

Efficacy of Emotional Intelligence Enhancement Programme on Emotional Intelligence of Std. 8th Students

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ABSTRACT

The purpose of the study was to assess the efficacy of the emotional intelligence enhancement training programme in raising the level of social and academic adjustment. The study was an experimental research design (Single group present and past experimental design), which is most appropriate method for obtaining the specific data regarding the programme on fostering Emotional Intelligence. The experimental group was exposed to ten days on two hours per day sessions of emotional intelligence enhancement training, while the control group was only given pre-post questionnaires. Paired sample t-test was applied to the significance difference between the pre and post-test sessions. Results of the present study indicated that there is an effect of Emotional Intelligence Enhancement program on the student's emotional intelligence. The findings of the study would help teaches to foster emotional intelligence skills among the primary students.

Keywords: *Emotional Intelligence, Social Adjustment, Training Program, Primary school students.*

For centuries, emphasis has been placed on academic learning, qualifications and how intelligent a person was! For example, their IQ. Anything emotional was encouraged to study hidden behind them, "Stiff Upper Lip" rather than being acknowledged and expressed. Emotional Intelligence i.e. Quotient i.e. EQ is essential to be succeeding in the twenty-first century. If the driving force of twentieth century has been I.Q. then in growing evidence in the driving of twenty-first century, it will be Emotional Intelligence in related from of practical and creative Intelligence.

For enhancing Emotional Intelligence, the programme which effects all four components was decided such as: Self-Awareness, Self-Management, Empathy and Relation Management. These four components are to be enhanced by different activities, meditation and some activities related to social skills.

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Numerous psychological (Goleman,1998) training programmes (Ogunyemi,2008), social skills (Pasha & Golsheko,2008), and other research findings all show that people can develop their emotional and social competences with perseverance and through organised training programmes. The current investigation could not find any published research that examined how an emotional intelligence training programme affected university students' social and academic adjustment (Schutte & Malouff, 2002; Austin, Evans, Goldwater, & Potter, 2005; Salami, 2010; Lin, Lee, Hsu, & Lin, 2011). The current study makes an effort to promote emotional intelligence abilities and maximise first-year university students in Jordan's social and academic adjustment through the implementation of an emotional intelligence training programme. The present study also took gender into account as a second-level independent variable to determine its influence on emotional intelligence in light of the possibility that these factors could affect how a training programme influences emotional intelligence.

STATEMENT OF THE PROBLEM:

The present study has planned to study the following problem: *Efficacy of Emotional Intelligence Enhancement Programme on Emotional Intelligence of Std. 8th Students*

DEFINITION OF THE TERMS:

The present study has many terms definitions of the terms are as follows:

Emotional Intelligence: In the present study Emotional Intelligence means the score achieved by the primary students in the Emotional Intelligence scale constructed and standardised by Sanjay K. Shah.

Emotional Intelligence Enhancement Programme: In the present study Enhancement means to enhancement Emotional Intelligence by using Emotional Intelligence Enhancement Programme.

IMPORTANCE OF THE STUDY:

The twentieth century was the century of Intelligence. In that century we considered those possessed high I.Q. were intelligent but we had found so many examples from the society that, those who passed high IQ, they might fail in their real life. It means it is not guaranteed that a person with high intellect can be always successful. In the words of Kothari Commission, “*Today’s education system cannot satisfy the present needs of the student and it should be changed from the world of school to the world of work and life.*” The present education system does not give any guarantee for a successful life. So, in the present study, the investigator has tried to develop and try out a programme which enhances the Emotional Intelligence of the primary students. With the help of the present study, people may understand that Emotional Intelligence can be enhanced by giving a good programme.

OBJECTIVES OF THE PRESENT STUDY:

The study is going to investigate the objectives as follows:

1. To study the achievement of students who participate in the programme on fostering Emotional Intelligence.
2. To compare the difference between the mean scores of achievement of students before and after participate in the programme with reference to gender.

Variables Of The Study:

Independent Variable: “Emotional Intelligence Enhancement Programme”

Dependent Variable: “Emotional Intelligence”

Control Variable: Students of 8th Std.

Hypothesis:

Ha1 The post-test mean score of Emotional Intelligence will be higher than pre-test mean score of Emotional Intelligence in primary school student.

Ha2 The post-test mean score of Emotional Intelligence will be higher than pre-test mean score of Emotional Intelligence in Boys group of primary school student.

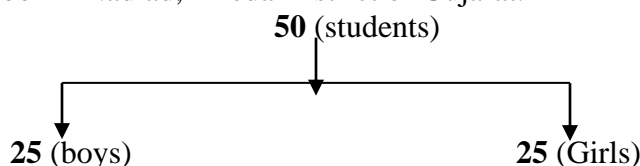
Ha3 The post-test mean score of Emotional Intelligence will be higher than pre-test mean score of Emotional Intelligence in Girls group of primary school student.

Population:

For the present study the population was finite as it consists of the class VII of Gujarati Medium School of Anandtaluka.

Sample And Sampling Techniques:

The sample of the present study has been consisted of secondary level students from Mahashri Dayanand Sarasvati School in Nadiad, Kheda District of Gujarat.



Research Design:

The experimental research design (Single group present and past experimental design), which is most appropriate method for obtaining the specific data regarding the programme on fostering Emotional Intelligence.

Tools:

Emotional Intelligence Scale: This scale was constructed and standardized by Dr. (Mrs.) Pallavi P. Patel for the primary students. This scale contains 69 statements, out of which 35 statements are positive and 34 are negative.

Table 1 Emotional Intelligence Enhancement Programme:

The whole programme is distributed over 12 days as follows:

Sr. No	Components of Emotional Intelligence	Duration Days—Hours
1	Self- Awareness	2 Days- 1*2= 2 Hours
2	Self- Management	2 Days- 1*2= 2 Hours
3	Empathy	2 Days- 1*2= 2 Hours
4	Relation Management	2 Days- 1*2= 2 Hours
5	Influence	2 Days- 1*2= 2 Hours
	Total	10 Days/ 10Hours

Procedure:

The investigator has developed emotional intelligence enhancement training program for the present research and student were freely volunteered themselves to participated for 10 days period 2 hours per day. 5 trainers were involved in the training program administrations. The training program was executed through a series of lectures, discussions, and demonstration, such as role-play methods. After the completion of the training programme all the participants were administered emotional intelligence scale.

Scoring:

In the present study, scoring of the obtained data was done with the help of the respective manual available for the test. The data have been arranged in the respective tables according to the statistical test applied.

Statistical Analysis:

The present study explained the significant difference between two pairs of students of the primary level school ‘t’-test, Mean and SD were calculated.

RESULTS & DISCUSSION:

Ha1: *The post-test mean score of Emotional Intelligence will be higher than the pre-test mean score of Emotional Intelligence.*

Table: 2

**Mean SD & ‘t’ value of Emotional Intelligence score of total sample
(Pre-test and Post Test)**

Groups	N	Mean	SD	‘t’ Ratio
Pre-test	50	166	37.08	2.00
Post-test	50	212	44.13	

It can be analysed by the above table that the mean score of Emotional Intelligence in the pre-test is 166 and in the post-test is 212. The ‘t’ value is 2.00 which is more than the table value at a 0.05 level of confidence. Hence, the directional hypothesis “the post-test mean score of Emotional Intelligence will be higher than the pre-test mean score of Emotional Intelligence” is accepted. It means that the difference between the mean score of Emotional Intelligence in the post-test is significant.

Ha2: *The post-test mean score of Emotional Intelligence of boys group will be higher than the pre-test of Emotional Intelligence of boys group.*

Table: 3

**Mean SD & ‘t’ value of Emotional Intelligence score of Boys Group
(Pre-test and Post Test)**

Groups	N	Mean	SD	‘t’ Ratio
Pre-test	25	165	41.47	2.06
Post-test	25	211	48.53	

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It can be analysed by the above table that the mean score of Emotional Intelligence of boys group in pre-test is 165 and in post-test 211. The 't' value is 2.06 which is more than table value at 0.05 level of confidence. Hence, the directional hypothesis "The post-test mean score of Emotional Intelligence of boys group will be higher than the pre-test mean score of Emotional Intelligence of boys group" is accepted. It means that the difference between mean score of Emotional Intelligence in the pre-test and post-test is significant.

Ha3: *The post-test mean score of Emotional Intelligence of girls group will be higher than the pre-test of Emotional Intelligence of girls group.*

To test the directional hypothesis, the investigator has used mean, 't' value and SD. This information is given in the following table.

Table: 4
Mean SD & 't' value of Emotional Intelligence score of Girls Group
(Pre-test and Post Test)

Groups	N	Mean	SD	't' Ratio
Pre-test	25	168	33.80	2.06
Post-test	25	214	41.19	

It can be analysed by the above table that the mean score of Emotional Intelligence of girls group in pre-test is 167.08 and in post-test is 213.88. The 't' value is 2.06 which is more than the table value at a 0.05 level of confidence. Hence, the directional hypothesis "The post-test mean score of Emotional Intelligence of girls group will be higher than the pre-test mean score of Emotional Intelligence of girls group" is accepted. It means that the difference between the mean score of Emotional Intelligence in the pre-test and post-test is significant.

CONCLUSION:

The main objective of the present research is to know the effect of the Emotional Intelligence Enhancement Programme on the emotional intelligence of 8th-standard students. Results of the present study indicated that there is an effect of the Emotional Intelligence Enhancement program on the student emotional intelligence. The findings of the study would help teachers foster emotional intelligence skills among primary students.

IMPLICATIONS:

- Parents should behave friendly with their children so that they can express their feelings, and emotions easily.
- Parents should spend more and more time with their children within a day.
- The teacher should try to create a situation for the students for the students to express their emotions and understand their feelings.
- The teacher should motivate the student to read the story books which teacher lead towards positive thinking.

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Conflict of Interest

The author declared no conflict of interest.

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