CHAPTER V

SUMMARY

AND

CONCLUSION
Emotional intelligence is the ability to perceive emotions; to access and generate emotions so as to assist thought; to understand emotions and emotional knowledge; and to reflectively regulate emotions so as to promote emotional and intellectual growth.” 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.

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. The education profession today pays little attention to affective growth, even though 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.

Skills in EI 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.

There is an empirical evidence to enhance the emotional intelligence of primary school children thus leading to the development of a supportive programme. Equipping them with the necessary skills in EI will help them recognise, understand and channelize their emotions while managing adverse situations as they grow. 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.

Objectives

The present study was undertaken to assess the emotional intelligence of primary school children with relation to age (7 to 12 years), gender and educational boards (CBSE, ICSE and SSC). A Supportive Programme was developed to enhance the EI. This was planned keeping in mind, the skills in EI as per the Bar-On scale which were intrapersonal, interpersonal, stress management, adaptability, general mood and Total EQ skills. The difference with and without the Supportive Programme for the experimental and control group was ascertained. The effectiveness of the supportive programme in relation to age, gender and educational boards was determined.

Materials and Method

This study was an experimental design. The type of the design was pre-test and post-test design. The purposive sample that was selected for the present study consisted of 206 children in the age group of 7-12 years. These children (boys and girls) went to English Medium schools of different educational boards namely CBSE, ICSE and SSC. Of these, 122 children were identified as the experimental group and 84 were the control group. Treatment was given to only the experimental group. The EQ scores of the control and experimental group were compared.

The Bar-On Emotional Quotient Inventory (EQ-i YV and the Supportive programme were the tools used for the study. Based on the Bar-On Emotional Quotient-Inventory (Bar-On EQ-I, 1997), the first scientifically validated and most widely used measure of EI, the Bar-On EQ-i:YV is specifically designed self-report to assess the intrapersonal skills, interpersonal skills, stress management skills and adaptability skills as well as Total EQ scores of children. The Supportive programme consisted of 12 two hour sessions taken over a period of 3 months, once a week. It included a judicious mix of games, activities, stories and video clips that helped children to engage, activate as well as reflect.

The data obtained at the baseline was tabulated and coded on Microsoft excel and analysed. Statistical package of SPSS-version 20 was used to assess the effectiveness of the supportive programme in enhancing emotional intelligence in primary school children.
The mean scores in intrapersonal, interpersonal, stress management, adaptability, general mood and Total EQ were calculated. Student’s t test was used to test the significant difference between the mean scores of the two groups. A one way as well as two way analysis of variance (ANOVA) was used to compare the mean scores with relation to age, gender, educational boards, pre and post-test as well as experimental and control group.

Observations recorded were represented in the form of graphs and tables and analysed quantitatively.

Results

The main findings of the research are as follows:

- There is a significant difference in the EI scores of primary school children with relation to age (7-9 and 10-12 years). The older age group had significantly higher scores on interpersonal, adaptability, general mood and Total EQ as compared to the 7-9 year olds. An important finding was that the stress management scores for both the age groups were non-significant.

- There is no significant difference in EQ of boys and girls in the intrapersonal, interpersonal, stress management, general mood and Total EQ. Boys scored significantly higher on the adaptability skills than girls.

- The children studying in SSC board had significantly higher scores on intrapersonal, stress management and Total EQ as compared to children studying in CBSE and ICSE board schools. The children studying in the ICSE board are higher on adaptability and general mood. The children of CBSE board were lower on intrapersonal, stress management, adaptability, general mood and Total EQ as compared to the other boards.

- A significant difference was observed in the 6 areas of EQ between the experimental and control group. After treatment, the children in the experimental group benefitted greatly. It was observed that for the control group, the EQ scores in stress management and Total EQ dropped significantly after 3 months, in the absence of an intervention programme.

- Before the supportive programme, The EQ scores of children between the 2 age groups of the experimental group revealed that the 7-9 year olds are better in stress management skills as compared to the 10-12 year olds, even though both the age
groups have a low score as per the Bar-On scale. The older children have a better interpersonal skills as well as general mood. The mean scores in the intrapersonal, adaptability and Total EQ are quite similar for both the age-groups. After the supportive programme, the mean scores in the intrapersonal, adaptability and Total EQ after intervention are quite similar for both the age-groups. The ANOVA test helped in concluding that there is a significant difference in the mean scores of interpersonal and adaptability between the two age-groups.

- Before the intervention programme, results showed that there is no significant difference in the EQ scores of the experimental group with relation to gender in the intrapersonal, interpersonal, stress management, adaptability, general mood and Total EQ.
- After the supportive programme, the results revealed that there is a significant difference in the adaptability skills of boys and girls. There is no significant difference in the other EQ areas with relation to gender.
- A significant difference was noted in the EQ scores of children pre and post supportive programme in the experimental group. The children learnt to recognize and manage their emotions, care about others and show empathy, make good decisions, behave ethically and responsibly and develop positive relationships through the various sessions of the supportive programme. The significant difference was irrespective of age, gender and educational boards.
- With relation to age, the children in the 7-9 year olds benefitted more as their scores in intrapersonal, interpersonal, adaptability, general mood and Total EQ increased significantly. The 10-12 year olds improved significantly in the stress management scores after the supportive programme.
- With relation to gender, there is a significant difference in EQ of boys and girls in the intrapersonal, interpersonal, stress management, general mood and Total EQ after the supportive programme. They were able to effectively and constructively express their emotions and exactly say how they were feeling and had mastered the vocabulary by the end of three months. They became self-reliant and were free of emotional dependency. The increase in adaptability score of girls was highly significant after the programme. No significant difference in EQ was noted between EQ of boys and girls.
- There is a significant difference in the intrapersonal, interpersonal, stress management, adaptability and Total EQ across the 3 educational boards after the
supportive programme. The SP was most effective for the children studying in CBSE board as they improved significantly in all areas of EQ.

- Results indicated that the children of SSC board have a significantly higher intrapersonal and stress management that ICSE and CBSE board children before supportive programme. These children also have a better score on the Total EQ though the difference is not very significant. The SSC board children are lower on interpersonal skills and this score is in the low range of the Bar-On scale. The ICSE board children are marginally higher on adaptability and general mood than the CBSE and SSC children though this difference in non-significant. The CBSE and ICSE board children have a very low score on stress management and this score is in the low range of the Bar-On scale.

- The increase in the intrapersonal, interpersonal, stress management, adaptability, general mood and Total EQ shows that the supportive programme has been effective in improving the scores, irrespective of educational boards. The ANOVA test helps to conclude that these differences but for stress management are non-significant.