Comparability of the Emotional Intelligence of Orphaned Children at Secondary Stage before and After Covid

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Abstract: Comparability of the emotional intelligence of orphaned children at the secondary stage 'before and after COVID was a study carried out to explore and understand the emotional intelligence of orphaned children in secondary schools. The sample of the study included 400 students from Kozhikode district of Kerala. 200 student's data was collected to study their emotional intelligence before COVID Epidemics. Further 200 data again collected from the same school class groups after COVID epidemic. The investigator used the normative survey method. Major purpose of this study is to find out the differences between emotional intelligence among orphaned before and after COVID epidemic. The findings of the study revealed that the orphaned students of secondary schools were shown different levels of emotional intelligence before and after COVID Epidemic .
Keywords: Emotional intelligence, orphans, non-orphans, secondary stage.

INTRODUCTION

Education is a systematic social process of making an individual civilized, filtered, and cultured. It helps an individual to acquire knowledge, experience, skill, and a sound attitude. It aims to prepare the individual for participation in society for the fulfillment of individual and social needs. It acts as a channel for acquiring a certain quality of life by which the culture of the group can be transmitted.

Learning in schools involves a structured and intentional approach to education. It is diffused by taking into consideration of the firmly held belief that children unlike grown-ups they need to be ready and be mature enough for the universe, nevertheless they need to be secured and out of danger from it. The advancement of modern information and communication network connected society make it necessary that there is a need for demarking the boundaries of childhood and adulthood. Because the gap between too is disappearing. One thing is certain, whether it is via the social platform or directly in their lives, children's in a large number are subjected to vast type and are affected by all major emotions normally experienced by adults. And they are influenced by complex feelings known to adults, even though not indicated ample variation of relationships spreading from better to worse.

The formation of emotional skills is needed crucial during the formative years of childhood. 'Formative' year is much shaded and peaceful and is typically spanning from infancy to early adolescence. That is from the patter of tiny feet to late teens. During these years children's surroundings are influenced by experiences from school and family, social interactions and relationships from teachers and parents, caregivers, siblings, peers, and class mates and so on. Early childhood experiences strongly influence emotional development. These experiences provide opportunities for emotional learning, empathy and understanding of others emotions. So learning of emotional skills needed to be done both from home and schools. Because the early foundation for building emotional skills continues beyond the formative years. So providing opportunities for emotional learning and social emotional development during these years can have a lasting impact on a child's emotional intelligence and overall development. Nurturing children's emotional intelligence is more pivotal today more than ever before because students are scholarly make ready to compete for knowledge technology based future positions e in an evolving society.

An orphaned child who has lost one or both his/her parents is called orphan. Due to the trauma of losing their primary caregivers and instability in their lives, they often experience certain emotional challenges that can impact on their emotional intelligence. In most cases they are admitted in orphanages for care and upbringing. Orphanages are institutions that homes orphan children. Also orphanages admits children whose parents are unable to care for them. The overall well-being and educational experiences of students in orphanages are often faced by the unique challenges and circumstances and experiences that are particular to them only. The emotional bond between staff and student may exist, but they are

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often more temporary and less intimate when compared to the familial bonds. The individual care and long term support not possible due to multiple children and due to limited resources and staff members. Due to the transient nature of their living arrangements, these children may experience lack of stability. In the case of parentless child no enough attention has been given. It is primarily through the family that to the transmission of cultural, social and individual values and status occurs. The family also transmit value that later effect social status. The development of social attachment relationship between the children and parents constitute are the most important aspect of human, social and emotional development .Formation of attitude in the early stages of life plays a very significant role in the development of individuals. Family has an important role in shaping personality of a child. Children from the educated and settled families are likely to perform better in school and go on further education, at the same time poor background children are just opposite.

The family is by far the most important primary group in the society. The members of family are bound by close, personal, intimate ties of marriage and blood as husband and wife, parents and children and brothers and sisters. These ties are emotional in character, strong in durability, designed to be enduring and provide support throughout the life span. The foundations of emotional intelligence start from the most consistent relationships of family members. The experiences from these relationships form the basis of emotional skills and further experiences sets on this as the child grows up and acquires some information relating to life. Family has a vital role to play in helping human being to improve the relationship with their environment.

According to Wechsler "Intelligence is a global and aggregate capacity of an individual to think rationally, act purposefully and deal effectively". Thus it is the aggregate or global capacity of an individual to act purposefully, to think rationally and to deal effectively with their own environment. Intelligence is elusive concept. It encompasses a wide range of cognitive capacity. Whereas emotional intelligence is the capability of a person to understand, recognize, manage, and control one's own emotions to navigate social interactions, make decision, and possess the ability to control effectively the emotions of others. It includes the ability to discriminate between different feelings and label them appropriately and

to use emotional information to guide thinking and behavior.

Emotional intelligence has appeared as one of the pivotal elements of emotional accommodation, adaptability and flexibility, personal security, improved inter personal association, effective communication, conflict resolution, effective leadership, personal well –being and overall gain in human existence.

Emotional Quotient or Emotional Intelligence has received much interest both from academic and general public due to the stress full condition in modern lives. Modern lives are highly influenced by the rise of digital communication, overwhelming amount of information, multicultural interactions, work life balance, social media comparison and so on. People realize the importance of the effect of emotion on one's life and the impact on others. EQ is having an emotional capability that will help an individual to be able to live with creativity and happiness. Emotional stability allows a person to evolve an integrated and steadiness way of perceiving the problems of life. It refers to a person's ability to abide peaceful or even keel when accepted with pressure or tension. Someone who is emotionally unstable is more liable to rapid or unexpected change, which means the person faces in increased threat of behaving with violent or harmful acts when aroused.

Generally, people talk about the factors that help children to study well. Parents will always think of giving their children extra tuition in different subjects such as Mathematics, Physics, Chemistry, English etc. In the real world, for a child to study well, have good future, apart from the academic ability; he or she also needs numerous factors especially in modern society, which is full of distractions. It was found that a lot of children faced emotional problems; some of them up to the extent of losing the opportunity to continue with their studies such as drug addiction, teenage pregnancy or other behavioral problems. They are not the result of having low IQ, but rather weak EQ, that they are not aware of and unable to manage ones own emotions and that of others.

Parents play the major role in the development of personality, character and environment provided in the family also very important. Tears of orphans are the most painful thing in this world. They live in the world of loneliness. Emotional Intelligence is one of the most significant psychological

variable which has decisive capacity to determine a student's defeat, success and advancement. This study will be useful to identify the conditions which leads to the deviants' characteristics of the students brought up in orphanages.

The Variable of the Study
Emotional Intelligence is treated as the variable of the study.

OBJECTIVES OF THE STUDY
1. To analyze the level of emotional intelligence of orphaned students among secondary schools before COVID.
2. To analyze the level of emotional intelligence of orphaned students of secondary schools after COVID.
3. To compare the level of emotional intelligence of orphaned students among Secondary schools before and after COVID.

Hypothesis:
1. There is no significant difference in the level of emotional intelligence of orphaned students before and after COVID at secondary schools levels.

METHODOLOGY
This present study tries to find out the emotional intelligence of secondary school students from orphaned backgrounds. A short outline of the methodology of the present study is as follows. The present study consists a representative sample of 400 secondary school students (including 200 for first survey and further 200 for the second term survey) orphaned from the orphanage schools of the Kozhikode district. Survey was done two time. One data collected before COVID period for studying the emotional intelligence of orphaned schools. The same data scale was used in the same school reopening the school after the COVID epidemic.

The Emotional Intelligence Scale developed by the investigator was used as a tool for collecting data. The validity and reliability of the tool were established by appropriate methods.

To examine the changes occurred in the emotional intelligence of orphaned students in secondary schools before and after COVID epidemics was the main purpose of this study. The sample of orphaned students selected for the study where same students from same orphanage schools itself in order to avoid the influence of environmental factors other than the selected variable. Though considerable efforts has been made to make the study generalizable and precise the investigator

could identify the following limitations also.

1. The population of the study was limited to standard eighth and ninth students of secondary schools.
2. The selection of schools was not statewide, but was confined to the Kozhikode district only.
3. The generalizability of the study may be limited to the extent of the nature of the tool and sample selected.
4. The finding will be valid to the extent that the sample, tool, and method are valid.

All possible precautions were taken to attain the highest degree of accuracy in respect of these factors.

STATISTICAL TECHNIQUES USED
1. Preliminary Analysis
2. Percentage Analysis
3. Mean Difference Analysis

Description of the tool used
For the assessment of emotional intelligence of orphaned student's emotional intelligence a Emotional Intelligence Scale was prepared by the investigator. It was formed with the purpose of measuring the level of emotional intelligence of secondary school students. On the basis of reference made by the investigator, following five components of emotional intelligence were selected for preparing the tool.

Self awareness. The capability to acknowledge and realize our frame of minds, sentiments and drives as well as their effect on others. (Self awareness, realistic self assessment, and self-depreciating sense of humor). Fifteen questions were framed considering the sub components of self awareness .

Self regulation. The capacity to be in control or redirect of troublesome impulses and frame of minds. The tendency to suspend judgments to think before taking actions (truest worthiness and integrity solace with obscurity openness to change). Seventeen questions were developed from this area.

Motivation. Human beings gives much emphasis to the passion to work. It's influence in human being is much higher than money or status. Even in the face of failure or organizational commitment, this strong drives helps to achieve optimism. This component consists of six questions.

Empathy. it is the capability to understand the emotional make up of other people .Skill in treating people according to their emotional reactions. Expertise in building and retain talent, across cultural sensitivity. Nine questions were framed considering the components of empathy.

Social skill. Proficiency in managing relationship and building network .An ability to find common group and built rapport. (Effectiveness in leading changes, perseverance, expertise in building and leading items).Sixteen questions were framed considering the components of social skill.

Preparation of Items

After analyzing the working procedure and also from the discussions, the investigator decided to construct, 63 statements related to emotional intelligence. Both positive and negative statements were included in the scale. Out of 63statements

(27) positive and (36) were negative. A response sheet was also prepared along with the scale. Against each statement three categories of responses like always, sometimes, never were given. Student had to enter mark inside the space provided in the response sheet to show the degrees of acceptance or rejection of the idea contained in the statement. Besides this each student had to fill personal data like name, gender, and name of school and so on in the space provided in the response sheet.

Pilot study: After preparing the items, a pilot study was administered on a representative sample of 30 students. This was to ensure the practicability of the tool.

The scoring procedure intended for each positive and negative items of the respondent is given in table 1.1 as follows:

Table 1.1: Scoring procedure for positive and negative items of the scale:

Responses	Score	
	Positive Items	**Negative Items**
Always	3	1
Sometimes	2	2
Never	1	3

Standardization of the Scale

The draft scale was tried out on a stratified sample of 200 students before COVID epidemics and again also after COVID epidemics who are studying in orphanage schools in Kozhikode district. Items were selected for the final sample is on the basis of item analysis. The scores for each item and total score for each individual were calculated. The response sheets were arranged in descending order on the basis of total score obtained. The top 27% and bottom 27% were identified as upper and lower group respectively.

The t-value is calculated by using the equation

$$t = \frac{\bar{X}_H - \bar{X}_L}{\sqrt{\dfrac{\sum(X_H - \bar{X}_H)^2 + \sum(X_L - \bar{X}_L)^2}{N(N-1)}}}$$

Where,
X_H= The score of an individual in the high group for the statement.
X_L= The score of an individual in the low group for the statement
$\bar{X}_H$= Mean scores of the upper group $\bar{X}_L$= Mean scores of the lower group
N= 27% of the total sample

A statement with t value greater than 1.75 was considered as a good statement for present scale. Out of 62 items 12 items with't' value less than 1.75 were discarded. The final scale consists 50 items representing the major components of emotional intelligence. The distribution of items in the final scale with their components is given the table.1.2

Table 1.2: Component wise distribution of items

Components	Item no:	Total no: of item
Self awareness	27,44,58,59,63,64 (P) 3,4,8,9,34,45,45,48,50 (N)	15
Self regulation	16,17,52,55 (P) 1,5,6,12,13,14,15,21,31,54,56,57,62 (N)	17
Motivation	2,20,24 (P) 22,28,53 (N)	6
Empathy	11,25,26,33,40,51 (P) 32,36,60 (N)	9
Social skill	18,19,29,30,35,37,38,61 (P) 7,10,23,39,41,42,47,49 (N)	16

P indicates positive statements
N indicates negative statements

Data Collection Procedure
Both for before and after data collection for the sample the investigator visited the head masters of the schools and other teaching staffs and had discussions with them and a schedule was fixed for the administration of the tool. In administering the tool, the condition prescribed in the test are strictly followed .The investigator personally administered the tool to the secondary school students. Necessary oral instructions were given as to how

to mark the response in the response sheet provided.

Scoring and Consolidation of Data
Scoring of the answer sheets was done according to the direction given in the respective test manuals. Incomplete answer sheets were rejected. Finally, the cases that were complete in all respects were chosen for the final analysis.

Details of statistical constants of the emotional intelligence of orphaned students of secondary schools before and after COVID epidemic for the total sample and sub samples are presented in the table 1.3.

Table 1.3: Statistical Constants of the Level of Emotional Intelligence of Secondary School Students for the Total Sample and Sub Samples

Sl. No.	Sample	N	Mean	Median	Mode	Standard Deviation	Skewness	Kurtosis
1	Total sample	400	121.56	119	113.88	14.53	0.53	0.25
2	After COVID	200	115.26	118	110.88	9.92	-8.22	0.28
3	BEFORE COVID	200	127.57	128	128.86	15.68	-1.29	0.29

Table 1.4 reveals that the value of Mean, Median and Mode of the variable emotional intelligence for the total sample were 121.56, 119, and 113.88 respectively and its standard deviation is 14.53.It shows that the scores of emotional intelligence of orphaned students follows normality. The value of

skewness is 0.53 so the distribution is positively skewed. The kurtosis value is 0.25 which is less than the kurtosis value of normal curve (0 .263) It shows that the curve is 'lepto kurtic' that exists a positive excess kurtosis.

Table 1.4: Percentages of High, Moderate and Low Level of Emotional Intelligence among orphaned Secondary School Students for the Total Sample

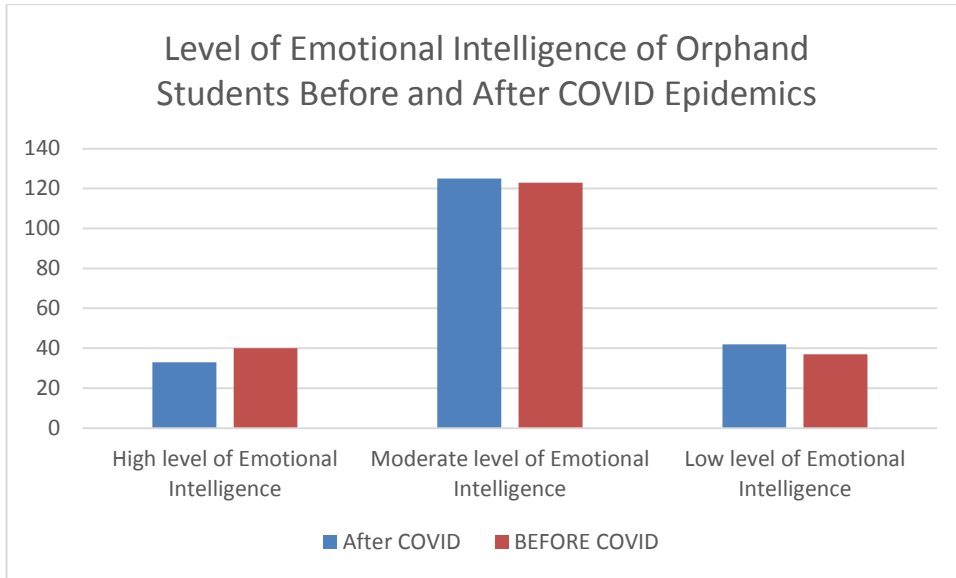| SLNO	Sample	N	High level of Emotional Intelligence		Moderate level of Emotional Intelligence		Low level of Emotional Intelligence	
			n	%	N	%	n	%
1	After COVID	200	33	16.5%	125	62.5%	42	21%
2	BEFORE COVID	200	40	20%	130	65%	31	15.5%

Diagramme: 1

DISCUSSION OF THE RESULTS

Table 2 and Diagramme 1. Shows that among the orphaned students before COVID epidemic for the total sample, 20% had high, 65% had moderate and 15.5% had low levels of emotional intelligence whereas after COVID epidemic, orphaned students emotional intelligence changed to a noticeable level. 16. 5% as high, 62.5% had moderate and 21% had a low level of emotional intelligence. The data clearly indicates that the level of emotional intelligence of orphaned students have changed to a noticeable extent from before and after COVID pandemic.

COMPARISON OF MEAN SCORES OF LEVEL OF EMOTIONAL INTELLIGENCE OF ORPHANED STUDENTS BEFORE AND AFTER COVID EPIDEMICS.

The data and results of test of significance for difference in the mean scores of emotional intelligence orphaned students before and after COVID epidemics are presented in Table 8.

Table 2: Data and Results of Test of Significance in the Mean Difference of Emotional Intelligencebetween orphaned students before and after COVID epidemics

SLNO	N	Mean	Standard	T-valu	Level of Significance
1	200	115.26	9.92	9.29	0.01 level
2	200	127.57	15.89		

Data and results of test of significance in the mean difference of emotional intelligence between orphaned students before and after COVID epidemics is given in the table. A t-value of 9.29 at a 0.01 level indicates a highly significant difference between two sample means. It suggest that the observed difference between the samples means is highly likely to have occurred by chance alone.

MAJOR FINDING OF THE STUDY

The level of emotional intelligence of orphaned students among secondary schools before and after COVID epidemics has changed to a remarkable extent. Among the total sample, before COVID 20% show high level of emotional intelligence and it was changed to 16.5%. The obtained percentage for this was 65% .It has changed to 62.5% after COVID epidemics. 15.5% students show a high level of emotional intelligence, show a low level of emotional intelligence. Most of the orphan students come under a moderate level of emotional intelligence. Only very few of the orphaned students shown a high level of emotional intelligence. It is found that the orphaned students of secondary school before COVID epidemics exhibits more emotional intelligence than orphaned students of secondary school after COVID epidemics.

CONCLUSION

This study analyzed the difference between the emotional intelligence of orphaned students of secondary school before and after COVID epidemics. The study reveals that there exists a significant difference between the emotional intelligence of orphaned students of secondary school before and after COVID epidemics

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Cite this article as:
Nasrin, Jameela, T. and Deepthi, N.G. " Comparability of the Emotional Intelligence of Orphaned Children at Secondary Stage before and After Covid." *Sarcouncil Journal of Humanities and Cultural Studies* 2.4 (2023): pp 05-11.