



IMPACT OF PARENTAL OCCUPATION ON EMOTIONAL INTELLIGENCE AND MORAL VALUES OF SECONDARY SCHOOL STUDENTS

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Abstract

The present study was an attempt to study the influence of parental occupation on the emotional intelligence and moral values of secondary school students. A survey method was used to collect data. The sample consisted of 560 higher secondary school students. The emotional intelligence scale developed and standardized by Mangal and Mangal and Moral Values Inventory developed by Sen Gupta and Singh were used for data collection. Statistical techniques like Mean, standard deviation, and t-value were used to analyse the data. The results showed significant differences in emotional intelligence based on their parent's occupations. The mother's working status also affects the moral values of secondary school students but the father's occupation does not affect their moral values.

Keywords: emotional intelligence, moral values, parental occupation, secondary school students



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Excessive use and dependence on technology and the use of social media have created a rift between people and the problem of isolation and loneliness is on the rise. People want to remain all alone and self-dependent without the intrusion of others. These developing trends have played havoc with people's morality and tend to be sliding down the moral value meter. The use of emotional intelligence is being emphasized these days to tackle the day-to-day challenges occurring with these growing concerns.

Moral values take shape during an individual's childhood in which parents and school life plays the most important role. It helps determine the students' character as good or bad. These moral values are a prerequisite for a good campaign for peace and harmony because when everyone behaves well, there is no cause or occurrence of violence or any other happening that is not good. High moral values always have a positive effect on the individual in the long run as he becomes a respected person in the family as well as in society. Hence, a

person who is determined to follow a meaningful life patiently follows moral values in his life without the fear of getting judged and hence stands out in the crowd.

Knowledge about one's own emotions and about others' emotions and the skills to manage these emotions helps in bringing better achievement in students and offers them skills for their personal and professional lives. The topic of emotional intelligence has witnessed much interest in academia. At the most general level, emotional intelligence (E.I.) refers to the ability to recognize and regulate emotions in ourselves and others (Goleman, 2001). Emotions are those feelings that take a more concise, definite, and complex form as well as change the dynamics of our mind, body, and behaviour. Frijda (1986) mentions that the term "emotion" cannot be avoided while describing the behaviour of a man or an animal. He has also depicted that "Emotions are elicited", i.e., when humans interact with their environment, it results in emotions. According to Goleman (1998), "Emotional Intelligence is the capacity to recognize our feelings and those of others, motivate ourselves, and manage emotions well in us and our relationships."

Emotional intelligence describes abilities distinct from, but complementary to, academic intelligence or the purely cognitive capacities measured by IQ." Therefore, emotional intelligence is an ability that is very much needed today in dealing with others and it is a requisite to manage the deluge of emotions one faces in our day-to-day life. We often tend to become slaves to our emotions and fail to handle them. Many times, emotion overtakes us in such a manner that we fall prey to it and take decisions that are not so good. This makes our life quite difficult. To manage such situations, we need to be very high on our emotional intelligence which prevents us from any such situation which is not very welcoming. This is also very important for our adolescents because they are at a higher risk of falling for an emotion that they fail to handle. This can affect them in taking decisions for their life and can severely misbalance their academic achievements and career.

The Rationale of the Study

The coming time is a challenge for parents and teachers to keep their wards morally and emotionally sound. For this, a lot of emphasis is being given in developing a strong emotional intelligence that will help the students to counter their problems in life. An emotionally strong student can help himself as well as others and keep up with the pace of the ever-changing world. This can be a life-saving change that will allow the teachers, parents as well as students to live a better and more fruitful life. Emotional intelligence is not the victory of the head over the heart or vice versa. It is a unique combination of intelligence and emotions. If higher secondary

school students are emotionally intelligent, it will enhance their mental health, make them more employable, and have better relationships with their peers.

It is a matter of grave concern that we are now faltering on the side of having true moral values. This is indicated much by the growing number of daily crimes and the havoc created in society. Adhering to moral values in the true sense is the hardest thing as it requires a lot of patience and sacrifice.

Parents play a significant role in the social, moral, spiritual, and emotional development of their children. They are the first teachers of their children. Values are not taught but they are caught by observation. Nowadays both parents are concerned about their children as they are affected by the growing social problems, and excessive use of technology and social media. Hence the investigator attempts to study the influence of parental occupation on the emotional intelligence and moral values of higher secondary school students.

Objectives of the Study

- i. To compare the mean scores of emotional intelligence of secondary school students based on their mothers' occupations.
- ii. To compare the mean scores of emotional intelligence of secondary school students based on their fathers' occupations.
- iii. To compare the mean scores of moral values of secondary school students based on their mothers' occupations.
- iv. To compare the mean scores of moral values of secondary school students based on their fathers' occupations.

Hypotheses of the Study

Ho1 There is no significant difference between mean scores of emotional intelligence of secondary school students of working and non-working mothers.

Ho2 There is no significant difference between mean scores of emotional intelligence of secondary school students concerning their father's occupation.

Ho3 There is no significant difference between mean scores of moral values of secondary school students of working and non-working mothers.

Ho4 There is no significant difference between mean scores of moral values of secondary school students concerning their father's occupation.

Methodology

The survey method was adopted for the present study. The data was collected from 560 secondary school students from ten schools in the Muzaffarpur district in Bihar through

random sampling. The tools used to collect data were Mangal Emotional Intelligence Inventory developed by S. K. Mangal and Shubhra Mangal (2009) and Moral Values Inventory developed by A. Sen Gupta and Prof. A. K. Singh (1971). Statistical techniques like Mean, standard deviation, and t-test were used to analyse the data.

Results and Discussions

To test the significance of the difference between the mean scores of emotional intelligence of secondary school students of working and non-working mothers, a t-test was applied and the results are summarized in Table 1:

Table 1 : Mean, Standard Deviation, and t-value of emotional intelligence scores for secondary school students of working and non-working mothers

Mother's occupation	N	Mean	S.D.	t-ratio	Remarks
Working	111	22.29	4.09	3.07	Significant at 0.05 level
Non - working	449	20.91	4.85		

Table 1 depicts that the calculated t-ratio is 3.07, which is more than the table value of t (1.96) at the 0.05 level for 558 degrees of freedom. Hence the null hypothesis stating that 'there is no significant difference between mean scores of emotional intelligence of secondary school students of working and non-working mothers' is rejected. It means that there is a significant difference between the emotional intelligence of secondary school students of working and non-working mothers. In Table 1, it can be observed that the mean value of emotional intelligence of students whose mothers are working is more than that of students whose mothers are not working. Hence, it can be concluded that secondary school students whose mothers are working have more emotional intelligence than those students whose mothers are not working.

To test the significance of the difference between the mean scores of emotional intelligence of secondary school students based on their fathers' occupation, t-test was applied, and the results are summarized in Table 2:

Table 2: Mean, Standard Deviation, and t-value of emotional intelligence scores for secondary school students based on their fathers' occupation

Father's Occupation	Mean	S.D.	N	t-ratio	Remarks
Private	21.43	4.51	115	0.30	NS*
Government	21.62	4.62	98		
Private	21.43	4.51	115	1.51	NS*
Business	22.26	4.33	152		
Private	21.43	4.51	115	2.62	S*
Farmer	19.98	5.01	195		
Government	21.62	4.62	98	1.09	NS*
Business	22.26	4.33	152		
Government	21.62	4.62	98	2.78	S*
Farmer	19.98	5.01	195		
Business	22.26	4.33	152	4.54	S*
Farmer	19.98	5.01	195		

(NS* means not significant and S* means significant at 0.05 level of significance)

Table 2 depicts that the calculated t-value is significant between the students whose fathers are working in the private sector and whose fathers are farmers, between the students whose fathers are working in the government sector and whose fathers are farmers, and between the students whose fathers are doing business and whose fathers are farmers. Hence the null hypothesis stating that 'there is no significant difference between mean scores of secondary school students with respect to their father's occupation' is rejected. By observing the mean scores of moral values of secondary school students in Table 2, it can be inferred that secondary school students whose fathers are farmers are less in emotional intelligence. Therefore, it can be concluded that secondary school students differ significantly in their emotional intelligence based on their father's occupations.

To test the significance of the difference between the mean scores of moral values of secondary school students of working and non-working mothers, a t-test was applied and the results are summarized in Table 3:

Table 3: Mean, Standard Deviation, and t-value of Moral Value scores for secondary school students of working and non-working mothers

Mother's occupation	N	Mean	S.D.	df	t-ratio	Remarks
Working	111	28.49	3.46	558	2.02	Significant at 0.05 level
Non - working	449	27.69	4.47			

(S* means)

Table 3 depicts that the calculated t-value is 2.02, which is more than the table value of t (1.96) at the 0.05 level for 558 degrees of freedom. Hence the null hypothesis Ho3 stating that 'there is no significant difference between mean scores of moral values of secondary school students of working and non-working mothers' is rejected. Therefore, it can be inferred that there is a significant difference between the moral values of secondary school students of working and non-working mothers. In Table 3, it can be observed that the mean value of moral values scores of students whose mothers are working is more than the students whose mothers are not working. Hence it can be concluded that secondary school students whose mothers are working are better in moral values than the students whose mothers are not working.

To test the significance of the difference between the mean scores of moral values of secondary school students with respect to their father's occupation, t-test was applied and the results are summarized in Table 4:

Table 4: Mean, Standard Deviation, and t-value of moral values scores for secondary school students based on their fathers' occupation

Father's occupation	N	Mean	S.D.	t-ratio	Remarks
Private	115	28.086	4.55	0.75	NS*
Government	98	27.63	4.24		
Private	115	28.086	4.55	0.41	NS*
Business	152	28.30	3.80		
Private	115	28.086	4.55	1.09	NS*
Farmer	195	27.47	5.13		
Government	98	27.63	4.24		

Business	152	28.30	3.80	1.26	NS*
Government	98	27.63	4.24		
Farmer	195	27.47	5.13	0.28	NS*
Business	152	28.30	3.80		
Farmer	195	27.47	5.13	1.73	NS*

(NS* means not significant at 0.05 level of significance)

Table 4 depicts that none of the calculated t-value is more or equal to the table value of t (1.96) at 0.05 level for 558 degrees of freedom. Hence the null hypothesis stating that ‘there is no significant difference between mean scores of moral values of secondary school students with respect to their father’s occupation’ cannot be rejected. It means that there is no significant difference in the moral values of secondary school students with respect to their father’s occupations. Hence it can be inferred that the father’s occupation does not affect the moral values of secondary school students.

Conclusion:

Based on the above findings, the following conclusion has been drawn:

- i Secondary school students whose mothers are working are better in emotional intelligence than those students whose mothers are not working.
- ii Secondary school students differ significantly in their emotional intelligence based on their father’s occupations. Students whose fathers are farmers are less in emotional intelligence as compared to other occupations.
- iii Secondary school students whose mothers are working are better at moral values than students whose mothers are not working.
- iv Father’s occupation does not affect the moral values of secondary school students.

Family as an institution should create a conducive environment for the development of their child’s emotional and moral values.

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