



Mental Alertness, Self-esteem and Emotional Intelligence of Underprivileged Students: A Remedial Intervention Program

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Authors' contributions

This work was carried out in collaboration between both authors. Author NM designed the study, performed the statistical analysis and wrote the first draft of the paper. Author SM carried out the data collection and wrote the second draft of the manuscript and necessary corrections were incorporated by her. Both the authors approved the final manuscript.

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ABSTRACT

Aim: To assess the remedial training intervention on mental alertness, self-esteem, emotional intelligence of underprivileged.

Study Design: The present study is experimental design and adopts remedial intervention program.

Place and Duration of Study: Underprivileged students of high school (Bidar district of North Karnataka, India).

Methodology: Underprivileged students of 9th standard were selected from Government high schools located in Bidar district using the purposive sampling technique and in the first phase, the pre-test was conducted and based on the results the intervention program over a period of six months was conducted. Mental alertness scale developed by Srivastava [1] self-esteem scale developed by Prasad Thakur [2] and emotional intelligence developed by Shettal Prasad [3]. The questionnaires were administered in both phases i.e. pre-test and post-test.

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Sample: Underprivileged students 120 studying at 9th grade were included both boys and girls.
Results: Paired t-test was used for data analysis and it was found that there is a significant difference in mental alertness, self-esteem and emotional intelligence of underprivileged in post-test; this means remedial intervention training has an effect on students learning process.
Conclusion: The remedial intervention program has an effect on mental alertness, self-esteem and emotional intelligence. Therefore, underprivileged students' needs special care and attention for their learning process as they are lack in proper parenting style and hence such remedial program can be planned based upon the students' academic achievements and this should be the major part of the school curriculum for underprivileged.

Keywords: Emotional intelligence; mental alertness; self-esteem of underprivileged students; remedial intervention program.

1. INTRODUCTION

Underprivileged students are those who are deprived of basic facilities of food, financial assistance, quality of education, quality of life, etc and they face many obstacles when trying to pursue an education. Students face various negative consequences like low self-esteem, emotional imbalance and poor mental health, which is directly, linked to poor academic performance, hence the students.

Mental alertness refers to the performance of a system, some of the students perform better than others in solving problems comprehending events and messages and learning. There are individual differences among people, so they possess different mental alertness. Mental alertness is affected by intelligence [4] reported that the relationship between work performance and social skills were stronger among workers with high mental ability. Rani R [5] reported that visually challenged individuals differ significantly on mental alertness as compared to their sighted counterparts. Whereas, there is no significant difference in gender in mental alertness. However Mehta [6] female shown greater mental alertness than their male counterparts. Everybody possesses it more or less Srivastava, [7]. According to Thurstone [8] 'Mental Alertness' refers to the kind of thinking flexibility and versatility an individual possesses that makes it possible for him to adjust to new situation.

The personality pattern is composed of a core or centre of gravity called the 'concept of self' and an integrated system of learned responses called 'traits'. These are interrelated, with the core influencing the traits, which are the individual's characteristics of adjustment to the life situations. To show the interrelationship, the pattern can be compared to a wheel in which the hub represents the traits. Just as the spokes of a wheel are held in position and thus influenced by the hub, so the

traits are influenced by the concept of self. James [9] called the core of the personality pattern which provides its unity, the 'self'. Woolfolk [3] defines "self-esteem is the value which we place on our own characteristics, abilities and behaviours.

Over the past years, Emotional intelligence has received much attention as a key factor that is essential in understanding and predicting student's performance at home and school. The concept of EI was primarily introduced by Salovey and Mayer in the early 1990's then later it was made popular by Daniel Goleman in 1995 [10]. Emotional intelligence is the capacity to create positive outcomes in relationships with others and with oneself. According to Mayer and Salovey [11], emotional intelligence is the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and actions. Thus, emotional intelligence is an umbrella term that captures a broad collection of interpersonal and intrapersonal skills. Interpersonal skills consist of the ability to understand the feelings of others, empathies, maintain and develop interpersonal relationships and above all our sense of social responsibility. On the other hand, intrapersonal skills comprise of the ability to understand one's own motivation. Emotional intelligence plays a key role in determining life success.

2. METHODOLOGY

2.1 Objective

To find out the effect of intervention program on mental alertness, self-esteem and emotional intelligence of underprivileged students.

2.2 Hypothesis

There will be no significant difference between pre-test and post-test mean scores of mental

alertness, self-esteem and emotional intelligence of underprivileged students.

2.3 Research Design

The present study was experimental in nature and adopts intervention program pre-test and post-test.

2.4 Study Sample

The present research included a sample of 120 (out of 120, 60 are boys and 60 are girls) of 9th standard secondary school students affiliated to Karnataka secondary education examination board of Bidar district were selected as respondents for the present study. The purposive sampling technique was used for the selection of respondents.

2.5 Criteria

2.5.1 Inclusion criteria

- Class IX standard students considered for the study.
- The present study includes only government high school students.
- The present study is restricted only to Bidar district of Hyderabad Karnataka-India.

2.5.2 Exclusion criteria

- Subjects expressing difficulty to attend at least 2 sessions per week of training.
- The present study does not included private or English medium high school students.
- The present study does not included residential and central school students.
- The present study does not included primary and higher primary school students.

2.6 Operational Definition

2.6.1 Remedial training

Specialized instruction for students deviating from the expected norm/identifying academic under achievers/slow learner/learning disabled/poor performer and giving them the necessary guidance to help them overcome their problems.

2.6.2 Remedial teaching materials

The materials used by the teacher for Remedial teaching are referred to as Remedial Teaching Materials. Remedial Teaching is a continuous

process involving testing, teaching, re-testing and re-teaching. This involves taking a student from the point where he/she is and leading him/her in the direction of greater achievement.

2.6.3 Underprivileged performer

A Student who has the capability to do well academically, but displays no motivation and performance far below his/her potential. According to Lohitakshan [12] backward child is usually the term used to describe a child whose scholastic performance is markedly below the average performance of children of his grade or age.

2.7 Remedial Intervention Stages

Stage 1: Pre-test Assessment of the knowledge of the children in number concept, addition, subtraction, multiplication and division, self - esteem, emotional intelligence and behavioral problems.

Stage 2: Intervention program: Over a period of six months, it was conducted based on the pre-test results; the intervention program included the work schedule like group activities, individual work, modeling, etc). The intervention programs were carried out during school hours (9.30 am to 2.30 pm). Inside the classrooms, these activities were conducted by the researcher and school counselor.

Stage 3: Post-test Assessment of knowledge of children in number concept, addition, subtraction, multiplication and division, self-esteem, emotional intelligence and behavioral problems.

2.8 Research Tools

General mental alertness test is developed by Srivastava RP [1]. It has 100 items with 4 sub-dimensions, namely arithmetic reasoning, definitions, number series and same and opposite. There are two types of series in this test; one is the - Q score (quantitative scores). The arithmetic reasoning and number series scores make the - Q scores. The second is - L scores (Linguistic scores) include the same opposite and definition scores. The sum of the scores, - Q and - L assesses the general mental alertness of the individual. One mark provided for each right answer of the question in the test. The maximum score is 100. The reliability of the scale was found to be 0.82 and validity of the scale was found to be 0.88.

Self-esteem inventory developed by Prasad and Thakur [2]. It has 60 items divided by two sub section i.e. part I and part II, each part consists of 30 statements. The highest obtainable score is 40 and the lowest score is 10. Higher the score higher the self esteem. Test retest reliability is in the range of 0.69 to 0.66 and the scale shows high convergent and discriminate validity.

Emotional intelligence scale: Emotional Intelligence: Developed by Sheetal Prasad [3]. This scale consists of 40 items. Higher scores on this scale are indicative of better emotional intelligence. The Split-Half reliability and the Content validity of the scale is 0.88 and 0.93 respectively.

2.9 Statistical Techniques

A paired t-test was carried out for the pre and post-test intervention. The SPSS 20Ver was used for data analysis.

3. RESULTS AND DISCUSSION

Table 1 depicts that the paired sample t-test between pre-test and post-test on mental alertness among academically underprivileged students. The t-value is 20.422, which is significant at 0.001 level. Thus the result indicates that there is a significant improvement in post-test this means initially students have performed very low in their academics and in mental alertness test also, after taking the proper training on numerical ability then students have

shown significant improvement in post-intervention and therefore, the intervention program has been found effective on their academic achievements. Hence, the hypothesis that there will be no significant difference in the mental alertness of underprivileged students has been rejected and the alternate hypothesis is accepted.

Table 2 indicates that the paired sample t-test on self-esteem among underprivileged performers. The t-value is 20.636, which is significant at 0.001 level. Thus, the mean score of post intervention is higher than the pretest intervention. Thus it indicates after undergoing remedial program students have shown a greater level of confidence, concentration and attention as well. Thus, the hypothesis that there will be no significant difference in self-esteem among underprivileged performers has been rejected and alternate hypothesis is accepted.

Table 3 shows that the paired sample test on emotional intelligence among underprivileged students. The result indicates that post-intervention is significantly higher than the pre-intervention test, this means the remedial teaching was effective and students have shown a greater level of emotional intelligence. Hence the third hypothesis that there will be no significant difference in emotional intelligence among underprivileged performers has been rejected and the alternate hypothesis is accepted.

Table 1. Mean, standard deviation and paired t-test on mental alertness of underprivileged students of Bidar district

Variable	Mental alertness	N	Mean	Std. deviation	T-value
Pair 1	Pre test	120	126.66	21.015	20.422***
	Post test	120	177.02	46.455	

***significant at 0.001 level

Table 2. Mean, standard deviation and paired t-test on self-esteem of underprivileged students of Bidar district

Variable	self-esteem	N	Mean	Std. deviation	T-value
Pair 2	Pre test	120	81.57	20.128	20.636***
	Post test	120	131.50	48.967	

***significant at 0.001 level

Table 3. Mean, standard deviation and paired t-test on emotional intelligence of underprivileged students of Bidar district

Variable	emotional intelligence	N	Mean	Std. deviation	T-value
Pair 3	Pre test	120	32.14	7.270	22.176***
	Post test	120	48.71	16.491	

***significant at 0.001 level

4. CONCLUSION

It has been found that there is a significant difference between independent variables and dependent variables, further, it is also found that the remedial program is more effective for underprivileged students.

5. MAJOR FINDINGS OF THE STUDY

The finding of the present study revealed that students those who have undergone remedial training intervention program have shown significant improvement in their academics.

Mental alertness, self-esteem, and emotional intelligence it was found that there is a significant difference among the underprivileged students. Hence, it indicates that students have shown improvement in arithmetic ability, number concept, addition, subtraction, multiplication, division, self-esteem and emotional intelligence.

CONSENT

Both the authors declare that written consent was obtained from the school authorities and students for publication of this paper.

ETHICAL APPROVAL

Both the authors hereby declare that intervention have been examined and approved by the appropriate ethical committee.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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