

Research Article

A Study on Values and Emotional Intelligence among IX Standard Students

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Abstract

In the present study the investigator has attempted to find out the values and emotional intelligence among the IX standard students at Truchirappalli District, is based on the Valm orientation scale by Udai parak and T.venkateshwara Rao, and Emotional intelligence test b) Anukool Hydes and Sanjayat pethe. The sample for the study consists of 450 students and data: obtained was subjected to descriptive, correlation and differential analysis. The finding reveals that the students' values and emotional intelligence differed in terms of gender, types of schools and socio-economic status.

Keywords: Values, Emotional Intelligence, IX Standard Students, Gender Differences, School Type, Socio-Economic Status, Correlation Analysis, Differential Analysis, Trichy District

INTRODUCTION

School education is an important segment of the total educational system contributing significantly to the individual as well as to national development. A good school provides conducive environment for development of cognitive, affective and psychomotor abilities for all round development of individuals. Perhaps the importance of the interface between cognition, emotion, and action may be appreciated better by recalling the balance that has to be maintained between head, heart and hand. Today the problem with education is the pervasive emphasis on cognition and the neglect of the emotional state of the learners. There is a need to recognize the interface between cognition and emotion.

Therefore, education for promoting emotions needs to be recognized as an essential element of the educational process in the classroom.

There are four pillars of Learning i.e. "Learning to know, Learning to do, Learning to be and Learning to live together, as mentioned in UNESCO's historic report of the international commission on education in the 21st century" the last two pillars clearly indicate the importance of emotional aspects that need to be strengthened among students through suitable learning strategies.

Many early psychologists began their study of intelligence by directing their attention to cognitive aspects, such as memory and problem solving. "Emotional Intelligence is a person's ability to understand his or her own emotions and the emotions of others and to act appropriately based on this understanding".

It was in the mid-nineties that the term Emotional intelligence took the business world by a storm. And it was Daniel Goleman who popularized it through his research on Emotional Intelligence (EI). It is said that IQ alone is no more the measure for success, and luck account for the rest.(Golmesm,1995). It was also found that whereas people with high IQ were real flops in real life, in their families or in the community, people with high EI have proved themselves successful in these areas.

SIGNIFICANCE OF THE STUDY

Students experience more stress before and during their examination. It is presumed that Students who are emotionally intelligent can successfully manage the stressful situation, so teaching emotional and social skills is very important at school.

There is a great need for persons in handling emotions and settling disagreements peacefully. There arises the need to have higher emotional intelligence among students, so that a delicate balance is achieved between cognition and emotion.

"Emotional intelligence is helping to focus on what it means to be complete human beings." -Maurice Elias, EQ today, 1999. The recent research has concluded that emotional intelligence and related non-traditional measures of intelligence and human performance are more predictive of academic and career success than IQ test and other measures of scholastic aptitude and achievement (Nelson and Low,2003; Gardner 1983, 1993, 1997; goleman,1995,1997.)

Proactive and systemic programmed for identifying and developing the emotional intelligence skills important to students' personal well- being. Emotionally intelligent adults make better decisions, they use their emotions as a source of energy and direction, they are

more effective at solving problems, they collaborate better, they are more effective leaders, better life partners, more conscious parents ,less depressed, but more awareness of comfortable and uncomfortable feelings. (Josh Freedman, 2002)

Developing one's emotional intelligence has a lifelong impact in the individual. It helps us to understand why we react and respond to certain events and realities of life.

OBJECTIVES OF THE STUDY

- ❖ To find out the significant difference if any in the emotional intelligence with respect to gender.
- ❖ To find out the significant difference if any in the emotional intelligence with respect to Socio economic status.
- ❖ To find out the association between emotional intelligence and type of Schools.
- ❖ To find out the relationship between emotional intelligence and values.

HYPOTHESES OF THE STUDY

- ❖ There is no significant difference in the emotional intelligence mean score with respect to gender.
- ❖ There is no significant difference in the emotional intelligence mean score with respect to Socio- economic status.
- ❖ There is no significant association between emotional intelligence and type of schools
- ❖ There is no significant relationship between emotional Intelligence and values among students.

METHODOLOGY IN BRIEF

The investigator has adopted Normative Survey Method for the present study. "the normative survey method is concerned with the condition or relationship that exists, practices that prevail, views or attitudes that are held, processes that are going on and the effects that are being felt or trends that are developing" (John WBest 1968).

The study was conducted on sample of 450, Nineth standard students studying in various schools at Tiruchirappalli, selected on the basis of random sampling, due representation to

factors like gender, type of schools, and socio-economic status were given while selecting the sample. The data thus collected were scored, tabulated and analyzed by adopting appropriate statistical techniques.

STATISTICAL TECHNIQUES

Co-efficient of correlation was employed to examine the relationship between emotional intelligence and values. And t- test was employed to find out the significant difference in the means of scores of boys and girls and socio- economic status on emotional intelligence. Chi-square was used to study the association between emotional intelligence and type of management of schools. Co-efficient of correlation technique was used to study the relationship between emotional intelligence and values.

Category wise mean and standard deviation of emotional intelligence

Variables	Category	Mean	Standard Deviation
Gender	Girls	131.71	14.577
	Boys	136.88	32.818
Type of Schools	Government	138.44	15.738
	Aided	136.49	38.754
	Unaided	127.95	12.104
Socio - Economic Status	High	128.44	12.738
	Average	132.57	17.675
	Low	139.63	34.053

DATA ANALYSIS HYPOTHESIS-I

There is no significant difference in the emotional intelligence mean scores with respect to gender.

This hypothesis was tested by using t-test. The t-value was computed to find out the significance in emotional intelligence mean scores between boys and girls.

Table -1. Showing the significance of difference in emotional intelligence of girls and boys.

Gender	N	Mean	Standard Deviation	t-value	Level of Significance
Boys	225	136.88	32.81	2.157	S
Girls	225	131.71	14.58		

S -Significant at 0.05 level

Since the calculated value of t (2.157) is greater than the table value of (1.97) corresponding at 0.05 level of significance. This implies that the difference in the emotional intelligence of boys and girls under consideration is statistically significant. Hence the null hypothesis is rejected.

Therefore, it is concluded that the ninth standard boys and girls differ significantly with regard to emotional intelligence. Further the higher mean scores of boys possessed a high emotional intelligence than girls.

HYPOTHESIS -2

There is no significant difference in the emotional intelligence mean scores with respect to socio- economic status.

One way ANOVA was employed to find out the significance in the emotional intelligence mean scores of students belonging different socio-economic status.

Table -2. Showing the significance of difference in emotional intelligence of students belonging different socio-economic status

Source	Sum of Squares	Df	Mean Square	F-value	Level of Significance
Between Groups	10715.209	2	5357.60	8.519	S
Within Groups	281130.071	447	628.926		

S -Significant at 0.05 level

Since the calculated value of F(8.5 1 9) is greater than the critical value(4.65) corresponding at 0.01 level of Significance for degree of freedom 449, the null hypothesis is rejected.

Thus there is significant difference among students in the emotional intelligence owing to their difference in socio-economic status. i.e high, average and low socio-economic background of the students.

HYPOTHESIS -3

There is no significant association between emotional intelligence and type of schools of the students.

This hypothesis was tested by using Chi-square test. The Chi-square was computed to fine out the significant association between Emotional Intelligence and Type of schools.

Table -3. Showing the significant association between emotional intelligence and type of schools.

Types of schools	Types of schools			t-value	Level of Significance
	High	Average	Low		
Government	High	Average	Low	38.019	P=0.000 P<0.01
	68(47.3)	52(52.7)	30(50.0)		
	51(47.3)	48(52.7)	51(50.1)		
Unaided	23(47.3)	58(52.7)	69(50.0)		

Significant at 0.01 Level

Since the calculated Chi-square value (38.019) is greater than the table value (13.277: corresponding at 0.01 level of significance for degrees of freedom 4.it implies that there is significant association between emotional intelligence and type of management of schools. The null: hypothesis is rejected. Therefore it is concluded that significant association has made between the students studying in government, aided and unaided schools and their emotional intelligence.

HYPOTHESIS - 4

There is no significant relationship between emotional Intelligence and values among students.

This hypothesis was tested by using correlation. I.e. karl Pearson's product moment coefficient was computed to find out the significant relationship between emotional Intelligence and type of schools.

Table -4. Showing the relationship between emotional intelligence and Values of Ninth Standard Students.

Variable	N	Degrees of Freedom	r	Significance Level
Emotional Intelligence	450	448	0.024	P=0.617 P<0.05
Values				

Not significant

The correlation co-efficient $r = 0.024$ is not significant at 0.05 level. Hence the null hypothesis is retained.

Thus there is no significant relationship between emotional intelligence and values among ninth standard students.

SUMMARY OF THE FINDINGS

It has been found a significant difference between boys and girls in their emotional intelligence.

There is significant difference among students in the emotional intelligence owing to their difference in socio-economic status.

There is significant association between emotional intelligence and types of schools.
There is no significant relationship between emotional intelligence and values.

EDUCATIONAL IMPLICATIONS OF STUDY

The present study revealed that there is a significant difference between boys and girls in their emotional intelligence favoring boys. Teachers can take effort in emotional intelligence development of the students along with their academic achievement.

Research on emotional intelligence has revealed that people with high emotional intelligence are happier, healthier and more successful in their relationships. It can lead to increased achievement, productivity, enhanced leadership skills, improved responsiveness and greater activity.

As the study revealed there is significant difference among students in the emotional intelligence owing to their difference in socio-economic status, Sessions of self-awareness and leadership skills can be conducted for the students.

CONCLUSION

The purpose of the present investigation was to study on emotional intelligence and values with reference to some selected variables. There is significant relationship among the variables, the educators, and administrators should plan to develop emotional intelligence and value system among the students.

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