CHAPTER II

REVIEW

OF

LITERATURE
2 REVIEW OF LITERATURE

The term EI was first used in 1985 by Wayne Payne in his Doctoral dissertation titled “A Study of Emotion: Developing Emotional Intelligence, Self-integration, Relation to Fear, Pain and Desire (theory, structure of reality, problem solving, contraction/expansion, tuning in/ coming out/letting go.” In 1987, the term EQ was used for the first time in a published article by Keith Beasley in Mensa Magazine. In their pioneering work on EI, Salovey and Mayer (1990) focussed on skills that enable people to process and interpret emotional information. Evidence from their research indicated that these emotional interpretive skills represent an interrelated set of information processing abilities: a distinct type of intelligence. Additional studies by Mayer and Salovey have suggested that EI skills develop with age and experience (Mayer, Caruso and Salovey, 1997). Research results have suggested that EI abilities may provide an important link to academic achievement (Durlak and Weissberg, 2005; Izard et al, 2001; Parker et al, 2004).

The 1995 publication of Goleman's “Emotional Intelligence” triggered a revolution in mental health promotion. His examination of Gardner's work on multiple intelligences and current brain research, and review of successful programmes that promoted emotional health, revealed a common objective among those working to prevent specific problem behaviours: producing knowledgeable, responsible, nonviolent, and caring individuals. Building on the work of Mayer and Salovey, Goleman (1995) suggested that social competence develops from 2 EI skills: awareness of emotions and self-management of emotions. His contentions were partly responsible for the sparking widespread interest in the EI movement in education.

Saarni’s (1999) explication of emotional competence focuses on the skills that are necessary for navigating the demands of the immediate social context. These responses are adaptive and help the individual (a) reach goals, (b) cope with challenges, (c) manage emotional arousal such that effective problem solving can be undertaken, (d) discern what others feel and to respond sympathetically as the case may be, and (e) recognize how emotion communication and self-presentation affect relationships. Perhaps more importantly for effective learning, developing the skills of emotional competence promotes the belief in self-efficacy, whereby individuals begin to trust that they can reach their goals when engaging in emotion-laden interactions with others. This self-confidence that one can reach a desired outcome in the context of being involved with others is illustrated by children who learn effectively in spite of distractions in the classroom, by children who succeed in developing friendships without
regard to the common taunts heard on the playground, or by children who rise to the inevitable challenges presented by the broader community. Rather than being preoccupied with perceived threats and self-defeating attitudes, a young person with well-developed skills of emotional competence is able to mobilize the resources to learn new information, to acquire new insights, or develop further his or her talents, whether these are in the classroom or outside of it.

Although different investigators tend to utilize different terminology, such as emotional competence (e.g. Saarni, 1999) and emotional intelligence (e.g., Mayer & Salovey, 1997), a review of the literature suggests that these terms are intrinsically related and that it is the successful process of emotional development that results in an emotionally competent, or intelligent, individual (Berk, 1994; Brown, 1993; Mayer & Salovey, 1997; Saarni, 1999).

In order to get a better understanding, this chapter has been divided in the below mentioned categories:

- Importance of emotional intelligence in childhood
- Emotional Intelligence with relevance to Indian context and education
- Emotional issues in primary school children
- Importance of supportive programmes in Emotional Intelligence
- Supportive programmes in Emotional Intelligence
- Developing a supportive programme in EI

2.1 Importance of Emotional Intelligence in Childhood

On the basis of an extensive review of the experimental literature on the development of emotion understanding, Pons, Harris, and de Rosnay (2004) identified nine components of understanding emotions: recognition of facial expression of emotions, comprehension of external causes, understanding of desire-based emotions, understanding of belief-based emotions, understanding of the influence of reminders, comprehension of regulation of an experienced emotion, understanding the possibility of hiding an emotion, understanding mixed emotions, and understanding moral emotions. Pons et al (2004) found a positive relation between age and the general level of emotion understanding as evaluated by the total score of the ‘Test of Emotion Comprehension’ (Pons and Harris, 2000), that assesses children’s understanding of these nine components simultaneously. Subsequent comparisons
indicated that it was possible to cluster the nine components into three groups. These groups are referred to as phases. The first phase (external) comprised recognition, reminders, and causes. The second phase (mental) comprised the components of various mental aspects of emotion: the impact of desires and beliefs and the distinction between real and apparent emotions. In the final phase (reflexive), emotion-understanding is characterised by morality, regulation, and mixed components. Pons and Harris (2005) compared the emotion understanding of three age groups: children aged 7 years 3 months, 9 years 2 months, and 11 years 1 month. After a period of 1 year, the children were retested and a significant effect of age emerged: participants in the youngest and the intermediate groups significantly improved their overall level of emotion understanding. The authors conclude that almost all children confirmed the hierarchical organisation of the three phases that was the focus of a previous study conducted on 39 Indio Quechua children aged 4-11 years (Pons et al, 2004; Tenenbaum, Visscher, Pons and Harris, 2004).

Studies based on different research approaches have found that preschool children are able to recognise and name the facial expressions of basic emotions when presented as pictures (Bullock and Russell, 1985; Cutting and Dunn, 1999; Dunn and Cutting, 1999). They understand the importance of the public aspect of emotions: their situational causes, their outward expression, and those events or objects that serve as external prompts or reminders that reactivate emotion. For example, children can anticipate the sadness a peer feels at the loss of a favourite toy or the happiness a peer experiences when receiving a gift (Barden, Garber, Duncan and Masters, 1981; Cutting and Dunn, 1999; Dunn, Brown and Maguire, 1995). Furthermore, children are able to understand that the intensity of an emotion decreases with time and that some elements of a present situation can serve as reminders that reactivate past emotions (Flavell, 2000; Harris, 2000). Therefore, between the ages of six and seven, children can understand that two people may feel a different emotion about the same situation because they have different desires (Yuill, 1984). At this point, children are able to invoke strategies (for example, a psychological strategy such as saying “think about something else” to another person who is feeling sad). Much evidence supports the hypothesis that children start using behavioural strategies at an early age and later move on to using psychological ones (Altshuler and Ruble, 1989; Band and Weisz, 1988; Meerum Terwogt and Stegge, 1995). Children’s comprehension of a person’s true or false beliefs gives them the key to understand his or her emotional reaction to a situation (Bradmetz and Schneider, 1999; Fonagy, Redfern and Charman, 1997). When children are able to take into
account another individual’s desires, beliefs and situations that serve as reminders, they can distinguish between an individual’s expressed and felt emotions. Finally, children from around 9-11 years of age understand how an individual can reflect on a given situation from various perspectives including feelings. At this age, it is clear that there is a discrepancy between the outward expression of emotion and the emotion that is actually felt; children understand that a person may have multiple or even contradictory emotional responses to a given situation (Arsenio and Lover, 1999; Brown and Dunn, 1996; Jones, Abbey and Cumberland, 1998; Steele, Steele, Croft and Fonagy, 1999). They understand that negative feelings ensue from a morally reprehensible action and that positive feelings ensue from a morally praiseworthy action (Harter and Whitesell, 1989; Harter, Wright and Bresnick, 1987).

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). In recent years, the concept of EQ has gained considerable interest in the popular media, as well as in academic circles (Goleman, 1995; Mayer, Caruso and Salovey, 1999).

Enhanced emotional intelligence may help alleviate negative factors such as discouragement and low self-esteem. For example, emotionally intelligent individuals should approach life tasks more adaptively, as the harnessing of one’s emotions and moods has been theorized to
enhance one’s ability to solve problems effectively (Salovey & Mayer, 1990; Mayer, 1986) as well as to assist in the performance of complex intellectual tasks (Salovey & Mayer, 1990; Cantor et al, 1987; Alpert et al, 1960).

Although different researchers conceptualize emotional competence in a variety of ways, a review of the literature suggests that the various competencies associated with emotional intelligence can be broadly conceptualized as falling into three domains: emotional expression, emotional appraisal or understanding, and emotion regulation. Competency in emotional expression is demonstrated by culturally and socially appropriate use of facial expression, vocal qualities that signify emotion, and nonverbal behaviour that signifies emotions, such as gestures and posture. Competency in emotional appraisal is demonstrated by the ability to recognize and understand both nonverbal expression and internal experience of emotions in oneself and others. Competent emotional appraisal is also signified by the ability to accurately assess emotional aspects of social situations. Finally, competence in emotion regulation includes the ability to manage one’s own internal emotional states as well as the ability to manage the expression of emotion in oneself and others (Saarni, 1990, as cited in Casey, 1996). It should be noted that these competencies develop in both a hierarchical and lateral fashion. The development of emotional regulation is considered to be a more complex process than the development of emotional expression and understanding, thus children may acquire skills in the areas of expression and understanding prior to the acquisition of certain emotional regulation skills. At the same time, these competencies may develop laterally such that the expression, understanding, and regulation of simpler emotions may develop prior to that of more complex emotions (Casey, 1996). Researchers want to be able to separate the skills of emotional competence for discussion and analytical purposes; however, it must be borne in mind that these skills are interrelated and develop in an interactive manner. It may be difficult to fully separate skills; that is, the analysis of one particular skill or competency may necessitate a simultaneous discussion of another (Saarni, 1999). As well, it should be noted that emotional development occurs simultaneously with, and is intertwined with, the development of social and cognitive competencies and the development of self-concept (Berk, 1994; Cummings, Braungart- Rieker, & Du Rocher-Schudlich, 2003; Jones & Thomas, 1992; Saarni, 1999).

In their review paper, Srikanth and Sonawat (2013) discussed how Emotional Intelligence (EI) forms the foundation for enhanced learning, optimal relationships and effective
decision-making. 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.

In conclusion, typical emotional development is a gradual process that commences in infancy and continues through adulthood. Although different investigators tend to utilize different terminology, such as emotional competence and emotional intelligence, a review of the literature suggests that these terms are intrinsically related and that it is the successful process of emotional development that results in an emotionally competent, or intelligent, individual (Berk, 1994; Brown, 1993; Mayer & Salovey, 1997; Saarni, 1999).

2.2 Emotional Intelligence with Relevance to Indian Context and Education

According to Sibia et al 2003, the relevance of EI in the Indian context is embedded in its highly valued social concerns, virtues, religious traditions and cultural practices. The person who is able to manage and regulate his emotions is called Jitendriya. The Indian approach of emotions differs in its emphasis on the distinctly human features –cognitive, aesthetic and spiritual. Bharat proposed 8 major aesthetic moods: love (shringara), comic (hasya), pathos (karuna), furious (raudra), heroic (veera), horror (bhayankar), odious (bibasta) and marvellous (adbhuta). The idea of the ninth emotion devotion (bhakti) is widely accepted and is entrenched in the Indian Culture. Against this backdrop, the Indian view of EI is context sensitive and focuses on the role of significant others including the Guru, family and larger society in shaping and developing EI Social concerns such as well-being of others and fulfilling of one’s duties constitute a dominant part of achieving goals, with social skills such as respecting elders and helping others constitute the salient means of achieving these goals (Dalal, Singh and Mishra, 1988).

If we look closely into the Indian literature, we find more traces of some text on EI. One of the famous scriptures of the Hindu literature, The Bhagwat Gita, origin dated around 1500BC also speaks of managing one’s emotions. The Bhagwat Gita, a part of the most famous and longest epic of India, Mahabharata, contains a beautiful description about the discourse between Arjuna and his charioteer, Lord Krishna. Their discourse which took place just before the onset of the war is one of the greatest philosophical and religious dialogues known
to man (Prabhupada, 1986). A look at some of the shloks (given in the Appendix), out of 18 Chapters of the Bhagwat Gita, we find that they speak about how man is caught in emotional crises and how one should understand and manage his emotions to fulfil his duty. Thus, in one sense, an Indian notion of EI can be defined as using emotions to do what is right and fulfil one’s karma in life.

The first book on EI in India was written by Singh (2001, revised in 2003). Keeping in view the distinctive characteristics of the Indian cultural context, Sibia, Srivastava and Misra (2004) proposed a model of EI. This does not conceive EI as a homogenous trait or a mental ability devoid of social concerns. It is rooted in the rich traditional, religious and philosophical context focusing on the role of family and society in shaping one’s emotions. It has 4 dimensions:

- **Social sensitivity**: This refers to the quality of relationship between individual and between individual and groups and also includes the way people relate to all others.

- **Pro-social values**: In the Western context, EI is chiefly concerned with maximization of self-interest. However, in collectivist society like India, group welfare receives priority over self. As a result, values like patience, affect, tolerance, kindness and endurance are closer to the concept of EI.

- **Action tendencies**: EI does not exist in a vacuum; it is related to the competence with which an individual performs a task. Competencies such as persistence, dedication, discipline and punctuality would be closely related to the notions of EI in the Indian context.

- **Affective states**: EI is closely related to the quality of emotional life of people. It is concerned with those emotions that facilitate one’s life course. Thus, an emotionally intelligent person would be happy, content, creative, open-minded, optimistic, etc.

Empirical support to this model comes from the perspectives of parents, teachers, children and professionals (Sibia et al 2004b, 2005). Parents (N=214) school teachers (N=184), students (N=593) and professionals (N=56) described the emotional qualities that are needed for successful life. The parent’s responses related to 3 dimensions: social sensitivity (46%), pro-social values (30%), action tendencies (23%). Parents wished their children to show social concern, be empathetic and have control over their negative emotions, respect others, show co-operation, obedience and sincerity, help others, show punctuality and perseverance and remain disciplined. Pro-social values and social
sensitivity were also prominently reported by the teachers, which were followed by action and tendencies and affective states. Being co-operative and showing affection towards others, the ability to relate to others, understand other’s feelings and seeing things from other’s perspective, confidence, helpfulness, humility and honesty, being happy, optimistic and creative were prominently reported by teachers. Like parents and teachers, children too laid emphasis on aspects related to social sensitivity, action tendency, pro-social values and affective states. Though professionals valued social sensitivity and pro-social values to be important for an emotionally intelligent person, the category of affective states did not find place in their response.

Much of the studies on EI conducted in India have focussed on the relevance and prevalence of EI in the Indian corporate setting or on the development of EI in the Indian socio-cultural context (Sibia, Misra, & Srivastava, 2004). There have not been enough studies examining the role of EI in the education sector. Sharma and Sharma (2004) explored the notion of emotional competence among adolescents. It has been reported (Gill, 2003; Ghosh, 2003) that children with high EI are more confident, are better learners, have high self-esteem and few behavioural problems, are more optimistic and happier and also handle their emotions better. Indian researchers have attempted to adapt and evaluate the tests developed in the West and also have developed new measures of EI.

Thingujam and Ram (2000) constructed an Indian adaptable of Schutte et al’s (1998) EI scale for conducting studies in schools. Following Ekman, Friesen and Ellsworth (1972), a scale consisting of photographs and verbal descriptions was developed for use with children and adolescents (Pandey and Tripathi, 2004). It had 5 sub areas: identification of emotional perception and recognition of emotion without probing, perception and recognition of emotion with probing, understanding emotional meanings and emotional intensity rating. EI is related to a host of demographic variables including sex, age, rural/urban locality, medium of instruction and home environment. Among all these variables, except a few contradictory results (Upadhyay, 2003), difference in EI due to gender has been more prominently reported, with females scoring higher than males.

The study of EI in India has taken off with a good start. It will, however be premature to draw any conclusions about it at this juncture. The studies of EI in India are largely designed after the theoretical frameworks developed in the US. The fact that the concepts of emotions and intelligence are viewed differently in the Indian Society is now being
taken into account while conceptualizing the relevant processes. There is a strong need for making focused effort in this direction.

2.3 Emotional Issues in Primary School Children

Our emotions impact our readiness and ability to learn, feeling safe is vital within the school environment. A child who does not feel emotionally safe, valued or listened to, may enter the classroom feeling frustrated, angry, distracted or withdrawn, particularly when attempting to learn a new concept. A child who has too much on his/her mind, perhaps is worried about the argument he/she saw Mum and Dad have that morning; or he/she fell out with a friend yesterday and is anxious that no one may play with him/her at playtime; these worries, stressors, or anxieties contribute to children’s inability to engage in their learning. If this is the case then they are in danger of not reaching their academic potential.

Boud, Keogh, and Walker (1985) state that negative feelings can form negative attitudes towards learning. Emotions can distort perceptions, lead to false interpretations of events, and can undermine the will to persist. Positive feelings and emotions can greatly enhance the learning process; they can keep the learner on the task and can provide a stimulus for new learning. Alexander and Entwistle (1988) found that, children who were unable to adjust and function well in school by age eight, had difficulty in their future adjustment. This emphasizes the need to address social and emotional difficulties beginning in preschool and continuing throughout the school. Emotions trigger cognitive activities and direct actions (Salovey & Mayer, 1990). Emotions provide people with valuable information about themselves and they relate to others. Emotions are meaningful to education - they drive attention, which drives learning and memory (Sylwester, 1994). Emotional expressiveness is the ability to understand, interpret, and express a range of feelings (Goleman, 1994).

Goleman (1997) demonstrated the possible effects of emotional illiteracy through the story of a dispute between three high school students in Brooklyn, New York. The students were engaged in an on-going feud, and as it escalated, one student brought a .38 calibre pistol to school. As school security watched, the student shot and killed two of his classmates. He provided this example as a worst-case scenario of students who are ill-prepared to handle their emotions. Pointing out teachers’ realizations that, even when student performance and math and reading is less-than-desirable, the most alarming deficiency is emotional illiteracy.
He quoted one Brooklyn teacher who argued that “we care more about how well school children can read and write than whether they’ll be alive next week”.

Elder (1997) notes that emotions play a significant role in students’ ability to learn content, thus emotions can facilitate learning. How a student uses emotions may also affect his/her ability to learn. For example, if a student has just lost a loved one, then it would probably be hard for the student to focus on learning due to the emotion of sorrow. Since the impetus of schooling, emotions have been primarily viewed as impediments to learning that should be controlled to enable high order cognitive processing (Boler, 1997). Researchers (Barris et al., 1985; Geiger & Pinto, 1991; Mentkowski & Strait, 1983; Pinto et al., 1994) noted than an individual’s experiences and environmental factors may lead to changes in learning style preferences. Cognitive and social emotional developments are closely intertwined and undergo considerable shifts during primary school (Bronson, 2000). Students’ experiences of emotion have typically been viewed and disciplined as ‘private’ matters, not appropriate for display in a public school setting (Bendelow & Mayall, 2000).

Oatley and Jenkins (1996) captured the sentiment well by stating, “there is a suspicion in Western culture that there is something wrong with emotion”. In recent years, however, a growing number of scholars have begun to question this view of emotion, and sought to examine the role of emotions in learning (see Boler, 1999; Efklides & Volet, 2005; Linnenbrink, 2006; Mayring, 2003; Schutz & Lanhart, 2002; Smith-Sanders & Harter, 2007; Zembylas, 2005). These scholars have aided in our understanding of the complexity of students’ and teachers’ emotional experiences, the dynamic interplay between emotion and cognition, the ways in which emotions can both enhance and impede learning, and the promise and problems of school programmes focused on teaching social and emotional literacy.

Emotional intelligence is much more complex and integrative than acknowledging affective components within a learning environment. These experiences and environmental factors may be directly or indirectly related to an individual’s emotions and feelings, thereby creating a critical role for emotions in learning years (Jaeger, 2001). The following quotation by a student clearly describes some of the factors that contribute to emotional safety. ‘Emotional safety means seeing a smile on my teacher’s face the first day of school instead of a list of rules that is taller than by arm is long. It means being able to go through the lunch time without fear of somebody grabbing my money or my cupcake. It means having a teacher who
hands back papers privately instead of reading grades out loud as I pick up my test. Emotional safety is unconditional acceptance of me. Emotional safety, first and foremost, allows me to wear my natural face instead of a fake one ……” (Bluestein, 2001)

Hendrick (2001), the American Academy of Pediatrics (AAP) and the National Association for the Education of Young Children (NAEYC), along with other research in early childhood education conducted over the past 10 to 12 years, suggest that social-emotional competency is an important aspect of a child’s development. Raver and Knitzer (2002) explained that a young child’s social-emotional competence acts as an accurate indicator of his or her academic performance in the first grade. Thus, social and emotional aspects of children’s development not only affect their young lives but have serious implications for their later success in school and adulthood. They further added that social-emotional competence has more of an effect on academic performance than family background or cognitive skills. Empathy, sympathy and pro-social behaviours in childhood are shown to positively relate to pro-social behaviours in adulthood (Eisenberg, Guthrie, Cumberland, Murphy, Shepard, Zhou and Carlo 2002) and have a considerable impact on the children’s learning and academic achievement (Wentzel and Caldwell, 1997).

The ability to understand and express emotions is important for managing one's own emotions, understanding the feelings of others, getting along with others, early learning, and school readiness (Thompson, 2002). Emotional expressiveness has been identified as critical to language development and academic achievement. Schutz and Lanehart (2002) argued that: Researchers interested in teaching, learning, and motivational transactions within the classroom context can no longer ignore emotional issues. Emotions are intimately involved in virtually every aspect of the teaching and learning process and, therefore, an understanding of the nature of emotions within the school context is essential. Knitzer (2003) stated that there are several additional reasons to pay attention to social and emotional development in young children. Early relationships and experiences have a greater impact on development than previously understood; social and emotional competence set the stage for later developmental tasks.

When emotional literacy is developed through a whole-school approach and has a high priority across a full range of contexts this will impact on what happens in the classroom. In this situation students will feel more able to ask teachers for help, they will be engaged in their work and focused on learning goals rather than their performance. Teachers who model
what they are teaching about in emotional literacy are more likely to see the students doing what the teachers are teaching. Interactions with parents and the community are also enhanced by emotionally literate practices Roffey (2004). Where schools are able to focus on competence and possibility in difficult situations rather than seek blame they raise not only the confidence of families to work with the school but also the confidence of parents to develop more effective relationships with their children.

Often schools focus on students as the first and only measure for an intervention however research supports the notion that the best place to start is with the staff Weare (2004); Pasi (2001). Therefore, one possible approach would begin with staff identifying effective ways to cope and manage change, celebrate success and enable staff to model effective means of communication. Central to this would be the awareness of ones’ own emotions and the emotions of colleagues and students and how these affect interactions on all levels. Work with staff needs to be on-going and central to any work that occurs with students as the health of the helper is a key component.

Gottman (2005), Director of the Talaris Research Institute, suggested that children who learn these valuable skills early on have a high level of understanding and often do better in school, are able to quickly bounce back from strong emotional events, form stronger friendships with other children, have fewer behavioural problems, are generally happy, are less stressed, and get sick less often. Holmes (2005) recognises the importance for teachers in appreciating the power that emotions have in a person’s life and describes the importance of finding ways to appropriately express emotions as a means of maintaining emotional wellbeing. An eco-systemic view of emotional literacy recognises that the variables and the outcomes of emotional literacy interrelate and are dynamic. This view is well developed by Groundwater-Smith (2005) when she says that ‘the intelligent school is a living organism, it is a dynamic system that is more than just the sum of its parts’. A school that is attuned to emotional literacy may develop the capacity to decrease bullying, less absenteeism amongst staff and students and greater commitment to school.

Many factors related to one’s emotional intelligence could affect performance in school as well as the ability to relate to peers. Increased emotional intelligence should bolster one’s capacities too effectively problem solve, and thus, adapt to difficult life situations. To develop or enhance emotional intelligence in educational settings, teachers should make an effort to integrate aspects of emotionality into everyday curricula with the development of programs
that simultaneously focus on children’s social, ethical, and intellectual abilities. With the development of such programs, increased flexibility, creativity, and mood enhanced motivation may occur in students, thus elevating their overall emotional intelligence. With the development of these skills, overall school performance and desirable socially related phenomena such as popularity may increase. However, these hypotheses and others like them cannot be adequately addressed until valid and reliable measures of children’s emotional intellectual abilities are developed.

2.4 Importance of Supportive Programmes in Emotional Intelligence

There are important issues and challenges facing education at the public school level. While academic achievement and scholastic performance have been the primary thrust of recent reform efforts, other equally important issues have taken centre stage in education. Physical safety, healthy emotional development, standards of excellence and equalitarianism, a global economy and world perspective, changing workforce demands and the nature of work, multicultural and diversity issues, retention through graduation, and personal/career needs of students and educators are just a few examples. These important issues require a different and more balanced perspective of accountability and quality standards – to include emotional learning and affective domain. The EI construct has important clinical and therapeutic implications because it has emerged from an amalgamation of research findings on how people appraise, communicate and use emotion (Salovey and Mayer 1990). The ability to identify and describe internal mental states and the ability to link specific mental events with particular behaviours and situations are core dimensions in most models of emotional intelligence. Bar-On's model of emotional intelligence relates to the potential for performance and success, rather than performance or success itself, and is considered process oriented rather than outcome-oriented (Bar-On, 2002).

The breakdown in the cultural institutions in the US culture has created a void in social emotional competencies taught to the children, according to Pipher (1996), who wrote and spoke about the US culture that has fallen apart and communities that no longer exist. “There has been a real loss of connect between families and schools. Our culture is at war with schools. Connecting social skills to academic achievement, he believed that “If kids don’t have a modicum of manners, an understanding of how to deal with stress, they can’t learn anything…..How do you sit in a class and learn something when you’re worried about getting beaten up after school.”
Stone McCown, the Chairman of Six Seconds Emotional Intelligence organisation has concurred with Pipher’s analysis of the breakdown in cultural transmission of EI skills from adults to children. In a recent speech, Stone McCown (2005) noted the breakdown of some cultural institutions, like the nuclear family and the effect of that breakdown has had in offering fewer opportunities for children to learn age-appropriate EI skills. She contended that the schools need to fill the void and teach social and emotional intelligence skills, replacing the experience lost to children as a result of cultural changes. Children must have safety before they can pay attention (Scherer, 1998). Vail (1994) concurred that emotional stressors disrupt children’s academic achievement through the process of depletion, depression and devaluation. Classrooms that children perceive to be emotionally unsafe are highly stressful for students. Vail suggested that the brain’s physiological response to this stress often present a barrier that prevents children from accessing higher order cognitive processing. When children do not feel safe in school or in the classroom, the rational process necessary for academic achievement are overridden by the emotional process of self-preservation and survival (Bluestein, 2001).

Strategies for teaching recognition of affective states may include drawing the child's attention to salient features of expression, then modelling language to express those feelings (Giddan, Bade, Rickenberg, & Ryley, 1995; Timler, 2003). For example, SLPs might observe facial expressions (e.g., "Wow, look at your smile, I bet you're really happy"), body expressions ("Your stomping tells me you are mad"), vocal affect ("You're using your quiet, almost crying, voice. I think you're sad"), and labels or words in the context of affective experiences ("I'm scared"). Children also may learn to identify feelings by role playing various feelings (Feshbach & Cohen, 1988); identifying feelings of characters in stories, videos, or photos; or using art therapy (c.f. Gerber, 1994). Components of children’s language skills act as mechanisms that modulate their perceptions of social rules, which subsequently, can play an important role in facilitating their self-regulation. For example, when children are able to express themselves verbally, they are more likely to use their language skills to communicate their needs and navigate their social environments (Brassard and Boehm, 2007; Campbell 2002).

Understanding the characteristics of perpetrators and victims in relation to all aspects of their emotional intelligence can open up a new way of looking at bullying; hence improving intervention and prevention programmes within the school setting. Research related to EI
includes an examination of the relationship between bullying and social-emotional adjustment 
(Dempsey, & Storch, 2008), bullies and victims’ psychosocial profiles and attribution styles 
(Georgiou & Stavrinides, 2008), and bullying between siblings and friends (Stauffacher & De 
Hart, 2006). In the past decade, schools have continuously tried to address the problem of 
bullying by implementing prevention and intervention programmes (Besag, 2006; Brendtro, 
2001; Crick, Grotpeter, & Bigbee, 2002; Merrell, Buchman, & Tran, 2006).

2.5 Supportive Programmes on Emotional Intelligence

- School Development Programme (SDP)- Kindergarten to 12 in the US
- The Self Science Curriculum- Elementary school children in the US
- Parents And Children Together (PACT) for 3 to 6 years in the US
- Emotional Moments- Elementary and middle school children in the US
- Formulation of EI Radar for school children in India

Historically, in education, emotions have been thought to be peripheral to the process of 
learning. Recent research (Elias, 2004) however, has begun to indicate that Emotional 
Intelligence (EI) is a necessary component of any educational community. EI has been 
defined by Elias as a set of skills necessary for effective social interactions and classroom 
success: a) emotional recognition b) self-control c) goal-setting d) social responsibility e) 
empathy f) problem solving g) conflict resolution h) skills needed for leadership and effective 
group participation. An increased interest in the area of EI has led to a quest for a strong 
empirical case connecting the measurement of social and emotional learning (SEL) 
programme that teach EI to improved school behaviour and academic performance. Recent 
brain research has defined EI as a measurable connection in the human brain between 
response to emotions and their influences on one’s action (Bradberry and Greaves, 2005).

2.5.1 School Development Programme (SDP)

A programme lauded by Goleman, Comer’s School Development Programme (SDP) was 
developed in New Haven School beginning in the late 1960’s. In Comer’s view, “Children 
develop and learn best when they are nurtured and challenged by caring adults in supportive 
environment” (Haynes, Norris and Comer, 1996). Research results suggest that the SDP has 
had a positive impact on student achievement, behaviour, self-esteem and overall adjustment 
(Cauce, Comer and Schwartiz, 1987; Haynes, 1994; Haynes and Comer, 1990). SDP has been
expanded to include programming for Kindergarten through 12th grade and has become one of the most widely implemented programmes in urban public schools in the US.

2.5.2 The Self Science Curriculum- Elementary School Children in the USA

The Self Science curriculum developed in 1967 at La Nueva School for gifted children in Hillsborough, California. This was an experiment to learn what would happen if the emotional development of children and a supportive school community were given equal emphasis with intellectual development. The curriculum teaches children to use self-investigation to understand relationships among their thoughts, feelings and actions. The goal is to become more aware of themselves and to make conscious decisions about the way they think, feel and act independently and interdependently (Jensen, 2001). An initial pilot study (2001) reported that 100% of the participating teachers responded that the programme increased student co-operation and improved relationships in the classroom. Teachers also reported a decrease in violence and putdowns in the classroom and an improvement in student learning. These results provided support that “Emotions do not come in the way of the students as they learn, though they are the route to learning”. Over the past few years, children in a growing number of schools throughout the United States have been introduced to the “Self-Science” curriculum that was developed by Karen Stone-McCown et al (1998). In light of the fact that this project is on-going and the results are still being analysed.

The Self Science Curriculum has been shown to improve children’s EI ability by promoting understanding of emotional process underlying thoughts, feelings and actions. EI competencies in this curriculum are presented in KCG model through 3 basic levels:

- Know Yourself
- Choose Yourself
- Give Yourself

Know Your Self includes emotional literacy: language for naming and communicating emotions, building self-awareness and understanding how emotions work for each individual. As a result, children start recognising their patterns of thinking, feeling and acting and begin to analyse the effects of these patterns on their lives and interactions with others.

Choose Your Self involves developing EI competencies of consequential thinking, navigating emotions, intrinsic motivation and optimism.
Give Your Self focuses on empathy and pursuing noble goals.

The Self Science curriculum is designed to provide age-appropriate context for elementary school children to utilise EI to develop personal social competence.

Mayer and Salovey’s (2004) concept of EI as an intellectual ability that uses emotional information in thinking and Goleman’s (1998) theoretical model of personal social competence as a foundation for developing EI. Empirical research on the Self Science Curriculum is almost non-existent as it is still in the infancy of research.

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).

Advances in research and field experiences confirm that school-based programs that promote social and emotional learning (SEL) in children can be powerful in accomplishing these goals. The work of the Collaborative for Academic Social and Emotional Learning (CASEL) founded by Daniel Goleman, Tim Shriver and Eileen Rockefeller Growald in 1994, its guidelines for promoting mental health in children and youth based on SEL, key principles, and examples of exemplary programs have provided valuable insights. Students who are hurting or don’t feel safe in school cannot learn effectively, and their presence in school without getting the needed attention drains the energy, focus, and potential from the learning environment (Adelman & Taylor, 1997; Comer, Ben-Avie, Haynes, & Joyner, 1999; Elias, Zins, Graczyk, & Weissberg, 2003).

SEL programmes must adhere to the guidelines developed by CASEL in order to implement comprehensive programmes with integrity (CASEL, 2003). CASEL has designated 22 programmes that integrate EI-SEL into the curriculum of the school, teach EI competencies in an age-appropriate and authentic way and focus on pro-social bonding to peers and adults. These are comprehensive programmes that address the problem prevention needs of young people and foster their academic success. The Self science curriculum has been lauded as a programme meeting CASEL guidelines for successful EI-SEL education.

Educational programmes that focus on SEI generally instruct children with curriculum designed to help them understand and use EI abilities. Students, teachers, administrators and
schools have begun to realize the positive effect of high quality SEI programmes that are integrated into the curriculum of public-school life (Zins, Bloodworth, Weissberg and Walberg, 2004). Through SEL programming, children learn to recognize and manage emotions, care about others, make good decisions, behave ethically and responsibly, develop positive relationships and avoid negative behaviour (Elias et al, 1997). Weissberg and Utne O’Brien (2004) suggested that SEL programmes effectively address emotional and behavioural problems with a broader context of school and community, building emotional skills and connections with others that allow children to adapt and develop protective factors that promote academic success. Luiselli, Putnam, Handler and Feinberg (2005) indicated that quality SEL programmes foster an important connection between students and students, students and teachers, teachers and parents, teachers and administrators, students and administrators and the school and the community.

Hammond and Westheus (2009) conducted a study to determine whether children who participated in a booster program 3 years after completing an emotion regulation program show a greater increase between pre-test and post-test in the development of emotion regulation skills than children in a comparison group. A booster program was implemented as a pilot project with seven children ages 12–14. Results of the study showed that the booster group had significant increases on 4 of 10 outcome measures: emotional awareness, emotional expressiveness, number of identified body cues and number of identified calming activities. The contrast group showed no significant pre-test post-test changes on the outcomes measured.

Research suggests that the “missing piece” in promoting academic achievement is educational programming that integrates SEL into the curriculum of the school (Elias et al, 2002). Since the late 1960’s, two SEL programmes have been integrated into the curriculum with effective results: Self Science, developed by McCown in California and the School Development Programme (SDP) authored by James Comer in Connecticut. Research on SEL programmes like Self Science and SDP highlight the importance of programmes that help children learn EI competencies that develop values and allow them to navigate emotions. SEL programmes give children a framework for developing empathy for others, understanding the consequences of choices and developing connections to the larger community through service to others (Haynes, Norris and Comer, 1996; Jensen, 2001).
Emotional intelligence includes the ability to manage one’s own as well as others’ emotions, and the ability to interpret social situations so that emotions are used as useful sources of information when navigating the social environment. Bullying occurs frequently in schools all over the world (Georgiou & Stavrinides, 2009; Olweus & Limber, 2002; Smith, Pepler, & Rigby, 2004; Wei, Johnson-Reid, & Tsao, 2007). Bullies and their victims experience a wide variety of psychosocial difficulties. Such incidents are harmful to the school climate as well (Georgiou & Stavrinides, 2009). Although many efforts have been made to reduce bullying and other forms of aggression among school children, not all such interventions have been effective (Terranova, Sheffield, & Boxer, 2007). Very little research has been done on the relationship between relational aggression and other aspects of emotional intelligence including the development of skills such as social awareness, understanding, and managing emotions.

### 2.5.3 Parents and Children Together (PACT) for 3 to 6 years in the USA

A novel parent-supported emotional literacy programme for children by Morris and Gilmore (2010) explores whether a novel parent-supported emotional literacy programme called Parents and Children Together (PACT) is associated with improved social and emotional development for children compared to a standard curriculum. In eight schools in Cornwall, 686 children from Years 3 to 6 and their families participated in the PACT programme, and were compared with 212 peers from four demographically-matched schools who received a standard curriculum. Parents in intervention schools believed that the PACT programme had a significant positive impact on the social and emotional development of their children and improved the partnership with their child's school. Parental ratings of their child's emotional literacy was significantly higher after participation in the programme, and the children rated themselves significantly less likely to need further help in the future than those in the control schools. The implications for comprehensive mental health services are considered, and recommendations made for developing school and home-based emotional literacy programmes. Schools, particularly in deprived areas, should be supported to take part in PACT. School nurses and other community practitioners should play a leading role in these primary prevention and mental health improvement initiatives.

These preliminary results suggest that the PACT programme has been experienced by parents and children overall as both enjoyable and rewarding, and that it has been successful in working toward its aim. Specifically, the PACT programme may enable parents to feel more
supported and involved in the social and emotional education of their children, encouraging this aspect of children's development. It is predicted that this outcome will contribute to children's educational attainment. It would be valuable to continue to develop and evaluate the implementation of the PACT programme as unique evidence based primary prevention intervention in emotional literacy, in order to explore long term psychological, health and economic benefits. Community practitioners - including school nurses - are well placed to play a leading role in the development of school and family- based emotional literacy promotion programmes.

The literature on emotion regulation suggests that children can learn to control their emotions (Cole et al. 1994; Harris 1989) and that well developed emotion regulation skills are a protective factor that enhances social functioning (Izard et al. 2001). Evidence is beginning to amass of the short term effectiveness of programs intended to enhance emotional functioning and reduce problem behaviours (Greenberg et al. 2001; Hoagwood and Erwin 1997; Hunter 2004; Wilson and Lipsey 2006a, b) and the maintenance of these gains at 1, 2, or even 3 years after participation in such a program (Chandler et al. 1984; Kam et al. 2004; Westhues et al. 2009). These gains are not maintained for all children, however, and several authors have suggested that a booster program might promote maintenance of gains that are otherwise likely to fade (Baer 1989; Donaldson et al. 2000; Furey and Basili1988; Gilham and Ravich 1999; Langinvainio 1986).

2.5.4 Emotional Moments - Elementary and Middle School Children in the USA

In Emotional Moments by Shannon (Nov 2002), a lesson plan for teaching students mental and emotional health is presented to show how sessions in Emotional Intelligence can be introduced to young children. The goal is to help them identify and manage their emotions.

Lesson Objectives would facilitate the children to:

- Label their feelings using descriptive words.
- Identify emotional triggers (situation/event that initiates an emotion).
- Suggest appropriate alternatives for reacting to emotional triggers.
- Develop an appreciation for individual differences in responding to similar situations.

"Emotional Moments" uses three strategies that help elementary and middle school students acquire skills necessary for dealing with life situations. Many children have difficulty
identifying feelings and associating appropriate emotions. Once children can identify a feeling, they can verbalize their emotions, and appropriately communicate them to others.

Strategy 1 - Emotional Moment

Provide students with a feelings chart, with faces expressing various emotions and the label for each emotion to help guide students in identifying their emotions. Each student folds a piece of paper into three vertical columns. In the first column, students write an emotion they recently have experienced. For example, anger. In the second column, students write down what triggered the emotion listed in column one. For example, "my little sister took my toy and broke it." In the third column, students write how they reacted to that emotion. For example, "I yelled at my little sister and cried." Invite students to share what they wrote for each column. Discuss with students if the reaction was an appropriate/effective reaction for the situation. Ask students to suggest alternatives for reacting to the given situation. Discuss with students the many ways to react to situations, and the strategies for dealing with emotions that are appropriate and acceptable for various situations.

Strategy 2 - Emotional Charades

In advance, prepare charade cards by listing one emotion on each index card. Index cards should include a variety of emotions. In small groups or as a class, have a student select a charade card. Without talking, have the student act out the emotion listed on the charade card. Allow students to name the emotion being acted out. Invite a volunteer or the student guessing correctly to act out the next emotion. After a variety of emotions have been acted out, lead the class in a discussion. Which emotions were easier to act out? Why? Which were more difficult? Why?

Which emotions were difficult to identify? Why are some emotions more difficult to act out or identify than others? What can we learn from this activity?

Strategy 3 - Quadrupling Emotions

In advance, prepare the poster paper by dividing the paper into four squares, and write one open-ended statement for each group. Examples of possible open-ended statements are: "A time I felt like a strawberry...", "A time I felt like a lion...", "A time I felt like a jumping bean...." In groups of four, give the group a piece of poster paper, a marker for each student,
and an open-ended statement. Give students three to five minutes to draw a response to their open-ended statement on their square of the poster paper. Have students share their drawing with their group members. Each small group then shares their drawings with the class. Facilitate a discussion as students are sharing to illustrate that we all experience similar feelings, yet they can be elicited by very different situations.

These items provide a basis for assessment.

1. Collect students' completed emotional moment papers.
2. Collect students' completed poster paper from quadrupling emotions.
3. Write a journal entry about a specific situation that initiated an emotion, how they reacted to the emotion, how they might react differently the next time a similar situation arises, and what they learned from the situation and their reaction to the situation.
4. Write a journal entry showing what they learned from participating in the quadrupling emotions activity.

2.5.5 **Formulation of EI Radar for School Children in India**


Radar is "radio detection and ranging" system that uses electromagnetic waves to identify the range, altitude, direction, or speed of both moving and fixed objects such as aircraft, ships, motor vehicles, weather formations, and terrain. In simple terms, a radar system is used to detect the position and/or movement of objects. Much like a map, our radar – EI radar displays the position of scores of EI and its factors for 4 clusters formed in cluster analysis. This too presents and relates to all of the factors through which an individual can look for opportunities to increase EI. Based on the study conducted till date they developed and applied a new framework called the EI radar.

The following were the objectives of EI radar

a. Understanding: Broaden and deepen the construct of EI.
b. Managing: Identify dimensions, which contribute to managing EI.
c. Improving: Identify best practices to improve EI related to culture, ethnicity of students.
d. Institutionalising: Develop framework for enhancing EI of students.

They portrayed the ‘why’ and ‘where’ aspect of EI as well. Based on the review of literature available then, various factors affecting EI helped them to identify and define the radar’s 5 dimensions which were:

1. Intrapersonal ability
2. Inter-personal ability
3. Stress management
4. Adaptability
5. General mood

They identified 4 clusters and the cluster components are age, gender, father’s occupation, mother’s occupation, father’s literacy, mother’s literacy and income. Similar to a map, the EI radar consisted of five factors that served as anchors to guide academicians to identify a methodology that would surely increase EI.

The EI radar can be used:

a. To visualize holistically and systematically
b. To brainstorm and explore the dimensions of EI in a systematic manner
c. To diagnose and identify students with low scores.
d. To prescribe and suggest a curriculum for EI development.

Malekar and Mohanty tried investigating how academicians and EI practitioners can use the EI radar to construct a strategic approach to improve EI of students. Specifically, the radar could help identify the strengths and weaknesses of each student as well as any promising capabilities, those overlooked by their parents and teachers. This radar may facilitate, develop and navigate the position of each individual student to identify the strengths and weaknesses. This EI radar helped to operationalize each factor of EI and is a pragmatic methodology for creating EI maps for each and every individual student. They created a holistic conceptual framework through construction of radar to visualize, diagnose and improve the EI of an individual student. Ultimately, the EI radar could guide the way academicians manage the increasingly complex student behaviour. EI radar is a structural framework for navigating and positioning the students of diverse backgrounds and classes. Specifically, the radar could help identify the strengths and weaknesses of each student as well as any promising capabilities,
those overlooked by their parents and teachers. This study also concludes that EI is the aggregation of the innate characteristics and the knowledge and skill that individuals acquire and develop throughout their lifetime.

A blending of academic (cognitive), behavioural (action), and affective (emotional) dimensions is needed to address the complex issues facing education (Low et al, 2004). To understand these issues and challenges of public education, there is a need to develop responsible and emotionally healthy students and teachers. Emotional skills development and personal responsibilities need to be embraced and examined with academic and behavioural dimensions. The use of EI to aid the student development process can address non-academic life challenges. Fostering EI can assist students in adapting to the environmental demands (Sternberg, 1985) and pressures of the school environment. Investing in the emotional development of students also impacts leadership effectiveness, both on campus and in the future career.

Additionally, prevention and intervention programmes have focused on conflict resolution rather than skill building (Crothers, Kolbert, & Barker, 2006). Frey, Hirschstein, and Guzzo (2000) emphasized that the focus of prevention and intervention programs should not be to solely eliminate bullying, but to foster more appropriate, respectful, and pro-social behaviours among all students. Therefore, the rationale for this study is that by gaining insight and a better understanding of the relationship between bullying and emotional intelligence, it may assist in the development of such prevention and intervention programmes that focus on skill acquisition and are effective in reducing incidents of bullying in and outside schools.

2.6 Developing a Supportive Programme in EI

Recent prevention efforts and policy statements have highlighted the need for basic research studies of the relations between emotional competence and academic adjustment. Prevention scientists have asserted that social and emotional learning merits a larger presence in schools’ curricula (Buckley, Storino, & Saarni, 2003; Zins, 2001), and emotion knowledge and the ability to manage emotions adaptively are considered key aspects of social and emotional learning programs (Greenberg, Kusche, Cook, & Quamma, 1995; Izard, 2002; Payton et al., 2000). However, sceptics of “emotional intelligence” programmes in schools point out that there is very little basic research evidence to demonstrate that emotional competence predicts academic success (Zeidner, Roberts, & Matthews, 2002). As schools face increasing pressure to produce achievement gains, it is unlikely that educators will implement programs without a
proven track record or a clear indication that the program would promote academic success. Therefore, the theoretical relation between emotional competence and academic adjustment needs to be carefully examined with empirical research in order to design prevention and intervention programs with the greatest likelihood of success. Two recent longitudinal investigations have provided some initial evidence that indicators of emotional competence predict academic outcomes. Emotion knowledge mediated the relation between an important indicator of early school readiness, verbal ability, and teacher ratings of academic competence in middle childhood (Izard et al., 2001). In another study, emotion and behavioural regulation predicted academic achievement in kindergarten (Howse et al., 2003).

It has been demonstrated recently that there is a need to incorporate social and emotional learning as an integral part of academics and the ways in which diversity is related to bullying behaviours, provides an ever-changing context for such implementation (Elias, Zins, Gracyzk, & Weissberg, 2003). Furthermore, there is even more reason to begin implementing social-emotional learning since recent research has shown that desirable or pro-social behaviours (i.e. engaging appropriately with peers, following directions, following classroom rules) can be taught (McMahon & Washburn, 2003; Prpinas, Parcel, McAllister, & Frankowski, 1995; Taub, 2002; Van Schoiack-Edstrom, Frey, & Beland, 2002).

There is a need for more effective prevention and intervention programs in our middle schools. The focus of prevention and intervention should not be solely to decrease bullying behaviour but to foster more pro-social and respectful behaviours among all students (Espelage & Swearer, 2003). For example, the Second Step violence prevention programme, which is aimed at promoting social competence, has been effective in reducing aggressive behaviours and increasing pro-social behaviours (Bennett, 2009; Frey, Hirshstein, & Guzzo, 2000). It is hoped that this research will clarify what role emotional intelligence plays in incidents of bullying. Emotional intelligence 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 programmes 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).

Typically, students do not get such opportunities 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. 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).

Shanwal, V.K. (2003) undertook a study of correlates and nurturance of emotional intelligence in primary school children. The study found out that the four components of emotional intelligence namely Identification of emotions, Assimilation of emotions, understanding of emotions and Regulation of emotions correlated significantly with the overall emotional intelligence score, thus, emphasising the validity of the Hindi adapted version of MEIS, (Multifactor emotional Intelligence Scale). The understanding and regulation of emotions (component of the emotional intelligence) also correlated with variables underlying the general intelligence like academic achievement. Analysis of different components of emotional intelligence in this study pointed towards possibility of two-factor structure of emotional intelligence. One pole of this was depicted by the relationship between identification and assimilation of emotions component and the other pole was represented by the togetherness of understanding and regulation of emotions components of emotional intelligence. The rural children emerged as having higher emotional intelligence in comparison to their urban counterparts. Overall, girls had higher emotional intelligence than boys. As a group rural boys achieved the highest score on the overall emotional intelligence due to their comparatively better performance on the assimilation of emotions (component of emotional intelligence). Rural girls were better at understanding and regulation of emotions while urban girls had better at identifying the emotions. Urban boys as a group had comparatively, the poorest emotional intelligence. The study distinctly indicated that rural domicile seems to have positive influence on the on the degree of emotional intelligence and
female sex is another factor, which favourably vary with higher emotional intelligence. These findings highlight the influence of microenvironment and constitution on emotional intelligence. High scholastic performance was found to be correlated with the regulation of emotions (component of emotional intelligence). No relationship existed between the measures of social deftness and attentive ability used in the study with emotional intelligence. Only academic achievement showed positive correlation with one component of emotional intelligence.

There is growing empirical base indicating that well-designed, well-implemented school-based prevention and child development programming can positively influence a diverse array of social, health, and academic outcomes. Key strategies that characterize effective school-based prevention programming involve the following student-focused, relationship-oriented, and classroom-and school-level organizational changes: (a) teaching children to apply SEL skills and ethical values in daily life through interactive classroom instruction and providing frequent opportunities for student self-direction, participation, and school or community service; (b) fostering respectful, supportive relationships among students, school staff, and parents; and (c) supporting and rewarding positive social, health, and academic behaviour through systematic school–family-community approaches.

There is undoubted evidence-identifying EI as important in predicting personal and school success, and this has potential implications for students. Based on the review of literature, there is a lot of scope and direction to initiate supportive programmes in Emotional Intelligence for young children in order to help them be smarter in managing adverse situations as they grow. Equipping them with the required skills will ensure better learning and improve school climate. The review of literature exposes a substantial vacuum between identifying the need for programmes in EI and a dearth of quality programmes in EI in India. Taking this initiative in trying to bridge the gap, the present study “Effectiveness of Supportive Programme to Enhance Emotional Intelligence in Primary School Children” has been designed.