

Effectiveness of Counselling on Emotional Intelligence of School Students

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Abstract

Counselling may change the lives of various students in many aspects. Counselling facilitates a person to realize that everything in life is a momentous one. When the emotions are handled in an intelligent way, a remarkable development can be observed in personal and social behaviour of human beings. Having a strong belief in the prior concept, the investigator decided to carry out a research on the above title. **Objectives:** To analyze whether Counselling brings any excellence on the intensity of Emotional Intelligence of school students and to know whether there is any gender difference in Emotional Intelligence of school students. **Method:** To accomplish these aims, an experimental research had been carried out with Seventh Standard Students as sample from a Government school in Kancheepuram District. With the help of class teacher, as per the cumulative record, twenty six students were identified as low achievers out of Forty six in the class VII were engaged for the counselling process. Before starting the Counselling Process, the initial intensity of Emotional Intelligence was assessed by administering standardised Tool and the values were considered as Pre-test. Based on the requisite, both individual and group Counselling had been given to all the twenty six students for a period of three months. After completing the Counselling process at a satisfactory state, again their Emotional Intelligence were assessed and considered as Post-test. **Result:** There was a lot of enhancement in the level Emotional Intelligence had been found among school students after the Counselling process. There was no significant difference found between Boys and Girls in the scores of Emotional Intelligence in Pre-test. But in Post-test, the Girls were exceeded Boys in their Emotional development. Even before the final analysis, the investigator and other teachers, observed some kind of desirable behaviour among the students in the class rooms and outside the class rooms as well. Any issues can be handled sensibly by the persons who are emotionally intelligent than the person who are not intelligent emotionally. Hence this research is insisting that counselling at school level is essential to save the children from unpleasant activities. **Application:** The present state of affairs is not suitable for all round development of the children. Invasion of Technology and foreign culture, the children may not be cared by their parents properly. Hence the counselling at schools is mandatory to know the physiological, psychological and sociological issues of children at the earliest possible and to provide appropriate guidance and solution to the victims. Through counselling many suicidal issues among school children during result announcement also can be vanished entirely.

Keywords: Boys, Counselling, Emotional Intelligence, Girls, Low Achievers, Pre-test and Post-test

1. Definition: Counselling

The provision of professional assistance and guidance in resolving personal or psychological problems is commonly known as counselling¹.

2. Definition: Emotional Intelligence

Emotional Intelligence refers to the capability of a person to manage and control his or her emotions and possess the ability to control the emotions of others as well. In other words, they can influence the emotions of other people also².

3. Need for the Study

Self-acceptance is very essential to lead a healthy and happy life for children and adults as well. Because of unattractive physical appearance or some familial circumstances, some school children are not leading a satisfactory life and gets depressed even during class timings. This may leads them to lowering concentration in the classes, uninterested in subjects and inability to maintain good relationship with peers. Then needless to say that their academics will narrow down with ease and fast. Hence the investigator decided to light up a lamp in life of few school children through counselling. Counselling may bring enormous development in many aspects of students. But this paper deals only with the Emotional Intelligence of students before and after Counselling process. This research work needs only small group of students to counsel, so that only the low achievers were taken for the study.

4. Introduction

A small group of students may meet to survey their personal problems and may try to learn life skills and to carve up themselves with the help of experienced person is called group counselling.

Benefits of Group Counselling:

- Proper self-understanding can be widened by sharing his/her opinions about people and things.
- Self-confidence and self-esteem can be developed among themselves.
- Able to understand that everyone in the world has specific problems in their life.
- Students will be able to understand that peace of mind can be derived by trusting and helping others.
- Able to understand and accept other people as how they are.

Emotions are one of the very important features in human life from birth to death. When the child grows in to adult, the form of emotions is also changed constantly. Conduct of a person is mostly determined by his/her emotions. Adjustment with others in the society is influenced by emotions. Primarily, the emotions can be classified in to two types. One is Positive also called desirable emotions and the other one is Negative also called undesirable emotions. Some of the positive emotions such as affection, joy, happiness, smile etc. are essential for normal behaviour. Some of the emotions such as anger, fear, jealousy etc. are known as negative emotions which lead them to detrimental situation. Emotions can be manifested in the children only when the atmosphere in home school is conducive. Generally a child's behaviour is moulded by his/her emotions than by his/her intellect.

Our emotions, whether positive or negative make some remarkable changes in our body. These bodily changes may be external or internal. External changes like high pitch in voice, body posture and facial appearance can be observed by others and may not be accepted by the common people. Internal changes such as fluctuations in heartbeat, breathing rate, changes in body temperature and performance of glands, chemical changes in blood

and capability of brain are may not be observed easily but becomes the root cause for health issues³.

Emotional Intelligence is determined by heredity and environmental forces as well. The emotionally intelligent persons generally will have the following qualities:

- Able to understand the feelings of others and will give due respect for the same.
- Able to convert negative emotions in to positive wherever it is required.
- Able to postpone their emotions either it may be positive or negative whenever it is needed.
- Behaviour will be in the form of socially acceptable manner.
- Able to recognize and gently accept their own mistakes to make the environment as conducive for everyone.

A review published in the journal of Annual Psychology found that higher Emotional Intelligence is positively correlated with the following aspects⁴.

- Enhanced social relations among children – Study reports that the children who are emotionally intelligent, they have high-quality of connections with the society. And the children who are not emotionally intelligent are deviating social norms and articulation anti-social behaviour as per the details given by the children as well as parents and teachers.
- Enriched social association for adults - Those who have high level of Emotional Intelligence, they are succeeded in interpersonal relationships and being excellent in self-perception of social ability.

- Positively perceived by others - The persons who are emotionally intelligent were perceived positively by others in such a way that they are lovely, socially acceptable and good hearted.
- Ability to maintain intimate relationship with family Superior in academic performance - As per report given by teachers the Emotional Intelligence is positively correlated with academics.
- Improved psychological welfare - Those who are emotionally intelligent, they are very much satisfied in leading their life with higher level of self-esteem and with lowered level of despair.

5. Survey of Literature

In evaluated the impact of counsellor training on Emotional Intelligence (EI) in 45 undergraduates and 58 postgraduates. Significant improvements were recorded by students on completion of both programmes, suggesting that these were attributable to training which enhanced intra- and interpersonal aspects of emotional functioning⁵. This multilevel meta-analysis examines whether Emotional Intelligence (EI) can be enhanced through training and identifies training effects' determinants. We identified 24 studies containing 28 samples aiming at increasing individual-level EI among healthy adults. The results revealed a significant moderate standardized mean change between pre- and post-measurement for the main effect of EI training and a stable pre- to follow-up effect. Additionally, the type of EI model, dimensions of the four branch model, length, and type of publication turned out to be significant moderators. The results suggest that EI trainings should be considered effective interventions⁶.

6. Research Questions

- Can counselling enhance the intensity of Emotional Intelligence of school students?

- Is there any significant difference between Boys and Girls in the intensity of Emotional Intelligence, before Counselling?
- Is there any significant difference between Boys and Girls in the intensity of Emotional Intelligence, after Counselling?

7. Objectives

- To determine the effectiveness of counselling on the intensity of Emotional Intelligence of school students.
- To find out whether there is any significant difference between Boys and Girls in the intensity of Emotional Intelligence before Counselling.
- To find out whether there is any significant difference between Boys and Girls in the intensity of Emotional Intelligence after Counselling.

8. Hypotheses

- There is no significant difference between before and after counselling in the intensity of Emotional Intelligence of school students.
- There is no significant difference between Boys and Girls in the intensity of Emotional Intelligence in Pre-test.

- There is no significant difference between Boys and Girls in their intensity of Emotional Intelligence in Post-test.

9. Sample, Materials and Methods Used

For the present investigation, Seventh Standard students were selected as sample from one Government school in Kanchipuram District, Tamil Nadu. Low achievers of Class VII students were listed based on their achievement marks of several tests conducted and kept as cumulative record by the class Teacher. 26 of them were identified as low achievers from a total of 46 students. In which 12 of them are Boys and 14 of them are Girls. To analyze the intensity of Emotional Intelligence of Sample, a standardized tool was administered among students, before and after the process of Counselling. For this experimental study, there was no control group. One group with Pre-test and Post-test design had been followed. Group as well as Individual Counselling had been provided for a period of three months to all the students wherever it is required.

The scores of Pre-test and Post-test had been converted in to percentages and differential analysis was made to know the Effectiveness of Counselling on Emotional Intelligence of Students and Gender difference.

10 Statistical Analysis

The calculated 't' value 32.51 is greater than the Table 1 value 2.06 at 5% level of significance. Thus there is a

Table 1. Difference between Pre-test and Post-test scores in Emotional Intelligence of Students

Variables	N	M	SD	't' value	Remarks
Pre-test	26	42.34	3.4	32.51	S
Post-test	26	76.12	4.1		

Table 2. Difference between Boys and Girls in scores of Emotional Intelligence in Pre-test

Gender	N	M	SD	't' value	Remarks
Boys	12	42.64	3.6	0.45	NS
Girls	14	41.96	3.8		

Table 3. Difference between Boys and Girls in scores of Emotional Intelligence in Post-test

Gender	N	M	SD	't' value	Remarks
Boys	12	65.25	3.2	11.87	S
Girls	14	79.14	2.7		

significant difference exists between scores of Pre-test and Post-test.

The calculated 't' value 0.45 is lesser than the Table 2 value 2.06 at 5% level of significance. Thus there is no significant difference exists between scores of Boys and Girls in Pre-test.

The calculated 't' value 11.87 is greater than the Table 3 value 2.06 at 5% level of significance. Thus there is a significant difference exists between scores of Boys and Girls Post-test.

11 Results and Discussion

The result indicates that a remarkable improvement had been found in the intensity of Emotional Intelligence of students after Counselling. So Emotional Intelligence is a learnable skill and that can enhance the quality of life for children as well as adults when it is used effectively. And also the result shows that there was no gender difference before Counselling. But after Counselling, the Girls exceeded Boys in receiving and responding to the Counselling for Emotional development. This may be due

to the fact that, most of the time girls may not be able to recognise their reckless reactions and after perceiving their mistakes through somebody else; they may be ready to change their attitude immediately to adjust with others in the family and society. So it is a proved statement that providing proper counselling to any person during proper time and proper way will help a lot for their successful life.

An article titled "Give a child the Gift of Emotional Literacy" by Eva Lazar (2018) says that building emotional literacy skills is an essential part of establishing a therapeutic alliance with kids of all ages⁷. Emotional literacy is the ability to identify, understand and respond to emotions in self and others. The development of a feeling-word vocabulary is critical because it allows children to discuss and reflect on their experience of the world. Labelling emotions allows children to become emotionally competent. Children and adolescents cannot effectively self-reflect or share their feelings if they do not have a well-developed repertoire of words to express the nuances associated with their emotional states. Helping youngsters expand their feeling vocabulary and better

articulate their emotional states and life experiences are not only a fundamental step in therapy, it is an essential life skill.

12. Recommendations

- Parents should express their emotions in an acceptable way that they should be a role model for their children.
- Home environment should be conducive for the emotional development of the children.
- Parents should concentrate on the quality of neighbours, if it is required home can be shifted.
- Teachers should be impartial with all the students.
- Teachers should maintain a good relationship with all the students.
- Teacher should recognize the personal problems of students and all the problems should be resolved as early as possible.
- Teacher should teach the students to identify their own emotions and its consequences.
- Students should be motivated to participate in co-curricular and extracurricular activities and healthy competitions to be materialized.
- Periodical counselling must be provided to all the students by an experienced Counsellor.
- School administrators should take the responsibility to educate the parents and train them for being an emotionally intelligent one at home.
- Documentary films can be screened to the students to make them understand about the consequences of unwise emotional bursts.

- Regular YOGA classes have to be arranged for all the students in schools, for Physiological and Psychological wellbeing

13. Conclusion

Life becomes a challenging one for all human beings. Parental care with love and affection is playing a vital role in all round development of each child. Children should feel free to talk, to their parents/guardians/teachers about their emotional and social problems. If the parents do not find time to listen their children's issues, it leads them to depression and they feel that they are isolated. If the children failed in expectations at home they experience a lot of psychological issues and gets deterioration in their academic performances. This study clearly indicates that counselling can help the students to handle their emotions in a productive way and the desirable behaviour also can be cultivated among students. The majority of the children were taken care, either by single parent or by grandparents. Single parent of a broken family, may not be an emotionally intelligent one. Needless to say, it is very difficult for the children from such kind of family background to control their emotions. So it is very clear that the teachers and school counsellors only can revolutionize the life of sufferers by counselling.

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