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# **EMOTIONAL INTELLIGENCE : A REQUISITE FOR SCHOOLS**

A thesis presented in partial fulfillment of the requirements for the degree of

## **MASTER IN EDUCATION**

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New Zealand.

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## **DEDICATION**

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**O Lord !**

**Lead me from untruth to truth**

**Lead me from darkness to light**

## ACKNOWLEDGEMENTS

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## ABSTRACT

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Emotional intelligence has been widely accepted in the world of work since 1995 and has had a tremendous impact on our understanding of the contribution that emotional reasoning makes to the quality and functioning of the workplace. Recently, the educational sector has made some timid attempts to study the impact of emotional intelligence. New theories of intelligence have been developed and studies now concentrate on establishing the contribution that emotional intelligence makes to overall educational achievement. The aim of this research was to study the relationship between emotional intelligence and academic achievement of sixty (60) sixteen to eighteen year old students in two Auckland schools. The Bar-On Emotional Quotient Inventory: Youth Version (Bar-On EQ-i: YV) Short Form Questionnaire was given to these students and matched with their end of year results. The working hypothesis was that there is a positive correlation between student's EQ score and their end of year results.

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## ABBREVIATIONS

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<b>ECI</b>	Emotional Competency Inventory
<b>EI</b>	Emotional Intelligence
<b>EQ</b>	Emotional Quotient
<b>EQI</b>	Emotional Quotient Inventory
<b>EQ MAP</b>	Emotional Quotient Map
<b>IQ</b>	Intelligence Quotient
<b>MEIS</b>	Multifactor Emotional Intelligence Scale
<b>MSCEIT</b>	Mayer, Salovey, Caruso Emotional Intelligence Test

## INTRODUCTION

Emotional intelligence as described by Mayer & Salovey (1997), is the ability to perceive one's own and others' feelings and emotions, to use these emotions to guide one's thoughts and action. EI is also important to promote both intellectual and emotional growth. Given the state of our societies and our schools today, the ability to recognise our own and other emotions and to harness emotions positively is needed. Schools traditionally more interested in the 3 R's have only recently begun to recognise the value of Emotional Intelligence (EI). On the other hand, after the publication of Goleman's 1995 book on Emotional Intelligence, EI received wide acclaim and has enjoyed impressive success in the business world. Cheniss & Goleman (2001) suggest that a proficient executive with high emotional intelligence learns more readily, deftly and quickly than others. This finding indicates that there is an urgent need to determine whether emotional intelligence, now widely trained for in the world of work, can be justifiably adopted in education to improve achievement.

Emotional intelligence has not to date been widely adopted by the world of education and fails to teach the emotional skills that equip students with the tools they need to face a challenging society. In spite of the numerous changes in strategies, policies and curricula implementation, both at school level and policy level, there is often a mismatch between the expectations of the society and the learning outcomes of the students.

A series of studies conducted by Goleman (1995), Chatterjee(2000), Le Metais(1997) among many others, indicate that students who were intellectually the brightest in school

are often not the most successful, either in business or in their personal lives. Moreover, the school physiognomy has completely changed over the years with students coming to school with behavioural disorders and psycho-socially related problems. It is evident that schools today face many disruptive factors that act against the provision of quality education.

Disruptive students in secondary schools are a world-wide phenomenon and concern. Crime, in and around schools such as drugs, bullying, threatens the well-being of students, school staff, and communities and impedes learning and student achievement. The demographic profile of students is changing. (Archer & Cooper, 1998; Kiracofe, 1993, p.62).

. . . compared with students in the past, students today arrive on campus with more problems as a result of dysfunctional family situations, with more worries and anxieties about the future and about the serious problems facing them in modern society, with an increased awareness of their own personal demons, and with a greater willingness to seek psychological and psychiatric help.

Whitaker (1996) predicts future students will be more "troubled on the whole while society continues to be more and more neglectful and harmful to children and adolescents." Stone and Archer (1990) conclude from their review of the literature that there is sufficient evidence from many quarters indicating that the level of psychopathology in students had increased significantly during the 1980's and would continue to increase. Later survey research supports this prediction (Heppner, Kivlighan, Good, Roehlke, Hills & Ashby, 1994)

The growing list of serious student problems and concerns suggests that students have a greater occurrence of emotional discomfort. Students are likely to experience one or more of the following: (a) the pain of acute or chronic negative affect, (b) fear of feeling, (c)

emotional numbing, (d) perplexing emotional reactions, (e) emotional conflict of ambivalence, or (f) experiences associated with "unfinished" or inadequately expressed affect (Gold, 1996, Mahoney, 1995; McWhirter, 1995;).

McWhirter (1995) made a case for students who present at counselling centres to obtain an emotional education, that is an opportunity to develop greater emotional knowledge and skills that parallel and support the development of academic intellectual abilities. Robertson and Freeman (1995) had similar ideas when they developed a ten-session psycho-educational group model for university men who struggle with the identification and expression of feelings.

Parker, Summerfeldt, Hogan, and Majeski (2002) found a close correlation between emotional intelligence and academic success in high school. Successful students, aged between 17 and 19 years, scored better than the unsuccessful student due to better management of their emotional intelligence, specifically, their intrapersonal abilities, adaptability and stress management.

Emotional intelligence is a conceptual framework for understanding individual differences in the abilities to: (a) perceive, appraise, and express emotion accurately in self and in others; (b) assimilate emotion and thought; (c) understand, analyse, and reason with emotions; and (d) regulate emotions in self and in others adaptively (Salovey & Mayer, 1990; Mayer & Salovey, 1997). There are other competing definitions of emotional intelligence in the literature (Bar-On, 1997, Goleman, 1995, Payne, 1986), Salovey and Mayer's definition is more narrowly defined and accepted in the psychological community

(Sternberg,1997; Sternberg, 2000). Salovey and Mayer, (1997 p17) define emotional intelligence as

the ability to perceive 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 reflectively regulate emotions in ways that promote emotional and intellectual growth .

Recently, there has been a proliferation of literature that concerns the applicability of the concept of emotional intelligence to various domains of life including: parenting and child care (Gottman, 1997; Shapiro, 1997; Myers, 1997; Taylor, Parker, & Bagby, 1999); business management, leadership, and organizational behaviour (Cooper & Sawaf, 1997; Simmons & Simmons, 1997; Abraham, 1999; Morand, 2000); work environment and professional careers (Weisinger, 1997); self-help and self-improvement (Epstein, 1998; Steiner & Perry, 1997; Ryback, 1997); and education (Salovey & Sluyter, 1997; Greenspan, 1989; Greenspan 1997; Stone-McNown & McCormick; 1999). EI has also been applied to individual psychotherapeutic treatment (Greenspan, 1997; Segal, 1997; DeBeauport, 1996; Payne, 1986; Taylor, 1990).

This present study is motivated by the changes in the world of education and society at large and to changes in our understanding of the relationship of emotional intelligence given the positive outcomes and successes in the business world. It is imperative that the relationship between emotional intelligence of students and their academic achievement be examined. A positive relationship would suggest that achievement could be improved by implementing a course of study based on improving students' emotional skills and abilities. That could eventually lead to more successful results in terms of overall holistic and life-long education outcomes.