

The role of emotional intelligence training on social and academic compatibility high school students 2011-2012

Nehmat Mraleshi

Iranian academy of Masters Psychology
Nehmatmaleshi33@yahoo.com

Abstract: Emotional intelligence (EI) has attracted great interest in the field of education as a vehicle to improve the socioemotional development of students. The objective of this study is the role of emotional intelligence training on social and academic compatibility high school students of Ilam province 2011-2012. The study was a quasi-experimental pre-post design involving two groups of Ilam high school students (198). The experimental group was exposed to eight days of one-hour sessions of emotional intelligence training, while the control group was only given pre-post questionnaires. ANCOVA analysis results among the groups showed that the training program was effective in significantly raising the level of emotional intelligence, but the improvements of social and academic compatibility were not significant. Overall, female and older students showed better scores of all dependent variables than their younger counterparts, but the results were not significant for social and academic compatibility. It was recommended that emotional intelligence training should be used as an adjunct strategy to improve student social and academic compatibility among adolescents and adult students.

[Nehmat Mraleshi. **The role of emotional intelligence training on social and academic compatibility high school students 2011-2012.** *Researcher* 2012;4(10):89-93]. (ISSN: 1553-9865). <http://www.sciencepub.net/researcher>. 14

Key words: Emotional Intelligence, Social and Academic, compatibility, high school students

1. Introduction

Emotional intelligence is a fairly new concept. I reviewed the literature—in refereed journals, non-refereed journals, books, and on the Internet—in order to see what researchers have discovered about it so far and how they linked it to achievement. In the 1940s and 1950s, there were several attempts to find a substantial relationship between achievement and personality, but these attempts did not meet much success (Barton, Dielman & Cattell, 1972). The concept of emotional intelligence (EI) was first developed in 1990 in an article published by Peter Salovey and John Mayer. However, it was relegated to oblivion for five years, before Daniel Goleman, a psychologist and American journalist with an undeniable commercial viewpoint, great ability to charm, and with common sense, made these two words a fad when he published his book *Emotional Intelligence* (Salovey & John Mayer 1995). Being in their late adolescents and late adult, and during the transition period to university many problems confront them including physical, social, academic, and emotional adjustment. A major hurdle for the students during this time is the managing emotions, developing autonomy, and developing interpersonal relationship (Chickering & Reisser, 1993). Specifically, the “adjustment” was defined as a psychological process of adapting to coping with, managing their problems, challenging, tasks and requirements of daily life (Halonen & Santrok, 1997). Baker and Syrik (1999) categorized and identified the different type of adjustment, which are academic,

social, personal-emotional adjustment, and institution attachment/goal commitment. Literature review showed that studies on adjustment problem among first year university students have been done in the development countries such as Malaysia (Azniza, 2005). However, such research has been done here.

Emotional intelligence is relatively new and growing area of behavioral investigation, having matured recently with the aid of previous studies related to this concept. A large number of studies with adolescents further suggest that the capacity of to decode, understand, and regulate emotions, interaction with other people, manage relationship associated with social and academic adjustment (Jensen et al., 2007). and positive mood and higher self esteem, social adjustment (Chan, 2003), and academic achievement (Abdallah, Elias, Mahyuddin, & Uli, 2004). We concluded from these studies, we find that emotional intelligence is an important part in the progress of students. A wide range of research findings from the field of psychology (Goleman, 1998) training programs (Ogunyemi, 2008) and social skills (Pasha & Golsheko, 2008) all provide evidences for people ability to improve their emotional and social competencies with sustained efforts through systematic programmes of training. Thus, the current study does not found available publish study which studied the effect of emotional intelligence training program on student social and academic adjustment among university students (Schutte & Malouff, 2002). For this reason, the present study attempts to foster emotional intelligence skills and maximize student's

social and academic compatibility among high school student in Ilam through the use of emotional intelligence training program. Furthermore, considering the fact that gender and ages factors may affect the influence of training program on the emotional intelligence, social adjustment compatibility, and academic compatibility, the present study also considered gender and age as a second level independent variables to determine its influence on emotional intelligence and student social and academic compatibility.

2. Background research

Generally, researchers claimed that students need early emotional intelligence programs in order to succeed in their environment because it incorporates a number of abilities, including the ability to be aware of one's own and others emotions, to be able to manage those emotions, and to understand the complex relationships that can occur between emotions and likely emotional transition (Austin et al., 2005). Both descriptive and correlation studies regarding emotional intelligence notably originate from earlier efforts (Goleman, 1995), while recent studies are more inclined to concentrate more on the training of emotional intelligence. Due to its advocacy in the possibility of increasing emotional intelligence, developing a quality emotional intelligence program has become more and more crucial for researchers (Schutte et al., 2001). The resources providing exercises for emotional intelligence improvement are readily available but a review of these resources revealed a lack of detailed training program information related to research particularly those related to university students (Jensen et al., 2007). Moreover, several studies showed that within the realm of emotional intelligence and the measurement of emotional intelligence improvement throughout the training, there is lack of reporting regarding effective learning designs that have been empirically tested (Eichmann, 2009).

Although this study was unable to find a single study dedicated to studying the combined effects of emotional intelligence training program on university student's (Lin, 2011), there are many studies (Boyatzis, Stubbs, & Taylor, 2002) that have evidenced the successful development of EI among employees and managers. In a related study, Boyatzis (2001) conducted a longitudinal study and revealed success in the development of intelligence in MBA students, and the findings revealed improvement on emotional intelligence competencies (cognitive, self-management, and relationship management). In another related study, Dulewicz and Higgs (2004) took the participation of 59 middle managers in their training program scheduled one-day-per week training

program in a span of four weeks. The study made use of a paired-sample t-test analysis which revealed statistically significant improvements in the managers' total EQ score as well as on five of the seven elements of emotional intelligence. Therefore, the primary purpose of this study was to develop emotional intelligence training program and how the training influenced students' adjustment at university. Therefore, the emotional intelligence training program for this study has developed based on several sources which are: increase emotional literacy and self efficacy (Assanova & McGuire, 2009); vision and guidance (Nelson, Low, & Hammett, 2007); communication strategies (Wilson, 2007); effectiveness and teaching of emotional intelligence (Cherniss & Adler, 2000).

3. Objectives

- 1- The effect of the program on students' emotional intelligence.
- 2- To identify the difference effect of emotional intelligence training program towards social compatibility.

4. Hypotheses

- 1- There will be no significant differences in the effect of training program between experimental and control groups on student's level emotional intelligence.
- 2- There will be no significant differences in the effect of training program between experimental and control groups on student's level of social compatibility.
- 3- There will be no significant differences in the effect of training program between experimental and control groups on student's level of academic compatibility.
- 4- There will be no significant interaction effect of training groups and gender on student's level of emotional intelligence, social adjustment, and academic compatibility.
- 5- There will be no significant interaction effect of training groups and age on student's level of emotional intelligence, social compatibility, and academic compatibility.

5. Methods Participants and design

The study is a pre-post test, experimental control groups design with 2x2x3 factorial design. The various factors are groups (experimental and the control group); and gender which was observed two levels (male and female);. A total of 198 university students randomly selected from two universities in Ilam and a purposive sample is drawn from the population based on willingness to undergo motivational programs. Students were randomly assigned to experimental and control groups based on their gender and age in each of the group.

6. Instruments

First section obtained information about student demographic characteristics such as gender and age. The second section emotional intelligence appraisal (EIA) scale consisted of four dimensions that assess emotional intelligence through 28 items. The researcher's adapted the emotional intelligence appraisal (EIA) developed by Bradberry and Greaves (2004) because the development of the items has a theoretical foundation, which was based on Goleman, Boyatzis and McGee (2002) early work model of emotional intelligence. The third section is the instrument of Student Adjustment to College Questionnaire. The outcome of Cronbach Alpha towards all of these research instruments were proven highly reliable which are: emotional intelligence appraisal (.88); social adjustment (.82); academic adjustment (.89).

7. Results

Univariate analysis of covariance (ANCOVA) was employed to analyze the data collected through pre-post test treatment administration. Hypothesis one: - There will be no significant differences in the effect of training program

between experimental and control groups on student's level of emotional intelligence. The result of the ANCOVA in table (1) showed that there was a significant difference between student's in experimental group on the level of emotional intelligence, $F(4.111, p=.030, <.05)$. It showed that both of groups are effective to increase student emotional intelligence. Hypothesis two: - There will be no significant differences in the effect of training program between experimental and control groups on student's level of social adjustment. The results in table 1 showed no significant differences between experimental group and control group on social adjustment $F(.740, p=.739, <.05)$. It showed that both groups experimental and control group did not differ in the level of social adjustment. Hypothesis three: - There will be no significant differences in the effect of training program between experimental and control groups on student's level of social adjustment. The results in table 1 showed no significant differences between experimental group and control group on social adjustment $F(2.181, p=.091, <.05)$. It showed that both of groups are not different on the level of academic adjustment.

Table 1

Source	Dependent Variables Total Posttest	Type III Sum of Squares	df	Mean Square	F	P
Group	EI posttest	1.137	1	1.981	4.111	.030
	SA posttest	3.842	1	3.521	.740	.739
	AA posttest	4.731	1	4.141	2.118	.091

Hypothesis Four: - There will be no significant interaction effect of training groups and gender on the student's emotional intelligence, social adjustment, and academic adjustment levels. A Univariate analysis of covariance ANCOVA between-subject effects were calculated as shows in table (2); the results support that there was significant interaction effects between groups and gender on emotional intelligence: ($F < 5.146, p < .071, <.05$), and no significant interaction found for social adjustment: ($F < .580, p < .782, <.05$), and academic adjustment: ($F < 1.917, p < .014, <.05$).

Table 2

Source	Dependent Variables Total Posttest	Type III Sum of Squares	df	Mean Square	F	P
Group	EI posttest	1.817	1	1.201	5.146	.071
	SA posttest	4.871	1	2.541	.580	.782
	AA posttest	9.639	1	3.244	1.917	.014

Hypothesis five: - There will be no significant interaction effect of training groups and age on the student's emotional intelligence, social adjustment, and academic adjustment levels.

A Univariate analysis of covariance ANCOVA between-subject effects were calculated as shows in table (3); the results support significant interaction effects between training groups and age on emotional intelligence: ($F < 3.706$, $p < .066 < .05$), and no significant interaction found for social adjustment: ($F < .421$, $p < .925 > .05$), and academic adjustment: ($F < 1.338$, $p < .211 < .05$).

Table 3

Source	Dependent Variables Total Posttest	Type III Sum of Squares	df	Mean Square	F	P
Group	EI posttest	2.913	1	1.908	3.706	.066
	SA posttest	5.869	1	1.943	.421	.925
	AA posttest	9.031	1	1.202	1.338	.211

8. Conclusion and Discussion

In conclusion, the results of descriptive statistics showed that there were significant differences between experimental and control groups on the dependent variables, emotional intelligence, social adjustment, academic adjustment. The results of experimental and control group showed that the experimental had higher emotional intelligence, social adjustment, and academic adjustment scores than control group. Results of ANCOVA showed that there was a significant difference between experimental and control group on emotional intelligence, but not significant difference between experimental and control group on social and academic adjustment levels. Furthermore, result ANCOVA showed there was significant interaction between training groups and gender on emotional intelligence variable, but not significant interaction between training groups and gender on social and academic adjustment variables. Finally, there was significant interaction between experimental group and age on the emotional intelligence, but not on social adjustment, and academic adjustment. Therefore, one of contribution in this study is it is indication of the significant differences between experimental and control group on emotional intelligence variables, as well as students have increases their scores on social and academic adjustment after they participated in the emotional intelligence training program. The finding of this study would help academic people to foster emotional intelligence skills among the students community.

REFERENCES

- 1-Barton, K., Dielman, T. E., & Cattell, R. B. (1972). Personality and IQ measures as predictors of school achievement. *Journal of Educational Psychology*, 63(4), 398-404.
- 2-Salovey, P., Mayer, J. D., Goldman, S., Turvey, C., & Palfai, T. (1995). Emotional attention, clarity, and repair: Exploring emotional intelligence using the Trait Meta-Mood Scale. In J. W. Pennebaker (Ed.), *Emotion, disclosure, and health* (pp. 125-154). Washington, DC: American Psychological Association.
- 3-Chickering, A. & Reisser, L. (1993). *Education and identity (Second Edition)*. San Francisco: Jossey Bass.
- 4- Halonen, J. & Santrock, J. (1997). *Human adjustment* (2nd ed). Madison Brown and Benchmark.
- 5-Baker, R.W., & Siryk, B. (1999). *Student adaptation to college questionnaire manual*. Los Angeles: Western Psychological Services.
- 6-Noor Azniza, I. (2005). *Different effects of REBT brief group intervention and behavior brief group intervention toward maladjustment*. Unpublished Doctoral Dissertation. University Science Malaysia.
- 7-Jensen, S., Cohen, C., Rilea, S., Hannon, R. & Howells, G. (2007). *Emotional intelligence: A literature review*, University of the Pacific. Retrieved January 31, 2010 from.
- 8-Chan, (2003). Dimensions of emotional intelligence and their relationship with social coping among gifted adolescents in Hong Kong. *Journal of Youth and Adolescence*, 32(6), 409-418.
- 9-Abdallah, M., Elias, H., Mahyuddin, R., & Uli. J. (2004). Emotional intelligence and academic achievement among Malaysia secondary students. *Pakistan Journal of Psychology Research*, 19(3-4), 105.
- 10-Goleman, D. (1998). *Working with emotional intelligence*. New York: Bantam.
- 11-Ogunyemi, A. O. (2008). Measured effects of provocation and mastery techniques in fostering emotional intelligence among Nigerian adolescents. *Electronic Journal of Research in Educational psychology*. 15, 6 (2).

- 12-Pasha, G., & Golshekoh, F. (2008). Impact social skills training on psychological factors in students with body dissatisfaction. *Pakistan Journal of Social Science*, 5(7), 671-675.
- 13-Schutte, N. S. & Malouff, J. M. (2002). Incorporating emotional skills content in a college transition course enhances student retention. *Journal of the First-Year Experiences*. 14 (1), 7-21.
- 14-Austin, E. J., Evans, P., Goldwater, R., & Potter, V. (2005). A preliminary study of emotional intelligence, empathy and exam performance in first year medical students. *Personality and Individual Differences*, 39, 1395-1405.
- 15-Schutte, N.S., Malouff, J.M., Simunek, M., Mckenley, J., & Hollander, S. (2001). Characteristic emotional intelligence and emotional well-being. *Cognition & Emotion*, 16(6), 769-785.
- 16-Eichmann, K. (2009). *The effectiveness of training to improve the emotional intelligence of leaders*. Unpublished Doctoral Dissertation, TUI University.
- 17-Lin, Y., Lee, T., Hsu, S., & Lin, S. (2011). What causes the emotional intelligence suffered by students at universities and colleges of technology? *World Transactions on Engineering and Technology Education*, 9(2), 102-108.
- 18- Boyatzis, R. E., Stubbs, E. C. & Taylor, S. N. (2002). Learning cognitive and emotional intelligence competencies through graduate management education. *Academy of Management Learning and Education*, 1(2), 150-162.
- 19-Boyatzis, R. E. (2001). *Unleashing the power of self-directed learning*, accessed at <http://www.eiconsortium.org/research/self-directed-learning.htm>.
- 20-Dulewicz, V., & Higgs, M. (2004). Can emotional intelligence be developed? *International Journal of Human Resources Management*, 15, 95-111. Retrieved July 31, 2011 from EBSCOhost database.
- 21-Nelson, D.B., Low, G.R., & Hammett, R. (2007). *Personal excellence map: Personal skills assessment & enhancement process*. Retrieved June 1, 2009 from http://www.tccta.org/events/leading/LFM08/PE_Mintro.pdf
- 22-Wilson, J. P. (2007). *Developing emotional intelligence in call and contact centres*, Sheffield, University of Sheffield
- 23-Cherniss, C., & Adler, M. (2000). *Promoting emotional intelligence in the workplace: Make training in emotional intelligence effective*. Alexandria, VA: American Society for Training and Development
- 24-Bradberry, T., & Greaves, J. (2004). *The emotional intelligence appraisal technical manual update*. San Diego, CA: Talent Smart.
- 25-Goleman, D., Boyatzis, R., & McGee, (2002). *Primal leadership: Realizing the power of emotional intelligence*. Boston: Harvard Business School Press.

9/2/2012