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Effectiveness of Structure Teaching Programe on Knowledge Regarding Emotional Intelligence among Teenagers in Selected School

Virat Shankar Gore
HOD, Assistant Professor, Department of Mental Health Nursing, VM Patil College of Nursing, Akluj, Solapur, Maharashtra, India

Corresponding Author: **Virat Shankar Gore**

Abstract
Objectives
1. To assess pre-test knowledge score regarding emotional intelligence among teenagers in schools of selected areas.
2. To evaluate the effectiveness of structured teaching programme regarding emotional intelligence among teenagers in schools of selected areas.
3. To find out the association between pre-test knowledge score and demographic variables.

Keywords: Teaching, Emotional Intelligence, Teenagers, School

1. Introduction

Emotional intelligence is in the simple words refers to the ability to recognize and regulate emotions in ourselves and other to make effective decision. Emotional intelligence is considered to be one of the hottest Buzzwords in today's corporate worlds because it has overshadowed other less spectacular classicals psychological concept such as intelligence quotient and personality. Emotional Intelligence (EI) is the ability to identify feelings and apply knowledge about one's emotions and the emotions of others. Emotional Intelligence is not about being soft! EI is about acquiring the skills to manage your emotions. It's the ability to make in-the-moment choices with greater self-awareness, empathy and control, creating an impact with others that is more appreciated, understood and respected. Great divides can be bridged and strong connections made when you engage your feelings to make effective, responsive choices, not reactive or 'triggered' comments and behaviors. Emotional intelligence may be relatively new term not more than 25 years old but the root emotional intelligence can be found in Bhagavad Gita. There are several Emotional Intelligence models. The model substantial amount of attention paid to the subject of emotional intelligence (EI). Much debate has centred around referenced in Emotional Intelligence AT WORK™ is authored by Target Training International, Inc. (TTI) and is comprised of five basic competencies: Self-Awareness, Self-Regulation, Motivation, Empathy and Social Skills. The first three are intra-personal and occur internally. The latter two are inter-personal occurring between people, and are observable behaviors. The more evolved your intra-personal skills, the easier it is to master your inter-personal skills.

2. Review of Literature

Ciarrochi, Chan & Bajgar (2001) conducted a study on measuring emotional intelligence in adolescents. One hundred and thirty-one students (aged 13-15) completed a self-report measure of emotional intelligence (SEI) and it was found that emotional intelligence was reliably and validly measured in adolescents and was higher for females than males.
Miglani (2001) conducted a study to see the relationship of emotional intelligence to academic achievement of adolescents. The findings showed that there was no significant difference between emotional intelligence of male and female adolescents. A significant relationship between emotional intelligence and academic achievement was found.
James *et al.* (2002) conducted a study on emotional intelligence and academic success. The transition from high school to university was used as the context for examining the relationship between emotional intelligence and academic achievement. The study also revealed that academic success was strongly associated with several dimensions of emotional intelligence.

3. Material and Methods

The present study aimed at Effectiveness of structure teaching programme on knowledge regarding emotional intelligence among teenagers in selected schools'. For the present study Quantitative pre-experimental Descriptive Qualitative

Phenomenological design was used which is the category of pre -experimental research design in this study, the subjects consist of 100 Effectiveness of structure teaching programme regarding emotional intelligence among teenagers in schools of selected areas. who fulfilled the criteria laid down for the selection of the subjects the sample size is 100 in teenagers The sampling technique used in this study was Probability stratified random sampling technique.

Results: This chapter deals with the conclusion, implication of the study to nursing, recommendation for the future studies and data collected from 100 samples knowledge regarding emotional intelligence among teenagers in selected school. The data was collected by using structured questionnaires''. The study was conducted in school. The data analysis was done by descriptive and inferential statistics. The findings of the study are as follows; pre-test knowledge in 20% have average knowledge. after structure teaching programme where as it risen up to 80% during the posttest. The Comparison pretest and post-test average score sugar cane workers are 37.08. With p value 0.005. Here p value less than 0.05, shows significant difference in the pretest and posttest knowledge.

4. Organization of the Data
The collected data is tabulated, analyzed, organized and presented under the following headings.
Section I: Description of samples (teenagers) based on their personal characteristics.
Section II: Analysis of data related to the emotional intelligence among teenagers in selected schools.
Section III: Analysis of data related to emotional intelligence among teenagers in selected schools.
Section IV: Analysis of data related to association between emotional intelligence among teenagers and selected demographic variable.

Section I: Description of samples (teenagers) based on their personal characteristics.

Table 1: Description of samples (teenagers) based on their personal characteristics in term of frequency and percentages n=100

Demographic variable	Frequency	%
Age		
13 -15 years	50	50%
15-17 years	50	50%
Gender		
Male	54	54%
Female	46	46%
Religion		
Hindu	40	40%
Christian	27	27%
Muslim	33	33%
Other	0	0%
Type of family		
Joint	40	40%
Nuclear	34	34%
Extended	26	26%

50% of the teenagers had age 13-15 years and 50% of them had age 15-17 years.
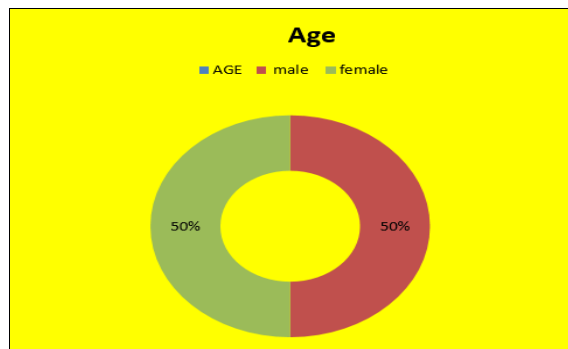
Fig 1

Table 2: Gender wise distribution of sample

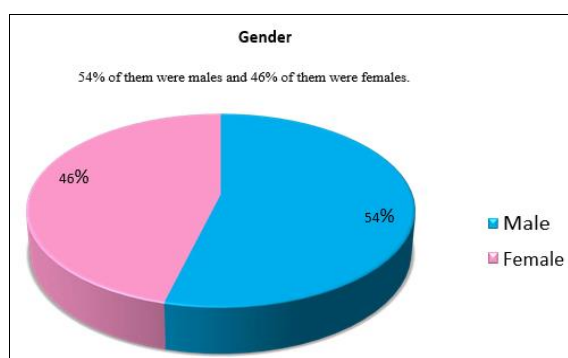| Gender	Freq	%
Male	54	54%
Female	46	46%

Fig 2: Gender wise distribution of sample

40% of them were Hindu, 27% of them were Christian and 33% of them were Muslim.
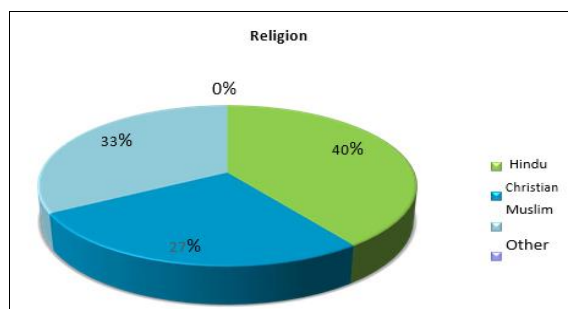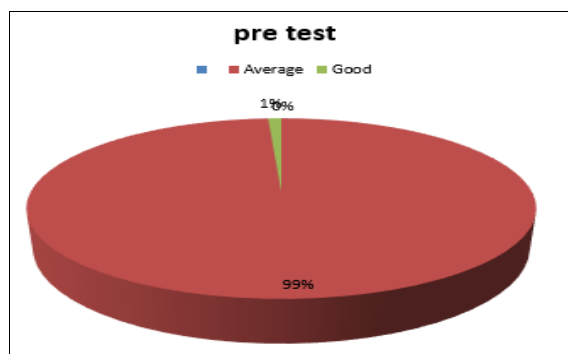

Fig 3

Fig 4

Section II: Analysis of data related to the emotional intelligence among teenagers in selected schools.

Table 3: Pretest knowledge score regarding emotional intelligence among teenagers in schools N=100

Knowledge	Pretest	
	Frequency	%
Poor (Score 0-10)	0	0%
Average (Score 11-20)	99	99%
Good (Score 21-30)	1	1%

In pretest, 99% of the teenagers had average knowledge (Score 11-20) and 1% of them had good knowledge (score 21-30) regarding emotional intelligence.

Section III: Analysis of data related to the effectiveness of structured teaching programme regarding emotional intelligence among teenagers in schools of selected areas.
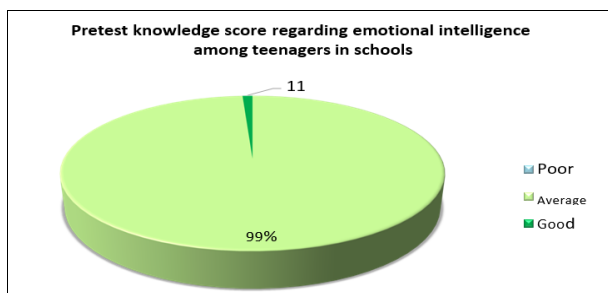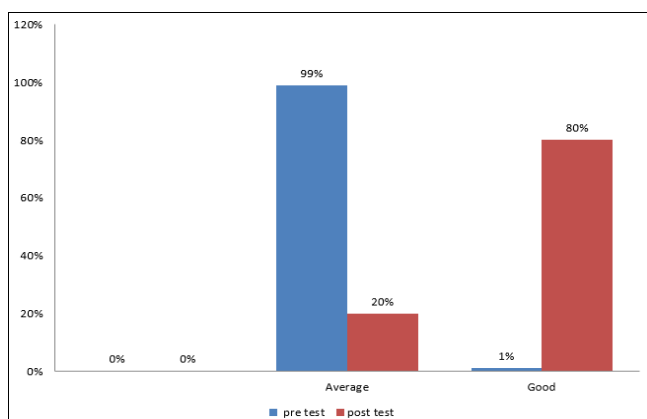

Fig 5: Pretest knowledge score regarding emotional intelligence among teenagers in schools

Table 4: Effectiveness of structured teaching programme regarding emotional intelligence among teenagers in schools of selected areas N=100

Knowledge	Pretest		Post test	
	Frequency	%	Frequency	%
Poor (Score 0-10)	0	0%	0	0%
Average (Score 11-20)	99	99%	20	20%
Good (Score 21-30)	1	1%	80	80%

In pretest, 99% of the teenagers had average knowledge (Score 11-20) and 1% of them had good knowledge (score 21-30) regarding emotional intelligence. In post-test, 20% of the teenagers had average knowledge (Score 11-20) and 80% of them had good knowledge (score 21-30) regarding emotional intelligence. This indicates that the knowledge among the teenagers improved remarkably after structured teaching program.
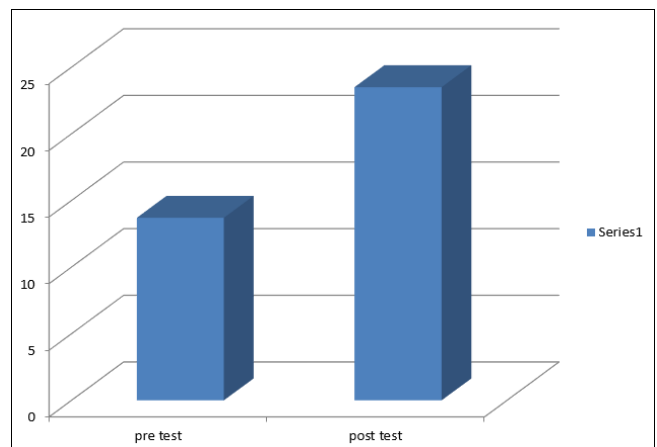

Graph 1

Table 5: Paired t-test for the effectiveness of structured teaching programme regarding emotional intelligence among teenagers in schools of selected areas N=100

	Mean	SD	T	df	p-value
Pretest	13.7	2.4	22.2	99	0.000
Posttest	23.5	3.2			

Researcher applied paired t-test for the effectiveness of structured teaching program regarding emotional intelligence among teenagers in schools of selected areas. Average knowledge score in pretest was 13.7 which increased to 23.5 in posttest. T-value for this test was 22.2 with 99 degrees of freedom. Corresponding p-value was small (less 0.05), null hypothesis is rejected. It is evident that the knowledge among the teenagers improved significantly after structured teaching program.

Graph 2: Average pre-test and post-test knowledge score regarding emotional intelligence among teenagers in schools

Section IV: Analysis of data related to the association between pre-test knowledge and demographic variables.

Table 6: Fisher's exact test for the association between pretest knowledge and demographic variables N=100

Demographic variable		Knowledge		p-value
		Average	Good	
Age	13 -15 years	49	1	1.000
	15-17 years	50	0	
Gender	Male	53	1	1.000
	Female	46	0	
Religion	Hindu	40	0	0.270
	Christian	26	1	
	Muslim	33	0	
Type of family	Joint	39	1	1.000
	Nuclear	34	0	
	Extended	26	0	

Since a e p-values are large (greater than 0.05), none of the demographic variables was found to have significant association with the knowledge among the teenagers regarding emotional intelligence.

5. References
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