



EFFECTIVENESS OF COGNITIVE BEHAVIOUR THERAPY IN ENHANCING EMOTIONAL INTELLIGENCE AMONG SCHOOL STUDENTS

By

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ABSTRACT

Emotional intelligence is defined as the ability to sense, understand and effectively apply power of acumen of emotions as a source of human energy, information connection and influence. Bar-On defines emotional intelligence as “an array of non-cognitive abilities, competencies and skills that influence one’s ability to succeed in coping with environmental demands and pressures”. Emotional intelligence is considered as a successful predictor of Academic Achievement. The aim of the present study is to find out the effect of cognitive behaviour therapy in enhancing emotional quotient among school students. Emotional intelligence plays a major role in academic and family life success of school students. Emotionally intelligent school students can be successful in academic, family and occupational life. Once it is identified at an early stage, students can be helped through intervention to enhance emotional quotient so that they will be successful on academic and family life. The other objectives are to find the effect of cognitive behaviour therapy enhances emotional quotient and to find out the gender differences, if any, between boys and girls in enhancing emotional quotient after intervention. Schuttle et al., use Emotional Intelligence Scale to measure the level of emotional quotient among students. Out of 200 low emotional intelligence students, 120 school students are allotted randomly to control and experimental groups, 60 students in each group, with 30 boys and 30 girls, for the final study. Experimental group is exposed to cognitive behaviour therapy for one month. Results clearly indicate that there is an extremely

significant difference ($p > .0001$) existing in the performance. School student girls are faster than the boys in enhancing the emotional intelligence after cognitive behaviour therapy. Cognitive behaviour therapy is less time consuming, more economical and one of the best techniques in enhancing emotional quotient among school students. Students, who are high on emotional quotient, are successful on academic, family and work place life.

KEYWORDS: Emotional Intelligence Scale, emotional quotient, college students, boys and girls, cognitive behaviour therapy, success in academic, family and occupational life

INTRODUCTION

Emotional intelligence theory is originally developed by the research work / writings of Harward Gardener (Harward) and Peter Solovy (Yale), John Mayor (New Hamshire) during the 1970's and 1980's. Daniel Coleman's book entitled as "Emotional Intelligence" identifies 5 domains of emotional quotient such as Self-recognition (knowing your emotions), Self-regulation (monitoring your emotions), Self-motivation (motivation yourself to bounce back to normal), Empathy (recognizing and understanding others emotions) and Handling relations (managing emotions of others (Nelson and Low, 2003; Solovy and Mayar, 1990).

Cooper and Sawaf (1997) defines emotional intelligence as the ability to sense, understand and effectively apply power of acumen of emotions as a source of human energy, information connection and influence. Bar-On (1997) defines emotional intelligence as "an array of non-cognitive abilities, competencies and skills that influence one's ability to succeed in coping with environmental demands and pressures".

Development of emotional intelligence is an intentional, active and engaging process (Nelson and Low, 2003). By developing emotional intelligence, one can become more productive and successful in life. Emotional intelligence appears to be a one ingredient that, when developed and well employed, has wide range of benefits for learning, relationship and psychological wellness. Academic performance has been determined by variables such as family, school/college, society and motivational factors (Aremu, 2004). Dr Parthasarathy (2000), NIMHANS, has highlighted the role of parents and teachers in cultivating emotional intelligence among children.

Emotional intelligence predicts academic achievement (Parkar, et al., 2004; Marquiz Martin, et al., 2006; Pavithra Raj and Dr Chandramohan, 2014). Golman,(2003) Jaeger (2003) delineates the fact that emotional intelligence and academic achievement are positively correlated. Abisamra (2000) reports that there is a positive relationship between emotional intelligence and academic achievement.

PURPOSE OF THE STUDY

Emotional intelligence plays a major role in success on academic, family and occupational life. Once it is identified at an early stage, school students can be helped to enhance emotional intelligence through intervention so that they will be successful in their life. The aim of the present study is to find out the effect of cognitive behaviour therapy in enhancing emotional intelligence among school students. Emotional intelligence plays a major role in the success of school students. Once it is identified at an early stage, school students can be helped to enhance emotional intelligence. The objectives of the study are to find out the effect of cognitive behaviour therapy in enhancing emotional intelligence among school students. Majority of the research suggests that emotional intelligence abilities lead to superior performance in the most intellectual career. Hence, the present study is an attempt in this direction.

HYPOTHESIS

The following hypotheses are framed after review the worldwide literature:

Ha - Cognitive behaviour therapy is effective in enhancing the emotional intelligence among school students.

Ha – Boys are faster than girls in enhancing emotional intelligence through cognitive behaviour therapy

TOOL FOR TESTING

Emotional Intelligence Scale is used to measure the level of emotional intelligence among students. Short detail of the psychological test is given below:

Emotional Intelligence Scale - Schuller (1994) has developed the Emotional Intelligence Scale to measure the level of emotional intelligence of students. Emotional Intelligence Scale is a 5 – Point rating scale. The ratings are such as Strongly Disagree (5), Disagree (4), Neutral (3), Agree (2), Strongly Agree (1). Give spontaneous responses without spending more time on a particular item. Five domains of emotional intelligence are Self-recognition, Self – regulation, Self – motivation, Empathy and Handling relations. There are 33 items and it usually takes 20 minutes to complete the test.

Scoring: Standard scoring procedure is adopted

Table 1

Levels of emotional quotient during Pilot Study (n=500)

EMOTIONAL QUOTIENT		
Grade	Number	Percentage (%)
High	300	60
Low	200	40

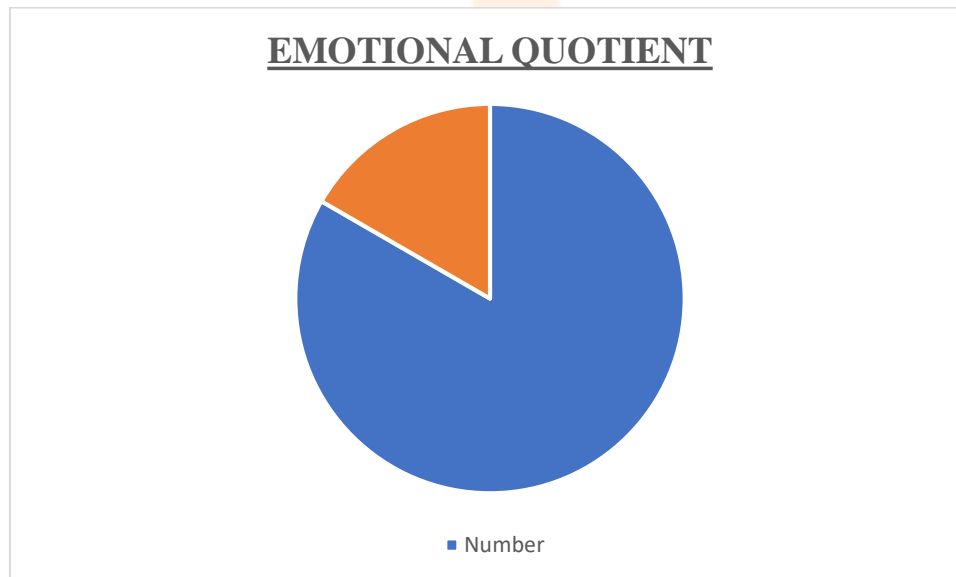


Figure 1: Phi Chart shows *Levels of Emotional quotient during Pilot Study*

Table 1 and Figure 1 Phi Chart show the Level of emotional quotient of college students on Emotional Intelligence Scale during the pilot study. Out of 500 school students, 300 (60%) school students are high on emotional quotient and 200 (40%) school students are low on emotional quotient. School students are able to understand and complete all the statements in the questionnaire. Out of 200 school students, 120 school are randomly allotted to control and experimental groups, 60 each in group with 30 boys and girls, for the final study.

Table 2

Frequency distribution of sample n= 120)

CONTROL		EXPERIMENTAL	
MALES	FEMALES	MALES	FEMALES
30	30	30	30

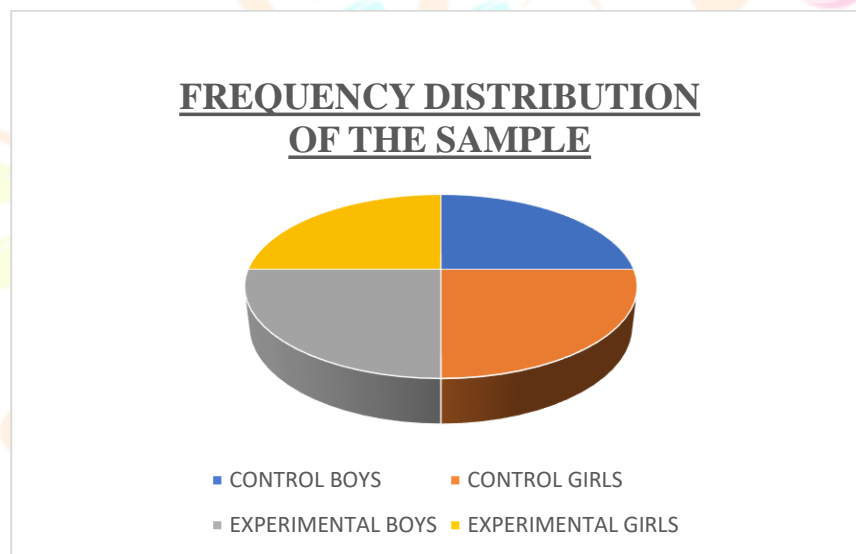


Figure 2 : *Phi Chart shows Frequency distribution of the sample*

Table 2 and Figure 2 Phi Chart show Frequency distribution of the Sample. The group is made up of 60, thirty boys and 30 girls in the control are matched with the experimental group of 60, thirty boys and 30 girls on the dependent variable, on emotional intelligence. Random sampling method is adopted for the selection of sample.

A descriptive statistics and mixed model factorial ANOVA are used to analyse differences over time and between the four categories of school students. For analysing the data Statistical Package for Social Sciences, Version 21 is used.

RESULTS AND DISCUSSION

The findings of the present study are discussed on tables 2-5 and Figures 2-3.

Table 2

Emotional Intelligence Scale mean various domains raw scores of control (n=60) Vs. experimental (n=60) group over pretest Vs. posttest phase of training

VARIOUS DOMAINS OF EMOTIONAL INTELLIGENCE		
DOMAINS	CONTROL	EXPERIMENTAL
Self - recognition	13	24
Self - regulation	13	29
Self - motivation	12	34
Empathy	13	29
Handling relations	13	43
Emotional quotient	63	158

Table 4

Parameters	Sum of Square	df	Mean Square	F- Value	P - Value
Pretest	392.42	1 119	392.42	1.324	NS
Posttest	250253.15	1 119	250253.15	7198.04	pp<.0001
Follow-up	259281.66	119	259281.66	19457.60	<.0001

ANOVA: Mean Emotional Intelligence Scale Overall domains mean raw scores of control (n=60) Vs. experimental group (n=60) over three phases of training

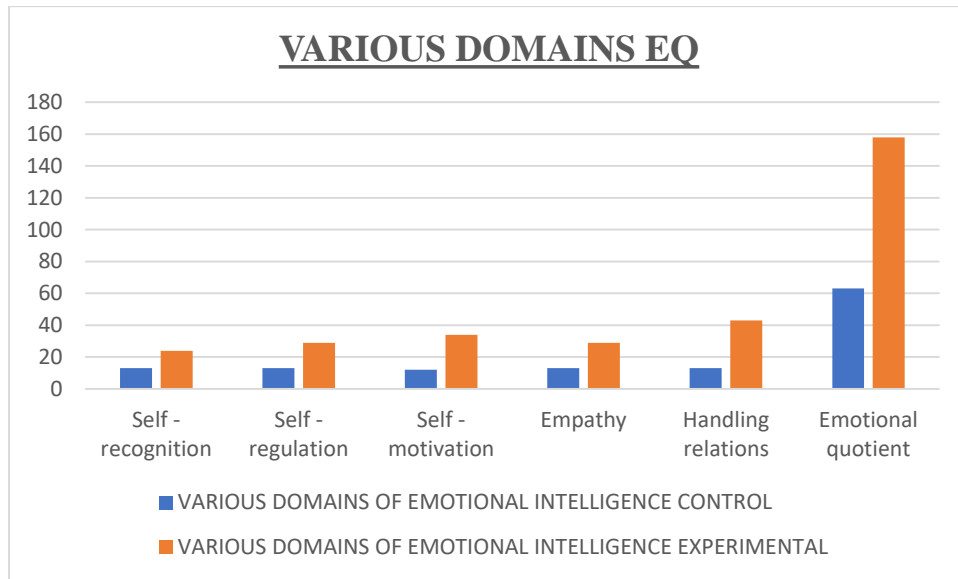


Figure 3: Bar diagram shows Emotional Intelligence Scale Mean various domains mean raw scores of control Vs. experimental group over three phases of training

Tables 3-4 and Figure 3 Bar Diagram show Emotional Intelligence Scale various mean raw scores of control Vs. experimental group over three phases of training. It is seen from the table that control and experimental group are low on Emotional Intelligence Scale various dimensions mean raw scores during pretest. Calculated F - Value (1.324) is lower than the tabular value, hence, the sample selected for the study is a homogeneous sample. Both the group of control and experimental school students. are low on emotional quotient.

Posttest and follow-up analysis reveal that experimental group is high on Emotional Intelligence Scale various dimensions mean raw scores than the control group over three phases of training, compared to the pretest. Calculated posttest F- Value (7198.04) and follow - up F - Value (19457.60) are higher than the tabular value, hence, there is an extremely significant difference ($p > .0001$) existing in the performance. Experimental group school students are higher ($p < .0001$) than the control group on Emotional Intelligence Scale various dimensions mean raw scores. Experimental group school students are faster ($p > .0001$) than the control group school students in enhancing the emotional quotient after intervention.

With training the experimental group is higher ($p > .0001$) than the control group on Emotional Intelligence Scale various dimensions mean raw scores over three phases of training. This may be due to regular practice of cognitive behaviour therapy. Experimental group is capable of understanding their feelings, regulating their feelings as and when required, bouncing back to normal when they are upset, more empathic person and handling their problems as well as problems of others.

Ha – “Cognitive behaviour therapy is effective in enhancing the emotional intelligence among school students” is accepted. The findings of the preset study are corroborated with the research findings of Pavithra Raj and Dr Chandramohan (2014), Marquiz Martin, et al., (2006), Parkar, et al., (2004), Jaeger (2003), Abisamra (2000) and Zee, et al., (2000). They delineated the fact from their studies that cognitive behaviour therapy is successful in enhancing emotional quotient among students.

GENDER DIFFERENCES

Table 5

Emotional Intelligence Scale various dimensions mean raw scores of control boys (n=30) Vs. experimental girls (n=30) over pretest and posttest phase of training

VARIOUS DOMAINS OF EMOTIONAL INTELLIGENCE
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DOMAINS	CONTROL	EXPERIMENTAL
Self - recognition	13	24
Self - regulation	13	29
Self - motivation	12	34
Empathy	13	29
Handling relations	13	43
Emotional quotient	63	158

Table 6

ANOVA : Emotional Intelligence Scale various doimensions mean raw scores of control boys (n=30) Vs. experimental girls (n=30) over three phases of training

Parameters	Sum of Square	df	Mean Square	F - Value	P - Value
Pretest	22.53 199.33	1 29	22.53 1.64	0.39	NS
Posttest	64.53 136.33	1 29	64.53 2.58	14.1	p>.0001
Follow-up	132.3 115.87	1 29	132.3 3.2	34.25	p>.0001

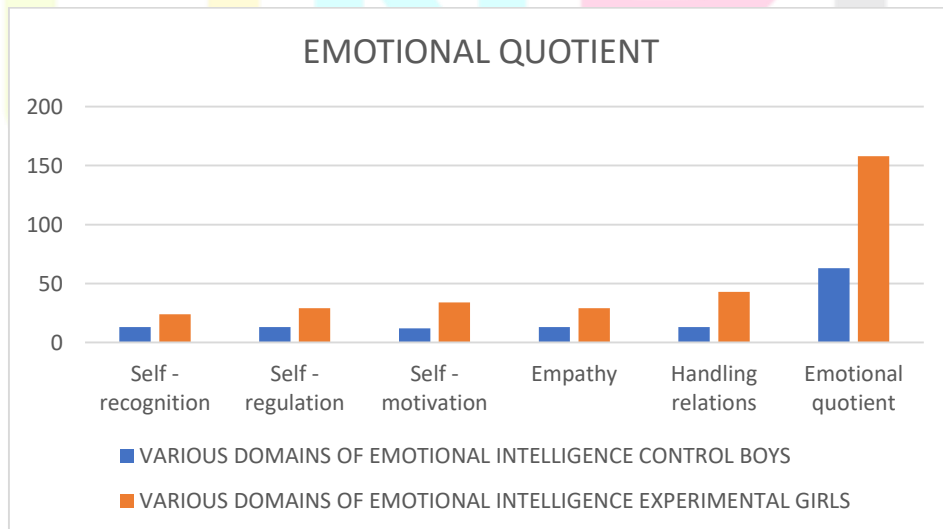


Figure 4 : Bar Diagram shows Emotional Intelligence Scale various domains mean raw scores of control boys Vs. experimental girls over three phases of training

Tables 5-6 and Figure 4 Bar Diagram show Emotional Intelligence Scale various dimensions mean raw scores of control boys Vs. experimental girls over three phases of training. It is seen from the table that control boys and experimental girls are low on Emotional Intelligence Scale various domains mean raw scores over three phases of training, during pretest. Calculated F - Value (0.39) is lower than the tabular value, hence, the sample selected for the study is a homogeneous sample. Both the group of control and experimental school students are low on emotional intelligence.

Posttest and follow-up analysis reveal that experimental group is high on Emotional Intelligence Scale various dimensions mean raw scores than the control group over three phases of training, compared to the pretest. Calculated posttest F- Value (14.1) and follow - up F - Value (34.25) are higher than the tabular value, hence, there is an extremely significant difference ($p > .0001$) existing in the performance. Experimental group girls are faster ($p > .0001$) than the control boys in emotional intelligence after intervention.

With intervention, the experimental group is high on emotional intelligence raw scores than the control group. This may be due to regular practice of cognitive behaviour therapy. Experimental females are stable emotionally and psychologically wellbeing after intervention. Experimental group girls are high on emotional quotient. Experimental group girl students are higher ($p > .0001$) than the control group on Emotional Intelligence Scale various domains mean raw scores after intervention. They are capable of emotionally well balanced.

On the other hand, control group school student boys are emotionally imbalanced, irritable, moody and remain impatient.

With intervention, the experimental girls are high on Emotional Intelligence Scale various domains mean raw scores than the control boys. This may be due to regular practice of cognitive behaviour therapy. Experimental girls are higher ($p > .0001$) than the control boy students on emotional intelligence after intervention.

Hypothesis “ H_a Boys are fast in enhancing emotional intelligence than girls through cognitive behaviour therapy” is rejected. In fact, girls are faster than the boys in enhancing emotional intelligence. The experimental girls are high on emotional intelligence than the control boys after intervention.

SUMMARY AND CONCLUSIONS

The matched design, experimental study clearly indicates that cognitive behaviour therapy will enhance the emotional quotient among school students. The study also shows that the changes in the psychological wellbeing have been carried out for a longer duration of time, indicating that real learning has taken place. Cognitive behaviour therapy enables psychological wellbeing, positive outlook and positive emotional state as assessed through Emotional Intelligence Scale. This study strongly suggests that cognitive behaviour therapy enhances psychological wellbeing, academic and family success among school students.

MAJOR FINDINGS OF THE STUDY

- Experimental group is found to be greater on emotional intelligence compared to the control group after cognitive behaviour therapy
- Experimental group is found to be high on various dimensions of emotional intelligence such as Self-recognition, Self-regulation, Self-motivation, Empathy and Handling relations, compared to control group after intervention
- Experimental group girls are faster in enhancing emotional intelligence after intervention

- Experimental girls are found to be high on various dimensions of emotional intelligence such as Self-recognition, Self-regulation, Self-motivation, Empathy and Handling relations, compared to control boys after intervention
- Of all the techniques, cognitive behaviour therapy is less time consuming, more economical and one of the best therapeutic techniques in enhancing emotional quotient among school students

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. Excellent study. Recommended and forwarded to submit in the conferences.

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