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“EMOTIONAL INTELLIGENCE, ADJUSTMENT AND SELF CONCEPT
AMONG ORPHAN STUDENTS AND NORMAL STUDENTS”

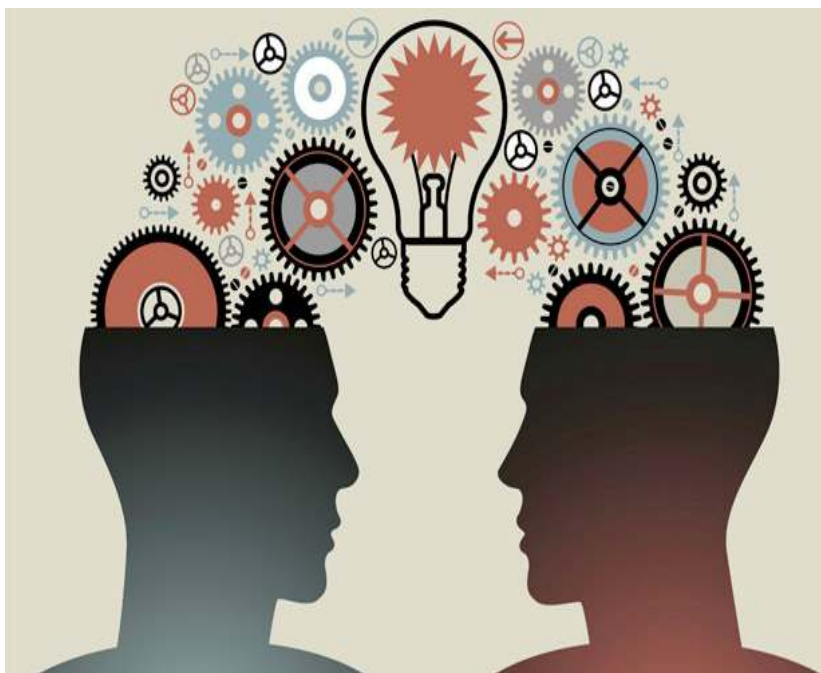


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Short Profile

Vasant Vitthalrao Solanke is Research Scholar at Dr. Babasaheb Ambedkar Marathwada University, Aurangabad.



ABSTRACT:

Aim of the present study to investigate the emotional intelligence, adjustment and self concept among orphan students and normal students. Hypotheses: there will be no significant difference between orphan student and normal student dimension on emotional intelligence, adjustment and self concept. Sample: For the Present study 80 students were selected from Aurangabad among them 40 orphan students and 40 normal orphan students. And age group 16-20 years. And non-probability incidental and purposive sampling was used for

the present study. Tools: 1) Emotional Intelligence test: Pedhe and Hyde were used for measuring Emotional intelligence. 2) Bell's Adjustment Inventory developed by Dr. R.K. Ojha (1999) was used to access the level of adjustment. 3) Self-Concept Scale (SCQ) This scale was constructed and standardize by Dr. Raj Kumar Saraswat. Results: 1) Normal students have significantly high emotional intelligence than the orphan students. 2) Normal students have significantly high adjustment than the orphan students. 3) Normal students have significantly high self concept than the orphan students.

KEYWORDS

Emotional Intelligence , Adjustment and Self Concept , education, career.

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INTRODUCTION :

While taking decisions, emotions as well as Emotional Intelligence play a great role. Emotions are feelings towards certain objects, persons or events. Emotional Intelligence is the ability to carry out accurate reasoning about emotions and the ability to use emotions and emotional knowledge to enhance thought (Mayer, et al, 2008). It is the ability to monitor one's own and others' emotions. Understand and manage them and the use of this information to enhance social skills and social competence. Institutionalized children mean a group of unrelated children living together in the care of a group of unrelated adults. Due to poverty, migration of work, family breakdown, single parenthood, inadequate health conditions of parents, imprisonment of parents, mental/ physical problems of the child, sex discrimination etc. care institutions has become an integral part of this world. Mainly five types of Institutionalized care are provided for children. They are institutions for 1) Normal children 2) Physically handicapped children 3) Mentally retarded children 4) Juvenile delinquents and 5) Emotionally disturbed children. The UN estimates that up to 8 million children around the world are living in care institutions (Pinheiro, 2006). Child rearing practices has a significant impact on the emotional as well as social adjustment of children. A 2007 government survey of 2,245 children living in institutions in India found that, 52% were subjected to beatings and other forms of physical abuse (Kacker, et al, 2007). This will adversely affect their emotions.

Mrs. Rakhy Radhakrishnan and Mrs. Rajasree S. (2 013) Comparing emotional intelligence and decision making ability of institutionalized and non institutionalized children. In this industrially and technologically advanced world everybody confronts with different types of problems in the fields of education, career, family life etc. They have to control their emotions, adjust themselves and act according to the demand of the situation by making intelligent decisions. The UN estimates that up to 8 million children around the world are living in care institutions (Pinheiro, 2006). Child rearing practices has a significant impact on the emotional as well as social adjustment of children. This study was adopted to compare the Emotional Intelligence and Decision Making Ability of Institutionalized and Non Institutionalized children. The sample consisted of 200 students studying in the four secondary schools of Ernakulum district of which 100 students were Institutionalized children (Living in orphanages) and the rest were Non Institutionalized children (living with their parents). The study revealed the Emotional Intelligence and Decision Making Ability of Institutionalized children are less that of Non Institutionalized children. Moreover, there is a positive relationship between the Emotional Intelligence and Decision Making Ability of both Institutionalized and Non Institutionalized children.

Asia sarfraz (MS 2008-2010) Self-esteem, Coping Strategies, and Adjustment: A Comparison between Orphans and Non Orphans. Results showed that, Self-esteem of Non-orphans was higher than both groups of the orphans. Similarly, adjustment of the non- orphans was also better than two groups two groups of the orphans. The institutionalized orphans' adjustment was significantly better than those of the non- institutionalized orphans. Furthermore, non-orphans were using more active practical coping as compared to both institutionalized orphans and non-institutionalized orphans and amongst the orphans, non –institutionalized orphans were using significantly more active practical coping than institutionalized orphans were using significantly more active practical coping than institutionalized orphans. Avoidance coping and religious coping was used more by the orphans than non-orphans. Results have also suggest that high self-esteem, active practical coping, and avoidance coping were associated with the better adjustment. Results have implications for making plans for the

betterment of the orphans.

OBJECTIVE OF THE STUDY:

To investigate the emotional intelligence, adjustment and self concept among orphan students and normal students..

HYPOHTESES:

- 1)There will be no significant difference between orphan student and normal student dimension on emotional intelligence.
- 2)There will be no significant difference between orphan student and normal student dimension on adjustment.
- 3)There will be no significant difference between orphan student and normal student dimension on self concept.

METHODS:

SAMPLE:

For the Present study 80 students were selected from Aurangabad among them 40 orphan students and 40 normal orphan students. And age group 16-20 years. And non-probability incidental and purposive sampling was used for the present study.

TOOLS:

1)EMOTIONAL INTELLIGENCE TEST:

Pedhe and Hyde were used for measuring Emotional intelligence. To respond to each item in terms of "Strongly disagree", "Disagree", "Neutral", "Agree", "strongly agree". This is well known test having high reliability and validity coefficients.

2)BELL'S ADJUSTMENT INVENTORY:

Bell's Adjustment Inventory developed by Dr. R.K. Ojha (1999) was used to access the level of adjustment. This inventory includes four parts viz. home, health, social and emotional adjustment. Each part has 35 questions (total 140 questions), which are answered on a three point scale as Yes, No and question mark (?). When an individual answer in 'Yes' it indicates his/her difficulties, if he/she answers as 'No' it indicates that the individual has no any difficulty. If one answers in question mark (?) his/her answer was neither affirmative nor negative towards difficulties. Therefore, only 'Yes' responses were scored to measure adjustment difficulty.

The reliability coefficients determined by split half method for home, health, social and emotional areas are 0.84, 0.81, 0.87 and 0.89 respectively and by test-retest method are 0.91, 0.90,

0.89 and 0.92 respectively. The validity coefficient (correlation between Kumar, K. Adjustment inventory and Bell adjustment inventory) of the inventory for home, health, social and emotional areas was 0.72, 0.79, 0.82 and 0.81 respectively.

3) SELF-CONCEPT SCALE (SCQ):

This scale was constructed and standardized by Dr. Raj Kumar Saraswat. The inventory is useful in measuring Self-concept in six areas, namely Physical, Social, Temperamental, Educational, Moral and Intellectual.

The inventory consists of 48 items, each item is provided with five alternatives 'Strongly Agree', 'more agree', 'agree', 'disagree', and 'disagree', Reliability of the inventory was found by test retest method, and it was found to be .91 for the total self-concept measure. Reliability coefficient of its various dimensions varies from .67 to .88. Expert's opinions were obtained to establish the validity of the inventory. 100 items were given to 25 Psychologists to classify the items to the category to which it belongs. Items of highest agreement and not less than 80% of agreement were selected. Thus, the content and construct validity were established.

VARIABLES:

1) INDEPENDENT VARIABLE:

i) Type of Students a) Orphan b) Normal

2) DEPENDENT VARIABLE

I) Emotional Intelligence

II) Adjustment

III) Self Concept

STATISTICAL ANALYSIS AND DISCUSSION

't' showing the significance of difference between the orphan students and normal students respect to emotional intelligence, adjustment and Self concept

Dimension	Orphan (N = 40)		Normal (N = 40)		DF	t- ratio
	Mean	SD	Mean	SD		
Emotional Intelligence	119.63	7.69	135.92	8.82	78	8.80
Adjustment	53.44	7.89	68.09	9.29	78	7.60
Self concept	91.62	6.12	109.53	6.32	78	12.87

0.01= 2.62, 0.05= 1.98

Mean of emotional intelligence score of the orphan students Mean was 119.63 and normal students Mean was 135.92 the difference between the two mean is highly significant ('t'= 8.80, df =78, P < 0.01) and it was found that, the Normal students have significantly high Emotional Intelligence than the orphan students.

Mean of adjustment score of the orphan students Mean was 53.44 and normal students Mean was 68.09 the difference between the two mean is highly significant ('t'= 7.60, df =78, P < 0.01) and it was found that, the Normal students have significantly high adjustment than the orphan students.

Mean of Self concept score of the orphan students Mean was 91.62 and normal students Mean was 109.53 the difference between the two mean is highly significant ('t'= 12.87, df =78, P < 0.01) and it was found that, the Normal students have significantly high Self concept than the orphan students.

RESULTS:

- 1) Normal Students have significantly high emotional intelligence than the orphan students.
- 2) Normal Students have significantly high adjustment than the orphan students.
- 3) Normal Students have significantly high self concept than the orphan students.

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