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## **GRT** TO MEASURE AND COMPARE THE EMOTIONAL INTELLIGENCE OF ORPHAN AND NON-ORPHAN HIGHER SECONDARY SCHOOL STUDENTS FROM DISTRICT DODA.

**Vijay Singh and Meenakshi Naranja**

M.A Psychology

**Abstract:-**The present study aims to investigate the emotional intelligence of orphan and non-orphan high school students in District Doda ,Jammu and Kashmir. Using random sampling technique 140 [70 Orphan(35 boys and 35 girl) and 70 non-orphan(35 boys and 35 girls)]students, from the high school level are chosen. The Emotional Intelligence Scale developed by Anukool Hyde,Sanjyot Pethe and Upinder Dhar is used in this study. The data collected is subjected to statistical analysis, namely, mean, standard deviation and 't' test. Results show a significant mean difference( $t\text{-value}=6.04$ ) between the emotional intelligence of urphan and non-orphan high school students and also a significant mean difference between orphan and non-orphan boys and orphan and non-orphan girls( $t\text{-value}=4.13$  and  $t\text{-value}=5.47$ ).The study reveals that orphan students are more emotionally intelligent than the non-orphan students.

**Keywords:**Emotion, Intelligence,Emotional Intelligence.

### **AIM:-**

To measure and compare the emotional intelligence of orphan and non-orphan higher secondary school students from District Doda.

### **INTRODUCTION:-**

Emotions are the states of feeling that have cognitive, physiological and behavioural components. Many strong emotions spark activity in the usually occurs in response to a threat, involves cognitions that one is in danger ,predominantly sympathetic arousal [rapid heartbeat and breathing ,sweating, muscle tension] and tendencies to avoid or escape from the situation .Para-sympathetic nervous system also plays an important role in emotions. Emotional intelligence refers to an ability to recognize the meanings of emotion and their relationships and to reason and problem-solve on the basis of them. Emotional intelligence is involved in the capacity to perceive emotions, assimilate emotion-related feelings, understand the information of those emotions, and manage them. Researchers investigated dimensions of emotional intelligence by measuring related concepts, such as social skills, interpersonal competence, psychological maturity and emotional awareness, long before the term 'emotional intelligence' came into use. Teachers in schools have been teaching the rudiments of emotional intelligence since 1978, with the development of the Self Science Curriculum and the teaching of classes such as "social development," "social and emotional learning," and "personal intelligence," all aimed at raising the level of social and emotional competence" (Goleman, 1995). Social scientists are just beginning to uncover the relationship of emotional intelligence to other phenomenon, e.g., leadership (Ashforth and Humphrey, 1995), group performance, individual performance, interpersonal/ social exchange, managing change, and conducting performance evaluations (Goleman, 1995). The Multiple Intelligences theory has been introduced by Gardner (1983) and the Emotional Intelligence theory by Mayer and Salovey (1990) then Goleman (1995). Intelligence quotient alone is no more the only measure for success, emotional intelligence, social intelligence and luck also play a big role in a person's success (Goleman, 1995).

Emotional intelligence represents an ability to validly reason with emotions and to use emotions to enhance thought. Emotional Intelligence encompasses the following five characteristics and abilities:

Self-awareness--knowing your emotions, recognizing feelings as they occur, and discriminating between them

Mood management--handling feelings so they're relevant to the current situation and you react appropriately  
Self-motivation--"gathering up" your feelings and directing yourself towards a goal, despite self-doubt, inertia, and impulsiveness  
Empathy--recognizing feelings in others and tuning into their verbal and nonverbal cues  
Managing relationships--handling interpersonal interaction, conflict resolution, and negotiations

The study conducted by Bai (2011) intended to examine anxiety proneness and emotional intelligence in relation to academic achievement of pre-university students. Study being an exploratory student performance in examination has been considered seriously to examine if there is any influence of anxiety proneness and emotional intelligence on their academic achievement or not. The study involved 500 Pre-University students selected from Bangalore Urban and Rural area who were studying in Science, Arts and Commerce stream by using stratified random sampling procedure. The study revealed that, Arts, Science and Commerce students of PUC have significant difference in academic achievement, anxiety proneness and emotional intelligence and its dimensions Arts and Science of PUC have significant difference in anxiety proneness and emotional intelligence. Commerce and Science students of PUC have significant difference in anxiety proneness and emotional intelligence.

The emotional intelligence construct has important clinical and therapeutic implications because it has emerged from an amalgamation of research findings on how people appraise, communicate and use emotion (Malekari and Mohanty, 2011). Zeidner and others (2004) correctly pointed out that there hasn't been sufficient research to fully understand the impact emotional intelligence has on academic success. In line with the above views a few studies have been conducted in the Indian context.

Kattekar (2010) conducted a study to investigate the impact of emotional intelligence on the academic achievement in Kannada language of 500 standard IX students in the Karnataka state. He found a positive relationship between emotional intelligence and academic achievement of students.

Farooq (2003) examined the effect of emotional intelligence on academic performance of 246 adolescent students and found that students with high emotional intelligence show better academic performance than the students with low emotional intelligence.

Drago (2004) examined the relationship between emotional intelligence and academic achievement in non-traditional college students. Since students differed in cognitive ability, with some students being better prepared for the collegiate environment than others, the role of emotional intelligence in academic achievement must be better understood. Non-cognitive factors such as emotional intelligence may supplement or enhance student cognitive ability. In this study, emotional intelligence, achievement motivation, anxiety, and cognitive ability were predictor variables. The criterion variable was academic achievement as measured by student GPA. Results demonstrated that emotional intelligence to be significantly related to student GPA scores, student cognitive ability scores, and student age.

Parker and others (2005) examined the impact of emotional intelligence on the successful transition from high school to university. Results revealed that academically successful students had significantly higher levels of several different emotional and social competencies. These findings suggest that emotional intelligence plays an important role in the successful transition from high school to university.

Mestre and others (2006) investigated in a sample of 127 Spanish adolescents, the ability to understand and manage emotions, assessed by a performance measure of emotional intelligence (the MSCEIT), correlated positively with teacher ratings of academic achievement and adaptation for both males and females. Among girls, these emotional abilities also correlated positively with peer friendship nominations. After controlling for IQ and the Big Five personality traits, the ability to understand and manage emotions remained significantly associated with teacher ratings of academic adaptation among boys and peer friendship nominations among girls. Self-perceived emotional intelligence was unrelated to these criteria. These findings provided partial support for hypotheses that emotional abilities are associated with indicators of social and academic adaptation to school. The study conducted by Hassan and others (2009) involved a sample of 223 form 1 and form 4 students. Process of data collection was administered by using a set of questionnaire which includes a self report measure of emotional intelligence adapted from Schutte Self-Report of Emotional Intelligence (SSRI) and Beck Anxiety Inventory (BAI). T-test analysis showed that there were no significant differences for the emotional intelligence level within all students between ages 13 and 16. However, there were significant differences for the emotional intelligence level among female students in accordance to age. The results showed that there were significant differences for emotional intelligence level among all students between both genders. Mean score of emotional intelligence within female students appeared to be higher than male students. Pearson correlation analysis showed that emotional intelligence levels of all students were significant negatively in relation to anxiety level. Emotional intelligence was also significant positively in correlation with academic achievement of all variables including students' age and gender.

In a study by Nelis et al. (2009), study participants were divided into two groups. One group received an EI training of four group sessions of 2-1/2 hours each. The other group did not receive any training. After the treatment was completed, the training group showed a significant increase in emotion identification and emotion management compared to the control group. Six months later, the training group still had the same improvement on emotion identification and emotion management. The control group showed no change.

Tamannaifar and others (2010) conducted a study on 6,050 students at the University of Kashan to explore the

relationship between emotional intelligence, self-concept and self esteem with academic achievement. Students as a sample were randomly chosen. It was found from the study emotional intelligence, self concept and esteem, of students was found to be significantly related to their academic achievement.

Song et al. (2010), studied the impact of general mental ability (GMA) and emotional intelligence (EI) on college students' academic and social performance. While GMA and EI both had an influence on academic performance, GMA was found to be a stronger predictor of academic performance than EI. However, only EI, not GMA, was related to the quality of social interactions with peers. Subjects with schizophrenia were compared to a control group on a measure of EI, the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT).

The study conducted by Yahaya and others (2011) investigated the relationship between the identified five dimensions of emotional intelligence, namely self-awareness, emotional management, self-motivation, empathy, interpersonal skills and academic performance. This study aimed to identify whether the five dimensions of emotional intelligence have been able to contribute to academic performance. Statistical inference of the Pearson-r and multiple regression was used to analyze the data. The results showed that the significant relationship between self-awareness ( $r = 0.21$ ), emotional management ( $r = 0.21$ ) and empathy ( $r = 0.21$ ) at the level of  $p < 0.05$  with academic performance. Findings from multiple regression analysis (stepwise) showed that only three dimensions of emotional intelligence which is self-awareness ( $\beta = 0.261$ ), self motivation ( $\beta = -0.182$ ) and empathy ( $\beta = 0.167$ ) accounted for 8.7% of variation in criterion (academic performance). Research also presented a model designed to reflect the relationship between the dimensions of emotional intelligence and academic performance.

Farh, C. I., Seo, M., & Tesluk, P. E. (2012). Emotional Intelligence, teamwork effectiveness, and job performance. The purpose of this study was to examine the relationship between EI, as measured by the MCEIT, and job performance by taking into account context of the job. A sample of 212 professionals from various organizations and industries indicated support for the effect of EI, above and beyond the influence of personality, cognitive ability, emotional labor job demands, job complexity, and demographic control variables. More specifically, results showed that EI related more positively to performance under a high managerial work demands context of jobs that require management of diverse individuals, functions, and lines of business, potentially because such job contexts activate and allow high-EI individuals to act in emotionally intelligent ways that facilitate their performance. The results indicate that the relationship between EI and performance is not direct; thus, managers should recognize that selecting emotionally intelligent employees or training employees' EI may not lead to higher performance outcomes in all situations, but investing in the EI of employees working in jobs characterized by high managerial demands may be a good thing to do.

#### **OBJECTIVES:-**

a:- To study the emotional intelligence of orphan students and non-orphan students.

b:-To study the emotional intelligence of orphan boys students and non-orphan boys students.

c:-To study the emotional intelligence of orphan girls students and non-orphan girls students.

Hypothesis:-

a:- There will be no significant difference between the emotional intelligence of orphan students and non-orphan students.

b:- There will be significant difference between the emotional intelligence of orphan boys students and non-orphan boys students.

c:- There will be no significant difference between the emotional intelligence of orphan girls students and non-orphan girls students.

#### **Method:-**

#### **Sample:-**

The sample consists of 140 students . 70 orphan and 70 non orphan students.

#### **Tools:-**

The Emotional intelligence is measured by using the Emotional intelligence scale (EIS), constructed by Anukool hyde, Sanjyot Pethe, Upinder Dhar. The scale consists of 34 items.

#### **Scoring pattern:-**

CATEGORIES	SCORES
STRONGLY AGREE	5
AGREE	4
UNCERTAIN	3
DISAGREE	2
STRONGLY DISAGREE	1

**Variable :-**

Independent Variable : Type of the subject (male/female)  
Dependent variable : Emotional Intelligence of the subject.

**Administration of the test:**

The present test, Emotional Intelligence Scale(EIS) was conducted on two groups( i.e. total 140 students) 70 orphan students and the other 70 were non orphan students. There was no time limit but they were instructed to complete the test as fast as possible.

**RESULTS AND DISCUSSION:**

The present scale consists of 34 items and each items is further scored as Strongly agree, Agree, Uncertain, Disagree, Strongly disagree which is 5,4,3,2,1 respectively.

**TABLE 1.1 SHOWS t-VALUE OF ORPHAN AND NON ORPHAN STUDENTS.**

GROUPS	MEAN	S.D	t.VALUE	SIG.LEVEL
ORPHAN STUDENTS	102.2	17.552	6.04	Significant
NON-ORPHAN STUDENTS	94.025	16.183		

A significant mean difference between the scores of orphan and non-orphan students is found where the value of 't' is 6.04. Hence, first hypothesis is rejected and an alternative hypothesis is accepted. The mean score of orphan students is 102.2 and the mean score of non-orphan students is 94.025. The difference between the mean scores is 8.175, which is highly significant at 0.05 level (t-value = 6.04). It reveals that the orphan students are more emotionally intelligent than the non-orphan students.

**TABLE 1.2 SHOWS t-VALUE OF ORPHAN AND NON ORPHAN STUDENTS FOR BOTH BOYS AND GIRLS RESPECTIVELY.**

GROUPS	MEAN	S.D	t.value	SIG.VALUE at 0.05 level.
ORPHAN BOYS	103.6	18.580	4.13	Significant
NON-ORPHAN BOYS	100.8	16.612		
ORPHAN GIRLS	97.742	15.437	5.47	Significant
NON-ORPHAN GIRLS	90.314	16.272		



In table no.1.2,the mean score of orphan boys is 103.6 and the mean score of non-orphan boys is 100.8.The mean difference is 2.8.The t-value is 4.13.Hence there is significance mean difference between the scores of orphan and non-orphan boys.Therefore,the second hypothesis is also rejected and an alternative hypothesis is selected.It reveals that the ophan boys are more emotionally intelligent than the non-orphan boys.

Again in table no.1.2,the mean score of orphan girls are 97.742 and the mean score of non-orphan girls are 90.314.The mean difference is 7.428 and the t-value is 5.47.Hence there is significance mean difference between the scores of orphan girls and non-orphan girls.Therefore the third hypothesis is also rejected and an alternative hypothesis is selected.It reveals that orphan girls are more emotionally intelligent than the non-orphan girls.

#### CONCLUSION:

On the total scores a significant difference between the means of the orphan and non orphan students is found. Also on the scores of both orphan and non orphan boys and girls a significant difference is found.

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