Chapter –VI

Summary

Introduction

A study of Emotional Intelligence, Values and Academic Achievement of deprived girl students studying at secondary level.

Despite our best intentions and diverse efforts we have not been able to attain equality of opportunity for the different segments of Indian society. Owing to traditional vertical social structure and paucity of resources, a large part of the population, particularly those belonging to backward and Scheduled castes (SC) as well as scheduled tribes (ST), represents sections which are enduringly deprived of economic sufficiency, cultural sophistication, and social advantages. They suffer from malnutrition, lack of provisions for elementary health and sanitation, and educational facilities.

The studies of deprivation and its consequences have received relatively greater attention from researcher. In these studies, the terms disadvantage and deprivation have been employed interchangeably with other terms like ‘emotional deprivation’, ‘values deprivation’ and
‘academic deprivation’ etc. to refer to deficient environmental conditions, impoverished experiences as well as certain personal characteristics of the members of the disadvantaged sections of society. The empirical studies on deprivation include both the lack of as well as the loss of factors assumed to facilitate growth and adjustment of the girls of secondary level.

**Statement of the Problem**

Various research findings reveal the study of emotional intelligence, values and academic achievement of deprived girl students are determined by number of factors. Of all these factors theoretical, emotional, aesthetical, social, political, religious values and academic achievement and may be the major factors influence secondary level deprived girl students towards their emotional intelligence, values and academic achievement. The present study has been titled as:-

“A study of Emotional Intelligence, Values and Academic Achievement of deprived girl students studying at secondary level”

**Objectives of the Study**

The present study aims at achieving the following objectives:-
1- To see the difference in the Emotional Intelligence of highly deprived girl students studying in various boards.

2- To see the difference in the Emotional Intelligence of low deprived girl students studying in various boards.

3- To see the difference in the Emotional Intelligence of highly and low deprived girl students studying in various boards.

4- To see the difference in the Emotional Intelligence of low and high deprived girl students of various boards.

5- To see the difference in the Theoretical Value of highly deprived girl students of various boards studying in various schools.

6- To see the difference in the Emotional Value of highly deprived girl students of various boards studying in various schools.

7- To see the difference in the Aesthetic Value of highly deprived girl students of various boards studying in various schools.

8- To see the difference in the Social Value of highly deprived girl students of various boards studying in various schools.

9- To see the difference in the Political Value of highly deprived girl students of various boards studying in various schools.
10- To see the difference in the Religious Value of highly deprived girl students of various boards studying in various schools.

11- To see the difference in the Theoretical Value of low deprived girl students of various boards studying in various schools.

12- To see the difference in the Emotional Value of low deprived girl students of various boards studying in various schools.

13- To see the difference in the Aesthetic Value of low deprived girl students of various boards studying in various schools.

14- To see the difference in the Social Value of low deprived girl students of various boards studying in various schools.

15- To see the difference in the Political Value of low deprived girl students of various boards studying in various schools.

16- To see the difference in the Religious Value of low deprived girl students of various boards studying in various schools.
17- To see the difference in the Theoretical Value of highly and low deprived girl students of UP board studying in various schools.

18- To see the difference in the Emotional Value of highly and low deprived girl students of UP board studying in various schools.

19- To see the difference in the Aesthetic Value of highly and low deprived girl students of UP board studying in various schools.

20- To see the difference in the Social Value of highly and low deprived girl students of UP board studying in various schools.

21- To see the difference in the Political Value of highly and low deprived girl students of UP board studying in various schools.

22- To see the difference in the Religious Value of highly and low deprived girl students of UP board studying in various schools.
23- To see the difference in the Theoretical Value of highly and low deprived girl students of CBSE board studying in various schools.

24- To see the difference in the Emotional Value of highly and low deprived girl students of CBSE board studying in various schools.

25- To see the difference in the Aesthetic Value of highly and low deprived girl students of CBSE board studying in various schools.

26- To see the difference in the Social Value of highly and low deprived girl students of CBSE board studying in various schools.

27- To see the difference in the Political Value of highly and low deprived girl students of CBSE board studying in various schools.

28- To see the difference in the Religious Value of highly and low deprived girl students of CBSE board studying in various schools.
29- To see the difference in the Aesthetic Value of highly and low deprived girl students of various boards studying in various schools.

30- To see the difference in the Emotional Value of highly and low deprived girl students of various boards studying in various schools.

31- To see the difference in the Aesthetic Value of highly and low deprived girl students of various boards studying in various schools.

32- To see the difference in the Social Value of highly and low deprived girl students of various boards studying in various schools.

33- To see the difference in the Political Value of highly and low deprived girl students of various boards studying in various schools.

34- To see the difference in the Religious Value of highly and low deprived girl students of various boards studying in various schools.
35- To see the difference in the Theoretical Value of low and highly deprived girl students of various boards studying in various schools.

36- To see the difference in the Emotional Value of low and highly deprived girl students of various boards studying in various schools.

37- To see the difference in the Aesthetic Value of low and highly deprived girl students of various boards studying in various schools.

38- To see the difference in the Social Value of low and highly deprived girl students of various boards studying in various schools.

39- To see the difference in the Political Value of low and highly deprived girl students of various boards studying in various schools.

40- To see the difference in the Religious Value of low and highly deprived girl students of various boards studying in various schools.
41- To see the difference in the Academic Achievement of highly deprived girl students of various boards studying in various schools.

42- To see the difference in the Academic Achievement of low deprived girl students of various boards studying in various schools.

43- To see the difference in the Academic Achievement of highly and low deprived girl students of U.P. board studying in various schools.

44- To see the difference in the Academic Achievement of highly and low deprived girl students of CBSE board studying in various schools.

45- To see the difference in the Academic Achievement of highly and low deprived girl students of various boards studying in various schools.

46- To see the difference in the Academic Achievement of low and highly deprived girl students of various boards studying in various schools.

Need of the Study
The events of the post independence era (e.g., social legislations, industrialization, and spread of educational facilities) have certainly made financial and cultural activities partly independent of caste structure, and upward social mobility seems to be steadily increasing. However, the official and nonofficial efforts to accelerate the process of socio-economic transformation of the weaker sections have not been able to change the situation significantly. Nationwide surveys by the NCERT and ICSSR of the problems of SC and ST students have shown that their socio-economic and cultural backgrounds in school and home are not supportive, while their aspirations have increase. Also, they suffer from feelings of inferiority and incompetence and have difficulty in coping with the demands of the educational system as well as have A Long Way to Go (Chitnis, 1981). On the other hand, the changes in the traditional way of life and the introduction of the socialistic pattern have created economic hardships for those of the high caste. As a consequence, there are new groups of economically disadvantaged people in the higher caste stratum also, and caste is no longer a sufficient criterion of poverty and deprivation.

**Hypotheses of Study**
In order to achieve the above mentioned objectives of the study, the following hypotheses will be subjected to empirical verifications:

1. There is no significant difference in the Emotional Intelligence of highly deprived girl students studying in various boards.
2. There is no significant difference in the Emotional Intelligence of low deprived girl students studying in various boards.
3. There is no significant difference in the Emotional Intelligence of highly and low deprived girl students studying in various boards.
4. There is no significant difference in the Emotional Intelligence of low and high deprived girl students of various boards.
5. There is no significant difference in the Theoretical Value of highly deprived girl students of various boards studying in various schools.
6. There is no significant difference in the Emotional Value of highly deprived girl students of various boards studying in various schools.
7. There is no significant difference in the Aesthetic Value of highly deprived girl students of various boards studying in various schools.
8. There is no significant difference in the Social Value of highly deprived girl students of various boards studying in various schools.
9- There is no significant difference in the Political Value of highly deprived girl students of various boards studying in various schools.
10- There is no significant difference in the Religious Value of highly deprived girl students of various boards studying in various schools.
11- There is no significant difference in the Theoretical Value of low deprived girl students of various boards studying in various schools.
12- There is no significant difference in the Emotional Value of low deprived girl students of various boards studying in various schools.
13- There is no significant difference in the Aesthetic Value of low deprived girl students of various boards studying in various schools.
14- There is no significant difference in the Social Value of low deprived girl students of various boards studying in various schools.
15- There is no significant difference in the Political Value of low deprived girl students of various boards studying in various schools.
16- There is no significant difference in the Religious Value of low deprived girl students of various boards studying in various schools.
17- There is no significant difference in the Theoretical Value of highly and low deprived girl students of UP board studying in various schools.
18- There is no significant difference in the Emotional Value of highly and low deprived girl students of UP board studying in various schools.

19- There is no significant difference in the Aesthetic Value of highly and low deprived girl students of UP board studying in various schools.

20- There is no significant difference in the Social Value of highly and low deprived girl students of UP board studying in various schools.

21- There is no significant difference in the Political Value of highly and low deprived girl students of UP board studying in various schools.

22- There is no significant difference in the Religious Value of highly and low deprived girl students of UP board studying in various schools.

23- There is no significant difference in the Theoretical Value of highly and low deprived girl students of CBSE board studying in various schools.
24- There is no significant difference in the Emotional Value of highly and low deprived girl students of CBSE board studying in various schools.

25- There is no significant difference in the Aesthetic Value of highly and low deprived girl students of CBSE board studying in various schools.

26- There is no significant difference in the Social Value of highly and low deprived girl students of CBSE board studying in various schools.

27- There is no significant difference in the Political Value of highly and low deprived girl students of CBSE board studying in various schools.

28- There is no significant difference in the Religious Value of highly and low deprived girl students of CBSE board studying in various schools.

29- There is no significant difference in the Aesthetic Value of highly and low deprived girl students of various boards studying in various schools.
30- There is no significant difference in the Emotional Value of highly and low deprived girl students of various boards studying in various schools.

31- There is no significant difference in the Aesthetic Value of highly and low deprived girl students of various boards studying in various schools.

32- There is no significant difference in the Social Value of highly and low deprived girl students of various boards studying in various schools.

33- There is no significant difference in the Political Value of highly and low deprived girl students of various boards studying in various schools.

34- There is no significant difference in the Religious Value of highly and low deprived girl students of various boards studying in various schools.

35- There is no significant difference in the Theoretical Value of low and highly deprived girl students of various boards studying in various schools.
36- There is no significant difference in the Emotional Value of low and highly deprived girl students of various boards studying in various schools.

37- There is no significant difference in the Aesthetic Value of low and highly deprived girl students of various boards studying in various schools.

38- There is no significant difference in the Social Value of low and highly deprived girl students of various boards studying in various schools.

39- There is no significant difference in the Political Value of low and highly deprived girl students of various boards studying in various schools.

40- There is no significant difference in the Religious Value of low and highly deprived girl students of various boards studying in various schools.

41- There is no significant difference in the Academic Achievement of highly deprived girl students of various boards studying in various schools.
There is no significant difference in the Academic Achievement of low deprived girl students of various boards studying in various schools.

There is no significant difference in the Academic Achievement of highly and low deprived girl students of U.P. board studying in various schools.

There is no significant difference in the Academic Achievement of highly and low deprived girl students of CBSE board studying in various schools.

There is no significant difference in the Academic Achievement of highly and low deprived girl students of various boards studying in various schools.

There is no significant difference in the Academic Achievement of low and highly deprived girl students of various boards studying in various schools.

Research Design

The objective of the present investigation was to study deprived girl students of various boards studying at secondary level in relation to their Emotional Intelligence, Values and Academic Achievement. For
this purpose, A sample of 300 Secondary School girl students (150 Girls from CBSE board and 150 Girls from UP board) studying in class 11th & 12th in Shah Faiz Public School, Ghazipur and Lourdes Convent School, Ghazipur (UP) were taken. The groups were administered by three tools viz Deprivation Scale (Dr. Kalpalata Pandey), Value Measurement Scale (Dr. Kalpalata Pandey & Geeta), Emotional Intelligence Test (Dr. Kalpalata Pandey and Mohini Agrawal), to obtain raw scores for various purpose of the study.

Sample & Population

The samples were consisted of three hundred girl students (150 CBSE & 150 UP) from Ghazipur (UP), studying in class XI & XII.

Tools

Following tools were used in present study:

1. Deprivation Scale by Pandey Kalplata
2. Value Measurement Scale by Pandey Kalplata & Geeta
3. Emotional Intelligence test by Pandey Kalplata & Mohini Agrawal.
**Procedure for Data Collection**

The study was conducted on a sample of 300 students of class XI & XII from Ghazipur. The entire test, viz. Deprivation Scale, Value Measurement Scale and Emotional Intelligence Test were filled by the sample students and returned back to investigator.

**Statistical Analysis**

For analyzing data statistic techniques namely mean, standard deviation, ‘r’, ‘t’ tests were applied. Analysis of variance and other suitable techniques were used.

**Implications of the study**

**Discussion**

1- **Emotional Intelligence of highly deprived girl students of U.P. and CBSE Boards** - The result of the study concludes that highly deprived girl students studying in various boards differ significantly in their Emotional Intelligence.

2- **Emotional Intelligence of low deprived girl students U.P. and CBSE Boards** - The result of the study concludes that low deprived girl students studying in various boards do not differ significantly in their Emotional Intelligence.
3- Emotional Intelligence of highly and low deprived girl students U.P. and CBSE Boards - The result of the study concludes that high and low deprived girl students of various boards do not differ significantly in their Emotional Intelligence.

4- Emotional Intelligence of low and highly deprived girl students of UP and CBSE boards. The result of the study concludes that low and highly deprived girl students studying in various boards differ significantly in their Emotional Intelligence.

5- Theoretical Value of highly deprived girl students of UP and CBSE boards. The result of the study concludes that highly deprived girl students of various boards do not differ significantly in their Theoretical Value.

6- Emotional Value of highly deprived girl students of UP and CBSE boards. The result of the study concludes that highly deprived girl students of various boards differ significantly in their Emotional Value.

7- Aesthetic Value of highly deprived girl students of UP and CBSE boards. The result of the study concludes that highly deprived girl
students of various boards do not differ significantly in their Aesthetic Value.

8- **Social Value of highly deprived girl students of UP and CBSE boards.** The result of the study concludes that highly deprived girl students of various boards do not differ significantly in their Social Value.

9- **Political Value of highly deprived girl students of UP and CBSE boards.** The result of the study concludes that highly deprived girl students of various boards differ significantly in their Political Value.

10- **Religious Value of highly deprived girl students of UP and CBSE boards.** The result of the study concludes that highly deprived girl students of various boards do not differ significantly in their Religious Value.

11- **Theoretical Value of low deprived girl students of UP and CBSE boards.** The result of the study concludes that low deprived girl students of various boards do not differ significantly in their Theoretical Value.
12- **Emotional Value of low deprived girl students of UP and CBSE boards.** The result of the study concludes that low deprived girl students of various boards differ significantly in their Emotional Value.

13- **Aesthetic Value of low deprived girl students of UP and CBSE boards.** The result of the study concludes that low deprived girl students of various boards do not differ significantly in their Aesthetic Value.

14- **Social Value of low deprived girl students of UP and CBSE boards.** The result of the study concludes that low deprived girl students of various boards do not differ significantly in their Social Value.

15- **Political Value of low deprived girl students of UP and CBSE boards.** The result of the study concludes that low deprived girl students of various boards do not differ significantly in their Political Value.

16- **Religious Value of low deprived girl students of UP and CBSE boards.** The result of the study concludes that low deprived girl
students of various boards do not differ significantly in their Religious Value.

17- **Theoretical Value of highly and low deprived girl students of UP board.** The result of the study concludes that highly and low deprived girl students of U.P. board differ significantly in their Theoretical Value.

18- **Emotional Value of highly and low deprived girl students of UP board.** The result of the study concludes that highly and low deprived girl students of UP boards do not differ significantly in their Emotional Value.

19- **Aesthetic Value of high and low deprived girl students of UP board.** The result of the study concludes that highly and low deprived girl students of UP boards differ significantly in their Aesthetic Value.

20- **Social Value of high and low deprived girl students of UP board.** The result of the study concludes that highly and low deprived girl students of UP boards do not differ significantly in their Social Value.
21- Political Value of high and low deprived girl students of UP board. The result of the study concludes that highly and low deprived girl students of UP boards do not differ significantly in their Political Value.

22- Religious Value of high and low deprived girl students of UP board. The result of the study concludes that highly and low deprived girl students of UP boards do not differ significantly in their Religious Value.

23- Theoretical Value of high and low deprived girl students of CBSE board. The result of the study concludes that highly and low deprived girl students of CBSE boards differ significantly in their Theoretical Value.

24- Emotional Value of high and low deprived girl students of CBSE board. The result of the study concludes that highly and low deprived girl students of CBSE boards do not differ significantly in their Emotional Value.

25- Aesthetic Value of high and low deprived girl students of CBSE board. The result of the study concludes that highly and low
deprived girl students of CBSE boards differ significantly in their Aesthetic Value.

26- **Social Value of high and low deprived girl students of CBSE board.** The result of the study concludes that highly and low deprived girl students of CBSE boards do not differ significantly in their Social Value.

27- **Political Value of high and low deprived girl students of CBSE board.** The result of the study concludes that highly and low deprived girl students of CBSE boards do not differ significantly in their Political Value.

28- **Religious Value of high and low deprived girl students of CBSE board.** The result of the study concludes that highly and low deprived girl students of CBSE boards do not differ significantly in their Religious Value.

29- **Theoretical Value of high and low deprived girl students of U.P. and CBSE boards.** The result of the study concludes that highly and low deprived girl students of UP & CBSE boards differ significantly in their Theoretical Value.
30- Emotional Value of high and low deprived girl students of U.P. and CBSE boards. The result of the study concludes that highly and low deprived girl students of UP & CBSE boards differ significantly in their Emotional Value.

31- Aesthetic Value of high and low deprived girl students of U.P. and CBSE boards. The result of the study concludes that highly and low deprived girl students of UP & CBSE boards differ significantly in their Aesthetic Value.

32- Social Value of high and low deprived girl students of U.P. and CBSE board. The result of the study concludes that highly and low deprived girl students of UP & CBSE boards do not differ significantly in their Social Value.

33- Political Value of high and low deprived girl students of U.P. and CBSE boards. The result of the study concludes that highly and low deprived girl students of UP & CBSE boards differ significantly in their Political Value.

34- Religious Value of high and low deprived girl students of U.P. and CBSE boards. The result of the study concludes that highly and low
deprived girl students of UP & CBSE boards do not differ significantly in their Religious Value.

35- **Theoretical Value of low and high deprived girl students of U.P. and CBSE boards.** The result of the study concludes that low and high deprived girl students of UP & CBSE boards differ significantly in their Theoretical Value.

36- **Emotional Value of low and high deprived girl students of U.P. and CBSE boards.** The result of the study concludes that low and high deprived girl students of UP & CBSE boards differ significantly in their Emotional Value.

37- **Aesthetic Value of low and high deprived girl students of U.P. and CBSE boards.** The result of the study concludes that low and high deprived girl students of UP & CBSE boards differ significantly in their Aesthetic Value.

38- **Social Value of low and high deprived girl students of U.P. and CBSE boards.** The result of the study concludes that low and high deprived girl students of UP & CBSE boards do not differ significantly in their Social Value.
39- **Political Value of low and high deprived girl students of U.P. and CBSE boards.** The result of the study concludes that low and high deprived girl students of UP & CBSE boards do not differ significantly in their Political Value.

40- **Religious Value of low and high deprived girl students of U.P. and CBSE boards.** The result of the study concludes that low and high deprived girl students of UP & CBSE boards do not differ significantly in their Religious Value.

41- **Academic Achievement of highly deprived girl students of U.P. and CBSE boards.** The result of the study concludes that high deprived girl students of UP & CBSE boards differ significantly in their Academic Achievement.

42- **Academic Achievement of low deprived girl students of U.P. and CBSE boards.** The result of the study concludes that low deprived girl students of UP & CBSE boards do not differ significantly in their Academic Achievement.

43- **Academic Achievement of high and low deprived girl students of U.P. board.** The result of the study concludes that high and low
deprived girl students of UP board differ significantly in their Academic Achievement.

44- **Academic Achievement of high and low deprived girl students of CBSE board.** The result of the study concludes that high and low deprived girl students of CBSE board do not differ significantly in their Academic Achievement.

45- **Academic Achievement of high and low deprived girl students of U.P. and CBSE boards.** The result of the study concludes that high and low deprived girl students of UP and CBSE boards differ significantly in their Academic Achievement.

46- **Academic Achievement of low and high deprived girl students of U.P. and CBSE boards.** The result of the study concludes that low and high deprived girl students of UP and CBSE boards do not differ significantly in their Academic Achievement.

**Educational Implications of the Study**

In the present study, measures of deprivations are used. It cannot be denied, however, that deprivation of specific experiences has differential effects on behavior. Deprivation area need to specify and made measureable for isolating and determining their differential
effects on cognition. The results of the study indicate that prolonged experiential deprivation may lead to impoverished growth of cognitive functions and that experiential enrichment is essential for fuller psychological growth. But it is equally true that there is a long way to go before psychologists can specify precisely the specific features of the environment that promote or retard cognitive growth. It is clear, however, that the various aspects of environmental stimulation are important and that these aspects differ from highly deprived to less deprived groups.

It is clear that an adequate understanding of deprivational effects calls for a refined treatment of environmental variables and their mode of interaction with organismic characteristics.

**Suggestions for Personality Development**

Attempt should be made to develop effective intervention strategies on the basis of deprivational background rather than membership of a specific caste or cultural group. Focus on maximum utilization of existing potentials by treating individuals in terms of their own distinct abilities and achievements are also needed. This involves assessment of potentials as well as adequate provision of opportunities
for a diversity of conditions suited to the diversity of individual abilities and needs. Finally, it may be pointed out that deprivational effects are not limited to cognition only. They also have motivational consequences which, in turn, may influence cognitive performance. Therefore, an analysis of motivational concomitants of deprivation should be done while investigating the cognitive effects of deprivation.

**Suggestions for Value Development**

In fact human character can only change the human destiny and for building the character education has the main role to play. But what is education? That which grants liberation is true education—‘Sa vidya ya vimuktaye’. ‘vid’ is light and ‘ya’ is that which gives. So Vidya or education is meant to shed light and illumine the mind and intellect, it consists in the enlightenment from within. The task of education is to civilize the whole universe—‘Kurvantu Viswam Aryam’.

Education should educate man not for living but for life. But today’s education has become a training to earn the living. The aim is to earn more and the greed to earn money by any means has led to the evils in the society. The educated man is anxious to exploit the society, to pilfer from society by fair or foul means. He is concerned with what
he can get from the society and not what he can give to it. This is not
the education that can build the character. Acharya Vinoba Bhave has
epitomized the goals of education as Yoga, Udyoga and Sadyoga – the
awakening of consciousness, development of skills and capacity to live
in harmony with the world around us. The first one calls forth learning
of physical and mental discipline, the second of involvement in socially
useful productive work and the third is the conscious practice of love,
non-violence and peace in all their different dimensions. In short, it
calls for human values at all the levels. According the Sri Satya Sai
Bab, “Cultivation of human values alone is education, whoever tries to
understand the human values, which practices these values and
propagates them with zeal and sincerity, can alone be described as a
truly educated person”. Hence education needs to be value oriented.

**Suggestions for Further Researches**

Future research should focus on this aspect of the deprivational
aspects of the problem with a larger sample.

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