

EMOTIONAL INTELLIGENCE OF JOINT FAMILY AND DIVIDE FAMILY STUDENTS

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Abstract

The chief aim of present Research was to do the Emotional intelligence of the Joint Family and Divide Family Students. The variables included for the study a part from Emotional intelligence are type of Family. The study was conducted on a sample of 200 students (100 Joint Family Students and 100 Divide Family Students) randomly selected from the various Joint and Divide Family. A standardized “Emotional intelligence Scale” developed by Dr. Upinder Dhar was adopted for this study. Test to know the mean difference between Joint Family and Divide Family Students. The data was analyzed to examine the influence of individual factors on Emotional intelligence variables. ‘t’ Test was used for calculation. the results shows There is no significant mean difference between Joint Family and Divide Family Students with relation to Self- Awareness. There is significant mean difference between Joint Family and Divide Family Students with relation to Empathy. There is significant mean difference between Joint Family and Divide Family Students with relation to Self-Motivation. There is no significant mean difference between Joint Family and Divide Family Students with relation to Emotional Stability.

1. INTRODUCTION :-

Although a person’s feeling cannot be observed directly by others but can be inferred from his overt behavior & verbal report of his introspection, as no one can doubt the reality of emotions s conscious experience. To produce an emotion, a stimulus situation must be related to past experience and seen as having implications in the future. In an organization when an employee feels the presence of a threatening situation, he may handle it in either of the two ways. He may be confident of his ability to handle the situation and may see it as a challenging opportunity to prove himself or experience fear or dread. Thus, Our appraisal of situation & subsequent emotions are ugly influenced by our own estimate of capabilities. The emotion aroused depend not so much on the events themselves, as on how they are appraised.

Buck (1985) has defined emotion as the process by which motivational potential is realized or read out when activated by challenging stimuli. In other words, emotion is seen as a read out mechanism carrying information about motivational systems. Emotional have long been considered to be of such depth and power that in Latin, for example, they were described as ‘ motus anima’, meaning literally the spirit that moves us. Contrary to most conventional thinking, emotions are inherently neither positives not negative, rather, thy serve as the single most powerful source of human energy. In fact, feeling provides us with vital & potentially profitable information every minute of the day. This feedback ignites creative genius, improves & shapes trusting relationships, provides an inner compass for one ’s life & career, guides to unexpected possibilities & even saves organization from disaster. To exhibit emotions is very easy but doing it at the right time, at the right place, with the right person & to the right degree is difficult. The management of emotions has given rise to the most talked about term “Emotional Intelligence”

In this study we try to measure Emotional Intelligence like Self Awareness, Empathy, Self-Motivation and Emotional Stability of Joint Family and Divide Family Students. The purpose of this study was to measure the difference between Joint Family and Divide Family Students.

2. OBJECTIVE :-

The present study has been conducted with the following objectives.

- ❖ The purpose of the present investigation was the difference related to Self Awareness of Joint Family and Divide Family Students.
- ❖ The purpose of the present investigation was the difference related to Empathy of Joint Family and Divide Family Students.
- ❖ The purpose of the present investigation was the difference related to Self-Motivation of Joint Family and Divide Family Students.

❖ The purpose of the present investigation was the difference related to Emotional Stability of Joint Family and Divide Family Students.

3. METHOD :-

(A) VARIABLES :-

The following variables have been investigated in the present study.

◆ **Independent Variables :-**

(1) Type of Family (Joint and Divide Family)

◆ **Dependent Variables :-**

Marks Taken from Emotional intelligence of Self- Awareness, Empathy, Self-Motivation and Emotional Stability of Joint Family and Divide Family Students in relation to certain variables.

(B) HYPOTHESIS :-

Keeping in view the above objectives, the following hypothesis, null was formulated.

❖ There is no significant mean difference between Joint Family and Divide Family Students with relation to Self- Awareness.

❖ There is no significant mean difference between Joint Family and Divide Family Students with relation to Empathy.

❖ There is no significant mean difference between Joint Family and Divide Family Students with relation to Self-Motivation.

❖ There is no significant mean difference between Joint Family and Divide Family Students with relation to Emotional Stability.

(C) AREA AND SAMPLE :-

In the Present study, sample was selected randomly. We taken 100 Joint Family Students and 100 Divide Family Students both living in junagadh District of Gujarat, total 200 sample was selected in this study.

TABLE NO :- 1

Table showing the number of Students included in samples.

	Joint	Divide Family	Total
Students	100	100	200

(D) TOOLS :-

The chief objective of present research is to measure. A Study of Emotional intelligence of the Joint Family and Divide Family Students. Following tools will be used to get information from on answered.

◆ **Personal Data - Sheet :-**

Personal data-sheet was made to get necessary information about Students. In this data, Students primary information like; Name, Type of Family (Joint and Divide Family) are included.

◆ **“Emotional intelligence Scale”:-**

We used a “Emotional intelligence Scale” developed by Dr. Upinder Dhar was adopted for this study. The test reliability is at the rate of 0.82 and the validity of the scale of the rate of 0.67.

4. RESEARCH PLAN :-

In light of independent variables under study the following experimental design has been used to collect the data to study the problem.

Experimental design

	A1	A2
A		

A = Type of Family A1 = Joint Family A2 = Divide Family

5. PROSEDURE :-

By visiting Family in Joint and Divide Families, were mead to fill Emotional intelligence Scale for present research. First 250 students were made to fill this questionary. From which 200 samples were used for this research.

In this, Information was taken from total 200 students. 100 Joint Students and 100 Divide Family Students.

6. STATISTICAL ANALYSIS :-

In Present research, information will be evaluated by scoring 'key' to get result. Following method will be used to explain the information.

❖ 'T' Test :-

To explain information numerical 'T' test will be used. 'T' test means a test used to decide whether the difference between 2 samples is also exist in or not. It is called numerical method of 'T' test. Here, 'T' test will be used to examine the validity or invalidity of difference in average of 2 or more groups.

7. RESULT

TABLE

❖ Table showing mean, Standard Deviation and 'T Score' of Self- Awareness of the Joint and Divide Family Students.

TABLE -1

No	Detail	N	M	SD	T	Sign.
1	Joint	100	15.92	2.19	0.91	NS
2	Highr Joint	100	15.53	2.51		

❖ Table showing mean, Standard Deviation and 'T Score' of Empathy of the Joint and Divide Family Students.

TABLE -2

No	Detail	N	M	SD	T	Sign.
1	Joint	100	25.13	2.58	7.39	0.01
2	Highr Joint	100	19.00	6.01		

❖ Table showing mean, Standard Deviation and 'T Score' of Self-Motivation of the Joint and Divide Family Students.

TABLE -3

No	Detail	N	M	SD	T	Sign.
1	Joint	100	14.73	5.12	5.28	0.01
2	Highr Joint	100	18.85	3.17		

❖ Table showing mean, Standard Deviation and 'T Score' of Emotional of the Joint and Divide Family Students.

TABLE -4

No	Detail	N	M	SD	T	Sign.
1	Joint	100	16.70	2.06	1.76	NS
2	Highr Joint	100	17.35	2.01		

8. DISCUSSION OF RESULT :-

Objective of present research was to measure intelligence of Self- Awareness, Empathy, Self-Motivation and Emotional Stability of Joint Family and Divide Family Students in relation to certain variables. Result of the research in as follow. 'T' test was used. To examine our determined various.

By using information given in table-1, 'T' value is 0.91. the mean of score of Joint Family Students is 15.92. as against the mean of score of Divide Family students is 15.53. and S.D. is 2.19 and 2.51 for both groups 'T' level value is 0.91 which is not significance. show the Self- Awareness of Joint Family and Divide Family Students. The result show that there is not significant. The hypotheses that 'There is no significant mean difference between Joint Family and Divide Family Students with relation to Self- Awareness is accepted.

By using information given in table-2, 'T' value is 7.39. the mean of score of Joint Family Students is 25.13. as against the mean of score of Divide Family students is 19.00 and S.D. is 2.58 and 6.01 for both groups 'T' level value is 7.39 which is significance at 0.01 level. show the Empathy of Joint Family and Divide Family Students. The result show that there is significant. The hypotheses that 'There is no significant mean difference between Joint Family and Divide Family Students with relation to Empathy. is not accepted.

By using information given in table-3, 'T' value is 5.28. the mean of score of Joint Family Students is 14.73. as against the mean of score of Divide Family students is 18.85 and S.D. is 5.12 and 3.17 for both groups 'T' level value is 5.28 which is significance at 0.01 level. show the Self-Motivation of Joint Family and Divide Family

Students. The result show that there is significant. The hypotheses that 'There is no significant mean difference between Joint Family and Divide Family Students with relation to Self-Motivation' is not accepted.

By using information given in table-4, 'T' value is 1.76. the mean of score of Joint Family Students is 16.70. as against the mean of score of Divide Family students is 17.35. and S.D. is 2.06 and 2.01 for both groups 'T' level value is 1.76 which is not significance. show the Emotional Stability of Joint Family and Divide Family Students. The result show that there is not significant. The hypotheses that 'There is no significant mean difference between Joint Family and Divide Family Students with relation to Emotional Stability' is accepted.

9. CONCLUSIONS :-

- ❖ There is no significant mean difference between Joint Family and Divide Family Students with relation to Self-Awareness.
- ❖ There is significant mean difference between Joint Family and Divide Family Students with relation to Empathy.
- ❖ There is significant mean difference between Joint Family and Divide Family Students with relation to Self-Motivation.
- ❖ There is no significant mean difference between Joint Family and Divide Family Students with relation to Emotional Stability.

10. REFERENCES :-

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