

Faculty of Arts, Charles University in Prague, Department of Psychology

Richard Lukáš

Social skills and emotional intelligence of elementary schools and 8-year grammar schools students (Bachelor Thesis)

Consultant: PhDr. David Čáp, Ph.D.

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Abstract:

Multi-year grammar schools are perceived in Czech educational system as elite institutions providing academic education and preparing for university. Grammar school students are educated in academically and socially homogenous environment. Goal of the bachelor thesis is to present research design, which will find out whether there is a difference in the level of social skills and emotional intelligence between secondary and grammar school students. The thesis propose hypothesis that heterogeneity of classes on secondary school has impact on development of these skills, compared to homogenous classes at grammar school. The hypothesis is based on Allport's intergroup contact theory and other theories. The lower secondary education is characterized in the perspective of developmental psychology and through comparison of social psychological environment of secondary and grammar schools. The proposal of research design presents longitudinal research using Social Skills Improvement System, MSCEIT, School class Climate questionnaire, B-3 and other methods to control potential intervening variables. Heterogeneity and homogeneity of school class is conceptualized through personality profiles of students, measured by HSPQ. The limitations of proposed research design are thoroughly discussed.

Keywords:

Social skills, emotional intelligence, multi-year grammar schools, longitudinal research, diversity