



JOURNAL OF APPLIED SCIENCES RESEARCH

ISSN: 1819-544X EISSN: 1816-157X

JOURNAL home page: <http://www.aensiweb.com/JASR>

2015 June; 11(10): pages 1-4.

Published Online 25 June 2015.

Research Article

The Impact of Teaching Emotional Intelligence Skills on Improving the Emotional Intelligence Index in High school Students

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Received: 28 March 2015; Revised: 14 May 2015; Accepted: 31 May 2015

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ABSTRACT

The aim of the present study was investigating the impact of teaching Emotional Intelligence (EQ) skills for improving the EQ index in male high school students of Lorestan province of Iran. To do so, 200 students were chosen among the first to the third grades of male high schools of Aligoudarz and Boroujerd cities through a multi-stage cluster method of sampling and were classified in two groups of 100 as an experimental group and a control one. The experimental group received the EQ skills during 5 sections and as a group. This skill teaching included the skills of Emotional self-awareness, Impulse control, problem solving, coping with negative emotions and the happiness. The present study data were collected through Shuts' Emotional Intelligence scale in two phases of pre-test and post -test. The collected data of this study were analyzed through the F-test and ANOVA. Results indicated that teaching the EQ skills has affected the growth and improvement of the experimental group EQ index, compared to the control group one.

Keywords: Emotional Intelligence, EQ skills, EQ index improvement.

INTRODUCTION

From the first of 1990s, the discussions around the psychological impacts of emotion and the nature of the relation between emotion and understanding entered a new dimension through introducing the concept of the EQ by Salovey and Mayer. The EQ is often defined as a person's ability in understanding, perception and reloading his own or others' feelings and emotions, and using its information in thinking navigation, problem solving and behavior and deeds ordering [1].

Salovey and Mayer have emphasized on four fundamental components in their definition of EQ including: 1- perception and showing emotion, 2- Emotional facilitation of thinking, 3.understanding and analyzing the emotions and implementing the emotional awareness, and 4.reactional adjusting of emotion to improve emotional and rational growth [2]. According to Bar-on, EQ is an array of abilities,

merits and non-cognitive skills which affect one's ability to be successful in getting along with environmental anxieties and pressures [3, 4]. Goleman who defines EQ as ability or capability in organizing oneself and others' feelings and emotions, effective incite and control of feelings and using them in relationships with the others, has offered a model of 5 components for the EI including: 1- Self-awareness, 2- self -adjusting, 3- self-motivating, 4- empathy (social intelligence), and 5- social (communicative) skill [5]. Today, paying serious attention to the students' social and emotional growth is considered as one of the main duties and fundamental approaches of the educational system. Therefore, schools in addition to "playing the classical role of training the scholars, are also responsible of training and growing responsible citizens having emotional and social skills." [6, 7].

The sensitive era of youth and teen have significant roles in forming the future personality of

people. Therefore, teaching EQ skills can be effective in managing the emotions and feelings, improving relations with others increasing educational efficiency and development. In fact, teaching EQ skills has been the lost ring of the process of schools social and emotional educations which has been ignored by most of policy-makers, planners, managers and teachers of the educational system [8]. The relationships that students have with their teachers and peers in school plays a significant role earning social attitudes, beliefs and values and affect the students' perception of their own society and environment. Teaching EQ skills can be implemented through a variety of activities such as: classroom educations, extracurricular programs and students, parents and teachers participations. If the process of socialization and EQ skills development in the family environment is not suitable, it will be possible for schools to recoup the deficiencies and shortcomings through restorative trainings. Therefore, many experts have emphasized on and suggested the development of EQ and social skills in schools [9].

Study Background:

Most of researchers believe that there is a relation between the EQ and the effective performance in matching with daily conditions and routines [4]. EQ is an effective and determining factor in real life situations such as: success in school and education and success in job and inter-personal relations [10]. Students' skill in adjusting the emotion can affect their social welfare [11]. Mester, et al. (2006), in a study on teens, found out that 15-year -old teens who had high scores in emotions understanding and perception, were taken into consideration by their friends more than the others. It seems that teens that have high EQ are more capable of perception the others' wants and can understand the peers' pressure well.

Parker, et al., (2004) investigated the relation between educational achievement and the EQ. Results of their study indicated a high relation between EQ components and the educational achievement. Parker, et al. (2006). In a study for investigating the amount of the students' dropout, have also indicated that there is a meaningful relation between students' high rate of social and emotional merits and continuing education. Having a high EQ makes positive educational and social correspondences predictable for the students. [12]. Regarding the effective role of schools on the students' social and emotional growth and the importance of these skills teaching and learning in students' ability of having more effective compatibility with themselves and the environment, the necessity for paying attention to and teaching the EQ skills to students specially in high school grad will be obvious. This study investigates the impact of

teaching EQ skills on male high school students' EQ index improvement in the Lorestan province of Iran.

The present study investigates three components of the EQ including: evaluating and expressing the emotion, adjusting emotion and implementing emotion through Schutts' EQ scale.

Schutts' EQ scale has been made based on Salovey and Mayer's idea with aim of evaluating, identifying, perception and ways of adjusting and using emotion.

The study objectives:

The main goal of the study:

Investigating the impact of teaching EQ skills on male high school students EQ index improvement.

The minor goal of the study:

Investigating the impact of teaching EQ skills on EQ components growth.

Research hypothesis:

The main hypothesis of the study:

There is a meaningful relation between teaching EQ skills and the high school students' EQ index improvement.

The minor hypotheses of the study:

There is a meaningful relation between teaching EQ skills and EQ components growth.

Research Methodology:

In the present study to test the study hypothesis the empirical model of pre-test and post-test with a control group was used. The statistic society of this study is the male first to third grade public high school students of Lorestan province in the educational year of 2011-2012. The sampling method in this study is based on a multi -stage cluster, in the way that, two cities of Aligoudarz and Boroujerd were chosen accidentally; then, two high schools in each city , two class in each high school , and 25 students in each class were chosen randomly. Therefore, in the present study 200 students have been chosen randomly and have also been classified in two groups of 100 as an experimental group and a control one.

Research Methodology:

In the first phase, in each public high school of Aligoudarz and Boroujerd cities, 25 students of a class were chosen as the experimental group and 25 students of another class were treated as the control group and answered the Schutts' EQ scale. Then the subjects of the two experimental groups in each city, (that is, 50 students in Broujerd and 50 ones in Aligoudarz) regularly and separately, participated, during 5 weeks in 5 sections of 60 minutes, in the educational (training) course with the same educational concept and method. The used educational concept included the skills of emotional

self-awareness, Impulse control, problem solving, coping with negative emotions and happiness. The control group didn't receive any training in this period. After finishing the education course and with a week interval, the two groups answered the Schutts' EQ scale again.

Data collection Instruments:

Schutts' EQ scale is a self-report instrument and has 33 articles. Subjects must answer all articles in Likert scale from 1=completely disagree to 5=completely agree. This scale has been made based on EQ idea of Salovey and Mayer (1990) with the aim of evaluating, understanding, perception and ways of adjusting and implementing the emotion. Schutts, et al. have reported the internal consistency from 87% to 90%. Javid (2001) has mentioned the Alfa coefficient of 84% for this test. This scale is widely used for evaluating different people EQ [10].

Research Findings:

In some research projects, it is necessary to implement one or more tests on the subjects repeatedly, these projects are called repeated measurement [13]. Since the main goal of the present

study is to investigate the impact of the present study is to investigate the impact of the dependent variable (teaching EQ skills) on the independent variable (improving EQ index), the present research has used the ANOVA test for repeated measurements. In this study, pre-test and post-test are considered as the levels of an inter-subject variable and the experimental (demo) is considered as an intra-subject variable.

Findings indicate that the correlation of the two variables, that is, time (pre/post-test) and group (experimental and control) is significant (Table1) Regarding that the F index of the correlation between the two variables (41.656) and the degree of freedom (1) is significant in the level of 99%; there for, it is indicated that teaching the EQ skills is significant in the experimental group EQ index improvement and growth rate.

Results of ANOVA for the test components are also indicative of the significant difference between the experimental group and the control one. As it is indicated in table 2, all three components of evaluating and expressing the emotion, adjusting the emotion, and using the emotion are significant is the confidence level of 99%.

Table 1: Results of ANOVA for investigating the interactive effects of two variables of time and group on the EQ total score.

Indexes Variables	Sum of Squares	Degree of freedom	Mean Squares	F value	F value Significance
Group	4926.814	1	4926.1814	41.656	0.000
Time	7874.891	1	7874.891	66.582	0.000
Group	716.915	1	915716	2.056	0.000

Table 2: Results of ANOVA for investigating the interactive effects of the two variables of time and group on the EQ scale components.

Indexes Variables	Sum of Squares	Degree of freedom	Mean Squares	F value	F value Significance
Evaluating and expressing emotion	875.997	1	875.997	33.162	0.000
Adjusting emotion	343.961	1	343.961	22.724	0.000
Implementing emotion	500.671	1	500.671	30.065	0.000

RESULTS AND DISCUSSION

Regarding the main hypothesis of the study, the ANOVA results indicate that teaching EQ skills has changed the experimental group EQ rate and petty-scale test significantly. To certify this finding, it should be pointed out that; since in teaching EQ skills, skills such as self – awareness, Impulse control, anger control, braveness, responsibility and happiness are taught; then, through earning these skills significant changes will occur in teens' individual and inter-individual indexes. In a way that, they reach a realistic perception around themselves and their environment and will be enable in controlling feelings and behavior; Also, they will be more successful in having effective, deep and honest relationships with the others and finally will be equipped with the feeling of self-efficiency. It can be also concluded that acquiring the skill of assertiveness enable the teens to act as an active and decision – making person in their relationships with

others and change and revamp the social and individual environment through managing the inter-personal relations in a healthy and rational way. Acquiring this skill help the youth and the teens to pass the sensitive period of youth and teen with the fewest individual and social damage. It also facilitate their total process of welfare and psychological compatibility their society and surrounding environment.

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