

A Study of Emotional Intelligence of the Sons of Army and Civil Personnel: A Comparative Study

¹ Shalini Saxena, ² Mr. Rahul Yadav

¹Research Scholar, Department of Education & Allied Sciences, MJP Rohilkhand University, Bareilly (U.P.) India

²Asst. Prof., Dept. of Education, Jyoti College of Management Science and Technology, Bareilly,(U.P.) India

Abstract

This study is mainly originated to understand how emotional intelligence is affecting the lives of the children of army and civil personnel. It has been conducted to compare the emotional intelligence scores of army children who are facing different emotional breakdowns and deployments throughout their lives with the children belonging to civil background who deal with totally different situations. The purpose is to define Emotional intelligence in different dimensions in the lives of the children of army and civil personnel. In the present research the main objective is to compare the emotional intelligence scores of the children (Sons) of army and civil personnel. There are three hypothesis formed by the researcher which are tested in this study. This is a descriptive research and researcher used questionnaire as the tool of data collection. The sample of 200 students has been taken which contains 100 male students of secondary level and 100 of senior secondary level by purposive sampling method. The study has been limited to KVS and ARMY schools of Bareilly region only. A tool developed by A.K. Singh and Shruti Narain has been used for this study. The study found that there is no significant difference found in the Emotional intelligence of students (sons) of army and civil personnel.

INTRODUCTION

“It is very important to understand that emotional intelligence is not the opposite of intelligence, it is not the triumph of heart over head--it is the unique intersection of both.”

-David Caruso

Our emotions have always been the centre of our lives they are powerful. Our whole life is a struggle between our head and heart. What we do and what we feel is always different from each other, and in this struggle we often miss what is right. In 1920 the term “Social intelligence” found its root and firstly termed by Sir E.L. Thorndike. And it took us a long journey from coming social intelligence to emotional intelligence. There were so many conflicts about the definition of EI as the term was growing rapidly, however, until 1990, when Sir Daniel Goleman published his book “Emotional intelligence, why it matters more than IQ.” And the concept of EQ became part of society’s culture and applied worldwide. Goleman (1995) recognized five distinct categories of skills which form the key characteristics of EI and proposed that, unlike one’s intelligence quotient (IQ), these categorical skills can be learned where absent and improved upon where present are as follows:-

Self-Awareness

It is the ability to recognize and understand ones moods, motivations, and abilities. Also understanding the affect they have on others.

Self-Regulation

It is the ability to control ones impulses, the ability to think before you speak/react, and the ability to express yourself appropriately.

Motivation

Goleman would define an emotional mature individual in this category to have traits such as having initiative and the commitment to complete a task, and having perseverance in the face of adversity.

Empathy

this is the ability to understand other people’s emotions and reactions. Empathy can only be achieved if self-awareness is achieved. Goleman believes that one must be able to understand themselves before they can understand others.

SocialSkills

This is the ability to pick up on jokes, sarcasm, customer service, maintaining friendships and relationships, and finding common ground with others.

“A civilian child has a best friend in his home town but A military brat has almost in every continent.”

Emotional intelligence is a powerful tool for developing and nourishing the child. But when we talk about a military brat they have variety of experiences and situations to deal with. Deployment and continuous shifting from places to places does affect their adjustment capacities that can be social personal or academic. Single parenting, lack of love affection and strong relationships is a major missing in their lives. And the question pops up that how their stressful experiences are affecting their emotional? 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. Children go through a deep transformation during their development period; from being a helpless infant to a thinker emotional intelligence in their 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. Although they do not have the situations like army brat do but sometimes they are worse. Here comes the important role of emotional intelligence. 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.

Origin of the study:

Much of the researches about military children examines most stressful experiences for example parent's deployment, shifting to places continuously, not having parental support, language problems etc, and how these situations are helping them to have enough emotional stability to deal with such issues is the matter of concern. Not only the supporting pillar they can be an obstacle for them in getting a smooth going life and bringing acceptance empathy and capacities of having social relations better. Coming to the children of civil personnel who are having different circumstances parental support, strong bond with the friends and family, no moving to places, education at one place, mental pressure and conflicts and many other situations that a military brat will never face in his life, how these situations are helping them to motivate them and enhance their capacities for bringing enough emotional resilience. During their time of growth and development many problems, issues and changes that have been noticed directs to know the emotional intelligence and stability of the children such as; social adjustment issues, depression, decreasing academic scores, less satisfaction, low achievement, less adaptability, interpersonal relationships, management of relations emotions, being unable to understand and express themselves, personal and issues and many more that are pointing directly to their emotional intelligence. Both positive and negatives things motivates the researcher to go to the core of the problem and compare the lives of the two and to find their emotional intelligence is affected by their daily life situations, experiences and challenges.

Statement of the Problem

The problem for the present study has been stated as: *A Study of Emotional Intelligence of the Sons of Army and Civil personnel: A Comparative Study*

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.
- The study has been restricted to the students of 6th to 12th class only.
- Medium of instruction of the Schools taken is English.
- Study seeks a comparison between the emotional intelligence of the Sons of Army and Civil personnel only.

Operational Definitions

Emotional Intelligence

Some definitions of emotional intelligence are as follows,

According to Maurice Elias (2001) "Emotional Intelligence is a set of abilities that we like to think of as being on the other side of the report card from the academic skills".

According to Nelson & Low, "Emotional intelligence (EI) is a continuing process of developing specific emotional skills" In the present study emotional intelligence stands for understanding emotions, understanding motivation, empathy and handling relationships.

Army Personnel

According to Merriam Webster dictionary "a large organized body of armed personnel trained for war especially on land" In the present study daughters of army personnel are daughters who are associated with the military organisation such as state armed force and non state armed groups.

Civil Personnel

According to Merriam Webster dictionary "Relating to, or involving the general public, their activities, needs, or ways, or civic affairs as distinguished from special (such as military or religious) affairs."

In the present study sons of civil personnel are sons who are not associated with the military organisation such as state armed force and non state armed groups.

Objectives of the study

The objectives of the study are defined as follows:-

To compare the emotional intelligence of two groups:-

- Sons of Army and Civil personnel at Secondary level.
- Sons of Army and Civil personnel at Senior Secondary level.
- Sons of Army and Civil Personnel at Secondary and Senior Secondary level.

Hypotheses of the study

There is no significant difference between the emotional intelligence of-

- Sons of Army and Civil personnel at Secondary level.

- Sons of Army and Civil personnel at Senior Secondary level.
- Sons of Army and Civil personnel at Secondary and Senior Secondary level.

Need and Significance of the study

Emotional intelligence is a powerful tool for developing and nourishing the child plant. Both the children (Civil and army personnel) have their different ways of using this tool. The point is that how they are using this tool positively or negatively. Emotional intelligence is supposed to be the predictor of success in life but when we have surroundings and traumatic experiences, how does it work is needed to understand. The significance of the study is to advance our knowledge base of these concepts by observing, evaluating and comparing emotional intelligence scores of both the children army and civil personnel. According to *Gunjan Bugde "Emotional quotient is more important for ones success than the intelligence quotient"* Emotional intelligence works as the factor that is playing its part in the lives of both the children, army and civil personnel. Is emotional intelligence affecting children with different background? If yes then how? Does the empathy interpersonal relationship and anxiety is affected by it? Does it anything to do with academic achievement? if yes then when? Does emotional intelligence is influencing the interpersonal relationships of the children with others and themselves? if yes then how? Does it help the child to face real life difficult situations or it is working negatively in the picture of their life?

Review of related literature

Zea (2020) conducted a study on the topic “The impact of Emotional Intelligence in The Military Workplace in Texas A&M University United States”. The objective of the study was to explore the impact of emotional intelligence (EI) in the military domain. Research has established a number of protective variables that could reduce the impact of stress on military personnel’s emotional health and behavioural issues. Being a qualitative research it was also focused and explored the implications for Human Resource Development (HRD) whose role is pivotal in the military career cycle; from pre-deployment during the formative years by developing soldiers through responsive, tailored, and effective programmes, to post-deployment with initiatives to improve career development, job fulfilment and the successful integration of veterans into civilian life.

Marin (2019) conducted a study on the topic “Emotional Intelligence and Work Performance in the Air Force: An Empirical Study”. The objective of the study was to find how does emotional intelligence evolves during the academic tenure of student’s at the academy. A quantitative or neo-positivist methodological approach has been adopted in this study. A total number of 113 members of Spanish air force academy participated in the study. A validated questionnaire contributed to better understand the result. The result obtained in this study reveal that emotional intelligence is a whole seems to be high for the students from the Spanish Air Force Academy.

Kant (2019) conducted a study on the topic “Emotional Intelligence: A Study on University Students”. The objective of the study is to explore the level of emotional intelligence of university students and to find out the difference between emotional intelligence on the basis of gender, locality, level of course and study of school. This survey based study used data from 200 students of central university of South Bihar Gaya India. Result indicates that all students of school education have emotional intelligence of high level except in comparison to the schools of Law and Governance.

Fatum (2008) conducted a study on the topic “The relationship between emotional intelligence and academic achievement in elementary school children”. The purpose of the study was to investigate the relationship between EI and academic achievement in elementary age-children. The initial sample consists of 51 male and 31 female 4 to 5 year old children. Data was collected from three sessions of observations and responses. Research results that children are human beings are social creatures who are unable to think logically or rationally without filtering incoming information through emotional and judgemental in their brains.

Fernández; Alcaide; Extremera & Pizzaro (2006) conducted a study on the topic “The Role of Emotional Intelligence in Anxiety and Depression among Adolescents.” The study examined the relationship between emotional intelligence, anxiety and depression among adolescents. 250 high school students were administered Trait Meta – Mood Scale (TMMS), a self report measure of emotional intelligence along with the measures of thought suppression self esteem, anxiety and depression. The study revealed two main findings .First self reported ability to regulate mood second self reported emotional intelligence was negativity related to levels of depression and anxiety. Results provide support for the hypothesis that emotional abilities are an important and unique contribute to psychological adjustment.

Markin (2005) conducted study on the topic “Emotional Intelligence, Insight, Transference and Session Outcome. The purpose of the study was to access the relationship between emotional intelligence, insight, and transference and session impact.” The research was assessed by using a modified version of relationship questionnaire (Gelso ,Hill & Kivlighan) that rate overall emotional and intellectual insight. The total sample consisted 86 counsellor sessions. The average counsellor age was 45 years. The findings of the research say “Emotional intelligence involves the capacity to perceive emotions, assimilate emotion related thoughts, effectively manage emotions and solve emotional problems.”

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 Sons of army and civil personnel 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”.

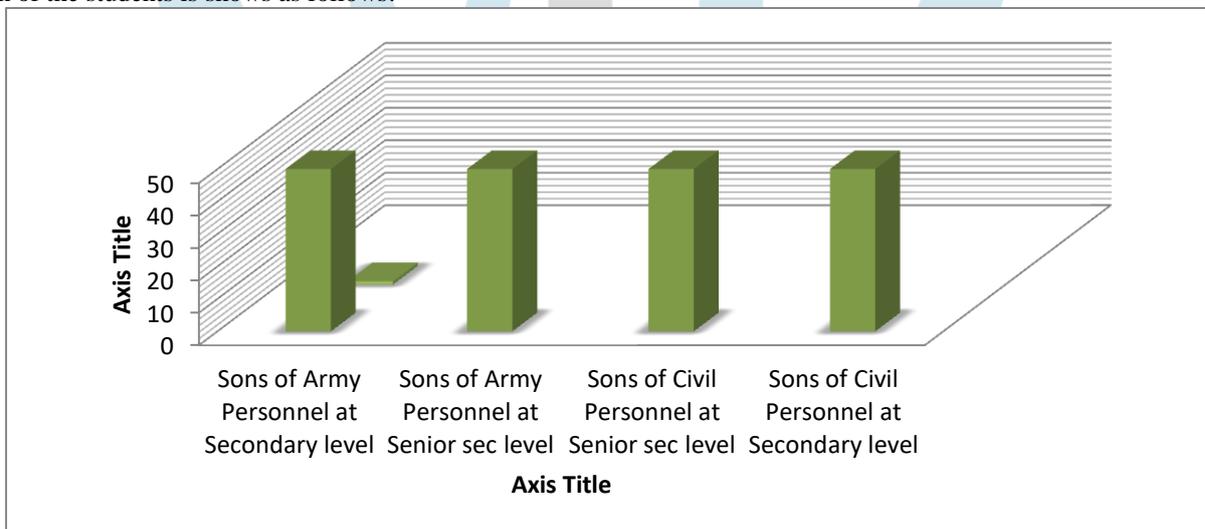
In this research, population of 200 male students has been taken .In which 100 students belong to civil schools and 100 students belong to army schools .These 100 male students are further divided into 50 male students of Senior Secondary level and 50 male students of Secondary level. The distribution of the students has been shown in the chart below-

Table-1

Group	Secondary level	Senior Secondary level	Total
Sons of Army Personnel	50	50	100
Sons of Civil Personnel	50	50	100
Total	100	100	200

Graph-1

Distribution of the students is shows as follows:-



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, also known as judgmental, selective, or subjective 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 Shruai Narain*. Emotional Intelligence Scale (EIS) consists 31 items divided into four areas- understanding emotions, understanding motivation, empathy and handling relations . It was administrated on the children of 12 years and above. The responses were to given in either “yes” or “no”.

Administration of the Scale

The researcher personally went to all the institution selected for the purpose of the study. The questionnaire was distributed only among the sample subjects and the researcher explained the necessary instructions printed on the scale. The subjects were first asked to fill up the personal data schedule and then to give answers to all the questions mentioned by indicating (✓) in the responses yes or no. There was no fixed time limit. However, it generally took about 10 to 15 minutes in its completion.

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. By administering the test on the same sample (N=100) with a gap of fortnight, it was found to be 0.86 alpha coefficients, which were significant at .01 level.

Validity of the tool

The present scale was co-related against the Emotional Intelligence Scale developed by Hyde, Pethe and Dhar (2001). The concurrent validity was found to be 0.86, which was significant at 0.01 level of significance. For this purpose, both scales had been administered on the same sample (N=100).

Norms

Percentile norms for Emotional Intelligence Scale have been developed. For this purpose, the scale was administered on a large sample of N=500 in which the subjects from both the sexes participated. Percentile norms for both groups (Male, N=230; Females, N=270) were developed separately as there t-ratios were found to be significant.

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 Sons of Army and Civil personnel at secondary and senior secondary level.*

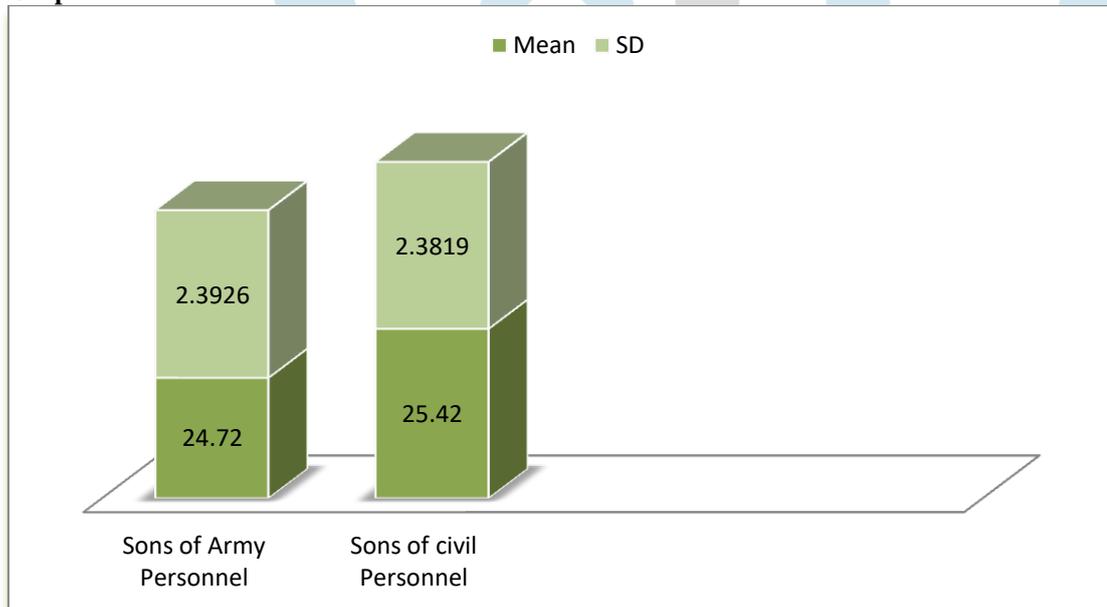
Table-2

Comparing the Emotional Intelligence of Sons of Army and Civil Personnel at secondary and senior secondary level.

	N	Mean	SD	"t" calculated
Sons of Army Personnel	50	24.72	2.3926	-1.37
Sons of Civil Personnel	50	25.42	2.3819	

Signification at 0.05 level of Significance.

Graph-2



By the given data we can declare that the mean scores of the Sons of army personnel is greater so as the SD. In this table the mean and SD scores of Sons of army personnel are 24.72 and 2.3926 while the mean and SD score of Sons of civil personnel are 25.42 and 2.3819 respectively. The calculated t-value is -1.37 which is less than the table value of t at the degree of freedom 98. Which says that there is no significant difference in the emotional intelligence of the sons of army and civil personnel at 0.05 level of significance? Hence the null hypothesis "There is no significant difference in the emotional intelligence of Sons of Army and Civil personnel at secondary and senior secondary level" is accepted.

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

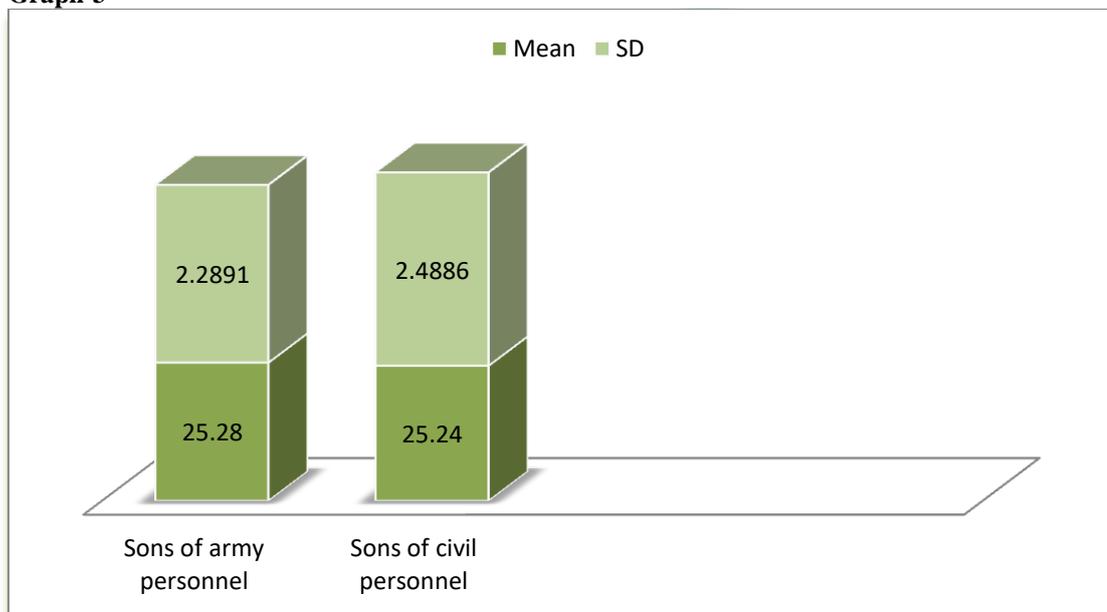
Table-3

Comparing the Emotional Intelligence of sons of Army and Civil Personnel at secondary level.

	N	Mean	SD	"t" calculated
Sons of Army Personnel	50	25.28	2.2891	-0.06
Sons of Civil Personnel	50	25.24	2.4886	

Signification at 0.05 level of Significance.

Graph-3



By the given data we can declare that the mean score of the Sons of civil personnel is greater so as the SD. In this table the mean scores of Sons of army and civil personnel at secondary level are 25.28 and 25.24 while the mean and SD scores are 2.2891 and 2.4886 respectively. The calculated t-value is -0.06 which is less than the table value of t at the degree of freedom 98, which says that there is no significant difference in the emotional intelligence of Sons of Army and Civil personnel at secondary level. Hence the null hypothesis "There is no significant difference in the emotional intelligence of Sons of Army and Civil personnel at secondary level" is accepted.

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

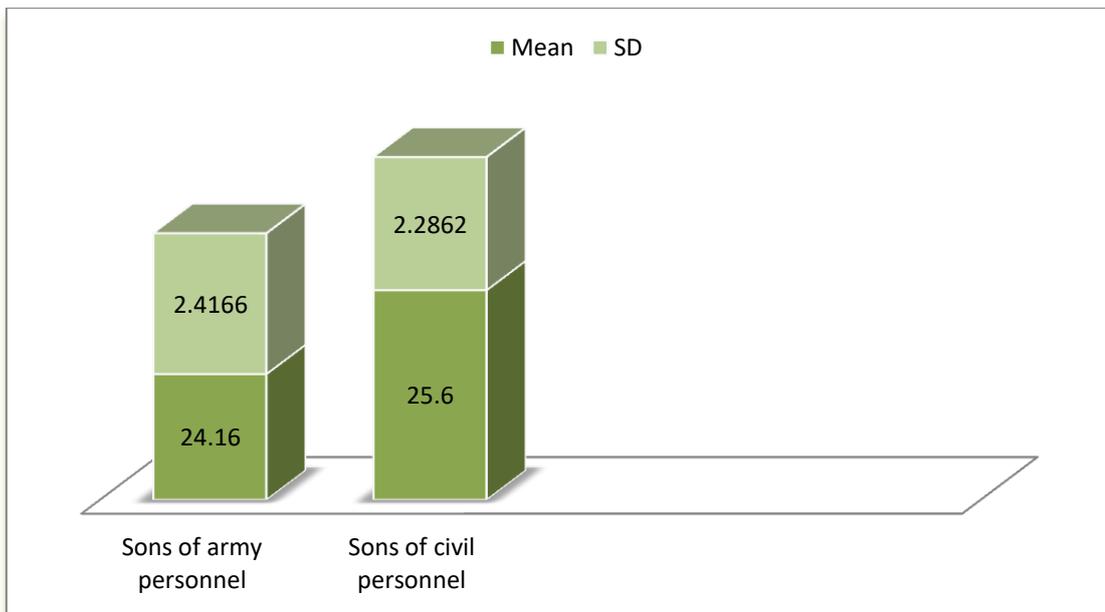
Table-4

Comparing the Emotional Intelligence of Sons of Army and Civil Personnel at senior secondary level.

	N	Mean	SD	"t" calculated
Sons of Army Personnel	50	24.16	2.4166	-1.9
Sons of Civil Personnel	50	25.60	2.2862	

Signification at 0.05 level of Significance.

Graph-4



By the given data we can declare that the mean scores of the Sons of civil personnel is greater. In this table the mean and SD scores of sons of army personnel are 24.16 and 2.4166 while the mean and SD score of sons of civil personnel are 25.60 and 2.2862 respectively. The calculated t-value is -1.9 which is less than the table value of t at the degree of freedom 98. Which says that there is no significant difference in the emotional intelligence of sons of Army and Civil personnel at senior secondary level? Hence the null hypothesis "There is no significant difference in the emotional intelligence of Sons of Army and Civil personnel at senior secondary level" is accepted as there is no significant difference found.

Major Findings & Conclusion

The following outcomes found on the basis of the analysis of the data:-The first hypothesis is that there is no significant difference in the emotional intelligence of sons of army and civil personnel at secondary and senior secondary level are found significant as there is no difference. Which may be on the basis of their motivation, empathy inter and intrapersonal relationships, as these are the factors that varies for both the group according to the time and situations. At secondary level there found no significant difference followed by senior secondary level.

Educational Implications of the study

On the basis of present study following suggestions for educational implementation can be given:-In this study it was found that emotional intelligence of Sons of civil personnel is average, to increase their emotional intelligence we should include therapies and training programs including sports yoga and meditation. We can also conduct self awareness programs to develop leadership skill, management skill, self awareness and empathy in the students.

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