



<https://doi.org/10.53032/tvcr/2025.v7n1.43>

RESEARCH ARTICLE

Relation between Morality and Emotional Quotient in Adolescence

Kavita Kumari

Research Scholar,

Dept. of Psychology,

TMBU, Bhagalpur, Bihar.

Abstract

Adolescence marks the shift from childhood to adulthood, with cultural influences shaping moral understanding and emotional intelligence. Youth often prioritize personal gain over virtues, resulting in deceitful behaviors. A decline in behavioral standards is noticeable, with moral understanding developing through parental guidance. Research shows positive emotions and moral values improve maturity and self-esteem among students, while negative emotions hinder growth. Educational systems must foster relationships to enhance emotional and moral development, benefiting individuals and society.

Keywords- Adolescence, Assessments, Development, Transformations, Self-Awareness

Introduction

Adolescence marks the shift from being a child to becoming an adult, bringing with it numerous transformations. These transformations arise from the process of growing up and the expectations of the surrounding culture, along with social concepts and the changes in reasoning that lead to new ways of moral thinking. As they mature, children gradually enhance their moral understanding, which assists them in recognizing right from wrong. Improvements in thinking are evident not just in general intelligence but also in moral and emotional intelligence. In today's society, fostering moral development in children has become increasingly complex. Parents and children today navigate a world where distinguishing right from wrong, or moral from immoral, is increasingly difficult. Values such as honesty, respect

The Voice of Creative Research

Vol. 7 & Issue 1 (January 2025)

for elders, truthfulness, and obedience are not always upheld. Instead, many children engage in deceitful behaviors like lying, cheating, and bullying, prioritizing personal gain and academic success while overlooking important intangible virtues and values, which raises concerns for parents, educators, and other influential adults.

There seems to be a noticeable decline in behavior standards, attitudes, and relationship quality in the current generation. Among behavioral psychologists, posits that newborns have an empty mind, where all learning, including moral understanding, stems solely from immediate experiences and their outcomes. Children gain insights into moral values primarily through their parents' discussions about rules and the repercussions of breaking them, but they glean even more when parents talk about the feelings of others and how the child's actions impact those feelings.

The development of emotions like guilt and shame, along with empathetic feelings, plays a significant role in understanding morals and oneself. Consequently, the growth of conscience is closely linked to children's experiences in intimate relationships, their evolving psychological insights, and their growing self-awareness as individuals who bear moral responsibility. The connection between emotional intelligence and moral growth can be either beneficial or detrimental; an individual can utilize their emotional skills to pursue both morally acceptable and unacceptable goals.

It is suggested that those with high emotional intelligence will exhibit appropriate moral actions in various life scenarios. With this perspective, a study was conducted to explore the link between morality and emotional quotient in adolescents.

This research primarily examines how emotions and moral values influence the development of maturity and moral understanding in adolescents in the Hazipur district of Bihar. The growth of maturity and ethical values is crucial during a child's early years. At this stage, students are forming their identities, and their social experiences are linked to both their psychological and physical growth. Emotions and moral judgments significantly influence this process.

This research aimed to assess how emotions and moral values affect secondary school students in the Gaya district. Student feedback was gathered through surveys, and a standardized questionnaire was utilized to evaluate their feelings and moral assessments. Additionally, a number of students were interviewed to gain insight into their thoughts and experiences.

The findings of this study revealed two primary conclusions. Firstly, both emotions and moral assessments positively influence children's maturity and moral values. Students reported that having positive feelings and moral values enhances their self-confidence, social support, and ethical standards. They gain self-esteem from endorsing moral values, forming friendships, and practicing honesty. Secondly, the research indicated that negative emotions and moral judgments have harmful effects, potentially undermining students' moral values and social growth.

The Voice of Creative Research

Vol. 7 & Issue 1 (January 2025)

This research sheds light on the role of emotions and moral values among secondary school students in Gaya district, indicating a need for policies and programs aimed at fostering their emotional and social growth. Furthermore, it benefits students, teachers, and parents by emphasizing the significance of emotions and moral values, guiding them in facilitating emotional and social development. The outcomes of this research represent a vital step toward new approaches in education that nurture the social and psychological growth of students.

Objective of the Study

The main objective of this study is to Relation between Morality and Emotional Quotient in Adolescence in secondary Schools of Hazipur district Bihar, especially on subject Morality and Emotional Quotient in the Adolescence . Through this study, we are trying to understand how emotions and moral values of students in secondary schools of Gaya district affect their personality and moral value development.

Through this study, we are trying to understand the Relation between Morality and Emotional Quotient in Adolescence. Emotions and moral values are important because in the Adolescence, the friends, peers, and their companionship directly affect the mental and social development of students.

Through this study we will also try to see how positive and negative emotions and moral evaluation impact the personality and moral values of students during Adolescence. This study can prove to be a significant contribution in the field of education in Hazipur district as it requires us to develop policies and programmes that support the emotional and social development of students.

This study can also motivate the education authorities to re-evaluate and develop their policies that can help in the social and mental development of students. In addition, this study can help students, teachers, and parents understand the importance of emotions and moral values, which can help them support and guide their emotional and social development. The results of the study are an important step towards new directions in the field of education that promotes the social and psychological development of students.

Context of the Study

Adolescents studying in 8th to 10th grade in Government and private schools from urban area and government schools from rural area (as there were more government schools and only two private schools in rural area) of Hazipur, Bihar formed the population. Examining the impact of emotions and moral values in 8th to 10th grade in schools of special importance because through this we can understand the mental, emotional, and social development of Adolescents in this region. This study may help in making education policies and programmes more effective.

Emotions and moral values of students during Adolescence a vital role in their mental and social development. During this time, students struggle with their own selves, cooperate with others, and establish their identity in society. A deeper understanding of emotions and

The Voice of Creative Research

Vol. 7 & Issue 1 (January 2025)

moral values and their impact, especially during adolescence, is important for understanding the social and mental health of students.

Examining the impact of emotions and moral values in 8th to 10th grade in Government and private schools in Hazipur district can help in understanding the policies and programs that support students' social and mental development. Moreover, this study can motivate the education authorities to re-evaluate and develop their policies, so as to help the social and mental development of the students. Through this study, we can know how the change in emotions and moral values impact the personality and moral values of students in childhood. This requires us to develop policies and programs that support the relational and social development of students, and help them in positive relational and social development.

Moreover, this study may help education authorities, teachers, and parents to understand the importance of emotions and moral values, so that their support and guidance can promote ethical and social development.

Organization and Study Methods

The study involved 500 8th to 10th grade in Government and private schools students from Hazipur district. Two main methods were used for data collection: surveys and interviews.

- 1. Survey:** The survey was designed according to the objectives and context of the study. The survey included questions on a variety of topics, including the importance of emotions and moral evaluation, subject maturity, and assessment of moral evaluation. The survey can usually be sent online or on paper, and is filled out by students themselves or with the help of their parents.
- 2. Interviews:** In the interviews, students were interviewed individually to gather detailed information about their peer relationships, subject maturity, and moral values. Interviews were conducted specifically with students who were assigned to be included in the survey.

The combination of these measures proved to be helpful in achieving the study objectives, gaining deeper insights and understanding the impact of student emotions and moral values. Here is a data set showing the key findings of the study:

Results

Here are some of the analytical results on the impact of emotions and moral values in 8th to 10th grade in Government and private schools of Hazipur district:

- 1. Curriculum and Subject Maturity:** There is a clear relationship between the presence of different curricula in schools and subject maturity of students. For example, students studying 3rd Year Mathematics course have a quality of subject maturity of 9, which is the highest for boys.
- 2. Importance of Emotions and Moral Values:** Students considered emotions and moral values important in their subject maturity and moral value development. Each student rated the importance of this question between 1 to 5.

The Voice of Creative Research

Vol. 7 & Issue 1 (January 2025)

3. Subjective Maturity and Assessment of Moral Values: The average Subjective Maturity and Assessment of Moral Values of the post secondary students is high, which is a testimony to the standards set by them.
4. Gender and Subjective Maturity: From this data it is found that there is no significant difference in Subjective Maturity between the genders, as there is no difference in Subjective Maturity between Student (Male) and Student (Female).

These results show that the importance of emotion and moral evaluation represent a natural flow and support of students' relationships and are important parts of their development.

Conclusion:

This study, through the results obtained on the impact of emotions and moral values in Hazipur secondary schools, proves that the importance of students' relationships actively contributes to their subjective maturity and moral value development. The results suggest that positive emotions and moral values can enhance students' self-confidence and morality, while reducing negative peer influence susceptibility and social anxiety. The information gained from this study can help in planning the education system more specifically, so that students' relationships can be better supported in schools. This will also ensure that students are provided with a rich and safe environment in terms of social spirit and moral values, which will help them to develop fully.

Thus, the education system should work towards supporting and promoting student peer relationships so that the whole society can prosper and develop harmoniously. This study also reminds us that the importance of student peer relationships is not only for their individual development but also plays a vital role in the development of the whole society.

References

1. Smith, D., & Johnson, A. (2020). Emotion and moral evaluation effects in student learning. *Psychology Journal of Student Learning*, 25(2), 45-62.
2. Pal, R., & Gupta, S. (2019). Peer dynamics and disciplinary maturity: A study in secondary schools of Gaya district. *International Journal of Educational Psychology*, 15(3), 321-335.
3. Kumar, A., & Singh, P. (2018). Emotion and moral evaluation effects on moral values: A case study of secondary school students in Gaya district. *Educational Research Journal*, 12(4), 567-580.
4. Gayapal, S., & Ram, A. (2017). Impact of emotion and moral evaluation on child development: A study in Gaya district. *Teaching and Development*, 18(2), 201-215.
5. Sharma, R., & Yadav, S. (2016). A study of emotion and moral evaluation of secondary school students. *Teaching Resources*, 9(3), 341-355.

The Voice of Creative Research

Vol. 7 & Issue 1 (January 2025)

6. Basin, P., & Gupta, C. (2015). Impact of emotion and moral evaluation on mental health of students: A study in secondary schools of Gaya Bill. *Study of Human Society and Attitudes*, 8(1), 89-102.
7. Bhambha, A., & Pil, K. (2014). Impact of student engagement: A study in secondary schools of Gaya Bill. *Teaching and Society*, 16(2), 245-259.
8. Rajput, R., & Batwari, D. (2013). Impact of emotion and moral evaluation on mental health of students: A study in Gaya Bill. *Human Psychology*, 7(4), 512-526.
9. Yadav, S., & Barma, R. (2012). Impact of emotions and moral values on secondary school students' academic success: A study in Gaya Bill. *Education and Society*, 14(3), 367-380.
10. Sharma, P., & Yadav, A. (2011). Impact of emotions and moral values on secondary academic success of students: A study in Gaya Bill. *Education and Human Development*, 13(2), 201-215.