CHAPTER - IIIrd

PLAN OF THE STUDY

Derivation and Statement of the Problems

Depression is a mental illness in which a person experiences deep unshakable sadness and diminished interests in nearly all activities. People also use the term depression to describe the temporary sadness, loneliness or blues that everyone feels from time to time. In contrast to normal sadness, severe depression also called major depression, can dramatically impair a person's ability to function in social situations at work. People with major depression often have feelings of despair, hopelessness, and worthlessness, as well as thoughts of committing suicide.
Surveys suggest that between 5 and 10 percent of adults in the United States suffer from a severe depression in any given year, with half of them receiving treatment (Kessler et.al. 1994). An other 3% to 5% of adults suffer from mild form of the disorder. The prevalence rates are similar in Canada, England and many other countries. In fact, it is estimated that as many as 17% of all adults in the world experience an episode of severe depression at some point in their lives. A worldwide research project further suggests that the risk of experiencing severe depression has steadily increased with each successive generation since 1915 (Weissman et.al. 1992).

Episodes of severe depression may begin at any stage. Approximately two thirds of severely depressed people recover within six months, some without treatment (APA 1993). Having been depressed once, however, a person has increased risk of becoming depressed again (Goldberg et.al. 1995).

A number of studies have been done in the field of depression in relation to anxiety (Fowles & Gersh 1979), motivation (Hommen & Padesky 1977), frustration (Brown 1984), sex (Weissman & Olfson 1995), social class (Kessler et.al. 1994), stressful behaviour (Oltamass & Energy 1995), personality (Zingberg & Barlow 1996).

The preceding discussion of the relevant studies of depression reveal that investigators have successfully isolated a number of variables that affect the
magnitude of individual behaviour. Previous findings raised into a few problems concerning the relative study of depressive tendency and other relevant variables. In this section, an attempt is made to call out a few problems that have been subjected to empirical investigation for the present research.

(1) Social intelligence describes the exclusively human capacity to effectively navigate and negotiate complex social relation/ships and environments. Social intelligence is an aggregated measure of self and social awareness, evolved social beliefs and attitudes, and a capacity and appetite to manage complex social change. A person with a high social intelligence quotient (S.Q) is no better or worse than some with a low SQ, they just have different attitudes, hopes, interests and desires.

Social intelligence, according to the original definition of Edward Thorndike (1920), is the ability to understand and manage men and women, boys and girls, to act wisely in human relations. Social intelligence is closely related to cognition and emotional intelligence. It is a combination of sensitivity to the needs and interests of others, sometimes "social radar", an attitude of generosity of and consideration, and a set of practical skills for interacting successfully with people in any setting.

It is evident from review of researches on school learning that intelectual and personality variables of a child is highly influenced by their social intelligence. Perhaps, there are other variables too that may influence the variable
of social intelligence. Various studies have been conducted in India and abroad to understand the relationship between social intelligence and its correlates but it is evident that consistent information for social intelligence to be related to other relevant variables. This background of thinking has argued upon the present researcher to take up the present study. The proposed problem intends to study the relationship that might be existing between social intelligence and depression of higher secondary school students.

(2) Scholars tend to view emotional intelligence as a factor which has a potential to contribute to more positive attitudes, behaviour and outcomes. At the same time, as Schutte et.al. (2002) note, "evidence exists that emotional intelligence can be conceptualized as either ability (Cirrochi et.al. 2000; Meyer et.al. 1999) or a personality trait (Schutte and Malouff 1999; Schutte et.al. 1998)".

Salovey & Meyer (1989, 1990) defined emotional intelligence as, "subset of social intelligence that involves the ability to monitor one's own and other's feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions", Later on, they refined and defined emotional intelligence as the ability to perceive emotions, to access and generate emotions, so as to assist thoughts, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth. (Mayer & Salovey 1997, P. 5). A key construct in their definition that we need to explain is 'emotions'. According to Van Maanen & Kunda (1989 p. 53) emotions are "ineffable feelings of the self-referential sort", and are comprehensively defined as "self-referential feelings an actor experiences or, at
least, claims to experience in regard to the performances he or she brings off in social world”. States of feeling refer to basic emotions (e.g. joy, love, anger) and social emotions (e.g. shame, guilt, jealousy, envy), as well as to related constructs as affect, sentiments and moods (Ashforth and Humprey 1995). Thus, we conclude that emotional intelligence (EI) is a distinct mental ability that can be reliably measured (Bracket & Mayer 2003; Ciarrochi, Chan, Caputi & Roberts 2001; Meyer, Caruso & Salovey 1999; Meyer, Salovey, Caruso & Sitarenios 2003).

Some preliminary findings suggest that EI is positively related to positive outcomes such as prosocial behaviour, parental warmth, and positive peer and family relations (Meyer et.al. 1999; Rice 1999; Salovey, Mayer, Caruso & Lopes 2001), personality variables (Magnusson & Torestad 1992), sex (Nonel-Hoekserna 1998, Weissman & Olfson 1995), social class (Kessler, McGonagle & Zhao et.al. 1994), stress (Pestonjee 1992; Lovallo 1997; Levine & Stock 1970; Agrwal 2001), academic achievement, cognitive ability (Dargo 2004), self-esteem (Mishra & Ranjan 2008), reasoning ability (Gupta 2009), moral judgment (Malviya 2007). While it is negatively related to academic anxiety (Pandey 2006), emotional exhaustion (Budmik 2003), anxiety, psychological distress (Mark-Allen 2005) and stress (Manhas & Gakhar 2005). Much of the studies on EI conducted in India have focused on the relevance and prevalence of EI in the Indian corporate setting (Bhalla & Nautiyal 2004; Sinha & Jain 2004; Srivastava & Bharamanaikar 2004) or on the development of EI in the Indian socio-cultural context (S. Sibia, Mishra & Srivastava 2004). A study on the factor structure
of EI in the Indian context has also been undertaken (Bhattacharya, Dutta & Mandal 2004).

Depression; the most common of the affective disorders is characterised by persistent sad mood, anxiety, anhedonia (an inability to experience pleasure or reward) and irritability (Drevets & Todd 1997; Rottenberg, Kasch, Gross & Gottib 2002). Depression is rated by the World Health Organisation) as the 4th largest cause of global disease burden in terms of its impact on the individual sufferer, the family and society in general in terms of lost productivity. The existence of reliable predictors of who is most likely to suffer from depression would represent a valuable step towards the development of prophylactic strategies for protecting individuals prior to disease onset. The emerging construct of Emotional Intelligence (EI) may constitute such a predictor (Cirrochi, Dean & Anderson 2002).

As noted earlier, very few studies have been conducted in India or elsewhere on the multivariate relationships among the correlates of EI. The present study is conceived in this context. In view of this, the study intends to find out the relationship between depression and emotional intelligence.

**Research Problem**

A study of the impact of Social and Emotional Intelligence on Depression of higher secondary school students.
Objectives

The objectives of the study leading to the achievement of the main objectives are

(a) To study the effect of social intelligence on depression of higher secondary students.

(b) To study the impact of emotional intelligence on depression of higher secondary students.

Research Question

The purpose of the exploratory study is to determine the relationship(s) between social intelligence, emotional intelligence and depression. The objectives of the study will be to answer the following research questions

(a) What is the relationship among higher secondary school student's social intelligence and depression?

(b) What is the relationship between emotional intelligence of higher secondary school student and their depression?

Hypotheses

On the basis of evidences that have been discussed in the previous section, it is possible to formulate certain hypotheses. The following general hypothesis have been formulated and tested under the present investigation.
(a) The phenomenon of a Depression is a function of multiple factors.

(b) It was hypothesized that respondents categorized on the basis of social intelligence should exhibit significant differences in their depression.

(c) It was hypothesized that different levels of emotional intelligence should exhibit significant difference in their depression.

Variable treatment

The present, study taps Depression as dependent variable and different levels of Social and Emotional Intelligence as independent variables. The plan of the present study may briefly be proposed as below:

<table>
<thead>
<tr>
<th>Independent Variables</th>
<th>Dependent Variable</th>
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<tbody>
<tr>
<td>1. Social Intelligence</td>
<td>Depression</td>
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<tr>
<td>2. Emotional Intelligence</td>
<td></td>
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</tbody>
</table>

It is clear from the title of the study that respondents belonging to different levels of social and emotional intelligence differ because of their psychological makeup. Indirectly a adolescent differ significantly in their social and emotional intelligence levels due to the prominence of certain psychological
characteristics. Thus, level of social and emotional intelligence have been treated as independent variables and depresson as dependent variable.

**Definition of Key terms**

A prerequisite to a scientific study of any phenomenon is a definition which will permit researcher to distinguish it from other phenomenon. Voltaire (1968) reminds, "If we are going to have discussion, let us first define what we mean". Whitehead (1968) also warns "A definition a day, keeps the charlton away". Thus, in the interest of clarity, a few terms, which have been used in the present study at different stage, are defined to facilitate the understanding to the concepts underlying the investigation.

(1) **Social Intelligence**

Social intelligence describes the exclusively human capacity to use very large brains to effectively navigate and negotiate complete social relationships and environments. Social Intelligence according to original definition of Throhdike, is "the ability to understand and manage men and women, boys and girls to act wisely in human relations". It is equivalent to interpersonal intelligence, one of the types of intelligences identified in Howard Gardner's Theory of multiple intelligences, and closely related to a theory of mind.

(2) **Emotional Intelligence**
Emotions have the potential to get in the way of our most important business and personal relationships. A key part in the personal and social success is emotional intelligence. Emotional intelligence is the capacity for effectively recognizing and managing our own emotions and those of others. Emotional Intelligence describes the ability, capacity, skill or, in the sense of the trait of the EI model, a self perceived ability, to identify, assess and manage the emotions of our self, of others and of groups. Thus, Emotional Intelligence refers to the ability to perceive, control and evaluate emotions. Some researchers suggest that emotional intelligence can be learned and strengthened while others claim it as inborn characteristics.

(3) Depression

Depression is a common mental disorder that presents with depressed mood, loss of interest or pleasure, feelings of guilt or low self-worth, disturbed sleep or appetite, low energy, and poor concentration. These problems can become chronic or recurrent and lead to substantial impairments in the individual's ability to take care of his or her everyday responsibilities. Depression isn't just bad moods and occasional melancholy. It's just feeling down or sad either. But when a depressive state, or mood, lingers for a long time-weeks, months even longer and limits a person's ability to function normally, it can be diagnosed as depression.

Limitations of the study
The present study is limited to a statistical sample of 640 students of higher secondary students of class XII of Azamgarh district, hence the results obtained might not be the same if the sample included the respondents of different geographical areas. This was done because it was not possible for the investigator to include the respondents of other areas due to limited resources and potentialities. The study is limited to only those students studying in class XII in govt. aided higher secondary institutions ranging between 17 to 19 years of age.

The study is confined to variables under consideration - social intelligence, emotional intelligence, and depression. Other additional variables may be included but due to a limited time, resources, and potentialities of the investigator, social intelligence, emotional intelligence, and depression variables have been included in the present study.

The present study is limited to a research design, several other research designs with more sophisticated characteristics may be used. But due to resources available, only a few statistical techniques have been used. The present study is of exploratory type so as to make an in-depth exploration of the phenomenon.

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