



Walt Disney and Emotional Intelligence

A Thesis

Presented to

The Institute of Professional Psychology,

Bahria University, Karachi Campus

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of The Requirement for the
Degree of Bachelor of Science
(BS) Psychology**

By

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AND

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INSTITUTE OF PROFESSIONAL PSYCHOLOGY
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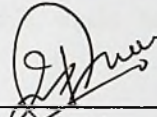
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We certify that the research work presented in this thesis, to be the best of our knowledge, is our own. All sources used and any help received in the preparation of this thesis have been acknowledged. We hereby declare that we have not submitted this material, either in whole or in part, for any other degree at this or any other institution.

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Faisal

The image shows a handwritten signature in black ink, which appears to be 'Faisal'. The signature is written over a horizontal line. Below the line, the name 'Faisal' is written in a clear, legible font. There is another horizontal line below the name.

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DEDICATION

By Amna Shahid:

I dedicate this work to my mother who is always there for me.

I dedicate this work also to the legendary writer, J. K. Rowling who inspired me as a writer and our Director, Dr. Zainab F. Zadeh who has inspired me as a person and a psychologist.

By Fariha Afzal:

I dedicate this thesis to my family who encourage me and gave me kind support. This thesis is also dedicated to our Director Dr. Zainab F. Zadeh, the most inspirational woman in my life.

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ABSTRACT

Purpose of this study is to determine the longitudinal effect of Walt Disney animated films on the Emotional Intelligence of the youth. Study examined the difference of Emotional Intelligence in Regular Disney Watchers and Non-Disney Watchers among the university students of Karachi. It was hypothesized that Regular Disney Watchers would have higher Emotional Intelligence scores than Non-Disney Watchers. The study further sought to determine the gender differences in Emotional Intelligence scores of the young adults (only Disney Watchers) of Karachi. To measure the Emotional Intelligence of the sample, the Schutte Self-Report Emotional Intelligence Test (SSREIT) was used. The sample consisted of 212 students (107 males and 85 females) from the second year of different universities. Among these, only 20 males and 13 females (a total of 33 out of 212 young adults) were Non-Disney Watchers. Because of very high popularity of Walt Disney animated movies, their watchers were found in great numbers and non-Disney watchers were very hard to be found among students, so, for a balanced comparison between the Emotional Intelligence scores of Disney Watchers and Non-Disney Watchers, only the Most Regular Watchers (who have watched 30 or more movies from the checklist provided) of Walt Disney animated movies were taken to be compared with Non-Disney watchers (who have not watched even a single Disney animated film). The data was statistically analyzed by using the SPSS software package and t-test was used to calculate the results. Results reveal that Most Regular Disney Watchers (N=34) of Karachi scored higher on Emotional Intelligence than the Non-Disney Watchers (N=33) (Significance level 0.05). Gender comparison was done within the Disney Watchers (N=179). No significant difference was noted in total Emotional Intelligence scores of Male Disney Watchers (n=87) and Female Disney Watchers (n=92). Same was the result for all subcomponents except for the scale of Managing Others Emotions, in which a significant difference was noted between the scores of Male Disney Watchers and Female Disney Watchers (Significance level 0.05).