EMOTIONAL INTELLIGENCE AMONG SCHOOL GOING CHILDREN

Mrs. Vaibhavi Mahesh Duraphe
Professor, Oyster College of Nursing, Aurangabad

ABSTRACT: Intelligence refers to the unique human mental ability to handle and reason about information. Emotional intelligence refers to the ability to identify and manage one’s own emotions, as well as the emotions of others. To develop emotional intelligence of children, the parents should do many things such as; devote special time for children; to express their feelings, listening actively to what they say, and thus leading to higher Emotional Intelligence. Psychologists refer to this knowledge as emotional intelligence, and some experts even suggest that it can be more significant than IQ in one’s overall success throughout one’s life. Keeping this in view a descriptive exploratory study was undertaken to assess the Emotional Intelligence among the school children. The finding of the study suggest that majority of children had average intelligence followed by low emotional intelligence. Most of the variables had significant association with emotional intelligence of school child. It was concluded that the teachers and parents should help raise the emotional intelligence of future generations by working together to get our schools to implement awareness programs. Emotional intelligence development of children depends on the quality of children’s relationships with the adults and early care experience.

Keywords: Emotion, Emotional Intelligence, Children, awareness, active listening.

INTRODUCTION
Children are the future of any nation. So the proper direction and guidance at every crucial stage of development is more important in enhancing the positive quality of life. Family plays a crucial role in the development of emotional maturity of the child; especially mother has prominent impact on the life of the children which cannot be ignored. Beside normal intelligence, emotional intelligence is the next strong predictors of anyone success. Today concept of EQ (Emotional Quotient) is gaining momentum because with high emotional intelligence children will able to develop better understanding and emotionally regulate themself. Emotional intelligence refers to the ability to identify and manage one’s own emotions, as well as the emotions of others. Emotional intelligence is generally said to include at least three skills: emotional awareness, or the ability to identify and name one’s own emotions; the ability to harness those emotions and apply them to tasks like thinking and problem solving; and the ability to manage emotions. In recent years, some employers have even incorporated emotional intelligence tests into their application and interview processes, on the theory that someone high in emotional intelligence would make a better leader or coworker. The term emotional intelligence was launched when people started to realize that a high Intelligence Quotient (IQ) is no guarantee against failure in everyday life. Whereas others with an average IQ succeed. At best IQ contributes about 20% to the factors that determine life success, which leaves 80% to other forces. So, if we want to succeed in life, we need to introduce our emotions very well.

In recent times, youth confront with enormous problems. With an advent of advancement in science and technology, youth have deviated their attention towards virtual reality and have gone far away from the reality of life which will negatively affect their emotional intelligence and family relationships. Thakran and Kumar opined that - high level of emotional intelligence leads to positive outcome and helps the youth to alleviate the common problems like anxiety, depression and mood swings.

OBJECTIVES OF STUDY
- To assess existing Emotional Intelligence (EI) of school children.
- To associate selected demographic variables with Emotional Intelligence of child

METHODOLOGY
A descriptive study was conducted at selected schools in Aurangabad city. Sample selected were high school student studying in 8th to 10th standard. The study was conducted after formal approval of institutional ethical committee. Data Collection permission was obtained from the respective authorities. Total 442 samples were selected who met the designed set of criteria. Informed written consent was taken from students and their mothers.

Inclusion criteria:
1. Students of 8th to 10th standard.
2. Students willing to participate in study.

Exclusion criteria:
1. Student with previous emotional disorders.
2. Student with any behavioural problem.
3. Student taking any counselling or behaviour therapy.
To assess the Emotional Intelligence (EI) the investigator used Emotional Intelligence Scale (EIS-SANS) prepared by Dr. Singh and Dr. Narain. It consists of 31 items that measures four dimensions of EI – Understanding emotions, Understanding motivation, Empathy and Handling relations.

### Table 1: Emotional Intelligence scale (EIS-SANS)

<table>
<thead>
<tr>
<th>SN</th>
<th>Dimension</th>
<th>Division of Items</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Understanding Emotions</td>
<td>5,15,18 and 28</td>
<td>04</td>
</tr>
<tr>
<td>II</td>
<td>Understanding Motivation</td>
<td>3, 7, 9, 12, 16, 19, 20 &amp; 21</td>
<td>08</td>
</tr>
<tr>
<td>III</td>
<td>Empathy</td>
<td>6, 8, 10, 13, 17, 23, 25, 26, 29 &amp; 31</td>
<td>10</td>
</tr>
<tr>
<td>IV</td>
<td>Handling Relations</td>
<td>1, 2, 4, 11, 14, 22, 24, 27 &amp; 30</td>
<td>09</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>31</strong></td>
</tr>
</tbody>
</table>

The score < 20 were low EI, 21-26 were average EI and >27 were high EI.

**RESULTS**

Total 442 school students were analyzed. In the study it was observed that age of school children was between 12-19 years and mean was 14.43 ± 1.13. In study male predominance 284 (64.25%) was seen. The male: female ratio was 1.79:1.

![Fig.1: Gender](image)

Majority of the samples 202 (45.70 %) were in 8th standard. About 266 (60.18 %) student had first birth order in the family. Majority of the samples 308 (69.69 %) belonged to the religion Hindu.

In study the demographic variable of mothers of school student was also assessed. The findings showed that majority of the mothers 286 (64.71 %) belonged to the age group 35.1-40 years followed by 134 (30.2%) which belonged to 31-35 years of age.

### Table 2: Mothers Education

<table>
<thead>
<tr>
<th>SN</th>
<th>Education</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Primary</td>
<td>56</td>
<td>12.67</td>
</tr>
<tr>
<td>2</td>
<td>Secondary</td>
<td>154</td>
<td>34.84</td>
</tr>
<tr>
<td>3</td>
<td>Graduate</td>
<td>132</td>
<td>29.87</td>
</tr>
<tr>
<td>4</td>
<td>Post Graduate</td>
<td>100</td>
<td>22.62</td>
</tr>
</tbody>
</table>

Majority of the mothers 154 (34.8 %) were secondary educated followed by 132 (29.87%) were graduate, 100 (22.62 %) were Post graduate and 56 (12.67%) were primary educated. Data reveals that. 172 mothers (38.91%) were working mothers and 270 (61.09%) were non-working mothers.

Majority of the samples 194 (43.89 %) had nuclear family followed by 190 (42.99 %) which had joint family and 58 (13.12%) samples lived with had single mothers.
Data further reveals that majority of the samples 406 (91.86 %) were reared by mothers followed by 224 (50.68 %) reared by fathers, 108 (24.3 %) reared by grandparents, 10 (02.26 %) were reared in crèche and 08 (00.81 %) were reared by maid.

In the study we found that in majority of the student parents 352 (79.64 %) allow them to play with their friends and 90 (20.36 %) did not play with their friends.

We found that majority of the samples 214 (48.42 %) had average Emotional Intelligence followed by 188 (42.53 %) had Low Emotional Intelligence and 40 (09.05 %) had High Emotional Intelligence (fig. 3).

The association of emotional intelligence of school child with demographic variable age (F=4.520; p=0.00001) was found to be significant. The Gender shows maximum mean EI score among females than males (21.66 Vs 20.68; p=0.031). Class 8 shows maximum mean EI score compare to 9th and 10th standard student respectively (22.36 Vs 20.95 Vs 18.70 respectively; p=0.0001). Mother’s education also found significant (p=0.001) as maximum mean score is seen among graduate mothers (22.09 ± 4.88). Regarding working status maximum mean EI score was observed among non-working mothers (21.09 Vs 20.93; p=0.00001) and working status was inversely proportional to Emotional Intelligence score of children.

DISCUSSION

Emotional intelligence is hypothesized to be a group of human abilities and personal dispositions that can be improved over time. Support for this hypothesis is already being provided. Parents, through appropriate child-rearing practices, are proposed to be one of the strongest influences in children’s emotional intelligence.
In present study mean EI score was 21.03 ± 4.59. Similarly in a comparative study revealed that among the 200 children’s age ranging from 12 to 17 showed mean EI score of 22.37.\(^8\) The cross-sectional survey conducted by Ghorai BC, Kundu S. and Santra S.\(^9\) among 288 school going adolescents revealed that 162 (56.3\%) had low EI, 68 (23.6\%) had high EI and 58 (20.1\%) had average EI. The mean EI score was 22.13 which are under average emotional intelligence category. In another similar survey research study by Kumar R. and Dey R.\(^10\) found that among the 120 students of 7th to 10th standard students were having student had average level of emotional intelligence in 47\%, 44\% have low emotional intelligence and only 9\% student’s possess high level of emotional intelligence.

We can say that students with greater EI capacity are more skilled in emotional perception, understanding and regulation, which allows them to put into practice emotional harnessing, empathy, and social skills.

**CONCLUSION**

One of the most important life skills parents can teach their children is emotional intelligence, which is a conjoint of different abilities. Today, employers are looking for individuals with high EI. Teachers and parents should help raise the emotional intelligence of future generations by working together to get our schools to implement programs. Emotional intelligence development of children depends on the quality of children’s relationships with the adults and early care experience.

**REFERENCES**

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