

Emotional Intelligence in Seventh Grade Students

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CHAPTER 4-RESULTS

The purpose of this study was to determine how emotional intelligence could be developed in the seventh grade classroom through the use of S.P.A.R.K., a peer tutoring program including direct instruction in emotional intelligence skills. The emotional intelligence skills of respect, empathy, resolving conflict, responsibility and self-control were tested through a pre, mid and post survey.

Research Question

Can peer tutors trained in several aspects of emotional intelligence increase their emotional intelligence?

Guiding Questions for Gathering Data

How might peer tutoring be used to promote emotional intelligence? The researcher used a pre, mid and post survey to answer this question. A peer tutor open ended survey was also used for a more in depth understanding.

Data Analysis of Emotional Intelligence Survey

The researcher combined two questions for each figure. Questions one and two combined to give the general results of the emotional intelligence skill of respect, questions three and four combined to give the results in empathy, questions five and six discussed self-control, seven and eight combined to discuss responsibility and nine and ten dealt with conflict resolution. The scores were added together to create a total score

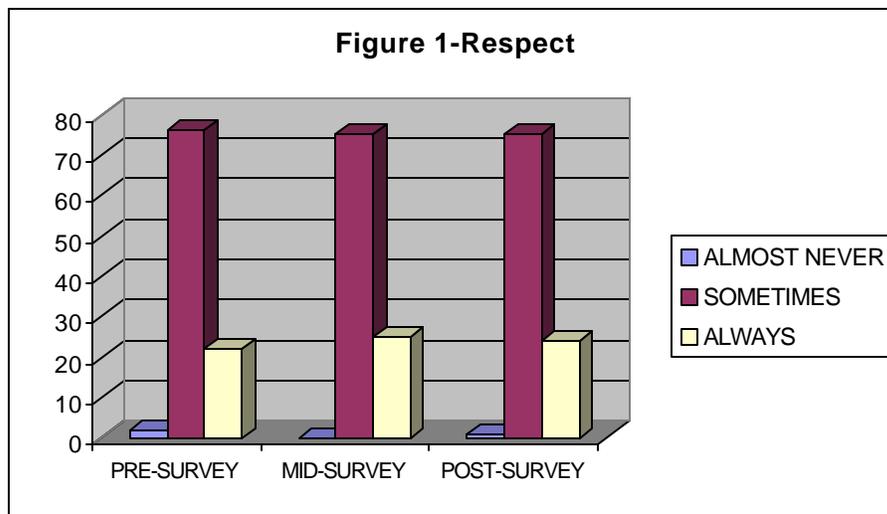
in each of the five areas. The information in the figures is in percentages (%) of students and in the table is the actual number (N) of students surveyed.

The control group which included all of the students in the seventh grade classroom with the exception of those that were being trained as tutor’s survey results is addressed here.

Question 1: Do I listen to others?

Question 2: Do I treat others the way I like to be treated?

The questions one and two dealt with respect. The survey results indicated that the students stayed consistent throughout the year in the emotional intelligence skill of respect which was expected since there was no influence in this group (Figure 1).

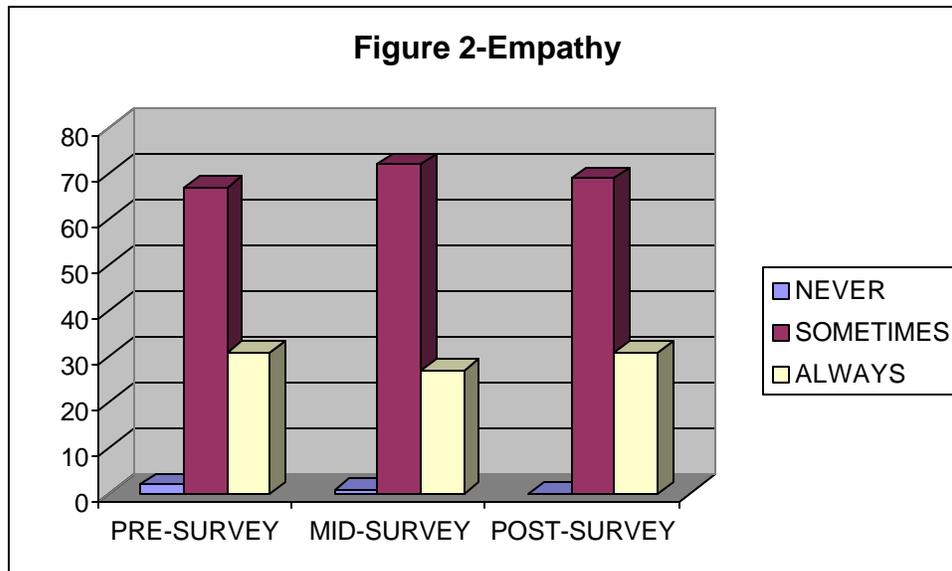


Number of Responses			
	Almost Never	Sometimes	Always
Pre-Survey	2	82	24
Mid-Survey	0	84	28
Post-Survey	1	82	26

Question 3: Do I show others I care about how I feel?

Question 4: Do I understand others people's feelings?

Empathy was the emotional intelligence attribute surveyed in questions three and four. The students showed very little change over the twenty-six week period of time (Figure 2).

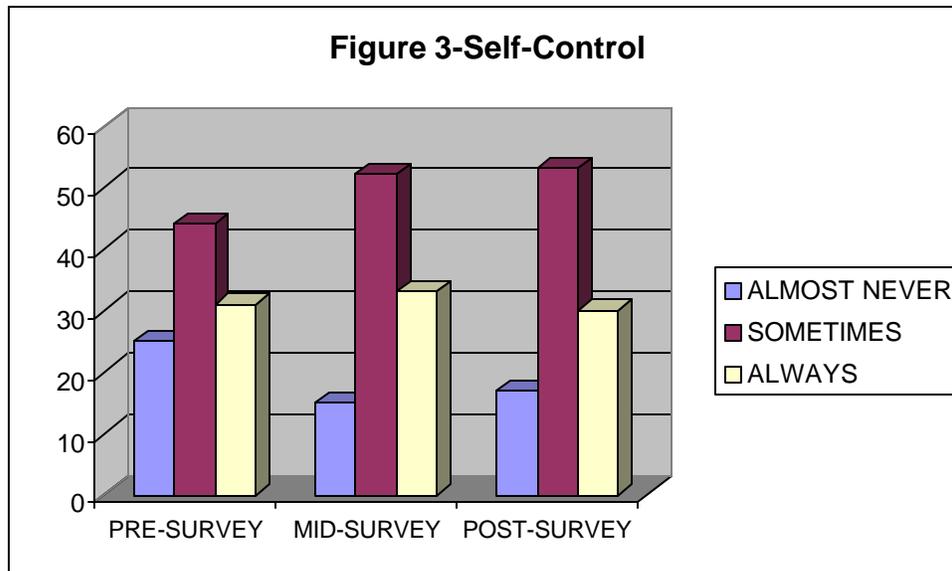


Number of Responses			
	Almost Never	Sometimes	Always
Pre-Survey	2	72	32
Mid-Survey	1	81	30
Post-Survey	0	76	34

Question 5: Do I keep my temper when I am upset?

Question 6: Do I stay in control when I am teased?

Questions five and six were dealing with student self-control. This was also consistent throughout the year on all three surveys with a slight amount of variation (Figure 3).

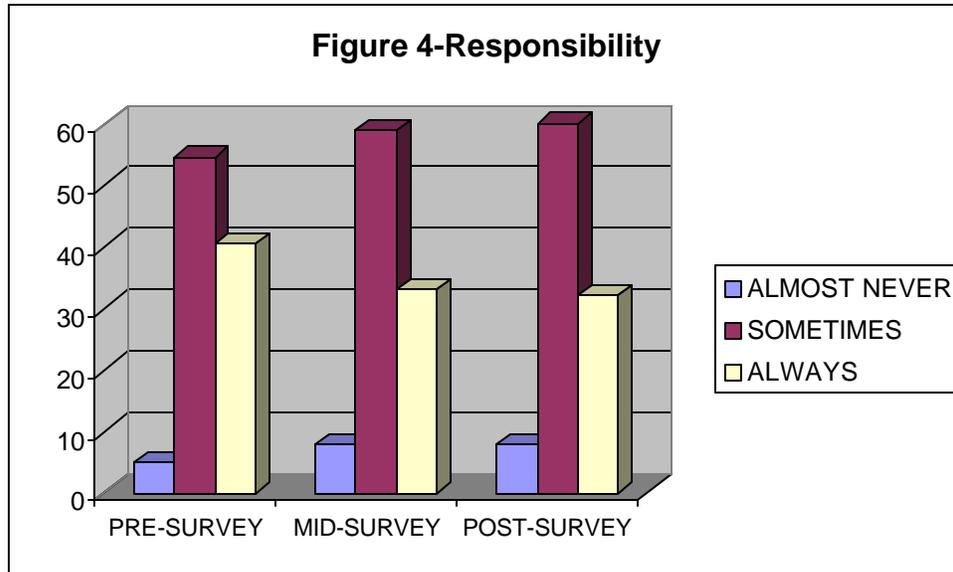


Number of Responses			
	Almost Never	Sometimes	Always
Pre-Survey	27	48	33
Mid-Survey	17	58	37
Post-Survey	19	58	33

Question 7: Do I avoid trouble situations?

Question 8: Do I accept what happens when I do something I shouldn't have done?

The data on questions seven and eight shows that the emotional intelligence skill of responsibility for the students dropped throughout the year so that it was down about nine percent in the always category from the start of the surveys to the end (Figure 4).

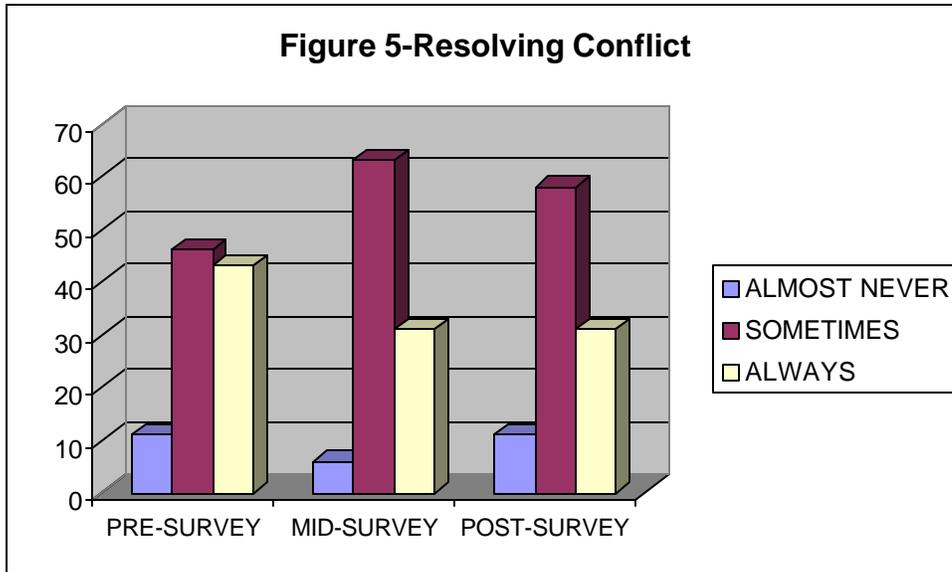


Number of Responses			
	Almost Never	Sometimes	Always
Pre-Survey	5	59	44
Mid-Survey	9	66	37
Post-Survey	9	66	35

Question 9: Do I deal with my anger in ways that others won't be hurt?

Question 10: Do I try to settle disagreements so everyone is happy?

The last two questions discussed the emotional intelligence attribute of resolving conflict. The results show that the students decreased 12 percent by the end of the twenty-six week period in conflict resolution under the always column (Figure 5).



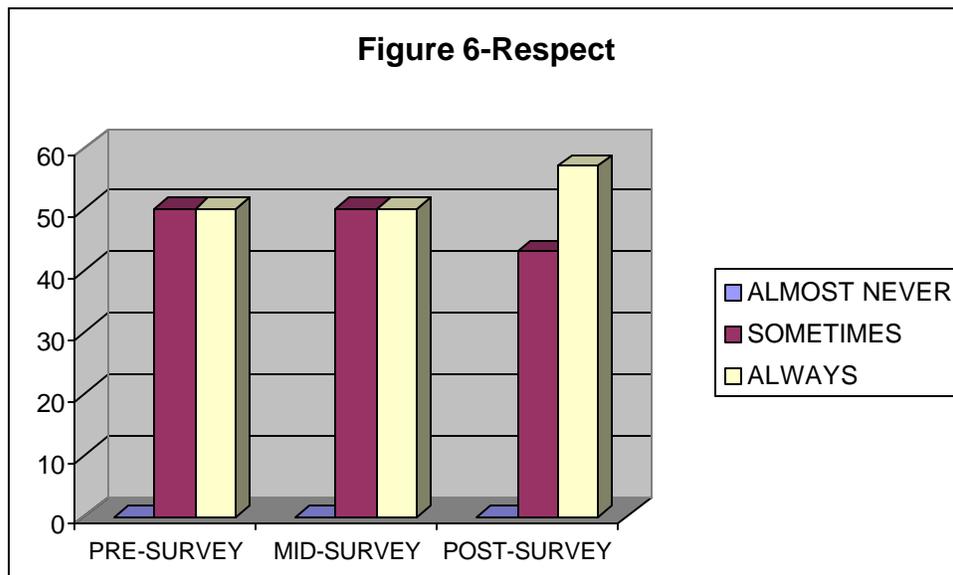
Number of Responses			
	Almost Never	Sometimes	Always
Pre-Survey	12	50	46
Mid-Survey	7	70	35
Post-Survey	12	64	34

The results of the pre, mid and post survey of the peer tutors are as follows.

Question 1: Do I listen to others?

Question 2: Do I treat others the way I like to be treated?

Questions one and two for the peer tutors showed a slight increase in respect by seven percent from the beginning of the school year to the end (Figure 6). This could be due to the number of tutors surveyed.



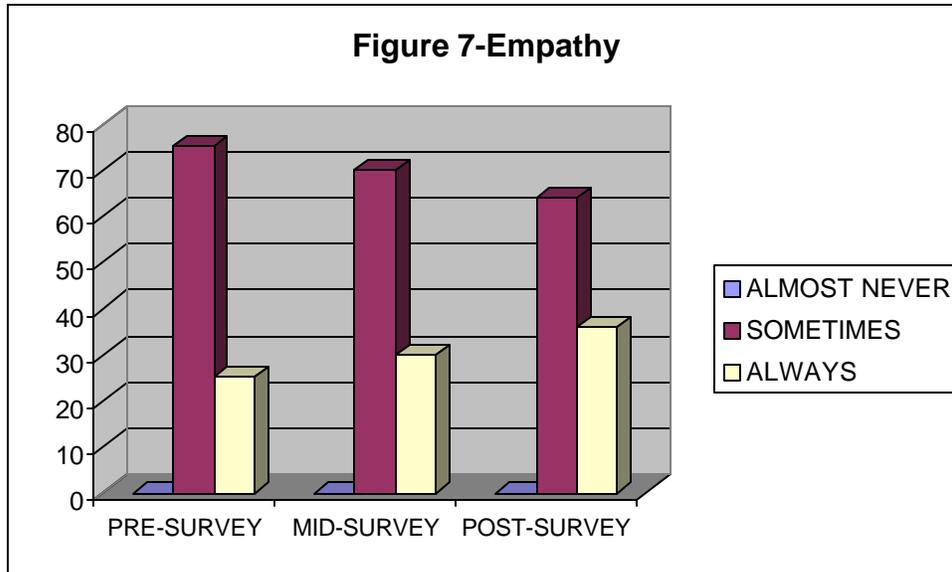
Number of Responses			
	Almost Never	Sometimes	Always
Pre-Survey	0	6	6
Mid-Survey	0	5	5
Post-Survey	0	6	8

Question 3: Do I show others I care about how they feel?

Question 4: Do I understand other people's feelings?

On questions three and four empathy was tested and an 11% increase in the “always” category was indicated from the start to the end of the surveys for the tutors (Figure 7).

This could have been the result of the number of tutors surveyed also.

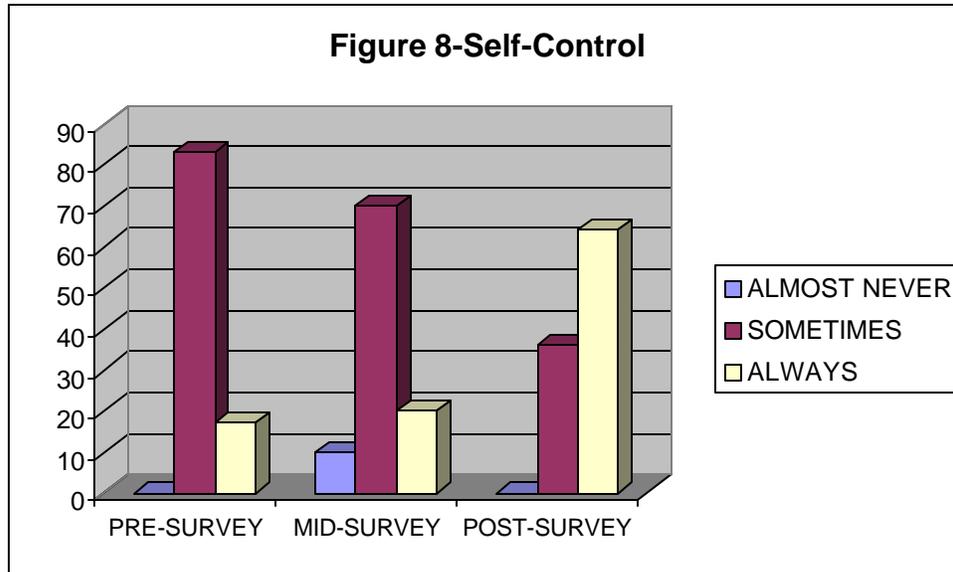


Number of Responses			
	Almost Never	Sometimes	Always
Pre-Survey	0	9	3
Mid-Survey	0	7	3
Post-Survey	0	9	5

Question 5: Do I keep my temper when I am upset?

Question 6: Do I stay in control when I am teased?

Self-control was the emotional intelligence attribute looked at in questions five and six. This increased from 17 to 64 percent from the “sometimes” column to the “always” column from the pre to the post survey (Figure 8).

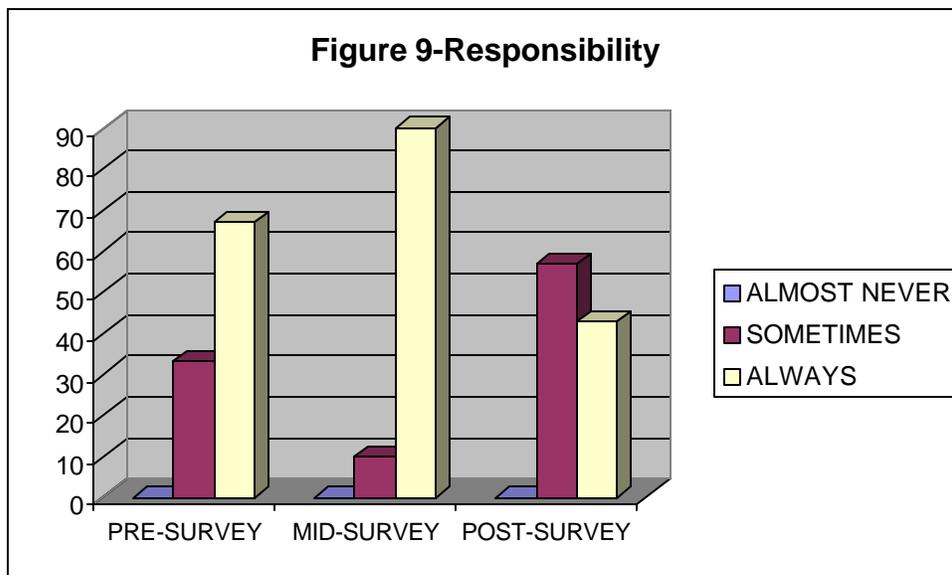


Number of Responses			
	Almost Never	Sometimes	Always
Pre-Survey	0	10	2
Mid-Survey	1	7	2
Post-Survey	0	5	9

Question 7: Do I avoid trouble situations?

Question 8: Do I accept what happens when I do something I shouldn't have done?

Responsibility was tested in the seventh and eighth questions of the survey. The tutors started out strong with 67% feeling they were always responsible, and it went up to 88 percent in the mid survey and then dropped dramatically in the post survey to 43% (Figure 9). Could the original score have been inflated at the start? Sixty-seven percent felt they were already responsible. Yet after the tutorial process, including the training and struggles with their training roles they had a different understanding of what responsibility was all about.

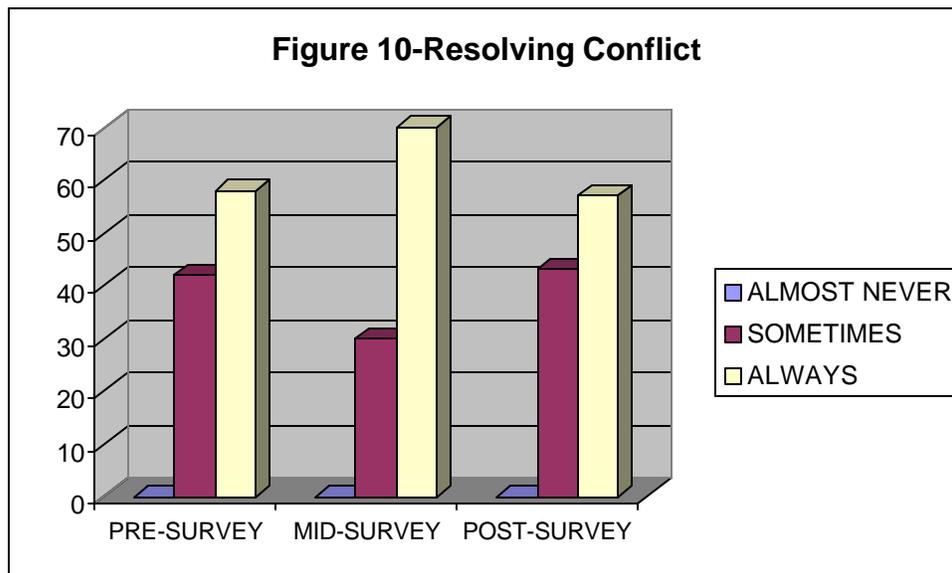


Number of Responses			
	Almost Never	Sometimes	Always
Pre-Survey	0	4	8
Mid-Survey	0	1	9
Post-Survey	0	8	6

Question 9: Do I deal with my anger in ways that others won't be hurt?

Question 10: Do I settle disagreements so everyone is happy?

Questions nine and ten dealt with resolving conflict. From the pre-survey to the mid there was an increase in resolving conflict but after twenty-six weeks that increase had evaporated and the tutors ended with 1% lower than when they started (Figure 10).



Number of Responses			
	Almost Never	Sometimes	Always
Pre-Survey	0	5	7
Mid-Survey	0	3	7
Post-Survey	0	6	8

Summary of the Emotional Intelligence Survey

In table 1 all figures are combined to show percentages of emotional intelligence in the control group and tutors.

Table 1

Pre-test/Post-test Emotional Intelligence Survey Results							
(In Percentages)							
		<i><u>TUTORS</u></i>			<i><u>CONTROL GROUP</u></i>		
		ALMOST NEVER	SOMETIMES	ALWAYS	ALMOST NEVER	SOMETIMES	ALWAYS
RESPECT	Pre	0	50	50	2	76	22
	Post	0	43	57	1	75	24
EMPATHY	Pre	0	75	25	2	67	31
	Post	0	64	36	0	69	31
SELF-CONTROL	Pre	0	83	17	25	44	31
	Post	0	36	64	17	53	30
RESPONSIBILITY	Pre	0	33	67	5	54.5	40.5
	Post	0	57	43	8	60	32
CONFLICT RESOLUTION	Pre	0	42	58	11	46	43
	Post	0	43	57	11	58	31

In summary, the students in the control groups' emotional intelligence were fairly constant over the period of time tested. The biggest variations of seven and eight percent were in area of responsibility and resolving conflict.

The tutors increased in four of the five emotional intelligence attributes.

The previous survey was better understood through the interview process.

The tutor open ended survey had the following results.

Question 1: What does respect have to do with peer tutoring?

Responses:

- You can't think you are better than anyone else.
- You have to respect the persons need to learn.
- You need to respect the person you tutor and they need to respect you too.
- You have to respect the privacy of the person you are tutoring.

Question 2: When was self-control important when tutoring?

Responses:

- When they would think they were right and you knew they weren't but they didn't believe you.
- You don't blow up in their face when they don't answer right.
- Yes, sometimes the person you are tutoring just doesn't get it and it drives you crazy. So you don't lash out and say like how can you not know this it is easy.
- If they don't get it self-control is so important.
- You can't get impatient or mad at your student.

Question 3: Empathy is being able to understand others by putting yourself in their shoes. Was this needed when tutoring? Explain.

Responses:

- When you find out they got an "F" you would not tell people.
- Of course, you cannot act like you are better than them. It just will not work.
- When someone has home problems it is necessary because then you can understand them.
- Yes, because you have to know how they are feeling to help them.
- Yes, I was getting impatient then I had to think what would it be like if I were the person being tutored.
- Yes, because she did not know her multiplication tables and I had to put myself in her shoes and find an easier way to teach them.

Question 4: What are the responsibilities of a peer tutor?

Responses:

- Being on time.
- Patient.
- Eager to teach.
- Give them your full attention.
- Being respectful.
- Do your job.
- Come prepared.
- Help the person learn more and yourself.

They are to teach in a friendly way.
Be kind.
To be there every day.

Question 5: Did you ever have to resolve a conflict while tutoring? How did you do that?

Responses:

No

Yes, I talked to the person and a teacher, then took it from there.

Yes, my tutored wouldn't show up, so I got someone else.

Summary of Open Ended Survey

The tutors expressed a need for respecting the students and their right to learn. They also felt as tutors they needed to be respected.

Self-control was very important when the student they worked with did not understand the concepts they were working on. To stop yourself from saying something that expressed your frustration was very important to the relationship.

Empathy had a wide range of answers including privacy rights concerning home life and grades. The tutor had to know how the student was feeling to help them which may include changing your teaching approach.

Many responsibilities were listed. Being eager, friendly, prompt and prepared were important along with giving the student your full attention. One student also felt the need to help the student learn more. Students also said they learned more by being a tutor.

Conflict resolution strategies were used by several tutors. The tutors that had issues talked to the researcher and either worked things out or had the tutor/student relationship terminated.

CHAPTER 5-CONCLUSIONS

The purpose of this study was to look at the information from the surveys to find out if emotional intelligence improved over the given period of time in seventh grade peer tutors. Peer tutoring was the method used to begin improving the emotional intelligence capacity of seventh grade students. This study was an action research project. In this chapter the researcher drew conclusions from the data, sighted possible reasons for those conclusions and compared the results to other research done.

Discussion of Findings

The control group was fairly constant over the twenty-six week period in all of the emotional intelligence competencies. This was expected since there was no direct teaching of emotional intelligence with the students. Some variation is normal due to the changes in other variables in their world.

The tutors showed little variation from the start of the testing to the end of the twenty-six week period in the area of resolving conflict. The tutors sighted few conflicts after the twenty-six week period. Most problems had been worked out over the course of time or if not the tutor-student relationship was terminated and the tutor was reassigned to another student. However, the researcher plans to teach more conflict resolution strategies to the students as the tutoring process unfolds. Having real examples of conflicts to use in the training would be beneficial. Next year, I will have access to the tutors during their study hall. This will allow more training and support to occur.

In the emotional intelligence survey the students noted that respect showed little change over the twenty-six week period. Some tutors who were interviewed felt that

respect was a significant element. They needed to develop a relationship based on respect and this appeared to have been well established by the end of the research period.

The emotional intelligence survey illustrated that the emotional intelligence skill of self-control increased in the “always” category by forty-seven percent over the twenty-six week period. Tutors that responded to the open ended survey indicated that self-control was difficult to maintain because it would have been easier to just give an answer than to help the student work their way through it. They reported they experienced frustration allowing the student to come to their own answer. For example one student when asked when self-control was important said, “So you don’t lash out and say like how can you not know this, it is easy.” According to the survey results the students felt they became better at dealing with self-control.

Responsibility increased significantly with the mid survey and then ended up where it started after the twenty-six week period. It is not clear why this change occurred. There could be several possible scenarios. For example, there is the possibility that at the end of the year attitudes and expectation can play a role in their level of perceived responsibility. Some tutors reported in the open ended survey that there were many aspects to the responsibility including showing up on time, getting their own work done on time, being there when the student needed them and helping the student improve their grades. A student also said, “If she would come to school I could help her.” This showed the responsibility the tutor felt toward the student. Another explanation might be that the tutors may have adjusted to their responsibilities and then found them insignificant. More research would need to be done here.

Empathy increased in the emotional intelligence survey and the tutors indicated that they tried to put themselves in the student's shoes as far as grades and the students' home life was concerned. One student even said, "I struggled in a class too and remembered how I felt, so I tried to keep that in mind when I worked with my student."

Summary

In conclusion, the researcher felt that the peer tutors did overall increase in emotional intelligence. The area that improved the most over the twenty six week period was self-control. Empathy and respect also increased slightly. Responsibility dropped and conflict resolution stayed about the same.

The researcher found the program to be an asset to the school. The program was so successful that the tutors could not handle the number of students requesting help. A second training for 27 additional tutors was done second semester. The tutors were included in the second training session for the new tutors which gave the new tutors more insight. The researcher observed that the original tutor's presentation was a key element in the training. New tutors listened hard and asked many questions during the session.

The results have left the researcher with an awareness of how much emotional intelligence can be influenced through the peer-tutoring program. The data made the researcher aware of how important emotional intelligence skills are in the peer tutoring process.

A teacher survey was also conducted by the researcher and there was overwhelming support from peers to continue the program. Many comments were made on the improved academic success of the students.

Recommendations include:

1. More time to provide direct emotional intelligence instruction in the initial tutor training.
2. Continue to include peer tutors in the training process of the new peer tutors.
3. Expand direct instruction of emotional intelligence to my classroom. This may begin with those being tutored as well as the tutors.
4. Continue to study the attitudes of peer tutors being trained in order to maximize the continued success of the developing program at Amery.

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APPENDIX A
PRE, MID AND POST SURVEY ON EMOTIONAL INTELLIGENCE
DATE _____

Please check all of the following that apply:
Peer tutor _____ Grade 7 _____

Directions: Each of the questions will ask about how well you do something. Please answer the way you usually feel about these questions. There is no right or wrong answers.

- | | | | |
|--|--------------|-----------|--------|
| 1. Do I listen to others? | almost never | sometimes | always |
| 2. Do I treat others the way I like to be treated? | almost never | sometimes | always |
| 3. Do I show others I care about how they feel? | almost never | sometimes | always |
| 4. Do I understand other people's feelings? | almost never | sometimes | always |
| 5. Do I keep my temper when I am upset? | almost never | sometimes | always |
| 6. Do I stay in control when I am teased? | almost never | sometimes | always |
| 7. Do I avoid trouble situations? | almost never | sometimes | always |
| 8. Do I accept what happens when I do something I shouldn't have done? | almost never | sometimes | always |
| 9. Do I deal with my anger in ways that others won't be hurt? | almost never | sometimes | always |
| 10. Do I try to settle disagreements so everyone is happy? | almost never | sometimes | always |

APPENDIX B

PEER TUTORING OPEN ENDED SURVEY

First Semester Tutor _____ Second Semester Tutor _____

Grade 7 _____ Grade 8 _____

1. What does respect have to do with peer tutoring?
2. When was self-control important when tutoring?
3. Empathy is being able to understand others by putting yourself in their shoes. Was this needed when tutoring? Explain.
4. What are the responsibilities of a peer tutor?
5. Did you ever have to resolve a conflict while tutoring? How did you do that?