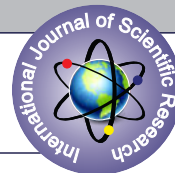


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EXPERIMENTAL & ANALYTICAL STUDY ON EFFECT OF EMOTIONAL LITERACY PROGRAMME THROUGH EMOTIONAL AWARENESS ON SOCIAL SKILL DEVELOPMENT OF PRIMARY GRADE CHILDREN (3RD & 4TH STANDARD) STUDENTS



Paediatrics

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ABSTRACT

Education in school have strong impact on social, emotional development along with the development of academic skills. Relationships & emotional process has strong impact on how & what we learn. Emotional awareness is the ability to recognise and make sense of not just your own emotions, but also those of others. It is also known as emotional Intelligence. Our school curriculum lacks the skill development for the emotional awareness the study was undertaken to develop emotional awareness at earlier age of schooling, through emotional literacy program. It was intended to evaluate the effect of emotional literacy training on emotional awareness in primary grade children (3rd & 4th grade).

There were total 233 (55.90%) male participants out of total 417 participants of were total 184 (44.10%) females' participants. They were given fortnightly, an hourly session (eight weeks i.e. 4 sessions), of emotional literacy program through various activities & games. The students were improved in ability to differentiate emotions, Hindi medium students were better in ability of children to verbally share the emotions among them (p = 0.000). The open expression of emotions, so the bodily awareness of different emotions showed significant improvement. Emotional intelligence is a tool used by man to master or conduct his own behaviours, to adjust him in the environment around. The group dynamics developed through games, many students reported inclusive feelings. The inclusion of emotional literacy program in regular curriculum may benefit children in developing social competencies & further enhancing the better skills for integrated social development.

KEYWORDS

Social skills, emotional awareness, attending emotions, emotional intelligence.

INTRODUCTION

Teaching and learning in schools have strong social, emotional, and academic components. Students typically do not learn alone but rather in collaboration with their teachers, in the company of their peers, and with the encouragement of their families. Emotions can affect children's academic engagement, work ethic, commitment, and ultimate school success. Relationships and emotional processes has immense effect on how & what we learn. Schools and families must effectively address these aspects of the educational process for the benefit of all students (Elias et al., 1997).¹

Emotion is the most neglected & most suppressed domain in history of human life. On the contrary, we as human beings (not human doings) is have an inherent gift (which differentiates us from other animals) is that "We can think about our thinking & Feel about our feelings"¹

Emotional awareness assists in enhancing students' social-emotional well-being, character, health and civic engagement. Many systematic reviews states that school-based mental health promotion interventions that are implemented effectively, can produce long-term benefits for young people, in emotional and social functioning and academic achievement.^{2,3}

As children grow, they realize that there are others in the world, and that other people have feelings, needs, and desires just like they do. Thus they are aware about self & their emotional needs.³

Emotional awareness is the ability to recognise and make sense of not just your own emotions, but also those of others. Emotional awareness appears as an important feature of emotional competence (EC). The concept of EC is used as an umbrella term, including all different aspects of emotional functioning (e.g., identification of the emotions, regulation of emotions, emotion expression, understanding others' emotions, empathy, etc.).⁴

This awareness is also referred to as 'emotional intelligence' (E.I) High levels of emotional awareness enable you to learn about others feelings quickly.

The emotional awareness when developed at earlier phase in life may improve child's social & interpersonal skills. The ability to develop the skill of emotional understanding is a driver not only in the realm of relationship but also in the realm of education This study was

undertaken to develop emotional awareness at earlier age of schooling, through emotional literacy program.

- Very scares literature is available about the emotional awareness of typically developing children. The present study was intended to evaluate the effect of emotional literacy training on emotional awareness in primary grade children (3rd & 4th grade), with the hypothesis as Emotional literacy program enhances emotional awareness in primary school children (3rd & 4th grade)

METHODOLOGY

The study is Analytical prospective non-randomized single system study conducted in, a school in Metropolitan city, Mumbai, having Hindi & English medium classes, following a State board curriculum Study duration was one academic year. Study protocol, informed consent documents, case record form were reviewed and approved by Institutional Ethics Committee. The principal and school teacher committee were introduced the study protocol. After seeking acceptance from the school committee, classes were identified and informed consent form were sent to the parents. Parent consent as well as assent form was taken from children Sample size was calculated based on the total population in one standard in the said school. 417 Children from primary grade school of third & fourth standard. Children Hindi & English medium classes with no known intellectual disability, emotional, behavioural, developmental disabilities were included in the study.

Students was evaluated on Emotional awareness questionnaire (EMQ). EMQ was translated to Hindi was validated and reliability was found for the same. The emotional Literacy program was formed by the emotional intelligence certified trainer using six second's model.

The emotional literacy programme was conducted in 4 hourly sessions, one every fortnightly. Program was full of activities & games as proposed in Six seconds model.^{5,6}

Each session consisted of Games & activities such as identifying emoji, emometer, Ocean wave breathing, story making from picture books, traffic signal, friendship batch as a literacy program.

At the end of last session participants were again evaluated on Emotional awareness questionnaire (EMQ) to observe effect of emotional literacy programme. Data was compiled & analysed using appropriate statistical methods/Tests.



Figure1 : Activities by students: identifying various Emotions.



Figure2 : Activities friendship medal done by students for healthy friendship & identifying emotions of others.

Assessment tools:

1. Emotional Awareness Questionnaire:

Emotional awareness was assessed using the Emotion Awareness Questionnaire. The EAQ 30 is a self-report questionnaire of 30 items rated on a 3-point scale (1 = not true, 2 = sometimes true, 3 = true) and includes 6 sub component:

- Differentiating Emotions (“When I am upset, I don’t know if I am sad, scared, or angry” reversed item)
- Verbal Sharing of Emotions (“I find it difficult to explain to a friend how I feel”; reversed item);
- Bodily Awareness (“When I am scared or nervous, I feel something in my tummy”);
- Not Hiding Emotions (“When I am angry or upset, I try to hide this”; reversed item);

Table2: Shows the Differentiating Emotions scores among English & Hindi medium pre & post awareness program

Medium	Total no of samples (N)	Mean	Median	Std. deviation	Comparison among the group using Wilcoxon signed rank test		Comparison between the English & Hindi medium students using Mann Whitney U test.	
					Z value	P value	Z value	P value
	417							
English	334						Baseline awareness comparison	
Pre awareness		1.80	1.8000	.39617	-11.235	0.000*	-0.766	0.444
Post awareness		1.96	2.0000	.39630				
Hindi	83						Post intervention awareness comparison	
Pre awareness		1.77	1.8000	.44679	-4.369	0.000*	-1.468	0.142
Post awareness		1.8842	2.0000	.40600				

(*p significant if 'p' ≤ 0.05)

Table 2: Shows improvement in median scores of **Differentiating Emotions** after 8th week of awareness program. The students from both English & Hindi medium showed significant difference with 'p' value 0.000 and Z value was -11.235 & -4.369 for English & Hindi medium respectively.

Table 3: Shows the Verbal sharing of Emotions scores among English & Hindi medium pre & post awareness programme.

Medium	Total no of samples (N)	Mean	Median	Std. deviation	Comparison among the group using Wilcoxon signed rank test		Comparison between the English & Hindi medium students using Mann Whitney U test.	
					Z value	P value	Z value	P value
	417							
English	334						Baseline awareness comparison	
Pre awareness		2.01	2.0000	.43271	-11.849	0.000*	-2.282	0.022*
Post awareness		2.27	2.3300	.42025				
Hindi	83						Post awareness comparison	

- Analyses of Emotions (“When I have a problem, it helps me when I know how I feel about it”);
- Attending to Others' Emotions (“If a friend is upset, I try to understand why”).

Total Twenty items are negatively formulated and thus reversed-scored. The questionnaire is suitable for children and adolescents between 8 and 16.

RESULTS & DATA ANALYSIS

Statistical analysis:

The data was entered using MS-Excel 2010 & analysed using SPSS Software version- 23. Descriptive analysis for numerical data consists of mean & median with standard deviation (SD). Nonparametric test Wilcoxon signed rank test was used to assess pre awareness and post awareness programme effect among English & Hindi medium.

Mann-Whitney U test:

For comparison of the effect of awareness programme between English & Hindi medium at baseline & after 8th week was performed.

The 'p' value less than **0.05** was taken as statistically significant.

Table1: Shows Distribution Of Gender Within Medium (cross Tabulation)

			Medium		Total
			English	Hindi	
GENDER	Male	Count	199	34	233
		% within Medium	59.6%	41.0%	55.9%
	Female	Count	135	49	184
		% within Medium	40.4%	59.0%	44.1%
	Count	334	83	417	
		% within Medium	100.0%	100.0%	100.0%

There were total 233 (55.90%) male participants out of total 417 participants of which 199 (59.58%) males are from English medium & 34 (40.96%) males are from Hindi medium and there are total 184 (44.10%) females participant out of total 417 participant of which 135 (40.42%) females are from English medium & 49 (59.04%) females are from Hindi medium.

The mean age observed in English medium was 8.8year and in Hindi medium mean age was 8.63 year.

On comparison between two medium students , the difference in the scores was not significant with 'p' value 0.444 & 0.142 pre & post program respectively with Z value -0.766 & -1.468 at pre & post program respectively. The students from both medium were improved in ability to differentiate emotions ,Another component of emotional awareness questionnaire was ability of children to verbally share the emotions among them.

Pre awareness		1.92	1.6600	.67229	-5.609	0.000*	-2.407	0.016*
Post awareness		2.142	2.0000	.56930				

(*p significant if 'p' ≤ 0.05)

Table 3: Shows that there is improvement in median scores of **Verbal sharing of Emotions**, the students from both English & Hindi medium showed significant difference with 'p' value 0.000 and Z value was -11.849 & -5.609 for English & Hindi medium respectively.

Students from English medium showed the significant difference with 'p' value 0.022 at baseline & 0.016 at 8th week of awareness programme and the Z value was -2.282 & -2.407 at baseline & after 8th week respectively. Both medium students showed improvement in verbal expression expressions of emotions, English medium students were more verbal than Hindi medium students. Further the bodily awareness of emotions was analysed

Table 4: Shows the Bodily Awareness scores among English & Hindi medium pre & post awareness programme.

Medium	Total no of samples (N)	Mean	Median	Std. deviation	Comparison among the group using Wilcoxon signed rank test		Comparison between the English & Hindi medium students using Mann Whitney U test.	
					Z value	P value	Z value	P value
	417							
English	334						Baseline awareness comparison	
Pre awareness		1.7281	1.6000	.28303	-12.661	0.000*	-2.794	0.005*
Post awareness		1.8707	1.8000	.26764				
Hindi	83						Post awareness comparison	
Pre awareness		1.6024	1.6000	.35544	-7.216	0.000*	-2.265	0.023*
Post awareness		1.7904	1.8000	.27033				

(*p significant if 'p' ≤ 0.05)

awareness, when these skills were analysed.

Table 4: Shows that there is improvement in median scores of **Bodily Awareness** both English & Hindi medium showed significant difference with 'p' value 0.000 and Z value was -12.661 & -7.216 for English & Hindi medium respectively when compared within groups. The open expression of emotions can help in improving emotional

When compared between groups & the difference was significant with better bodily awareness in students from English medium with 'p' value 0.005 at baseline & The significant difference was maintained after 8th week of awareness programme with p value 0.023 and the Z value was -2.794 & -2.265 in pre & post program respectively

Table 5: Shows the Not Hiding Emotions scores among English & Hindi medium pre & post awareness programme.

Medium	Total no of samples (N)	Mean	Median	Std. deviation	Comparison among the group using Wilcoxon signed rank test		Comparison between the English & Hindi medium students using Mann Whitney U test.	
					Z value	P value	Z value	P value
	417							
English	334						Baseline awareness comparison	
Pre awareness		1.6874	1.6000	.25520	-12.409	0.000*	-0.7955	0.426
Post awareness		1.8305	1.8000	.23229				
Hindi	83						Post awareness comparison	
Pre awareness		1.6265	1.6000	.33022	-6.981	0.000*	-0.873	0.383
Post awareness		1.7952	1.8000	.26128				

(*p significant if 'p' ≤ 0.05)

Table 5 Shows that there is improvement in median scores of Not Hiding Emotions showed significant difference with 'p' value 0.000 and Z value was -12.409 & -6.981 for English & Hindi medium within group comparison respectively. The students from both mediums were become more open in expressing emotions

When compared between groups the difference was not significant with 'p' value 0.426 & 0.383 with the Z value was -0.7955 & -0.873 at pre & post programme respectively. Students from both medium started expressing emotions after the literacy program. When open emotions are appreciated ability to analyse others emotion are also important for emotional awareness.

Table 6: Shows the Analyses of Emotions scores among English & Hindi medium pre & post awareness programme.

Medium	Total no of samples (N)	Mean	Median	Std. deviation	Comparison among the group using Wilcoxon signed rank test		Comparison between the English & Hindi medium students using Mann Whitney U test.	
					Z value	P value	Z value	P value
	417							
English	334						Baseline awareness comparison	
Pre awareness		2.4946	2.4000	.33874	-10.107	0.000*	-1.895	0.058
Post awareness		2.6228	2.6000	.34687				
Hindi	83						Post awareness comparison	
Pre awareness		2.4120	2.4000	.36204	-6.110	0.000*	-1.575	0.115
Post awareness		2.5422	2.6000	.34716				

(*p significant if 'p' ≤ 0.05)

Table 6: Shows that there is improvement in median scores of **Analyses of Emotions** among the group. The students from both medium showed significant difference in ability of emotional analysis with 'p' value 0.000 and Z value was -10.107 & -6.110 for English & Hindi medium respectively.

Non-significant difference was observed between the groups with 'p' value 0.058 & 0.115 the Z value -1.895 & -1.575 at pre & post programme respectively, thus better ability of analysing emotions in all the children included in the study. This ability also leads to ability in attending emotions. The participants had better ability to understand others.

Table 7: Shows the Attending to others Emotions scores among English & Hindi medium pre & post awareness programme.

Medium	Total no of samples(N)	Mean	Median	Std. deviation	Comparison among the group using Wilcoxon signed rank test		Comparison between the English & Hindi medium students using Mann Whitney U test.	
					Z value	P value	Z value	P value
	417							

English	334						Baseline awareness comparison	
Pre awareness		1.7012	1.6000	.23544	-13.618	0.000*	-0.084	0.933
Post awareness		1.8737	1.8000	.26022				
Hindi	83						Post awareness comparison	
Pre awareness		1.6795	1.8000	.28956	-6.414	0.000*	-0.400	0.689
Post awareness		1.8325	2.0000	.25572				

(*p significant if 'p' ≤ 0.05)

Table 7 Shows that there is improvement in median scores of **Attending to others Emotions** among the medium after 8th week of awareness program, showed significant difference with 'p' value 0.000 and Z value was -13.618 & -6.414 for English & Hindi medium respectively. This showed that students from both medium were able to attend to others emotions after literacy program.

With 'p' value not significant and the Z value was -0.084 & -0.400 pre & post program respectively .All students achieved equal abilities for interpersonal relationship

DISCUSSION

In recent years there has been an increased interest in the role of emotional intelligence in both the academic success of students and their emotional adjustment in school. However, promotion of emotional intelligence in schools has proven a controversial pursuit, challenging as it does traditional "rationalist" views of education. Furthermore, research findings in this area have been inconsistent at best.

In breaking down how emotion can help reason to function, four main points should be made, as follows:

1. Emotions are neutral. They contain information which needs to be recognized and understood in order to inform decision-making (Damasio, 1994).
2. Emotion can be seen as being central to individuals' ability to establish which problems they should solve and in which order they should address them (McPhail, 2004).
3. Emotion helps individuals to identify the elements that reason must take into account when a decision is being made (De Sousa, 1990).
4. Emotion can be seen as establishing appropriate goals towards which reason can work.

The concept of emotional intelligence has captured the imagination of academia and the popular media alike. With specific reference to education, it has been claimed that facilitation of EI can improve children's academic achievement, promote their well-being and adjustment, and reduce risks of substance abuse, mental health problems and delinquency.⁷

Coordinated by the neural centres situated in the limbic system, emotional intelligence interacts with intellectual intelligence and most often the latter supports and supplements the former. Being considered a "sentinel of the mental activity", emotional intelligence is a tool used by man to master or conduct his own behaviours, to exercise interpersonal relationships, to overcome internal or external obstacles and to adjust him in the environment around. Emotional intelligence is a prompt and efficient tool therefore its development becomes a goal in the education of youngest students.

Emotions start accompanying children's emotions when they are just three or four years old, whether in playing, learning, interacting, fulfilling the tasks given to them by adults. Around the age of 4 or 5, children experience, identify and differentiate anger, sadness, fear, happiness, shame, pride, guilt (based on facial expression). After the age of 6, children change their affective vocabulary, mainly in terms of quantity and diversity of the notions defining emotions.

Most of the psychologists specialized in the study of emotional intelligence and the psychology of emotions (P. Ekman, 2011, J. Cosnier, 2007, M. Zlate, 2000) believe that the basic emotions are the following: happiness, surprise, sadness, fear, anger; to these are added shame, guilt, despise, despair, curiosity. All these basic emotions are involved in the settlement of the fundamental issues of current life, which demands prompt reaction. The expression of the basic emotions is universal therefore they can be quickly and correctly recognized.⁸

The present study was conducted to study of the effect of emotional literacy programme through emotional awareness of primary grade

children (3rd & 4th standard). The subjects were taken from English & Hindi medium students of one school from metropolitan city.

As seen in table1, there are more males than females' students in English medium i.e. 59.6% of males and 41.0% of female's students whereas in Hindi medium the proportion is exactly reversed i.e. 59.0% were females & 40.4% were males. As the confounding factor found that in Indian society males are given first preference than females hence girls were more in number than boys in Hindi medium.

The mean age of each medium was around 8.5year so the subjects were matched subjectively as per age group for the study.

Both the medium showed improvement in differentiating in others emotions this may be the probable reason that there is no difference between the improvements seen in both the medium students. In a study done by Rooij,et al (2012)⁹, There outcomes show that the different aspects of emotion awareness that are represented in the Emotion Awareness questionnaire have predictive value for the ability to differentiate between emotions and understand their causes, which is also a core feature.

The students have shown improvements in verbal sharing of emotions there were significant difference in expressing emotions pre & post awareness program between both the medium. When Elena rafaila used emotional intelligence model of Goleman by using stack of cards and naming emotions using different colours of emotions the first-grade children could express & identify the emotional status verbally found in a study done by Rafaila,et al (2015)⁸. It was observed that Hindi medium students were little shy in verbal expression of their emotions. When these children were given emotional cards to match & make a story from it, the students enjoyed the activity & this helped them to express their emotions through stories. Both medium students showed a significant improvement post awareness programme but Hindi medium has improved markedly with 'p' value 0.016.

As observed in both medium students has good bodily awareness. During the study it was observed that the activity related to bodily awareness has made students realized the relationship of emotions with bodily changes in different system. The students were excited with the knowledge and appreciated the idea of observing the changes. As seen before the Hindi medium students has learned verbal expression so do they started discussing about the bodily awareness openly to the teacher & their peers. In the article by Bögers, et al (2014)¹⁰, on effect of school of mindfulness training it was observed that the mindfulness intervention for behavioural problem has led to emotional awareness of bodily changes in children of 8 to 12 years. In present study students were made mindfully aware through the games or activities.

The Indian culture teaches children specifically boys to hide their emotions this can affect negatively on emotional development of children. Through emotional awareness programme they were trained to express the emotions in acceptable manner & not to hide this as seen in their elderly. The students in Hindi as well as English medium has learned express the emotions openly after the awareness programme. They reported the awareness programme has helped them in enhancing friendship among them. As proposed in study by Oakley, (2017)¹¹, Lisa Barrete states that interpersonal skills can be enhance if the emotional vocabulary is improved. In present study children were taught to express emotions through play in positive manner thus students have learned to express negative as well as positive emotions without hiding it.

Further it was observed the students from English & Hindi medium could analyse the emotions more efficiently. As suggested in article by Lisa K. Maguire et al,(2016)¹², the theoretical model on emotional intelligence suggest that emotional understating influences both inhibitory control and competent emotional expression. In the second model it is suggested that emotional understanding, through emotional awareness programme directly influence in class room behaviour and competent emotional expression. In present study through the

emotional awareness programme the student learned to analyse the emotional expression and exhibited improved classroom behaviour. The significant effect was observed in Hindi medium students, they reached at par with English medium during post awareness comparison. Thus the difference in Hindi medium scores was significant with 'p' value 0.0115. In a study done on middle school children at Portugal after emotional awareness program with middle school children, it as observed that ,on Self-report questionnaires administered before and after the intervention, the significant intervention gains in three (of five) social-emotional competencies, there was increase in social awareness and self-control as well as decreases in the levels of social anxiety.¹³

The interpersonal relationship it is very important to attend to others emotions, during awareness programme the students were trained, to attend colleagues emotions in the form of exchange of emotional cards during awareness programme students were amazed to note the others emotions about friends Hindi medium students has achieved significant difference than English medium students i.e. there median value scores from 1.8 to 2. In a study done by Elena Rafaila,(2015)⁸ on training children for emotional awareness through pictures based on Goleman model of emotional educational programme it was observed that first grade children were able to identify & differentiate others facial expression & can mimic them during the training programme same is observed in present study 3rd & 4th students. In the present study English medium student had better emotional maturity than Hindi medium students before awareness programme. In the study done by Sarla Devi et al in 2017 on Emotional maturity among secondary school boys of Sitapur district in Uttar Pradesh it was observed that English medium student had better emotional maturity than Hindi medium students ,later with the emotional awareness programme the Hindi medium students improved & achieved at par level of emotional intelligence.¹⁴ In a study done at Portugal on Elementary grade children after conducting Social emotional learning program, both students and their teachers reported significant intervention gains in self-control and social awareness. Students' in the intervention group reported reduction in social isolation and improvements in self-esteem, and their teachers reported decreases in their students' social anxiety, so children were able to attend to others emotions & improved interpersonal interaction.¹⁵

The outcome measures included in this study were Self reporting, teachers and parent reporting. The confounding factors such as limited time as per school schedule could not be overcome.

The improved social competencies after emotional awareness has also added up the benefits along with emotional intelligence. Thus, emotional literacy program has the enhanced emotional awareness in primary school children. As observed in above study the students actively participated in a awareness programme. The students' interest was evoked as the programme included various games & active participation. The group dynamics also developed through games, many students reported inclusive feelings. The inclusion of emotional literacy program in regular curriculum may benefit children in developing social competencies & further enhancing the better skills for integrated social development.

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