

# Relationship between Emotional Intelligence and Moral value of Secondary School Students

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## ABSTRACT

*The purpose of the study was to investigate the relation between emotional Intelligence and moral value of secondary school students. In the descriptive survey study, 210 students were selected by random sampling technique from different schools of Muzaffarpur in Bihar. Tools used for data collection were Emotional Intelligence Scale developed by Singh and Narain. (2014) and Moral Value Scale developed by Singh and Sen Gupta (2016). Pearson Product Moment Correlation was used for the analysis of data. The result revealed that there is a significant positive relationship between emotional intelligence and moral value of secondary school students. A significant relationship was also found between emotional intelligence and moral value in boys, girls, rural and urban secondary school students.*

### Introduction:

Moral development is the development of the sense of ethical behaviour and values. Without considering morality, ethics and values cannot be talked about. According to Kohlberg (1964) morality is the capacity which is used to make decisions and to act accordingly. Emotions play an important role in the development of moral values.

### Emotional Intelligence:

According to Goleman (1998), "Emotional Intelligence refers to the capacity of recognizing our own feelings and those of others for motivating ourselves and for managing emotions well in ourselves; and in our relationship." Emotional Intelligence involves the ability to deal with feelings and the ability to communicate. The lack of these skills has far reaching impact and results in unhappiness and inability to form positive relationship. Emotional intelligence is the capacity to reason with emotions in four areas: to perceive emotion, to integrate it in thought, to understand it and to manage it.

Emotional Intelligence is the ability to understand emotions and their causes, the capability of effectively regulating these emotions in one's self and in other and most importantly being able to use the emotions as a source of information for problem-solving, being creative and dealing with social situations. Emotional intelligence allows us to think more creatively and use our emotions to solve problems. Daniel Goleman believes that Emotional intelligence appears to be an important set of psychological abilities that relate to life's success. It is empathy and communication skills as well as social and leadership skill that will be central to our success in life and personal relationships. Rather than a high IQ, Goleman purports that it is far better to have a high EQ, (emotional quotient), if we want to be a valued and a productive member of our society.

### Moral values

The word 'moral' an adjective, is derived from the Latin term "moralis" which again , is

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derived from the word “mores”. Mores means ‘customs’, ‘manners’, and ‘conduct’. The word ‘moral’ is used in two senses. First, in the evaluative sense, i.e., an action is judged as right or wrong. Second, in the descriptive sense is to do right or wrong. When we say anything about moral education, ‘moral’ is used in the first sense. When we speak of moral development, it is used in the second sense. Moral values particularly refer to the conduct of man towards man in the various situations in which human beings come together – in the home, in social and economic fields, and in the life of the outside world in general.... (Sri Prakasha Committee, 1960).

The term ‘Value’ comes from the Latin word ‘Valere’ which means ‘to be of worth’. The concise Oxford dictionary defines a value as ‘the worth, desirability or utility of a thing’. Rokeach defines a value as ‘an enduring belief, a specific mode of conduct or an end state of existence, along a continuum of relative importance’. In brief, Values are the criteria for determining levels of goodness, worth or beauty.

The value that is based on morality is termed as moral value. To understand the term it is essential to know the meaning of value. When the problem regarding the meaning of values come the question that comes in our mind is: “What do the people believe in?” What are their ideas of life and death and of life after death? What kinds of God or God have they? What are their ideas of beauty, truth and goodness? What are the aims of their society? In brief we need to know something of religious norms, philosophical doctrines and ideology of the people. All the practices which are sound and healthy accepted by the society for the harmonious living is considered as values. Values are fundamentally guiding principles to promote the dignified living of human beings. There are different values like educational, social, political, moral, aesthetic, religious and spiritual values. As the topic concerned we are mainly going to deal with moral values.

### **Significance of the study**

We know that in the present scenario everybody wants success in his/her life. Both moral values and emotional intelligence helps a student in their holistic development. Apart from emotional intelligence a human being requires moral values in his life for integrated life. Development of moral values shape a person in a desirable behaviour expected by the society. The findings of the study may help the teachers and authorities to plan their curricular and co-curricular activities in school.

### **Statement of the problem**

Relationship between Emotional Intelligence and Moral value of secondary school students

### **Objectives of the Study**

1. To find out the relationship between emotional intelligence and moral value of secondary school students.
2. To find out the relationship between emotional intelligence and moral value of secondary school boys.
3. To find out the relationship between emotional intelligence and moral value of female secondary school girls.
4. To find out the relationship between emotional intelligence and moral value of rural secondary school students.
5. To find out the relationship between emotional intelligence and moral value of urban secondary school students.

### **Hypotheses of the study**

- Ho1:** There is no significant relationship between emotional intelligence and moral value of secondary school students.
- Ho2:** There is no significant relationship between emotional intelligence and moral value of secondary school boys.
- Ho3:** There is no significant relationship between emotional intelligence and moral value of female secondary school girls.

**Ho4:** There is no significant relationship between emotional intelligence and moral value of rural secondary school students.

**Ho5:** There is no significant relationship between emotional intelligence and moral value of urban secondary school students.

**Methodology**

**Method :** Survey method was used to study this problem.

**Population:** The population for the study comprised of all the secondary school students of Muzaffarpur in Bihar.

**Sample :** The sample for the study consisted of 210 secondary school students of government and private schools of Muzaffarpur. Random

sampling technique was used to select the sample.

**Tool :** Following tools were used for collecting data:

- (i) Emotional Intelligence Scale developed by Dr. A. K. Singh and Dr. Shruti Narain (2014).
- (ii) Moral values Scale developed by Dr. A. Sen Gupta and Dr. A.K. Singh(2016).

**Statistical Technique**

Pearson’s Product Moment Correlation was used for the analysis of data.

**Delimitations:** The present study has two main delimitations:

- i. Only 210 secondary school students were taken as sample.
- ii. Samples were taken from government and private schools of Muzaffarpur (Bihar) only.

**Results and Discussion**

**Table 1:**

**Showing the Pearson’s product moment correlation between emotional intelligence and moral values of secondary school students**

Emotional intelligence $\sum X$	Moral value $\sum Y$	$\sum X^2$	$\sum Y^2$	$\sum XY$	N	r	Result
4640	5909	106374	168703	131722	210	0.3791	S*

\*Significant at 0.05 level

Table 1 reveals that 'r' value is significant at 0.05 level. Thus the null hypothesis that there is no significant relationship between emotional intelligence and moral value of secondary school students could not be accepted. It means that there is a positive significant relationship between emotional intelligence and moral value of secondary school students.

**Table 2:**

**Showing the Pearson’s product moment correlation between emotional intelligence and moral values of secondary school boys.**

Emotional intelligence $\sum X$	Moral value $\sum Y$	$\sum X^2$	$\sum Y^2$	$\sum XY$	N	r	Result
2960	3705	68274	105089	83188	133	0.344	S*

\*Significant at 0.05 level

Table 2 reveals that 'r' value is significant at 0.05 level. So the null hypothesis that there is no significant relationship between emotional intelligence and moral value of secondary school boys could

not be accepted. Therefore there is a positive significant relationship between emotional intelligence and moral value of secondary school boys.

**Table 3**

**Showing the Pearson's product moment correlation between emotional intelligence and moral values of secondary school girls**

Emotional intelligence $\sum X$	Moral value $\sum Y$	$\sum X^2$	$\sum Y^2$	$\sum XY$	N	r- value	Result
<b>1680</b>	<b>2204</b>	<b>38100</b>	<b>63614</b>	<b>48534</b>	<b>77</b>	<b>0.511</b>	<b>S*</b>

**\*Significant at 0.05 level**

Table 3 reveals that 'r' value is significant at 0.05 level. So the null hypothesis that there is no significant relationship between emotional intelligence and moral value among secondary school girls could not be accepted. Therefore it means that there is positive significant relationship between emotional intelligence and moral value of secondary school girls.

**Table 4**

**Showing the Pearson's product moment correlation between emotional intelligence and moral values of rural secondary school students**

Emotional intelligence $\sum X$	Moral value $\sum Y$	$\sum X^2$	$\sum Y^2$	$\sum XY$	N	R	Result
<b>2223</b>	<b>2828</b>	<b>54279</b>	<b>86193</b>	<b>67148</b>	<b>112</b>	<b>0.379</b>	<b>S*</b>

Table 4 reveals that 'r' value is significant at 0.05 level. So the null hypothesis that there is no significant relationship between emotional intelligence and moral value of rural secondary school students could not be accepted. So it means that there is a positive significant relationship between emotional intelligence and moral value of rural secondary school students.

**Table 5**

**Showing the Pearson's product moment correlation between emotional intelligence and moral values of urban secondary school students**

Emotional intelligence $\sum X$	Moral value $\sum Y$	$\sum X^2$	$\sum Y^2$	$\sum XY$	N	R	Result
<b>2223</b>	<b>2828</b>	<b>54279</b>	<b>86193</b>	<b>67148</b>	<b>112</b>	<b>0.379</b>	<b>S*</b>

**\*Significant at 0.05 level**

Table 5 reveals that 'r' value is significant at 0.05 level. So the null hypothesis that there is no significant relationship between emotional intelligence and moral value of urban secondary school students could not be accepted. Therefore it means that there is a positive significant relationship between emotional intelligence and moral value of urban secondary school students.

### Findings:

1. There is significant relationship between emotional intelligence and moral value of secondary school students.
2. There is significant relationship between emotional intelligence and moral value of male secondary school students.
3. There is significant relationship between emotional intelligence and moral value of female secondary school students.
4. There is significant relationship between emotional intelligence and moral value of Rural secondary school students.
5. There is significant relationship between emotional intelligence and moral value of Urban secondary school students.

### Conclusion:

The present study was conducted to see the relationship between emotional intelligence and moral value of secondary school students. From the above findings it is revealed that there exists a positive significant relationship between emotional intelligence and moral value of secondary school students. A significant relationship was also found between emotional intelligence and moral value among boys, girls, rural and urban secondary school students. Hence it can be concluded that emotional intelligence has a positive role in the development of moral values.

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