

A Key to Unlock: Empowering Emotional Intelligence and Experiencing Transformation among School Students through Emotional Intelligence Intervention

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Abstract

India is the largest democracy in the world, and students are called future of the country. Schools are the place for the empowerment and development of good attitude-oriented personality students. The development of good attitude-oriented personality includes both cognitive skills and social cum emotional skills among school students that in turn would lead the country to be a developed country in the near future. In the present world of globalization, all the schools take good effort in imparting education that meet the requirements of present day globalised organizations. But at the same time, the schools are missing the key of upgrading the student's social and emotional skills which would be the tool to retain success both in their professional and personal life. Hence the present study investigation would be an evidence for proving that upgrading the student's social and emotional skills through Emotional intelligence intervention would lead to experience the empowerment and real transformation among school students of government schools. The present study would be an experimental study investigating the government school students' Emotional intelligence before and after Emotional intelligence intervention.

Key-words: Emotional Intelligence, Emotional Intelligence Intervention, Globalised Organizations.

1. Introduction

India is the largest democracy in the world, the seventh largest country and the second most populous. India is a developing country and students are called the future of India. Hence, the need of the hour arises for the students, schools and government to work in close co-operations for the advancement of the country. Since schools are considered as the students' second home where they spend lot of time and learn to know about themselves and the outside world starting from their

childhood. For this much steps should be taken on imparting value education among students that would allow the mankind to experience the real transformation among the students. As per the sayings of Swami Vivekananda, “the essence of education is concentration of mind, not collecting facts. Develop the power of concentration of mind and detachment and then with a perfect instrument collect facts at will”, hence present day schools should focus on “bring inside out among the students”. Thus, schools and government should both take steps to impart education in a way that along with upgrading of cognitive skills, should also focus on empowering students’ social and emotional skills collectively called Emotional intelligence ability as per the sayings of Swami Vivekananda “Education is the manifestation of the perfection already in mankind”. Hence, the present study focuses on undergoing an experimental study on empowering Emotional Intelligence and experiencing real transformation among students of government schools. Emotional intelligence comprises of three psychological dimensions namely Emotional sensitivity, Emotional maturity and Emotional competency (Dr. Dalip Singh, 2003). Emotional intelligence ability is a missing key among the present day world mankind. Emotional intelligence is found to be a winning strategy according to many researchers and was also noted that upgrading of Emotional intelligence skills would definitely allow the students, schools and government to experience a real transformation among them as a whole.

2. Research Space

Researchers and professionals of all fields across the world are actively engaged in studying Emotional Intelligence (EI) and started to realize the benefits of applications of Emotional intelligence among individuals irrespective of age and experience. Though Various literatures shows that there exist exploratory studies on Emotional intelligence among school students with various variables like stress, leadership, performance, psychological well-being of the students, there exist only a few experimental studies on empowering Emotional intelligence. Hence, the paper focuses on the advantages of undergoing experimental study on empowering student’s Emotional intelligence ability through Emotional intelligence intervention especially among government school students. The experimental study would make them to know the effectiveness of Emotional intelligence intervention that in turn makes them to experience the real transformation which helps to meet the future needs of the society in a better and more efficient way.

3. Research Devise

The research designs include true experimental, quasi-experimental, quantitative, descriptive and pre-experimental designs. Thus, to evaluate the effectiveness of Emotional intelligence intervention, the quasi- experimental design could be adopted with comparison of two groups which endure pre test and post test. By conducting the pre-test, the researcher is able to evaluate the respondents' pre-existing overall Emotional intelligence level. Thereafter, experimental group is exposed to Emotional intelligence intervention program and another group framed as control group is not exposed to Emotional intelligence program. On the completion of Emotional intelligence intervention program, both the groups are exposed to post-test. Then, the results can be compared between control and experimental group before and after Emotional intelligence intervention program. Thus, in the present study, quasi-experimental design with pre-test and post-test between non-equivalent groups can be adopted. However, the groups are to be chosen and assigned systematically rather than through randomization to know the effect of Emotional intelligence intervention on Emotional intelligence among government school students.

4. Experimentation Phases

The study comprises of different experimental phases. They are:

Phase I

Identifying Emotional intelligence variables and organizing suitable Emotional intelligence intervention program for the school students.

This phase comprises of the following activities:

1. Identifying Emotional intelligence strategies that facilitate increasing Emotional intelligence level among school students.
2. Developing, organizing and scheduling suitable Emotional intelligence intervention program to be given to selected target samples based on the identified Emotional intelligence strategies.

Phase II:

Construction of Emotional intelligence test Questionnaire

In this phase, Emotional intelligence test questionnaire is to be constructed and developed in order to assess the Emotional intelligence among school students.

Phase III

Pilot Study

In this phase, pilot study has to be carried out to find out the effect of Emotional intelligence intervention program with a small group of government school students by giving one day training program on Emotional intelligence with Emotional intelligence test questionnaire before and after EI training program.

Phase IV

Selection of the government schools has to be done for the present study based on the convenience and selection of sample units using systematic random sampling has to be done since the present study is experimental in nature.

Phase V

Pre-testing

In this phase, EI test questionnaire has to be distributed and got filled among the selected sample units before the Emotional intelligence intervention program. Thereafter, Pre-test evaluation is to be done to measure Emotional intelligence for the selected sample units belonging to both groups.

Phase VI:

Implementation of Intervention Program

Emotional intelligence intervention program has to be scheduled and has to be conducted for experimental group alone as per the planned schedule. Emotional intelligence training could be given

only to 30 sample units since training size that would yield an effective training outcome is found to be 30 numbers.

Phase VII

Post-test, Analysis and Interpretation of the Arrived Research Results

Post-test has to be conducted after a week of completion of the intervention program. In Post-test, once again EI test questionnaire has to be distributed and got filled from the same selected 60 sample units (experimental group and control group). Thereafter, each of the selected 60 sample unit's filled EI test questionnaire has to be evaluated to know the groups' Emotional intelligence level. For the study, 60 samples would be effective where 30 samples would be under control group and other 30 samples would be under experimental group as training would be effective only when limited trainees are imparted with Emotional intelligence training program thereby would be able to experience real-time transformation among school students through Emotional Intelligence Intervention.

After conducting pre-test and post-test for control and experimental group, the task of entering, categorizing and analyzing are to be done to study the effect of Emotional intelligence intervention on Emotional intelligence of government school students. Finally, Suitable statistical tools are to be applied to test the set hypothesis and confirm the arrived research results statistically.

5. Emotional Intelligence Intervention (EII) Program Profile

Based on the pilot study, a curriculum has to be framed for Emotional intelligence intervention program. Total of 90 hours could be allotted for the Emotional intelligence intervention program. Out of each particular 3 hours of training, 2hrs and 15 minutes for theory and 30 minutes for therapy and remaining 15 minutes for review of practice has to be allotted and utilized.

EII Projected Upshot

- Help students to bond to their emotions and gain clearness around the different emotional states experienced in a given situation and mapping them to have smooth transaction within themselves and with others.

- Guide them to be acquainted with the way to be conscious and becoming conscious in regard to action tendencies that result from blend of emotions.
- Making the students to realize the importance of living in the present prevailing circumstances and guide them to unfreeze the past and freeze with the present.
- Train people to aware and recognize of their own and other's emotions with more accuracy by using tools like listing their raw blend of feelings and emotions, trigger for their blend of emotions in their journal. This will equip the students to create their own pattern of living life naturally from normally.

6. Conclusion

To sum up, initial training starts people on the road to greater Emotional intelligence that could rapidly add to the value of the individual's emotional capital. Enhancement of Emotional intelligence through EI intervention program could bring a real time change say, more profound if it becomes part of an ongoing cultural transformation program, backed up by coaching, that would involve reinforcing of strong people-oriented values and vision.

Emotional intelligence being able to harness emotions effectively, they play a vital role in empowerment and development of good personality-oriented school students, which would definitely reflect on the development of society and country as a whole. To have long lasting success, schools and government has to take initiatives in providing Emotional intelligence training periodically to students. The reason behind is that, individuals in their day-to-day life, experiences different blend of emotions at different times according to the situations. Hence, believed that Emotional intelligence level fluctuates after some time and so it has to be reinforced continuously and not just once.

To the bottom line of the current research, it could be concluded with the statement that schools and government could provide opportunities for the school students to apply Emotional Intelligence skill in their day-to-day life practically, since lasting change requires sustained practice elsewhere in life. Hence, the present study would clinch with the statement that Emotional intelligence training would be an instrument in replacing an automatic conditioned habit by positive behavior approach that would definitely paves way for school students to obtain assured success both personally and professionally as a long-lasting legacy.

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