

Emotional Intelligence on Playing Traditional Games Among Specific Learning Disability

B. K. Pavithra*,

Research scholar, Department of Psychology, Annamalai University

Dr. K. Nagalakshmi**,

Associate Professor, Department of Psychology, Annamalai University

Abstract:

Background of the study: Emotional intelligence is a form of social intelligence that involves the ability to monitor one's own and others feelings and emotions, to discriminate among them. Learning disability is neurodevelopmental disorders and have persistent difficulties in reading, writing and arithmetic or mathematical reasoning skills.

Aim and Objectives: To assess the emotional intelligence on playing Tamil traditional games among specific learning disability.

Research design: Quasi-Experimental (one group pre-test and Post-test).

Sampling Method: Purposive sampling method used.

Outcomes: Playing traditional Tamil games, especially on Pallanguli, will have an enormous beneficial effect on a dimension of emotional intelligence. It is one of the most effective methods for demonstrating to children ways to solve maths problems along with can be used instead of therapy.

Introduction:

Emotional Intelligence

An intellectual capacity that includes the ability to process emotional information and use it for other cognitive activities, such as reasoning (Peter Salovey, 1958; John.D. Mayer, 1953). Learning disability children are may differ in emotional state and not have obligatory brawl in emotion but they experience also negative emotion, anger, frustration etc.,

Traditional game:




With the proliferation of video games and other technology, people in the current generation have lost track the importance of ancient Tamil traditional games which have proven very beneficial when played by normal and disabled children. Let's take a more in-depth look at some of these games to bring back pleasant recollections while offering the children in our lives a glimpse of the past. One of the Tamil traditional games, "pallanguli," is still very popular and may boost hand-eye coordination, motor abilities, memory, math, and concentration. One of the study investigating Pallanguzhi, a Tamil Nadu traditional game that's great at teaching basic arithmetic concepts using a variety of sensory cues (Sivaranjani et al 2023)

Learning Disability:

As defined by the American Psychological Association, a specific learning disability (SLD) is defined as a significant impairment in academic or scholastic skills that is restricted to one particular area of learning, such as reading or math difficulty, instead of impacting all areas of learning. If a further distinct feature occurs, a difference of one to two deviations may be deemed indicative of a learning disability. A specific learning

disability is defined as a dysfunction in fundamental psychological processes under the Individuals with Disabilities Education Act (IDEA).

Types of Learning disability

-  Dyslexia – difficult with reading
-  Dyscalculia – difficult with math
-  Dysgraphia – difficult with writing

Review Of Literature

Hye-Soo Lim 2023 revealed the effect of traditional play on the emotional intelligence, social ability and self-esteem of children in Korean child welfare centre. It was a mixed method study. Intervention process were 13 week biweekly 40-min were premeditated to improve these skills. The result of the study was had worth development in emotional intelligence, social ability and self-esteem

Kartika Fajriani et al 2022 discovered on improving early childhood emotional intelligence through traditional Balogo games in kindergartens. The study has an effective on improving early childhood emotional intelligence.

Dilan et al 2021. The title of the study was “The Effect of Traditional Games on the Language Development of Pre-School Children in Pre-School Education”. ‘Typical case sampling’(One of the Purposive sampling) method were used. There were 72 samples, 32 for experimental group and 36 for control group. Post test result was the experimental group was higher than the control group. **"Traditional Game Education Program"** increased the children's language development in a positive way.

Nandang Budiman et al 2020 reviewed on Traditional game for the development of Emotional intelligence. Conclusion of the study was through traditional game there were ability to manage and control emotion and built rapport and relationship between peers’ group

Gumilar Mulya 2020. The title of the study was “The influence of traditional games on the motor development of students with disabilities”. The Experimental approach method was implemented by it. Purposive sampling was used, and twenty-five students took participated. The results of the study reveal that playing traditional games has a significant impact on children with impairments' motor development.

Qasem Yaghobi Hasankala et al 2018 explored on The Effects of Traditional Games on Preschool Children’s Social Development and Emotional Intelligence: A Two - Group, Pre-test – Posttest, Randomized, Controlled Trial. Data were collected 50. Children were selected through cluster sampling method. In the intervention group, children attended sixteen 30 – 45 mins traditional game sessions held twice weekly in 8 successive weeks, while children in the control group played routine games in the same period. There were no significant differences between the groups respecting the mean scores of social development and emotional intelligence.

Aypay, A. (2016) Investigated on **the Role of Traditional Children’s Games in Teaching Ten Universal Values in Turkey**. This study was designed as a qualitative study based on content analysis using a deductive analysis method. 421 games found among the traditional games played in Turkey and analysed in previous scientific studies. Games that encourage children to acquire more positive values should be designed.

Saidon Amri 2013 the title of the study was **the impact of Traditional games on the gross motor skill development of an early childhood** and used the descriptive analysis for the intervention method. The results concluded that the treatment group had a stronger influence on increasing the development of gross motor skills level, and other factors were controlled in this study.

B. Abdoli et al 2009 the title of the study was **The Effect of Traditional Games in Fundamental Motor skill development in 7-9 year-old-boys** Using the intervention strategy, the experimental group utilized a traditional

game, while the control group performed daily activities. According to the findings of the study, traditional games are much more successful than daily activities in terms of fundamental motor skill development, locomotor skill development, and object control skill development.

Po-Han Wu et al 2008. The title of the study was “From Traditional to Digital: Factors to Integrate Traditional Game-Based Learning into Digital Game-Based Learning Environment”. Traditional game-based learning is used in pedagogy to inspire children and youngsters and draw them into the learning process. Digital game-based learning is a new instructional trend. They are utilising high-tech equipment for learning and experiences.

Objectives:

The main Primary Objective of the study is to assess the impact of traditional game on emotional intelligence among learning disability children

Hypotheses

Ha - Traditional game will have impact on emotional intelligence

Ha - There will be significant difference between the emotional intelligence with demographical variables

Method Of Playing:

Pallanguli: It is an indoor game, played by two people. It is a strategic game with skilful moves and memory about the position and number of tamarind seed kept in the opponent's pit. There are 14 pits on the game board and each has 7 pits. When children get into the game, they keep playing until the other opponent runs out of tamarind seeds to put into the pit. The game requires more patience and more conscious play.

Methodology

➤ **Research Design**

The study focused on Learning disability children. It was a Purposive sampling technique were used for collecting the sample

➤ **Sample Size:**

The participants in this study were selected based on the inclusion criteria was 12 children.

➤ **Sample Group:**

The study includes Learning disability children such Dyslexia, Dyscalculia and Dysgraphia

➤ **Variable:**

❖ **DEPENDENT VARIABLE:**

- Emotional intelligence

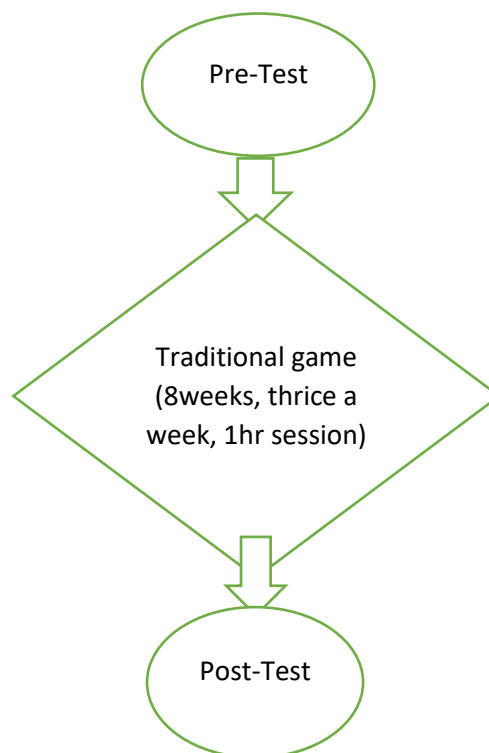
❖ **INDEPENDENT VARIABLE:**

- Traditional games

❖ **DEMOGRAPHICAL VARIABLE:**

Age	12-15
Gender	Male
	Female
Family type	Joint
	Nuclear
Residencial area	Urban
	Rural

SAMPLING FRAMEWORK:



INCLUSION CRITERIA:

- Age from above 6 to below 15 children are included
- Specific Learning disability children are included

EXCLUSION CRITERIA:

- Who are fallen from below 5 to Above 16 are excluded
- Adolescents who are fallen are excluded
- Comorbid condition is excluded

TOOLS USED:

- Emotional intelligence scale EIS – SANS (National Psychological corporation Estd.1971) was developed by Dr. Arun kumar singh and Dr. Shruti Narain in Department of Psychology in Patna University (Bihar).

DISCUSSION:

Table 1 shows that the impact of traditional game on emotional intelligence on children

Emotional Intelligence	N	Mean	Std.	P value
Pre test	12	15.75	2.667	.000*
Post test		19.83	1.115	

The study's conclusions showed that playing the traditional game enhanced emotional intelligence among specific learning disability (Dyslexia and Dyscalculia). It also correlates with the dimension of emotional intelligence such as understanding emotions, understanding motivation, empathy and handling emotions. A previous study also demonstrated the higher effectiveness of traditional games and their significant influence on the development of emotional intelligence. The null hypothesis is rejected, and alternative hypotheses are accepted. The emotional intelligence scale used for the pre-test was evaluated. The eight weeks are followed by the traditional game and following which the post-test was evaluated. The score of Pre-test and Post-test analyzed using a simple paired t-test. The study's findings demonstrate that playing traditional games significantly improves participant's emotional intelligence.

Table 2 shows the significant difference in emotional intelligence with age.

Age	N	Mean	Sd	P value
12-13	2	15.50	.707	.893
14-15	10	15.80	2.936	

It Indicate there is no significant difference between the emotional intelligence with age. The mean score of age 12-13 (mean = 15.50 & SD = .707) is higher than the age 14-15 (mean = 15.80 & SD = 2.936). Therefore, the alternate hypotheses are rejected and the null hypotheses is accepted.

Table 3 shows the significant difference in emotional intelligence with Gender

Gender	N	Mean	Sd	P value
Male	11	15.73	2.796	.927
Female	1	16.00	.	

It Indicate there is no significant difference between the emotional intelligence with age. The mean score of gender of Male (mean = 15.73 & SD = 2.796) is higher than the female (mean = 16.00). Therefore, the alternate hypotheses are rejected and the null hypotheses is accepted.

Table 4 shows the significant difference in emotional intelligence with family type

Family type	N	Mean	Sd	P value
Joint	3	17.33	2.082	.253
Nuclear	9	15.22	2.728	

It Indicate there is no significant difference between the emotional intelligence with age. The mean score of family type of Joint (mean = 17.33 & SD = 2.082) is higher than the family type of nuclear (mean = 15.22 & SD = 2.728). Therefore, the alternate hypotheses are rejected and the null hypotheses is accepted.

Table 5 shows the significant difference in emotional intelligence with Residency

Residency	N	Mean	Sd	P value
Urban	3	15.67	2.517	.954
Rural	9	15.78	2.863	

It Indicate there is no significant difference between the emotional intelligence with age. The mean score of Residency of urban (mean = 15.67 & SD = 2.517) is higher than the Residency of rural (mean = 15.78 & SD = 2.863). Therefore, the alternate hypotheses are rejected and the null hypotheses is accepted.

Conclusion:

1. Playing games like "pallanguli" among children who have learning disabilities helps foster peer relationships as well as enhance emotional intelligence in an effective manner. Children had strong feelings while playing the game and have tolerance to try to acquire the virtue. Therefore, in the modern era, parents need to encourage their children to play such, ancient Tamil traditional games.
2. Learning disability children day-to-day life, they have to cope with emotional ups and downs as well as confusion. An ancient Tamil traditional game can help balance emotional abilities and prevent confusion, instead of therapies.
3. By learning new tactics and developing logical thinking while playing the game, children might benefit from the Tamil tradition in the future as well as in the present.

Further Research

1. A future study will determine which games are appropriate for people with impairments, although may workout with the each and all Tamil traditional can be useable for all kinds of disability.
2. The tamil traditional game are goli, paramapatham, gili, elangai, nondi, snake ladder, kuchi. Will they research has been done on the many applications one of these games for children, adolescents and old age too

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