Chapter III

STATEMENT OF PROBLEMS AND HYPOTHESES
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On the basis of the review of relevant literature presented in the last chapter it can now be asserted that the Golemans' (1995) model of emotional intelligence and its revised formulated model of Mayer and Salovey (1997) which gives more emphasis to the cognitive components of emotional intelligence have generated an enormous amount of work in education and organizational set up over the past fifteen years. It has now been fairly established that the construct of EI encompasses cognitive, affective and conative components and all others social aspects of human behaviour which regulates our day to day reactions (Bar-On, 1997; Caruso, 2000; 2008; Boyatizis, 2009; Rarides, 2009; Gangopadhyay & Mandal, 2008, Golemen, 1995; Goleman et.al, 2002; Kremenitzer, 2005c; Kremenitzer & Moja, 2008; Lopes & Salovey, 2001; Mayer & Salovey, 1997; Misra, 2004b; Salovey & Mayer, 1990; Sibia, Srivastava & Misra, 2003; Sinha & Jain, 2004; Thinguian, 2002, 2004).

However, as has already been pointed out in the previous chapters in spite of the several studies conducted in India and in Western countries on EI there are some contradictory findings and blind spots in this area of research. There is no gainsaying the fact that the construct of EI and its relationship with a variety of other psychological and social functions have been extensively investigated in the West, but only sketchily researched in Indian context. The reason is that after the inception of the very concept of EI (Salovey & Mayer, 1990), over the intervening years, the approach has been modified as we have learned more about ability model (Mayer, Caruso & Salovey, 1999) which consists of four related

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abilities that work together as a process. The four abilities are: 1. The ability to accurately perceive emotions, 2. the ability to generate emotions and use them to influence thinking, 3. the ability to understand the rules emotions follow, and 4. the ability to manage with emotions to include emotions in our thinking and behaviour. In this context a variety of questions arise which have not been properly investigated. There are other problems which arise out of contradictory research findings and cross-cultural implications of the empirical aspects of emotional intelligence.

Thus, the central problem of the present research is to empirically validate the construct of EI proposed by Mayer and Salovey (1997). Since, currently several comprehensive models of EI provide alternative theoretical frameworks for conceptualizing the construct (Bar-On, 1997; Golema, 1995; Mayer & Salovey, 1997; Shanwal, 2004), and they do take somewhat different perspective on the nature of emotional intelligence, it is decided to empirically validate this concept in Indian context.

Although proposed models do not directly contradict one another but their different perspective on emotional intelligence creates some sort of doubt in the mind. As it has been thoroughly reviewed in the previous chapters, we can not deny the impact of cultural variations and environmental influences on the emergence of emotional intelligence. Therefore, if so, how does it emerge in the children who are born and brought up in the deprived and less stimulating environment? Do the children growing up in the less enriched environment and those who are growing up in the highly enriched environment express their emotional intelligence differently when they are placed or face a judgemental situation. Similarly, questions may also be raised about the differential impact of cultural background in day to day life of the children. These
questions assume importance because there have been inconsistent findings and minor methodological issues have led to inconsistent results.

In fact, the human psychological functioning is complex and challenging because of intrinsic involvement of many systems, the parts of which are irreducible in terms of any single factor such as language, cognition, neurological functions, and socially shared cultural processes. So, the empirical scrutiny could easily find evidence for each different things. Since, emotions are now considered as fuzzy concepts, they are family names involving many types of process. Therefore, understanding emotions in totality requires contributions from many perspectives and disciplines.

In the review of the literature, it has been observed that there are a number of inadequacies and inconsistencies in the original model of EI as well as its revised formulation by Mayer & Salovey, 1997. The revised formulation has also been criticized, because it is heavily loaded by cognitive component of emotional intelligence. Therefore, different perspective on the nature of emotional intelligence still exists. However, the present investigation is entirely based on revised formulation of EI presented by Mayer & Salovey, 1997. Thus, keeping in view the aforesaid arguments and fact it can be hypothesized that-

(i) Since rural and urban localities itself provide different opportunities to the children belonging to that area, so that it is hypothesized that rural and urban subjects will differ significantly on their emotional intelligence level.

(ii) Due to the environmental differences and cultural background the parents and teachers will also differ in their preference of pleasant and unpleasant choices of emotions on the emotion rating scale.
2. The second problem of the present research forces in identifying the correlates of EI. Since the correlates of EI have been very superficially researched in this country, therefore, it was decided to identify and recognize those correlates which determines the feeling of emotional intelligence among children.

The studies reviewed in the last chapter lead one, to the conclusion that EI is related to a number of demographic variables such as sex, age, rural/urban locality, medium of instruction, work climate, and home environment. The findings related to all these variables are contradictory leading to various inconsistencies. Among these studies gender has been more prominently reported. Females have been reported higher on EI measure than males (Pandey & Tripathi, 2004; Chauhan & Bhatnagar, 2003; Pant & Prakash, 2004; Shanwal, 2003). However, there are some contradictory findings regarding gender difference (Upadhyaya, 2003). Similarly, in a study on EI Tiwari & Srivastava (2004) reported a link between medium of instruction and EI. They have also reported that quality of home and school environment were also positively related to EI. Positive relationship between EI and school achievement has also been reported by some of the researchers (Shanwal, 2004, Sinha et.al, 2005). Thus, in the light of above studies and generalization, it was hypothesized that-

(i) Boys and girls from rural background will score higher on EI measure in comparison to boys and girls of urban locality.
(ii) Girls of rural locality will score more on EI in comparison to boys of the same locality.
(iii) Girls of urban locality will score higher than boys of the same locality.
(iv) Girls of the rural locality will score higher than girls of the urban locality.

3. The third major problem of the present research is an attempt to see the developmental pattern of EI among the various grade levels. In the present research 6th, 8th and 10th grader students of rural and urban locality schools were taken into consideration. Since at each grade level students express their emotions differently, it was planned to examine this aspect of EI among the students of government and private/public schools. Would government school students and public school students express their pleasant and unpleasant emotions differently when they are exposed to the academic endeavour? If it is true then, an important question arises: what would be the developmental pattern of EI at various grade levels? Again, a second question within the same framework arises: would rural and urban environment play a significant role among the students of various grade levels? If it is so, then again the same question arises regarding the differential impact of locality (rural/urban) on the development of EI among the children of various grade/age levels. Since the concept of EI is a newer approach and so far as the developmental pattern of EI is concerned, it is still untouched area. So, this issue has also been taken into consideration for present research. Therefore, against this background, it is not unreasonable to assume that medium of instruction as well as rural/urban locality/environment may interact, collaborate to each other and jointly affect the development of EI in a different way among the students at various grade levels.

Thus, keeping in view the above generalizations, it was hypothesized that—
(i) Since urban locality schools provide more enriched environment than rural government schools, so, the students of urban schools will score higher on EI than rural government run schools.

(ii) In comparison to 6th grader, 8th and 10th grader will score higher on EI measure.

(iii) 10th graders irrespective of the sex, rural/urban locality and will be more emotionally mature than 6th and 8th grades.

4. The fourth problem taken up for the investigation in this research is to see the relationship between scholastic/academic achievement and social emotional competence of the students in relation to EI. It is self evident that social personal as well as emotional competencies are vital for healthy and productive and academic life (Shanwal, 2003). Children/students who are self-award, optimist and empathetic are more satisfied and productive in their social and academic life. In contrast, if they are deficient in social skills, and their self awareness is low, they will be oblivious to their own weaknesses and may lack the self-confidence which comes from the certainty of their strengths as illustrated by Boyatzis, (1982). So, the ingredients for outstanding academic performance only require that a student has strengths in a optimum number of these social and emotional competencies. Thus, it can be easily assumed that scholastic/academic achievement and social emotional competence appears to be closely related to EI. Therefore, it was decided to see the extent to which these variables are associated to each other and how does academic achievement is being determined and affected by the level of EI and social competence.

Furthermore, since key competencies reflect a given organization's work culture (Singh, 2001), it can be assumed that each instruction having rural/urban set up provides a different emotional environment to
their students. Because the physical, social and the academic milieu in which a child grows up is highly influential in determining the kind and degree of his/her competencies. Therefore, it was also decided to see the relationship of scholastic achievement with social emotional competence within the set up of rural/urban environment and was hypothesized that-

(i) Scholastic/academic achievement will be positively related to social emotional competence.

(ii) Urban locality children will show higher academic achievement and competencies than rural locality children.

(iii) 10th graders will show more social and emotional competencies than 6th and 8th graders.

(iv) Gender will have no significant role on early grade level so far as the social and emotional competence is concern.

(v) Emotional intelligence and social and emotional competence will be positively correlated to each other.

5. The fifth problem of the present research was aimed to investigate those emotions to which students, teachers as well as the parents think to be desirable and undesirable for the students/children. That is, the aim was to know the students, teachers and parental attitude towards the desirables emotions, to whom they attempt and wish to develop among the students/children. At the same time to know those emotions to whom students, teachers and parents do not want to develop among the students/children and they consider them as undesirable emotions and try to restrict them.

In the past decade, after the revised formulation of the (Mayer & Salovey, 1997) EI model, a fair amount of researches have been conducted in which due importance has been given primarily to this model of EI and its application to the organizational and educational set-
up, seeking EI relationship with their various aspects. However, not a single study has been conducted so far, to know the desirable/undesirable emotions which are really essential among the children for their normal development and to whom teachers/parents should try to inculcate among the students. At the same time they should restrict to develop among the children. However, psychologists have started paying attention to it (Godbole, 1998; Kassino, 1995; Raghvan, 1999; Ram, 2000) with special attention to anger (Konwar & Ram, 2004). It may give some insight to the teachers, parents, psychologists as well as educationists in developing the educational programmes/curriculum, teaching programmes and teaching skills for the different graders. The present research in this line is a humble attempt to this direction. Because it has been observed that sometime, teachers (particularly up to higher secondary level) and parents become in a conflicting situation about their wards regarding the emotional qualities and their expressions in the classroom/home situations. Thus, against this background, it is not unreasonable to hypothesize that-

(i) Students, teachers and parents will differ in their preference for desirable/undesirable emotions.

(ii) Teachers will prefer those emotions which are related to academic aspects while parents will prefer those one which are essential to the good/bad adjustment.

(iii) Students preference will be close to the parental expectations.

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