



DEVELOPMENT OF EMOTIONAL INTELLIGENCE

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Abstract :

Cognitive intelligence of a human being is specific for him throughout his life. It cannot be improved. As per views of different researchers, it is less important to live successful life, than another type of intelligence i.e. emotional intelligence. Persons with high E.Q. are always found to be more successful than those with high I.Q. Unlike I.Q., E.Q. can be improved through different activities. But if the necessary actions are taken in adolescent age of a person, it can be more helpful. Emotional Intelligence is nothing but the proper use of emotions in an intellectual way. Emotions are part & parcel of one's life but are the decision factors of one's life in adolescence stage. This paper has attempted to develop emotional intelligence of ninth standard students. For the same, the researcher has developed a programme to develop emotional intelligence consisting of 25 activities, five activities per component of emotional intelligence. This study has not only attempted to develop the programme but also to implement it on 174 students from 2 Marathi medium schools, granted by government of Maharashtra, in Solapur city and to test its effectiveness through experimental method. The data collected through pre-test and post-test were analyzed to test its effectiveness. As per the statistical calculations, the programme was found to be helpful to improve emotional intelligence of ninth standard students. This programme is useful to develop emotional intelligence of ninth standard students by implementing the activities suggested in the programme with modifications, if necessary.

Introduction:

A human being develops through different stages, namely, childhood, adolescence, adulthood, old age. Adolescent stage of a human being is one of the stormy periods of his life. This period is important as in this period many physical as well as emotional changes take place which results into the development of specific views, attitudes which remain so throughout his life. So this period is important from educational point of view also. The educational aspect of this period concerns with the identification, regulation, management & expression of the emotions in everyday life in the skillful way. This is nothing but the emotional intelligence and unlike cognitive intelligence, it can be developed through daily life activities. And, hence, efforts should be made in this regard. For the same, the researcher wanted to do some programme and to check its effectiveness in the ninth standard students.

This research is useful for ninth standard students, their parents, teachers, headmasters of their schools to develop emotional intelligence of ninth standard students with poor emotional intelligence. Also, the programme is useful to counselors for career guidance.

Objectives of the Study:

The objectives of the study were as follows:

- 1) To develop a programme to develop emotional intelligence of ninth standard students
- 2) To implement the programme developed for developing emotional intelligence of ninth standard students
- 3) To study the effectiveness of the programme, developed for developing emotional intelligence of ninth standard students, in boys
- 4) To study the effectiveness of the programme, developed for developing emotional intelligence of ninth standard students, in girls
- 5) To study the difference of effectiveness of the programme, developed for developing emotional intelligence of ninth standard students, in boys and girls

Hypotheses of the study:

The null hypotheses of the study were as follows:

- 1) There is no difference in emotional intelligence of boys due to arrangement of the emotional intelligence development programme.
- 2) There is no difference in emotional intelligence of girls due to arrangement of the emotional intelligence development programme.
- 3) There is no difference in emotional intelligence of all students due to arrangement of the emotional intelligence development programme.
- 4) There is no difference in the effectiveness of emotional intelligence of boys and girls due to arrangement of the emotional intelligence development programme.

Method:

The testing of effectiveness of the programme to develop emotional intelligence of ninth standard students, developed by the researcher, was the part of the research. To determine this, the researcher has used the experimental method and single group experimental design.

Sample:

In this research, the development of emotional intelligence was concerned with the ninth standard students. For the same, the co-operation of the concerned schools and the students was important. Hence, two secondary schools of Marathi medium in Solapur City, granted by the government of Maharashtra state, and ready to co-operate, namely, S.V.C.S. High School, M.I.D.C., Solapur and Shradchandra Pawar Prashala, Solapur were selected by purposive sampling method. From S.V.C.S. High School, M.I.D.C., Solapur, out of 4 divisions of ninth standard, two divisions and from Shradchandra Pawar Prashala, Solapur, all i.e. one division of ninth standard were selected by purposive sampling method.

Table 1
Sampling For The Implementation And Effectiveness Of Emotional Intelligence Development Programme

Sr. No.	Name of School	Boys	Girls	Total
1	S.V.C.S. High School, MIDC, Solapur	61	61	122
2	Sharadchandra Pawar Prashala, Solapur	38	14	52
	Total	99	75	174

But only 129 students i.e. 70 boys and 59 girls, who were present for all the three parts i.e. pretest, programme and post-test, were considered for the analysis of the data.

Tool :

In this study, the researcher has used an emotional intelligence test with coefficient of reliability 0.8558 and coefficient of validity 0.6321, developed by her for ninth standard students. The test has 109 statements showing positive & negative behaviour with respect to five components of emotional intelligence such as self awareness, self regulation, motivation, empathy and social skills. The five alternatives of responses to these statements were as follows.

- (1) Always
- (2) Many times
- (3) Sometimes
- (4) Very few times
- (5) Never.

The distribution of these 109 statements according to the five components of emotional intelligence is shown in the following table.

Table 2
Emotional Intelligence Test: Componentwise Distribution Of Statements

Sr. No.	Component of Emotional Intelligence	No. of Positive Statements	No. of Negative Statements	Total No. of Statements
1.	Self Awareness	12	11	23
2.	Self Regulation	9	15	24
3.	Motivation	10	9	19
4.	Empathy	14	8	22
5.	Social Skills	10	11	23
	Total	55	54	109

To give the response to these statements, only one of the alternatives was to be selected. These responses were evaluated using the following key.

Table 3
Emotional Intelligence Test : Evaluation Of Responses

Statement	Always	Many times	Some times	Very few times	Never
Positive	5	4	3	2	1
Negative	1	2	3	4	5

From these 109 statements, odd numbered statements i.e. statements with numbers 1,3,5,7,...etc. were taken for pretest and even numbered statements i.e. statements with numbers 2,4,6,8,...etc. were taken for posttest.

The programme to develop emotional intelligence of ninth standard students was developed by the researcher and implemented for daily one hour before school time for 25 days, on the selected students. The details of the programme are as follows.

Table 4
Programme To Develop Emotional Intelligence

Sr. No.	Component of Emotional Intelligence	Related Activities
1	Self Awareness	Game of Name, Variations in mood, Favourite event in life, Good work in life, Personal Information
2	Self Regulation	Controlling anger, Completing the story, Reacting over rejecting permission to trip, Preparing rules and regulations for success, Improvement of your mood
3	Motivation	Discussion over success in job, achievement in any field with its reasons, Group discussion over Ideal Personality, Judging the behaviour patterns, Discussion over types of attitudes
4	Empathy	Feelings about not appreciated friend, Reaction over an sad event, Role Playing, You in view of your family, View towards the world if you were handicapped
5	Social Skills	Your role as a Class representative, Characteristics of a leader, Arranging class trip, Guidance to your cricket team at a turning point as a captain, Differentiating behaviour patterns at public places

Statistical Techniques :

To test the effectiveness of the programme to develop emotional intelligence of ninth standard students, developed by the researcher, statistical tools such as mean, standard deviation and correlation coefficient from descriptive statistics and standard error of mean from inferential Statistics and t – test from predictive statistics were selected and used.

Findings:

The findings of the study obtained through statistical procedure are as presented in the following table.

Table 5
Acceptance Or Rejection Of Null Hypothesis

Hypothesis No.	Degrees Of Freedom	Calculated t-Value	Sample t - value		Comparison of Calculated t – Value & Sample t - Value	Acceptance or Rejection of Null Hypothesis
			0.05	0.01		
1	69	7.65	2.00	2.65	Cal. t > sample t	Rejected
2	58	6.24	2.00	2.66	Cal. t > sample t	Rejected
3	128	9.77	1.97	2.60	Cal. t > sample t	Rejected
4	127	3.37	1.97	2.60	Cal. t > sample t	Rejected

Conclusions:

The conclusions of this research are as follows.

A) Conclusions with reference to Boys of Ninth Standard:

- 1) There was increase in the emotional intelligence of boys as per the scores of post-test.
- 2) In the present emotional intelligence development programme, the coefficient of correlation between the pre and post-test scores of boys is 0.61
- 3) Since the mean of post-test scores is higher than that of pre-test scores of boys of ninth standard, there is a positive change in the emotional intelligence of the boys of ninth standard due to arrangement of emotional intelligence development programme.
- 4) Due to the arrangement of emotional intelligence development programme, there was development of emotional intelligence of the boys of ninth standard.

B) Conclusions with reference to Girls of Ninth Standard:

- 1) There was increase in the emotional intelligence of girls as per the scores of post-test.
- 2) In the present emotional intelligence development programme, the coefficient of correlation between the pre and post-test scores of girls is 0.62.
- 3) Since the mean of post-test scores is higher than that of pre-test scores of girls of ninth standard, there is a positive change in the emotional intelligence of the girls of ninth standard due to arrangement of emotional intelligence development programme.
- 4) Due to the arrangement of emotional intelligence development programme, there was development of emotional intelligence of the girls of ninth standard.

C) Conclusions with reference to All Students of Ninth Standard

- 1) There was increase in the emotional intelligence of all students as per the scores of post-test.

- 2) In the present emotional intelligence development programme, the coefficient of correlation between the pre and post-test scores of all students is 0.65.
- 3) Since the mean of post-test scores is higher than that of pre-test scores of all students of ninth standard, there is a positive change in the emotional intelligence of all students of ninth standard, due to arrangement of emotional intelligence development programme.
- 4) Due to the arrangement of emotional intelligence development programme, there was development of emotional intelligence of all students of ninth standard.

D) Conclusions with reference to Difference of development of emotional intelligence in boys and girls of Ninth Standard

1) Since the mean of post-test scores of girls is higher than that of boys of ninth standard, there is more development in the emotional intelligence of girls than that of boys of ninth standard, due to arrangement of emotional intelligence development programme.

Contribution to the field of Education :

The programme to develop emotional intelligence of ninth standard students, developed by the researcher in this study is useful to improve emotional intelligence of ninth standard students with the poor one. The headmasters of the schools, teachers, their parents, and counselors can identify the students with lower emotional intelligence and using the activities, required and possible to implement in their research field, selected from the programme can implement on the selected students and can help them to improve their emotional intelligence to live successfully.

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ABSTRACTS

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