

Emotional intelligence of physically challenged students in relation to their family environment

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ABSTRACT

As family plays an important role in a child's mind and personality development in childhood, it is important to determine what specific social and psychological family factors are the most important for the development of emotional intelligence. The present paper aims at studying relationship between emotional intelligence and the family environment of physically challenged students of secondary level. The findings reveal that it seems fair to interpret that the emotional intelligence and family environment are interdependent on each other.

1. Introduction

The emotional intelligence helps in understanding the emotional information and in reasoning emotions. If taken a deep thought, nothing new about emotional intelligence will be found. In some ways or others, emotional intelligence is based on a long history of research and theory in personality, sociology as well as psychology. There has been an impressive and growing research panel that suggests that the abilities of emotional intelligence are important for success in many areas of life. Emotional intelligence is more useful for effective performance at work. Emotional intelligence is the ability to monitor one's own and other people's emotions, to discriminate between different emotions and label them appropriately, and to use emotional information to guide thinking and behavior.

Family environment where the foundations of emotional intelligence are first laid is a setting the child grows up and acquires some information relating to life. Family environment bearing healthy and high quality characteristics affects the development of the child in many ways like ego concept of the child and his/her emotional and social development. Social status of the parents, the residence, relations within the family, the number of siblings and the relations among the siblings determine the characteristics of the family environment.

Need of the study

The present study aims to investigate the emotional intelligence of the students in relation to their family relationship. It attempts to show the effect of family relationship on the emotional intelligence of the secondary school students. Emotional intelligence is defined in the terms of self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self development, value orientation, commitment, and altruistic behavior and family relationship is defined in terms of parental attitude acceptance, concentration and avoidance. The findings reveal that healthy family relationship greatly influences emotional intelligence of the adolescents

Family is the environment where the children learned to use their faculties and understand and cope with the physical

world. It is a time when they don't bother with trivial things, such as the family relationship, because they know they are the king pin of their family. It is the place, where they learn how family relationships work, by observing their parents, grandparents, siblings and rest of the family members deal with each other. They enjoy meeting them on family vacations and family reunions and exchanging Family reunion gifts with them.

Objectives:

1. To study the emotional intelligence of physically challenged of students of secondary level.
2. To study the family environment of physically challenged of students of secondary level.
3. To study the relationship between emotional intelligence and the family environment of physically challenged students of secondary level.
4. To compare the emotional intelligence and the family environment of physically challenged students of secondary level.

Hypothesis:

1. There is no significant difference between emotional intelligence of physically challenged of male and female students of secondary level.
2. There is no significant difference between family environment of physically challenged of male and female students of secondary level.
3. There is no significant difference between emotional intelligence and the family environment of physically challenged students of secondary level.

Method: The present study has been used in normative survey method.

Sample: In the present study Sample has been selected from special schools of Haryana with random sampling method. It has been consisted of 300 physically challenged secondary level students. Keeping in mind the above stated criteria, the researcher has been went for the stratified (equal allocation) random sampling.

Tools: Emotional Intelligence Scale by S.K.Mangal. and Family Environment Scale (FES) by Chopra & Sahu.

Statistical Devices Used: Mean Standard deviation and “t” test

Table:1
Means score of emotional intelligence of physically challenged students of secondary level

Sr.No.	Areas	Male		Female		‘t’ Value	Level of Significance
		Mean	S.D.	Mean	S.D.		
1.	Intra- Personal Awareness	71.3	11.8	69.2	11.5	1.48	NS
2.	Intra -Personal Awareness	73.2	12.2	70.3	11.7	2.07**	significant
3.	Intra- Personal Management	72.8	12.1	69.8	11.6	1.44	NS
4.	Intra- Personal Management	71.9	11.9	68.2	11.3	2.68*	significant

NS – Not Significant (*Significant at 0.01 level &** Significant at 0.05 level)

The table value showing various aspects of emotional intelligence of male and female physically challenged students of secondary level.

In intra personal awareness aspect the mean score of male physically challenged students of secondary level is 71.3 and S.D. was 11.8 and in same aspect means score of female physically challenged students of secondary level is 69.2 and S.D. 11.5 the t value of this aspect has been found 1.48 which shows there is no significance difference between intra personal awareness aspect of emotional intelligence of male and female physically challenged students of secondary level

The table value showing inter personal awareness aspects of emotional intelligence of male and female physically challenged students of secondary level. The mean and SD of male and female physically challenged students of secondary level on inter personal awareness aspects were 72.2& 12.2 and 70.3& 11.7 respectively. The t value of this aspect was calculated 2.07 which is significant at 0.05 level.

It can conclude that the null hypothesis that there is no significant difference between mean score on inter personal awareness aspects of emotional intelligence of male and female physically challenged students of secondary level is being rejected. The emotional intelligence especially in inter personal awareness aspects of male physically challenged students found more than female students.

In intra personal management aspect the mean score of male physically challenged students of secondary level is 72.8 and S.D. was 12.1 and in same aspect mean score of female physically challenged students of secondary level is 69.8 and S.D. 11.6 the t value of this aspect has been found 1.44 which shows there is no significance difference between intra personal management aspect of emotional intelligence of male and female physically challenged students of secondary level.

The table value showing inter personal management aspects of emotional intelligence of male and female physically challenged students of secondary level. The mean and SD of male and female physically challenged students of secondary level on inter personal management aspects were 71.9 & 11.9 and 68.2 & 11.3 respectively. The t value of this aspect was calculated 2.68 which is significant at 0.01 level. It can conclude that the null hypothesis that there is no significant difference between mean score on inter personal management aspects of emotional

intelligence of male and female physically challenged students of secondary level is being rejected. The emotional intelligence especially in inter personal management aspects of male physically challenged students found more than female students.

Table :2
Mean score of Family Environment of Male and Female physically challenged students of secondary level students

Sr.No.	Dimensions	Male		Female		‘t’ Value	Level of Significance
		Mean	S.D.	Mean	S.D.		
1.	Relationship	132.7	22.1	138.2	23.0	1.97**	0.05
2.	Personal Growth	57.8	9.63	52.3	8.71	4.9*	0.01
3.	System Maintenance	28.2	4.70	22.4	3.73	11.6*	0.01

NS – Not Significant (*Significant at 0.01 level and ** Significant at 0.05 level)

The table 2 shows mean score of various factors of family environment of male and female physically challenged students of secondary level. i.e relationship dimension, personal growth dimension and system maintenance dimension.

In relationship dimension the mean and SD of male and female students was found 132.7, 22.1 and 138.2, 23.0 respectively the t value of this aspect was calculated 1.97 which is significant at 0.05 level. The mean of female physically challenged students of secondary level was found more than male physically challenged students in this aspect of

family environment .This aspect of family environment includes cohesions, expressiveness, conflict, accepting and caring responses .It may concluded from above that female physically

challenged students of secondary level got more positive care in their family than male physically challenged students.

Table: 3
Correlation between Emotional intelligence and family environment of physically challenged students of secondary level students

Sr.No.	Areas	N	Mean	Coefficient of correlation	Level of Significance
1.	Emotional Intelligence	300	70.83	0.67	Significant at 0.01 level
2.	Family Environment	300	53.93		

In pursuance of objective to see the relationship between emotional intelligence and family environment of physically challenged students of secondary level, Data of table 4.5 shows correlation between emotional intelligence and family environment of physically challenged students of secondary level through Pearson correlation method the value of

correlation coefficient is 0.67. It represents positive relationship between the two variables. The obtained coefficient of correlation is found to be significant at 0.01 level of significance. It seems fair to interpret that the emotional intelligence and family environment are interdependent on each other.

Table: 4
Means score of Emotional intelligence and family Environment of physically challenged students of secondary level students

Sr. No.	Areas	N	Mean	S.D.	't' Value	Level of Significance
1.	Emotional Intelligence	300	70.83	14.16	17.51	Significant at 0.01 level
2.	Family Environment	300	53.93	8.90		

Table 4 represents mean score of Emotional intelligence and family environment of physically challenged students of secondary level students. The mean and SD of Emotional intelligence and family Environment of physically challenged students of secondary level students was found 70.83, 14.16 and 53.93, 8.90 respectively. The t value was calculated 17.51.

Therefore, the hypothesis there is no significant difference between emotional intelligence and family environment of physically challenged students of secondary level students is being rejected.

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