

A STUDY TO MEASURE EMOTIONAL INTELLIGENCE OF SECONDARY SCHOOL STUDENTS WITH LIMITED SOCIAL SKILLS WITH REFERENCE TO THE EDUCATIONAL QUALIFICATION OF THEIR PARENTS

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Abstract:- The purpose of the study is to measure & compare the emotional intelligence of boys & girls with limited social skills studying in 9th & 10th standard with reference to the qualification of their parents. On the basis of the report of different subject teachers teaching the students for the last two years & observing the students regularly, the students with limited social skills were identified. Further the students were asked to fill the measure/questionnaire by MESSY (Hindi version by Dr. Sushma Sharma). On the basis of the report submitted by faculty members & the score of the test, students were identified as social skills deficit students. The EI of the group of 100 students, 50 male & 50 female was measured by using the measure MMEI by Drolia & Drolia. The results indicated that girls are emotionally more intelligent than boys specifically empathy in the girls is higher than boys & girls are better in handling relationships. The statistical analysis indicated that the EI score of students whose parents' had better qualification found to be higher on all the parameters of measure of EI (MMEI) except on empathy.

Keywords: - Social skills, emotional intelligence, secondary school children, social competence.

1.0 Introduction:

Education, the process of lifelong learning is considered as the major advancement in the course of growth of civilization. It is an art of imparting skills & knowledge through which the behavior of an individual is shaped either by deliberate efforts to learn skills & techniques (formal education) or subconsciously due to constant interaction with the environment (informal education). The importance of education is observed in realization of process of development as it serves as a major tool of human enlightenment & empowerment for the achievement of better & high quality of life. It acts as a third eye of human beings which provides much broader vision in understanding the situations both in personal & social life. However the social life of a child starts at home. In Indian context "The mother's lap is the first school for every child". Hence education starts from home & who else is better to teach a child than his own mother. The education provided by mother is important in whole life of the children as they learn all the values i.e. moral, ethical, religious, political & social from mothers. The absence of mother care in childhood may have long lasting consequences on the life of a child. Hence it is the mother who can mould a child into bright, strong, capable & pure hearted citizen. Erikson, 1956 has also pointed out that development of personality of an individual is affected by three factors i.e. body, self & social. The social factors include family interaction & peer relations.

It is assumed that teachers & parents are completely socialized adults & observe the children through their own stereotypic spectacles. Keith and Campbell, 2000 indicated that family is most important factor which influences the social development of child as the functioning of psychic components of social behavior depends upon several factors of family background. A Hungarian study found a significant co-relation between social behavior and education of the parents and the relationship was strongest with mother's education (Zsolnai, Lesznyak and Kasik 2007).

1.1 Emotional intelligence:

The concept of EI emerged in 80s but it attracted the attention of researchers after the study of Daniel Goleman in 1995. However the historical background of this concept is traced back to the psychological theories such as 'social intelligence' by Thorndike. In 1920 Thorndike defined it as "The ability to understand the individuals and deal with them in human relations". The actual interest in the concept of emotional intelligence developed in 1990 when Mayer and Salovey published their book *Imagination, Cognition and Personality*. In recent years a wide spread attention has been paid by the researchers and practitioners working in the field of psychology, social sciences and education to the concept of emotional intelligence after the publication of the popular book on *Emotional Intelligence* by Daniel Goleman 1995. David Wechsler (1943) mentioned in a publication that emotional capacity is necessary to predict the ability of an individual for getting success in life and in 1983 Howard Gardener gave the theories of multiple intelligences in his book 'Frames of mind' in which he mentioned various types of intelligence, among them the emotional intelligence, intrapersonal intelligence and interpersonal intelligence intersect with each other (Marzouk 2005, P.22).

Salovey & Mayor, say "emotional intelligence involves the ability to perceive accurately, appraise & express emotion; the ability to access & /or generate feelings when they facilitate thought; the ability to understand emotion & emotional knowledge; & the ability to regulate emotions to promote emotional & intellectual growth". These abilities invade four branches "perception, appraisal & expression of emotions", "emotional facilitation of thinking", "understanding & analyzing emotions; employing emotion knowledge"& "reflective regulation of emotions to promote emotional & intellectual growth".

1.2 Social Skills:

Social skills are defined as the ability to respond to social activities or environment in a manner that produces maintains & enhances positive interpersonal effects. According to Gresham & Elliot, 1984 social skills may be defined as socially acceptable learned behaviors that enable a person to interact with others in ways that elicit positive responses & assist in avoiding negative responses. The development of social skills is one of the most important outcomes of the schooling process. Children with social skills deficits are at the risk of social emotional difficulties & exhibit poor academic performance (Parker & Asher, 1987).

The effectiveness of social behavior depends on the quantity & quality of social skills exhibited by an individual. Stephens, 1992, Nagy, 2007, are of the view that the individual who is rich in having the set of skills has greater chances to handle the given situation as good social skills always help the children to be more successful in developing positive attitudes towards school activities & in adjustment with school rules than their less competent peers (Brown, 2006; Semrud-Clikeman, 2007).

On the basis of study by (Zoolnai & Kasik, 2012) it was suggested that education of the parents is a crucial factor in parenting style, it was also found that children of the parents with higher educational achievements had developed better social skills however the effect was retained by the children till their adolescence. The young children had developed better social skills such as adherence to rules, better understanding & interaction with peers in classroom playground, whose mothers were having tertiary education.

2.0 Objectives of the study:- The main objectives of the study are as follows:-

1. To study the level of social skills of school students
2. To identify secondary school students with social skills deficits.
3. To measure the emotional intelligence of these social skill deficient secondary school students.
4. To study the emotional intelligence of female students with reference to the literacy of their parents.
5. To study the emotional intelligence of male students with reference to the literacy of their parents.
6. To study the emotional intelligence of male students & female students born & brought up by literate parents.
7. To study the emotional intelligence of male students & female students born & brought up by illiterate parents.

3.0 Hypothesis: - 1. There exists a significance difference in EI of male & female students with social skills deficits.

2. There exists a significance difference between EI of male secondary school students with social skills deficits whose parents are having qualification> matric & those whose parents are illiterate.

3. There exists a significance difference between EI of female secondary school students with social skills deficits whose parents are having qualification> matric & those whose parents are illiterate.

4.0 Methodology:

In the present study survey method has been used. The investigator enquired about the EI of social skill deficient secondary school children. Initially the report from the teachers was obtained on the basis of their day to day

observations of the children. Further social skill assessment of these school students was carried out using MESSY scale for social skill. On the basis of the report of teachers & the score on MESSY scale 100 students were identified as social skill deficits students (50 male & 50 female) The students were categorized into 2 groups, 50 students (25 male & 25 female) were selected whose parents were illiterate & the other 50 (25 male & 25 female) whose parents were having the qualification above matric. MMEI was administered on the group of 100 students & the raw score was analyzed statistically.

5.0 Variables involved in the study: - The present study involved the following variables:-

Independent variable: - In the present study **social skills, education level of the parents & gender** of the students are independent variables.

5.1 Dependent variable:- In the present study emotional intelligence is taken as dependent variable.

5.2 Population of the study: - The students of 9th & 10th standard of two CBSE schools of district Kurukshetra (Haryana) have been selected for the study.

5.3 The sample: - The sample for a present study was collected from two CBSE schools of district Kurukshetra of Haryana state. The sample included 200 students from two schools out of which hundred students were identified as students with limited social skills.

6.0 Tools used in the study:- 1. Hindi adapted version of MESSY scale for social skills (Matson, 1983 & Sharma, 2000).

2. Multi dimensional measure of emotional intelligence (Drolia & Drolia, 2003).

7.0 Result & Discussion:- Result of the study is based on statistical analysis given below

Descriptive Statistics

Dependent Variable: self awareness

1boys 2girls		1 literate2illiterate	Mean	Std. Deviation	N
boys	literate		56.0000	4.52769	25
	illiterate		46.2400	4.45608	25
	Total		51.1200	6.63829	50
girls	literate		53.6800	4.25950	25
	illiterate		45.6400	5.44579	25
	Total		49.6600	6.31684	50
Total	literate		54.8400	4.50560	50
	illiterate		45.9400	4.93389	50
	Total		50.3900	6.48837	100

Tests of Between-Subjects Effects

Dependent Variable: self awareness:

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2052.030 ^a	3	684.010	31.036	.000
Intercept	253915.210	1	253915.210	1.152E4	.000
gender	53.290	1	53.290	2.418	.123
Edu. level	1980.250	1	1980.250	89.851	.000
gender * edu. level	18.490	1	18.490	.839	.362
Error	2115.760	96	22.039		

Total	258083.000	100		
Corrected Total	4167.790	99		

a. R Squared = .492 (Adjusted R Squared = .476)

The statistical analysis indicates that the literacy of the parents has got its positive impact on EI of children. Both male and female children of literate parents have shown higher score on the measure of EI specifically on the dimension of self awareness the result is highly significant (sig- .000).

Descriptive Statistics

Dependent Variable: managing emotions

1 1boys2 girls	2 literate2ill iterate	Mean	Std. Deviation	N
boys	literate	55.1600	6.23618	25
	illiterate	52.3200	6.61261	25
	Total	53.7400	6.52096	50
girls	literate	54.8000	6.83740	25
	illiterate	52.1200	5.44151	25
	Total	53.4600	6.26363	50
Total	literate	54.9800	6.47913	50
	illiterate	52.2200	5.99418	50
	Total	53.6000	6.36277	100

Tests of Between-Subjects Effects

Dependent Variable: managing emotions

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	192.560 ^a	3	64.187	1.615	.191
Intercept	287296.000	1	287296.000	7.229E3	.000
gender	1.960	1	1.960	.049	.825
edulevel	190.440	1	190.440	4.792	.031
gender * edulevel	.160	1	.160	.004	.950
Error	3815.440	96	39.744		
Total	291304.000	100			
Corrected Total	4008.000	99			

a. R Squared = .048 (Adjusted R Squared = .018)

While studying the dimension managing emotions of emotional intelligence on the measure of MMEI, results indicate that the EI of children is directly related to the education level of parents. However there is not much

difference in EI of girls and boys on the above said parameter. Statistical analysis indicates the significant relationship between education level of parents and capability of managing emotions of their children.(sig- .031)

Descriptive Statistics

Dependent Variable: motivating one-self

1boys2girls	1 literate2illiterate	Mean	Std. Deviation	N
boys	literate	57.5600	6.29206	25
	illiterate	53.4400	7.63806	25
	Total	55.5000	7.23159	50
girls	literate	56.5200	6.18547	25
	illiterate	54.6800	6.29630	25
	Total	55.6000	6.24663	50
Total	literate	57.0400	6.19730	50
	illiterate	54.0600	6.95587	50
	Total	55.5500	6.72306	100

Tests of Between-Subjects Effects

Dependent Variable: motivating one self

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	254.750 ^a	3	84.917	1.932	.130
Intercept	308580.250	1	308580.250	7.020E3	.000
gender	.250	1	.250	.006	.940
edulevel	222.010	1	222.010	5.050	.027
gender * edulevel	32.490	1	32.490	.739	.392
Error	4220.000	96	43.958		
Total	313055.000	100			
Corrected Total	4474.750	99			

a. R Squared = .057 (Adjusted R Squared = .027)

The descriptive statistics has shown that children of educated parents are more capable in motivating themselves in comparison to the children of illiterate parents (sig- .027).

Descriptive Statistics

Dependent Variable: empathy

1boys2girls	1 literate2illiterate	Mean	Std. Deviation	N
boys	literate	53.2400	5.01066	25
	illiterate	50.2400	4.75465	25
	Total	51.7400	5.06613	50
girls	literate	54.0400	8.28895	25
	illiterate	52.8400	5.42125	25
	Total	53.4400	6.95807	50
Total	literate	53.6400	6.79063	50
	illiterate	51.5400	5.21462	50
	Total	52.5900	6.11522	100

Tests of Between-Subjects Effects

Dependent Variable: empathy

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	202.750 ^a	3	67.583	1.854	.143
Intercept	276570.810	1	276570.810	7.587E3	.000
gender	72.250	1	72.250	1.982	.162
edulevel	110.250	1	110.250	3.024	.085
gender * edulevel	20.250	1	20.250	.556	.458
Error	3499.440	96	36.453		
Total	280273.000	100			
Corrected Total	3702.190	99			

a. R Squared = .055 (Adjusted R Squared = .025)

In daily life activities it is observed that empathy is not related to the literacy of individuals. Illiterate but educated parents may better guide their children regarding development of empathy in behavior & attitude. In the present study the education of parents has not shown its effect on EI of children with regard to the sub scale empathy as the result is insignificant (sig-085)

Descriptive Statistics

Dependent Variable: handling relationships

1 literate2illiterat 1boys2girls e		Mean	Std. Deviation	N
boys	literate	56.9600	5.23195	25
	illiterate	54.2400	7.72054	25
	Total	55.6000	6.67007	50
girls	literate	58.6000	4.31084	25
	illiterate	51.6000	4.67262	25
	Total	55.1000	5.68295	50
Total	literate	57.7800	4.81617	50
	illiterate	52.9200	6.45499	50
	Total	55.3500	6.16994	100

Tests of Between-Subjects Effects

Dependent Variable: handling relationships

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	711.230 ^a	3	237.077	7.444	.000
Intercept	306362.250	1	306362.250	9.619E3	.000
gender	6.250	1	6.250	.196	.659
edulevel	590.490	1	590.490	18.540	.000
gender * edulevel	114.490	1	114.490	3.595	.061
Error	3057.520	96	31.849		
Total	310131.000	100			
Corrected Total	3768.750	99			

a. R Squared = .189 (Adjusted R Squared = .163)

Children of literate parents irrespective of the gender i.e. both boys and girls handle the relationships effectively and in a better way. The statistical analysis has shown highly significant result

Conclusion:- The results of the study indicate that parental education play a significant role in altering the behavior of children positively. The guidance & instructions of educated parents help in improving the emotional state of children which in turn enhance the achievements in all spheres of life.

8.0 References

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