CHAPTER I

INTRODUCTION
1 INTRODUCTION

If your emotional abilities aren’t in hand, if you don’t have self-awareness, if you are not able to manage your distressing emotions, if you can’t have empathy and have no effective relationships, then no matter how smart you are, you are not going to get very far.

-Daniel Goleman

1.1 Introduction

Emotional intelligence (EI) is a relatively new and growing area of behavioural investigation, having matured recently with the aid of lavish international media attention. EI refers to the competence to identify and express emotions, understand emotions, assimilate emotions in thought, and regulate both positive and negative emotions in the self and in others. EI has driven home the notion that, while the road to success in everyday life is determined partly by intellectual ability, there are a host of other contributing factors, including social competencies, emotional adjustment, emotional sensitivity, practical intelligence, and motivation. Emotional intelligence even provides the medium by which educational reform can and finally will reach its full potential, across primary, secondary, and tertiary levels of schooling. (Mathews et al., 2004). According to them, EI can be trained and improved in various social contexts (educational, occupational, and interpersonal) and that personal and societal benefits will follow from investment in programmes to increase EI. There is currently a growing impetus towards the provision of personal, educational, and workplace interventions that purport to increase EI.

1.2 Education in India

Education in India is provided by the public sector as well as the private sector, with control and funding coming from three levels: central, state, and local. Under various articles of the Indian Constitution, the ‘Right of Children to Free and Compulsory Education Act 2009’ has come into force from April 1, 2010 to provide free and compulsory education to children in the age group of 6-14 years in a neighbourhood school. India's improved education system is often cited as one of the main contributors to its economic development.

Bringing cheer to India’s administrators, the United Nations Educational, Scientific and Cultural Organization (UNESCO) said the country has progressed the most in the world in
sending children to schools by committed implementation of its right to education law and universal elementary education programme. "India has made the largest progress in absolute terms of any country in the world, reducing out-of-school (children) numbers from 20 million in 2000 to 2.3 million in 2006, and (around) 1.7 million by latest data (2011),” UNESCO’s latest Education For All Global Monitoring Report said.

In 2013, there were 229 million students enrolled in different accredited urban and rural schools of India, where the number of pupils of school-age group for primary education was 98.16 million (UNICEF, 2013).

The Educational Board works in collaboration with Ministry of Human Resource Development, Government of India, other national level apex educational organizations and agencies like the National Council of Educational Research and Training (NCERT) to provide Setting and maintenance of educational standards, Curriculum planning, Preparation of Curriculum materials, Curriculum transaction and evaluation in schools, Reforms in examination etc. and Professional development of its members. The NCERT provides support and technical assistance to a number of schools in India and oversees many aspects of enforcement of education policies. Other curriculum bodies governing school education system are:

- The state government boards
- The Central Board of Secondary Education (CBSE).
- The National Institute of Open Schooling (NIOS)

International schools affiliated to the International Baccalaureate Program and/or the Cambridge International Examinations.

1.3 Primary School Education in Maharashtra

The value of education has been well-appreciated in Maharashtra since the beginning. Maharashtra’s literacy rate is higher than the national average and second highest among major states in the country as per Census 2011. The gender gap in enrolment at elementary level is less than 6%. The state, in year 2010-11, had a total 97,256 elementary schools of which 49,085 were Primary schools, 48,171 were Upper Primary schools and 5,595 were Secondary and Higher secondary schools. Of the total number of Elementary schools, 67,241
(69%) were Government managed schools and 30,015 (31%) schools were private managed schools.

1.4 Theoretical Models on Emotional Intelligence

Emotional development can be conceptualized as the gradual process of acquiring skills and competencies associated with emotional expression, emotional appraisal, and emotional regulation. Following theories are related to the concept of emotional Intelligence:

1.4.1 Mayer and Salovey (1990; 1997)

In 1990, Salovey and Mayer introduced the term emotional intelligence and defined it as “a set of skills hypothesized to contribute to the accurate appraisal and expression of emotions in oneself and in others, the effective regulation of emotion in self and others, and the use of feelings to motivate, plan, and achieve in one’s life”. According to Salovey and Mayer, both emotional intelligence and social intelligence are subsets of Howard Gardner’s personal intelligence. Accurate appraisal of emotion in oneself and others, the first domain of their 1990 theory of emotional intelligence, includes both verbal (language) and nonverbal (facial expressions, body language) communication, as the key medium through which emotions are appraised and expressed. The second domain of the original theory, regulation of emotion, involves the degree to which individuals have access to knowledge regarding their own and other’s moods. The final domain, the use of one’s feelings to motivate, plan, and achieve in one’s life, involves the ability to harness one’s own emotions in order to solve problems.

1.4.2 Goleman (1995)

Daniel Goleman popularised emotional intelligence through his book, “Emotional Intelligence (1995). In his theory, Goleman (1995) describes emotional intelligence as consisting of five basic domains. His model is described as ‘developmental” because each succeeding domain builds upon the skills learned in preceding domains. The first domain, knowing one’s own emotions, is central to his concept of emotional intelligence. It is characterized by self-awareness or the ability to recognize a feeling as it happens. The second component is the ability to manage one’s own emotions. The key ability of this domain is having the skill to handle various feelings, such as anxiety, gloom, or irritability, in appropriate ways. A third domain of Goleman’s theory is the ability to motivate one’s self. The fourth component is the ability to recognize emotions in others. Finally, the last domain
calls for the ability to handle relationships. With the mastery of this domain, one is able to manage emotions in others or to become “socially competent”.

1.4.3 Bar-On (1997)

Bar-On’s theory was developed after reviewing the literature concerning personality characteristics relating to life success. This model is purported to describe emotional and social competence, personal communication and key components of effective emotional and social functioning that lead to psychological well – being (Bar-On and Parker, 2000); After reviewing the literature concerning personality characteristics relating to life successes (Mayer et al, 2000a), Bar-On identified five areas relevant to such success.

These five areas compose his theory of emotional intelligence and correspond to the five areas measured by his instruments of emotional intelligence. The first area, intrapersonal skills involve emotional self-awareness, self-regard, self-actualization, and independence. The second area, interpersonal skills, involves interpersonal relationships, social responsibility, and empathy. Third, is adaptability scales measure problem solving, reality testing and flexibility. The fourth area, stress-management, includes stress tolerance and impulse control. Finally, general mood is the fifth domain. This area includes happiness and optimism, two traits commonly viewed as personality characteristics. However, Bar-On’s theory was developed after reviewing the literature concerning personality characteristics relating to life success and is a widely recognized theory of emotional intelligence and is included in the emotional intelligence literature.
1.5 Measures of Emotional Intelligence

1.5.1 Reuvon Bar-On (1997, 2000)

Bar-On constructed the first commercially available operational index for the assessment of EI. He characterized EI as an array of non-cognitive capabilities, competencies, and skills that influence one’s ability to succeed in coping with environmental demands and pressures. Bar-On developed the Emotional Quotient Inventory (EQ-i); (Bar-On, 1997) and the corresponding Youth Version (EQ-i: YV); (Bar-On & Parker, 2000) and defined emotional intelligence as abilities related to understanding oneself and others, relating to people, adapting to changing environmental demands, and managing emotions (Bar-On & Parker, 2000; Pfeiffer, 2001). The instrument uses a 4- point Likert style format (very seldom true of me, seldom true, often true, and very true) and summons self - appraisals about having fun, ease at telling others how you feel or talking about deep feelings, the importance of friends, and knowledge about how other people are feeling. The raw scores on each scale are converted to standard scores with a mean of 100 and a standard deviation of 15.

1.5.2 The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT)

MSCEIT is an ability-based test designed to measure the four branches of the EI model of Mayer and Salovey. MSCEIT was developed from an intelligence-testing tradition formed by the emerging scientific understanding of emotions and their function and from the first published ability measure specifically intended to assess emotional intelligence, namely Multifactor Emotional Intelligence Scale (MEIS). MSCEIT consists of 141 items and takes 30-45 minutes to complete. MSCEIT provides 15 main scores: Total EI score, two Area scores, four Branch scores, and eight Task scores. In addition to these 15 scores, there are three Supplemental scores (Mayer, Salovey, & Caruso, 2002).

1.5.3 Emotional Intelligence Scale for Children (EISC)

The Emotional Intelligence Scale for Children (EISC) (Sullivan, 1999) was developed in an attempt to construct a valid and reliable ability measure of young children’s emotional intelligence, based on Mayer et al’s (2000a) conceptualization (i.e. a downward extension of their model). The scale included items adapted from the MEIS (Mayer, Caruso, and Salovey, 2000) as well as items constructed on the basis of developmental research. It was composed of five subtests: Faces, Music, Stories, Understanding, and Managing.
1.5.4 Emotional Competency Inventory

The Emotional Competence Inventory is based on the Goleman (1998) theory of emotional intelligence and is founded on the competencies that enable people to demonstrate intelligent use of their emotions in managing themselves and working effectively with others (Boyatzis, Goleman, & Rhee, 2000). It was predicated on the 25 competencies associated with emotional intelligence, as defined by Goleman, in the following 5 clusters: (1) Self-Awareness, (2) Self-regulation, (3) Motivation, (4) Empathy, and (5) Social Skills.

1.6 Various Approaches to Learn EI

Srikanth, S and Sonawat, R (2012) in their review paper discussed the different models of EI. To understand the effectiveness of the EL programme, it is necessary to understand the different approaches towards learning EL.

1.6.1 Howard Gardner’s Approach

Gardner, in his Frames of Mind: The Theory of Multiple Intelligences (1983), explained that there are intra-personal and interpersonal intelligences. Intra-personal intelligence is an individual's understanding of how one gets along with others whereas interpersonal intelligence is the ability to understand oneself. Both kinds require an understanding of emotions, and how people express them. Perhaps the two intelligences are innate abilities, but they are impossible without building a vocabulary and repertoire of skills to identify emotional states in self as well as in others.

1.6.2 The Steiner Model of EL

He breaks emotional literacy into 5 parts:

- Knowing your feelings.
- Having a sense of empathy.
- Learning to manage our emotions.
- Repairing emotional damage
- Putting it all together: emotional interactivity

According to Steiner, EL is about understanding feelings in self and those of others to facilitate relationships, including using dialogue and self-control to avoid negative arguments. The ability to be aware and read other people’s feelings enables one to interact with them.
effectively so that powerful emotional situations can be handled in a skillful way. Steiner calls this "emotional interactivity". Steiner’s model of emotional literacy is therefore primarily about dealing constructively with the emotional difficulties we experience to build a sound future. He believes that personal power can be increased and relationships transformed. The emphasis is on the individual, and as such encourages one to look inward rather than to the social setting in which an individual operates.

1.6.3 Goleman’s Model

Goleman’s model explains the five 'domains' of EQ:

- Knowing your emotions
- Managing your own emotions
- Motivating yourself
- Recognizing and understanding other people's emotions
- Managing relationships, i.e. managing the emotions of others

The influence of Goleman’s work is seen in the government’s primary national strategy, Social and Emotional Aspects of Learning, whose core concepts are:

- Self- awareness
- Empathy
- Managing feelings
- Self- motivation
- Social skills

1.6.4 The Ruler Approach

The Ruler approach developed by researchers (Brackett, M., Rivers, S.E., Holzer, A., Stern, R., Patti, J.) at Yale University in 2005, is an evidence-based social and emotional learning program dedicated to enriching the lives of educators, students, and families. The RULER Approach teaches 5 key emotional literacy skills:

- Recognizing emotions in oneself and others
- Understanding the causes and consequences of emotions
- Labelling the full range of emotions using a rich vocabulary
- Expressing emotions appropriately in different contexts
• Regulating emotions effectively to foster healthy relationships and achieve goals

1.7 Emotional Intelligence in Childhood

Emotional Intelligence (EI) in children refers to that part of the child’s intelligence which shows his/her abilities to effectively deal with his/her feelings. In short, EI in a child reflects how smart the child is with his or her emotions. Children with developed EI skills are more assertive, less lonely, less impulsive, more focused, more responsible, more popular and outgoing and have greater academic achievement (Shapiro LE, 1997). Typical emotional development is a gradual process that commences in infancy and continues through adulthood (Berk, 1994; Brown, 1993; Mayer & Salovey, 1997; Saarni, 1999).

The transition from childhood to adulthood involves dramatic changes in physical, cognitive, social, and emotional functioning (Spear, 2000). During this adolescent period, developing children begin to focus more heavily on their social relationships, strengthening bonds with peers while slowly weaning themselves from the emotional support of their parents (Kloep, 1999; Nelson, Leibenluft, McClure and Pine, 2005). With the emergence of adolescence, the developing child is confronted with many new challenges that require a different set of skills and abilities, particularly in the emotional and social realms. In order to manage their interpersonal relationships effectively, each adolescent must develop a well-tuned set of emotional and social capacities: (1) self-awareness and the ability to communicate emotional needs effectively, (2) accurate perception of the emotions of others and the ability to respond appropriately to those emotions, (3) the ability to regulate emotions in a healthy and productive way, (4) flexible coping skills and effective interpersonal problem solving, and (5) a positive affective outlook when faced with adversity (Bar-On, Tranel, Denburg and Bechara, 2003). Persons who possess and effectively utilise these emotional and social capacities have been described as showing emotional intelligence (EQ; Bar-On and Parker, 2000; Mayer, DiPaolo and Salovey, 1990).

The major skills thought to comprise EI may each have crucial periods for their development, extending over several years of childhood. Each period represents a window for helping the child acquire adaptive emotional skills. If missed, it makes it that much harder to offer corrective lessons later in life. Furthermore, proponents of a deterministic biological position claim that habits acquired in childhood become set in the basic synaptic wiring of neural
architecture and are harder to change later in life. Thus, any attempt to seriously change or alter EI in adults might require “rewiring” of parts of the brain (Taylor et al., 1999).

Between the ages of 7-11 years, children begin to take personal responsibility for the expression of the self-conscious emotions as these emotions become integrated with inner, moral standards. Thus, the expression of these emotions is no longer dependent on the presence of others (Berk, 1994). For example, in children aged 5-8 years (early childhood), embarrassment appears to be connected to the negative appraisal of others rather than to intrinsic or internal sources (Cummings et al., 2003; Denham, 1998); however, children between the ages of 7-11 years can feel and express guilt regardless of whether others are aware of their transgressions. In addition, it is during this age range that children's awareness of and ability to conform to rules dictating emotional display improve (Berk, 1994; Cummings et al., 2003).

EI in children includes a variety of skills and abilities such as empathy, managing one’s own as well as other’s emotions, emotion regulation, so that emotions are used as useful sources of information that help one to make sense of and navigate their social environment (Salovey & Daisy, 2005). Therefore, a highly emotionally intelligent individual develops adaptive behaviours that promote self-growth, goal achievement, healthy relationships, and problem solving. Therefore, if lack of empathy is correlated to bullying behaviour, it would make sense to develop programs that enhance that development of social intelligence. Similarly, if students are having difficulties identifying, assessing and managing their emotions and the emotions of others, a prevention program needs to focus on improving such skills, which can be taught by incorporating social-emotional learning in our schools’ curriculum (Bennett, 2009; Elias et al., 2003; Espelage & Swearer, 2003).

EI forms the foundation for enhanced learning, optimal relationships and effective decision-making. The study of emotional intelligence is important to consider due to the many proposed benefits of emotional intelligence. Skills such as self-confidence, flexibility, persistence, empathy, and the ability to get along with improved pro-social behaviour in children. Furthermore, enhanced emotional intelligence may lead to increased self-management skills resulting in outcomes such as goal-directed behaviour and problem-solving capability. Finally, enhanced emotional intelligence may bring about increased leadership capabilities as well as stress management and/or coping skills.
1.8 Emotional Issues in Primary School Children

We are living in the age of Globalization where our traditional ways of living are in transitional phase. Due to privatization, urbanization and liberalization, the youth is in a dilemma where they find themselves unfit and unequipped. A rapid change in family life, pressures of peers and society, today’s life style and academic challenges etc. are the factors where there is an increase in competition and stress. The children are not able to cope up with the negative emotions which have become a stigma of their life.

Emotional health problems are more commonly associated with adolescents and adults than with children. But one in five children will experience an emotional health difficulty at least once during their first 11 years, and many adults with lifetime emotional health issues can trace their symptoms back to childhood. In the contemporary society, children are confronted with a variety of situations which are frequently associated to negative consequences on the social-emotional and academic development, and also on the long term well-being. Many studies reported that an optimal social-emotional functioning reduces the inadaptability risk, dysfunctional relationships, interpersonal violence, substance abuse, increases civic engagement and the well-being (Zins, Weissberg et. al., 2004).

Usually, the children’s behavioural problems are derived from the lack of emotional and social competences and are conceptualized as internalising and externalising problems. Externalising problems, including aggressive, defensive and hyperactive behaviours, are displayed when the child cannot control, self-regulate or inhibit the disruptive behaviours. These children have difficulties in understanding others’ emotions and motivation (Rubin, Bream & Rose-Kasnor, 1991) and in social relations (Milich & Landau, 1989). Externalising problems are related to lack of social functioning and academic problems in adolescence (Hinshaw, 2002). On the other hand, internalising problems imply a high control and refer to behaviours as sadness, social withdrawal and anxiety. These behaviours are related to the lack of social and academic functions, but also with low career planning abilities (Lewinsohn, Rohde, Seeley, Klein, & Gotlib, 2003). More than that, children who developed anxiety and depression are more exposed to these symptomatology in adulthood and also have suicidal behaviour (Lewinsohn, Rohde, & Seeley, 1995).

Historically, in education, emotions have been thought to be peripheral to the process of learning. If we are to accept Goleman’s claims that school success depends much more on a
child’s social/emotional capabilities than on traditional school readiness areas such as reading and language, then it is important to consider the role of emotional development in early childhood by educators and parents alike. Furthermore, if one’s emotional intelligence continues to develop over the life span, as predicted by Mayer et al (2000a) and Goleman (1995), then addressing such development in educational and domestic settings is also warranted to ensure success. Goleman believed that children, who repeatedly fail at educational and social tasks, develop low self-esteem and lack self-efficacy. With the development of such negative factors, children are more likely to fall further behind their peers, as well as become increasingly discouraged, resentful and disruptive, all of which are detrimental to both educational and social achievement.

Educator Sylwester (1998) claims the education profession today pays little attention to affective growth. And yet, he says, our affective system or our emotional system actually drives attention, which ultimately drives learning, memory and everything else we humans do. It is biologically impossible to learn and remember anything we don’t pay attention to.

Schools have an important role to play in raising healthy children by fostering not only their cognitive development but also their social and emotional development. Yet schools have limited resources to address all of these areas and are experiencing intense pressures to enhance academic performance. Given time constraints and competing demands, educators must prioritize and effectively implement evidence-based approaches that produce multiple benefits.

The Report on Mental Health (WHO, 2001) estimates a global burden of ‘Serious Emotional Disturbances’ in children and adolescents up to 15%. The global magnitude of the problem is also re-iterated, or perhaps best summarized in the recent World Health Report (2001):

“Contrary to popular belief, mental, emotional and behavioural disorders are common during childhood and adolescence. Inadequate attention is paid to this area of mental health. In a recent report, the Surgeon General of the United States (DHHS 2001) has said that the United States is facing a public crisis in mental health of infants, children and adolescents”.

1.9 Significance of the Supportive Programmes

There is a rising tide of understanding among educators and psychologists that children’s emotional learning should be given serious consideration and promoted in schools. Elias et al
(1997) call social and emotional education the ‘missing piece’—that part of the mission of the school that, while always close to the thoughts of many teachers, somehow eluded them.

The trend of bringing emotional literacy into schools makes emotions and social life themselves key topics for learning and discussion, rather than treating these most compelling facets of a child’s life as irrelevant intrusions. In a sense, the social environment of the schools is a microcosm of the larger social system in which it is embedded. The interpersonal relationships that children establish with teachers and peers in school play a role in the acquisition of fundamental social attitudes, beliefs and values and influence children’s understanding of society and their place in it. (Elias, Zins, Weissberg, Frey, Greenberg, Haynes, Kessler, Schwab-Stone & Shriver, 1997).

Curricular based programmes (Cohen, 1999a, 1999b, 1999c) seek to educate children about the value of emotional competencies. They also seek to foster the development of specific skills in these areas (e.g., recognition of emotions in self and others, empathy, conflict resolution). Importantly, they can also be integrated into whatever instructional unit is currently being taught. Given that children can learn by observing and modelling real, as well as symbolic, and representational models, curriculum based emotional learning comes naturally with many of the liberal arts (e.g., literature, theatre, poetry, etc). For example, children can learn much about various feelings when reading literary works that depict characters with the tendency to experience specific emotions (e.g., sadness, fear, distrust, surprise). Children can observe how characters express and display their emotions, what makes the characters feel as they do, how the characters cope in response to their feelings, and how effective are the various methods of coping employed. This form of affective learning proceeds throughout the educational system, and as the literary or artistic scenarios become more complex, so does emotional learning seeking to promote the development of social and emotional competencies.

The programmes designed to foster EI fall under the general rubric of social and emotional learning programmes (SEL) - an umbrella term that provides a common framework for programmes with a wide array of specified outcomes. It refers to the knowledge, skills, and competencies that children acquire through social and emotional education, instruction, activities, or promotion efforts. A broad spectrum of EI intervention programmes designed to teach emotional competencies in the school are now available, including, social skills training, cognitive-behavioural modification, self-management, and multi-modal programmes
The idea that students’ emotional and social problems can be addressed through school-based intervention programmes became popular among educational reformers during the last decade or so. Current interest in emotional learning was largely spurred by Goleman’s book Emotional Intelligence (1995a, 1995b) and reinforced later with an influential book by Elias et al., Promoting Social and Emotional Learning (1997). The Nueva School in Hillsborough, California, was the first to start an emotional literacy programme, and New Haven was the first city to implement such a programme in public schools district-wide. Once established, the concept of EI has proven itself a catalyst to the thinking and planning of educators and policy makers. Thus, well over 700 school districts across the United States have expressed interest in implementing the emotional literacy approach (Goleman, 1995a, 1995b). The Collaborative for Social and Emotional Learning at the University of Illinois reports that more than 150 different emotional literacy programmes are being used today by thousands of American schools. Programmes seeking to inculcate emotional and social competencies go under a variety of names, such as life-skills training, self-science, education for care, social awareness, social problem solving, social competency and resolving conflicts creatively.

However, the response of educators to the renewed awareness about the importance of emotional education has been mixed (Elias et al., Development and Schooling of Emotional Intelligence 443, 1997). According to many educators, the major mission of the school is to teach students academic knowledge and skills. Emotion education is often viewed with scepticism and as being outside the mandate and scope of the schools. Indeed, many an educator regards EI curricula and prevention programs as frills or as disjointed fads—‘‘Here today, gone tomorrow’’ (Zins, Elias, Greenberg & Weissberg, 2000). Opponents of EI literacy programs in the classroom further argue that school needs to concentrate efforts on academic achievement because there is simply not enough time to address other topics, regardless of their merit.

A comprehensive mission for schools is to educate students to be knowledgeable, responsible, socially skilled, healthy, caring and contributing citizens. This mission is supported by the growing number of school-based prevention and youth development programmes. Yet, the current impact of these programmes is limited because of insufficient coordination with other components of school operations and inattention to implementation and evaluation factors necessary for strong programme impact and sustainability. Widespread implementation of
beneficial prevention programming requires further development of research-based, comprehensive school reform models that improve social, health and academic outcomes; educational policies that demand accountability for fostering children’s full development; professional development that prepares and supports educators to implement programmes effectively and systematic monitoring and evaluation to guide school improvement. To be effective, schools must concentrate on their fundamental mission of teaching and learning. And they must do it for all children. That must be the overarching goal of schools in the twenty-first century. (Ravitch, 2000).

Researchers seem to agree that the best approach is comprehensive so as to develop a broad range of social and emotional skills that can be generalized to many settings (Fleming and Bay, 2004) and to integrate programmes into the curriculum, not as an instructional unit but as a caring learning context that is a comprehensive, multiyear program. In short, learning and applying emotional intelligence skills contribute to academic and career success. Goleman (1996) noted that emotional intelligence can be taught to children. Some of the techniques that can be used to teach and improve emotional intelligence are circle time; which enables children to share the emotions, role playing, and setting quizzes about emotional intelligence (Claxton, 2005). Some studies showed that children who are emotionally competent appear to be better in understanding themselves and others, in knowing their desires and wants, and in classroom adaptation. They also find it easier to cope under pressure, and they work better in groups as they have better communication skills (Mavroveli, Petrides, Rieffe and Bakker (2007). Furthermore, according to Meredith (2009), emotionally competent children show better academic achievements. He also noted that the education system focuses on designing interventions about the features of empathy and social skills training to prevent behavioural problems; results showed that the quality of school experiences improves by teaching children to handle their and others emotions in an appropriate way. Research on healthy classroom environments suggests that children who experience positive classroom interactions are less likely to be disruptive, and more likely to show emotionally regulated and pro-social behaviours, as well as increase in academic achievement (Downer, Rimm-Kaufman, & Pianta, 2007; Mashburn et al., 2008; Hamre & Pianta, 2005).

Without EI skills, children may be more vulnerable to physical ailments that deplete their energy and strength, as well as emotional difficulties that impede academic achievement (Elias and Arnold, 2006). Educators are learning that children suffer emotionally,
intellectually and physically when EI skills are not part of a school culture (Elias and Arnold, 2006). Stone McCown (1998) has stated that a well-developed EI curriculum can be most helpful (Jensen, Freedman and Rideout, 2007). Skills in Emotional intelligence are trainable and learnable, thus can be taught to children. Children who are emotionally competent appear to be better in understanding themselves and others, in knowing their desires and wants, and in classroom adaptation. They also find it easier to cope under pressure, and they work better in groups as they have better communication skills. This would definitely contribute in enhancing the emotional intelligence of children which has been identified as the “missing piece” in our educational set-up. Training and equipping children with emotional competence skills helps them learn and process information, acquire new insights and develop talents inside and outside the classroom. Parents role in shaping the children’s positive social and emotional development through consistent, warm and nurturing responses contribute to the emotional wellness in children.

1.10 Rationale of the Study

The present day scenario at school reflects increased number of children attending primary classes, with more children in each classroom. The teachers are often over-burdened with curricular and co-curricular activities, which lead to emotional issues of children going unnoticed. Typically, students do not get opportunities to explore and use the emotional vocabulary unless they are mandated to receive counselling services within the school. This study may lead to the development of programs that can be offered to all students, not only students who are identified as having special needs with respect to behavioural problems. This is especially important in light of new findings that suggest that social emotional skills are indeed teachable. Studies show that with very little training, children can dramatically improve their emotional intelligence; how they read emotions of others’ faces, how well they are able to head off impending tantrums, and even how empathic they are toward their peers (Bennett, 2009). There is a lot of scope and direction to initiate supportive programmes in EI for young children to equip them with the necessary skills to help them recognise, understand and channelize their emotions which in turn will help them regulate their emotions and manage them better.

The **Aim of the study** is to find out the Emotional Intelligence of Primary School Children.
1.11 The Objectives of the Study

1. To assess the Emotional Intelligence of the Primary School Children in intrapersonal, interpersonal, stress management, adaptability, general mood and Total EQ skills with relation to:
   - Age
   - Gender
   - Educational Board

2. To develop a Supportive Programme for enhancing Emotional Intelligence of children.

3. To ascertain the difference in Emotional Intelligence with and without the Supportive Programme for the experimental and control group.

4. To determine the effectiveness of the supportive programme in intrapersonal, interpersonal, stress management, adaptability, general mood and Total EQ skills of primary school children.

5. To find out the effectiveness of the supportive programme in intrapersonal, interpersonal, stress management, adaptability, general mood and Total EQ skills of primary school children with relation to age.

6. To find out the effectiveness of the supportive programme in intrapersonal, interpersonal, stress management, adaptability, general mood and Total EQ skills of primary school children with reference to gender.

7. To determine the effectiveness of the supportive programme in intrapersonal, interpersonal, stress management, adaptability, general mood and Total EQ skills of primary school children with reference to educational board.