Abstract

Title:

THE IMPACT OF USING SOME TEACHING METHODS IN IMPROVING EMOTIONAL INTELLIGENCE AND EDUCATIONAL OUTCOME FOR BASIC EDUCATION STUDENTS IN SCIENCE SUBJECT (YEMEN).

Hypothesis:

1. There would be a significant difference between the Educational Outcome of the experimental group and the control group with respect to (Knowing, Applying, Reasoning, Total scores of Educational outcome.
2. There would be significant differences between the pre-test and the post-test scores in cognitive dimension (knowing - Applying - Reasoning) of experimental group.
3. There would be significant differences in scores among boys and girls in cognitive dimension (knowing - Applying - Reasoning) of experimental group.
4. There would be significant differences between the pre-test and the post-test scores of experimental group on Emotional Intelligence.
5. There would be significant differences between the experimental group and the control group on Emotional Intelligence in post-test scores.
6. There would be significant differences between the scores of boys and girls of experimental group on Emotional Intelligence.
7. There would be a significant correlation between the Educational Outcome and the Emotional Intelligence of control group.
8. There would be a significant correlation between the Educational Outcome and the Emotional Intelligence of experimental group.
9. There would be a significant correlation between the Educational Outcome and the Emotional Intelligence of experimental group and control group.

Sample:

The Research is an experimental study, so the sample consists of 60 students. 30 students of experimental group and 30 students of control group of STD VIII of AL-Khadeem AL-Wajeeh School in Hajjah city of Yemen.

Methodology

In the experimental study all the students of STD VIII (more than 165) students were administered a pre-test. The pre-test was prepared based on the students’ previous knowledge of STD V, VI, VII. The scores of the pre-test were collected. Then the previous academic record of these students was collected from the school of the concern science subject. An intelligence test was also administered to the students. Thus STD VIII students were selected based on these levels. (Pre-Test, Intelligence, Test Pervious academic year science subject record)
Two almost equal groups of 30 each was selected from the total of 165 students and divided into experimental group and control group:

1. Control group: 30 students (15 boys, 15 girls).
2. Experimental group: 30 students (15 boys, 15 girls).

Results:

1. Significant difference (at 0.05 level) was found between the experimental group and the control group on Educational Outcome with respect to (knowing, Applying, Reasoning, total scores of Educational outcome).
2. Significant differences (at 0.05 level) were found between the pre-test of experimental group and the post-test of experimental group on Educational Outcome with respect to (Knowing – Applying – Reasoning).
3. Significant differences were found between the scores of boys and the scores of girls on total scores of Educational Outcome and Educational outcome with respect to knowing. But significant differences were not found between the scores of boys and girls on Educational outcome with respect to (Applying – Reasoning).
4. Significant differences were found between the pre-test of experimental and the post-test of experimental on sub-skill of Emotional Intelligence and total scores of Emotional intelligence.
5. Significant differences were found between the experimental group and the control group on sub-skill of Emotional Intelligence and total scores of Emotional intelligence.
6. Significant differences were not found between the scores of boys and the scores of girls of experimental group on sub-skill of Emotional Intelligence and total scores of Emotional intelligence.
7. There is positive correlation between Emotional Intelligence and Educational outcome of the control group.
8. There is negative correlation between Emotional Intelligence and Educational outcome of the experimental group.
9. There is positive correlation between Emotional Intelligence and Educational outcome of the experimental group and the control group.