



**A STUDY OF EFFECTIVENESS OF AN INTERVENTION  
PROGRAMME DEVELOPED TO ENHANCE EMOTIONAL  
LITERACY IN STUDENTS OF STANDARD VIII**

**AN ABSTRACT OF THE THESIS SUBMITTED TO THE  
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## INTRODUCTION

### 1.0 Education of persons

Education today is increasingly considered to be a process of overall development of individuals. It needs to address both the cognitive as well as the affective aspects of learning. Fields of knowledge do not exist separately from each other, nor do they exist separately from the people who study them. Knowledge and learning – the processes by which people create knowledge – are living systems made up of often – invisible networks and inter relationships. The ideology of nature of knowledge and knowing, the teachers' and learners' underlying beliefs, values and emotions and their social interactions in learning environments are all part of that living system, and all affect the ability of individuals and groups to learn (Senge, P. et al.,2000).

The pervasive emphasis on the cognitive domain and its separation from the affective domain poses a threat to society, in that educational institutions may produce detached individuals, uncommitted to humanitarian ends (Weinstein and Fantini, 1971).

A few attempts have been made to include these principles into our education system. The aims laid down by The National Curriculum Framework (NCERT 2005) mentions a few of these principles. They are:

- A commitment to democratic values of equality, justice, freedom, concern for others' well being, secularism, respect for human dignity and rights.
- Independence of thought and action pointing to a capacity of carefully considered, value based decision making, independently and collectively.
- Sensitivity to well being of others and their feelings, together with knowledge and understanding of the world should form the basis of a rational commitment to values.
- Learning to learn and willingness to unlearn and relearn are important as means of responding to new situations in a flexible and creative manner.

The question is how much of this is actually seen in class rooms and how much of it is still only on paper.

Our schools and education system have to recognize the importance of emotions in learning and over all growth and development of the child. We have to look beyond making children good at memorizing facts and making sure they get high grades in exams.

To be able to incorporate the humanistic aspect in education, a deeper understanding of emotions and their role in life, is imperative.

### **1.1 Emotion**

The Oxford dictionary defines emotions as “any agitation or disturbance of mind, feeling, passion; any vehement or excited mental state.” Daniel Goleman (Goleman, 1995) takes emotion to refer to “a feeling and its distinctive thoughts, psychological and biological states, and range of propensities to act.” There are hundreds of emotions, along with their blends, variations, mutations and nuances and many more subtleties than we have words for.

Scientists have had lots to say about what emotions are. For some, they are bodily responses that evolved as part of the struggle to survive. For others, emotions are mental states that result when bodily responses are ‘sensed’ by the brain. Another view is that the bodily responses are peripheral to an emotion, with the important stuff happening completely within the brain. A popular view today is that emotions are thoughts about situations in which people find themselves. Another notion is that emotions are social constructions, things that happen between rather than within individuals.

Emotions derive from instincts and give rise to feelings. They are a source of energy and information. What we do with this energy can be good or bad, right or wrong, but the feelings by themselves are not good or bad, neither right nor wrong. Without them we cannot function. As Jeanne Segal (Segal, 2000) says, ‘Feelings are the most powerful resource we have. Emotions are a life line to self awareness and self preservation that deeply connect us to ourselves and others, to nature and the cosmos. Emotions inform us about things that are of utmost

importance to us – the people, values, activities and needs that lend us motivation, self control, zeal and persistence.’

Even though this view has been supported by a vast body of research, there have been some schools of thought that have felt that cognition and affect are entirely separate of the other.

### **1.1.1 Separation of reason and passion**

Since ancient times, humans have found it compelling to separate reason from passion, thinking from feeling, cognition from emotion. These contrasting aspects of the mind have been viewed as waging a battle to gain control over the human psyche. Plato, an ancient Greek philosopher, said, that passions and desires and fears make it impossible for us to think. For him and many others even today, emotions are like wild horses that have to be reigned in by the intellect, which is thought of as a charioteer.

The long tradition of separating passion from emotion has given rise to ‘cognitive sciences’, which is also described as the ‘new science of mind’. However cognitive science is the science of only a part of the mind, the part having to do with thinking, reasoning and intellect. It leaves emotions out. And minds without emotions will make a human devoid of feelings – of desire, of pleasure, of fear, of pain.

Today emotion and cognition are best thought of as separate but interacting mental functions mediated by separate but interacting brain systems. This has come about by the understanding of how emotion is organized in the brain and how the brain has separate areas for dealing with cognition and emotion.

### **1.1.2 Historical background of understanding of emotions**

One of the major goals of emotion research has been to identify the processes that intervene between the occurrence of an emotion-arousing stimulus and the conscious emotion it elicits.

William James (James, 1884), thought of emotion as a sequence of events that starts with the occurrence of an arousing stimulus and ends with a passionate

feeling, a conscious emotional experience. This theory was questioned in 1920 by Walter Cannon (Cannon, 1920). He proposed the concept of an “emergency reaction” or “fight or flight response”, a response by the human body when the situation demands exertion of physical energy. Stanley Schachter and Jerome Singer (Schachter and Singer, 1960), said that physiological responses inform the brain that a state of heightened arousal exists; we examine the circumstances; label the arousal and the labeling decided the emotion we feel. In 1980, Robert Zajonc (Zajonc, 1980), argued on the basis of logic and experiments that preferences or simple emotional reactions could be formed without any conscious registration of the stimuli. Sivan Tomkins (Tomkins, 1963) proposed the existence of eight basic emotions: surprise, interest, joy, rage, fear, disgust, shame and anguish. These were said to represent innate, patterned responses that are controlled by ‘hardwired’ brain systems.

The idea of biologically primitive emotions has its own detractors too. One such approach is the social constructivist approach. These theorists argue that emotions are products of society, not biology. Cognitive processes play an important role in these theories by providing the mechanism through which the social environment is represented and interpreted on the basis of past experiences and future expectations the bottom line is that Nature and nurture are partners in our emotional life. The trick is to figure out what their unique contributions are.

### **1.1.3 Moods and personality**

Two thousand years ago Hippocrates and a physician named Galen (Around 400 B.C) divided people into 4 temperament types. This theory survived until the 19<sup>th</sup> century.

Ernst Kretschmer (Kretschmer, 1920), believed that there was a connection between body type and mental disorders. He coined the term ectomorph for thin nervous type, mesomorph for the athletic type, endomorph for the heavy and jolly type. Carl Jung (Jung, 1929), developed his famous theory of introversion and extroversion.

Stella Chess and Alexander Thomas (Chess and Thomas, 1950) did long term studies on children and theorized about inherited, innate temperament traits that seemed to be genetically dominant. They identified traits like activity level, approach or withdrawal tendencies, threshold of responsiveness and distractibility.

Hans Eysenck (Eysenck, 1960), has done an enormous amount of research on introversion and extroversion and their connection to arousal. Introversion is described as a turning inward of energy and attention to introspection and self – focusing. Extroversion is a turning outward, attending to objects, people and goals.

#### **1.1.4 Neurological aspects of emotion**

A major goal of modern brain science is to figure out which parts of the brain are responsible for emotions. The notion that functions are localized to specific parts owes its origin to 'Phrenology'. It originated through the work of a scientist Franz Joseph Gall (Gall, 1800). He suggested that mind has a lot of faculties like sensing, feeling etc. He went further to say that each faculty had its own organ in the brain.

Since then, many researchers have done various experiments and it has been found that emotions have a neurological basis and are there for a reason. We need to be able to understand their importance and harness the energy and potential they have. Emotional literacy can help individuals to utilize emotions effectively.

#### **1.2 Emotional intelligence**

Mayer and Salovey (Mayer and Salovey, 1990) were the first to define emotional intelligence, calling it 'the ability to monitor one's own feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and action. It is the ability to accurately appraise and express emotion; the ability to access and /or generate feelings when they facilitate thought; the ability to

understand emotion and emotional; knowledge; and the ability to regulate emotions to promote emotional and intellectual growth'.

Daniel Goleman (Goleman, 1995), describes it as, 'The capacity for recognizing our own feelings, for motivating ourselves, and for managing emotions well in ourselves and in our relationships.' He contrasts I.Q and E.I- 'The intellect is based solely on the workings of the neo cortex, the more recently evolved layers at the top of the brain. The emotional centers are lower in the brain, in the more ancient sub cortex; Emotional intelligence involves these emotional centers at work, in concert with the intellectual centers'.

Doctors have related emotional health and its impact to physical health for a very long time now. The discovery that certain molecules transmit signals between the nervous and immune systems has only reaffirmed this belief.

There is proof today that high emotional intelligence can make one stay ahead. A study of engineers at the prestigious Bell Lab in Princeton, New Jersey, found that the star performers – employees who were responsible for creative breakthroughs – were not those with the best academic and technical credentials, nor those with the highest I.Qs. The star performers were the employees who possessed high E.Qs (Goleman, 1995).

Emotional intelligence plays a far greater role than assuring satisfied employees and employers. The higher the E.Q, the more likely one is to succeed in personal relationships, in parenting, in self confidence in adding value to the community and in self satisfaction. Unless, emotions are applied intelligently and intentionally, no great feats can be achieved they are the sources of energy, the spirit that actually moves us.

Looking at the discussion above, we can conclude that there is need to promote emotional literacy. An emotionally intelligent person will stay open to feelings; feel them through, regardless of whether they are pleasant or painful. He will be able to monitor emotions and understand their utility. He will be able to identify emotions and interpret their meanings. His emotions are accessible and he is able to use them as aids for judgment, memory and enriching experiences.

### **1.2.1 Aspects of emotional intelligence**

Emotional intelligence has two major parts – Intrapersonal aspect and the Interpersonal aspect. The intrapersonal aspect refers to our capacity for recognizing emotions in our selves and accepting them, managing our emotions and motivating ourselves. The interpersonal aspect deals with recognizing emotions in others, accepting them and thus developing healthy relationships.

The key skills are:

Intrapersonal aspect

- Awareness of emotions
- Acceptance of emotions
- Management of emotions
- Self motivation

Interpersonal aspect

- Empathy
- Handling relationships

### **1.2.2 Awareness of emotions**

Self awareness is the ability to accurately sense and identify feelings and to understand and appreciate them. It is the ability to look within and acknowledge what we see. It is the keystone to emotional intelligence.

### **1.2.3 Acceptance of emotions**

This is the ability to accept feelings, to feel comfortable in experiencing feelings. Unless we give ourselves permission to 'feel', we will not be able to deal with the emotion at all. An ignored or denied emotion will stay there, unresolved.

#### **1.2.4 Management of emotions**

Self management is the ability to use our understanding of feelings, to reason well and act intentionally. The goal of managing emotions is to balance and not suppress feelings.

#### **1.2.5 Self motivation**

Self motivation is the ability to focus the power of our emotions and use them towards a purpose. It is to marshal emotions in the service of a goal. When we are aware of our emotions, create the ability to manage them, we also become capable of channelising emotions to give us motivation.

#### **1.2.6 Empathy**

It is the ability to recognize and appropriately respond to the feelings and emotions of others. Empathy makes us more attuned to social signals that indicate what others need or want. It is the sensitivity to other people's feelings and concerns, and understanding their perspective; appreciating the differences in how people feel about things.

#### **1.2.7 Handling relationships**

Interpersonal relationships are established and maintained when they are mutually satisfying. They are characterized by meaningful social interchange, sensitivity towards the other, acceptance of the other and finally, intimacy and warmth. Thus, this is the art of managing relationships by understanding and accepting emotions in others.

### **1.3 Stress and emotional intelligence**

Stress and emotions are not separate and independent from each other. Stress is bound to cause emotions. Stress calls forth distressing emotions, like – anger, envy, anxiety, guilt, sadness etc. to be able to deal with stress, it is important to be able to deal with these emotions.

#### **1.4 Health and emotional intelligence**

Studies have shown that emotional factors affect many illnesses, like – cancer, heart disease, high blood pressure, psychosomatic disorders, gastric problems etc.

#### **1.5 Achievement and emotional intelligence**

Recent research points to the fact that achievement can be affected by addressing emotions and helping children deal with them. To get the students to the next academic level, we must meet them where they are and give the skills and resources that help them cope with stressors so that they are able to attend to academics. Without these social and emotional skills, the stressors take over and prevent students from living up to their academic potential. Emotional skills are thus needed, not just for their own sake but also to impact academics positively.

#### **1.6 Importance of preparing an intervention program for emotional intelligence**

Since emotional intelligence affects practically all areas of our lives, it is important for our education system to start addressing them. Emotional intelligence not only affects learning and achievement in school, but also has far reaching effects on relationships, health etc. Since they have a neurological basis, they cannot be avoided or ignored. We need to train the children on the core skills of emotional intelligence so that they will be able to use these skills effectively.

#### **2.0 Review of related literature**

The review of related literature is a very significant part of the study being conducted. The review of literature not only provides information on what has been done in the concerned area but also provides a very clear picture of the areas that have not been touched yet. It is the basis for the concerned research and is very helpful in providing direction.

Emotions have been a neglected area in human affairs. Hence, studies in the area of emotions are yet to pick up in social or behavioral sciences, and in particular, in the field of education. A few studies have been discussed below.

### **2.1 Studies related to education**

A study was conducted by Sabapathy (1986) entitled, "A study of the relationship of manifest anxiety, emotional maturity and social maturity of Standard 10 students to their academic achievement". The major objectives of the study were: (1) To construct a tool on emotional maturity to measure the emotional maturity level of standard 10 students. (2) To find the relationship between independent variables, manifest anxiety, emotional maturity, social maturity, socio – economic status, sex, medium of instruction on one hand and academic achievement on the other. The independent variables were measured by Sinha's manifest anxiety scale, emotional maturity scale, Rao's social maturity scale and Kuppaswamy's SES scale. For academic achievement the SSLC exam marks were taken. The sample was 574 boys and 531 girls who were selected from private aided, private unaided, corporation and government schools, based on stratified proportionate random sampling technique. Students were taken from Kannada and English medium schools. Data was analyzed using zero order co relations, chi square test, multiple regression and two way ANOVA. The main findings were: (1) Emotional maturity was positively and significantly related to achievement in Math, General science, Social studies and total academic achievement. (2) Emotional maturity, socio – economic status and social maturity turned out to be significant predictors of total academic achievement.

A study was conducted by Morgan (1991), entitled, "Educating the emotions" as a philosophical contribution to the problem of whether it is possible for educators to engage in practices that contribute to emotional development of their students. The thesis argues that educators can enhance the emotional lives of children principally by ensuring that students acquire a well rounded, liberal education.



Emotions are viewed as passive status, which have a significant cognitive dimension. They are passive in two ways – Firstly they are a status of feelings (they are pass ional) and secondly, they are a status in which subject is affected by situation (helps passive vis-à-vis his situation). They can be distinguished from actions and rationality. Whether it is possible to educate emotions is contingent upon whether it is possible to evaluate emotional lives of people. It is shown that we can evaluate particular emotional status, such as Smith’s love for Jones, in terms of their appropriateness. It is also shown that emotional lives can be evaluated. As a whole, emotions can be seen as playing a significant role in making important decisions and in self improvement. And we evaluate a person in terms of the degree to which he allows his emotions to fulfill these roles. Lastly, it looks at the problem of whether and how educators can contribute to emotional development of students. It is argued that educators can ensure that students receive a well rounded education, including a study of various disciplines; educators can ensure that students learn various strategies of emotional control and they can attempt to teach students to take their emotions seriously.

A study was conducted by Butler (1994) entitled, “Emotion theory and it’s implication for counseling education”. One leading assumption is that all mental events, including emotions are centered in and are co – existent with neuro - chemical activities in particular areas of the brain. Another leading assumption is that emotion is an irreducible, socio – cultural phenomenon, one generated in interaction with others and governed by norms and values of society. A third assumption is that there can be no emotion without cognition, hence, emotion is a function of thought processes and can be studied accordingly. A last assumption is that emotion is a complex mind environment adaptational process involving tacit meaning making on the part of the individuals, A corollary of the last id a profound respect for valuing a client’s emotional experience by an emotion – focused counseling. Rather than discouraging or mediating a client’s

emotional reactions, the emotion focused counselor would help the client deepen his acceptance of what he / she is experiencing.

A study conducted by Ondrejka (1998) entitled, "Affective pedagogy in professional education", was an interpretive exploration of affective pedagogy in courses which were a part of professional degree programs for medical workers, pastoral counselors and nurses. Affective pedagogies included specific strategies and encompassed use of care, immediacy and ways of knowing. The investigator studied classroom cultures using observation tools that he designed for the study. Data were subjected to theme analysis and integrated to create five global themes: (1) Faculty have limited awareness of affective literacy, (2) Faculty face risks, like peer criticism etc., in implementing affective pedagogy, (3) Educators need to develop and use theoretical frame works for affective learning and pedagogy, (4) There is need to refine affective learning environment through variety of methods suggested by students, faculty and literature, (5) The most significant refinement identified is the need to interweave cognitive and affective pedagogy for greatest learning impact.

A study was conducted by De Morat (1998), entitled, "Emotion socialization in classroom context: A functional analysis to examine teacher – student interaction in kindergarten". A teacher and 4 students were observed and data presented on categories and frequencies of teacher's display of emotions, teacher – student contingent of responding and evidence of emotional socialization. Results indicated that emotions of pride and joy were most frequently displayed by the teacher and matched contingent responses by students were greatest for interest and happiness. Result of functional analysis revealed that teacher emotional display of pride, acknowledgement of students' achievements and display of happiness served to encourage exemplary behavior in classroom. Examination of observational data indicated that children learn to display rules appropriate for interaction, from their teacher.

A study was conducted by Schoiack (2000) entitled, "promoting social emotional competence: Effects of a socio – emotional learning program and corresponding teaching practices in schools". The study investigated effects of a social and emotional learning program and corresponding teaching practices on the students' social competence. Two groups of 2<sup>nd</sup> and 4<sup>th</sup> grade students from 15 schools were followed for over 2 years. Schools were randomly assigned to experimental and comparison groups. Teachers taught a social emotional learning program in experimental classrooms for over two years. All the students were then given a group administered survey assigning their social cognition. Analysis demonstrated that lessons combined with support of students' emotional regulation were associated with lower aggression. This confirms the need for investment in teacher development and training to support social emotional learning in schools.

A study was conducted by Rao (2001), entitled, "Development of an in – service training program for Navodaya Vidyalaya teachers in meeting students' emotional needs". The major objectives were: (1) To identify the emotional needs of students in Navodaya Vidyalaya, (2) To develop an in- service training program for teachers of Navodaya Vidyalaya in meeting students' emotional needs, (3) To implement and study the effectiveness of the developed program. The sample comprised of 20 teachers, 10 students from each class and the principal of one Jawahar Navodaya Vidyalaya, purposively selected. Data collection and analysis were done simultaneously. In phase 1, to find the emotional needs of the sample students, interviews, official records and field notes were used and this provided the frame work to develop the intervention program. Data collected through Ego – state scale, Spiro - M scale (in the pre and post intervention phase were quantified and analyzed using percentage analysis. Responses on counseling skills before and after were used for content analysis. The major findings were that students express emotional needs for teachers who are gentle, loving and understanding. The intervention program designed made a difference in the teachers' behavior as it focused on knowledge

and skills intended to bring change in attitude. After the intervention program, the teachers were found to be more democratic in their interactions with students, attending, listening and helping students in their personal and academic problems which were not there earlier.

A study was conducted by Drago (2004), entitled, "The relationship between emotional intelligence and academic achievement in nontraditional college students". This correlational study examined the relationship between emotional intelligence and academic achievement in non traditional college students. In this study emotional intelligence, achievement motivation, anxiety and cognitive ability were predictor variables. The criterion variable was academic achievement as measured by student GPA. Data were collected using the Mayer – Salovey – Caruso – Emotional Intelligence Test (MSCEIT), the State – Trait Anxiety Inventory (STAI), the Achievement Motivation Profile (AMP), the Wonderlic Personnel Test (WPT) and Student Demographic Survey (SDS). Bivariate and multivariate correlation and regression analysis were used to test the study's statistical hypotheses. Results demonstrated that emotional intelligence is significantly related to student GPA scores, student cognitive ability scores and student age. Additionally, student anxiety was related to certain emotional intelligence abilities. No significant relationship, however, was found between emotional intelligence and achievement motivation. Overall, the results suggest that academic achievement is related to student's ability to recognize, use and manage their emotions.

## **2.2 Overview of review of literature**

The studies reviewed in the field of education, emphasize the need for addressing emotions in the present education system. Research indicates that emotional intelligence has a positive correlation with academic achievement (Sabapathy, 1986); that emotions can be educated and that educators can contribute to the development of the emotional lives of their students (Morgan, 1991); there is a need to interweave affective and cognitive pedagogy for

greatest learning impact (Ondřejka, 1998); teacher's emotional display in class rooms encouraged exemplary behavior (DeMorat, 1998); lessons when combined with teaching students emotional regulation, resulted in lower aggression (Schoiack, 2000); training teachers to meet students' emotional needs results in democratic interactions in the class room (Rao,2001); emotional intelligence affects achievement in non traditional college students (Drago, 2004).

It is in response to this need of addressing emotions in children, that this research has been undertaken. By training children on the core skills of emotional intelligence, it is hoped that they will be able to use these skills in life and become well adjusted, responsible, motivated, resilient and *feeling* members of society.

### **3.0 Rationale of the study**

The above discussion poses a very compelling argument for addressing emotions in our education system. Learners construct knowledge from an inner scaffolding of their individual and social experiences, emotions, aptitudes, beliefs, values, purpose and more. In other words, if we are learning in a class room, what we understand is determined by how we understand things, who we are and what we already know, as much as by what is covered and how and by whom it is delivered. Increasing students', teachers' and other people's awareness of these connections strengthens the process of learning. Disconnecting them weakens the scaffolding and consequently, the knowledge (Senge, McCabe, Lucas, Smith, Dutton and Kleiner,2000).

Emotional learning is important for each individual. Understanding emotions is directly connected to both cognitive achievements and motivation to learn. Dealing effectively with emotions helps individuals to develop more positive relationships and provide a sense of mental or psychological well being. Those adolescents who are 'emotionally developed' are deemed to be better able to live with or cope with difference. Moral views and value systems are shaped by both attitudes and feelings. The sense of purpose and meaning that individuals gain in

their lives is derived in equal parts from both feelings and understanding (McCarthy and Park, 1998).

Emotional literacy helps children to recognize their emotions to be able to label or define them; understand their emotions in order to become effective learners; handle or manage their emotions in order to develop or sustain positive relationships; and appropriately express emotions in order to develop as rounded people who are able to help themselves and, in turn, those around them (Sharp, 2001).

To support this view, we need to teach the core competences of emotional literacy within the class room. The 'one – size – fits – all' class room probably accounts for why so many students are not motivated enough or do not perform to the best of their abilities.

The studies discussed in Chapter 2 (review of related literature) show that developing skills of emotional intelligence clearly advantages children both in and out of school. It has a correlation with achievement, motivation, aggression and many other areas.

It would not be fair to say that no effort has been made in the direction of getting the humanistic principles into our class rooms. The specifications mentioned in the National Curriculum Framework (NCERT, 2005) require many of these principles to be observed in schools. But converting these principles from written rules to actual facts in school still has a long way to go.

A continuous and on going program on emotional literacy for students will help address many of the issues discussed above. Looking at the dearth of such programs available, the present study is an attempt to develop the core competences of emotional literacy in school children. The study is an intervention program, developed on an experiential paradigm and designed to enhance the skills that come under emotional literacy. It intends to help children become aware of their own emotions, accept their emotions, become motivated to achieve, become empathic towards others and to develop positive and healthy relationships.

#### **4.0 Statement of problem**

“A study of effectiveness of an intervention program developed to enhance emotional literacy in students of standard VII.”

#### **5.0 Objectives of the study**

- (1) To develop an intervention program to enhance
  - a) Awareness of emotions
  - b) Acceptance of emotions
  - c) Management of emotions
  - d) Self motivation
  - e) Empathy
  - f) Acceptance of emotions in others
- (2) To implement the developed intervention program on the sample of subjects.
- (3) To determine the impact of the intervention program on the following personal dimensions and the by products in the sample subjects.
  - a) Awareness of their emotions
  - b) Acceptance of their emotions
  - c) Management of their emotions
  - d) Intrinsic motivation
  - e) Empathy
  - f) Acceptance of emotions in others
  - g) Interpersonal relationships
  - h) Stress
  - i) Experience of satisfaction with themselves and their studies

#### **6.0 Research questions**

- 1) Does the developed intervention program enhance emotional literacy in the sample of subjects?
- 2) Does the enhancement of emotional literacy help strengthen the interpersonal relationships?

3) Does the enhancement of emotional literacy lead to greater intrinsic motivation?

4) Does the enhancement of emotional literacy lead to reduction of stress?

### **7.0 Explanation of terms**

1) Emotional literacy – the ability to recognize and identify feelings as they occur, manage the feelings effectively and recognize and accept feelings in others.

2) Intervention program – orientation provided to students in terms of structured experience, concepts and skills on aspects of emotional intelligence.

3) Effectiveness – the effectiveness will be measured by the difference in the personal dimensions and the by products, before and after the intervention program.

### **8.0 Delimitations of the study**

Since this is an intervention program it will be delimited to one class of students, purposively selected by the investigator. Hence, the study is explorative in nature and the findings may not be generalisable across the student population.

### **9.0 Methodology**

Methodology is the organization and structure of the research executed. It includes the procedures and processes used to gain the stated objectives.

#### **9.1 Design of the study**

The present study employed a qualitative research method, following the phenomenological paradigm of research. The study attempted to discover the perceptual and consequent behavioral shifts in dealing with emotions and other areas of emotional intelligence in the sample of subjects for the study. The study followed a single group intervention design to determine the impact of intervention on the sample of subjects.

#### **9.2 Sample of the study**

For the purpose of achieving the objectives stated above, one school was purposively selected, namely The Bharatiya Vidya Bhavan's V.M. Public School, Vadodara. The selection was done purely on the basis of the principal's readiness to make the time available to the investigator to conduct the study. Keeping in mind the objectives, nature of data and its meaningful analysis, it was imperative to focus on one specific target group of students. For this purpose, one section of Class 8 students was chosen. The class consisted of (30) students out of which 15 attended the sessions of the intervention program. This division occurred naturally as some of the students were engaged in co curricular activities as was priorly decided by the school.

### **9.3 Tools and techniques**

The investigator used the following tools and techniques to collect data –

- (1) Bar-on EQiYV scale
- (2) Stress content validation schedule
- (3) Log of significant learning
- (4) Investigator's Observation
- (5) Feedback from teachers
- (6) In depth interviews with the sample of students

### **10.0 Procedure of the study**

The procedure has been divided into three phases.

#### **10.1 Pre-intervention phase**

During this phase, the investigator developed an intervention program, keeping in mind the key skills of emotional literacy. The activities chosen, were all experiential in nature. The proposed materials were pilot tested on class 8 students at Sawai Man Singh Vidyalaya, Jaipur. This was done to check the feasibility and appropriateness of the proposed material and tools. And in the light of this experience, the material was reviewed and scrutinized and the necessary modifications were made.

## **10.2 Intervention phase**

During this phase, the BarOnEQiYV test and the stress content validation schedule were administered on the sample of students to measure their Emotional Quotient and identify their stressors. The intervention program was then conducted on the experimental group of the sample group of subjects. The intervention program was spread over 30 sessions, a total of 30 hours, excluding the time spent on administration of tools (pre test and post test) and in depth interviews with teachers and students. The program consisted of activities designed to enhance the following parameters of emotional intelligence –

Intra-personal skills

- (1) Emotional awareness
- (2) Acceptance of emotions
- (3) Management of emotions
- (4) Self motivation

Inter – personal skills

- (5) Empathy
- (6) Handling relationships

Students were required to fill their log books after each part of the intervention was over. Detailed notes of observations were also kept by the investigator throughout this phase.

## **10.3 Post intervention phase**

After the intervention program was over, the investigator conducted unstructured interviews with the class teacher and noted her feedback on changes that she could notice after the intervention program. Unstructured interviews were also carried out with the intervention group of students to acquire information on the changes that they had made or were trying to make. The Bar-on EQiYV test and the stress content validation schedule were conducted again on the sample group of students. This was done to quantitatively measure the difference after the intervention phase in the intervention group.



### **11.0 Data analysis**

As the collected data were both quantitative and qualitative, it was subjected to both quantitative and qualitative analysis. The quantitative data obtained in the form of scores on the various aspects of Emotional Intelligence, were subjected to t-test to find the impact of the intervention on the subjects of the study. The qualitative data obtained by the Stress content validation schedule, observation by the investigator, observations by teachers, students' own logs of significant learning and in depth interviews were all reported under appropriate headings and conclusions were drawn from there.

### **12.0 Findings**

From the analysis of the data it was found that:

1. The scores of all the students in the sample group on the Bar-on EQiYv scale showed an increase in the post test. However, the t-test results showed no significant difference.
2. The stress reduced in all the sample group of students as reported in stress validation schedule.
3. The students were able to identify and name their own emotions.
4. The students were able to accept their own emotions.
5. The students were able to find ways of managing their own emotions.
6. The students were able to motivate themselves to find different ways of dealing with the problems they faced.
7. The students started paying attention to and understanding emotions of others.
8. The students started showing more sensitivity towards other people's emotions and it led to the strengthening of relationships with others.

### **13.0 Conclusion**

The results of the study show that the subjects benefited from the intervention program and there was an improvement in almost all the dimensions of Emotional Intelligence.