The Impact of an Educational Program on Developing Emotional Intelligence Among Primary School Students

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Abstract This study aimed to measure the impact of an educational program on developing emotional intelligence skills among fifth-grade primary school students in several mixed-gender schools in Baghdad. The research adopted the experimental scientific method, utilizing a pre-test and post-test design for two groups. The sample was randomly selected from a research population of 150 students, with 100 students chosen as the study sample. These students were divided into two equal groups: a control group (50 students) and an experimental group (50 students). The educational program was designed based on free dialogue, storytelling, as well as games and activities that help children understand and develop emotional intelligence skills in a smooth and constructive manner. The program was implemented over a period of 12 weeks, from March 1, 2024, to June 1, 2024, exclusively for the experimental group. Daniel Goleman's 2002 emotional intelligence model was used as a measurement tool, as it is suitable for the age group of the study sample. The results indicated statistically significant differences between the mean scores of the experimental and control groups in the pre-test and post-test, demonstrating the clear impact of the program on the experimental group. Additionally, the results showed no statistically significant differences between male and female students within the experimental group. The researcher recommends adopting the program in primary schools and suggests organizing training courses for primary school teachers on intelligence development in children. Furthermore, the researcher proposes integrating intelligence development into teacher guides and increasing activities that focus on enhancing cognitive abilities.

Keywords: Emotional Intelligence, Educational Program, Children

1. INTRODUCTION

In today's world, emotional intelligence is considered a crucial factor in enhancing children's academic and social abilities, as it helps them better adapt to daily challenges. Despite the growing interest in this field, there is a clear lack of educational programs specifically designed for primary school children, a group that can significantly benefit from the development of these skills. Therefore, this study aims to introduce a practical, scientifically based training program for developing emotional intelligence, focusing on key variables such as self-awareness, empathy, and emotional regulation.

Emotional intelligence is defined as the ability to recognize, understand, and effectively manage one's own emotions and those of others (Goleman, 1995). Research indicates that emotional intelligence plays a fundamental role in fostering academic, professional, and social success (Mayer et al., 2008), as it helps children improve their academic performance, strengthen their social relationships, and build strong personalities capable of handling problems effectively.

The impact of emotional intelligence extends beyond academic performance to include the development of essential life skills. Children with high emotional intelligence levels are better equipped to cope with stress, resolve conflicts, and communicate effectively (Zeidner et al., 2009). Additionally, they demonstrate greater empathy towards others, fostering positive social relationships (Denham et al., 2012). Studies suggest that children who receive education that enhances emotional intelligence show improvements in problem-solving skills and critical thinking (Rivers et al., 2012). These skills are essential in preparing them to face future challenges, both academically and personally.

In the realm of primary education, children's emotional and social development is one of the most significant factors influencing the enhancement of their life skills. Children who learn to regulate and properly direct their emotions tend to exhibit better academic performance and more positive social interactions (Brackett et al., 2011). This highlights the importance of designing effective educational programs that contribute to fostering these skills from an early age, positively impacting their future trajectory.

These programs focus on developing essential skills such as self-awareness, emotional regulation, and empathy, which are crucial for both social and academic success. Recent research indicates that children who participate in emotional intelligence programs tend to improve their interactions with others and increase their concentration in studies, leading to better academic performance (Zölitz, 2023). For example, programs such as *PATHS* (Promoting Alternative Thinking Strategies) have proven effective in enhancing children's ability to control their behavior and develop decision-making skills. Studies suggest that such programs contribute to long-term academic improvement and even increase their chances of pursuing higher education (Greenberg et al., 2023).

Moreover, research has emphasized the importance of integrating emotional intelligence into education, as it fosters a supportive learning environment that enhances student engagement and participation in the learning process. This underscores the need to develop educational strategies that focus on nurturing children's emotional intelligence from an early stage, thereby preparing a generation capable of facing contemporary challenges with confidence and efficiency.

Previous Studies

1. Al-Subai's Study on the Effectiveness of Storytelling as an Approach to Developing Emotional Intelligence in Kindergarten Children (2008)

This study aimed to assess the impact of using storytelling as a method for developing emotional intelligence in kindergarten children aged 6–7 years. It focused on key dimensions of emotional intelligence, including self-awareness, emotional regulation, understanding emotions, and fostering empathy. The study employed a quasi-experimental approach with a sample of 60 children, divided into two groups: an experimental group that received a program based on storytelling and a control group that did not receive any intervention.

The results showed that the experimental group outperformed the control group in all dimensions of emotional intelligence following the program's implementation. The study confirmed the effectiveness of storytelling as an engaging and impactful educational tool for enhancing children's emotional and social development. Additionally, it recommended integrating emotional intelligence-related activities, such as storytelling, into kindergarten curricula due to their positive role in improving children's self-adjustment and social interactions.

2. Al-Subai's Study (2021): A Training Program for Developing Emotional Intelligence to Improve Quality of Life and Reduce Psychological Loneliness Among First-Stage Primary School Students with Reading Difficulties

This study aimed to evaluate the effectiveness of a training program for developing emotional intelligence in improving quality of life and reducing feelings of psychological loneliness among first-stage primary school female students with reading difficulties. The study adopted a quasi-experimental design with a sample of 20 fifth-grade students, who were divided into two groups: an experimental group that received the training program and a control group that did not undergo any intervention.

To assess the outcomes, the study utilized a Quality of Life Scale and a Psychological Loneliness Scale. The results revealed statistically significant differences between the pre-test and post-test scores of the experimental group, indicating the program's effectiveness in enhancing quality of life and reducing psychological loneliness among students with reading difficulties. The study recommended integrating emotional intelligence programs into educational curricula to improve children's psychological and social well-being.

3. Dr. Khalid Awad Abdullah Moanis' Study (2021): The Effectiveness of a Counseling Program in Developing Emotional Creativity Skills Among Primary School Teachers in the Central Governorate, Gaza

This study aimed to evaluate the impact of a counseling program designed to develop emotional creativity skills among primary school teachers. The study employed a quasi-experimental approach, involving a sample of 40 teachers divided into two groups: an experimental group that underwent a 12-session counseling program and a control group that received no intervention.

A standardized scale was used to measure emotional creativity before and after implementing the program. The results indicated statistically significant differences between the two groups in favor of the experimental group, with the program's effects persisting even after a six-week follow-up period.

The study recommended extending the application of this program to other teachers in diverse educational settings to further enhance their emotional creativity skills and emotional well-being.

4. Mohamed and Gouda's Study (2021): A Proposed Program Using Recreational Games to Develop Emotional Intelligence in Preschool Children

This study aimed to evaluate the effectiveness of a recreational game-based program in developing emotional intelligence among children aged 5–6 years. The study employed an experimental design with a single group and pre-test/post-test measurements. The sample consisted of 18 children from Al-Fayrouz Language Nursery in Dakahlia Governorate.

The results indicated that the recreational program was effective in enhancing various dimensions of emotional intelligence, including self-awareness, understanding others, emotional appreciation, and flexible social interactions.

The study recommended integrating recreational activities as a fundamental part of educational curricula to improve children's emotional and psychological development, along with providing the necessary resources to support these activities.

5. Hj & Patimah's Study (2023): Curriculum Management and Emotional Intelligence in Enhancing Learning Quality in Primary Schools

This study aimed to analyze the relationship between curriculum management and emotional intelligence and their role in enhancing the quality of education. The research adopted a qualitative methodology, employing thematic analysis of academic references published in

scientific databases such as *Scopus*, *Emerald*, and *Google Scholar*. A total of 15 scholarly articles were analyzed.

The findings indicated that curriculum management contributes to creating a positive and effective learning environment, while emotional intelligence enhances individuals' ability to regulate emotions and interact effectively with others. Moreover, the study confirmed that integrating curriculum management with emotional intelligence improves educational quality by increasing student motivation, fostering social skills, and enhancing the overall learning process.

The study recommended fostering emotional intelligence among both teachers and students, developing curricula to incorporate elements that promote emotional intelligence, and conducting further applied studies to explore the link between curriculum management and emotional intelligence.

6. Meryem Özdemir Cihan & Mücahit Dilekmen's Study (2024): Emotional Intelligence Training for Pre-Service Primary School Teachers – A Mixed-Methods Study

This study aimed to design a training program to develop emotional intelligence among pre-service primary school teachers by integrating social and emotional learning into the educational process. The study adopted a mixed-methods approach, employing a quasi-experimental design to compare an experimental and a control group in the quantitative phase, along with an evaluative case study in the qualitative phase.

The sample consisted of 73 students from the Faculty of Education at a Turkish university, and the training program was implemented over a 10-week period. The results indicated that the training program effectively enhanced emotional intelligence levels in the experimental group compared to the control group. Additionally, qualitative data from interviews and daily journals supported these findings, highlighting increased self-awareness, improved emotional regulation, and enhanced social skills.

The study recommended incorporating emotional intelligence development programs into teacher education curricula and designing additional training programs to further strengthen teachers' emotional and social competencies at various educational levels.

7. Evgenia Gkintoni, Constantinos Halkiopoulos, Ioannis Dimakos & Georgios Nikolaou's Study (2023): Emotional Intelligence as an Indicator of Effective Academic Achievement in the School Environment – A Comprehensive Conceptual Analysis

This study aimed to explore the relationship between emotional intelligence and academic achievement in the school context. The research adopted a comprehensive systematic review

approach, analyzing 64 studies from databases such as *Scopus*, *PsycINFO*, and *PubMed*. The study examined the impact of emotional intelligence on students' academic performance, as well as its influence on the development of social skills, emotional awareness, and emotion regulation.

The findings indicated that emotional intelligence is not merely an additional skill but a fundamental component that enhances the educational environment and strengthens relationships between students and teachers. The study recommended incorporating training programs aimed at fostering emotional intelligence within educational curricula to improve both academic achievement and social skills.

8. Adane Hailu Herut, Habtamu Disassa Muleta & Mulugeta Fufa Lebeta's Study (2024): Emotional Intelligence as an Indicator of Children's Academic Achievement – Evidence from Primary Schools in Southern Ethiopia

This study aimed to examine the relationship between emotional intelligence and academic achievement among primary school students. The *Goleman Emotional Intelligence Scale* was used to assess 444 students through a quantitative methodology, employing multivariate statistical analysis.

The results indicated that key components of emotional intelligence—such as self-regulation, self-awareness, empathy, and motivation—had a significant impact on academic achievement. Additionally, demographic factors such as gender and age were observed to influence academic performance.

The study recommended incorporating training programs to enhance emotional intelligence within school curricula and raising awareness among teachers and parents about its importance in supporting children's holistic development and achieving sustainable academic success.

Similarities and Differences Among Previous Studies

Previous studies, both Arabic and international, have primarily focused on emotional intelligence as a fundamental skill that can be developed to enhance academic and social aspects. Your study aligns with these studies in targeting emotional intelligence as a central theme and employing a quasi-experimental methodology to evaluate the effectiveness of training programs.

Many studies, such as *Al-Subai's Study (2008)* and *Meryem Özdemir Cihan & Mücahit Dilekmen's Study (2024)*, have emphasized improving quality of life and developing social skills through specific training programs. This aligns with your study if its goal is to enhance emotional and social aspects.

Regarding the target sample, some studies have focused on children, such as *Al-Subai's Study (2008)* and *Mohamed & Gouda's Study (2021)*, while others have concentrated on teachers, such as *Dr. Khalid Moanis' Study (2021)* and *Meryem Özdemir Cihan & Mücahit Dilekmen's Study (2024)*. This distinction may differ from your study depending on the specific population it aims to examine.

Your study also differs from previous research in the type of intervention used. Some studies employed storytelling as an educational tool, such as *Al-Subai's Study (2008)*, while others utilized recreational games, like *Mohamed & Gouda's Study (2021)*. Additionally, international studies, such as *Adane Hailu Herut & Habtamu Disassa Muleta's Study (2024)*, were conducted in different geographical and cultural contexts, such as Ethiopia, which distinguishes your study if it is conducted in an Arab setting.

Thus, despite similarities in general objectives and methodologies, this study remains unique due to its specific details regarding the target group, tools used, and intervention methods. These distinctions contribute to enriching scientific knowledge on emotional intelligence within its specific context.

Research Questions

1. What is the impact of a specially designed educational program for children aged 9–10.5 years on developing emotional intelligence dimensions, including self-awareness, self-regulation, motivation, empathy, and social skills among primary school students?

2. How does gender (male vs. female) influence the dimensions of emotional intelligence among children aged 9–10.5 years in primary school?

Research Significance

This study holds significant importance in various aspects related to education and the personal development of primary school children. Below are the key academic and practical contributions of the research:

1. **Enhancing Children's Personal Growth**
   o The proposed program contributes to the development of children's emotional skills, helping them understand their emotions and interact positively with others. The ability to manage emotions is essential for building a well-balanced personality capable of adapting to different life situations. Furthermore, children with higher emotional intelligence tend to perform better academically.

2. **Developing Social Skills**

o   Emotional intelligence enhances children's ability to build healthy social relationships, supporting their capacity for teamwork and collaboration. These social skills are essential for their success in both academic and social environments (Denham et al., 2012).

3. **Contributing to Educational Research**

o   This study provides a scientific framework for developing innovative educational programs focused on emotional intelligence, addressing a gap in the existing literature, which lacks sufficient applied studies in this field. Additionally, the research can serve as a reference for future studies exploring the impact of emotional intelligence on children.

4. **Guiding Educational Policies**

o   The findings of this study may help policymakers in education integrate emotional intelligence into school curricula, promoting a more comprehensive and holistic approach to learning.

5. **Responding to Societal Needs**

o   This research addresses a growing societal need for developing children who can effectively navigate various social and emotional challenges. Emotional intelligence serves as a crucial tool in preparing children to succeed in an increasingly complex and dynamic world.

By addressing these aspects, the study emerges as a significant contribution to improving primary education and fostering essential life skills in children, ultimately enhancing their ability to face future challenges with confidence and efficiency

Research Objective

Through this study, we aim to measure the impact of the educational program on children's emotional intelligence levels and provide a model that can be applied in various schools to achieve optimal results in developing these essential skills.

Main Hypotheses of the Study

1. **First Hypothesis:** There are no statistically significant differences between the pre-test and post-test mean scores of the control group in emotional skills, as measured by the Emotional Intelligence Scale.

2. **Second Hypothesis:** There are statistically significant differences between the mean scores of children in the experimental and control groups on the Emotional Intelligence Test after implementing the program, in favor of the experimental group.

3. **Third Hypothesis:** There are statistically significant differences between the post-test mean scores of the control and experimental groups in emotional intelligence skills, in favor of the experimental group, as measured by the Emotional Intelligence Scale.

4. **Fourth Hypothesis:** There are statistically significant differences between the pre-test and post-test mean scores of the experimental group in emotional and social skills, in favor of the post-test, according to the results of the Emotional and Social Skills Scale.

5. **Fifth Hypothesis:** There are statistically significant differences between the mean scores of male and female children in the experimental group after the implementation of the program.

2. THEORETICAL FRAMEWORK

Emotional Intelligence

The term *emotional intelligence* first emerged in 1986 through Wayne Payne's doctoral dissertation, *A Study of Emotion: Developing Emotional Intelligence; Self-Integration, Relating to Fear, Pain, and Desire.*

Through a review of previous studies, many psychology researchers have preferred the term *emotion* over *feeling*, as noted by Wierzbicka (1999:2), who argued that *emotion* appears to be more objective than *feeling*. He explained that, from a scientific and logical perspective, it is much easier to analyze what is objective rather than what is subjective, such as feelings. Based on this understanding, emotional intelligence theory is rooted in the concept of intelligence, which represents a fusion of cognition and rationality, combined with emotions that integrate thought with affective aspects. This perspective allows for the measurement and assessment of emotions as a form of intelligence, emphasizing the importance of managing and regulating emotions in an individual's life (Dolev & Cook, 2006:17).

Bar-On (2000) defines emotional intelligence as a set of skills and abilities that enable individuals to navigate various aspects of life, whether in professional settings or daily activities. It also involves the ability to interact successfully with others despite differences in emotions and social environments, as well as to effectively manage the pressures that arise from such interactions. Moreover, individuals with high emotional intelligence can positively influence their surroundings, leading to a greater sense of happiness in their activities and relationships (Bar-On, 2000:2).

However, the widespread recognition of the concept of emotional intelligence is attributed to the psychologist and neuroscientist *Daniel Goleman*, who popularized the term in his book

Emotional Intelligence: Why It Can Matter More Than IQ? In this work, he compiled various studies that examined the impact of brain centers on an individual's emotions, performance, and relationships with others (Ben Gharbal & Saïda, 2015:57).

- **Goleman (1995)** defined emotional intelligence as the ability to perceive emotions, understand and recognize the emotions of others, and regulate and develop emotional growth through self-awareness, emotion management, motivation, empathy, and social skills.

- **Bar-On (1997)** described it as an individual's ability to cope with daily environmental challenges and as a factor that predicts success in professional and personal endeavors.

- **Mayer & Salovey (2000)** defined emotional intelligence as a set of abilities that enable individuals to monitor their own emotions and those of others, express and differentiate between them, and use this information to guide thinking and self-regulation.

Based on these varying perspectives from different theorists, the research viewpoint emphasizes the importance of focusing on the emotional and affective aspects of individuals. These aspects serve as essential mechanisms for adapting to modern challenges, influencing both personality and general behavior, as well as shaping thought processes in particular.

The Importance of Enhancing Emotional Intelligence in Children

Emotional intelligence significantly influences various aspects of a child's life and personality, particularly as they grow older. The importance of fostering emotional intelligence in children lies in the following aspects:

- **Academic Performance Improvement:** Children who can understand and manage their emotions effectively demonstrate noticeable academic progress, as higher emotional intelligence is linked to increased cognitive abilities (*Ben Amour, 2016:46*).

- **Developing a Strong Personality:** Emotional intelligence helps children regulate their emotions, enabling them to make sound decisions and think more critically as they mature.

- **Fearless Emotional Expression:** Emotionally intelligent children can express their feelings without fear or anxiety, allowing them to communicate effectively in various situations (*Samira Bouznad, 2022:304*).

- **Boosting Self-Confidence:** Children with strong emotional intelligence develop greater self-confidence, which positively shapes their personality and enhances their social interactions.

- **Maintaining Mental Health:** Emotional intelligence supports a child's mental well-being by enabling them to express negative emotions such as sadness, anger, anxiety, and shyness in a timely manner.

- **Strengthening Parent-Child Bonds:** Fostering emotional intelligence nurtures a sense of connection and participation between children and their parents, helping them grow up in a healthy and supportive environment.

- **Promoting Acceptance and Reducing Bullying:** Teaching children to respect others' emotions fosters acceptance and plays a crucial role in reducing bullying, a widespread issue among children.

Recent neuroscience research highlights the pivotal role of emotional well-being in the learning process, serving as a foundation for academic success. Studies have demonstrated that emotional intelligence is a stronger predictor of future success than traditional cognitive abilities, such as IQ. As a result, global interest in emotional intelligence within educational fields has increased, given its role in shaping students' personalities, enhancing academic performance, and improving adaptability to their environment.

Moreover, emotional intelligence is closely linked to success across various life domains by strengthening social skills and interpersonal relationships. Numerous studies emphasize the importance of emotional intelligence in enriching the concept of human intelligence and its contribution to developing self-awareness and social interactions. This, in turn, enables individuals to achieve balance and adapt to environmental changes (*Shahrzad et al., 2014:24*).

Dimensions of Emotional Intelligence

The classification of emotional intelligence dimensions varies among researchers, reflecting their interpretations and understanding of the concept. **Goleman (1995)** defines emotional intelligence as *"our ability to recognize our own emotions and those of others, motivate ourselves, and manage our emotions and relationships effectively."*

Based on this definition, emotional intelligence consists of five key dimensions:

1. **Self-Awareness**

   Self-awareness serves as the foundation for self-confidence, requiring individuals to recognize their strengths and weaknesses and use this knowledge as a reference for decision-making. Therefore, it is essential for children to learn vocabulary related to different emotions from an early age and understand the reasons behind these emotions.

2. **Emotional Regulation**

   Emotional regulation refers to how individuals manage negative emotions that affect and disturb them. According to *Robinson & Scott (2000)*, this regulation is fundamental to emotional intelligence. It includes the ability to endure emotional distress caused by life

circumstances and maintain balance in handling various situations. All emotions carry value and significance in our lives—without emotions, life would become stagnant. Controlling and monitoring negative emotions is key to maintaining sound mental health (*Hassouna et al., 2001*).

3. **Motivation**

Motivation is one of the most crucial dimensions of emotional intelligence, representing the ability to progress and strive toward achieving goals. *Robinson & Scott (2000)* and *Shapiro (2005)* argue that **hope and optimism** are essential components of motivation, reflecting a tendency to focus on the positive aspects of events and expect favorable outcomes. Studies indicate that teaching children optimism helps combat depression and makes them more successful in school compared to pessimistic children. Additionally, hope enables individuals to set clear goals, work through structured steps to achieve them, and remain committed to enthusiasm and perseverance.

4. **Cognitive Empathy (Perspective-Taking)**

Cognitive empathy refers to the ability to recognize others' emotions through facial expressions or vocal tones, without necessarily relying on words. This type of empathy involves understanding situations from others' perspectives and making decisions accordingly. *Robinson & Scott (2000)* and *Shapiro (2005)* explain that communication skills enable children to determine appropriate behavior towards peers experiencing psychological distress, such as offering support or giving them space when needed.

Cognitive empathy differs from direct emotional responses (such as crying); instead, children rely on an internal reference that helps them identify the appropriate behavior when witnessing others in distress.

5. **Social Skills**

Social skills encompass the ability to read and interpret social behavior, as well as engage in social interactions effectively. This includes verbal emotional expression and the ability to perform social roles with competence.

According to Professor Rubin, preschool children develop social skills not only through interactions with adults but also through peer interactions. Through experience, trial, and error, children discover the most effective ways to navigate social situations, learning how to act consciously based on the knowledge gained from their experiences (*Hassouna et al., 2001; Shapiro, 2005*).

3. RESEARCH METHODOLOGY AND PROCEDURES

Research Methodology

Experimental research is among the most precise types of scientific studies, as it is used to test hypotheses regarding the relationship between variables and outcomes. This research type holds high credibility in addressing educational and psychological issues (*Al-Muneizil & Al-Atoum, 2:1, 122*).

Accordingly, the present study adopted an **experimental approach**, utilizing a **pre-test and post-test experimental design with two groups: an experimental group and a control group**. This design aimed to evaluate the effectiveness of a training program designed to develop emotional intelligence skills among students.

The study compared changes in these skills, as well as differences based on gender, between the **experimental group**, which received the training, and the **control group**, which did not. This comparison helped determine the effectiveness of the program in achieving its objectives.

Scale Reliability

1. **Split-Half Method:** The reliability coefficient was calculated using Pearson's correlation formula, yielding a value of **0.5906**. After correcting the reliability coefficient, the final value reached **0.5977**, indicating an acceptable level of reliability for the current study.

2. **Cronbach's Alpha Method:** The researcher obtained Cronbach's alpha coefficient for each dimension of the scale, as well as for the overall scale. The overall reliability coefficient was **0.932**, demonstrating a high level of reliability, ensuring the scale's suitability for application to the study sample.

Scale Validity

The **Emotional Intelligence Scale** was presented to a panel of **six experts** in education and psychology to evaluate its items and linguistic clarity. After making the necessary modifications based on their feedback, the final version of the scale comprised **75 positive items** covering the five dimensions of emotional intelligence: **self-awareness, emotion regulation, motivation, empathy, and social skills**.

The **minimum possible score** on the scale is **75**, while the **maximum score** is **300**.

Study Sample

The study sample was purposefully selected from primary school students in **Al-Karrada district**, specifically from **four mixed-gender primary schools**. The total sample size was **150**

students, from which a **final research sample of 100 students** was randomly selected. The students' average age ranged between **9 and 10.5 years**.

The sample was divided into **two equal groups**:

- **Experimental group (50 students)**
- **Control group (50 students)**

The selection of students was based on their **ability to understand instructions and complete assigned tasks**, in addition to their **calmness and concentration levels**.

The researcher ensured the **homogeneity of the experimental and control groups** in terms of **social and family background**, confirming no significant differences between them. The results indicated that the families of students in both groups had a **similar socioeconomic status**, as verified through a review of **academic and health records**, as well as **residential background data**. To further validate this similarity, a **standardized socioeconomic status scale** was applied.

Additionally, **age and other relevant variables** were examined for homogeneity before implementing the training program. The researcher relied on **standardized assessment tools**, as detailed in the following tables.

Table (1) presents the significance of differences in **age (measured in months) between the experimental and control groups**.

Variable	Sample	N	Mean	Standard Deviation	T-Value	Significance
Socioeconomic Status	Control Group	5 0	37.65	6.62	0.705	Not Significant
	Experimental Group	5 0	36.33	6.62		
Chronological Age (Months)	Experimental Group	5 0	121.49	2.42	1.365	Not Significant
	Control Group	5 0	122.46	2.54		

Table (1) indicates that there are **no statistically significant differences** between students in the experimental and control groups in terms of **socioeconomic status** and **chronological age**, confirming the homogeneity of the two groups.

The researcher also verified the homogeneity of the **experimental and control groups** regarding their **emotional intelligence scores** before applying the training program. This is demonstrated in the following tables.

Table (2) presents the **T-test values** comparing the mean ranks of the experimental and control groups across **emotional intelligence dimensions and overall score**.

Variables	Group	Sample Size (N)	Mean	Standard Deviation	T-Value	Significance Level
Self-Awareness	Control Group	50	25.55	4.70	0.688	Not Significant
	Experimental Group	50	26.45	4.34		
Emotion Regulation	Control Group	50	24.97	4.44	1.578	Not Significant
	Experimental Group	50	26.96	4.53		
Motivation	Control Group	50	28.41	5.91	1.106	Not Significant
	Experimental Group	50	26.73	4.79		
Empathy	Control Group	50	28.05	5.69	1.917	Not Significant
	Experimental Group	50	25.25	4.58		
Social Skills	Control Group	50	26.17	4.40	0.867	Not Significant
	Experimental Group	50	25.13	4.09		
Total Score	Control Group	50	133.13	13.08	0.761	Not Significant
	Experimental Group	50	130.49	11.42		

Table (2) confirms that **no statistically significant differences** exist between the mean scores of the **experimental group** and the **control group** in the **emotional intelligence test** prior to implementing the training program. The **T-value** for both groups is **not statistically significant**,

indicating that the participants in both groups were **homogeneous in emotional intelligence** before the program was applied to the experimental group.

Implementation Procedures

The study tools were applied to the research sample in **multiple stages**:

1. **Pre-Implementation Phase:**
   - The **Emotional Intelligence Scale** was administered to both the experimental and control groups **before the intervention**.
   - The assessment took **75 minutes** for one group and **35 minutes** for the other.

2. **Training Sessions:**
   - The **emotional intelligence development sessions** were conducted exclusively for the **experimental group**.

3. **Post-Implementation Phase:**
   - The **same assessment tools** were **re-administered** to both groups after the intervention to evaluate the impact of the training program.

Implementation Procedures

The study tools were applied to the research sample in multiple phases:

1. **Pre-Implementation Phase (Before the Program):**
   - The **Emotional Intelligence Scale** was administered to both the **experimental and control groups** before the intervention.
   - The assessment duration was **75 minutes** for one group and **35 minutes** for the other.

2. **Training Sessions:**
   - The **emotional intelligence development sessions** were conducted exclusively for the **experimental group**.

3. **Post-Implementation Phase (After the Program):**
   - The **same assessment tools** were re-administered to both groups to evaluate the impact of the training.

Program Timeline

- **Total Sessions:** 12 sessions
- **Duration per Session:** 60 minutes
- **Target Age Group:** Fifth and sixth-grade primary school students

The **proposed training program** is detailed in

Table 3, prepared by the researcher.

Session Number	Title	Objective	Activity Name	Duration	Additional Details
Session 1	Recognizing Emotions	Understanding the meaning and importance of emotions	*Emotion Wheel Game*	30 min	Students spin the wheel, select an emotion, and describe a situation where they felt that way.
			Reading a Short Story	30 min	The story highlights emotions such as happiness and sadness, followed by a discussion.
Session 2	Naming Emotions	Helping students express their emotions in words	*Emotion Cards*	30 min	Matching facial expressions with the correct emotion description.
			Writing an Emotion Diary	30 min	Writing short journal entries about emotions they experienced.
Session 3	Anger Management	Teaching students how to handle anger	*Reading a Story about a Child Managing Anger*	25 min	Followed by discussing solutions.
			Acting Out Real-Life Scenarios	35 min	Demonstrating ways to control anger in real situations.
Session 4	Empathy with Others	Enhancing the ability to understand others' emotions	*What Are They Feeling?*	30 min	Showing images or situations and asking students to interpret others' emotions.
			Writing a Support or Consolation Letter	30 min	Encouraging empathy and emotional support.
Session 5	Teamwork	Developing cooperation skills	*Tower-Building Activity*	35 min	Using simple tools like wooden sticks while working as a team.
			Discussion on the Importance of Teamwork	25 min	Role-playing a scenario that demonstrates "cooperation leads to success."

Session Number	Title	Objective	Activity Name	Duration	Additional Details
Session 6	Positive Thinking	Encouraging positive thinking among students	*Reading a Success Story*	30 min	About a child achieving a goal despite challenges.
			Writing a List of Positive Things	30 min	Reflecting on good things that happened during the week.
Session 7	Stress Management	Teaching students ways to calm themselves during stress	*Deep Breathing Exercises*	30 min	Practical relaxation techniques.
			Drawing and Coloring for Stress Relief	30 min	Creative expression as a relaxation method.
Session 8	Building Self-Confidence	Enhancing self-respect and confidence	*Compliment Exchange Game*	30 min	Each student mentions a positive trait about a peer.
			Writing "I Am Proud of Myself Because..."	30 min	Students complete the sentence to boost self-worth.
Session 9	Empathy in Social Situations	Understanding the importance of helping others	*Role-Playing Situations*	30 min	Demonstrating scenarios where helping others is essential.
			Writing a Short Story about Empathy	30 min	Encouraging creative expression.
Session 10	Creative Thinking for Problem-Solving	Enhancing problem-solving skills	*What Would You Do?*	30 min	Presenting complex situations and encouraging innovative solutions.
			Collaborative Storytelling Game	30 min	Building a story together as a group.
Session 11	Personal Goal Setting	Encouraging self-motivation for goal achievement	*Writing a Personal Plan for a Specific Goal*	30 min	Encouraging students to set clear objectives.

Session Number	Title	Objective	Activity Name	Duration	Additional Details
			Sharing Goals with the Group for Motivation	30 min	Encouraging peer support and motivation.
Session 12	Program Review	Assessing student progress and lessons learned	*Open Discussion on What Students Learned*	60 min	Reflecting on key takeaways and progress.

Statistical Tools Used

For statistical analysis, the following **parametric tests** were used:

- **T-test:** To compare the mean scores of the experimental and control groups across different variables.

- **Pearson Correlation Coefficient:** To measure the strength of relationships between variables.

- **Means and Standard Deviations:** To describe the statistical distribution of the data.

- **Cronbach's Alpha Coefficient:** To assess the internal consistency of the scales used.

Discussion and Interpretation of Results

The **first hypothesis** states:

"There are no statistically significant differences between the pre-test and post-test mean scores of the control group in emotional skills as measured by the Emotional Intelligence Scale."

To verify this **null hypothesis**, the researcher calculated the significance of differences between the **pre-test and post-test mean scores** of the **control group** using the **Emotional Intelligence Scale**, with results presented as follows:

Table 4 provides **T-values and their significance** for the pre-test and post-test of the control group on the Emotional Intelligence Scale.

Variables	Test Phase	Sample Size (N)	Mean	Standard Deviation	T-Value	Significance Level
Self-Awareness	Pre-Test	50	25.27	4.718	1.709	Not Significant
	Post-Test	50	24.97	4.44		
Emotion Regulation	Pre-Test	50	28.54	5.99	1.347	Not Significant
	Post-Test	50	28.10	5.76		
Motivation	Pre-Test	50	26.57	4.86	0.405	Not Significant
	Post-Test	50	26.45	4.34		
Empathy	Pre-Test	50	27.09	4.65	1.617	Not Significant

Variables	Test Phase	Sample Size (N)	Mean	Standard Deviation	T-Value	Significance Level
	Post-Test	50	26.73	4.79		
Social Skills	Pre-Test	50	25.53	4.38	0.981	Not Significant
	Post-Test	50	25.13	4.10		
Emotional Intelligence (Total Score)	Pre-Test	50	132.70	9.51	1.905	Not Significant
	Post-Test	50	131.34	9.84		

According to the **T-test results**, no statistically significant differences were observed between the pre-test and post-test mean scores of the **control group** on the **Emotional Intelligence Scale**, indicating **similarity in results**. This suggests that the **training program applied to the experimental group did not directly influence the performance of the control group**. The findings confirm the **validity of the experimental design** in isolating the effect of the **independent variable (training)** on the **dependent variable (emotional intelligence)**. This **supports the validity of the first hypothesis**.

Second Hypothesis

"There are statistically significant differences between the post-test mean scores of the control and experimental groups in emotional intelligence skills, favoring the experimental group on the Emotional Intelligence Scale."

To verify this hypothesis, the researcher calculated the **statistical significance of differences** between the **post-test mean scores** of the **control and experimental groups** on the **Emotional Intelligence Scale**, including its **five dimensions and overall score**. The results are presented in **Table 5**.

Table 5 displays the **T-values and significance levels** for the post-test comparison between the **control and experimental groups** on the **Emotional Intelligence Scale and its five dimensions**.

Variables	Group	Sample Size (N)	Mean	Standard Deviation	T-Value	Significance Level
Self-Awareness	Control Group	50	23.89	4.50	2.101*	Significant
	Experimental Group	50	26.79	5.18		

Variables	Group	Sample Size (N)	Mean	Standard Deviation	T-Value	Significance Level
Emotion Regulation	Control Group	50	26.17	4.89	2.748**	Significant
	Experimental Group	50	30.49	6.15		
Motivation	Control Group	50	24.37	4.56	3.095**	Significant
	Experimental Group	50	28.61	5.12		
Empathy	Control Group	50	25.05	5.76	2.550*	Significant
	Experimental Group	50	29.17	5.67		
Social Skills	Control Group	50	24.89	3.87	2.480*	Significant
	Experimental Group	50	28.09	5.17		
Total Score	Control Group	50	124.33	10.75	6.309**	Significant
	Experimental Group	50	143.09	10.28		

Note:

- *Significant at (0.05) level
- **Significant at (0.01) level

The results presented in **Table 5** indicate **statistically significant differences** between the **control and experimental groups** in the **post-test scores** on the **Emotional Intelligence Scale**, across its **five dimensions and total score**. These differences were statistically significant at both **0.01 and 0.05 significance levels**, favoring the **experimental group**.

Thus, the **second hypothesis was confirmed**, demonstrating that the **training program had a positive and significant impact on enhancing emotional intelligence among participants**. This finding supports the effectiveness of such programs in developing **social and emotional skills** in individuals.

The study further validated the **effectiveness of the training program** in **enhancing emotional and social skills** among students. The **experimental group** exhibited noticeable improvements in **empathy skills**, such as understanding others' emotions and needs and providing

appropriate support. Additionally, they demonstrated **enhanced abilities in developing others**, recognizing achievements, and fostering mutual encouragement.

Regarding **social skills**, students improved in **influence, effective communication, and conflict management**. These skills helped them **build positive relationships, resolve conflicts, and communicate more openly and empathetically**.

Training in **emotional and social intelligence skills** plays a **crucial role** in increasing students' **self-awareness**, helping them **understand their emotions and regulate their reactions effectively**. It also enhances their ability to **recognize others' emotions and build positive, respectful relationships** based on mutual understanding.

Third Hypothesis

"There are statistically significant differences between the pre-test and post-test mean scores of the experimental group in emotional and social skills, favoring the post-test, according to the Emotional and Social Skills Scale."

To test this hypothesis, the researcher **calculated the statistical significance of differences** between the **pre-test and post-test mean scores** of the **experimental group** using the **Emotional and Social Skills Scale**, including **its five sub-dimensions and total score**. The results are presented in :-

Table 6, which provides the **T-values and significance levels** for the **pre-test and post-test comparison** of the **experimental group** on the **Emotional and Social Skills Scale** across its five sub-dimensions and total score.

Variables	Test Phase	Sample Size (N)	Mean	Standard Deviation	T-Value	Significance Level
Self-Awareness	Pre-Test	50	26.97	4.54	5.118**	Significant
	Post-Test	50	29.53	4.56		
Emotion Regulation	Pre-Test	50	29.81	6.10	3.729**	Significant
	Post-Test	50	31.97	5.72		
Motivation	Pre-Test	50	27.57	5.23	4.926**	Significant
	Post-Test	50	30.97	4.40		
Empathy	Pre-Test	50	29.05	4.56	3.362**	Significant
	Post-Test	50	30.77	5.46		
Social Skills	Pre-Test	50	27.85	4.09	3.283**	Significant
	Post-Test	50	29.49	4.22		
Total Score	Pre-Test	50	141.21	11.45	7.891**	Significant

Variables	Test Phase	Sample Size (N)	Mean	Standard Deviation	T-Value	Significance Level
	Post-Test	50	152.69	9.40		

Note:

- **Significant at (0.01) level**

The results presented in the previous table indicate **statistically significant differences** between the **pre-test and post-test scores** of the **experimental group** on the **Emotional and Social Skills Scale**, including its **five sub-dimensions and total score**.

The ranking of the **sub-dimensions** of the **Emotional and Social Skills Scale** based on significance was as follows:

1. **Self-Awareness**
2. **Emotion Regulation**
3. **Motivation**
4. **Empathy**
5. **Social Skills**

The **T-values for the total score** were: *(0.117, 0.273, 0.452, 0.709, 0.832, 0.033)*, all of which were **statistically significant at the (0.01) significance level**.

Thus, the **post-test scores were significantly higher**, confirming that the **training program positively impacted the experimental group** and supporting the validity of the **third hypothesis**.

Fourth Hypothesis

The fourth hypothesis states:

"There are statistically significant differences between the mean scores of male and female children in the experimental group after implementing the training program."

To verify this hypothesis, the **T-test** was applied to compare the **mean scores of independent samples (males and females in the experimental group after the intervention).**

The following

Table 7 presents the **statistical significance of the differences between the mean scores of males and females in the experimental group after implementing the program**.

Measured Variable	Group	Sample Size (N)	Mean	Standard Deviation	T-Value	Significance Level
Emotional Intelligence	Females	25	56.16	5.00	0.92	Not Statistically Significant

Measured Variable	Group	Sample Size (N)	Mean	Standard Deviation	T-Value	Significance Level
	Males	25	54.8	5.56		

Table **(7)** indicates that there are **no statistically significant differences** between **male and female students** in the **experimental group** in the **post-test measurement of emotional intelligence**. This supports the **validity of the fourth hypothesis**, confirming that gender did not influence the impact of the training program on emotional intelligence development.

This result is **logical and expected**, as it aligns with the **emotional and psychological development of children at this age**.

- All children in the **experimental group underwent the same training program**, which was **designed for equal participation between genders**.

- The **sample was homogeneous** in terms of **age, intelligence level, socioeconomic, and cultural background**, minimizing potential gender differences.

- **Social and cultural upbringing** plays a crucial role in promoting **gender equality**, as both **boys and girls** receive **equal care and treatment** within their families.

- **Shifts in cultural perspectives on gender** have contributed to **recognizing the role of females as active participants in society** with significant social contributions.

Research Recommendations

In light of the study's findings, the following recommendations are proposed:

1. **Training and Developing Primary School Teachers**

   o Teachers should be trained in **emotional intelligence skills** to incorporate them into their interactions with students.

2. **Implementing Emotional Intelligence Programs for Young Children**

   o Emotional intelligence programs should be introduced **early in childhood** to maximize benefits.

   o These programs should be tailored to **children's needs and interests**.

3. **Integrating Emotional Intelligence into School Curricula**

   o The **five dimensions of emotional intelligence** should be embedded within **school curricula**.

   o This would help children develop essential **emotional and social skills** needed for **problem-solving and adaptability** in life.

4. **Encouraging Child-Focused Organizations**

o The study's results should motivate **child welfare organizations** to design initiatives that foster **emotional intelligence development** in future generations.

5. **Further Research on the Role of Schools and Families**

o Additional studies should explore the **impact of schools and families** on enhancing children's **emotional intelligence** and **psychosocial development**.

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