



EFFECT OF VALUES BASED INTERVENTION PROGRAM ON EMOTIONAL INTELLIGENCE OF ADOLESCENTS

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ABSTRACT

The present study was proposed to find out the effect of value based intervention program (VBIP) on emotional intelligence of adolescents. The sample consisted of 240 adolescents of IX class included 120 adolescent boys and 120 adolescent girls from two schools of Ludhiana District of Punjab, India. The Youth Wing of Rajyoga has taken the challenge to nourish the young saplings with a unique service program. To achieve this objective, Value based intervention program for class 9th students based on Touch the light Educational program (2007) of Rajyoga Education and Research foundation (youth wing)Mount Abu, Rajasthan world spiritual University and Emotional Intelligence scale developed by Hyde, Pethe and Dhar (2001) were used as tools. The present study was an experimental in nature. Experimental group (n=120 included 60 boys and 60 girls) and a control group (n=120 included 60 boys and 60 girls). The finding of study revealed that the experimental group' emotional intelligence significantly increased from the pre-test towards the post-test. Further, results revealed that there is no significant difference in emotional intelligence of boys and girls of both groups i.e. experimental and control. Thus, VBIP has equivalent effect on boys and girls in developing their emotional intelligence.

KEYWORDS: Value Based Intervention Program (VBIP), Emotional Intelligence, Adolescents

Introduction

In India, most value education programs have been initiated by religious organizations. However, they are generally secular in nature and universal values like honesty, trust, responsibility, compassion etc., are given prime importance. Sathya Sai Organization, Ramakrishna Mission, Art of Living, Brahma Kumaris. The Chinmayananda Mission and many others are actively involved in promoting value education in their schools or in the form of informal or formal classes. Gandhi ji said that 'formation of character should have priority over the alphabet' and Swami Vivekananda said that teaching of religion must be part and parcel of education which, according to him was essential to teach values. Over the years, however, value education has taken the back seat.

Over the past decades since the inception of our modern school and collegiate system, educators, parents and students have realized there is an area of insufficiency in the system we have instituted. Although academic subjects may be thoughtfully planned and courses have been structured for the maximal suitability and benefit of our youth for career purposes, the topic of personal behavior and attitudes has not been given due importance or emphasis in educational curriculum. The assumption has been that children imbibe all the values and ethics they

need from their home lives, and that it is not the purview of the educational system. However, as a nation we now realize the error in this assumption and there is widespread recognition of the need to talk about values in our educational system.

Only a value based education can give our youth the heart to understand the feelings of others and a constant awareness to take care not to hurt or insult the hearts of others by words and actions and only a value-based education can give our youth the altruistic and benevolent sense of living for others. We can cultivate human values and attitudes through education. Because, values are operative in man, character building is major aim of education (Nigal, 2001). The need of values in education have explicitly mentioned in NCERT Curriculum framework (2000), "Value education and education about religion would not form a separate subject of study or examination at any stage of the curriculum. These would be so judiciously integrated with all the subjects of study in the scholastic areas and all the activities and programs in the co-scholastic areas to achieve the objectives." (Jayalakshmi, 2001). In the 21st century, it is vital to recognize that value educational program integrated into the school curriculum promotes quality education and positive environment. Yet it is a greatest challenge in education to teach values as it is different from imparting knowledge of mathematics or science. (Cavazos, 2002) noted that teaching values in our schools is vital part of preparing children for the inevitable challenge and occasional pain of real-life decision making. Sri Sathya Sai Institution of Education has been working with Human values. In India, 18 schools adopted by the Institute of Sri Sathya Sai Education at Mumbai showed that along with practice of human values taught, academic performance also improved. Children were very much influenced by value education and they had assimilated the values to a great extent (Reddy, 2006).

Value based intervention program

Value based intervention program includes universal values-honesty, humility, Simplicity and Unity; Development of inner Powers- Power to discriminate, Power to accommodate, Power to Change and Enhancing the Power of Imagination; Characteristics of impressive personality; Values of life, World of my dreams and Art of living through Rajyoga. The exercise session of value based intervention Program will be adopted as per the needs of the adolescents. In the present study, Value Based Intervention Program will be abbreviated as VBIP. All the lessons of value based intervention program were based on Touch the light (2007) Educational program for adolescents developed by Rajyoga Education and Research foundation (youth wing) Mount Abu, Rajasthan. Value based intervention program is for the children under the age group of 11 to 16 especially studying in class 7th to 9th. This program is the training of heart that helps to develop the right feelings and emotions to create right atmosphere for modeling oneself. This program is a process of developing the human personality in all its dimensions i.e. intellectual, physical, social, emotional, ethical and moral. In fostering quality education.

Emotional Intelligence

Emotions play a significant role in directing and shaping one's behavior and personality. Emotional intelligence like general intelligence is the product of one's heredity and its interaction with his environmental forces. A person's general intelligence measured as I.Q. or intelligence quotient is the greatest prediction of success in any walks of life. However, experiments conducted in the 90, replace intelligence quotient (IQ) with the concept of emotional intelligence and its measure, emotional quotient (EQ). These have revealed that a person's emotional intelligence (EQ) may be a greater predictor of such of success than his or her I.Q. Emotional intelligence as the capacity to recognize one's own feelings and emotions as well as those of others. It is the major determinant of human success, and accounts for eighty percent of human performance in life (Goleman, 1995). Emotional intelligence as the capacity to reason with emotion in four areas: To perceive, to integrate it in thought, to understand it and to manage it. Mcpheat (2010) described emotional intelligence is set of competency which provides balance and integrity to our emotional construct in handling oneself amidst interpersonal situation of varying degree with ease and proficiency. Emotionally intelligent people are those who are balanced, have insight into themselves and others, operate with integrity, respond well to challenges and connect to people. Positive and negative emotions of person affect his ability to perform any task as a person with high emotional intelligent will be emotionally more stable, motivated and self-confident will perform better in a task as compared to the one having low emotional intelligence.

Adolescence

The period of transition from childhood to adulthood is called adolescence. The boys and girls passing through this period are called adolescents. The World Health Organization defines adolescence as the period of life between 10 and 19 years of age. Adolescence being a phase of life characterized by rapid physical and psychological changes, development of adult mental process and a transition from socio-economic dependence

towards relative independence need special care convergence. Adolescent is derived from Latin verb 'Adolescere' which means 'to grow to maturity' so the word 'Adolescent' means 'The Growth'. The term 'adolescence', as it is used today, has a broader meaning. It includes the process of mental, emotional, and social maturation. Konopka (1973) considered the period from 12 to 15 years as early adolescence, 15 to 18 years as middle and 18 to 22 years as late adolescence. The concept of adolescence as a period of life distinct from childhood or adulthood has some roots in writings from the distinct past. Oxford Advanced Learner's Dictionary (2000), also defines, "Adolescence is the time in a person's life when he or she develops from a child into adult."

Now, Violence, Negative thoughts, anti-social acts, and many an immoral qualities are all seen everywhere. Again, we can convert India into punya bhumi by implementation of such type of programs in the educational system to enhance the awareness about universal values among youth which enable them to control own emotions.

Emergence of the Problem

Most of the studies conducted on effect of values or value education program on other variables. Only three studies of (Dereli-Iman, 2014; Uzunkol & Yel, 2016; Sapsaglam & Omeroglu, 2016) were found on the effect of social value or value education program upon children's social skills and empathy levels. A little work has been done in India related the effect of value education program on emotional intelligence (Kaur, 2011; Kataria, 2016) most of studies had been undertaken only in foreign countries.

Thus a serious scanning of the literature conducted in the area of value education program reveals that not much research work has been done on effect of value based intervention program on emotional intelligence of adolescents. No study was found by investigator on Indian population, so the proposed study seems fully justified.

Lastly, present study will help teachers to forego conventional method of teaching and equip them to adapt interactive methods of teaching that involves continuous dialogue between the teacher and students.

Objectives

1. To study the significance of effect of Value based intervention program on Emotional Intelligence of adolescents
2. To study the significance difference in the mean gain scores of emotional intelligence of boys and girls treated through value based intervention program.
3. To study the significance difference in the mean gain scores of emotional intelligence of boys and girls of control group.

Hypotheses

1. There exists no significant difference in the pre-test and post-test mean scores of Emotional intelligence of adolescents treated through value based intervention program.
2. There exists no significant difference in the mean gain scores in emotional intelligence of boys and girls treated through value based intervention program.
3. There exists no significant difference in the mean gain scores in emotional intelligence of boys and girls of control group.

Method: Experimental method of research was employed in the present study.

Sample: The study was conducted on 240 adolescents selected randomly from two senior secondary schools located of Ludhiana district (Punjab). The sample was equally balanced between boys and girls.

Tools

- Value based intervention program of class 9th adolescents based on 'Touch the light' (2007) developed by Youth Wing, Rajyoga Education & Research Foundation and Prajapita Brahma Kumaris Ishwariya Vishwa Vidyalaya Pandav Bhavan, Mount Abu, Rajasthan
- Emotional Intelligence scale (2001) by Hyde, Pethe and Dhar

DESIGN OF THE STUDY

The present study aimed to study the effect of Value Based Intervention Program on emotional intelligence of adolescents. 'A' was considered as experimental group and 'B' as the control group. In phase-I Both the groups were given Emotional Intelligence scale as pretest. In phase-II, experimental group was treated through Value based intervention program for a period of approximately 42 sessions whereas control group was busy in General Value Education. When treatment was completed, emotional intelligence scale was administered to experimental

and control group as post-test to know the effect of treatment.

Schematic Lay Out of design is given as under:

Phases	Group-A (Experimental)	Group- B (Control)
Phase-I (Pre-test)	Test of Emotional Intelligence as a pre- test.	Test of Emotional Intelligence as pre- test.
Phase-II (Treatment)	Exposure through Value based intervention Program.	General value education
Phase-III (Post-test)	Test of Emotional Intelligence as a post test.	Test of Emotional Intelligence as a post test.

Statistical Techniques

Descriptive statistics- mean, standard deviation and t-ratio were used.

Results and discussion

To investigate the significance of effect of value based intervention program on emotional intelligence of adolescents, t-ratio was worked out and values are given in following tables:

Table 1: significance of effect of Value based intervention program on Emotional Intelligence of adolescents of Experimental Group (N=120)

Variable	Experimental Group	N	Mean scores	SD	SE _D	df	t-ratio	Significance level
Emotional Intelligence	Pre-test	120	123.59	11.43	1.06	118	16.23	0.01
	Post-test	120	140.80	12.02				

*Significant at 0.05 level of significance

From the results of Table-1, it is found that Experimental Group, after exposing VBIP affected a significant difference in the pre-test – post-test Emotional Intelligence scores due to significant t-value ($t= 16.23$) at 0.01 level. When pre-test post-test scores were compared, it was revealed that post-test Emotional Intelligence scores of Experimental Group were much higher (mean=140.80) as compared to pre- test Emotional Intelligence scores (mean=123.59). This leads rejection of null hypothesis which states that 'There exists no significant difference in the pre-test and post-test mean scores of Emotional intelligence of adolescents treated through value based intervention program'. This finding is well supported by the studies conducted by Dereli-Iman (2014), Kataria (2016), Uzunkol and Yel (2016), Dodds (2016), Viguer et al. (2017), and Alexander& Mohapatra (2017).

Table 2: Significant difference in mean gain scores of emotional intelligence of boys and girls of experimental group (N=120)

Variable	Experimental Group	N=120	Mean gain scores	SD	SE _D	df	t-ratio	Significant level
emotional intelligence	Boys	60	16.67	8.28	1.45	118	0.74	Non-significant
	Girls	60	17.75	7.65				

***Significant at 0.05 level of significance**

Table-2 depicts significant difference in the mean gain scores in their emotional intelligence of boys and girls of experimental group. t- value is (t= 0.74) which is insignificant at .05 level of confidence .This leads to retain of null hypothesis which states that ‘There exists no significant difference in the mean gain scores in emotional intelligence of boys and girls treated through value based intervention program. The finding is supported by the studies conducted by Srivastava (2003),,Edannur(2010) and Kataria (2016).

Table 3: Significant difference in mean gain scores of emotional intelligence of boys and girls of control group (N=120)

Variable	Control Group	N=120	Mean gain scores	SD	SE _D	df	t-ratio	Significant level
emotional intelligence	Boys	60	3.77	1.45	0.27	118	0.12	Non-significant
	Girls	60	3.80	1.48				

***Significant at 0.05 level of significance**

Table 3 showed that in the case control group, insignificant difference is found in the mean gain scores of boys and girls in their emotional intelligence as obtained t-value (t=0.12) is insignificant at .05 level. As it was assumed, there is negligible difference in the mean gain emotional intelligence score of boys (mean=3.77) and girls (mean=3.80).

Therefore the hypothesis, “there exists no significant difference in the mean gain scores in emotional intelligence of boys and girls of control group is accepted”. The finding is supported by the studies conducted by Srivastava (2003),Edannur (2010) and Kataria (2016).

Implications

The results of the present study show a significant effect of value based intervention program on the emotional intelligence of adolescents. There is need to enhance activities based on values in education in form of curriculum for adolescents because individuals having high values are better able to respond flexibly to changes in their social environment and build supportive social networks. The task of exploring the inner abilities of the adolescents lies with formal and informal agencies. Another important finding of the present study is insignificant difference in mean gain scores of emotional intelligence of boys and girls of experimental as well as controlled group. Adolescents are not suffer with emotional urge and social separation on the basis of gender .In schools and society, equal opportunities are provided to both without discrimination of sex. Both are equally secure. A warm, congenial, disciplined and supportive school environment helps adolescents to face the difficulties and challenges faced in the stage of adolescence and discovery of their ‘selves’ so that the road to their future remains clear to them and they realize the relevance of social world in their lives.

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