

A Study of Relationship between Values and Emotional Intelligence

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The term, Emotional Intelligence was initially conceptualized as a set of cognitive abilities to use emotions to maximum advantage for constructive results in various life situations. It involves the ability to perceive accurately, appraise and express emotion; 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. It will confer an advantage in any domain of life. An emotional competence is a learned capability based on emotional intelligence that results in outstanding performance in life and at work. Among adolescents, emotional intelligence will lead to less rudeness or aggressiveness, more popularity, improved learning and better decisions about drugs, smoking and sex. The way children are raised dramatically affects their emotional sensitivity, emotional memory, emotional processing and emotional learning ability. Children being raised in an emotionally abusive home can be expected to use their emotional potential in unhealthy ways later in life. It may be either developed or damaged with life experiences particularly by the emotional lessons taught by the parents, teachers, caregivers and family during childhood and adolescence.

Adolescence is usually defined as the period of transition between childhood and adulthood. This period of life tends to be characterized by a group of developmental problems that are biological, psychological and social. Among those are adjustment in the areas of heterosexual relations, occupational orientation, the development of mature set of values and responsible self direction, and breaking of close emotional ties to parents. Adolescence is presumed to be a psychologically stressful and critical period characterized by a variety of special types of behaviour. Encountering of new ideas, concepts, values, types of people and the sudden responsibility for self-determination and self sufficiency, force an array of adjustment upon the comparatively inexperienced young person and generate much apprehensiveness and anxiety. Family plays a significant role in decreasing their problems. Within the family children learn various skills social and moral values and emotional response pertaining to various situations. A value, being an enduring belief that a specific mode of conduct or end state of existence is personally or socially preferable to an opposite or converse mode of conduct. As the children grow, their values, behaviour also grow simultaneously. Researches in

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Psychology, Sociology and Education have shown that parental influence does not decline as children mature into adolescents (Steinberg et al 1994; Baumrind, 1991; Stevenson & Barker 1997). At home general parental styles and specific parental practices continue to shape the values, emotional perceptions and responses. Parenting style affects the personality

OBJECTIVE:

To find out the relationship between Values and Emotional Intelligence among the adolescents studying in schools run by various educational agencies.

HYPOTHESIS:

There exists no significant relationship between Values and Emotional Intelligence among the adolescents studying in schools run by various educational agencies.

METHOD:

The present study belongs to the category of descriptive field survey type of research and correlation survey researches.

POPULATION:

The population of the study comprised of all the adolescents studying in class IX in the Government, Aided, Recognized and Minority schools of Varanasi city.

SAMPLE:

The sample of the present study comprised of 480 students studying in schools run by various educational agencies. The age of the students taken as the sample was from 13 to 17 year.

Tools used:

In order to attain the objective of the study tools to measure values based on Fundamental Duties enshrined in our Constitution, family environment and emotional intelligence were needed. For present study following tools were used:

- Home Environment Inventory developed by Karuna Shankar Misra.
- Value Awareness Questionnaire developed by Kalplata Pandey and Geeta Dubey.
- Emotional Intelligence Test constructed by the researcher.

Home Environment Inventory (HEI):

To measure various dimensions of Family Environment, Home Environment Inventory constructed by Dr. Karuna Shankar Misra was used HEI

consists of hundred items based on parent-child interactions in family belonging to ten different dimensions having five response categories.

Reliability of the Tool:

The split half reliability of HEI for all the ten dimensions of HEI ranges from 0.73 to 0.95.

Validity of the Tool:

The intrinsic validity of HEI ranges from 0.40 to 0.73 for ten dimensions of home environment.

Value Awareness Questionnaire (VAQ):

VAQ is developed by Kalplata Pandey and Geeta Dubey. It consists of forty questions based on fundamental duties enshrined in Indian constitution. It is a situational tool to seek value preference among the individuals related with eight values based on ten fundamental duties enshrined in our constitution.

Reliability and Validity:

The value Awareness Questionnaire (VAQ) is developed by Kalplata Pandey and Geeta Dubey. VAQ consists of forty questions based on fundamental duties enshrined in our constitution. The validity of this tool was found 0.60 which is significant at 0.05 levels proving the questionnaire as valid one. Test retest reliability was as follows:

Table 1: Showing test retest reliability of the VAQ

a.	Patriotic Value	0.46
b.	Law Abiding	0.61
c.	Social Value	0.79
d.	Cultural Value	0.58
e.	Environmental Value	0.81
f.	Spiritual Value	0.99
g.	Knowledge Value	0.83
h.	Value of Excellence	0.99

*** Emotional Intelligence Test (EIT)**

EIT is developed by and standardized by the researcher herself. The tool measures Emotional Intelligence of adolescents. It has two parts :

- Emotional Intelligence Test Part-I (EIT-Part I) with 32 items is a self reporting scale for measuring perception, appraisal and expression of emotions.

- ii) Emotional Intelligence Test Part-II (EIT-Part II) with 32 items is situational test for measuring understanding one's own and others emotions as well as reflective regulation or management of emotions in oneself and others.

Reliability of the Tool:

Test retest reliability of the test was found out. Test-retest reliability of Emotional Intelligence Part-I was found to be 0.69 and for Emotional Intelligence Part-II it was calculated to be 0.80.

Validity of the Tool:

Content validity of the test was determined. The test was given to experts to read and to judge whether each item designed to measure what it intends to measure. Twelve out of fifteen experts expressed the opinion that items were measuring the characteristics indicated by the respective dimensions.

Construct validity of the test was calculated by correlating it with MSREIS constructed by (Self reporting scale for measuring emotional intelligence) Rakesh Pandey and Test of Emotional Intelligence by K.S. Misra. EIT-Part I was correlated with MSREIS (Rakesh Pandey). The value of correlation obtained for the scores on the two measures was 0.65. EIT-part II was correlated with Test of Emotional Intelligence by Karuna Shankar Misra. The correlation value obtained was 0.79

FINDINGS:

The objective of the study was to find out the relationship between Values and Emotional Intelligence among adolescents studying in schools run by various educational agencies. The product moment correlation was applied to study the relationship between the two variables mentioned in the objective. The findings are presented in the following table:-

Table 2: Showing correlation between values and emotional perception, appraisal and expression of emotions among adolescents studying in schools run by various educational agencies

S. N.	Values	Emotional Perception Value of 'r'
1.	Patriotic value	0.095*
2.	Law abiding value	-0.076
3.	Social value	0.032
4.	Cultural value	0.065
5.	Environmental value	-0.078
6.	Spiritual value	0.029
7.	Knowledge value	0.044
8.	Value of excellence	0.048

* Significant at 0.05 level

Observation of the table 2 shows that the Patriotic value is positively and significantly correlated with Emotional perception of adolescents. It indicates that Patriotic value increases with increase in Emotional Perception. As far as other seven values are concerned, though these values have no significant correlation with Emotional Perception yet the trend shows that law abiding and Environmental value are negatively correlated with Emotional Perception whereas Social, Cultural, Spiritual, Knowledge values and Value of excellence are positively correlated with Emotional Perception.

Table 3 Showing correlation between values and emotional understanding and management among adolescents studying in schools run by various educational agencies.

S. N.	Values	Emotional Understanding & Management Value of 'r'
1.	Patriotic value	0.144**
2.	Law abiding value	-0.140**
3.	Social value	0.012
4.	Cultural value	0.053
5.	Environmental value	-0.105*
6.	Spiritual value	-0.053
7.	Knowledge value	0.183**
8.	Value of excellence	-0.077

* Significant at 0.05 level

** Significant at 0.01 level

Observation of the table 3 shows that there exists significant positive relationship between emotional understanding and management of emotions with Patriotic and knowledge value. The obtained values of 'r' for Patriotic value ($0.144 > 0.01$ level) and knowledge value ($0.183 > 0.01$ level) are positive and significant at 0.01 level. Contrary to this, significant negative relationship exists between emotional understanding & management with law abiding ($-0.140 > 0.01$ level) and Environmental value ($-0.105 > 0.05$ level) among adolescents studying in schools run by various educational agencies. It indicates that Emotional understanding and management decreases with increase in Law abiding and Environmental value among adolescents. No significant relationship was observed between emotional understanding and management and inculcation for rest of the four values observed.

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