

A Correlational study of Environmental Values and Emotional Intelligence

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Abstract: *The primary aim of the present research was to study the correlation between environmental values and emotional intelligence among junior college students in relation to gender and area. For this purpose, a sample comprising of 900 Junior College students was selected randomly from four rural and four urban Junior Colleges of Nagpur District of Maharashtra. Out of this, 450 were boys and 450 girls. The tool used for the study was Environmental Values and Emotional Intelligence Scale prepared by the researcher. Statistical technique used for the study was correlational coefficient. The results show that there was significant relationship between environmental values and emotional intelligence of junior college students.*

Key Words: *Environmental Values, Emotional Intelligence, Urban and Rural Students, Girls and Boys, Correlation Coefficient.*

1. INTRODUCTION:

Earth is one, but the world is divided by man into many fragments. Lot of problems are created by human beings themselves. The only ray of hope is to understand these problems and change our behaviour towards them by adopting proper values. Ethics deal with paradoxes like good and bad, right and wrong, true and false and so on. For us, ethics mean the ability to judge the right or wrong actions in environmental issues and matters. Our knowledge and skills may help us to perform certain type of actions but guiding forces behind our actions are our interests, attitudes and mental setup. Knowledge of some subject may create interest and positive attitude towards that subject and over a period of time this attitude may get transformed into values which are more deep rooted than attitudes.

In the last two decades, psychologists have realized that only academic intelligence is not enough to achieve success in life. The environmental intelligence plays an important role in a successful human life. Emotional Intelligence is a popular psychological concept that has captured the attention of educationists. The pioneering research on emotional intelligence focussing on the emotional nature of human beings has made psychology more useful and meaningful in many spheres of human life.

1.1 Values:

The values occupy central place in human life. Values reflect one's personal attitudes, judgements, discussions, choices, dreams and visions. Values are guiding principles of life which are important for all round development. Values are remain setups and are like railway tracks which keep the train on track and help it to move smoothly, quickly and towards a proper direction. Values bring meaning and quality to our life. But unfortunately there is breakdown of traditional values without development of proper alternative values. The values are concerned with do's and don'ts.

By values, we mean the standards of principles or guiding forces in terms of which we make choice among alternative courses of action. Values are those qualitative components of personality which play a key role in decision making.

1.2 Environmental Values:

Degradation of the environment is harmful to the ecosystem. Hence we should indicate positive values towards environment among students. According to Dr. K.M. Bhandarkar, "Environmental values make a set of guiding principles by which the behaviour of an individual turns compatible with his/her environment." The environmental values play an important role in human life. Almost all religions in the world treat the nature as God, but gradually this respect for the nature is also getting lost due to the cut-throat competition in all walks of human life. The values of using resources as gift of nature have been vanished. Instead of that, we see everyone trying to snatch everything from the nature. Only those environmental values can save the living world by inculcating in students. It is absolutely necessary to protect and conserve our environment by adopting the basic environmental values. There is an urgent need to create awareness about these issues in the society. It is our duty to understand environmental problems and create awareness among people by inculcating environmental values for eradication of these problems.

In the present study, the following basic environmental values are to be considered:

- 1) Oneness with the nature
- 2) Judicious use of resources
- 3) Affection towards the nature
- 4) Curiosity and respect for the environment
- 5) Co-operation and coexistence
- 6) Cleanliness
- 7) Social Responsibility
- 8) Social Commitment
- 9) Creativity about environmental protection and conservation
- 10) Commitment to sustainable development

1.3 Emotional Intelligence:

Over the last three decades, Emotional Intelligence has found increased acceptance as a factor that is potentially useful in understanding and predicting individual performance at work. It is recent development in the area of intelligence. It is said that high intelligence may assure the person a top position, but it may not make him a top person. Because general intelligence and academic success makes only 20% of our life success and adjustment. In other words, Intelligence quotient contributes 20% while Emotional intelligence contributes 80% to the factors that determine success in life (Goleman 1995). Emotional Intelligence may be the best predictor of success in life, redefining what it means to be smart. The phrase Emotional Intelligence is used to encapsulate a collection of skill and attributes which research has shown to be ones that makes for star performance and success in any walk of life.

The term Emotional Intelligence has been rooted from social intelligence which was first coined by E.L. Thorndike in 1920. His concept of social Intelligence laid down a solid foundation for Emotional Intelligence. The Emotional Intelligence emerged in the context of Gardner's (1983) theory of multiple intelligence. He indicated the intra intelligence and intra - personal intelligence in his theory of multiple intelligence. Gardner in 1985 used the phrase Emotional Intelligence in his doctoral dissertation. This seems to be the first academic use of the phrase E.I. Wayne (1985) says Emotional Intelligence, "Involves Relating creativity to fear, pain and desire" and offers guidance on "How to relate to them in Emotionally intelligent ways"

Lateran Sternberg (1988) also carried out the concept of emotional Intelligence in the name of contextual intelligence through his theory of intelligence. Salvoes and Mayer (1990) defined Emotional Intelligences as "The ability to monitor one's own and others feelings and emotions to discriminate among them and to use this information to guide one's thinking and action.

American psychologist Daniel Goleman (1995) laid a milestone in the field of Emotional Intelligence. According to him "Emotional Intelligence consists of abilities such as being able to motivate oneself and persists in the face of frustrations, to control impulse, ones moods and keep distress away from swamping the ability to think, to emphasize and to hope". A more comprehensive definition was given by Bar-on (1997) where he defined "Emotional Intelligence as "an array of non- cognitive capabilities, competencies and skills that influence one's ability to succeed in coping with environmental demands and pressures."

Emotional intelligence has been conceptualized in a very comprehensive and lucid manner by two British psychologists who defined Emotional intelligence as, "the ability to sense, understand value and effectively apply the power and acumen of emotions as a sources of human energy, information trust, creativity and influence." (Cooper and Sawaf 1997). Saloveny, Mayer and Caruso (2002) have stated that emotional intelligence" refers to the ability to process emotion-laden information competently and to use it to guide cognitive activities like problem solving and to focus energy on required behaviors."

A very dynamic research work of Robert K. Cooper (1999), Abraham Rebecca (2000), Slaski and Contwrite (2002), Ramakrishna A (2003), S. Hein (2004), William Dharma Raja Betal. (2005) have conducted numerous studies in the field of E.I. and highlighted its application and importance in daily life.

2. SIGNIFICANCE OF THE STUDY:

Positive environmental values can help us to overcome problems related to environment and nature. Man is said to be a rational animal, so he must critically evaluate and rethink over his hazardous and suicidal actions in the name of development. Hence, environmental values are extremely important. The result of this study will be useful to the junior college students to improve their environmental values.

Emotional intelligence is an important factor in predicting success and capacity to solve problems. An Emotionally intelligent student would tend to seek natural and national solutions to problems. There is an ample scope for its development at any age. So the result at this study will be useful to the junior college students to improve their emotional intelligence.

Today's students are the responsible citizens of the future. The present study attempts to find out the correlation between environmental values and emotional intelligence among the future citizens.

3. OBJECTIVES OF THE STUDY :

The purpose of the present study is:

- 1) To find the environmental values among students.
- 2) To find emotional intelligence among students.
- 3) To study the correlation between environmental values and emotional intelligence among girls and boys students, urban and rural students.

Hypothesis of study :-

- 1) There is no significant correlation between Environmental Values and Emotional Intelligence among Girls and boys of Jr. College.
- 2) There is no significant correlation between Environmental Values and Emotional Intelligence among rural and urban Jr. College students.

4. METHODOLOGY:

In the present study descriptive survey method was employed.

Sample:

The sample of the present investigation comprised 900 junior college students randomly selected from four rural and four urban junior colleges of Nagpur district of Maharashtra.

Tool:

The investigator specially constructed an Environmental Values scale and an Emotional Intelligence scale. It was used for data collection. The reliability of the Environmental Values scale was 0.927 and that of the Emotional Intelligence scale was 0.914 (by test - Retest method). The collected data was analyzed by appropriate statistical tools (M, SD and correlational coefficient)

5. RESULTS:

Table showing correlation between EV and EI among Junior College Students

Sr. No.	Groups	N	'r'	Level of Significance 0.01
1	EV and EI of Students	900	0.1340	S
2	EV and EI of Urban students	450	0.5340	S
3	EV and EI of Rural students	450	0.2588	S
4	EV and EI of Rural Boys	225	0.4151	S
5	EV and EI of Rural Girls	225	0.2532	S
6	EV and EI of Urban Boys	225	0.2912	S
7	EV and EI of Urban Girls	225	0.1902	S

S-Significant

6. CONCLUSION:

From the above result and finding of this study, the following conclusions were drawn. It can safely be concluded that there exist significant correlation between Environmental Values and Emotional Intelligence of students across various sample spaces.

7. Implications of the study:

As there is a significant correlation between Environmental Values and Emotional Intelligence, in the view of present and future environmental issues, it becomes imperative to develop emotional intelligence and environmental values among students.

To control the decline in education, values and morals as well as to improve overall performance of the students it is suggested that emotional intelligence and environmental values should be included as one of the important components in the school curriculum.

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