

Coping Impacts of Ritual Dances to Emotional Intelligence

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Abstract: Ritual dances act as a primitive force for improving psycho-social attributes as emotional intelligence and inter personal skills. The purpose of this study was to find out how the ritual dance participation affects the emotional intelligence level of school students positively or not. The study further examined whether gender difference affects emotional intelligence level while participating in rituals. The data was collected from one thousand school students of IX standard. Mangal's Emotional Intelligence Inventory (MEII) was used as a research tool for collecting the data and compared the ritual dance participating students with non participants on their emotional intelligence by using statistical technique ('t' ratio). The study has covered sub scales as Intra personal awareness, intra personal management, Inter personal awareness and inter personal management and confirmed the positive difference. The analysis revealed that sports participants have better emotional intelligence over those students who did not participate in rituals. The result of the study strongly support the need of ritual dance participation to improve the psychological attributes at school level.

Keywords: Cope, Impacts, ritual dance, Emotional Intelligence

INTRODUCTION

Emotional Intelligence and its allied branches offer a novel value to recognize and assess people's behaviours, attitudes, and interpersonal skills[1-2]. Emotional Intelligence is an important consideration in human resources planning, management and more. Researchers suggest that emotional Intelligence is a significant predictor of success and coping in life and in the work place than the more traditional measures of cognitive intelligence[2-5]. Emotional Intelligence of a person is reflected by one's ability and impacts dealt successfully with the self, with own feelings, with other people, and every day social environment[6-7].

As a result of the ritual dance participation, all the socio-genic relations will be more activated for better relations resulting towards mental balance and situational adjustments[8-9]. The sensory organs and their actions for psycho physical adaptations will be effective and actively generated.

This investigation has examined the coping of ritual dance participation to emotional intelligence. The study was conducted at the secondary schools of north Kerala and compared the emotional intelligence level of ritual participants with non participants of boys and girls.

METHODOLOGY

1000 School children comprising boys and girls of age 15 belonging to IX standard from different schools of north Kerala were selected as subjects for this study. The schools were randomly selected from among rural and urban areas. Normal class periods were utilized for data collection.

Tool used

SK Mangal's Emotional Intelligence Inventory (MEII) was the tool used for the study[10]. The one hundred response scale has covered personal and social qualities like Intra Personal awareness, Inter personal awareness, Intra-Personal management and inter personal management; finally summed up with over all performance.

Selected ritual dance: Kolkali

Kolkali is a folk art performed in Kerala in different forms (Rajasooyam, Thalakkali, Kabath etc.) The 'Kali' performers move in a circle, striking small sticks and keeping rhythm with special steps. The circle expands and contracts as the dance progress. The accompanying music gradually rises in pitch and the dance reaches its climax. The rhythms followed in Kolkali are slow but steady (Vilambitham) and speedy (Dhrutha thaalam). During the fast movements or in speedy rhythm the body gets no rest and body feels high intensity aerobics. There are no singers or orchestra accompanying the performers and the dancers

themselves sing and keeping the rhythm in movements and striking the sticks.

Study sample

One thousand High School students were analyzed for the study. Students were classified as ritual dance participating boys (N=250) and non participating boys (N=250) and ritual dance participating girls (N=200) and non participating girls (N=300). Data

sheets were supplied and analyzed with the help of scoring keys.

RESULTS OF THE STUDY

The data and scores pertaining to this study were statistically subjected to percentile analysis and ‘t’ ratio has been presented below under suitable headings. The level of significance chosen was 0.05 levels. Proper graph is used for exhibiting the spreading of scores for easy comparison.

Table-1: Summary of Emotional Intelligence

Category	Classification	Ritual Participants -450				Non participants -550			
		Boys -250		Girls -200		Boys -250		Girls -300	
		N	%	N	%	N	%	N	%
Intra-Personal Awareness	Very good	0	0	0	0	0	0	0	0
	Good	38	15	18	9	8	3	15	5
	Satisfactory	170	68	140	70	110	44	165	55
	Poor	39	16	42	21	90	36	90	30
	Very poor	3	0	0	0	42	17	30	10
Inter Personal Awareness	Very good	0	0	0	0	0	0	0	0
	Good	45	18	16	8	12	5	12	4
	Satisfactory	175	70	130	65	128	51	126	42
	Poor	30	12	54	27	90	36	132	44
	Very poor	0	0	0	0	20	8	30	10
Intra-Personal Management	Very good	0	0	0	0	0	0	0	0
	Good	72	29	56	28	22	9	27	9
	Satisfactory	140	56	104	52	130	52	120	40
	Poor	30	12	30	15	88	35	126	42
	Very poor	8	3	10	5	10	4	27	9
Inter Personal Management	Very good	0	0	0	0	10	4	0	0
	Good	70	28	22	11	26	10	6	2
	Satisfactory	160	64	136	68	112	45	129	43
	Poor	20	8	42	21	84	34	150	50
	Very poor	0	0	0	0	18	7	15	5
Overall	Very good	0	0	0	0	0	0	0	0
	Good	35	14	38	19	8	3	12	4
	Satisfactory	205	82	122	61	74	30	96	32
	Poor	5	2	36	18	120	48	165	55
	Very poor	5	2	4	2	48	19	27	9

Result (Boys)

The study showed that 82% of Boys participants spread in ‘satisfactory’ category where as 30% of non participants spread in the satisfactory category of emotional intelligence. In Ritual participating students 14% spread in ‘good’ classification, 2% in the poor classification and 2% lied in the very poor category. In non-ritual participant boys students 3% spread in the good category, 48% in the poor category and 19% lied in the very poor category.

Result (Girls)

The conducted study revealed that 61% girl ritual dance participants spread in satisfactory category where as 32% of non ritual dance participants spread in the satisfactory category. In Ritual dance participating girls 19% spread in good classification, 18% in the poor classification. In non-ritual participating category of girls students only 32% spread in the satisfactory classification But 55% spread in the poor classification and 4% and 9% girls students spread respectively in the good and very poor classifications of non-ritual participating girls students.

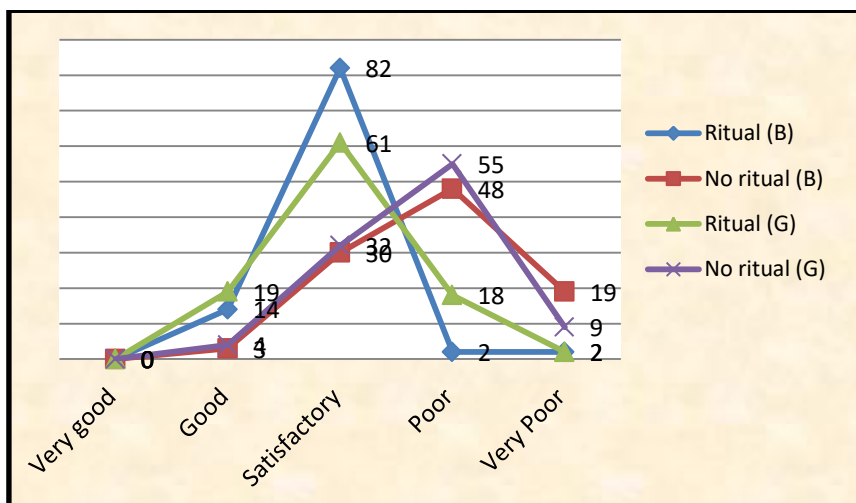


Fig-1: Performance status of School children on Emotional Intelligence
*All scores in percentage

Table-1 shows that all sub scales related to emotional intelligence of ritual dance participants are comparatively better to non ritual participating students of same sex. The study further revealed that no students have scored high to attain the classification of ‘very good’ in any group but comparatively more non-ritual participating students from boys and girls have scored less and categorized ‘Very poor’.

Table 2 shows that ritual dance participating boys and girls have better emotional intelligence over those students do not participating in rituals at school level. The study establishes that there is significant

difference between ritual dance practicing boys and other boys at .05 and .01 levels.

Since the rating norms of boys and girls are different, separate calculations were made and established the significance. Ritual dance participating boys performed better than other boys. ‘t’ value is 3.76 and significant at .05 level (1.965) $P < 0.5$ and .01 level (2.586) $P < 0.1$. Ritual dance participating girls also scored high score than other girls and established difference. The obtained ‘t’ value is 5.40 and the score is higher than P value at .05 ($P < 0.5$) and .01 levels ($P < 0.1$).

Table-2: Emotional intelligence of ritual dance participating boys and girls

Gender		N	M	SD	df	‘t’ value	Printed value
Ritual dance Participants	Boys	250	63	11	498	3.76	.05 1.965
Other pupil	Boys	250	57	8.96			.01 2.586
Ritual dance Participants	Girls	200	61	9.8	498	5.40	.05 1.965
Other pupil	Girls	300	56	8.47			.01 2.586

NB: Since the norms are different, separate calculations were made for boys and girls categories.

DISCUSSION

Ritual dance participation do more to enhance the over all psychological stability and emotional adaptations in an effective manner. Therefore the present study may help to identify the important psychological qualities of school children to be altered and adapted based on the participation in sports. So the present study was significant in health and emotional points and conditions of school student population.

CONCLUSIONS

The conducted study permits to draw the following conclusions.

- Ritual dance participation positively affects the emotional intelligence of students at School level.

- Ritual dance participation also enhances other emotional qualities like Intra-personal awareness, Intra-personal management, Inter-personal awareness and Inter-personal management.

Results from this study support the need for the popularization of ritual dances in school level. The study further supports the benefits of cultural dance participation for enhancing personal as well as social qualities.

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