Research Paper Home Science

Emotional Intelligence of Elementary School

G. Vani Prasanthi | Academic Consultant, Dept. of Home Science, S.V. University, Tirupati

Dr. K. Anuradha | Asso. Professor, Dept. of Home Science, S.V. University, Tirupati

ABSTRACT

Emotional intelligence is an umbrella concept that encompasses many phenomena such as perception, assimilation, understanding and management of emotions. It includes five domains like – knowing one's emotions, managing emotions, motivating one self, recognizing emotion in others and handling relations. Emotional intelligence is important especially during elementary school age because the cognitive development develops at a faster rate during this period. To study the emotional intelligence of elementary school children the following study was conducted. The samples were 180 adolescents (90 boys and 90 girls) from local elementary school, who were selected using stratified random sampling technique. Tools used for the study were General information schedule and Emotional Intelligence questionnaire developed by the investigator. The results revealed that boys and girls did not differ significantly in the emotional intelligence scores. As the age increases emotional intelligence scores also increased. There is a positive correlation for age and emotional intelligence. As the age increases children attain more emotional stability which might bincreases emotional intelligence.

KEYWORDS

Elementary school age which extends from 6years to 10years coincides with the concrete operational stages of Piaget's cognitive development. Concrete operational stage is a crucial stage in the development of logical and organized thought. Children exhibit intelligence in different ways. Though, some children have average intelligence, they have excellent ability to act wisely in social situations. Goleman (1998), defined this intelligence which includes perceiving emotions, expressing emotions appropriately, manage one's own and other's feelings to facilitate thinking and social interaction as "Emotional Intelligence".

Emotional intelligence is an umbrella concept that encompasses many phenomena being explored by numerous prominent psychologists in a variety of research fields. According to Salovey and Sluyter(2000), emotional intelligence involves – the ability to perceive emotions, access and generate emotions so as to promote emotional and intellectual growth.

Mayer and Salovey (1993), identified four branches of emotional intelligence, viz., 1. Perception of emotions. 2. Emotional facilitation of thinking. 3. Understanding and analyzing emotions, employing emotional knowledge, 4. Reflective regulation of emotions to promote emotional and intellectual growth.

Emotional intelligence is a type of social intelligence that involves the ability to monitor one's own and other's emotions to discriminate among them and to use the information to guide one's thinking and actions.

Steps involved in achieving academic and emotional intelligence were: positive learning climate, surface specific feed back regarding content and feelings, natural knowledge, emotional and academic success. Assessment of emotional intelligence helps to guide children to provide experiences that meet social and emotional needs, and to improve their adjustments.

Hence, an attempt was made to assess the emotional intelligence among school children with the following objectives:

OBJECTIVES

- To assess the emotional intelligence of elementary school children
- To find out whether elementary school children differ in emotional intelligence depending on the age, gender and birth order
- To find out whether there is any association between demographic variables and emotional intelligence.

Methodology

Sample:

The sample were 180 children (90 boys and 90 girls) studying 3rd, 4th and 5th grades in local elementary schools who were selected using stratified random sampling technique. The distribution of sample across class and gender is shown in table – 1

Table 1 Distribution of Sample across Gender and Grade of study

S.No	Gender	Grade						Total	Percent
		3rd		4th		5th			
		No	Percent	No	Percent	No	Percent		
1	Boys	23	26	33	37	38	34	90	100
2	Girls	22	24	41	46	30	27	90	100
	Total	45	49	74	83	68	61	180	200

As shown in table 1. Sample were selected depending on the number of studens available in each grade and on the whole equal number (90 boys and 90 girls) were selected.

Tools:

The tools for the present study were

1. General information schedule
2 .Emotional intelligence questionnaire (developed by the investigator)

The Emotional intelligence score developed by Mangal and

Mangal (2001) is related to children of 16years and above. Hence an Emotional Intelligence questionnaire was developed based on the available literature and websites related to Emotional Intelligence.

The tool was given to three experts in the fields of Psychology, Education and Human development. Based on their suggestions modifications were made and final form of Emotional intelligence questionnaire has 23 questions. The questionnaire was administered to a pilot sample of 30 students and again was administered to same sample to obtain Test-retest reliability and was found to be 0.57. With fair reliability and good validity the questionnaire was administered to the final sample of 180 students.

The data was analyzed using qualitative and quantitative analysis

Results and Discussions:
Table 2: shows the distribution of sample according to age and gender

Table 2. Distribution of Sample Across Gender and Grade of study

Age group	Gender				Total	
	Boys		Girls			
	No	Percent	No	Percent	No	Percent
8 years	7	3.9	8	4.4	15	83
9 years	22	12.1	25	12.7	47	24.8
10 years	29	16.0	38	21.1	67	37.1
11 years	30	20.0	16	6.6	46	26.6
12 years	2	1.0	3	1.2	5	2.2
Total	90	50.0	90	50.0	180	100

Table.2 shows the age and gender wise distribution of children. The sample age ranged from 8 years to 12 years with a mean of 9.8 years (S.D =2.8). Among them there are 30 boys and 16 girls in the age group of 11 years, 29 boys and 38 girls of 10 years age, 22 boys and 25 girls of 9 years age and 7 boys and 8 girls of 8 years of age. Only 2 boys and 3 girls were in the age group of 12 years. This age range is crucial in development of children emotionally. Socially, physically as well as intellectually.

The third variable selected for the study was birth order.

Table 3: show the distribution of sample according to birth order

Birth order	Boys		Girls		Total	
	Number	%	Number	%	Number	%
First born	26	28.8	37	41.1	63	35
Later born	64	71.2	53	58.9	117	65
Total	90	100.0	90	100.0	180	100

Table -3 shows the distribution of children according to birth order. From the table it is evident that majority of the children i.e., 65 per cent of boys and 53 per cent of girls were later born and 26 percent of boys and 37 percent of girls were first born children.

Table 4:Frequency distribution of Emotional intelligence scores

Class interval	Frequency	Cumulative Frequency
54-57	2	-
57-60	1	3
60-63	18	21
63-66	32	53
66-69	68	121
69-72	59	180

Table 4 Shows frequency distribution of Emotional intelligence scores among the sample children.

From the table it is evident that the emotional intelligence scores ranged from 54 to 72 .The mean score was 66.3 (S.D =3.23). The mean score reveals that the students are having emotional in intelligence above average.

Table 5shows the mean emotional intelligence scores of children according to gender.

Table 5 Mean Emotional Intelligence Scores Of Children Across gender

Gender	3rd class		4th class		5th class	
	Mean	S.D.	Mean	S.D.	Mean	S.D.
Boys	65.2	4.21	66.4	2.73	66	2.21
Girls	65.30	3.87	68.2	2.84	67	2.64

It divulges from table 5 that as the age increased emotional intelligence score also increased. It is also inferred from table that girls secured slightly higher score than boys. This age is pre puberty stage for girls and comparatively girls attains physical and emotional maturity a little bit earlier than boys.

In order see whether there is any relation between age and emotional intelligence co-efficient of co-relation was computed and the values are presented in table-6.

Table 6 . 'r' Values For Age And Emotional Intelligence

Mean Age	Mean E.I.score	'r' value
8.71	65.2	0.65** Significant at 0.05 level
9.45	67.2	
10.00	65.5	

The r – values for age and emotional intelligence was found to be 0.65 which was significant at 0.01 levels this shows that there was positive correlation age and emotional intelligence. The relationship was significant at 0.01 level.

The results showed that as the age increases the emotional intelligence also increases. As the age increase the children will attain emotional stability which increases emotional intelligence. Goleman (1996) also supported this that as the age advances children learn to accept and understand others emotions and feelings.

To test whether there is any association between emotional intelligence and birth order 'r' value was computed. The results are presented in the following table 7.

Table 7 Association Between Birth Order And Emotional Intelligence Scores

Birth order	EI	r- Value
First born	65.8	0.02 @
Later born	66.7	

@ - Not significant

Table 7 shows the association between birth order and emotional intelligence scores. There is no significant association between birth order and emotional intelligence. This may be explained irrespective of birth order, quality love and affection showed by the parents. Hence no difference was found. From the table it is clear that birth order of the child did not influence the emotional intelligence.

Table – 8 Correlation coefficient of gender and emotional intelligence

Gender	EI	r	P - Value
Boys n=90	65.8	0.3	@
Girls n=90	66.7		

@ - Not significant

Table 8 shows the correlation coefficient of gender and emotional intelligence scores

The table 8 shows the relation between emotional intelligence scores and gender. The 'r' value shows that there is no significant relation between gender and emotional intelligence and it can be said that gender did not significantly influence on the emotional intelligence of the child.

Conclusion:

Elementary school age is crucial in development of children emotionally, socially, physically as well as intellectually. As the age increased emotional intelligence score also seem to be increasing. It is also observed that girls secured slightly higher score than boys. However the relation between the gender and emotional intelligence score was not significant. No significant association was between birth order and emotional intelligence also. Though the sample size was reasonably more still a more refined scale on a wider sample will yield more accurate results.

REFERENCES

1. Lam and Laura Thi, (1998), Emotional intelligence and its implications on individual performance, Dissertation abstracts international, vol. 59(7), page: 160 | 2. Schutte N. S., (2001), Emotional intelligence and interpersonal Relations, The Journal of Social Psychology, vol.141(4), Page: 523-536 | 3. Goleman, (1996), Emotional intelligence, Bantam books, U.S.A., page No. 46-49, 308-309 | 4. Goleman (1998), Working with Emotional Intelligence, Bantam books, U.S.A., Page:86-89 | 5. Bekendam, (1997), Dimensions of Emotional intelligence, Attachment, affect regulation, alexthymia and empathy, Dissertation abstracts Interantional, Vol.58(5), page:2924B | 6. Pellitteri, (1999), Relationship between Emotional intelligence, cognitive reasoning and Defense Mechanism, Dissertation abstracts international, vol:58(4), page: 3648B | 7. Sutarso and Pudjiati, (1998), Gender differences on an emotional intelligence inventory, Dissertation Abstracts International, vol. 60(6), page:3011B |