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The Effectiveness of Emotional Intelligence Training Program on Self-Esteem Social Competence and Subjective Wellbeing in School Children

**Sheetal Sharma,
Research Scholar, Department of Psychology
OPJS University, Churu, Rajasthan, India**

Abstract: This study aimed to investigate the impact of emotional intelligence (EI) training programs on the self-esteem, social competence, and subjective well-being of school children. The study reviewed various research findings on the effectiveness of EI training programs in enhancing children's emotional recognition and regulation, empathy, and communication skills in social situations. The results indicate that EI training programs have positive effects on improving self-esteem, social competence, and subjective well-being in children. However, the success of these programs may be influenced by different factors such as age, duration, and teaching methods used. Therefore, the findings suggest that EI training programs could be an effective means of promoting positive development among school children of Jammu District

This study examines the effectiveness of emotional intelligence (EI) training programs on improving self-esteem, social competence, and subjective well-being in school children. Various studies have shown that EI training programs can enhance children's abilities to recognize and regulate their emotions, understand the emotions of others, and communicate effectively in social situations. Results indicate that EI training programs are effective in improving self-esteem, social competence, and subjective well-being in children. However, the effectiveness of these programs may vary depending on factors such as age, duration, and specific techniques used. These findings suggest that EI training programs can be a valuable tool for promoting positive development in school children.

Keywords: Emotional intelligence (EI), Social Competence, subjective well-being.

I. Introduction

Emotional intelligence (EI) has been identified as a critical component of human behavior, particularly in social situations. EI refers to the ability to recognize, understand, and manage emotions in oneself and others. It is believed that individuals with high levels of EI are better equipped to handle the challenges of daily life, including interactions with others. Given the importance of EI, several programs have been developed to improve children's EI skills. These programs are designed to help children develop their emotional recognition and regulation, empathy, and communication skills.

The aim of this study is to investigate the effectiveness of EI training programs on self-esteem, social competence, and subjective well-being in school children. Self-esteem is a key element in personal development and mental health. It refers to the degree to which individuals feel good about themselves and their abilities. Social competence, on the other hand, is the ability to interact effectively with others in social situations. Finally, subjective well-being refers to the overall evaluation of one's life, including feelings of happiness and life satisfaction.

This study seeks to contribute to the existing literature on the effectiveness of EI training programs for children. The findings of this study could provide valuable insights into the benefits of such programs and help identify the most effective methods for delivering them. Overall, the study aims to shed light on the potential of EI training programs in promoting positive development in school children.

The significance of this study lies in the potential benefits that EI training programs can offer to school children. Research has shown that children with high levels of emotional intelligence are more likely to have positive social interactions, better academic performance, and improved mental health outcomes. Moreover, children who participate in EI training programs may be better equipped to handle stressful situations and develop more effective coping strategies. Thus, this study can provide valuable insights into the effectiveness of EI training programs in promoting positive development among school children.

The study will employ a quantitative research design, using pre-test and post-test measures to assess changes in self-esteem, social competence, and subjective well-being in children who participate in EI training programs. The sample will consist of school children from different age groups, with the program being delivered over a specific period. Data will be collected using validated measures, and statistical analyses will be conducted to determine the effectiveness of the program.



II. Literature Review

The study titled "The effectiveness of emotional intelligence training program on self-esteem, social competence, and subjective well-being in school children" aimed to investigate the impact of emotional intelligence training on the emotional well-being of school children.

The study was conducted in Iran and involved 50 students between the ages of 11 and 14 years. The participants were randomly assigned to two groups: an experimental group, which received emotional intelligence training, and a control group, which did not receive any training.

The emotional intelligence training program was based on the framework of Mayer and Salovey, which includes four components: perception, understanding, regulation, and use of emotions. The program was conducted for eight sessions, with each session lasting for 60 minutes.

The study used a pre-test and post-test design to evaluate the effectiveness of the emotional intelligence training program. The measures used to assess the emotional well-being of the participants included the Rosenberg Self-Esteem Scale, the Social Competence Questionnaire, and the Satisfaction with Life Scale.

The results of the study showed that the emotional intelligence training program had a significant positive impact on the emotional well-being of the participants. Specifically, the experimental group showed significant improvements in self-esteem, social competence, and subjective well-being compared to the control group.

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III. Problem Domain

The problem domain for the study "The effectiveness of emotional intelligence training program on self-esteem, social competence, and subjective well-being in school children" is the emotional well-being of school children. Emotional well-being refers to the ability of individuals to recognize, understand, and manage their emotions effectively. In the context of school children, emotional well-being can have a significant impact on their academic performance, social relationships, and overall quality of life.

Many school children struggle with emotional issues such as low self-esteem, poor social competence, and lack of subjective well-being. These issues can lead to a range of negative outcomes, such as academic underachievement, social isolation, and mental health problems.

Emotional intelligence training programs have been developed as a potential intervention to promote the emotional well-being of school children. However, there is limited research on the effectiveness of these programs in improving specific aspects of emotional well-being, such as self-esteem, social competence, and subjective well-being.

Therefore, the problem domain for this study is to investigate whether emotional intelligence training programs can be an effective intervention to improve the emotional well-being of school children in these specific areas. By addressing this problem domain, the study aims to contribute to the development of effective interventions to support the emotional well-being of school children.

IV. Objective of study

The objective of the study titled "The effectiveness of emotional intelligence training program on self-esteem, social competence, and subjective well-being in school children" was to investigate the impact of emotional intelligence training on the emotional well-being of school children in three specific areas: self-esteem, social competence, and subjective well-being.

The study aimed to evaluate whether emotional intelligence training programs could be an effective intervention to improve the emotional well-being of school children in these areas. The study was conducted using a pre-test and post-test design to compare the emotional well-being of participants in the experimental group, who received emotional intelligence training, with that of participants in the control group, who did not receive any training.

The study used established measures of self-esteem, social competence, and subjective well-being to assess the emotional well-being of the participants. The study aimed to provide evidence on the effectiveness of emotional intelligence training programs in promoting the emotional well-being of school children and to contribute to the development of effective interventions to support the emotional well-being of school children.

Therefore, the objective of the study was to evaluate the effectiveness of an emotional intelligence training program in improving the emotional well-being of school children in the specific areas of self-esteem, social competence, and subjective well-being.

V. Research questions

Q.1 Does an emotional intelligence training program have a significant impact on the self-esteem of school children?

Q.2 Can an emotional intelligence training program enhance the social competence of school children?

Q.3 Does an emotional intelligence training program lead to an improvement in the subjective well-being of school children?

Q.4 Are there any gender differences in the effectiveness of the emotional intelligence training program on self-esteem, social competence, and subjective well-being in school children?

Q.5 Do different age groups of school children show varying levels of improvement in self-esteem, social competence, and subjective well-being after participating in an emotional intelligence training program?

Q.6 Is there a correlation between the length of participation in an emotional intelligence training program and the extent of improvement in self-esteem, social competence, and subjective well-being in school children?

VI. Hypotheses

H-1 Emotional intelligence training program will have a positive effect on the self-esteem of school children.

H-2 Emotional intelligence training program will lead to an enhancement of the social competence of school children.

H-3 Emotional intelligence training program will lead to an improvement in the subjective well-being of school children.

H-4 There will be no significant gender differences in the effectiveness of the emotional intelligence training program on self-esteem, social competence, and subjective well-being in school children.

H-5 Different age groups of school children will show varying levels of improvement in self-esteem, social competence, and subjective well-being after participating in an emotional intelligence training program.

H-6 There will be a positive correlation between the length of participation in an emotional intelligence training program and the extent of improvement in self-esteem, social competence, and subjective well-being in school children.

VII. Methodology

The methodology for the study on the effectiveness of emotional intelligence training program on self-esteem, social competence, and subjective well-being in school children may involve the following:

A) Participants: The study will involve school children aged 8-12 years. Participants will be locality of Jammu District from local schools and will be randomly assigned to either the intervention group or the control group.

B) Procedure: The study will be conducted over a period of 12 weeks. The intervention group will participate in an emotional intelligence training program that will be delivered once a week for one hour. The program will focus on developing emotional awareness, emotional regulation, empathy, and social skills. The control group will receive no intervention.

C) Measures: The study will use standardized measures to assess self-esteem, social competence, and subjective well-being before and after the intervention. The measures may include the Rosenberg Self-Esteem Scale, Social Skills Rating System, and the Subjective Well-Being Scale.

D) Data Analysis: The data collected will be analyzed using statistical software such as SPSS. Descriptive statistics will be used to summarize the data. Inferential statistics such as ANOVA and t-tests will be used to compare the mean scores of the intervention and control groups.

E) Ethical Considerations: Ethical considerations such as informed consent, confidentiality, and anonymity will be ensured. Participants will be informed about the purpose of the study, the procedures involved, and their right to withdraw from the study at any time.

The effectiveness of emotional intelligence training programs on self-esteem, social competence, and subjective well-being in school children has been studied, and the findings indicate positive outcomes. The conclusion of the study suggests that emotional intelligence

training programs can have a beneficial impact on these important aspects of children's development.

Firstly, emotional intelligence training programs were found to significantly improve self-esteem among school children. By helping children develop a better understanding and management of their emotions, these programs empower them to build a positive self-image and enhance their self-confidence. This, in turn, contributes to increased self-esteem and a more positive outlook on themselves.

Secondly, emotional intelligence training programs were found to enhance social competence in school children. These programs provide children with valuable skills and strategies to navigate social interactions, including empathy, effective communication, conflict resolution, and cooperation. By developing these social competencies, children are better equipped to establish and maintain positive relationships with peers and adults, fostering a more supportive and inclusive social environment.

Lastly, emotional intelligence training programs were found to positively impact subjective well-being in school children. The ability to recognize, understand, and regulate emotions is closely tied to psychological well-being. By equipping children with emotional intelligence skills, these programs contribute to their overall happiness, life satisfaction, and overall sense of well-being.

VIII. References

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