

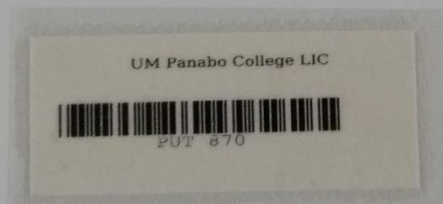
EMOTIONAL INTELLIGENCE AND LEARNING STYLE OF STUDENTS

A Thesis

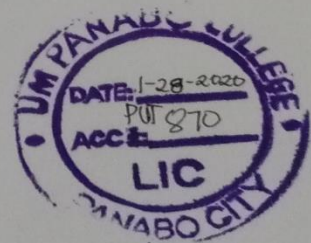
Presented to the Faculty
Of UM Panabo College

In Partial Fulfillment of the
Requirements for the Course
Educational Research
(EdRes 1)

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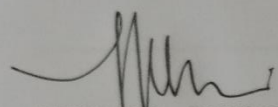


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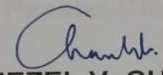


ACCEPTANCE SHEET

This thesis entitled **"EMOTIONAL INTELLIGENCE AND LEARNING STYLE OF STUDENTS"** prepared and submitted by **Jenebee A. Moloua, Krisha Morales and Josephine Estologa** in compliance with the requirements in the Research Subject under the **Department of Teachers Education**, UM Panabo College, Panabo City is hereby accepted.



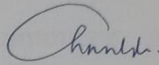
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APPROVAL AND ENDORSMENT SHEET

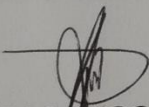
This thesis entitled "**EMOTIONAL INTELLIGENCE AND LEARNING STYLE OF STUDENTS**" prepared and submitted by **Jenebee A. Moloua, Krisha Morales and Josephine Estologa** in partial fulfillment of the requirements for the course Educational Research, has been examined and accepted, and is hereby endorsed.


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PANEL OF EXAMINERS

Accepted and Approved, after examinations during the final defense as per requirements of Educational Research (EdRes 1).

Favourably endorsed for approval to Dr. Liezel V. Chan, Dean of College of (UMPC) UM Panabo College, Panabo City


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ABSTRACT

The researchers aimed to establish the relationship between emotional intelligence and learning style of students in UM Panabo College. The independent variable of this study was Emotional Intelligence. The indicators of emotional intelligence were self-awareness, managing emotions, motivating oneself, empathy and social skills. On the other hand, the dependent variable was Learning Style. Its indicators were visual auditory and kinesthetic. The researchers use quantitative, non-experimental, and correlation research design and the statistical tools were Mean and Pearson-r. The result of the computation using r-value is 0.079 associated with the not significant value of 0.0779 of P-value which is less than the alpha of 0.05. Moreover, there is a significant relationship between emotional intelligence and learning style of students of UM Panabo College. It implies that emotional intelligence plays a role in making learning style of students that is to be taught in the students.

Keywords: *Emotional Intelligence, Learning Style of Students*

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And finally to **Almighty God with his wisdom and spiritual guidance**.

-The Researcher-

DEDICATION

I would like to express my gratitude to my parents who support me financially, friends, teachers and members in making this study possible. Without their help, advice and financial support, this would not be undone and be read by future researchers to come.

-Jen-

I dedicate this thesis to my parents, whose love, unselfish support and example over many years laid the foundations for the discipline and application necessary to complete this work.

-Krisha-

I would like to dedicate this thesis to family, teachers and friends for their financial, moral continual and unrelenting support. Without them, I will not be able to make this work possible.

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Chapter 1

THE PROBLEM AND ITS SETTING

Background of the Study

Many people recognize that each person prefers different learning styles and techniques. Learning styles group common ways that people learn. When learning styles of students do not match the teaching styles of the teachers, students demonstrate less attention in the class. As a result, students got low grades and showed disinterest in the learning process. Everyone has a mix of styles of learning. Some people may find they have a dominant learning style, with the other techniques. Others may find that in different circumstances and that they use different methods.

In Malaysia, Sekolah Menengah Kebangsaan Tengku Intan Zaharah, many educators do not give the idea to understand the learning styles of learners and are unable to assess the learning styles of learners. Moreover, they do not also have an inventor of adequate learning styles (Almasa, Parilah & Fauziah, 2005). It discovered that educators disregarded the learning styles of learners and regarded as a minor element of the teaching process. Thus, educators may misinterpret the absence of attention or actions of learners in school. Also, poor attitudes of learners manifest due to lack of adequate assessment of preferred learning styles of learners. As a result, it has become a necessity for teachers to evaluate the learning style of the students to accommodate different learners (Almasa et al., 2005).

In the Philippines, the Bukidnon State University- Gingoog External Studies Center graduating with a Bachelor of Elementary Education Major in General Curriculum for the second half of S.Y 2015-2016 faces the instructors' inconsistent teaching style with the learning styles of their learners. Every time there is a discrepancy between teaching and learning style, learning is frustrating. These imply teaching style becomes harder and harder (Tenedero, 1998).

Some BSED-English students in a particular school of Panabo City had experienced difficulty in identifying their learning style. Which it leads them to performed poorly on English subject due to many factors such as emotional intelligence. Therefore, the researchers would like to examine if there is a correlation between emotional intelligence and learning style among 3rd-year BSED students of UM Panabo College.

Statement of the Problem

This study aimed to determine the relationship between emotional intelligence and learning style of BSED students. Specifically, it sought answers to the subsequent questions:

1. What is the level of emotional intelligence among BSED-English students
 - 1.1 Self-awareness;
 - 1.2 Managing emotions;
 - 1.3 Motivating oneself;
 - 1.4 Empathy, and Social Skill?
2. What is the level of learning interest among BSED-English students:
 - 1.1 Visual Learning Style;
 - 1.2 Auditory Learning Style;
 - 1.3 Kinesthetic Learning Style?
3. Is there a significant relationship between emotional intelligence and learning style among BSED Students?

Hypothesis

The hypothesis was tested at 0.05 level of significance.

There is no significant relationship between emotional intelligence and learning style among BSED Students of one of the academic institutions in Panabo City.

Theoretical and Conceptual Framework

The theoretical and conceptual frameworks contain different theories that supported the relationship between emotional intelligence and learning style are present here.

This study is anchored to Pekrun's Theory (2006), that emotions such as anger, anxiety, and sadness have the potential to distract the learning style of students. By interfering with their ability to attend on - the - job tasks. Roberts, Schulze, and MacCann (2008) also pointed out that emotional state influences our thinking, and students perform more successfully when they feel safe, happy, and excited about the topic.

The outcome of emotional intelligence is assessing the inner and external data parts that fundamentally occur and alter in reaction to a person's interaction with their surroundings (Yang, 2009). The following factors are Self-awareness, Managing emotions, Motivating oneself, Empathy, and Social skill (Goleman, 1995).

Independent Variable

Dependent Variable

Emotional Intelligence

- Self-awareness
- Managing emotions
- Motivating oneself
- Empathy
- Social skill



Learning Styles

- Visual learning Styles
- Auditory Learning Style
- Kinesthetic Learning Style

Figure 1. Conceptual Framework showing the Variables of the study

Every style of teaching has its strengths and weaknesses, so an individual who sticks to one technique will never be an ideal learner. Learners view thoughts with distinct learning styles; depending on where or how they prefer to learn, each student can obtain two or more learning styles (Capretz, 2006). The following indicators are visual, auditory, and kinesthetic style (O'Brien, 1985).

As shown in Figure 1, the conceptual paradigm, the independent variable is emotional intelligence, in which the indicators includes self-awareness is the capacity to read and comprehend one's feelings. Managing feelings is the capacity to remain concentrated and believe clearly, motivating oneself is the capacity to organize and stimulate one's self. Empathy is the capacity and the person to demonstrate concern for the requirements of others, and the ability to handle and impact others is social skill. The dependent variable is learning the style in which the indicators include a visual learning style is a way of teaching in which data connected with pictures. Auditory learning style best absorbs data through listening feeling, and kinesthetic learning style learning occurs through learners performing physical tasks.

Significance of the Study

The result of this study provide valuable information and benefits to the following:

School Administration. This study help them as the basis to determine the learning style of the students in conducting a class discussion. The administration may emphasize the importance of teachers in determining the learning style of the students in emotional intelligence as bases for learning.

Teachers. Teachers considered as the facilitator, catalyst, and mentor in the learning process of the students. And this study help them to become the best way to make students participate in class to attain goals or objectives.

Researchers. As a future educator, this would serve as a guide to the students who want to conduct the study. These may help them to be aware of the types of learning styles that drive through students learning in a specific goal.

Students. As for the student's perspective, this study show them the importance of knowing their learning style. These guide them to find out where they will learn best.

Definition of Terms

For the clarifications of the key terms in the study, the conceptual and operational descriptions here provided:

Emotional Intelligence. Emotional intelligence is the ability to perceive and recognize emotions, to assimilate feelings, to understand the message and meaning of the senses (Farooq, 2003). In this study, it refers to self-awareness, managing emotions, motivating oneself, empathy, and social skill.

Learning Style. The learning style of a student has to do with how it processes data so that it can be learned and then applied (Vega & Prieto, 2012). In this research, it relates to the three teaching preferences that are visual, auditory, and kinesthetic developed by Niel Fleming (2001).

Chapter 2

REVIEW OF RELATED LITERATURE

These sections present related literature and related studies to guide readers and provide a clear vision of what being emphasize in the study. These two variables, emotional intelligence and learning style, will be discussed in this chapter.

Emotional Intelligence

An individual's capacity to be conscious of and comprehend their feelings, motivate individuals around them, and effectively handle relationships with individuals can be linked to emotional intelligence (Petrides & Furnham, 2000). Reuven Bar-On (2002) agrees to those who decide a person's emotional intelligence in the characteristics of emotional self-awareness, self-actualization, interpersonal relationship, reality testing, stress tolerance, optimism, and happiness, etc. Reuven Bar-On's suggested mixed ability model emphasizes how personality traits affect the overall well-being of a person, and Goleman's model focuses on workplace achievement (Stys & Brown, 2004). Mayer and Salovey's four branch model of Emotional Intelligence focuses on emotional perception, emotional assimilation, understanding, and management (Mayer, Salovey, & Caruso, 2004).

Emotional intelligence articulated as the management of our feelings, consciousness, and the capacity to take advantage of their strength. Thus, it is a very significant instrument that can be used with high energy and motivation to affect others. Teacher applicants need a balanced amount of educational experience regardless of their learning styles. The capacity to provide efficient guidance to the needs of the students, the teacher applies to internalize learning styles in themselves (Solis, 2006). Emotional intelligence is merely the recognition, consciousness, and leadership of feelings (Hamarta, Deniz, & Saltali, 2009). Organizations, groups, and individuals with a better level of emotional intelligence regarded as superior in directing feelings to face environmental difficulties. It is also an

assortment of ideas, feelings, and actions and is an everyday activity to feel about thinking and attitudes to choose what to do (Seal, Sass, Bailey & Liao-Troth, 2009).

Self-Awareness. The capacity to read and comprehend one's feelings, strengths, weaknesses, drives, values, and objectives and acknowledge their effect on others. By implication, such knowledge or self-awareness is used to guide choices taken using gut feeling.

Goleman, Boyatzis, and McKee (2002) present an emotional intelligence as competence structure. That sees self-awareness cluster as acknowledging, understanding feelings as well as tendencies across time and condition. It involves people who are neither overly critical nor unrealistically hopeful, but frank with themselves and others. It applies to the comprehension of a person's value and objectives.

Everyone has distinct skills and boundaries that build identity and one achieves self-fulfillment by creating consciousness of these elements and the environment in which one lives (Morin, 2004). A basis on which experts agree is that self-awareness develops along a timeline. Along which experts describe four significant periods as critical: infancy (the first 24 months of life); early childhood (from 24 months to 5 years of age); middle childhood (age 5 to 11 years of age); and adolescence (from 11 years of age). People improve their consciousness in themselves and their capacity to be conscious from one experience to another. Each experience impacts the subsequent one, as well as how one's knowledge continues to improve (Morin, 2004).

Besides, Singh (2010) felt that self-awareness includes some degree of self-disclosure so that we can create effective relationships with other individuals around us. And lead a more fulfilling life by sharing and getting data. It deals with consciousness and comprehension of one's feelings. Emotions engaged the process of searching, in the overall use and management of data that qualifies a person to be informed. Thus, emotional self-awareness could correspond to an individual's competency in

information literacy. He claims that self-awareness is being aware of and able to link with our emotions, ideas, and behaviors.

Tat-Heung (2014) argues that the ways children comprehend themselves through teaching procedures in school guide them through lives and impact their decisions in the future. Developing learner identification is, therefore, one of the objectives educators should attain in classrooms. Children need to improve self-awareness early in their life to be more effective in college and later in their lives.

The concept of self-awareness, as presented in the literature, and this study does not evolve in a vacuum and cannot establish without significant experience. Understanding the impact of culture, society, and social agents on self-development are vital, studying the growth of self-awareness, that emphasizes the reciprocal implications of cognitive development (Bryce et al., 2015; Poitras and Lajoie, 2013).

Managing Emotions. It is the capacity to remain concentrated and think even when experiencing strong feelings. Being able to handle your emotional state is essential for taking accountability for your actions and can save you from hurried choices that later you will regret.

Without emotional excitement, we are unable to learn, even though nervous excitement does not automatically lead to learning. The more emotionally committed a learner is the more probable he or she will be able to learn. However, when individuals perceive a learning condition as threatening and experience feelings such as insecurity and anxiety, they are less likely to learn (Weiss, 2000). According to Dirx (2001), emotions are essential to our ways of understanding and can either hinder or motivate learning. Emotions drive attention, which in turn drives learning, memory, and problem-solving behavior.

Moreover, there is no agreed definition of what an emotion is. But that it consists of three parts: a subjective component of emotions, a physiological element of excitement, and a motor component of expressive gesture (Barbalet 2002). Thus, the sentiment is expressed both through an internal state of a

subjective feeling and through expressed manifestations such as enhanced heartbeat, tears, laughter, stomach ache, gestures, imitations, etc.

Following this, emotional states include both cognitive and dispositional elements. Emotional states include decision-making and a willingness to behave, and so emotion has aspects of reason and action as well as sensation. Yorke (2003) says that learners may lose confidence if the difference between product and individual is not acquired. Being failure may mistakenly come to dominate something like what not expected.

Motivating Oneself. Eccles and Wigfield (2002) elaborate on Bandura's definition of identifying self-efficacy as an individual's confidence in his or her capacity. It is to organize and implement a particular course of action to fix an issue or perform a task.

Another line of investigation in the field of motivation examines the question of the locus of control. According to this hypothesis, people should be encouraged to the extent that they feel they are in command of their achievements and shortcomings (Eccles&Wigfield, 2002). Indeed, one formulation of control theory, autonomy is one of three fundamental psychological needs. Within this structure, individual differences in the extent to which these essential needs met correspond to variations in levels of motivation (Connell & Wellborn, 1991, as quoted in Eccles & Wigfield, 2002).

Locus of control strongly linked to the notion of attributions. Attributions refer to the views of an individual about the causes of good or failing results. There are various kinds of attributions, including capacity, effort, mission, and success. According to the attribution theory, person's types of attributions determine his or her level of motivation depend on whether the cause seen as something. That is alterable and within the control of the individual (Weiner, 1985, as quoted in Eccles & Wigfield, 2002).

Broussard and Garrison (2004) usually define motivation as the trait to do something or not to do something. Motivation is related to underlying behavior variables. Intrinsic motivation is an encouragement that is affected by personal enjoyment, interest, or pleasure. The notion of intrinsic

motivation is heavily associated with inherent value. Intrinsic motivation relates to motive that is animated by own satisfaction, interest, or desire and is generally contrasted with the extrinsic motivation that is manipulated by contingencies of strengthening (Guay et al., 2010).

Empathy. An individual's capacity to demonstrate concern for their colleague's wants. The term empathy is used in the widespread discussion today. However, it rarely used at all before the late 1950s (Freedberg, 2007). Its development attributed to the Greek term *empathy*, translated as to suffer with (Cunningham, 2009).

Empathy described as the most influential element for the growth of teaching relationships and the accomplishment of talented learners (Cooper, 2010). Boyer (2010) says that literature suggests that an ethos of deep and empathetic caring for kids and their welfare recognized as being at the core of purposeful teaching. It is vital to personal happiness and the renewal of daily attitudes, and essential to inspiring students to care for their learning.

Empathy is generally conveyed nonverbally through facial expressions and body language (Wang, 2014). Empathizing with fellow learners who can read or comprehend non-verbal indications such as speech intonation, facial expression, and so on that affects the performance of learners.

Social Skills. Ability to handle impact and stimulate other people's feelings. Being able to manage emotions in interactions and being able to affect and inspire others are vital foundation abilities for effective teamwork and management.

Slaby and Gaura (2003) suggested that social skills correlate to social compatibility. In their view, social skills consist of the capacity to develop relationships with others in a social context that are appropriate and useful by societal norms. In situations where social motivation is a better process, the ability and social skills of the child will improve, and his or her contact with others will be more effective.

Logue (2007) proposed that many children develop into social intelligence by negotiating, turning, internalizing laws, and making friends. He found learners faced adverse learning effects for

adverse social interaction between their professors and colleagues. Besides, there was the teaching of social abilities, role-playing, and modeling for these learners.

Well-informed educators of children acknowledge the significance of the social development of students. The development of social skills provides a critical basis for subsequent academic success as well as work-related abilities (Lynch & Simpson, 2010). Social skills are a compilation of learned behaviors that give individuals the capacity to have an essential connection with others and to refrain from socially unreasonable responses (Agran, Hughes, Thoma, & Scott, 2016; Davies, Cooper, Kettler & Elliott, 2015; Gresham, 2016; Yoder, 2015).

Social skills are personality traits that enable people to communicate relevantly and withhold from undesirable reactions. They reflect the achievement of people in social and behavioral health (Rawles, 2016). These abilities have their beginnings in cultural and social principles and include behaviors such as pioneering in establishing new communications, seeking assistance, and making suggestions to assist others. The most significant academic goals of adolescence are to create social skills and the level of enjoyment of these abilities by children and adults. It also influence in their personal and social health and educational achievement (Morgan, Hsiao, Dobbins, Brown, & Lyons, 2015; Rawles, 2016).

Learning Style

Learning styles viewed as characteristic cognitive, affective, and psychological behaviors that serve as comparatively stable indices of how learners perceive, communicate with, and react to the learning setting. The notion of teaching styles has applied to a broad range of student characteristics and distinctions. Learning style pertains to an individual's habitual and preferred method of absorbing, processing, and maintaining new data and abilities (Felder and Brent, 2005).

While learning which identified as an internal process. That it happens when an observable, continuous change takes place, a learning style described as how individuals maintain or absorb data

(Fox, J. & Bartholomae, S. 2011). According to Capretz (2006), each learning style has its advantages and disadvantages, and therefore, an individual who sticks to one technique will never be an optimal learner. Learners interpret thoughts with distinct learning styles; each student can obtain two or more learning styles based on where or how they desire to learn.

Therefore, no individual influenced by all components of the learning style. The vastly distinct mixture of teaching style preference of individuals can explain why there is no single educational technique that is efficient for all learners. Nzesei (2015) indicated that teaching style is both a feature that shows how a student learns and intends to learn, as well as an educational approach that informs the cognition, context, and teaching material. Using an understanding of each student's teaching style within the instructional context encourages more efficient teaching and thus improves the learner's academic output.

A learning style described as the elements, strengths, and preferences in how individuals gain and manipulate data (Hsieh et al., 2011). It relates to the reality that each individual has their technique or set of approaches when learning.

Besides, in past studies indicated learning efficiency would be enhanced if adequate aspects of the learning style taken into account. And when designing any learning or educational method (Graf, Liu, & Kinshuk, 2010).

Visual Learning Style. Jahiel (2008) addressed three kinds of learning style, the visuals, kinesthetic, and auditory learning styles. According to Jahiel, most of the misunderstanding, confusion, absence of attention, or the sense of the learners blaming themselves for not being smart enough to comprehend the lesson is due to the lack of communication between the learners and the teachers. The issue occurs when educators insist on teaching using their teaching techniques without paying attention to the learning styles of the learners. As a consequence, learners will not comprehend the materials and

will blame themselves for not being able to understand the lesson. While most instructional systems value distinct teaching and learning styles, the U.S. educational system is pioneering in this sector.

Dreeben (2010) proposed that an excellent reason for using it in the academic sector is the practical mode of VAK evaluation, which involves asking students about how they receive data. The study conducted by Willis and Hodson (1999) using the VAK theory it was found that 29 percent of elementary and high school learners are visual learners, 34 percent are auditory, and the remaining 37 percent are kinesthetic learners. Likewise, research by Lisle (2007) used a VAK learning model to determine the learning style preferences of adolescents experiencing teaching problems. The study revealed that respondents (34 percent) preferred a visual style that was equivalent to those who prefer an auditory style (34 percent). The remaining students (23 percent) were kinesthetic learners, and (9 percent) had preferences for multimodal learning style.

According to Fleming (2001), visual learning style involves information in charts, graphs, flow charts, circles, and all symbolic arrows, circles, hierarchies, and other devices that educators use to depict what might be present in words. This mode does not include media, images, films, videos, and animated websites. Because they use a combination of many (multimodal) modes-mainly kinesthetic, read/write, and aural. (Yassin, 2015).

However, Kolloffel (2012) revealed a reversed finding that learners with spatial or visual intelligence do not usually perform better by seeing the products; visual resources such as photos, slides, movies, charts, video, painting, drawings, cartoons, prints, designs and three-dimensional art such as sculpture and architecture that can be classified as fine art or documentary records or any other visual artifacts current. These visual learners are also profoundly affected by their cognitive ability.

Auditory Learning Styles. Auditory learners also linked to as verbal learners, tend to learn through listening. They may enjoy having interactions with others by talking for learners. They might not like reading books. Therefore, informal instruction settings, learners would rather listen more than see

more. Some learning methods may fit them, such as verbal approach, situational approach, audio-lingual approach, and communicative approach (Nzesei, 2015).

Doyran (2000) reported auditory learners recall much of what they hear and more of what they hear and then say. They get a lot of discussions, prefer verbal interpretation to a visual demonstration, and learn efficiently by explaining stuff to others.

According to Clark (2008), auditory learners often speak to themselves. They can also move their lips and read out loud. They may have trouble reading and writing. They usually do better to talk to a colleague or a tape recorder and hear what has said.

Learners use all three methods to obtain and learn accurate data and experiences. Nevertheless, one or two of these receiving styles are usually dominant according to the VAK or modality theory. This dominant style describes as the best way for an individual to obtain new data by searching what is to learn. For some tasks, this style may not always be comparable. The student may prefer one learning style for one job and a mixture of others for another task (Clark, 2008).

Kinesthetic Learning Style. Tactile learners and kinesthetic learners are alike (Doyran, 2000). The students prefer to learn by feeling or touching something with their hands while later like motion, according to Nzesei (2015). These two types of learners will feel comfortable when teachers use the total physical response approach.

Clark (2008) pointed out that kinesthetic learners do their utmost by touching and moving. They also have two sub-channels that are kinesthetic (motion) and tactile (touch). They end up by losing focus or attention if there is little or no external stimulus or action. They may want to take notes when listening to lessons for the sake of moving their hands. They like to scan the materials when reading, and then concentrate on the information to get large photos. They use color highlighters and take notes by drawing images, diagrams, or sketches.

On the other side, Budin et al. (2016) argue that learners dominated by verbal intelligence will prefer verbal learning style. Likewise, learners with a high visual intelligence impact will prefer visual learning style. Information about the intelligence and learning styles of learners can assist teachers or lecturers become more susceptible to differences between learners.

Generally, everyone has distinct levels of intelligence, and therefore, they can communicate and interact with each other during the learning phase. The connections between emotional intelligence and learning styles have significant consequences for teaching and learning. Teaching equipment and methodologies can be tailored to incorporate both the learners' emotional aspect with their learning styles. Pekrun's Theory (2006) says that feelings such as rage, anxiety, and sorrow have the potential to interrupt students' learning style by interfering with their capacity to attend-the-work duties. The emotion of students may influence the learning style. They may learn best when there is no interruption while learning.

Chapter 3

METHOD

This chapter contains the different parts of the research design, research subjects, research instrument, and data gathering procedure and statistical treatment and statistical tools of the study.

Research Design

The researchers employed a quantitative, non-experimental-correlation research design. In which quantitative design is a means for testing objective theories by examining the relationship among variables. These variables, in a term, can be measured typically on instruments, so that number data can be analyzed using statistical procedures. A non-experimental research design enables the researchers to generate data through the standardized collection (Peter Osharive, 2015). Correlational Research design may collect data on two or more variable; it can measure the reliability and how lager size is needed. The final written report has a set structure consisting of introduction, literature, and Theory, methods, results, and discussion (Creswell, 2008).

Research Subjects

This study was conducted to BSED- English students of UM Panabo College S.Y. 2019-2020. The researchers utilized simple random-sampling by lottery. A simple random sample takes a small, random portion of the entire population to represent the whole data set, where each member has an equal probability of being chosen. Researchers can create a simple random sample using methods like the lottery.

Research Distribution

The participants in this random sampling were the fifteen (15) students of UM Panabo College who took Bachelor of Secondary Education major in English and who was currently the 3rd year in level.

Research Instrument

The researchers used Goleman's questionnaire in emotional intelligence and Pekrun's questionnaire in learning style to determine the emotional intelligence and learning style of students. Two variables consist of ten (10) items per indicator.

The panel of experts validated the questionnaire. There are statements for the indicator in the constructed survey; these served an instrument in getting the necessary data from the respondents. A set of questions was given to per respondent. The following scaling was used to determine the level of emotional intelligence and learning style among education students of UM Panabo College.

To determine the level of emotional intelligence the following scale was used:

Scale	Equivalent Descriptive	Interpretation
4.21-5.00	Very High	It indicates that emotional intelligence is always observed.
3.41-4.20	High	It indicates that emotional intelligence is observed.
2.61-3.40	Moderate	It indicates that emotional intelligence is moderately observed.

1.81-2.60	Low	It indicates that emotional intelligence is least observed.
1.00-1.80	Very Low	It indicates that emotional intelligence is not observed.

To determine the learning style the following scale was used:

Scale	Equivalent Descriptive	Interpretation
4.21-5.00	Very High	It indicates that learning style is always applied.
3.41-4.20	High	It indicates that learning style is applied.
2.61-3.40	Moderate	It indicates that learning style is moderately applied.
1.81-2.60	Low	It indicates that learning style is least applied.
1.00-1.80	Very Low	It indicates that learning style is not applied.

Data Gathering Process

The researchers utilized the following steps in conducting the study:

Questionnaire Validation. Researchers provided a questionnaire and submitted it to the subject teacher for validation.

Permission to conduct a study. Researchers sent a letter of authorization to survey UM Panabo College and submitted to the Director of the school.

The admission of the study. Upon the approval to conduct the research, the researchers personally dispensed the questionnaire to the respondents of the survey.

Retrieval of the Questionnaire. After the administration of the questionnaires, the data immediately collected, tallied, and subjected to statistical interpretation.

Statistical Treatment of the Data

The data gathered is analyzed and interpreted through the use of the following appropriate statistical treatment:

Weighted Mean. These were used to determine the level of emotional intelligence and learning style among selected students of UM Panabo College.

Pearson Product Moment Correlation. These were used to determine the significant relationship between emotional intelligence and learning style.

Chapter 4

PRESENTATION AND ANALYSIS OF FINDINGS

Presented in this chapter are the results of the study in answer to the questions in the previous chapter. The data presented both in tabular and textual forms.

Level of Emotional Intelligence of Students

The level of emotional intelligence presented in Table 1 is obtaining a grand mean of 3.83. In the self-awareness, the data showed an overall result of 3.93, which means that self-awareness being experienced by the students, is high and is observed. Item no.2, know when to be happy got the highest mean of 4.33 or the awareness is very high and is always observed while item no.9 can let the anger go quickly so that it no longer affects obtained the lowest mean of 3.53 which means the awareness is high and is observed. Based on Diggins (2004), able to correctly acknowledge feelings, understand the effect they have on their conduct that enables for stronger interactions with followers.

In managing emotions, the overall mean is 3.51, which mean that the managing emotions are high or it is observed. The highest mean in this variable is observed in item no.10 others often do not know how the feeling about things was with the mean of 3.87 is high and is observed while item no. 5 difficult people do not annoy got the lowest mean of 3.07, which is moderate and is moderately observed. According to Barbalet (2002), feelings are evoked in located conditions and experienced as changes in attitude to behave. It is in social interaction with others that emotional experience is both generated in the actor and oriented in their behavior.

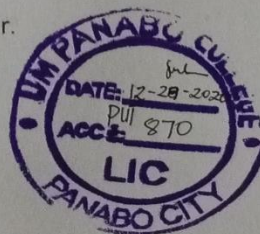


Table 1
Level of Emotional Intelligence of Students

Self-Awareness	Mean	Descriptive Equivalent
Realize immediately when losing temper.	4.13	High
Know when to be happy.	4.33	Very High
Usually recognize when stressed.	3.87	High
Aware when being 'emotional'.	4.13	High
Can account for the reason(s) when feel anxious.	3.60	High
Always know when being unreasonable.	3.60	High
Awareness of owns emotions is very important at all times.	4.13	High
Can tell if someone is upset or annoyed.	3.87	High
Can let anger 'go' quickly so that it no longer affects.	3.53	High
Know what makes you happy.	4.13	High
Overall Mean	3.93	High
Managing Emotions	Mean	Descriptive Equivalent
Can 'reframe' bad situations quickly.	3.67	High
Do not wear 'heart on sleeve'.	3.67	High
Others can rarely tell what mood.	3.40	Average
Rarely 'fly off the handle' at other people.	3.33	Average
Difficult people do not annoy.	3.07	Average
Can consciously alter frame of mind or mood.	3.53	High
Do not let stressful situations or people affect once there is left work.	3.47	High
Rarely worry about work or life in general.	3.40	Average
Can suppress emotions when needed to.	3.73	High
Others often do not know how the feeling about things was.	3.87	High
Overall Mean	3.51	High
Motivating Oneself	Mean	Descriptive Equivalent
Able to always motivate oneself to do difficult task.	4.13	High
Usually able to prioritize important activities at work and get on with them.	4.13	High
Always meet deadlines.	3.73	High
Never waste time.	3.80	High
Do not prevaricate.	3.40	Average
Believing to do the difficult things first.	3.67	High
Delayed gratifications are a virtue to hold.	3.33	Average
Believe in 'Action this Day'.	4.07	High
Can always motivate oneself even when feeling low.	4.07	High
Motivations have been the key of success.	4.47	Very High
Overall Mean	3.88	High
Empathy	Mean	Descriptive Equivalent
Always able to see things from the other person's viewpoint.	4.27	Very High
Excellent at empathizing with someone else's problem.	4.07	High
Can tell if someone is not happy.	3.87	High
Can tell if a team of people are not getting along with each other.	3.40	Average
Can usually understand why people are being difficult.	3.80	High
Other individuals are not 'difficult' just 'different'.	3.93	High
Can understand when being unreasonable.	3.80	High
Can understand why actions sometimes offend others.	3.87	High
Can sometimes see things from others' point of view.	4.07	High
Reasons for disagreements are always clear.	3.87	High
Overall Mean	3.89	High
Social Skills	Mean	Descriptive Equivalent
An excellent listener.	3.80	High
Never interrupt other people's conversations.	3.87	High
Good at adapting and mixing with a variety of people.	4.00	High
People are the most interesting thing in life.	4.00	High
Love to meet new people and get to know what makes them 'tick'	4.07	High
Need a variety of work colleagues to make job interesting.	3.73	High
Like to ask questions to find out what it is important to people.	3.93	High
See working with difficult people as simply a challenge to win them over.	3.87	High
Good at reconciling differences with other people.	4.13	High
Generally build solid relationships with those who work with.	4.13	High
Overall Mean	3.95	High
Grand Mean	3.83	High
Legend:	Scale	Descriptive Equivalent
	4.21-5.00	Very High
	3.41-4.20	High

In motivating oneself, the overall mean is 3.88, which is high, or it is observed. The highest mean in this variable is observed in item no.10 motivations have been the key to success with the mean of 4.47, which is very high and is always observed while item no. 7 delayed gratifications are a virtue to hold to get the lowest mean of 3.33, which is high and is moderately observed. Setting goals can also be useful for the self. One particularly efficient form of the self-setting objective is setting an enforcement purpose whereby one generates an if-then plan for how to accomplish a goal. An individual chooses a critical cue for the if-component to create an if-then plan, which connected to a goal-directed reaction in the then-component (Oettingen & Gollwitzer, 2010).

In Empathy, the overall mean is 3.89, which mean that empathy is high or observed. The highest mean in this variable is observed in item no. 1 Always able to see things from the other person's viewpoint with a mean of 4.27 is very high and is always observed while item no. 5 Can usually understand why people are complicated and item no. 7 Can understand if being unreasonable got the lowest mean of 3.80 and observed.

Empathy, on the other side, is an acquired ability or behavior of life that can be used to attempt to come into touch with someone, to interact and comprehend the experiences or emotions of others (Halpern 2003). The capacity to understand, blank, and disconnect from your emotions (feeling of objectivity) is particularly essential in establishing effective and beneficial relationships (Halpern 2007).

In Social Skills, the overall mean is 3.95, which is high or is observed. The highest mean is observed in item no. 9 Good at reconciling differences with other people and item no. 10 Generally build solid relationships with those who work with has a mean of 4.13 which is high and is observed while item no. 1 Excellent listener got the lowest mean of 3.80 and is observed.

Social skills are characteristics that enable people to communicate influentially and refrain from undesirable reactions. They reflect the achievement of people in social and behavioral health (Rawles, 2016). These skills have their roots in cultural and social foundations and include behaviors such as

pioneering in the establishment of new communications, requesting help, and making suggestions to help others. One of the essential educational aims of childhood is to develop social skills, and the level of children's and adults' enjoyment of these skills is influential in their personal and social health and their educational success (Morgan, Hsiao, Dobbins, Brown., & Lyons, 2015; Rawles, 2016).

Level of Learning Style of Students

Presented in Table 2 are the levels of learning styles in terms of visual, auditory, and kinesthetic, which have the grand mean of 3.64, with the description of high. These mean that the three indicators are applied.

The first indicator, which is the Visual Learning Style, got an overall mean of 3.89 with the descriptive equivalent of high and is applied. The highest mean is observed in item no. 2 Remembered something better if it writes it down has a mean of 4.47. These means that visual learning is very high and always applied while item no. 9, it's hard to understand a joke when someone is telling with a mean of 3.13, which is moderate and moderately is applied.

Table 2
Level of Learning Style of Students

Visual Style	Mean	Descriptive Equivalent
Enjoy doodling and even notes have lots of pictures and arrows in them.	4.00	High
Remember something better if write it down.	4.47	Very High
Get lost or late if someone tells how to get to a new place, and don't write down the directions.	3.60	High
When trying to remember someone's telephone number, something new like that, it helps to get a picture of it in mind.	3.73	High
If taking a test, can "see" the textbook page and where the answer is located.	3.60	High
It helps took at the person while listening, it keeps focused.	4.33	Very High
Using flashcards helps to retain materials for tests.	3.93	High
It's hard to understand what a person is saying when there are people talking or music playing.	3.87	High
It's hard to understand a joke when someone's telling it.	3.13	Average
It is better to get work done in a quiet place.	4.20	High
Overall Mean	3.89	High
Auditory Style	Mean	Descriptive Equivalent
Written work doesn't look neat. Papers have crossed-out words and erasures.	4.00	High
It helps to use finger as a pointer when reading to keep the place.	3.80	High
Papers with very small print, blotchy dittos or poor copies are tough.	4.07	High
Understand how to do something if someone tells, rather than having to read the same thing.	3.80	High
Remember things that are heard, rather than things that see or read.	3.60	High
Writing is tiring. Press down too hard with pen or pencil.	3.60	High
Eyes get tired fast, even though the eye doctor says that the eyes are ok.	4.07	High
When reading, mix up words that look alike, such as "them" and "then", "bad" and "dad"	3.13	Average
It's hard to read other people's handwriting.	3.2	Average
If had the choice to learn new information through a lecture or textbook, would choose to hear it rather read it.	3.47	High
Overall Mean	3.67	High
Kinesthetic Style	Mean	Descriptive Equivalent
Don't like to read directions, rather to just start doing.	3.27	Average
Learn best when shown how to do something, and I have the opportunity to do it.	3.87	High
Studying at a desk is not a thing.	3.27	Average
Tend to solve problem through a more trial-and-error approach, rather than from a step-by-step method.	3.33	Average
Before following directions, it helps to see someone else to do it first.	3.47	High
Finding one needing fluent breaks while studying.	3.33	Average
Not skilled in giving verbal explanations or directions.	3.07	Average
Do not become easily lost, even in strange surroundings.	3.33	Average
Think well when it has the freedom to move around.	3.47	High
When can't think of a specific word, using hands a lot and call something a "what-cha-ma-call-it" or a "thing-a-ma-jig".	3.47	High
Overall Mean	3.39	Average
Grand Mean	3.64	High

Legend:

Scale
4.21-5.00
3.41-4.20
2.61-3.40
1.81-2.60
1.00-1.80

Descriptive Equivalent
Very High
High
Average
Low
Very Low

The result to the Theory of Constantiniduo and Baker (2012) stated that visual presentation through the use of pictures was advantageous for all learners, irrespective of a high or low learning-style preference for visual images. There is some evidence for modality specific strengths and weakness; what has not established is matching the instructional style to individual learning strength to improve the learning abilities.

The second indicator is Auditory Learning Style, which got the overall mean of 3.67 with high descriptive equivalent. Among the items, the only item no. 3 and item no. 7 got a high descriptive equivalent. Item no. 3 papers with very small print, blotchy dittos or poor copies are tough and item no. 7 eyes get tired fast, even though the eye doctor says that the eyes are ok which have a mean of 4.07 while item no. 8 when reading, mix up words that look alike, such as them and then, bad and dad got the lowest mean of 3.13 is moderate and is moderately applied.

These findings agreed with the Theory of Clark (2008), which indicated that auditory learners often speak to themselves. They may also move their lips and read out loud, and when learners understand their best way to interpret data, the quicker the learning.

The third indicator in which is Kinesthetic Learning Style got the overall mean of 3.64 with the high descriptive equivalent. The highest mean is observed in item no. 2 Learn best when shown how to do something, and have the opportunity to do got a mean of 3.87 is high and is applied while item no. 7 Not skilled in giving verbal explanations or directions is moderate and is moderately applied.

Significant Relationship between Emotional Intelligence and Learning Style of Students

Shown in Table 3 is a significant relationship between emotional intelligence and learning style of students. As to the data revealed among the emotional intelligence, the result of the computation of using the r-value is -0.079. The P-value is 0.779, which is greater than the significant level of 0.05. Thus, the null hypothesis (H_0) is not rejected.

It stated, therefore, that there is no significant relationship between emotional intelligence and learning style of students. These connote that the emotional intelligence correlates very little to the learning style of students; however, the correlation is not significant.

The outcome of this research nullifies the hypothesis of Farooq (2003), which, if used, deemed emotional intelligence will have a significant impact on student learning style.

According to the Theory of Huxham and Land (2000), educators thought in matching the teaching and learning style of learners. It advocates that once instructors understand their learners learning styles, they can develop strategies or techniques and procedures. That is likely to make learning more active for learners.

Table 3

Significant Relationship between Emotional Intelligence and Learning Style of Students

Correlation Coefficient	
Learning Style	
Emotional Intelligence	-0.079

P-(0.779)>0.05 NOT SIGNIFICANT

Chapter 5

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

The summary of findings, conclusion, and recommendations draw by the researchers from the results are presented in this chapter.

Summary of Findings

Based on the result formulated from the data collected, the researchers found out the following:

1. The level of emotional intelligence of students has an overall mean of 3.83 interpreted as observed.
2. The level of learning style of students has an overall mean of 3.64 interpreted as applied.
3. The correlation value between emotional intelligence and learning style of students is r-value of 0.079 with the P-value of 0.779 which is higher than 0.05 level of significance. Thus, the null hypothesis is not rejected.

Conclusions

The following conclusions are drawn based on the findings of the study:

1. The level of emotional intelligence of students is moderate.
2. The level of learning style of students is moderate.
3. There is no significant relationship between emotional intelligence and learning style of students.

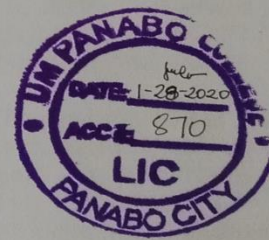
Recommendations

1. Students needed to be aware and manage their emotions whenever someone is up to annoy them. They should know how to handle their selves when they face this kind of situation.

their selves when they face this kind of situation. Students should have self-control and first recognize what annoys him or her about the individual; he/she should remain calm, handle his or her nonverbal responses by maintaining quiet or yet attempting to be directive and discreet and choosing not to participate in arguments.

2. Students should be skilled in giving verbal explanations or directions by enhancing their communication skills such as speaking. Students should also provide context and be particular in expounding the information, ask ideologically rather than barking commands, give the other person the chance to ask questions, and avoid any impulse to intervene.

3. The future researchers may conduct another study by using another variable that could influence students learning style.



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Appendix A

Letter of Permission to Conduct the Study

June 25, 2019

DR. CELSO L. TAGADIAD
School Director
UM Panabo College

Dear Sir:




The undersigned are fourth year students who are currently conducting a research entitled **"Emotional Intelligence and Learning Style of the students"** as a final requirement to the course EdRes 1.

To this matter, we would like to ask permission from your good office to allow us to conduct our study to the third year students of UM Panabo College specifically BSED – English students.

The data shall be treated with outmost confidentiality.

We highly appreciate your positive response to this matter.

Thank you and God bless.

Respectfully yours,

Molora, Jenebee A.

Morales, Krisha C.

Estologa, Josephine
Researchers

Noted by:

DR. LIEZEL V. CHAN
Adviser

Approved by: 
DR. CELSO L. TAGADIAD
School Director

Appendix B-1
Validation Letter

May 16, 2019

PROF. DICKEY O. MOSQUEDA
Faculty
UM Panabo College

Dear Sir:

We are pleased to inform you that you are chosen as one of our validators on the questionnaire duly modified and prepared by the undersigned. This will be used in the conduct of our study entitled: **Emotional Intelligence and Learning Style of the students.**

To this, we attached the following: Validation Sheet and the questionnaire for your reference. The expertise and experience you will share to us will give great advantage to our endeavor.

Respectfully yours,


Molona, Jenebee A.


Morales, Krishna C.


Estolaga, Josephine
Researchers

Noted by:


DR. LIEZEL V. CHAN
Adviser

Appendix B-2
Validation Letter

May 16, 2019

DR. AMELIE L. CHICO
Research Coordinator
UM Panabo College

Dear Ma'am:

We are pleased to inform you that you are chosen as one of our validators on the questionnaire duly modified and prepared by the undersigned. This will be used in the conduct of our study entitled: **Emotional Intelligence and Learning Style of the students.**

To this, we attached the following: Validation Sheet and the questionnaire for your reference. The expertise and experience you will share to us will give great advantage to our endeavor.

Respectfully yours,


Molona, Jenebee A.


Morales, Krisha C.


Estologa, Josephine
Researchers

Noted by:


DR. LIEZEL V. CHAN
Adviser

Appendix D

Survey Questionnaire

Questionnaire on Emotional Intelligence and Learning style

(Daniel Goleman, 1995) and (O'Brien, 1985)

Part 1. Profile of the Respondents

Name: _____ Date: _____

Year/Level: _____

Instruction. Below are questions that measure the Emotional Intelligence and Learning Style of the students. Please put check mark (/) appropriate to your answer using the given scale.

5-Always 4-Often 3-Sometimes 2-Seldom 1-Never

Part 2. Emotional Intelligence

Self-Awareness	5	4	3	2	1
1. Realize immediately when losing temper.					
2. Know when to be happy.					
3. Usually recognize when stressed.					
4. Aware when being 'emotional'.					
5. Can account for the reason(s) when feel anxious.					
6. Always know when being unreasonable.					
7. Awareness of owns emotions is very important at all times.					
8. Can tell if someone is upset or annoyed.					
9. Can let anger 'go' quickly so that it no longer affects.					
10. Know what makes you happy.					
Managing Emotions					
1. Can 'reframe' bad situations quickly.					
2. Do not wear 'heart on sleeve'.					
3. Others can rarely tell what mood.					
4. Rarely 'fly off the handle' at other people.					
5. Difficult people do not annoy.					
6. Can consciously alter frame of mind or mood.					
7. Do not let stressful situations or people affect once there is left work.					
8. Rarely worry about work or life in general.					
9. Can suppress emotions when needed to.					
10. Others often do not know how the feeling about things was.					
Motivating Oneself					
1. Able to always motivate oneself to do difficult task.					
2. Usually able to prioritize important activities at work and get on with them.					
3. Always meet deadlines.					
4. Never waste time.					

5. Do not prevaricate.					
6. Believing to do the difficult things first.					
7. Delayed gratifications are a virtue to hold.					
8. Believe in 'Action this Day'.					
9. Can always motivate oneself even when feeling low.					
10. Motivations have been the key of success.					
Empathy					
1. Always able to see things from the other person's viewpoint.					
2. Excellent at empathizing with someone else's problem.					
3. Can tell if someone is not happy.					
4. Can tell if a team of people are not getting along with each other.					
5. Can usually understand why people are being difficult.					
6. Other individuals are not 'difficult' just 'different'.					
7. Can understand when being unreasonable.					
8. Can understand why actions sometimes offend others.					
9. Can sometimes see things from others' point of view.					
10. Reasons for disagreements are always clear.					
Social Skills					
1. An excellent listener.					
2. Never interrupt other people's conversations.					
3. Good at adapting and mixing with a variety of people.					
4. People are the most interesting thing in life.					
5. Love to meet new people and get to know what makes them 'tick'					
6. Need a variety of work colleagues to make job interesting.					
7. Like to ask questions to find out what it is important to people.					
8. See working with difficult people as simply a challenge to win them over.					
9. Good at reconciling differences with other people.					
10. Generally build solid relationships with those who work with.					

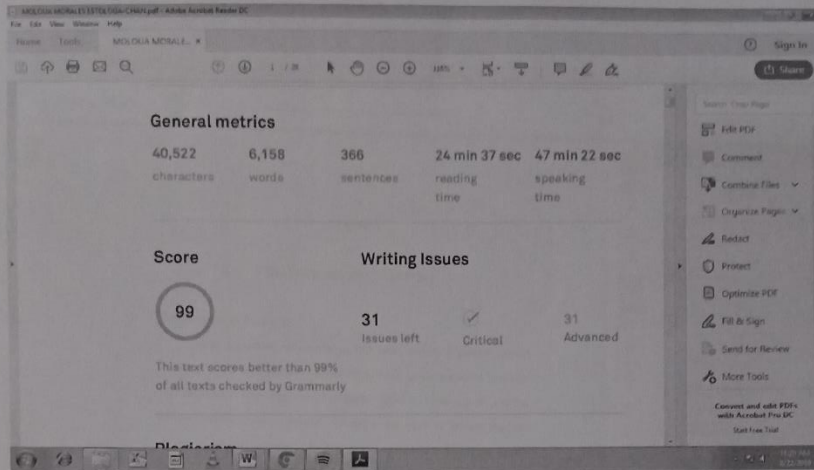
Part 3. Learning Style

Visual Style	5	4	3	2	1
1. Enjoy doodling and even notes have lots of pictures and arrows in them.					
2. Remember something better if write it down.					
3. Get lost or late if someone tells how to get to a new place, and don't write down the directions.					
4. When trying to remember someone's telephone number, something new like that, it helps to get a picture of it in mind.					
5. If taking a test, can "see" the textbook page and where the answer is located.					
6. It helps took at the person while listening, it keeps focused.					
7. Using flashcards helps to retain materials for tests.					
8. It's hard to understand what a person is saying when there are people talking or music playing.					
9. It's hard to understand a joke when someone's telling it.					

10. It is better to get work done in a quiet place.					
Auditory Style					
1. Written work doesn't look neat. Papers have crossed-out words and erasures.					
2. It helps to use finger as a pointer when reading to keep the place.					
3. Papers with very small print, blotchy dittos or poor copies are tough.					
4. Understand how to do something if someone tells, rather than having to read the same thing.					
5. Remember things that are heard, rather than things that see or read.					
6. Writing is tiring. Press down too hard with pen or pencil.					
7. Eyes get tired fast, even though the eye doctor says that the eyes are ok.					
8. When reading, mix up words that look alike, such as "them" and "then", "bad" and "dad"					
9. It's hard to read other people's handwriting.					
10. If had the choice to learn new information through a lecture or textbook, would choose to hear it rather read it.					
Kinesthetic Style					
1. Don't like to read directions, rather to just start doing.					
2. Learn best when shown how to do something, and I have the opportunity to do it.					
3. Studying at a desk is not a thing.					
4. Tend to solve problem through a more trial-and-error approach, rather than from a step-by-step method.					
5. Before following directions, it helps to see someone else to do it first.					
6. Finding one needing fluent breaks while studying.					
7. Not skilled in giving verbal explanations or directions.					
8. Do not become easily lost, even in strange surroundings.					
9. Think well when it has the freedom to move around.					
10. When can't think of a specific word, using hands a lot and call something a "what-cha-ma-call-it" or a "thing-a-ma-jig".					

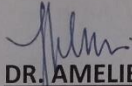
Appendix E

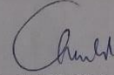
Grammarly Certification



MOLOUA MORALES ESTOLOGA

CONGRATULATIONS GRAMMARLY RESULT 99%


DR. AMELIE L. CHICO
RESEARCH COORDINATOR


DR. LIEZEL V. CHAN
ADVISER

Appendix F-1

Certificate of Appearance



UM Panabo College
 Research Office
 Arguelles St., San Francisco
 Panabo City

Certificate of Appearance

This is to certify that the students whose names are listed below have appeared at the

Kristal Wynne O. Ayo and conducted Survey
 (Name of Office/Agency) (State activity)

in relation to their thesis/FS entitled "Emotional Intelligence and learning style of students"

during the period June 26, 2019.
 (State inclusive dates)

Kristal Wynne Ayo

Name and Signature of Authorized Personnel



UM Panabo College
 Research Office
 Arguelles St., San Francisco
 Panabo City

Certificate of Appearance

This is to certify that the students whose names are listed below have appeared at the

Clarisa L. Turtor and conducted Survey
 (Name of Office/Agency) (State activity)

in relation to their thesis/FS entitled "Emotional Intelligence and learning style of students"

during the period June 26, 2019.
 (State inclusive dates)

Clarisa Turtor

Name and Signature of Authorized Personnel

Appendix F-2

Certificate of Appearance



UM Panabo College
 Research Office
 Arguelles St., San Francisco
 Panabo City

Certificate of Appearance

This is to certify that the students whose names are listed below have appeared at the
Nova Mae D. Culpa and conducted Survey
 (Name of Office/Agency) (State activity)
 in relation to their thesis/FS entitled "Emotional Intelligence and Learning Style of Students"
 during the period June 26, 2019.
 (State inclusive dates)

[Signature]
NOVA MAE D. CULPA
 Name and Signature of Authorized Personnel



UM Panabo College
 Research Office
 Arguelles St., San Francisco
 Panabo City

Certificate of Appearance

This is to certify that the students whose names are listed below have appeared at the
VICTOR M. GELLA JR. and conducted Survey
 (Name of Office/Agency) (State activity)
 in relation to their thesis/FS entitled "Emotional Intelligence and Learning Style of Students"
 during the period 06-24-19.
 (State inclusive dates)

[Signature]
VICTOR M. GELLA JR.
 Name and Signature of Authorized Personnel

Plagiarism Result

Feedback Studio - Google Chrome
feedback studio Rev: 2 Emotional Intelligence and Learning Style of Students 24 16 of 21

Chapter 1

THE PROBLEM AND ITS SETTING

Background of the Study

Many individuals acknowledge that each individual prefers distinct learning styles and methods. Styles of learning group prevalent methods that individuals learn. However, if students' learning styles do not suit the teaching styles of the professors, learners in the class or session may get bored or pay less attention resulting in low grades and disinterest in the learning process. Everybody has a combination of teaching styles. Some

Match Overview

24%

1	www.scribd.com	6%
2	etd.umd.edu	3%
3	www.futureacademy.or	2%
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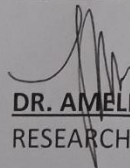
Page: 1 of 25 Word Count: 1526 Text only Report High Resolution

MOLOUA MORALES ESTOLOGA

CONGRATULATIONS

(August 8, 2019)

PLAGIARISM RESULT SECOND RUN PASSED 24%


DR. AMELIE L. CHICO
RESEARCH COORDINATOR



Krisha C. Morales

Purok 4, San Vicente, Panabo City

krishamorales08@yahoo.com

09126068706

PERSONAL DATA

Age : 20
Gender : Female
Date of Birth : January 8, 1999
Place of Birth : Purok Dugso, San Pedro, Panabo City
Civil Status : Single
Citizenship : Filipino
Height : 5'2
Weight : 58 kls.
Religion : Roman Catholic
Mother's Name : Jeneth Morales
Occupation : Housewife
Father's Name : Danilo Morales
Occupation : Laborer-Ramp Assist

EDUCATIONAL ATTAINMENT

Tertiary : UM Panabo College
Course : Bachelor of Secondary Education- English

Address : Arguilles St., San Francisco, Panabo City
Year-Graduated : (2019-2020)
Secondary : San Vicente National High School
Address : Prk.2, San Vicente, Panabo City
Year Graduated : 2014-2015
Primary : San Vicente Elementary School
Address : Prk.2, San Vicente, Panabo City
Year Graduated : 2010-2011



Jenebee A. Moloua

Purok 1, Anibongan, Carmen Davao Del Norte

Jenebee_moloua@yahoo.com

09553583529

PERSONAL DATA

Age : 20
Gender : Female
Date of Birth : November 11, 1998
Place of Birth : Purok 1, Anibongan, Carmen Davao del Norte
Civil Status : Single
Citizenship : Filipino
Height : 5'1
Weight : 49 kls.
Religion : Catholic
Mother's Name : Jena A. Moloua
Occupation : Housewife
Father's Name : Banny T. Moloua
Occupation : Laborer

EDUCATIONAL ATTAINMENT

Tertiary : UM Panabo College
Course : Bachelor of Secondary Education- English

Address : Arguilles St., San Francisco, Panabo City
Year-Graduated : (2019-2020)
Secondary : Anibongan National High School
Address : Prk.1, Anibongan, Carmen
Year Graduated : 2014-2015
Primary : Anibongan Elementary School
Address : Prk.1, Anibongan, Carmen
Year Graduated : 2010-2011



Josephine Estologa

Purok 6-D, San Francisco, Panabo City

09666948392

PERSONAL DATA

Age : 42
Gender : Female
Date of Birth : June 15, 1977
Place of Birth: New Visayas, Panabo City
Civil Status : Single
Citizenship : Filipino
Height : 4'11
Weight : 40 kls.
Religion : Catholic
Mother's Name : Paulina Estologa
Occupation : Housewife
Father's Name : Remegio Estologa
Occupation : N/A

EDUCATIONAL ATTAINMENT

Tertiary : UM Panabo College
Course : Bachelor of Secondary Education- English

Address : Arguilles St., San Francisco, Panabo City
Year-Graduated : (2019-2020)
Secondary : Panabo National High School
Address : Gredu, Panabo City
Year Graduated : 1993-1994
Primary : La Libertad Elementary School
Address : Sto.Tomas, Davao del Norte
Year Graduated : 1989-1990