APPENDICES

QUESTIONNAIRE

The Effect of Emotional Intelligence on Learning Styles of Adult Learners in the Selected Colleges of Chennai City

Directions:

Please read all questions carefully. The survey has been designed to facilitate easy answering. Answer require either a Circle √ or to indicate your appropriate responses. You may find statements are repetitive this is due to the nature of academic scaling. Hence your patience is much appreciated.

(Guide: To check a box, please double click on your choice of response and select “checked” under default value)

All surveys are confidential. Only the researcher sees and processes the questionnaire

1.1 SECTION I – Student Demographics and basic educational information

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<table>
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<tbody>
<tr>
<td>1.</td>
<td>Gender</td>
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<td></td>
<td>□ Male</td>
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<td>2.</td>
<td>Age</td>
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<tr>
<td></td>
<td>□ 18-19 □ 20-21 □ 22-23 □ 24-25 □ 25-30 □ 30-above</td>
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<td>3.</td>
<td>Education</td>
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<td></td>
<td>□ Under graduate □ Post Graduate □ Mphil □ Phd</td>
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<td>4.</td>
<td>Year of study</td>
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<td>□ 1 □ 2 □ 3 □ 4</td>
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<td>5.</td>
<td>Family income (pa)</td>
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<tr>
<td></td>
<td>□ less than 10000 □ 10000 - 25000 □ 25000-50000</td>
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<td></td>
<td>□ 50000-100000 □ more than 1,00,000</td>
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<td>6.</td>
<td>Marital status</td>
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<tr>
<td></td>
<td>□ Married □ Unmarried</td>
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<td>7.</td>
<td>Primary medium of instruction in schooling</td>
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<tr>
<td></td>
<td>□ English □ Hindi □ Tamil □ other regional languages</td>
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<td>8.</td>
<td>Branch of study</td>
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<tr>
<td></td>
<td>□ Basic sciences □ Engineering □ Humanities □ Arts □ Commerce</td>
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<tr>
<td>9.</td>
<td>Mother tongue:_______________________</td>
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</table>
SECTION II – Participation in program

10. Have you examined the prerequisites demanded by this course before you enrolled in it?
□ Yes (all of them)  □ Yes (Some of them)
□ No (did not have time)  □ No (did not have interest)

11. How much does the course subject interest you?
□ Very much  □ Somewhat  □ Neutral  □ Not very much

12. What are the goals and expectations you have about this course?
□ Pass the course without any arrears
□ Get decent score so that I can get a job
□ Get excellent scores in order to apply for future education
□ Learn from the course without bothering about the marks

13. What information was provided to you to enable you choose this program? Rank the following from 1-4 based on your priorities (1-highest rank, 4-lowest rank)
□ Lecture and practice schedule  □ Strength of faculty
□ Type of infrastructure  □ Placement opportunities

1.2 SECTION III – Academic performance:

14. How much did you score at your higher secondary examination?
□ less than 50%  □ 50-59%  □ 59-69  □ 69-79  □ 80-100

15. How much did you score in your previous semester?
□ less than 50%  □ 50-59%  □ less than 50%  □ 50-59%

16. How much is your average score for all semesters?
□ less than 50%  □ 50-59%  □ less than 50%  □ 50-59%

Section IV: Learning style

17. What is your best learning style?
□ Learning by listening (Auditory)
□ Learning by seeing (Visual)
□ Learning by experimenting and feeling (Kinesthetic)
□ using it to return exercises
□ other (specify)
18. Honey and Mumford: Learning Styles Questionnaire

The following questions refer to the type of learning style which is being followed by you. There are no right or wrong answers. If you strongly agree with a statement kindly mark the box with a tick. If you disagree with a statement kindly mark the box with an X.

☐ 1. I have strong beliefs about what is right and wrong, good and bad.
☐ 2. I often act without considering the possible consequences.
☐ 3. I tend to solve problems using a step-by-step approach and this has helped me in my learning.
☐ 4. I believe that formal testing and assessment procedures limits people.
☐ 5. I have a reputation for saying what I think, simply and directly.
☐ 6. I often find that actions based on feelings are as sound as those based on careful thought and analysis.
☐ 7. I like to learn new things only when I have had time for thorough preparation and implementation.
☐ 8. I regularly question people about their basic assumptions.
☐ 9. What matters most is whether what is learnt theoretically and what is learning practically match.
☐ 10. I actively seek out new experiences.
☐ 11. When I hear about a new idea or approach I immediately start working out how to apply it in practice. This helps me apply what is taught in class in real life.
☐ 12. I am keen on self-discipline such as organizing my study work, keeping my study and personal time apart, sticking to a fixed routine etc.
☐ 13. I take pride in doing a thorough job when it comes to understanding and replying to
☐ 14. I get on best with logical, analytical people and less well with spontaneous, "irrational" people.
☐ 15. I take care over the interpretation of data available to me and avoid jumping to conclusions and it helps me solve my assignments.
☐ 16. I like to reach a decision carefully after weighing up many alternatives especially when it comes to choice of electives or topics for assignments.
17. I'm attracted more to novel, unusual ideas than to practical ones as I think new things can be discovered and learnt
18. I don't like disorganised things and prefer to fit things into a coherent pattern.
19. I accept and stick to laid down procedures and policies so long as I regard them as an efficient way of getting the job done.
20. I like to relate my actions to a general principle.
21. In discussions I like to get straight to the point and hence all my assignments are clear and crisp.
22. I tend to have distant, rather formal relationships with my fellow classmates.
23. I thrive on the challenge of tackling something new and different as it gives me new opportunities to learn.
25. I pay meticulous attention to detail before coming to a conclusion as it will help my learning process in class and during my study time.
26. I find it difficult to produce ideas on impulse.
27. I believe in coming to the point immediately.
28. I am careful not to jump to conclusions too quickly.
29. I prefer to have as many sources of information as possible - the more data to mull over the better as it helps identify the ways to answer my assignments.
30. Flippant people who don't take things seriously enough usually irritate me.
31. I listen to other people's point of view before putting my own forward.
32. I tend to be open about how I'm feeling.
33. In discussions I enjoy watching the manoeuvrings of the other participants.
34. I prefer to respond to events on a spontaneous, flexible basis rather than plan things out in advance.
35. I tend to be attracted to techniques such as network analysis, flow charts, branching programmes, contingency planning, etc.
36. It worries me if I have to rush out a piece of work to meet a tight deadline.
37. I tend to judge people's ideas on their practical merits.
38. Quiet, thoughtful people tend to make me feel uneasy.
39. I often get irritated by people who want to rush things.
40. It is more important to enjoy the present moment than to think about the past or future.
41. I think that decisions based on a thorough analysis of all the information are sounder than those based on intuition.
42. I tend to be a perfectionist, so take a lot of time to submit my assignments.
43. In discussions I usually produce lots of spontaneous ideas as I feel it will contribute to the study subject.
44. In class discussions I put forward practical realistic ideas.
45. More often than not, rules are there to be broken.
46. I prefer to stand back from a situation and consider all the perspectives before I take a decision with respect to academics.
47. I can often see inconsistencies and weaknesses in other people's arguments during seminars and discussions.
48. On balance I talk more than I listen.
49. I can often see better, more practical ways to get things done.
50. I think written reports should be short and to the point.
51. I believe that rational, logical thinking should win the day rather than long convoluted reports.
52. I tend to discuss specific things with people rather than engaging in social discussion.
53. I like people who approach things realistically rather than theoretically as it will show tangible results.
54. In discussions I get impatient with irrelevancies and digressions.
55. If I have a report to write I tend to produce lots of drafts before settling on the final version.
56. I am keen to try things out to see if they work in practice.
57. I am keen to reach answers via a logical approach.
58. I enjoy being the one that talks a lot.
59. In discussions I often find I am the realist, keeping people to the point and avoiding wild speculations.
60. I like to ponder many alternatives before making up my mind.
61. In discussions with people I often find I am the most dispassionate and objective.
62. In discussions I'm more likely to adopt a "low profile" than to take the lead and do most of the talking.
63. I like to be able to relate current actions to a longer-term bigger picture.
64. When things go wrong I am happy to shrug it off and "put it down to experience".
65. I tend to reject wild, spontaneous ideas as being impractical.
66. It's best to think carefully before taking action.
67. On balance I do the listening rather than the talking.
68. I tend to be tough on people who find it difficult to adopt a logical approach.
69. Most times I believe the end justifies the means.
70. I don't mind hurting people's feelings so long as the job gets done.
71. I find the formality of having specific objectives and plans stifling.
72. I'm usually one of the people who puts life into a party.
73. I do whatever is expedient to get the job done.
74. I quickly get bored with methodical, detailed work.
75. I am keen on exploring the basic assumptions, principles and theories underpinning things and events.
76. I'm always interested to find out what people think.
77. I like meetings to be run on methodical lines, sticking to laid down agenda, etc.
78. I steer clear of subjective or ambiguous topics.
79. I enjoy the drama and excitement of a crisis situation.
80. People often find me insensitive to their feelings.
Section V: Emotional intelligence:

The following statements identify the level of emotional intelligence presented by you. Identify the level of agreement with the following statements.

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
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<tbody>
<tr>
<td>I have a good sense of why I have certain feelings most of the time.</td>
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<tr>
<td>I have good understanding of my own emotions.</td>
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<td>I really understand what I feel.</td>
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<td>I always know whether or not I am happy.</td>
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<td>I always know my friends’ emotions from their behavior.</td>
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<tr>
<td>I am a good observer of others’ emotions.</td>
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<tr>
<td>I am sensitive to the feelings and emotions of others.</td>
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<tr>
<td>I have good understanding of the emotions of people around me.</td>
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<td>I always set goals for myself and then try my best to achieve them.</td>
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<td>I always tell myself I am a competent person.</td>
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<td>I am a self-motivated person.</td>
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<td>I would always encourage myself to try my best.</td>
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<td>I am able to control my temper and handle difficulties rationally.</td>
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<td>I am quite capable of controlling my own emotions.</td>
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<td>I can always calm down quickly when I am very angry.</td>
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<tr>
<td>I have good control of my own emotions.</td>
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<td>To perform well in academics it is necessary for me to spend most of my work time interacting with people</td>
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<tr>
<td>To perform well in academics it is necessary for me to spend a lot of time with every person whom I work with.</td>
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<td>To perform well in academics it is necessary for me to hide my actual feelings when acting and speaking with people.</td>
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<td>To perform well in academics it is necessary for me to be considerate and think from the point of view of others.</td>
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<td>To perform well in academics it is necessary for me to hide my negative feelings (e.g., anger and depression).</td>
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Thank you for taking part in the survey