed structured interview. Results of this survey showed that culture strongly affect communication skills of adult learners and their learning methodologies.

Majid (2010) in his research thesis dealt in detail about how learners’ unique features can be utilized to the maximum advantage; also how certain experiences act negatively in learning process. Based on relevant theories, certain methodologies were conceived and were planned. These activities tried to involve and use learners’ experiences for duration of 14 weeks which the teacher had with his students. Data was collected through continuous observations, also based on students’ 2-minutes paper and casual chats with the students. Results showed how to tactfully use the adult learners’ different experiences and achieve success.

Clarke (2010) investigated how emotional intelligence (EI) affects learning. His research critically analyzed the creation of EI skills; how they are applied in team contexts; how vital they are, as there exists a relationship between them. Potential role of emotional intelligence (EI) especially in group dynamics was probed into by the researcher. Results revealed that two main emotional intelligence aspects, emotional awareness and emotional management, critically affect other three processes which are problem analysis, theorizing cause and affect relationships and action planning. These
two EI aspects also affect several other factors connected with team learning, such as team recognition and social skills, communication and ability to handle conflicts.

**STUDIES CONDUCTED IN 2009**

Emotional and spiritual intelligence are very important and influence the students’ level of language compared to intellectual intelligence, says, Saidy et al., (2009). He highlighted the importance of emotional and spiritual intelligence in the context of national education philosophy towards language performance of secondary school students. Five dimensions of emotional intelligence by Goleman (1996), namely, self-awareness, self-control, motivation, empathy and social skills and the Integrated Spiritual Intelligence Scale (ISIS) by Amram and Dryer (2007) were used to measure emotional and spiritual intelligence. It was revealed that low level of emotional and spiritual intelligence lead to low achievement of the students.

Saras (2009) attempted to find out the relationship between emotional intelligence and the stress management of managers in a financial institution. The OPQ32i and EQ-i were the measuring instruments used for the study. It was concluded that stress management is a component of emotional intelligence while stress can be either an input or an outflow of emotional intelligence.

According to Jordan (2009), emotional intelligence is a predictor of work performance. He highlighted the importance of emotions for organizational change. The four branches of emotional intelligence, viz., emotional awareness, emotional facilitation, emotional knowledge and emotional regulation and the five disciplines associated with the organizational learning, viz., personal mastery, mental models, systems thinking, team learning and building a shared vision for the organization were
used to identify the link between emotional intelligence and organizational learning.

Salami (2009) inspected how much of the organizational citizenship behavior could be predicted by the five conflict resolution strategies (forcing, smoothing, compromising, confronting and withdrawing). The results indicated that forcing and withdrawing strategies negatively and significantly predicted OCB. Confronting, compromising and smoothing strategies significantly predicted OCB. Trait EI moderated the relationship between OCB and forcing and withdrawing strategies.

Leaders with high emotional intelligence and high levels of leader-member exchange produce work units with less employee turnover, greater organizational commitment, better job assignment, better attitude towards job, more attention and support from the leader, greater participation and faster career progress, asserts John (2009). He examined the relationship between leader’s emotional intelligence and leader-member exchange and found several significant relationships. According to him, leaders with high emotional intelligence will also be strong in developing relationships that promote greater flow of information, sharing of information, increased confidence and harmony among employees for goal attainment.

Can (2009) carried out a study to establish the link between learning methods of the student teachers who have taken science as their optional subject and their scholastic accomplishment, class level, namely, first, second, third or fourth year of study, gender and the kind of schooling they were open to. ‘Kolb Learning Style Inventory’ was used to collect the required information. The investigation involved 273 student teachers, belonging to the first to the fourth year, who were selected at random, from the fall batch of the academic year 2008-09, from the Department of Science, Muğla University. Data was examined with the help of explanatory statistics;
non-parametric information, frequencies, percentages and Chi-Square, for two variables. The results showed that there is no noteworthy connection between the students’ learning methods and their scholastic accomplishments and their year of study, be it first to fourth year; there was noteworthy association between their learning methods and their gender and the kind of learning environment they were used to.

Yazicilar and Guven (2009) conducted a study in grade 5, sections A and C of an elementary school to illustrate students’ outlook to their social studies program, competence of the program and their scholastic accomplishment. The pattern of the scrutiny was formulated on experimental group (section A) and control group (section B), before and after assessment style. The study was carried out in the fall session of the academic year 2005-06 in association with Çanakkale Onsekiz Mart Elementary School. All through the research, tutoring aids were upgraded by the investigator taking into consideration the education methods and were used in portraying the curriculum. After numerical scrutiny, the findings revealed that there was noteworthy distinction between the achievements of control group and experimental group, the experimental group was better placed than the control group in terms of scholastic achievement. No difference was found between the outlook of control group and experimental group students. But, there was noteworthy distinction between the recall levels of control group and experimental group; experimental group was better placed than the control group.

Distinction between education methods of 1st and 4th grade university students pertaining to their gender and year was examined by Bayarak and Altun (2009). Learning styles survey formulated by Renzulli, Smith and Rizza was used to gather information. 172 students studying in Marmara University, in the department of science teaching education faculty
were involved in the investigation. Independent group t-test was employed to assess the information gathered. Findings revealed that education methods varied in accordance to gender and grade.

Joy and Kolb (2009) scrutinized the part that customs play in the way people study. Empirical education hypothesis was used to explain the studying procedure and the Kolb Learning Style Inventory (KLSI) was used to evaluate disparity in how people study. Employing the structure for classifying cultural dissimilarities from the Global Leadership and Organizational Effectiveness (GLOBE) research, national cultures were scrutinized by cultural groups and personal cultural proportions. The initial portion of the investigation measured the comparative impact of culture on gender, age, standard of education and their course of study of 533 participants belonging to seven different countries. It was deduced that a noteworthy part of the difference in the first choice for theoretical conceptualization was made clear by culture, gender, standard of education and course of study. The difference in choice for energetic trialing over contemplative scrutiny was accounted for by age and course of study. The influence of culture was only slightly important. The next part of the investigation scrutinized the impact of personal and cultural aspects in forming the studying method choices. It was found that people are inclined to have a further theoretical studying method in nations that are more pronounced in in-group socialism, institutional socialism, uncertainty avoidance, prospective orientation and gender parity. People might have an added reflective studying method in nations that are more pronounced in in-group socialism, uncertainty avoidance and forcefulness.

Ahmad et al., (2009) made an attempt to investigate the emotional intelligence among men and women. The samples included about 160 subjects, 80 males and 80 females from N.W.F.P. The subjects were selected
by means of snowball sampling technique. The level of emotional intelligence among male and female has been collected by using Emotional Quotient Inventory (EQ-i). The results indicated that males have higher emotional intelligence than female (t=4.522, p<.01).

**STUDIES CONDUCTED IN 2008**

Modassir and Singh (2008) examined the relationship of emotional intelligence (EI) with transformational leadership (TL) and organizational citizenship behavior (OCB) of the followers. Barron and Kenny (1986) method was used to test mediation of EI between TL and OCB, TL was not directly related to the OCBs of followers, EI of leaders had significant relationship with several OCBs of the followers. The two specific OCBs of followers driven by the EI of the leader were conscientiousness and altruism. TL did not relate to the EI of leaders. EI was not mediating between TL and OCBs of followers. Since the EI of leaders did affect the OCBs of followers, results indicate that EI is an important component to be an effective leader.

Sheila (2008) investigated the relationship between specific socio-demographic variables such as age, gender, ethnicity, experience and career classification at all levels of management in several segments of hospitality industry (hotel, restaurant, event/meeting planning, institutional food and private club) to find out whether emotional intelligence competency would improve the performance at personal and organizational levels. Although few significant differences were found between the groups, the professionals in this study possessed above average levels of EI, which may be indicative of their achievement and longevity in a service-based industry.

Engine and Seher (2008) found the difference between the emotional levels of Turkish scouts with other country scouts (England, Portugal, America, Holland, Norway and Ireland) and its relation with age
and gender. Result showed that emotional intelligence levels were higher for Turkish Scouts (boys and girls) than other country scouts. There was no association between the emotional intelligence of Turkish Scouts and other country scouts with regard to the age.

Palomera et al., (2008) argues that emotional competencies should be included within basic competencies considered in compulsory schooling. She also argues that emotional competencies should be included in the curriculum of pre-service teacher training. Her study analyzed the multiple functions that educational legislation requires of the teacher. She concluded that emotional competencies are basic competencies that facilitate adequate adjustment personally, socially, academically and in the work world.

Ogunyemi (2008) investigated the effects of provocation and emotional mastery programs in fostering emotional intelligence of Nigerian adolescents. Major objective of the study was to establish whether gender will moderate the effects of the two techniques on emotional intelligence skills of adolescents. It was found that the gender has not affected the level of emotional intelligence of the respondents.

Various traits of emotional intelligence (trait EI; Petrides & Mavroveli, 2007) and socio-biographical factors (gender, qualification, languages known etc.) on communicative anxiety (CA) in the mother tongue and on foreign language anxiety (FLA) in the 2nd, 3rd and 4th languages was studied by Dewaele, Petrides and Furnham (2008). Sample comprised of four hundred and sixty four individuals in five different circumstances (in the presence of friends, co-workers, strangers, while speaking on telephone and in public). Web-based questionnaires were used for gathering the required information. Participants were grouped into 3 categories depending on their emotional intelligence scores (low, average and high). Analysis revealed that
participants with higher levels of emotional intelligence showed lower communicative anxiety and lower foreign language anxiety.

**STUDIES CONDUCTED IN 2007**

Harmer and Fallon (2007) explained the importance of emotional intelligence and emotional spirituality of the employees in the workplace and also demonstrated the hierarchical relationship of emotional intelligence and spirituality in individual context. It was found that there is positive impact of spiritual development on organizational performance. The development of an employee’s spiritual capacity can contribute to employee attraction, engagement and retention.

Motivation should not be viewed as a factor of emotional intelligence, opine Christie et al., (2007). They examined how emotional intelligence is related to motivation by employing Mayer and Salovey’s model. Emotional intelligence was conceptualized to comprise emotional awareness, emotional regulation, understanding emotion and use of emotion. Several hypotheses were developed to test Goleman’s claims that motivation is a component of emotional intelligence. Structural equation modeling indicated that motivation is not a factor of emotional intelligence but is related to the construct especially through the regulation of emotion and the appraisal of others’ emotions.

Koman and Wolff (2007) scrutinized the relationships among team leader’s emotional intelligence competencies, team level emotional intelligence and team performance. The team leader’s emotional intelligence (EI) influence the development of group level emotional intelligence (GEI), which was measured by a team’s emotionally competent group norms (ECGN). It was revealed that team leader’s emotional intelligence is significantly related to the presence of emotionally competent group norms on
the teams they lead, and that emotionally competent group norms are related to team performance.

**STUDIES CONDUCTED IN 2006**

Sillick and Schutte (2006) studied the extent to which the perceived parental love is associated with the adulthood’s happiness and also explored whether emotional intelligence and self-esteem mediate this relationship. The study was conducted among 88 Australian adults. The study proved that parental love is associated with adulthood’s happiness. This is because parental love bond with self-esteem and emotional intelligence. The parental love was examined individually for maternal love and parental love. It was shown that the mother’s and father’s influence on happiness in the offspring’s adult life is different. Only the maternal love is associated with happiness via the love’s positive association with self-esteem and emotional intelligence. Adults who receive love and support from their mothers early in life tend to have high self-esteem and emotional intelligence. These qualities boost people’s ability to create and maintain a happy and more fulfilling lifestyle.

Mayer and Salovey (2006) focused on the measurement instrument developed from the ability model of EI (Mayer and Salovey, 1997). Earlier the four EI abilities were measured with Emotional intelligence Test (MEIS, Mayer, Carouse & Salovey, 1999). Further improvements led to the brief test which was produced professionally, the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT, 2002). The four subtests, scoring methods, psychometric properties, reliability and factor structure of the MSCEIT tests were performed and special focus was given to discriminate, convergent, predictive and incremental validity of the test. MSCEIT can measure and predict important psychological and behavioral outcomes i.e. depression and relationships satisfaction of the subjects who take the test honestly.
Cote et al., (2006) narrates that emotional intelligence helps organizations to attract and retain the smartest people who have a competitive advantage, because cognitive intelligence helps workers to progress their technical skills. He also explained that emotional intelligence is an important predictor of task performance and Organizational Citizenship Behavior in Organization (OCBO). Emotional intelligence becomes a stronger predictor of task performance and OCBO. Employees with low cognitive intelligence perform tasks correctly and engage in OCBO frequently if they are emotionally intelligent.

Abraham (2006) highlighted the importance of emotional intelligence in her study conducted among university educators. She recognized the need for well-developed EI levels in workplace and also in university educators to integrate EI skills in their courses. Graduates should be provided with strong foundation in both technical and emotional areas, she asserts. This would help them to be all-round individuals, worthy employees, effective managers and dynamic leaders.

Kulkarni et al., (2006) focused on understanding the EI of the managers and supervisors and its association with the performance level on the job with special reference to the automobile industry. He recognized the impact of EI on job performance. At the same time, he opined that performance of managers and supervisors were not as per the expectations of the norms.

The study by Blair and Hoy (2006) explained how online writing program was developed in the university's “Prior Learning Assessment” course. They found out whether the virtual platform creates any specific and unique challenges for the adult learners when compared with traditional students. The study also examined in detail about the term “virtual community.” Changing scenario of traditional adult learners to virtual
learning leads to yet another change in the ‘relationship’ existing amidst the teachers and their students. There were several issues when the amount of effort put in the adult education becomes invisible to online instructors. Hence they felt that it is necessary to rethink about internet pedagogies.

Wehrwein et al., (2006) carried out VARK survey on undergraduate students with physiology as their main course of study, at Michigan State University. 54.2% of women and merely 12.5% of men favored a solo style of data presentation. Among the women students, 4.2% of them favored V, 0% favored A, 16.7% favored printed words (R) and 33.3% favored utilizing their entire senses (K). On the contrary, men were consistently spread in their first choice, with 4.2% of them favoring A, R, or K, whereas 0% of them favored V. A large number of male students favored multi-modal teaching, specially, four styles (VARK), whereas many women students favored single-style teaching with their first choice towards K. Therefore, men and women students have considerably dissimilar studying methods. It is the duty of the professor to look into this variety of studying methods and create suitable education strategies.

STUDIES CONDUCTED IN 2005

Daus and Ashkanasy (2005) refuted the claims of Landy et al., and made more specific case for the perspective i.e. ability-based model of emotional intelligence has value to add in the domain of organizational psychology. They conclude that ability approach to emotional intelligence has clearly demonstrated solid psychometric properties and has both predictive and incremental validity in predicting organizational behavior. They discussed the role of emotion in organizational behavior and their research asserted that EI is continues to be an important aspect in organizational behavior.
Nowack (2005) showed how leadership, emotional intelligence and employee engagement create a psychologically healthy workplace. The study provides support to leadership effectiveness, defined as involvement oriented and sensitive management practices can have significant impact on employee’s commitment, perceptions of stress and retention. Employees who rated leaders in the organization as effective were less likely to consider leaving the organization within 12 months, were more engaged and satisfied with work and reported significantly less stress compared to those who rated leadership practices as less effective overall. It proves that the continued development and coaching of leaders in critical interpersonal, administrative and team related competencies is very important to ensure a psychologically healthy workplace.

Katyal and Aswathi (2005) selected 150 samples of 10th class students from different government schools in Chandigarh to study the relationship between emotional intelligence and gender. The data has been collected by using emotional intelligence test. Results suggested that girls have higher emotional intelligence than boys, but the level of difference between girls and boys was found to be just 0.10 %. So the findings are considered as mere indicative of the trend.

Social and personality development involves many aspects, one of them being emotional intelligence. Without EI it is not possible to manage and maintain personal relationships, particularly in educational environment. Educators who have more contact with their students can always gain from the application of several experimental methods and multiple intelligences. Espositon (2005) investigated how and to what level EI can be utilized in educational situations. It was seen that almost every educator uses emotional intelligence so as to provide personalized and suitable solutions for the learners.
The seminal research cited most often for experiential learning theory is that of Kolb (2006). Kolb created the Kolb Learning Styles Inventory (KLSI) from his early research, which built on the learning differences of reflective observation, concrete experience, active experimentation and abstract conceptualization. The Kolb Learning Styles Inventory classifications are assimilating (RO and AC dominant), diverging (RO and CE dominant), accommodating (AE and CE dominant) and converging (AE and AC dominant). Diversers are better at brainstorming, probable to view at conditions from different prospects and are better with people (Kolb & Kolb, 2005). Convergers are better with technical tasks and numbers; they are more focused in things than people (Kolb & Kolb, 2005). Assimilators can take huge amount of information, produce a logical formal and digest it; they are much interested in ideas than people. Accommodators gain their information from communicating with people and are more applicable to action oriented positions (Kolb & Kolb, 2005). Instructors can use information of learning style to offer much diversity in their training materials to attend to a huge number of students.

Using Dunn and Dunn Learning Style Model, the metal-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. At the same time it improves the academic performance of students too.

The objective of the investigation by Contessa et al., (2005) is to decide whether residential students have a common studying method as stated by Kolb’s Learning Style Inventory (LSI) and whether any correlation is prevalent among studying methods of residential students and educational accomplishment as calculated by a uniform assessment (AME). Moreover, basic faculty education methods were evaluated to decide if faculty and residential students have a common learning method. Kolb’s LSI, 3rd edition,
was handed out to 16 residency medical students and the course’s 6 faculty members. To calculate educational accomplishment, the test conducted by American Medical Education (AME) was handed out to the students of the Hospital of Saint Raphael in New Haven, Connecticut, doing their General Surgery Residency course. Both tools were handed out to the students all through the confined basic syllabus period. Principal faculty members were handed out the LSI on one to one basis. Investigation of resident education method liking showed ‘working together’ the most frequently happening method for resident students, ‘being obliging’ was the next method, ‘understanding’ rated next finally followed by ‘deviating’, with a corresponding score of 7, 5, 3 and 1 respectively. The major education method for main faculty members was also ‘working together’ followed by ‘deviating’ with a corresponding score of 4 and 2. The normal grade for ‘working together’ on the AME was 62.6 % in comparison to 42 % for ‘being obliging’. In this medical residency course, a favored education method was ‘working together’, this reiterate what past investigations have revealed. Moreover, resident students who take this kind of studying method were found to score better as illustrated by the AME. Furthermore, main faculty members are also more inclined towards this studying method.

The investigation by Yamazaki (2005) showcases the correlation between six systems of ethnic dissimilarities and the studying methods of Kolb's education prototype. Many inter-continental research on education methods reveal that studying methods might vary among different ethnicities, but not many investigation have dealt with the issue of which ethnicity is connected to which studying method or capability. This research deals with the aforementioned issue. Investigations of this issue are categorized into two segments. The initial segment scrutinizes theoretical similarity and correlation between Kolb’s prototype and the six ethnic systems in the field of anthropology, cross-ethnic organization and cross-ethnic behavior. The next
segment is centered on the experimental findings of six relative investigations on cross-ethnic dissimilarities in studying methods in the earlier times and examined how six proposals produced from the initial hypothetical assessment can reveal upon their precedent experimental findings. The two investigations recommend that certain traditions, as classified in these fields, pertain to particular studying methods or capabilities.

**STUDIES CONDUCTED IN 2004**

McQueen (2004) asserted that emotional intelligence plays an important part in forming successful human relationships. Emotional labor is important in establishing therapeutic nurse-patient relationships but carries the risk of ‘burnout’ if prolonged or intense. To prevent this, nurses need to adopt strategies to protect their health. The potential value of emotional intelligence in this emotional work is an issue that still needs to be explored. And the modern demands of nursing draw on the skills of emotional intelligence to meet the needs of direct patient care and co-operative negotiations with the multidisciplinary team. According to the researcher, significance of emotional intelligence and its effect on patient care needs to be incorporated in nursing education.

Vakola et al., (2004) investigated that the emotional intelligence and the “big five” dimensions of personality can facilitate organizational change at an individual level by exploring the association between attributes and attitudes toward organizational change. He reported that there is relationship between personality traits and employees attitude towards change. It was also found that gender has no relationship with attitude toward change.

Rajagopal and Rekha (2004) showed the relationship between emotional intelligence and organizational effectiveness. Self-awareness, self-
regulation, self-motivation, social awareness, social skills and behavioral aspects were used to measure the emotional intelligence factors which contribute to organizational effectiveness. The study signifies the fact that it is important for an organization to test the emotional level of job aspirants before selection.

Each individual has his/her own personal way to study and resolve problems in everyday life. These individual’s cognitive actions, obtained in an extended socialization procedure are called learning methods. Socialization procedures are different based on gender, age or traditions say, Barmeyer (2004). He studied learning methods of more than 300 students who had taken up business administration in France, Germany and Quebec using Learning Style Inventory (LSI). Illustrative and noteworthy studying dissimilarities were noticed among the respondents. LSI could be utilized in an initial stage for demonstrating and comparing of characteristic styles of learners. These findings could help intercontinental professors in coming to conclusions on curriculum patterns and styles of cross-cultural coaching in correlation to the studying methods of the students.

Parker et al., (2004) utilized the transition from high school to university as a background to study the relationship between EI and academic achievement. Data was collected from the pool of 372 first year full time students at small Ontario University during their first month of classes. Initially, they were requested to complete the Emotional Quotient Inventory (EQ-i Short). At the end of their final term, the EQ-i Short test has been harmonized with their academic performances. It was noticed that prediction of academic success from emotional intelligence produced divergent results on the basis of how the former variable was operationalized. The study concluded that the academic success is determined by the several dimension of EI.
Strong proof exists from a lot of prior researches showing that the evaluation skills regarding emotions and handling various emotions with maturity (in other words emotional intelligence) is extremely vital for the performance of a person. Despite this fact, only very few graduate stream curriculums deal with the emotional and interpersonal aspects of individuals. The study by Jaeger (2003) concluded that potential for improved emotional abilities is more in the traditional graduate classroom. It was also found that there exists a strong connection between emotional intelligence and academic performance.

A learning framework was developed by Fleming and Mills (1992) to reveal the physiological capacities within the individual that provide inputs for perception of learning. The four categories of learning mode such as visual, auditory, read/write and kinesthetic preferences can be shortly indicated as VARK. According to Fleming and Mills (1992), in the initial stage, the visual learner perceives as well as organizes the information by means of spatial inter-relationships. Often the visual learners have preference to perceive the information in the form of charts, pictures, diagrams and symbols as well as use color presentation to enhance their knowledge. In contrast, the auditory learners often prefer to perceive the information in explanatory form. Such learners could perceive information in different sorts of verbal presentation including lecture, discussion, debate and so on. In general, the auditory learners excel with traditional teaching mode which is often used in the college classrooms.

STUDIES CONDUCTED IN 2003

Carmeli (2003) claimed that emotionally intelligent senior managers have high overall satisfaction in the workplace. Those who have high emotional intelligence tend to build up affective commitments (emotional attachment) to the organization for which they work. At the same
time, there is not much connection between emotional intelligence and continuous commitment. They develop high commitment towards their career and are very effective in controlling work-family conflict measure up to low and middle-level employees. Her research revealed that senior managers have high levels of altruistic behavior. Emotional intelligence is negatively related to withdrawal intentions from the organization, she opines. These results indicate that emotional intelligence is an important predictor of both contextual performance and task performance.

According to Bosman (2003) emotional intelligence and leadership are two important constructs in organizations. He examined whether organizational citizenship behavior, intention to quit and the conflict handling style of subordinates could be predicted by means of leadership style and emotional intelligence of leaders. Emotional intelligence of leaders as seen by subordinates and the self-perceived conflict handling styles of subordinates seemed to be related in the case of integrating and obliging conflict handling styles and both emotional intelligence sub-scales, i.e. motivation and vigilance. Analysis further proved that emotional intelligence sub-scales scores played only a minor role in the prediction of organizational citizenship behavior.

STUDIES CONDUCTED IN 2002

Mayer et al., (2002) discussed about emotional intelligence and its importance in effective leadership. Emotional intelligence can be misunderstood and misrepresented, they cautioned. But the bottom line is that the manager who can think about emotions accurately and clearly may often be better able to anticipate, cope with and effectively manage change. Leaders lead not through rational, logical decision making alone, but by merging thinking with feelings. This is where EI skills play a pivotal role. The manager who is aware of his own and others’ emotions may often be in a
better position to develop healthy relationships and manage crisis situations in the organization.

Elfenbein et al., (2002) opined that emotional intelligence as reflected in the process of judging information from the face is not a global construct. They also specified that emotional intelligence is a multidimensional skill—not an isolated or simple ability—encompassing a range of constructs with complex relationships to each other. They also suggested that emotional intelligence should be given importance while hiring the employees and training should be conducted for employees in emotional intelligence. They contradict the view that emotional intelligence should become a parameter while rewarding the employees. Such an emphasis may, unfortunately, be counterproductive in a range of situations in which the skills required are more nuanced and contextually defined, changing along with shifting contexts.

A key challenge to MBA course of study is to enhance the capacity to utilize management information. Study conducted by Boyatzis et al., (2002) revealed that cognitive and emotive intellect proficiencies could be enhanced in MBA students, but it is not possible with a standardized MBA syllabus. The information was computed and assessed from three part-time and six full-time groups undertaking MBA course (n=680).

**STUDIES CONDUCTED IN 2001**

The Genos Emotional Intelligence Inventory (Genos EI) by Palmer and Stought (2001) is again a complete scale of emotional intelligence created for organizational ethics and maturity displayed by employees in their firms. How many times an individual is stable and emotionally efficient in their organization is measured through this inventory. The basis for this is a 7 feature design identified by Dr Benjamin Palmer and Professor Con Stought,
belonging to Swinburne University. This scale is called as the Swinburne University Emotional Intelligence Test or SUEIT.

Goleman (2001) 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 neo-cortex. When these neo-cortical areas are damaged, the corresponding intellectual ability suffers. In contrast, emotional intelligence encompasses the behavioral manifestations of underlying neurological circuitry that primarily links the limbic areas for emotions, centering on the amygdale and its extended networks throughout the brain, to areas in the prefrontal cortex, the brain's executive centre.

STUDIES CONDUCTED IN 2000

The research carried out by Busato, et al., (2000) dealt with the incorporation of academic capability, education method, individuality and success drive as forerunners of scholastic accomplishment in higher education. The investigation partially established and partially disputed their hypotheses in a trial run of 409 psychology students of the first year. Steady with the subject, academic capability and success drive were linked constructively with scholastic accomplishment. For the understanding, reproducing and function focused education methods no constructive link with scholastic accomplishment could be noticed. The undirected education method, nevertheless, materialized to be a steady unconstructive interpreter. In the ‘Big Five’ individuality features like sociability, amiability, thoroughness, anxiousness and accepting new experience, a steady, constructive connection for thoroughness with scholastic accomplishment was established. The initial test at the university turned out to be a significant
forecaster for scholastic accomplishment, even after studying for two or three years. The inferences of the findings were examined in connection with the strategy of the Dutch ministry of education.

Mayer and Cobb (2000) discussed about educational policy on emotional intelligence. They are of the opinion that the emotional intelligence appears to be based more on mass-media science journalism than on actual educational and psychological research. They examined the scientific evidence whether emotional intelligence underpins social and emotional learning and how emotional intelligence relates to success. They concluded that educational policy should be related to emotional intelligence. These policies should be executed through promising curricula devoted to socio-emotional learning and should be integrated with personality psychology.

STUDIES CONDUCTED IN 1999

Cornu (1999) examined whether the studying methods of male and female students vary among two sets of students enrolled in prescribed theological didactic courses. The survey was centered on contextualized samples worldwide. Though noteworthy association was not recognized between studying methods and gender, a noteworthy association was surprisingly established between studying methods and age.

STUDIES CONDUCTED IN 1998

Researchers face many challenges while examining the learning styles because different types of dimensions and variables are associated with learning styles. Tyacke (1998) assessed these challenges in analyzing the learning styles. Complex nature of the learning styles and the difficulties in analyzing the overall learning habits of an individual complicates the studies further, according to him. Learners do not adopt the same learning style all
the times. They choose the style based on the context of learning. The methodology involved in the process of knowledge transfer is biased in nature and is 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.

Learning styles of Taiwanese military students (n=140) from Chinese military academy was examined by Cheng and Banya (1998) through seven questionnaires including preferred learning styles inventory. Learning style preferences of Taiwanese teachers from Taiwanese universities were also examined through the same questionnaire. It was identified that no particular learning style was strongly preferred by Taiwanese military students. On the contrary, the teachers showed least preference for visual learning and strong preference for auditory learning. Through self-reports from teachers and students on the perceptual learning styles, it was identified that both of them had preferences for auditory as well as tactile learning and individual learning. This study reports a significant difference in the preferences of teachers and students for auditory learning styles. Students with more confidence and positive attitude towards foreign language learning showed more preference for kinesthetic 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 on 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.
STUDIES CONDUCTED IN 1997

Knight et al., (1997) conducted a study to find out whether there existed any significant differences between individual knowing and AC of male and female students. The study was conducted on a sample of 1200 students. Learning Style Inventory was used to collect the information. It was concluded that there was no correlation between individual knowing and AC for both genders. For related knowing, a constructive connection was established for men and not so for women.

STUDIES CONDUCTED IN 1996

Goleman (1995) created a model following Gardner's (1983) initiative and the model of emotional intelligence first proposed by Salovey and Mayer (1990). 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. These five domains were later collapsed into four: (1) self-awareness, (2) self-management, (3) social awareness and (4) relationship management (Goleman 2001b).

STUDIES CONDUCTED IN 1995

Burns (1995) defined learning 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.

Following Burns, Stebbins (1995) performed a comparative analysis on learning style preferences of English Speaking Learners (ESL) from foreign countries and native English speakers. He listed out the findings
that are similar to that of Reid’s (1987) study. ESL students reported higher preferences for kinesthetic and tactile learning styles than native English speakers. Both ESL students and native English speakers showed least preference for group learning. However, the students with low TOEFL scores (300-349) reported strong preference for group learning. Spanish speakers reported strong preference for kinesthetic learning. Students from Arab countries and Korea reported their preferences for multiple learning styles.

**STUDIES CONDUCTED IN 1994**

The study by Severiens and Dam (1994) investigated gender and education methods of students, 18 years of age and older, carried out after 1980. Curry's onion prototype (1983) was employed to classify descriptions of education methods and to restructure the hypothetical schemes utilized. The degree to which education method is measured constant or changeable in diverse education frameworks decides its place in the prototype. Several investigations utilized hypothetical structures that fit in the centre or external layer of the prototype. This position points out the effective impact of learning framework on female and male education methods. Even though there were dissimilarities between education methods, investigation pattern seldom involved education contexts. Additionally, to the descriptive reassessment, they carried out reasonable amount of extra investigation on two tools, namely, Kolb's Learning Style Inventory and Entwistle's Approaches to Studying Inventory (ASI), to decide the purpose and scale of gender distinction in a variety of examples. A scrutiny for these two tools resulted in 26 investigations for which the needed information were accessible. On Kolb's tool, the findings revealed that men were extra prone than women to favor the theoretical conceptualization style of education. On Entwistle's ASI, a dissimilarity was established on the emotional components of methods to learning.
STUDIES CONDUCTED IN 1990

Salovey and Mayer (1990) proposed a framework for emotional intelligence, with four divisions i) a set of skills put forward to contribute to the accurate appraisal; ii) expression and effective regulation of emotions in oneself and in others; iii) the use of feeling to motivate; and iv) plan and achieve in one’s life. To examine the importance of emotions in traditional intelligence conceptions, they reviewed literature on intelligence and specially focused on social intelligence. They described the framework for integrating the research on emotion-related skills. While people approach life tasks with emotional intelligence, they should be at an advantage for solving problems adaptively. People who have developed skills related to emotional intelligence understand and express their own emotions, recognize emotions in others, regulate affect and use moods and emotions to motivate adaptive behaviors.

STUDIES CONDUCTED IN 1989

The learning style preferences of two German speakers have been examined in an empirical study (Ellis, 1989). Test on reasoning ability, language aptitude test, attendance, involvement of the learner, word order acquisition, vocabulary, proficiency tests and diary studies were used by the researcher to carry out the study. Positive attitude of both of these learners towards the language was well understood through the data collected by the researcher. However, both of them had different types of cognitive styles and skills. One of them was found to be field dependent and her aptitude level was high. Her oral ability in other foreign languages was also good. From her Diary, it was identified that she was concerned more about her linguistic accuracy and she never expressed her views. This finding demonstrated that she was not happy about the learning style adopted by her and she did not choose the learning style as per her preference. This finding revealed a fact
that she adopted a learning style based on the instructions provided to her. The study demonstrated the mismatch between the learning style of her interest and the learning style adopted by her.

**STUDIES CONDUCTED IN 1988**

The learning styles in adult migrant learners were analyzed by Willing (1988). The format and questionnaires used in the previous studies were found to be very complex. Furthermore, they focused only on particular areas. As a result, Willing (1988) used a different questionnaire in this study. First page of the questionnaire contained thirty items, the second page had fifteen items regarding learning strategies and the third page had items related to biographical results. In this study, 517 participants from thirty different ethnic groups took part. However, statistically significant findings were observed with only five of the ethnic groups (Vietnamese, Chinese, Arabic speakers, South Americans and Polish/Czech speakers). While analyzing the results the researcher asserted that it was not possible to make “statistically valid cross-comparisons relating a question to more than one biographical variable at a time”. As a result the researcher gave importance to the personal characteristics of the respondents. From this study, the influence of cultural background on the learning style preferences of the individuals has become evident. Though the mean value obtained for the item “I am interested in learning grammar” was lower than the expected value, all learners reflected their interest in grammar irrespective of their culture, more than 65 % of the respondents reported that they are good in grammar.

**STUDIES CONDUCTED IN 1987**

Reid (1987) identified the following facts from his study on learning style preferences of English Speaking Learners (ESL) and Native English speakers (NESs): The learning style preferences of ESL learners and
that of native English speakers (NESs) were 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 kinesthetic than native English speakers. Based on language, educational qualification and culture, the learning style preferences of ESL learners were found to differ from each other. For instance, most of the Korean students preferred visual learning. These learners strongly preferred visual mode of learning than American and Japanese learners. However, Japanese learners reported least preferences for auditory learning style. Influence of age, gender, field of study, educational qualification and culture over the preferences of learning styles also has been reported. Undergraduates reported lesser preferences for visual and tactile learning. However, they reported higher preference for auditory learning than graduates. But kinesthetic and tactile learning styles were preferred by both of them. When compared to females, male learners reported higher preference for visual and tactile learning.

CONCLUSION

Various studies conducted by different researchers in the field of emotional intelligence and learning styles from 2013 to 1987 (26 years) were examined in this chapter. The review of literature clearly shows that no studies have been conducted to find out the effect of emotional intelligence on learning styles of adult learners. The review also suggests that emotionally intelligent leadership is the key to creating a working climate that nurtures employees and encourages them to give their best. The type of leadership that a person upholds sets the tone for the entire organization. This concept can also be applied in the classroom. The type of leadership style that a teacher upholds in the classroom sets the mood for the class. Teachers must keep in
mind that emotions are contagious and that they influence the tone of the class.

Examination of the previous research works also indicate that emotional intelligence and learning styles have been studied frequently as separate research topics. However, there is lack of research involving both emotional intelligence and learning styles and their effects on adult learners. Emotional intelligence is relatively a new intelligence construct (Salovey & Mayer, 1990). The limited number of studies in this area indicates the need for further research in understanding the relationship between emotional intelligence and learning styles.

The theoretical background of the study given in chapter I and the review of related studies given in Chapter 2 led the researcher to throw certain research questions. This further led researcher to make certain assumptions and hypotheses connecting the two core concepts, emotional intelligence and learning styles. These are incorporated in the research methodology which is given in the next chapter, that is, Chapter 3.