

A Study of Emotional Intelligence of Children of Army and Civil Personnel at Secondary and Senior Secondary level

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Abstract: Emotions are involved in everything people do; every action, decision and judgement. Emotionally intelligent people recognize this and use this to manage their emotions .Emotional intelligence concept has become a very important indicator of a person's knowledge ,skills ,abilities in workplace , school and personal life. Emotions assume a critical part in human natural selection and adjustment as they influence the way we see our environment, how we understand it, and how humans respond to this awareness, the way we are able to manage our emotions is related to how well-prepared the rational brain is to overwhelm body responses (li, 2012).

When a child belongs to a military family he faces many situations like constant fear of not being able to see the father again ,single parenting ,shifting from one city to another ,different language different people ,separation from parents ,not being able to stay in touch with friends and relatives and many more where as coming to the children of civil personnel go through a deep transformation during their development period; from being a helpless infant to a thinker emotional intelligence in there life brings so many turning points. Academic pressure ,relationships , high expectations, social image, self concept, self regulation , social terms and traditions and many more things are there that affects their emotional stability and by these their emotional intelligence is tested and affected too continuously.

The subject is "To study the effect of emotional intelligence on the children of army and civil personnel at secondary and senior secondary level" identifies the role of emotional intelligence in the lives of children of army and civil personnel, in which sample of 200 students has been taken and study is limited for KVS and Army schools of Bareilly region only. A tool developed by A. K. Singh and Shruai Narain has been used for this study. The study concluded that there is a significant difference in the emotional intelligence of children of army and civil personnel at secondary level but for senior secondary level there is a significant difference found. Which shows the variation in emotional intelligence as children grow and start working in different emphases, situations and surroundings. There emotional intelligence works as a powerful tool that creates a visible difference in their live.

1. INTRODUCTION:

Emotions assume a critical part in human natural selection and adjustment as they influence the way we see our environment, how we understand it, and how humans respond to this awareness, the way we are able to manage our emotions is related to how well-prepared the rational brain is to overwhelm body responses (li, 2012). Emotions assume a key part in the advancement of learning since it is through our subjective emotional world that we forge our personalities and implications out of reality.

During infancy and early childhood what a child experiences establish a cognitive template for his future growth and sets into motion a trajectory of capacities and expectations about how will young child select and possess new experience .Here the concept of emotional intelligence plays an important role. Military brats have the lower delinquency rates, higher achievement scores on the standardized test; said the researchers but turning point is their emotional intelligence that helps them to deal the situation and take decisions. Every child's situation is different, they work in different emphases, situations and surroundings there emotional intelligence works as a powerful tool .Coming to the children of civil personnel, the concept of emotional intelligence is different for them Their inner-directed interests sometimes leads to unrealistic situations accompanied by expressive out-bursts. Their individuality can cause them to be rejected in group activities. Here the term Emotional Intelligence is continuously active and plays a central role.

However, it was not until 1990, when Daniel Goleman published his book "Emotional intelligence, why it matters more than IQ" that the concept of EQ became part of society's culture and started to be applied worldwide (Goleman, 2008). Goleman (1995) recognized five distinct categories of skills which form the key characteristics of EI and proposed that, unlike one's intelligence quotient (IQ).

Student having low emotional intelligence are temperamentally independent, accustomed to going their own way, making decisions and taking action on their own. They discount public opinion, but are not necessarily dominant in their relations with others. Whereas student having high emotional intelligence tend to be exacting in character, dominated by sense of duty, preserving, responsible and planful. Hence here in the present study we will compare the emotional intelligence of both the children of Army and Civil personnel to see the positive and negatives effect of this concept in the multiple dimensions of their lives.

1.1 Origin of the study

The research originated from the broader impact of stressful or traumatic events on children, describes a wide range of responses including not only anxiety, depression, behavioural problems children face and how emotional intelligence is affecting positively and negatively both the ways. The emotional intelligence of both the children (civilian and army personnel) is challenged in different ways and result different changes in their self conception, motivation, empathy and mental and emotional stability. The main purpose is to determine the level of emotional intelligence that plays a major role in their lives. It is said that "**Feelings are self justifying with a set of perceptions and proofs all their own**

This research will focus on the current emotional stage, positive attitude, relationship with others and themselves, and comparison between both the children (army and civil). Hence main logic to originate this study was to enhance our knowledge what and how emotional intelligence is playing its role in the personalities of children both army and civil, and how differently they are affected by this, how they are using their emotional intelligence in facing the issues of their lives.

1.2 Statement of the Problem

The problem for the present study has been stated as: "**A Study of emotional intelligence of children of army and civil personnel at secondary and senior secondary level.**"

1.2 Delimitations of the Study

- The present study has a very wide scope for research purpose .But due to lack of time and resources researcher restricted it only up to Bareilly city.
- Although there are many Senior Secondary Schools in Bareilly City, but this study has been delimited up to KVS and Army Schools of C.B.S.E pattern.

1.4 Operational Definitions

Emotional Intelligence

Some definitions of emotional intelligence are as follows,

According to Daniel Goleman, "*Emotional intelligence is the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and our relationships*"

According to Salovey and Mayer (1990) "*The ability to monitor one's own and other's feelings and emotions, to discriminate among them and to use these information to guide one's thinking and actions*".

Children

According to **Wikipedia** "**Biologically, a child (plural children) is a human being between the stages of birth and puberty, or between the developmental period of infancy and puberty. The legal definition of child generally refers to a minor, otherwise known as a person younger than the age of majority.**"

In the present study children are the students studying in class 6th to 12th, that are further classified into two groups-

Children of Army Personnel:-

According to Wikipedia "**Children of army personnel are the children and teenagers of active duty military personnel often identifying themselves as part of a distinct subculture of military.**"

In the present study children of military personnel are children who are associated with the military organisation family such as state armed force and non state armed groups.

Children of Civil Personnel: - According to Wikipedia- "**Children who are not a member of a particular profession or group , armed force or the police force.**

In general a civil child is a child who is not a member of the family of military or of a police or fire fighting force." In the present study Children of Civil Personnel are the children who do not belong to the army, navy, air force or police.

2. OBJECTIVES OF THE STUDY:

The objectives of the study are defined as follows:-

- To Compare the emotional intelligence of two groups:-Children of Civil and Army personnel at Senior Secondary level.
- To Compare the emotional intelligence of two groups:-Children of Civil and Army personnel at Secondary level.

2.1 Hypotheses of the study

The following null hypotheses will be tested for the study:-

- There is no significant difference in the emotional intelligence of Children of Civil and Army personnel at Senior Secondary level.
- There is no significant difference in the emotional intelligence of Children of Civil and Army personnel at Secondary level.

2.2 Need and Significance of the study

When a student has a good EQ score, he/she can cope up with this competitive world. The students can face the toughest circumstances with emotional intelligence. They can adjust to people with different nature and temperament. And most importantly, they can control their emotions and take practical decisions anytime. Students with higher levels of emotional intelligence are able to keep a check on their emotions better and be empathetic to others around them. This can help them develop improved self-motivation and more effective communication skills-essential skills to helping students become more confident learners. On the other hand, students who lack emotional intelligence can become less connected to school, negatively affecting performance in the classroom. Adults alone are not victims of stress but students also face the same at school and colleges. Stress can ruin them completely and it is the biggest hurdle when they want to do something new. EQ will help them, particularly during important exams when they have too much stress. They will accept changes as they come on their way. They will welcome the changes in their school and offices and also gain success anywhere in the world Student will understand how and when this factor is affecting them and use this as a tool of success in their life. The main usage is to improve knowledge about how strongly emotional intelligence is affected by emotional experiences, circumstances, surroundings and situations. This study will help teachers to understand the emotional intelligence, empathy, self-concept interpersonal relationship with one another, In the present study an attempt has been made to explore the importance of emotional intelligence in their lives. So the present study is mainly concerned about the effect of emotional intelligence.

3. REVIEW OF RELATED LITERATURE :

Gregory (2016), conducted a study on the topic Relationship Between Emotional Intelligence and Servant Leadership in Banking. The study was conducted in Walden University. The purpose of this correlation study was to determine whether a significant relationship exists between emotional intelligence and servant leadership among leaders in the U.S. small business banking industry. The theoretical framework compared intelligence types to leadership styles to explain leadership behavior. A convenience sample of leaders within the qualtrics database of small business-bankers was surveyed from a composite survey for levels of servant leadership and emotional intelligence simultaneously. Pearson's correlation coefficient was performed to test the hypothesis. A statistically significant relationship was found between servant leadership and emotional intelligence.

Allen (2003), conducted a study on Mobility Strategies And Academic Success within Military Families. The Purpose of this narratological case study was to investigate the strategies military families utilize to contribute to the academic performance of highly mobile military connected students. Methodology for this study is presented including rationale for qualitative research ,the setting for the study, multiple case study research of mobile military families was conducted as part of this study. Sampling of five transient military families was taken and purposeful sampling strategy was used for this study.

4. RESEARCH METHODOLOGY:

Research Design

The research design is required to follow a pre-planned, well-thought-out methodology, in agreement with the pre-selected research type, in order to come up with an error-free, authentic conclusion. The present study is based on descriptive quantitative research in nature.

Population

A Population is also known as a well defined collection of individuals or object known to have similar characteristics. All individuals or objects within a certain population usually have a common binding characteristic or trait. Population of the present study comprises children of army and civil personnel at secondary and senior secondary level belong to Bareilly district. Therefore the result of the study will be applicable to the population of Bareilly region only.

Sample

According to *Hillingdon Hospital* sample is defined as “In research terms a sample is a group of people, objects or items that are taken from a larger population for measurement. The sample should be representative of the population to ensure that we can generalise the findings from the sample to the population as a whole”.

In this research, population of 200 students has been taken. In which 100 students belong to civil school and 100 students belong to army schools. These 100 students are further divided into 50 students of secondary and 50 students of senior secondary. Each group of 50 students is comprised 25 male students and 25 female students.

Sampling Technique

The data has been collected from primary sources with the help of tool administration over the members of the sample. Depending on the need of the study, purposive sampling is used.

Research Tool

For the present study the Standardized tool is used to fulfil objectives of the present study is a set of questionnaire for students. The questionnaire was developed by *A. K. Singh and Shrui Narain*.

Reliability of tool

The test re-test reliability was calculated. Test-Retest Reliability (sometimes called retest reliability) measures test consistency — the reliability of a test measured over time.

Validity of the tool

The present scale was correlated against the Emotional Intelligence Scale developed by Hyde, Pethe and Dhar (2001). The concurrent validity was found to be 0.86

Statistical Analysis

For the analysis of the data Mean, Standard Deviation and t-test were used.

Hypothesis:- *There is no significant difference in the emotional intelligence of Children of Civil and Army personnel at Secondary level.*

Table-1

Comparing Emotional Intelligence of Children of Civil and Army at Secondary level.

Group	N	Mean	SD	t- calculated
Children of Civil Personnel at Secondary level	50	20.82	2.9602	7.28
Children of Army Personnel at Secondary level	50	24.82	2.5127	

Signification at 0.05 level of Significance.

As the data projected in the table the mean of the students of army personnel is greater than the mean of children of civil personnel at secondary level. In this table the mean and SD scores of children of civil at secondary level are 20.82 and 2.9602 while the mean and SD score of children of civil and army at secondary level are 24.82 and 2.5127 respectively. When calculating the t-value which is 7.28 found significant at 0.05 level of significance and degree of freedom 98. In spite of having enough variation in the mean scores the hypothesis is accepted.

As the outcome says there is no significant difference, the reason might be part of different yet equal set of conflicts.

Handling emotions, inter and intra personal relationships, motivation empathy and self regulation and such factors by which both of them face mental and emotional turmoil and they overcome them according to their emotional health on the basis of their individuality.

Hypothesis:- *There is no significant difference in the emotional intelligence of Children of Civil and Army personnel at Senior Secondary level.*

Table-2

Comparing Emotional Intelligence of children of Civil and Army Personnel at Senior Secondary level.

Group	N	Mean	S.D	“t” calculated
Children of Army Personnel	50	24.8	2.512	4.71
Children of Civil Personnel	50	21.78	2.9602	

Signification at 0.05 level of Significance.

As shown in the table the mean of children of army personnel is greater than the children of civil personnel and secondary level. In this table the mean and SD scores of children of civil and army personnel at secondary level are 21.78 and 2.9602 while the mean and SD score of children of army and civil personnel at secondary level are 24.8 and 2.512 respectively. The calculated t-value is 4.71 which is not significant at 0.05 level of significance and degree of freedom 98. And there comes the outcome that the children of army personnel have better emotional intelligence than the children of civil personnel at secondary level.

The reason behind this may be that the children who are military connected have unique needs and experiences compared with the children of the same age. Although these challenges may be familiar to military and civilian health care providers working at military treatment facilities, up to 50% of children who are military connected receive care in the civilian sector. These are enough to keep them stable and strong to manage their relationships and their emotional health blooming.

5. Major Findings & Conclusion :

- The First hypothesis is that there is no significant difference in the emotional intelligence of children of civil and army personnel at secondary level was accepted as there found no significant difference. All kids have the capacity to learn and understand emotional intelligence skills. Once they understand their emotions, they need to learn how to deal with those emotions in a healthy way. Knowing how to calm themselves down, cheer themselves up, or face their fears can be complicated for little ones.
- The second hypothesis is that there is no significant difference in the emotional intelligence of children of civil and army personnel at senior secondary level was completely rejected there is a marked difference in the emotional intelligence of children of civil and army personnel at senior secondary level. Military-related separations often come with a shift in family roles and responsibilities. Tasks and responsibilities held by the service-member parent must be delegated while they are deployed. And how these responsibilities make their emotional intelligence affect in every dimension of development.

6. Educational Implications of the study :

On the basis of present study following suggestions for educational implementation can be given:-

- This study will be helpful to increase the level of emotional intelligence, by conducting seminars, conferences and orientation programs time to time at school level.
- According to the findings of this study the emotional intelligence of students is average at secondary level, hence the study will be helpful for the policy makers and curriculum constructors to introduce emotional intelligence based activities in curriculum at secondary level onwards, so that the level of emotional intelligence can increase continuously.

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