EMOTIONAL INTELLIGENCE AND SOCIAL RESPONSIBILITY OF BOY STUDENTS IN MIDDLE SCHOOL

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Abstract

The present study has been undertaken to know the relationship between emotional intelligence and social responsibility of boy students in middle school using correlation. Survey method was adopted for the study. Data were collected from 100 boy students studying in Miandoab City of Iran during the academic year, 2012-13 who were selected randomly. The tool used by the investigator is Bar-On's Emotional Intelligence Questionnaire (1997). For analysis of data and interpretation of results Mean, Standard deviation, coefficient of determination and Pearson's Co-efficient Correlation techniques were used.

The finding shows that between emotional intelligence and social responsibility of students there is a significant and positive relationship. Similarly interpersonal relationships and the social responsibility of students, there was a significant positive correlation. Finally Interpretation and some Recommendations have been given by the investigator based on the findings.

Keywords: *Emotional intelligence, Social responsibility, Middle school.*

INTRODUCTION

Emotional Intelligence (EI) is a typical social intelligence that involves the ability to monitor one's own and other's feelings and emotions to discriminate among them and to use the information to guide one's own thinking and actions (Peter Salovey, Marc A. Brackett, John D. Mayer, 2004, p.5). Emotions and learning occur in the brain. Learning means acquiring knowledge or skills. Learning requires thinking. Our thoughts influence how we feel. How we feel influences how we think. The connections between emotion and learning are bi-directional and complex. Emotions are the relay stations between sensory input and thinking. When the input is interpreted positively, we are motivated to act and achieve a goal. When the input is interpreted negatively, we do not act and do not learn. Negative emotions can be the cause or the effect of problems related to learning (Candy Lawson, n.d.). Learning is as much a function of a person's emotional response to a learning environment as it is to the instructional method or classroom (Flood, 2003).While Intelligence Quotient (IQ) has long been used as a predictor of a student's success, as the world enters the 21st century, research shows that EI is a better predictor of "success" than the more traditional measures of cognitive intelligence. EI is one such factor which is instrumental in situations that call upon students to adjust successfully from one environment to another (Hettich, 2000). Emotional intelligence skills are vital to social responsibility and the management of successful interpersonal relationship.

STATEMENT OF THE PROBLEM

Emotional intelligence (EI) is based on the concept of "social intelligence," which was first defined by E.L. Thorndike in 1920. Since then, many other intelligences have been defined by psychologists and they have all been classified into three main groups: abstract intelligence (the ability to understand and make good use of verbal and mathematic symbols), concrete intelligence (the ability to understand and make good use of objects), and social intelligence (the ability to understand and relate to people) (Ruisel, 1992). Thorndike defined social intelligence as ''the ability to understand and manage men and women, boys and girls—to act wisely in human relationships.'' Like Thorndike, Gardner (1993) defined social intelligence as one of the seven intelligence domains in his theory of multiple intelligences. According to Salovey & Mayer (1990), EI comprises Gardner's inter- and intrapersonal intelligences, and includes abilities under five domains.

Bar-On defines emotional intelligence as the totality of a person's emotional, personal and social skills to be able to cope with environmental demands and pressures (Møller, 1999: 218). Salovey and Mayer

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(1990:189) were the first to use the term ''emotional intelligence'' to define people's ability to manage their emotions. They defined emotional intelligence as ''the subset of social intelligence that involves 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 actions''. Recently, in the light of Salovey and Mayer's definition of emotional intelligence, Goleman (1996) claimed that EI comprises of such abilities as self-awareness, managing emotions, motivating oneself, empathy, and handling relationship.

Emotions influence many aspects of a person's life such as learning, interpersonal relationships and health. The people who can recognize and control their own emotions can also recognize and respond to others' emotions and become much more successful in life compared to the rest (Schilling, 2009). Those students whose emotional skills are developed establish more balanced relationship with their teachers, parents and friends. Balanced social relationships bring about many positive qualities such as self-confidence, personal success, cooperation and sharing.

The present study is entitled as "Emotional Intelligence and social responsibility of Students in Miandoab City of Iran".

SIGNIFICANCE OF THE STUDY

The ability to manage troublesome emotions is highly significant for emotional health and adds that extreme and everlasting emotions destroy emotional intelligence as stated by Goleman. People with a high level of emotional intelligence are more efficient in self-awareness, self management, empathy, motivation, social and communicative skills (Goleman, 1996). These skills can be developed in certain contexts through careful planning.

Albert Bandura tried to explain his socio cognitive theory through behavioral and social learning approaches. According to him, people learn behaviors through observing role models (Senemoğlu, 2007). It's known that both direct experience and observing others' experiences influence people's learning.

EI requires the ability to recognize, understand and manage emotions of ourselves and other people who we relate to. In this respect, it is insufficient for a person to understand and manage his/her own emotions and wishes. Social skills which are included in the concept of EI are based on sharing and having Positive social relationships which require being sensitive to others. This domain of EI predicts not only establishing healthy relationship but also being comfortable and safe while experiencing these relationships (Stein and Book, 2000). Developing emotional intelligence at school is important in acquiring school aims and developing educational skills, social responsibility, and interpersonal relationships.

The primary aim of teachers is to enable students to become physically and emotionally healthy citizens and also to help them realize their personal and professional aims (Stein and Book, 2000) to become successful in life. This requires teachers to become more efficient models in terms of emotional intelligence. Teachers should not only become role models to develop students emotional intelligence but also search for ways to develop their emotional skills through effective orientation techniques, which is only possible through becoming more equipped with methods and techniques to develop emotional intelligence.

OBJECTIVES OF THE STUDY

1. To find out the relationship between emotional intelligence and social responsibility of boy students in middle school.
2. To find out the relationship between in interpersonal relationships and social responsibility of boy students in middle school.

HYPOTHESES OF THE STUDY

1. There is a relationship between emotional intelligence and social responsibility among boy students in middle school.

2. There is a relationship between interpersonal relationships and social responsibility among boy students in middle school.

METHODOLOGY

The present study has been undertaken to know the relationship between emotional intelligence and social responsibility of boy students in middle school using correlation. Survey method has been adopted for the study. Data were collected from 100 boy students studying in Miandoab City of Iran during the academic year, 2012-13 who were selected randomly. For the present study the investigator used Bar-On's Emotional Intelligence Questionnaire (1997) which consists of 90 questions on a Likert scale as Completely Disagree / Disagree / Sometimes Disagree / Sometimes Agree / Agree / Completely Agree". Also scoring in the first five positive statements is done from 1 to 5 and for negative statements from 5 to 1. It should be noted that social accountability in proposition is one of the components of emotional intelligence questionnaire and in this way it will be examined. The social responsibility scores in this study has been taken from the students response to items 13, 28, 43.58, 73 and 88 which also indicate gain in emotional intelligence questionnaire.

The translated version of the tool was used for collecting data from the students and the investigator himself administered the test in the selected schools after giving proper instructions. SPSS Program was used for analysis of the collected data. For analysis of data and interpretation of results, Mean, Standard deviation, coefficient of determination and Pearson's Co-efficient Correlation techniques were used.

ANALYSIS AND INTERPRETATIONS OF THE DATA

Analysis is the statistical method, which describes the characteristic of the data and will give the investigator an insight into the problem. It simplifies the masses of facts and presents them in an understandable from in order to test the hypotheses.

Descriptive statistics

Table 1. Emotional Intelligence of Boy Students in Middle School

Minimum	Maximum	Standard Deviation	Mean
231	**311**	**21.012**	**2.74**

Table 2. Social Responsibility of Boy Students in Middle School

Minimum	Maximum	Standard Deviation	Mean
14	**30**	**5.11583**	**2.17**

Table 3. Interpersonal Relationships of Boy Students in Middle School

Minimum	Maximum	Standard deviation	Mean
16	**30**	**3.59**	**2.18**

Inferential statistics

The first hypothesis tested was,

There is a relationship between emotional intelligence and social responsibility.

Table 4. Pearson Emotional Intelligence and Social Responsibility of Students

Social responsibility	Emotional intelligence	Statistics used	Variables
0.72	**1**	Pearson Correlations	
0.000	....	P – value	Emotional Intelligence
0.518	....	coefficient of determination	
100	**100**	N	

1	**0.72**	Pearson Correlation	
0.000	0.000	P – value	Social responsibility
....	0.518	coefficient of determination	
100	**100**	N	

As seen from table 4 Pearson correlation for emotional intelligence and social responsibility of students to be 0.72. The correlation coefficient is significant at the 0.000 level. So given that the coefficient of determination r^2= 0.518 is obtained. It can be concluded that %51.8 of the variance in students' scores on emotional intelligence and social responsibility are shared. In general, the research hypothesis (H_1) of study is approved. So between emotional intelligence and social responsibility of students there is a significant and positive relationship.

The second hypothesis test

There is a relationship between interpersonal relationships and social responsibility.

Table 5. Pearson Interpersonal Relationships and Social Responsibility of Students

Social responsibility	Interpersonal relationships	Statistics used	Variables
0.72	**1**	Pearson Correlation	
0.000	....	P – value	Interpersonal Relationships
0.518	....	coefficient of determination	
100	**100**	N	
1	0.72	Pearson	
0.000	0.000	Correlations P – value	Social Responsibility
....	0.518	coefficient of determination	
100	**100**	N	

As seen in table 5, Pearson interpersonal relationships and social responsibility of students to be 0.72 .The correlation coefficient is significant at the 0.000 level. So given that the coefficient of determination r^2= 0.518 is obtained. It can be concluded that %51.8 of the variance of the scores of individual and social responsibility relationship between students are common. In general, the research hypothesis (H_1) of study is approved. So the relationship between the individual and the social responsibility of students, there is a significant positive correlation.

FINDINGS AND DISCUSSIONS

Pearson's correlation coefficient was used to test the first hypothesis. The results of the first hypothesis suggests that the Pearson correlation coefficient between EI and social responsibility of students to be 0.72. The correlation coefficient is significant at the 0.000 level. So given that the coefficient of determination r^2= 0.518 is obtained. It can be concluded that 8 %51.8 of the variance in students' scores on emotional intelligence and social responsibility are shared. In general, the research hypothesis (H_1) of study is approved. . So between emotional intelligence and social responsibility of students there is a significant and positive relationship.

Pearson's correlation coefficient was used to test the second hypothesis. The results of the second hypothesis suggests that the Pearson correlation coefficient of the relationship between individual and social responsibility of students to be 0.72. The correlation coefficient is significant at the 0.000 level. So given that the coefficient of determination r^2= 0.518 is obtained. It can be concluded that % 51.8 of the variance in students' scores on interpersonal relationships and social responsibility are shared. In general, the research hypothesis (H_1)

of study is approved. So the relationships between the interpersonal relationships and the social responsibility of boy students in middle school, there was a significant positive correlation.

CONCLUSIONS AND RECOMMENDATIONS

Integrity of the emotional mind and the cognitive mind is essential for effective behavior. Negligence of one over the other leads to behavior that is incomplete. EI skills are higher psychological processes which balance the two minds for the achievement of academic success, career and social responsibility, interpersonal relationships and finally well-being.

- Emphasize character and moral development in the formal and informal educational systems.

- Assess the impact of students' experiences and the institutional environment on character and moral development.

- The necessity of formal and informal programs in schools, a special place for cultivating emotional skills students will be considered.

- In formal and informal programs of schools for foster social skills (growing sense of accountability) and EI students to be considered.

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