

Relationship Between Emotional Intelligence and Learning Styles with Educational Performance in Ahvaz High-School Students

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Abstract: This study has been done with the aim of determining the relationship between emotional intelligence and learning styles with educational performance in Ahvaz high-school students. To select statistical sampling, 150 persons were selected by using stage random sampling method in proportion of statistical volume. The research method is correlation. Petrides and Furnham emotional intelligence questionnaire and Kolb learning style questionnaire were used for collecting data and to measure the educational performance of the students' average scores was used. Data were analyzed through Pearson correlation coefficient and multi-regression analysis. Findings showed that there is a relationship between emotional intelligence with educational performance, but there is no relationship between learning styles with educational performance. The results of multi-regression analysis showed that emotional intelligence is the best predictor of educational performance.

Key words: Emotional intelligence, leaning styles, educational performance, Pearson correlation, educational performance

INTRODUCTION

Many strategies have been used by human beings during the time to regulate mental and behavioral features. Physical dimension of human is equipped with vital balance and it can regulates automatically the balance of the body in terms of the amount of liquids, required materials and body temperature but along with it, human beings use the ways consciously in order to regulate their emotional and behavioral situation. For example, for the reason that humans are much more willing to have positive, pleasure and joyful emotions rather than negative emotions, they do actions in order to achieve this purpose. Sometimes cognitive aspects of these actions are dominant and sometimes behavioral aspects of them are dominant and sometimes changing the situation become its dominant feature, human being learns some of these methods through personal experience and in form of trial and error method and some of them through parents training, others, books and writings and the aim is to achieve peace in life. It seems that emotional intelligence is a good indicator for the meaning of life (Ramazani and Abdolahi, 2006). In fact at the beginning of intelligence studies, the cognitive aspects of such as memory, problem solving and thought have been often emphasized while; not only the non-cognitive aspects of intelligence like the emotional, personality and social

abilities are also taken into consideration but also the cognitive aspects of intelligence are also taken into consideration in predicting the person's ability to success and compatibility and optimal performance in life (Wong and Law, 2002). Educational performance in school is such issues that the minds of leaders and managers of society and consequently the researchers have attracted to it. This issue that what factors effect on achievement and educational success of students or what is the share or contribution of each factor, have always been of interest to educational researchers or even educational psychologists. Several factors can affect students' educational performance and cause it to be lost or promoted. On one hand promotion of educational status needs to recognize the talents and abilities of student and on the other hand is depended on the reduction of barriers placed in the way of their performance and cause it to be lost or weaken (Shokrkon *et al.*, 2005). On the other hand students of any society as a future maker's population of any country are group that much of the planning and budget of each country are set for them. The answer to the question about how job of parents effects on some psychological characteristics of students not only in academic periods on the way of educational performance, their social behaviors in school and family and society and the way that they interact with problems and decision-making

situations in their present life but as a tomorrow's men and women in society there need to be a wide studies and researches. Many researchers have shown that those students are much similar in capability and talent of learning; they have many differences together in educational performance. These differences can be seen not only in learning institution's lessons but also in other non-academic activities (Shokrkon *et al.*, 2005). To be successfulness is the concern of everybody who has physical and mental health in different levels and aspects of personal and professional life. The educational performance is such as issues that the minds of leaders and managers of society and consequently the researchers have attracted to it. This issue that what factors effect on student achievement and educational success, or what is the share or contribution of each factor, have always been of interest to educational researchers or even educational psychologists. Several factors can affect students' educational performance and cause it to be lost or promoted. On one hand promotion of educational status needs to recognize the talents and abilities of student and on the other hand is depended on the reduction of barriers placed in the way of their performance and cause it to be lost or weaken (Shokrkon *et al.*, 2005). Emotional intelligence as one of the important psychological structures refers to capabilities that help us to understand and control our sensations and emotions to work in favor of us and not against us (Ramazani and Abdolahi, 2006).

This structure is related to person's recognition of himself and others and adaptability and adjustability to the environment to be successful in achieving social needs. In fact, emotional intelligence can have a significant role far more important than IQ in achieving person to success in different education and employment and sport areas, therefore; to avoid the negative effects of aimlessness, training of mental skills and emotional intelligence has particular importance. "Emotional Intelligence" encompasses a set of skills that most of them can be improved through education, thus it is not surprising that we should consider school as the first place to promote emotional intelligence. Vogelman "considers schools the only place that societies refer to it for correction of defects in children in case of emotional and social competence". Many evidences have proved that persons who have emotional skills are very dominant in every aspect of life it means those who well know and lead their sensations and sensations of others and conduct it closely and effectively. believes that emotional intelligence is a collection of capabilities, abilities and skills that equip person for compatibility with environment and work and success in life. Feelings are central core of life. "Feelings of excitement" affects "emotions on

feelings". This is because the importance of why we should do anything about the way of judgment and emotional control of people. Everyone have to know that their emotions can dictate to them for the ability to live in school and relationship with peers, responsiveness and responsibility and self-dependent and also dealing with different issues of life and death. We have to know that emotions create priority in thoughts, it forms the memory, it creates different approaches to solve the problem and make the creativity to be facilitated. For applying emotions, it is necessary a treasure of emotional words and we must be able to understand emotional changes, combination of feelings and transmission from other emotions and finally it is necessary to learn how to regulate our emotions (Akbarzadeh, 2004). In Baron's view emotional intelligence is one of the most important factors in determining one's position in life and directly affects person's mental health. He also believes that emotional intelligence and emotional skills grow over time and they are changed in passing of life and they can be improved by training and repairing program such as treatment's techniques (Akbarzadeh, 2004).

On one hand, many educators believe that learning styles impact on learning itself and on the other hand the fact that personality has effect on people's learning, is not a new issue for teachers and educators. Classrooms' experiences have shown that the cognitive variables do not determine alone the progress of individuals. These variables are associated with the attitudes and interests of individuals, motivations and a wide ranges of emotional responses, like excitement, empathy and perhaps more than all these with anxiety. In fact, there is a special relation between anxiety and learning. Anxiety as the same affects in the way of learning people, in examination situations also affects remembrance of contents. Based on traits theory also some of people experience naturally higher levels of anxiety rather than other people so that it can be considered as a stable component of personality dimensions. In the field of learning styles and personality traits researches have also reached to the conclusion that all elements of learning styles are related at least to one of the personality traits (Jackson and Lawty-Jones, 1996). Jackson and Lawty-Jones (1996) correctly suggested that "learning styles are subordinate of personality" (the same source). Atkinson *et al.* (2006) have reported that "there is a relationship between learning styles and occupational personality types" (the same source).

Therefore, emotional intelligence is considered an effective structure in predicting educational achievement. It was expected at the beginning that IQ is a good predictor of academic achievement but this variable was not very successful in prediction. This leads to the existence of multiple intelligences especially emotional intelligence (Razavian, 2004).

Theoretical origins of most researches in the concept of emotional intelligence stem from Salvy and Mayer's works. In their view, emotional intelligence is a supervisory ability to perception capacity, expression, understanding, application and controlling emotions in itself and others. There are many of evidences to show that persons with high emotional intelligence are successful in every respect of life, they are happy and efficient in their life and their habits of thought cause them to become productive and efficient people (a quote from Mousavi *et al.*, 2012). People who have high emotional skills, they have better social skills, they have long-term relationships and are more capable to solve the conflicts are more responsible, are interested in learning and success, they have a high self-confidence, they are diligent and they also have a greater ability to focus on problems and use of problem-solving skills that leads to enhance their cognitive abilities.

Razavian (2004)'s research was done over 380 three-year guidance school students of Tabriz city, it is a correlational study that the results of this research indicates that there is a positive relationship between emotional intelligence and academic achievement and emotional intelligence of male students is more than female students.

Dini (2002) studied the relation between academic achievement and styles opposing the crisis with emotional intelligence among Tehran universities' students, results showed that there is no significant relationship between academic achievement and emotional intelligence.

Ganji (2007) was done over 300 students with title of comparative analysis of emotional intelligence relationship with mental health and academic achievement in martyr and non-martyr students of Tehran University in academic year 2003-2004. The results of research showed that there is a significant difference between martyr and non-martyr students in amount of emotional intelligence. But in amount of mental health of two groups there was no significant difference and there was no significant correlation between emotional intelligence and academic achievement.

A research was done by Samari and Tahmasebi (2014) in academic year 2006-2007 with title of analyzing the relationship of emotional intelligence and academic achievement over 112 students of Kashmar Azad University. Research findings indicated that there is a significance relationship between total score of emotional intelligence and some of its components with academic achievement in which components of independency, self-awareness, empathy and assertiveness have shown this relation with academic achievement variable. There is

a relationship between age with emotional intelligence and its components. While, there was no significant difference between girls and boys in total score of emotional intelligence.

A research was done by Amini and coauthors with the aim of analyzing the relation of emotional intelligence with self-efficacy and mental health and comparing it with top students and ordinary students of Oshnavieh town, 249 students were studied. The result of research showed that there is a significant relationship between emotional intelligence with self-efficacy and mental health in both groups of students. Results also indicated that there is a significant difference between emotional intelligence and self-efficacy beliefs and mental health of top and ordinary students.

The study was done by Parder *et al.* (2004) in title of analyzing the relationship between academic achievement and emotional intelligence. The aim of this research was to predict the success of students to entrance from high school to university level, questionnaires were completed for 426 students who attended at four different universities and at the end of the academic year all students were divided into two successful and unsuccessful students based on average score. The results showed that successful students have a higher level of social important successes and emotional intelligence plays an important role in transmission and reception from high school to college.

In summary, a positive and significant relationship between emotional intelligence with academic achievement have been found in researches (Liff, 2003; Billings *et al.*, 2014; Mousavi *et al.*, 2012).

MATERIALS AND METHODS

Statistical population of the research includes girl students who studied in academic year of 2014-2015 in Ahvaz city. In this study, we used a multi-stage random sampling method, in this case among four districts of Ahvaz eight high school were selected and from every districts of Ahvaz two female's schools were randomly selected and two classes were randomly selected from each school and 9-10 persons were randomly selected from each class, then they were selected based on students' population in different stages of education. Descriptive statistics including average, standard deviation has been used, inferential statistics methods including Pearson's correlation coefficient and multi-variable regression has been used and also for analyzing collected data the twentieth version of computer's software "SPSS" has been used.

RESULTS AND DISCUSSION

Findings related to research hypotheses:

- H_1 : There is a relationship between emotional intelligence with educational performance of girl students
- H_2 : There is a relationship between Concrete experience learning styles with educational performance of girl students
- H_3 : There is a relationship between Reflective learning style with educational performance of girl students
- H_4 : There is a relationship between Abstract conceptualization learning styles with educational performance of girl students
- H_5 : There is a relationship between Active experimentation learning styles with educational performance of girl students
- H_6 : there is a multiple relationship between learning styles with educational performance of girl students (Table 1)

H_1 : for measuring this hypothesis the statistical test of Pearson's correlation coefficient was used, the results of test showed that it is significant at level of 0/05 with correlation coefficient -0/16.

H_2 : for measuring this hypothesis the statistical test of Pearson's correlation coefficient was used, the results of test showed that there was no significant relationship with correlation coefficient 0/05 at level of 0/05.

H_3 : for measuring this hypothesis the statistical test of Pearson's correlation coefficient was used, the results of test showed that there was no significant relationship with correlation coefficient 0/01 at level of 0/05.

H_4 : for measuring this hypothesis the statistical test of Pearson's correlation coefficient was used, the results of test showed that there was no significant relationship with correlation coefficient -0/02 at level of 0/05.

H_5 : for measuring this hypothesis the statistical test of Pearson's correlation coefficient was used, the results of test showed that there was no significant relationship with correlation coefficient 0/07 at level of 0/05.

As is shown in Table 2 based on the results of stepwise multiple regression, multiple correlation coefficient to combine characteristics of emotional intelligence with educational performance in students is equal to $MR = 0/16$ and coefficient of determination is equal to $RS = 0/026$ which is significant at level of $p = 0/05$. Therefore, the hypothesis is confirmed. Given to obtained coefficient of determination, it has

been cleared that about 0/2% of educational performance variance has been explained by emotional intelligence variable.

Given to objectives of the research the determination of relationship between emotional intelligence and learning styles (concrete experience, reflective, abstract conceptualization and active experimentation) with students' educational performance and hypotheses was analyzed that the results of research are as follows:

- H_1 : There is a relationship between emotional intelligence with educational performance of girl students

Pearson's correlation coefficient was used for measuring this hypothesis that the results showed there is a significant relationship between these two variables with Pearson's correlation coefficient -0/16 at alpha level of 0/05 and with 150 participants, therefore; the research hypothesis is confirmed. This finding was in consistent with research findings of (Billings *et al.*, 2014; Samari and Tahmasebi, 2014; Mousavi *et al.*, 2012).

Given the role and importance of emotional intelligence in various parts of people's life such as education, job and social environment and mental health which help us to recognize our feelings and feelings of others, sufficient expertise in creating healthy relationships with others and sense of responsibility in the face of duties, in order to reach the high level of educational performance and optimal learning, in addition to use metacognitive strategies by learners, they must reach to suitable growth about emotions and feelings. If a person is emotionally intelligence, he can effectively have emotional responses and make them to be balanced and accordingly be protected from destructive effects of mental stress in the fields of education, employment, social responsibilities, etc. Therefore, social and emotional skills should be taught to students along with curriculum, for the reason that it can provide to them great capabilities and not only will positively effect on their educational performance but it also has positive effects on their next social and job performance. In explaining the relationship between emotional intelligence and educational performance of students, it can be expressed that by increasing emotional intelligence the educational performance will also be increased. Emotional intelligence is a factor for controlling emotions especially negative emotions through understanding of emotions and their proper management and studies related to emotional intelligence and negative moods or emotions such as stress and wrath mostly indicates their opposite relationship and support of these findings. The relationship between emotions and achieve to goals has always been considered. Emotion is considered as the basis that different affairs are valued based on it, both in

Table 1: Correlation tables

| Variables | Number | Correlation coefficient | Sig. level |
|--|--------|-------------------------|------------|
| Emotional intelligence with educational performance | 150 | -0/16 | 0/05 |
| Concrete experience learning styles with educational performance | 150 | 0/05 | 0/54 |
| Reflective learning style with educational performance | 150 | 0/01 | 0/83 |
| Reflective learning style with educational performance | 150 | 0/01 | 0/83 |
| Abstract conceptualization learning style with educational performance | 150 | -0/02 | 0/72 |
| Active experimentation learning style with educational performance | 150 | 0/07 | 0/99 |

Table 2: Results of multiple regression analysis of emotional intelligence with educational performance by stepwise learning approach

| Models | R | Coefficient of determination | R modified | Error estimation of SD | Statistical changes (r) | Statistic changes | | | |
|------------------------|------|------------------------------|------------|------------------------|-------------------------|-------------------|-----|-----|------------|
| | | | | | | f changes | df2 | df1 | Sig. level |
| Emotional intelligence | 0/16 | 0/02 | 0/01 | 1/39 | 0/02 | 3/03 | 148 | 1 | 05/0 |

the case of potential targets and in the case of progress toward object. In other words, in one hand emotions in choosing object, analyzing and following them, leading cognitive processes toward them and respond to their consequences have fundamental determinative role and on the other hand; the result of excitation to achieve a particular goal, is due to emotional changes in a positive or negative direction; therefore, the motivation structure of people and the way to use of emotional intelligence and other important psychological structures has determinative role in success or failure to achieve goals.

Studies about emotional intelligence have shown that training the components of emotional intelligence especially understanding the emotions, plays a crucial role in reducing stress in people and it increases their adaptation to the environment by Hegman. It can be inferred that understanding the emotions, through increasing the use of problematic dealing approaches with stress and learning this contrastive skill, causes to provide increase of mental health, reducing excitement such as angriness and aggression, increasing satisfaction of life, adaptability to environment, success in education, job, sport and don't use of drugs. Subsequently, students who feel more emotions' control in life are more hopeful to achieve their objectives in near future. Therefore, it is expected that optimists' people and those who has correct understanding of their emotions and sensations, are more successful to achieve their goals for reaching the desired and intended result. Such people focus on the goal and their behavior are formed around achieving the goals. Undoubtedly, the peak of successful performance in education is depended on using appropriate psychological skills that understanding the emotions and regulating of feelings can be considered one of them and let students to be successful in school, because top students should have control and flexibility power in high emotional situations such as competitive examinations and at the same time, they should have more adjustment and probably in the event of failure and loss they should have tolerance for mental stress and repeated effort to achieve educational success (Boussiakou *et al.*, 2006).

- H₂: There is a relationship between concrete experience learning styles with educational performance of girl students

Results obtained from correlation coefficient showed there is no significant relationship between these two variables, therefore; the research hypothesis is rejected. The findings of the research are inconsistent with research findings of Saklofske *et al.* (2011) and Liff (2003).

Given to findings of present research, it seems that this difference is due to the individual and personal differences, cultural differences and differences existing in education system. Consequently, the kind of dealing with people in the family, educational centers and cultural values of society may affect individuals' learning styles.

- H₃: There is a relationship between reflective learning styles with educational performance of girl students

Results obtained from correlation coefficient showed there is no significant relationship between these two variables, therefore; the research hypothesis is rejected. The findings of the research are inconsistent with research findings of Saklofske *et al.* (2011) and Liff (2003).

Some features of reflective learners are that they prefer to think calmly about information and based on it they are interest to individual works. Given to mentioned features it is predicted that the students who use reflective learning styles, they will be better in academic performance, but such an outcome was not obtained from this study. Maybe it can be said that teachers take an approaches which is inconsistent with student learning styles due to lack of sufficient understanding of student learning styles. The results of these researches are in agreed with research of Bull and coauthors. In these researches they reached to the conclusion that there is no relationship between learning styles and academic progress.

- H_4 : There is a relationship between abstract conceptualization learning style with educational performance of girl students

Results obtained from correlation coefficient showed there is no significant relationship between these two variables, therefore; the research hypothesis is rejected.

- H_5 : There is a relationship between active experimentation learning styles with educational performance of girl students

Results those are obtained from correlation coefficient showed there is no significant relationship between these two variables, therefore; the research hypothesis is rejected.

We know that this kinds of action can provide the power to provide tools of work, risk and effectiveness in individuals during operation and learning will be taken active form, it means in form of experience for effectiveness and reposition but the above results showed that there was no similar and confirmative result for these mentioned items in subjects used in this study, this in addition to the lack of proper cooperation from model it can indicates that people have only observed the situations and they have not had real interest to active participation to problem because active experimentation can be considered as an equivalent for doing, that it has not been in this form based on the results. The main core of Kolb's theory is that the learner progresses through the learning cycle: at first experiences leads to thought and observation and concepts to be formed through this way; these results show that in mentioned cycle there can exist a problem that did not lead to be completed in subjects to create in them a motivation, so that they can take strong step in the path of development and evaluation to understand concepts and experience new items through active experimentation.

- H_6 : There is a multiple relationship between emotional intelligence and learning styles with educational performance of girl students

As was shown, based on the results obtained from stepwise multiple regression, multiple correlation coefficient for combination of emotional intelligence feature with educational performance of students is equal to $MR = 0/16$ and coefficient of determination is equal to $RS = 0/02$ which is significant at level of $p = 0/05$. Therefore hypothesis is confirmed. Given to obtained

determination coefficient, it has been cleared that about 2/6% of educational performance variance has been explained by emotional intelligence variable. The results of this research are in agreed with research findings of Parder *et al.* (2004).

Generally, given that in learning situation it seems necessary the attention to emotional intelligence and personal differences among learners and providing strategies and proper training and educative solutions. The findings of the research show that there is a significant relationship between emotional intelligence with educational performance and there is no significant relationship between learning styles with educational performance. believes inattention to individual differences in learning leads to decreasing efficiency of training. Therefore, given to findings of this research attention to individual differences of learners in learning styles can be an effective factor in academic performance (Golestan *et al.*, 2008).

Emotional intelligence as one of the important psychological structures and predictor factors of educational performance refer to capabilities that help us to understand and control our sensations and emotions to work in our favor and not against us (Ramazani and Abdolahi, 2006).

CONCLUSION

In general, it can be concluded that, emotional intelligence includes a series of interconnected skills for accurate perception, analyzing and expressing emotions, accessing or creating the feelings in order to facilitate thought, the ability to understand emotions and the ability to regulate emotions in order to grow intellectually and emotionally. In addition emotional intelligence is the ability and management of people to act wisely in human relations. Researchers have shown that there is positive and significant correlation between general scores of emotional intelligence and educational performance.

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