



# Impact of Awareness of Deprivation on Emotional Intelligence of College students.

Dr. RAJENDRA

*Assistant professor, Department of Psychology Government College (Autonomous) Mandya*

Date of Submission: 15-11-2022

Date of Acceptance: 30-11-2022

## ABSTRACT

The aim of the present study is to impact of awareness of deprivation on emotional intelligence of college students. Objectives: To find out the impact of deprivation on emotional intelligence of college students. The samples consist of total 600 Students among them 300 high awareness of deprived and 300 low awareness of deprived students. Selected students were measured on the standardized tools (1) awareness of deprivation scale (Dr. B. Krishnamurthy and A. N. Venkatesh Reddy, 1990) and (2) Emotional intelligence scale (Anukool-2005) were administered on the selected sample to find out the relative status of low and high categories of sample with regard to emotional intelligence.

**KEYWORDS:** Awareness of deprivations and Emotional intelligence.

## I. AWARENESS OF DEPRIVATION

The concepts related to deprivation awareness like - sense of deprivation, perception of poverty, attribution of causes to poverty along with awareness of deprivation are presented here. According to Minorca (1990) when one thinks of deprivation, immediately a vital question surfaces who are the people who deprive the poor of their basic necessities? Obviously those who take a large share of the output and income and also the system which facilitates and perpetuates such a deprivation. Awareness of deprivation is the realization of this aspect of deprivation by the individual

It is notable that the poor in India lack class consciousness and group solidarity and exhibit greater fatalism and acceptance of inequality following the theory of caste stratification and karma, but it would be grossly wrong to conclude that there is no hostility or aggression among them as Melcher (1972) indicates, the theory of karma has probably been at all times less acceptable to lower caste people than to upper caste people. There is every possibility of this feeling developing into

awareness of deprivation in the deprived individual due to education and mass media exposure.

Awareness of deprivation as conceived by Krishnamurthy and Venkatesh Reddy (1990) is understood to mean the awareness that an individual is dominated and exploited by others and is made to feel that the individual is only an object good enough to be put into the service of dominating class and essentially that he is an inferior category and cannot belong to the dominating class, except in terms of being of some service to them. Awareness that he is dehumanized by the social environment in which he lives.

## II. EMOTIONAL INTELLIGENCE

Emotional intelligence (EI) is ability, skill or, a self-perceived ability to identify, assess, and control the emotions of oneself, of others, and of groups. In recent years, emotional intelligence has attracted the interest of researchers (Bar-On, 2006, Goleman, 1997). As pointed out by Goldman (1997, 1998), emotional intelligence can be understood as the ability to recognize feelings in themselves and others, and have enough ability to handle satisfactorily. Mayer, Salovey and Caruso (2000) argue that it is the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotions and regulating emotions of oneself and also of others. For Goleman (1997) emotional intelligence is reflected in the way people interact with the world. In this sense, emotionally intelligent people take into account their own feelings and those of others. They are aware of their strengths and weaknesses, are reflective and self-assured, among other things.

Emotional intelligence is also been defined as the ability to adaptively recognize, understand, manage, harness emotions both in self and others (Mayer and Salovey, 1995) and to use emotion to facilitate cognitive processing (Mayer et al., 2002). Emotional intelligence has been conceptualized in the literature both as a relatively enduring trait and as ability



(Mayer et al., 2002). Self-esteem of the same individual cannot be overlooked (Carmeli et al., 2007).

Emotional intelligence is a powerful and at times more powerful than intelligence quotient which contributes only about 20% of success in life, the other forces. Contribute the rest. Unlike intelligence quotient emotional intelligence may be the best predictor of success in life.

Emotional intelligence motivates college students to pursue their unique potential and purpose, and activates innermost potential values and aspirations transforming them from things they think about, to what they do. Emotional intelligence enables one to learn to acknowledge and understand feelings in themselves and in others and that they appropriately respond to them, effectively applying the information and energy of emotions in daily life and work. Cooper and Sawaf (1997) define emotional intelligence as the ability to sense, understand and effectively apply the power and acumen of emotions as a source of human energy, information, connection and influence.

### III. Method:

#### Objectives:

1) To find out the impact of awareness of deprivation on emotional intelligence of college students.

#### Hypothesis:

1) The emotional intelligence of students would be influenced by awareness of deprivations. (AOD).

**Participants:** The participants sample consists of total 600 students, among them 300 high awareness of deprivation (AOD) and 300 low awareness of deprivation (AOD) students. As many as 1000 participants were chosen from various colleges of Mandya city on whom the selected scales were administered. An equal number of boys and girls belonging to rural and urban habitat were selected for the study.

The investigator adopted survey method for the collection of information related to personal and socio-demographic status of the Respondents. Before the collection of the data the investigator briefed the respondents about the purpose of the study and ensured them that their information would be used only for the research purpose. This process helped to establish rapport with the respondents. To meet the objectives of the present study the data were collected by administering personal information sheet, awareness of deprivation scale (AOD) on a large number of participants. Following statistical technique, the Sample was

categorized with high and low AOD scale. Finally selected Sample that was matched for AOD gender was administered emotional intelligence Scale.

**Personal Information Schedule (PIS):** Personal Information Schedule was prepared by investigator. This schedule includes identification data and index variables such as: Name, Age, Gender, Domicile, Education, Type of College (Government or Private College), Socio-economic status details of the students' sample.

**Awareness of Deprivation Scale (AOD):** Awareness of deprivation is consciousness of individual's deprived and oppressed condition by the dominant class. It is awareness on the part of the individual that he is denied the opportunities to be an aspiring, doing, achieving human being on par with the non-deprived. He is also aware that he is not responsible for the present deprived condition in which he finds himself. And also that given the opportunity he would overcome the present deprived condition. To measure the degree of awareness of deprivation the scale developed by Krishnamurthy and Venkatesh Reddy (1990) is used.

In the scale there are 24 items, of which 17 are positive and 7 are negative. Each item has three alternative answers- Yes, No and Do not know. The instructions guide the subject to mark 'Yes' if the Idea expressed is acceptable to him; 'No' if the idea expressed in the item is not acceptable and 'do not know' if he does not know the answer. The test-retest reliability of the test is found to be 0.60. The authors have established construct validity. It is 0.2589 which is positive and Significant at 0.1 percent level. It is claimed that this is the convincing evidence of the scale of deprivation awareness having construct validity. The scores 60 and above, i.e. the 75th percentile and above scores indicate high awareness. The scores 36 and below, i.e., 25th percentage and below indicate low awareness.

**Emotional Intelligence Scale (EIS):** This scale is developed by Anukool Hyde, Sanjyot Pathe and Upinder Dhar (2005). It has 34 statements related to the following ten categories called Self-awareness, Empathy, Self-motivation, Emotional stability, Managing relations, Integrity, Self-development, Value orientation, Commitment and Altruistic behaviour. The reliability and validity of the inventory are satisfactory. The higher score indicates the higher level of Emotional intelligence. In the present study, the overall emotional intelligence was considered for assessing relative status of independent categories of sample.

**Procedure:** Students were asked to give their socio-demographic details in the prescribed preform. They



were given appropriate instructions and asked to indicate their responses in the respective sheets given to them. Whenever they have doubt in understanding items, the test administrator clarified their doubts in their local language. Data collection

was done in one session and a session lasted for about 60-60 minutes approximately. Then the data was scored and statistically analysed by using descriptive and t-value techniques.

#### IV. Result and Discussion:

Table-1.1 Means, SDs and t-values of emotional intelligence in two categories of awareness of deprivation (AOD) (N=600)

AOD	Mean	SD	t-value
High	134.5	11.25	8.47**
Low	127.3	9.7	

**\*\*Significant at 0.01 Level**

Table-1.1 presents means, SDs and t-value of emotional intelligence of students belonging to two groups of Awareness of Deprivation (AOD). The sample with high AOD exhibited higher (134.5) mean scores than the low AOD group (127.3). The t-value is 8.47 which is significant at 0.01 level to suggest significant differences in emotional intelligence between the two groups of sample. Awareness of deprivation provides an index of one's own knowledge about growth and development, social conditions, inhibitions, social evils,

discriminations, injustice etc., that are believed to be prevalent in society as a result of which development is stunted. Since, management of emotions is a part of overall development; a deprived persona cannot achieve this. However, the awareness about the deprivation one has undergone or is undergoing may help develop positive dimensions including emotional intelligence. Thus, high awareness of deprivation is believed to enhance emotional intelligence than that of person who has low AOD.

Table-1.2 Means, SDs and t-values of emotional intelligence in male-female sample (N=600)

Gender	Mean	SD	t-value
Male	130.4	11.75	5.36**
Female	135.6	12.01	

**\*\*Significant at 0.01 level**

The results given in Table-1.2 clearly reveal gender differences in emotional intelligence. The female sample has scored higher means of 135.6 while males scored 130.4. The t-value of 5.36 which is significant shows significant gender differences. Females scoring higher means of

emotional intelligence can be attributed to cultural inbuilt ability to control and manage emotions. Though females appear to be highly emotional, they have the capability and tolerance, more than males, to manage and subside emotions.

Table-1.3 Means, SDs and t-values of emotional intelligence in two types of domicile (N=600)

Domicile	Mean	SD	t-value
Rural	133.28	12.9	7.72**
Urban	141.47	13.2	

**\*\*Significant at 0.01 level**



Table-1.3 demonstrates means, SDs and t-values of emotional intelligence of students in two types of domicile. It is observed that urban habitat has higher means of 141.47 than the rural (133.28). The significant t-value (7.72) clearly suggests that there are significant differences in emotional intelligence between rural and urban habitat. Urban setting provides the facilities and opportunities for the development of one's personality. Since emotional intelligence is a constituent of personality dimensions of people, the emotional intelligence is fostered in accordance with personality that is more developed in urban setting comparatively. Therefore, urban students have displayed higher emotional intelligence than the rural in this study.

Thus, the overall results clearly speak the fact that emotional intelligence are fostered by level of awareness of deprivation and area of living. Gender also produced significant differences in emotional intelligence.

#### V. Conclusions:

1. Emotional intelligence is found to be more in the sample with high awareness of deprivation than its counterpart.
2. There are significant gender differences in the emotional intelligence: Females outscored males in this regard.
3. Urban students displayed significantly higher emotional intelligence compared to rural.
4. AOD, gender, domicile had significantly influenced Emotional intelligence of students.
5. There is a significant correlation between independent and dependent variables of the study.

#### VI. Limitations

1. The study is to the students studying in various colleges of Mandya city.
2. The sample of the students of were not compared faculty wise and calls which would have a little more comprehensive idea of the sample studied.
3. These findings will also the great help in counselling the student population for their all-round development.
4. It pertinent note that one can't afford to lose sight of the aspect of AOD of the people in any meaningful, purposive development program designed for the will being and betterment of the whole lot of deprived.

#### References

- [1]. Carmeli, E Lavy. R.Barchord. S.Cahana, c et al.(2007). Assistive technology and walking aid use by intellectually disabled older people

- in a residential Care Center, International Journal on disability and Human development, 6(1):71-74
- [2]. cooper, R.K. &Sawal, A (1997). Excutive EQ: Emotinal Intelligence in leadership one organizations. In New York, NY: perigee Books, The Berkley Publishing group.
- [3]. Caruso, D-R (1999). Multi-factor Emotional intelligence Scale (MEIS) (vol. Feedback Booklet, version 1.1)." Connecticut, wolf and Associates.
- [4]. Feagin, J. (1972). Poverty: We still believe that God helps them who help themselves. Psychology Today 6, 101.
- [5]. Goleman, D. (1997) Beyond IQ. Developing the leadership Competencies of Emotional Intelligence. Paper presented at the 2nd International competency conference, London.Goleman, D (2000). Intelligent Leadership Executive,Excellence, 3:17.
- [6]. Goleman, D (1998) working with Emotional Intelligence. London:Bloomsbury publishing.
- [7]. Mayer et al. (2002). Emotional Intelligence as a Standard Intelligence, Emotion, 1(3): 232-42
- [8]. Mayer, J. and Salovey, P. (1995). Emotional intelligence and the constructions and Regulations of feelings. Applied one preventive Psychology, 4(3): 197-208
- [9]. Mayer, J. D. and Salovey, P. (1997). What is Emotional intelligence. In P Salovey and D. Sluyter (Eds.), Emotional Development and Emotional intelligence: Educational implications (PP. 10-11)
- [10]. Melkeri, S.P and Krishna murthy, B (1999). Person perception in the context of social-cultural deprivation. Unpublished. Ph.D. Thesis Gulbarga University, Gulbarga.
- [11]. Pandey, J., Kakkar.s and Bohra, KA. (1982). The functional perception of poverty in India. Journal of Social Psychology, 117, 149-150.
- [12]. Venkat Reddy (1997). The impact of deprivation and deprivation awareness on personality factors. Unpublished Ph.D. thesis, Gulbarga UniverityGulbarga
- [13]. Venkatesh Reddy, A.W (1992) Impact of deprivation. on some dimentions of self. Unpublished Ph.D. Thesis, Gulberger&University, Gulbarga.