

EMOTIONAL INTELLIGENCE AND VALUES OF ADOLESCENTS STUDYING IN GOVT. AND NON GOVT. SCHOOLS

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ABSTRACT

The present investigation has been done on two hundred male and female adolescent students of govt and non govt. schools of Rewari district of Haryana. Emotional Intelligence and value pattern of these adolescents have been measured by applying Mangal's Emotional Intelligence Inventory and Personal Value Questionnaire of Sherry and Varma. The results of the study reveal that there exists no significant difference between the emotional intelligence of govt. school students and that of the non govt. school students. Both the groups have average level of emotional intelligence. Similarly male and female students also do not differ significantly in their emotional intelligence. Govt. and non govt. school students have shown significant difference in some of their values.

INTRODUCTION

The nature of the human intellect has fascinated scholars for centuries. Our past experience and experiment clearly delineate that even a person with high intellect cannot be always successful in life. The vacuum is realized over the years. Researchers become increasingly dissatisfied with the fact that the general intelligence as understood today, correlated very poorly in prediction of the life success and adaptation of the individual to his or her environment. Logical inquiry on this, continued over the years. Mayer et.al. (1989) came with an answer by introducing the concept of emotional intelligence.

However, the term emotional intelligence was used for the first time in 1966 by a German Psychologist called Leuner.

Peter Salovey and John Mayer two psychologists from Yale university coined the phrase emotional intelligence in 1990 in the journal 'Imagination, cognition and Personality'. However, the concept of emotional intelligence gained popularity through Goleman's (1995) best seller titled 'Emotional Intelligence'. He defined emotional intelligence in 1998 as 'Emotional Intelligence refers to the capacity of recognising our own feelings and those of others, for motivating ourselves, and for managing emotions well in our selves and our relationships.

Emotional intelligence adds emotional stability that makes us capable and efficient in establishing successful interpersonal relationships.

The emotional intelligence at the most general refers to the ability to recognize and regulate emotions in oneself and in others.

It strongly appears that emotional intelligence influenced day to day problem solving in schools, communities and business organizations. At individual level it predicts communication skills, morality, leadership, problem solving and aesthetics.

Now, the contemporary view of intelligence is that the emotions and cognition can work hand in hand.

Salovey and Mayer (1997) "Emotional Intelligence involves the ability to perceive accurately, the appraisal and expression of emotions; the ability to access and / or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge and the ability to regulate emotions to promote emotional and intellectual growth"

Emotional intelligence comprises of elements like self-awareness, managing emotions, self motivation, empathy and social skills.

Individual's success is related to

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Emotional Quotient (EQ) and Intelligence Quotient (I.Q.). Goleman (1995) suggested that the E.Q. contributes 80% to person's success or failure in life while I.Q. contributes to only 20%. So, it is very necessary to adopt some strategies to nurture emotional intelligence among the students.

Values occupy a significant role in shaping individual and social life. Basically values are guiding forces for determining directions of life and choosing desirable behavior in the society.

Values are associated with principles and standards of life. These may be contextual as well as universal. Values are of comprehensive nature, having affective, cognitive and action components of personality. So, it is very necessary to inculcate good values among the students for the development of our nation.

Adolescence is that period of person's life when he is most prone to his emotions and environment. Emotions and environment along with intelligence play a major role in one's achievement and success in life.

Recent studies have found the usefulness of emotional intelligence. High emotional intelligence is related to positive outcomes as pro-social behaviour, presented warmth and positive relations where as low emotional intelligence is related to negative outcomes, including illegal drug and alcohol use, deviant behavior and poor relationship with friends (Rice 1999) Mayer et.al. (1999), Cooper (1997). Emotionally intelligent persons are outgoing, sympathetic with other people, caring, happier, healthier, stable and more successful in their relationship (Uma & Devi (2005) Kelly and Caplan (1993). The general intelligence contributes 20% of success in life, the emotional intelligence shares 80%. (Goleman (1995) So, for the development of nation there is a great need to nurture emotional intelligence in youth.

Due to rapid technological progress and industrialization and socio-cultural changes, today man is faced with the dangers of war, economic hardships, communal and racial

prejudices, ecological imbalance and above all, a fast changing social structure that is becoming more complex day-by-day.

With the passage of time and with the advancement of science, the social and economic pattern of family life had undergone a tremendous change.

Consequently the value-pattern in the society is also changing. Values make life worth while, education enriches it and society provides circumstances in which one could lead it successfully or whatever it may mean from time to time. As we all know that youth is the mirror of the society. Therefore, their value pattern is also changing. So, there is a great need to study the values of adolescents.

OBJECTIVES

- 1) To study the emotional intelligence of adolescents studying in govt. schools.
- 2) To study the emotional intelligence of adolescent students of non govt. schools.
- 3) To compare the emotional intelligence of adolescents studying in Govt. and non govt. schools.
- 4) To compare the emotional intelligence of male and female adolescent students of govt. and non govt. schools.
- 5) To study the personal values of adolescent students of govt. schools.
- 6) To study the personal values of adolescents studying in non govt. schools.
- 7) To compare the personal values of adolescent students of govt. and non-govt. schools.

HYPOTHESES

- 1) There is no significant difference between the emotional intelligence of adolescent students of govt. and non govt. schools.
- 2) There is no significant difference between the personal values of adolescent students of govt. and non govt. school.
- 3) There is no significant difference between the emotional intelligence of male and female adolescent students of govt. and non govt. schools.

METHOD

The Descriptive Survey Method of research has been used in the present study.

SAMPLE

A sample of 200 students of 11th class has been selected randomly 100 students were of govt. schools and 100 students were of non-govt. schools from Rewari. An equal number of girls and boys were taken in the sample of the study.

TOOLS USED

- 1) Mangal Emotional Intelligence inventory (M.E.I.I)

Was used as tool to measure the emotional intelligence. It consists of 100 items, 25 each from the four areas i.e. Interpersonal awareness, Intra personal awareness, Intra personal management, inter personal management. The reliability of the inventory ranges from 0.89 to 0.92 and its validity ranges from 0.61 to 0.62.

For scoring, one mark was provided for the response indicating presence of emotional intelligence and zero for the absence of emotional intelligence.

- 2) Personal Value Questionnaire (P.V.Q.)

By G.P Sherry and Prop. R.P. Varma

The P.V.Q. is a standard and reliable tool to measure complex variables such as values.

STATISTICAL TECHNIQUES

Mean, Standard Deviation and t-test were applied to analyse the data.

Table 1

Showing Mean, S.D. and 't' Value of emotional intelligence of adolescents studying in govt. and non govt. schools.

Category of students	N	Mean	S.D.	't' Value
Govt. schools students	100	67	8.85	1.13
Non govt. schools students	100	65.50	9.25	Not significant

Table 2 Showing emotional intelligence of male and female adolescent students.

Category of students	N	Mean	S.D.	't' value
Male	100	67.30	8.35	.83
Female	100	65.93	9.23	Not Significant

Table 3 Showing mean, S.D. and 't' values of different values for Govt. and non Govt. School Students.

Values	Govt.		Non Govt.		't' value	Sign. Level
	Mean	S.D	Mean	S.D		
Religious	3.73	1.34	5.48	1.41	6.31	.01
Social	5.60	2.17	2.52	1.33	7.20	0.1
Democratic	6.75	2.27	5.30	1.65	4.38	.01
Aesthetic	5.83	3.20	6.22	1.13	1.13	N.S.
Economic	4.85	2.16	5.17	2.78	0.38	N.S.
Knowledge	4.75	2.40	3.78	2.52	1.72	N.S.
Hedonistic	8.60	2.52	4.89	3.11	5.94	.01
Power	3.78	2.43	7.48	5.62	4.32	.01
Family Prestige	4.82	2.38	4.55	3.61	0.58	N.S.
Health	5.76	2.76	6.43	2.43	1.20	N.S.

MAIN FINDINGS

On the basis of analysis and interpretation the following main findings have emerged out of the present study.

- 1) The emotional intelligence of adolescent students of govt. schools is found to be average.
- 2) The emotional intelligence of students of non-govt. schools is also found to be average.
- 3) There is no significant difference between the emotional intelligence of govt. and that of non-govt. school students.
- 4) There exists no significant difference between the emotional intelligence of male and female students.
- 5) It has been found that the students of govt.

schools have highest rank of hedonistic value and lowest of religious value.

It is also found that the students of govt. schools have higher social, democratic, knowledge, hedonistic and family-prestige values as compared to students of non-govt. schools.

The hierarchical order of their values is hedonistic value, democratic value, health value, aesthetic value, social value, family prestige value, economic value, knowledge value, power value and religious value.

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