

THE CRITICAL CONNECTION: THE POWER OF CRITICAL THINKING IN BOOSTING EMOTIONAL INTELLIGENCE

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RESEARCH QUESTION

Can early intervention improve critical thinking?

Can critical thinking influence emotional intelligence?

Can short term intervention be effective?

INTRODUCTION

Achieving academic and professional success in today's swiftly changing and complex world requires more than just knowledge and technical skills that comes from the traditional education system. It also requires the ability to navigate interpersonal relationships effectively, manage stress, acclimatize to change, and make well-informed decisions.

Emotional intelligence and critical thinking are two concepts that have received an impressionable amount of attention in recent years due to their potential to improve these essential abilities. Therefore, grasping a good sense of emotional intelligence especially at a young age is detrimental to a person's success in life.

While both emotional intelligence and critical thinking have been extensively studied as individual constructs, a growing corpus of research has also investigated the relationship between the two. The general summary of all the studies conducted have shown that there is indeed a positive correlation between the two constructs.

The aim of this particular study is to place an emphasis on the cultivation of emotional intelligence through critical thinking.

METHOD

Before

Recruit experimental and control groups that meet certain criteria.

Design intervention that focuses on critical thinking. Topics discussed surround comprehensible social issues.

Prepare questionnaires and consent forms.

1. The Need for Cognition Scale
2. The Schutte Self-Report Emotional Intelligence Test (SSEIT)

During

Conduct intervention (training program) on critical thinking on experimental group. Classes were centered on idea exchange, group discussions, and simple debates.

Tests are administered before and after the class.



DISCUSSION

The results of the analyses indicate that there may be a weak to moderate positive relationship between the two variables – critical thinking and emotional intelligence. However, the relationship was only marginally significant.

While critical thinking is an important skill that can contribute to emotional intelligence, it may not be sufficient on its own. Strategies that focus on developing a range of emotional competencies, such as emotional regulation and social skills, may be more effective for improving emotional intelligence. Institutions should not solely rely on critical thinking to enhance emotional intelligence, but may see emotional intelligence as an external benefit of increasing one's critical thinking tendency and abilities.

Future research with larger sample sizes that are inclusive of different age ranges may be needed to confirm these findings or discover differences between age groups. Additionally, longitudinal studies that follow individuals over time may be useful for understanding the temporal effects on the constructs.

Finally, self-reported measures may be subject to biases and inaccuracies. Qualitative analysis should be conducted to maintain the accuracy and integrity of the results.

RESULTS

The Cronbach's alpha reliability test indicated that both the critical thinking tendency scale and the emotional intelligence scale had high levels of internal consistency reliability.

Based on the results obtained from the independent sample t-test, while there is a difference between the mean scores of the experimental group and control group after the intervention for critical thinking (Critical Thinking, MD = 0.9), it appears that the difference is not statistically significant for the construct of critical thinking ($\alpha = .102$).

On the other hand, the mean difference for emotional intelligence was 1.2, it appears that there is also a statistically significant difference between the mean scores of the experimental group and control group after the intervention for emotional intelligence ($\alpha = .047$).

Based on the results of the paired sample t-test, it appears that there is a marginally significant difference between the mean scores of before and after intervention for critical thinking and emotional intelligence. The significance for critical thinking is .052 and is considered marginally significant. The effect size as measured by Cohen's d is .709, which suggests a moderate to large effect size. However, the p-value of .081 for emotional intelligence fell just short of statistical significance. Additionally, the effect size as measured by Cohen's d is .621, which suggests a moderate effect size.

In the linear regression model, the R square value of .16 suggests that critical thinking tendency explains only a small portion of the variation in emotional intelligence scores. This suggests that there may be other factors that influence emotional intelligence, beyond critical thinking tendency.

The beta coefficient of .39 indicates that there is a positive relationship between critical thinking tendency and emotional intelligence scores. This suggests that individuals with higher levels of critical thinking tendency may have higher emotional intelligence scores, but the strength of the relationship is only moderate.

The significance level of .086 indicates that the relationship between critical thinking tendency and emotional intelligence scores is only marginally significant.