CHAPTER-V

SUMMARY AND CONCLUSIONS

5.1 INTRODUCTION

In the twenty first century, intense thought and discussion are being devoted to the future of human society. Great demands are consequently being made on education, whose contribution to human progress is so vital. The idea is gaining ground that education is one of the most powerful tools with which to shape the future—or, to use more modest terms, to steer us into the future by taking advantage of constructive trends and trying to avoid pitfalls. What is education doing today to prepare the active citizens of tomorrow?

The truth is that every aspect of working life and social life offers opportunities for both learning and doing. Education should, therefore, constantly be adapting to changes in society, and also pass on the attainments, foundations and benefits of human experience. Most of the people agree on things that are right or wrong and both the educated and not so educated learn most of their ethics from living. But there is more to ethics as Dr. Albert Schweitzer affirms when he says: “In a general sense, ethics is the name we give to our concern for good behaviour. We feel an obligation to consider not only our own personal well being, but also that of others and of human society as a whole”.

Our young people should acquire the right kind of knowledge to prepare them for a life of fulfillment. Our schools should develop among their pupils a ‘working philosophy’ of life. A body of ideas, supported by worthwhile information, will guide the pupils on how to adapt themselves to this difficult business of learning. It cannot be done haphazardly; it calls for a hard and serious effort. In a country like India, where poverty is so rife and where a large number of people are so backward, every boy and girl has to realize his or her social obligations. All of them have to seek out some form of work,
small or great in its effect, which will make their country a better and happier place in which to live, both now and in the future.

A balanced development of many dimensions of human personality—i.e. physical, intellectual, moral, emotional, aesthetic, social and spiritual—is the key to true education. The whole purpose of education is to realize the inner dignity of man, which ultimately leads to an integral development of personality. If such a concept could be successfully translated into reality, no force of terror will work, no world war will take place and peace will prevail on this earth.

Life Lessons offer an immediate technique for that irreplaceable process by which we assimilate and internalize the didactic content of each other’s experiences to finally arrive at a conscious formulation of the objective of our own existence—in Cardinal Newman’s illuminating phrase an “Apologia Pro-Vita Sua” for each individual. Lama Surya Dass (2003) said that “Through centuries, the fleeting, tenuous nature of life has provided essential lessons about living in the present moment. A human life is the fact of our own mortality; then, by definition one has to deal with the essential questions of how to live and how to spend one’s allotted time”.

Teaching of emotional and social skills to children is indispensable to keep their lives on track. Emotional Intelligence is not fixed at birth. It can be nurtured and strengthened throughout adulthood, with immediate benefits to our health, our relationships and our work. Emotional Intelligence includes abilities such as being able to motivate oneself and persist in the face of frustrations, to control impulse and delay gratification, to regulate one’s moods and keep distress from swamping the ability to think and to empathize and hope.

SQ is uniquely human and the most fundamental of the three: i.e. IQ, EQ and SQ. It is linked to humanity’s need for meaning, and is very much at the forefront of people’s minds. SQ allows us to dream and to strive. It underlies the thing we believe in and the role our beliefs and values play in the actions that we take and the shape we give to our lives.
Summary and Conclusions

Spiritual Intelligence can be cultivated through questing, inquiry and practice. Spiritual experiences may also contribute to its development, depending on the context and means of integration. Spiritual Intelligence is necessary for discernment in making spiritual choices that contribute to psychological well-being and overall healthy spiritual development.

5.2 STATEMENT OF THE PROBLEM

The present study is an effort at experimental exploration of 'The Impact of Life Lessons on Emotional and Spiritual Intelligence of Adolescents'.

5.3 OBJECTIVES OF THE STUDY

1. To cross validate the ‘KAS’ sevenfold Emotional Intelligence and ‘KAP’ sixfold Spiritual Intelligence scales.
2. To develop Life Lessons.
3. To compare students of Combined Experimental (PE,PH,AE,AH) and Control groups on Emotional and Spiritual Intelligence.
4. To compare Print and Audio groups with respect to English and Hindi on Emotional and Spiritual Intelligence.
5. To compare Print (PE,PH) and Audio (AE,AH) groups with the Control group for Emotional and Spiritual Intelligence.
6. To compare Print English (PE) with Print Hindi (PH) and Audio English (AE) with Audio Hindi (AH) groups on Emotional and Spiritual Intelligence.
7. To compare Hindi (PH,AH) and English (PE,AE) groups with the Control group on Emotional and Spiritual Intelligence.
8. To compare the girls of Combined Experimental (PE,PH,AE,AH) group with the girls of Control group on Emotional and Spiritual Intelligence.
9. To compare the boys of Combined Experimental (PE, PH, AE, AH) group with the boys of Control group on Emotional and Spiritual Intelligence.

10. To compare girls and boys of the Combined Experimental (PE, PH, AE, AH) group on Emotional and Spiritual Intelligence.

11. To compare students of class X and XI of the Combined Experimental (PE, PH, AE, AH) group on Emotional and Spiritual Intelligence.

5.4 HYPOTHESES

1. Students of the Combined Experimental group (PE, PH, AE, AH) perform significantly better on Emotional Intelligence than the students of Control group.

2. Students of the Combined Experimental group (PE, PH, AE, AH) perform significantly better on Spiritual Intelligence than the students of Control group.

3. Students of the Print group perform significantly better than their Audio counterparts in both languages on Emotional Intelligence.

4. Students of the Print group perform significantly better than their Audio counterparts in both languages on Spiritual Intelligence.

5. Students of the Print as well as the Audio groups, perform significantly better than the Control group on Emotional Intelligence.

6. Students of the Print as well as the Audio groups perform significantly better than the Control group on Spiritual Intelligence.

7. Students of Print Hindi (PH) perform significantly better than Print English (PE) and Audio Hindi (AH) perform significantly better than Audio English (AE) on Emotional Intelligence.
8. Students of Print Hindi (PH) perform significantly better than Print English (PE) and Audio Hindi (AH) perform significantly better than Audio English (AE) on Spiritual Intelligence.

9. Students of Hindi, (PH, AH) and English (PE, AE) groups perform significantly better than Control group on Emotional Intelligence.

10. Students of Hindi (PH, AH) and English (PE, AE) groups perform significantly better than the Control group on Spiritual Intelligence.

11. Girls of the Combined Experimental group (PE, PH, AE, AH) perform significantly better than the girls of Control group on Emotional Intelligence.

12. Girls of the Combined Experimental group (PE, PH, AE, AH) perform significantly better than the girls of Control group on Spiritual Intelligence.

13. Boys of the Combined Experimental group (PE, PH, AE, AH) perform significantly better than the boys of Control group on Emotional Intelligence.

14. Boys of the Combined Experimental group (PE, PH, AE, AH) perform significantly better than the boys of Control group on Spiritual Intelligence.

15. Sex does not affect performance on Emotional Intelligence in the Combined Experimental (PE, PH, AE, AH) group.

16. Sex does not affect performance on Spiritual Intelligence in the Combined Experimental (PE, PH, AE, AH) group.

17. There is a significant difference between the performance of students of classes X and XI on Emotional Intelligence.

18. There is a significant difference between the performance of students of classes X and XI on Spiritual Intelligence.
5.5 SAMPLE

It being pedagogically and situationally unmanageable to study a whole population to arrive at generalization, the researcher resorted to the sampling technique. In the present study, the investigator had used students of class X and Class XI of Govt. Model Sr. Sec. School, Sector 20-D Chandigarh. Since random selection of a school within the union territory was not possible due to various constraints, the experiment was carried out in this particular school.

The investigator, for her sample, required 150 students—75 each from classes X and XI. Out of sections A, B and C of classes X and XI each, she was assigned 75 students by the school authorities, thus making up 150 in all.

Since the design of the experiment required comparisons of Printed with Audio-taped Life Lessons and the efficacy of Life Lessons presented through the medium of English with those presented through Hindi; it necessitated the formation of four main experimental groups from each of the classes—namely Print English (PE), Print Hindi (PH), Audio English (AE) and Audio Hindi (AH). Individually and in combination, these groups were to be further compared with the Control group to determine the efficacy of Life Lessons on EQ and SQ.

Thus, students of class X were divided into five subgroups randomly. Similarly for class XI. Each group was again randomly assigned to the treatment to which it would be exposed—namely Printed material in English (PE), Printed material in Hindi (PH), Audio taped Life Lessons in English (AE), Audio taped Life Lessons in Hindi (AH). The Control group however, was not given any kind of exposure.

For the purpose of analysis Print English X and XI and Print Hindi X and XI were combined to form the Print group. For the Audio group, Audio English X and XI and Audio Hindi X and XI were combined. For the English group, Print English X and XI and Audio English X and XI were combined. For the Hindi group, Print Hindi X and XI and Audio Hindi X and XI were
combined. All the four main groups merged together—i.e. PE, PHAE, AH—made Combined Experimental group.

5.6 TOOLS USED

1. Life Lessons prepared by the investigator.
2. Cross validated ‘KAS’ sevenfold Emotional Intelligence scale.
3. Cross validated ‘KAP’ sixfold Spiritual Intelligence scale.

5.7 RESEARCH DESIGN, PROCEDURE AND DATA COLLECTION

The purpose of the present study was to examine the impact of Life Lessons on Emotional and Spiritual Intelligence of adolescents. For this experiment, the investigator used randomized groups—‘The-Post-test-Only, Equivalent Groups-Design’. The treatment variable, i.e. Life Lessons, varied in two ways—i.e. mode of the presentation and medium of presentation.

The present study was conducted in III phases:

In phase I: Life Lessons were developed. Emotional Intelligence and Spiritual Intelligence Scales were cross validated.

In Phase II: Life Lessons were taught for sixteen days through Printed and Audio media.

In Phase III: After the teaching of Life Lessons, Emotional and Spiritual Intelligence scales were administered as post-test along with specially formulated questions based on the Life Lessons.

5.8 STATISTICAL TECHNIQUES EMPLOYED

The following statistical techniques were employed to analyse the data obtained from the experiment:

1. Descriptive statistics like mean and standard deviation;
2. t-test in order to find the significance of difference between the various combinations of experimental and control groups.
5.9 CONCLUSIONS

1. Students of the Combined Experimental group performed significantly better than the students of the Control group on Emotional Intelligence. Thus, teaching of Life Lessons proved to be helpful in promoting Emotional Intelligence.

2. Students of the Combined Experimental group performed significantly better than the students of the Control group on Spiritual Intelligence. Thus, exposure to Life Lessons helped the students to perform better on Spiritual Intelligence scale.

3. Students of Print group performed significantly better than their Audio counterparts in both languages on Emotional Intelligence. Thus, Print media proved to be superior as compared to Audio media in teaching of Life Lessons with respect to Emotional Intelligence.

4. Students of Print group performed significantly better than their Audio counterparts in both languages on Spiritual Intelligence. Thus, Print media proved to be superior as compared to Audio media in teaching of Life Lessons with respect to Spiritual Intelligence.

5. Students of Print group performed significantly better than those of the Audio group who in turn did better than the Control group on Emotional Intelligence.

6. Students of Print group performed significantly better than the Audio group who in turn did better than the Control group on Spiritual Intelligence.

7. Students of Print Hindi and Audio Hindi groups performed significantly better than Print English and Audio English groups respectively on Emotional Intelligence.

8. Students of Print Hindi and Audio Hindi groups performed significantly better than Print English and Audio English groups respectively on Spiritual Intelligence.
Summary and Conclusions

9. Students of the Hindi group performed significantly better than the English group, which in turn, performed significantly better than the Control group on Emotional Intelligence.

10. Students of the Hindi group performed significantly better than the English group, which in turn, performed significantly better than the Control group on Spiritual Intelligence.

11. The girls of the Combined Experimental group performed significantly better than the girls of Control group on Emotional Intelligence.

12. The girls of Combined Experimental group performed significantly better than the girls of Control group on Spiritual Intelligence.

13. The boys of Combined Experimental group performed significantly better than the boys of the Control group on Emotional Intelligence.

14. The boys of Combined Experimental group performed significantly better than the boys of the Control group on Spiritual Intelligence.

15. Sex does not affect performance on Emotional Intelligence in Combined Experimental group.

16. Sex does not affect performance on Spiritual Intelligence in Combined Experimental group.

17. There is no significant difference in the performance of students of classes X and XI on Emotional Intelligence.

18. There is no significant difference in the performance of students of classes X and XI on Spiritual Intelligence.

5.10 SUGGESTIONS OF THE PARTICIPANTS

- Cover Life Lessons of other persons like Sh. Atal Behari, Ms. Kiran Bedi, Milkha Singh etc.

- Present these Life Lessons through video, through play on the stage, through play-way method, through summary, through theatre etc.
Summary and Conclusions

- Students who were provided Life Lessons in English language expressed their view that these should be translated in Hindi and Punjabi.

- These lessons must be published in a book form, so that each and every person may have access to them as they have the capacity to touch and inspire lives.

- Students of audio group felt that they should have been provided printed Life Lessons.

- Students felt that duration of teaching was limited and it must be for more time. They requested the investigator to come back with more Life Lessons.

5.11 IMPLICATIONS OF THE PRESENT STUDY

The findings of the present study revealed that the students exposed to Life Lessons performed better on Emotional and Spiritual Intelligence Scales than the Control group. The teaching of Life Lessons is a novel concept. Life Lessons should be made an integral part of school curriculum as they enhance level of performance of Emotional and Spiritual Intelligence. The teachers of schools should also pay special attention towards the Emotional and Spiritual Intelligence of students, as these are the competencies and skills which help a person to be successful in various facets of life. According to this study, Life Lessons presented in the Print form through the mother tongue appear to be most effective, leading to appreciable improvement in the Emotional and Spiritual Intelligence of students. It follows that other methods and modes of presentation of Life Lessons could be experimented with and worked out to gain more success in achieving the desired ends.

5.12 SUGGESTIONS FOR FUTURE STUDIES

- The present study on the impact of Life Lessons on Emotional and Spiritual Intelligence has been conducted only through Print and Audio media. In order to cross validate the present findings, more studies may be conducted.
Summary and Conclusions

- This type of study may be conducted on other samples i.e. college level students or primary level etc.
- Life Lessons may be presented through other channels of communication like television, computer etc.
- The present study may be replicated by including more Life Lessons at different levels of education.
- Life Lessons may be presented through videos, stage shows and through play-way method.
- These Life Lessons may be presented through different regional Languages.
- These Life Lessons may be provided in a book form. This would in turn facilitate its incorporation in the curriculum and therefore be presented in a textbook format.