



COMPARISON AMONG EMOTIONAL INTELLIGENCE OF THREE DIFFERENT GROWTH STAGES OF SCHOOL CHILDREN

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Abstract

Emotional intelligence is defined as the ability to understand and manage your own emotions, as well as recognize and influence the emotions of those around you. 5 key Components of Emotional Intelligence is Self-awareness -This is the ability to recognize and understand your moods and emotions and how they affect others. Self-regulation -This involves being able to control your impulses and moods and to think before acting. Internal (or intrinsic) motivation-Your motivation accomplish your goal comes from within you. Empathy – The ability to understand and share the feelings of others. Social skills –The skill we use every day to interact and communicates with other. The purpose of the study was to examine the comparison of emotional intelligence of adolescence, pre-adolescence and let childhood age group of school boys. One hundred eighty (N=180) school boys were selected randomly as subjects for this study. Out of one hundred eighty, sixty (n=60) school boys were selected as adolescence group (Group- A) and sixty (n=60) were selected as pre adolescence group (Group- B) and sixty (n=60) were selected from let childhood group (group-C) from the school of Murshidabad District, West Bengal. The criterion measures for this study were emotional intelligence. EI were measured by standard tools. Descriptive statistics (mean and standard deviation and ANOVA) was used for data analysis. Differences were considered significant at $p < 0.05$ level of confidence. The results found as mean and SD and ANOVA in this study regarding Adolescence, pre-adolescence and let childhood group respectively: EI (141.71+- 17.46, 145.9+- 14.54, and 136.83+- 18.01) it is seen from the study that the Group-B was better in EI. But the significant differences ($p < 0.05$) were observed between group-B and group-C. . From the above findings it was concluded that pre-adolescent boys was significantly superior to the let childhood boys in respect of EI.

Key words: Emotional Intelligence, Adolescence period, Pre-adolescence period, School children.

Introduction

At the very onset of the research, we have to consider the purpose of the present research. Research on the emotional intelligence (EI) of children is important for several reasons, as it helps in understanding and enhancing various aspects of child development, education, and overall well-being. Here are the key reasons:

Comprehensive Development

Holistic Growth: Studying EI provides insights into the holistic development of children, addressing physical, cognitive, social, and emotional aspects.

Interconnected Skills: Understanding how physical coordination and emotional intelligence are interconnected can lead to better strategies for promoting balanced development.

Educational Outcomes

Improved Learning: Research can identify how EI impact learning processes and academic performance, leading to more effective teaching methods.

Enhanced Curriculum Design: Insights from research can help in designing curricula that integrate physical activities and emotional learning, creating a more engaging and effective educational environment.

Health and Well-being

Mental Health: Studying EI helps in understanding how children manage emotions, cope with stress, and build resilience, which is crucial for mental health.

Social Skills

Peer Relationships: Research on EI provides insights into how children develop empathy, communication skills, and relationships with peers.

Conflict Resolution: Understanding EI helps in teaching children effective ways to resolve conflicts and manage social interactions.

Special Needs and Interventions

Targeted Interventions: Research can identify children who may need additional support in developing emotional skills, allowing for targeted interventions.

Inclusive Education: Insights can lead to more inclusive educational practices that cater to diverse learning needs and abilities.

Long-term Impact

Future Success: EI are linked to long-term success in various life domains, including academic achievement, career success, and personal relationships.

Lifelong Skills: Research helps in fostering skills that are valuable throughout life, such as problem-solving, teamwork, and self-regulation.

Policy and Practice

Informed Policies: Research findings can inform educational policies and practices, promoting evidence-based approaches to child development and education.

Parental Guidance: Insights from research can provide parents with effective strategies to support their children's development at home.

Interdisciplinary Collaboration

Cross-disciplinary Insights: Research on EI encourages collaboration between disciplines such as psychology, education, neuroscience, leading to comprehensive insights and innovative solutions.

Overall, research on the emotional intelligence of children is crucial for understanding and fostering comprehensive development, improving educational outcomes, promoting health and well-being, and preparing children for future success.

Let us now both are consider physical activity and emotional intelligence (EI) is integral to a child's overall development.

Cognitive and Neurobiological Connections

Brain Development: EI development engage various parts of the brain. Physical exercises stimulate brain regions involved in motor control, spatial awareness, and sensory integration, which can also enhance cognitive functions related to EI, such as decision-making and emotional regulation.

Neuroplasticity: Engaging in physical activities that require promote neuroplasticity, which is the brain's ability to reorganize itself. This can enhance cognitive flexibility and emotional regulation, key components of EI.

Psychological and Emotional Benefits

Self-Regulation: physical education activities often require focus, discipline, and self-regulation. These skills are also essential for EI, particularly in managing one's emotions and impulses.

Stress Reduction: Physical activity, has been shown to reduce stress and anxiety. Lower stress levels can improve emotional regulation and overall emotional intelligence.

Social Interactions and Skills

Teamwork and Cooperation: Many activities that enhance such as team sports or group physical activities, also foster social skills like teamwork, communication, and empathy. These are essential components of EI.

Peer Relationships: Engaging in physical activities helps children build and maintain peer relationships. Positive social interactions can improve self-esteem and emotional intelligence.

Confidence and Self-Esteem

Achievement and Mastery: Successfully improving physical fitness can boost a child's confidence and self-esteem. Higher self-esteem is associated with better emotional intelligence, as confident children are more likely to handle social situations effectively and manage their emotions well.

Body Awareness: Increased body awareness and control through exercises can lead to greater self-awareness, a key aspect of EI.

Behavioral and Academic Outcomes

Attention and Focus: physical exercises can improve a child's ability to focus and pay attention. Improved attention spans can lead to better academic performance and more effective emotional regulation.

Behavioral Regulation: Children with better physical fitness often display better behavioral regulation. This self-control translates into better management of emotions and social interactions, enhancing EI.

Practical Implications

Integrated Learning Approaches: Schools and educators can design programs that integrate physical education with emotional and social learning, fostering EI simultaneously.

Holistic Development Programs: Programs that focus on holistic child development should include physical activities that promote emotional intelligence, ensuring well-rounded growth.

Research Insights

Empirical Studies: Research indicates that physical activities, especially linked to improved emotional and social outcomes. For example, a study might show that children participating in sports exhibit higher levels of empathy and emotional regulation compared to those who do not.

Longitudinal Benefits: Long-term studies suggest that children who develop high EI are more likely to succeed academically, socially, and professionally.

Various components of Physical fitness and emotional intelligence are closely linked, with each influencing the development of the other. Fostering both can lead to comprehensive benefits in cognitive, social, emotional, and physical domains, contributing to the overall well-being and success of children.

EMOTIONAL INTELLIGENCE

According to Daniel Goleman, "emotional intelligence refers to the capacity to recognize one's own emotions and feelings, but also those of others, the ability to motivate and to have better management of our spontaneous impulses, respectively the impulses present in our relations to other people" [1]. Emotional intelligence refers to qualities that are complementary to, yet distinct from, the cerebral intelligence identified by the IQ. A high level of emotional intelligence is always associated with the existence of strong relationships with others, on which the individual can count when confronted with problems that imply the cooperation of others. Emotional competency is built based on emotional intelligence, as a gained ability, that results in extraordinary professional performance. This way, emotional intelligence determines the potential to master practical abilities based on the following elements: the conscience of one's own affects, reactions and resources, motivation, self-control, empathy, and sociability, while emotional competency shows the ratio to which we manage to transfer this potential into professional efficiency.

Emotional intelligence is defined as the ability to understand and manage your own emotions, as well as recognize and influence the emotions of those around you. The term was first coined in 1990 by researchers John Mayer and Peter Salvoes but was later popularized by psychologist Daniel Goldman.

Many studies have confirmed that, in addition to IQ-related factors, Emotional Intelligence (EI) skills significantly determine academic achievements. Students with low EI skills often exhibit externalizing behaviors and face adjustment problems in their studies. The EI model proposed by Mayer and Salovey (1997) suggests that EI skills can be taught to students through various EI programs that focus on recognizing, understanding, and managing emotions. Empathy, morality, and respect for elders are important qualities of EI, but children and adolescents develop these skills in different ways.

Goleman's (1995) scientific report stated that students with self-discipline, empathy, and self-confidence positively influence their behavior, academic performance (AP), and future employment opportunities. Parker et al. (2004) conducted a study on the role of EI in academic achievements, proving that high-achieving students possess high EI. These students demonstrated superior interactive capabilities, good school attendance, adaptability, and effective stress management skills. The medium percentile group also achieved considerably higher grades than

low-level achievement students. Both hypothetical and scientific evidence suggest that students with high EI abilities excel in empathy, attention, and academic success, interpersonal relationships with peers and teachers, and employment opportunities.

Despite numerous recent studies considering the five dimensions of EI as sub factors, this study adapted relevant items from Mayer and Salovey (1997).

Components of Emotional Intelligence

Self-awareness -This is the ability to recognize and understand your moods and emotions and how they affect others.

Self-regulation -This involves being able to control your impulses and moods and to think before acting.

Internal (or intrinsic) motivation-Your motivation accomplish your goal comes from within you.

Empathy – The ability to understand and share the feelings of others.

Social skills –The skill we use every day to interact and communicates with other.

Mayer et al. (2004) demonstrated that Emotional Intelligence (EI) is a stronger determinant of individual outcomes compared to Intelligence Quotient (IQ). The study highlighted that while IQ relies on various facets and available information, EI operates primarily on perception, personal, and social emotions. This distinction is critical, as students with low EI are more likely to experience pressure and complications in their studies.

Research indicates that EI can serve as an intermediary alongside IQ in academic achievements. Various factors of EI are integral to the learning process, influencing student commitment, classroom motivation, and engagement. By examining the five aspects of academic EI identified by Mayer and Salovey (1997)—self-motivation, self-awareness, empathy, emotional management, and interpersonal skills—Azizi Y. et al. (2009) explored their impact on academic performance. Their findings revealed that self-awareness, empathy, and emotional management significantly influence academic achievement, as evidenced by a consistent increase in the total variance of the dependent variable using stepwise regression analysis. This growth in EI levels among students aids in enhancing their intellectual skills, which should be mirrored in classroom teaching and learning processes.

Furthermore, Professor Howard Gardner's theory of multiple intelligences includes intrapersonal and interpersonal intelligence, where intrapersonal intelligence involves self-control and understanding one's psychological state, and interpersonal intelligence involves understanding others' psychological states. Studies by Krouse and Krouse (2007) and Brown and Langer (2010) showed that students lacking self-discipline, enthusiasm, self-confidence, and a positive attitude tend to have low EI, which correlates with lower academic performance. Rode et al. (2011) also confirmed that students with high EI perform better academically, as such achievements require substantial self-direction and self-management amidst uncertainties.

Objectives of the study -

1. To find out the Emotional Intelligence of Late Childhood, Pre-adolescent, and Adolescent school boys.
2. To compare the Emotional Intelligence of Late childhood, Pre-adolescent, and Adolescent school boys.

SIGNIFICANCE OF THE STUDY-

Emotional intelligence is a very important component of any types of game and sports. Finding of this study may help to determine the level of emotional intelligence of three stages of growth children. The study may help to take necessary steps for improving the ability.

HYPOTHESES

1. This is to hypothesize that there is no difference between Late Childhood and Pre-adolescent school boys in respect of emotional intelligence.
2. This is to hypothesize that there is no difference between Late Childhood and Adolescent school boys.
3. This is to hypothesize that there is no difference between Pre-adolescent and Adolescent school boys in respect of EI.

METHODS AND MATERIALS

In this chapter the methodology adopted in the present study has been described. The subject, measure, instrument and tools used, procedure followed for collecting data statistical procedure for analysis of data have been presented.

DESIGN OF THE STUDY –

SUBJECT – One hundred eighty (N=180) school boys were selected randomly as subjects for this study. Out of one hundred eighty, sixty (n=60) school boys were selected as adolescence group (Group- A) and sixty (n=60) were selected as pre adolescence group (Group- B) and sixty (n=60) were selected from let childhood group (group-C) from the school of Murshidabad District, West Bengal. To compare the EI among the three different growth stages (9-11 years), pre-adolescent (11+-13), adolescent (13+-18) of school children.

SELECTION OF VARIABLES –

Emotional Intelligence

CRITERION MEASURES –

Emotional Intelligence

INSTRUMENT AND TOOLS –

Trait Emotional Intelligence Questionnaire.

RELIABILITY OF DATA –

Reliability depends upon Trait Emotional Intelligence Questionnaire and subject's feedback also.

RELIABILITY OF DATA COLLECTION –

The reliability of data had ensured by test re-test method. Three days were occupied for collection and correlation of data. The data were considered to be reliable enough.

STATISTICAL PROCEDURE -

For analysis of collected data following statistical treatment were given. MEAN, STANDARD DEVIATION and ANOVA each measure criteria were calculated for the purpose of the study.

RESULTS AND DISCUSSIONS

Table no-1
Descriptive statistics of emotional intelligence of the subjects

GROUP	EI(mean + _SD)
A	141.71+_17.46
B	145.9+_14.54
C	136.83+_18.01

Table-1 represents the mean and SD values of EI of the subjects.

Table no-2 Comparison of means

Score	DF	Sum of square	Mean Square	F Statistics	P-value
Groups(between group)	2	2471.0335	1235.5168	4.4085	0.01354
Error(within group)	177	49605.9178	280.2594		
Total	179	52076.9513	290.9327		

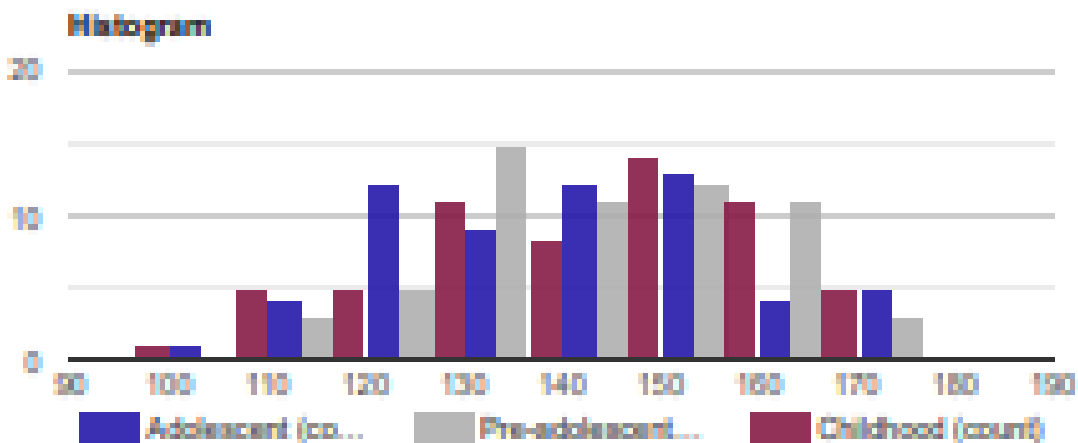
Table-2 represents **Comparison of means** values of EI of the subjects.

Table no -3

Tukey HSD / Tukey Kramer

Pair	Difference	SE	Q	Lower CI	Upper CI	Critical Mean	p-value
x1-x2	4.1833	2.1612	1.9356	-3.0409	11.4076	7.2243	0.3596
x1-x3	4.8833	2.1612	2.2595	-2.3409	12.1076	7.2243	0.2493
x2-x3	9.0667	2.1612	4.1951	1.8424	16.2909	7.2243	0.009561

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Graphical representation to EI of three groups of school children

Conclusions:

It is seen from the study that the Group-B was better in EI. But the significant differences ($p < 0.05$) were observed between group-B and group-C. From the above findings it was concluded that pre-adolescent boys was significantly superior to the let childhood boys in respect of EI.

Reference

In a series of studies, Dulewicz and Higgs (1999; 1999b; 2000) demonstrated a strong correlation between Emotional Intelligence (EI) and individual advancement and success within organizational settings, as well as with individual performance.

In their review of EI research, Higgs & Dulewicz (1999) highlighted the emerging view that EI may be closely related to leadership. Assertions supporting this connection have been made by various researchers in the field of EI and prominent authors on leadership, including Goleman (1998; 2000) and Bennis (1985).

Broader explorations into leadership and its future nature have also identified the increasing significance of EI (e.g., Cacioppe 1997; Sosik & Magerian 1999; Chaudry 2000). This shift from rational to emotional aspects of leadership aligns with broader trends in organizational behavior and leadership thinking (e.g., Fineman 1997; Goffee & Jones 2000). Although not always explicitly stated, much of the literature on transformational leadership implies that leaders need EI.

A content analysis of recent literature on both leadership and EI suggests a linkage between the two. This is illustrated in Table 3, which maps key leadership models to elements of EI as defined by Higgs and Dulewicz (1999).

Pravara Kr. Singh Yadav The study reveals that participation in sports activities influence on developing and cultivating qualities and ability of controlling the sportsperson.

Recommendation:

On the basis of conclusion drawn in the study the following recommendation were made for future study and investigation.

1. Similar studies can be conducted in future with girls at the subjects.
2. Future studies can be planned to number of student should increase
3. Future studies can be planned to level of participation.
4. Future studies can be planned to analyze the EI for other age group player.
5. Future studies can be planned to analyze the coordinative EI for other age group men, women.

