

A Study Of Emotional Intelligence Among Adolescents

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ABSTRACT

Emotional intelligence is a driving factor that can contribute to students' success. An emotionally intelligent student would tend to seek mature and rational solutions to the problems that they encounter. Conversely, a lack of emotional intelligence tends to lead to anger and defiance, loneliness and depression, impulsive aggression, and negative outlook towards life. In the present era the 'We' factor is more important than the 'I' factor. Hence it is more important for today's young generation to have high levels of Emotional Quotient. The purpose of the study was to compare the emotional intelligence of adolescent boys and girls. The sample consisted of 55 adolescence boys and 55 adolescence girls studying in the schools situated in western suburbs of Mumbai. Emotional intelligence scale developed by Hyde et al. (1971) was used. Results showed significant difference between boys and girls with respect to their emotional intelligence.

Keywords: Emotional Intelligence (EI), adolescents.

INTRODUCTION

Daniel Goleman an internationally acclaimed psychologist argues that the distinguishing factor, which separates good leaders from great leaders is not primarily their training or I.Q. but their E.Q that is their emotional intelligence. He also adds that great leadership works through the emotions.

When working in group or as a member of a team EI helps more than the IQ. A competent adolescent having poor EI may suffer as he is not able to deal with self and others properly.

Conceptual Framework:

Daniel Goleman defines EI as a cluster of traits or abilities relating to the emotional side of life abilities such as recognizing and managing one's own emotions, being able to motivate oneself and restrain one's impulses, recognizing and managing others emotions and handling interpersonal relationships in an effective manner.

EQ consists of five major qualities or characteristics:

- Self-awareness /Knowing our emotions
- Managing our own emotions
- Self-motivation
- Recognizing and influencing others emotions
- Interpersonal skills
- Self-awareness help us to make intelligent choices. To hope or think positively helps us to sustain our morale in the face of setbacks or defeats. The individuals who are not aware of their emotions or feelings are not able to make right decisions/choices.

For e.g.:- They young generation today can't decide which career to choose, what job to take up, whom to marry, which car to buy and sometimes even what to order in the restaurant. Such persons are not aware of their emotions and are often low in expressiveness-they don't show their feelings clearly through facial expressions, body language etc. This can have adverse effect on their interpersonal relationships as others are unable to understand their feelings.

- Managing our own emotions: People who are not able to control their emotions in public, will be avoided by others and it may also prove a major hindrance in getting jobs, promotions, or right companions.
- Self-motivation: - Is the internal drive to scale new heights, overcome obstacles, disappointments and frustrations, and search proactively for opportunities. It also prompts us to initiate resolving conflicts, seeking clarification and mending relationships.
- Recognizing and influencing othersemotions: -It includes the ability to read others accurately, to recognize the mood they are in and what emotions they are experiencing. This skill can help you to judge another person's current mood, and tell whether it is the right time to ask a favor.
- Handling Relationships/Interpersonal skills:
It is the ability to understand other people: what motivates them, how they work, how to work co-operatively with them. It requires the fundamental skill of empathy – identifying oneself mentally with a person and understanding his/her feelings. Empathy makes other people feel safe enough to talk freely without fear of being judged. .

REVIEW OF RELATED LITERATURE

Greenstein (2001) conducted a study that looked at the successes and failures of eleven American presidents. They were assessed on six qualities: organization, communication, vision, political skill, cognitive style, and emotional intelligence. The results that showed emotional intelligence was the key ability that distinguished the successful (e.g. Roosevelt) from the unsuccessful (e.g. Carter). In the study of Elfenbein and Ambady (2002), the ability

perceive emotions in others' facial expressions and pick up subtle signals about people's emotions predicted peer ratings of how valuable these people were to their organization. Lastly, a neat analysis of 59 studies of VayRooy and Viswesvaran (2004) found that emotional intelligence correlated moderately with job performance. In addition, research suggests that emotional intelligence abilities lead to superior performance even in the most intellectual careers. In a study begun in the 1950s at the University of California at Berkeley, eighty Ph.D. students in science completed a series of IQ tests, personality tests, and extensive interviews with psychologists who assessed them on such qualities as emotional balance and maturity, integrity, and interpersonal effectiveness (Goleman, 1998). Forty years later, a follow-up study was conducted using the same former students. Each person's career was evaluated by resumes, evaluations by experts in their respective field, and sources such as American Men and Women of Science. "The result: Emotional Intelligence abilities were four times important than IQ in determining professional success and prestige- even for these scientists".

Gaps identified In India:-

After reviewing many researches done so far, researcher found that the study on the topic Emotional Intelligence was done on varied set of people with different backgrounds and age. Researches on EI of Adolescents were far less as compared to other groups. The present study therefore is an attempt to study the adolescents EI in-depth and understand them better.

Need of the Study

Goleman explained that strong emotions are the basis for the impulse to action. The management of those impulses is the basis of emotional intelligence.

An emotionally intelligent student would tend to seek mature and rational solutions to problems. Emotional intelligence is a driving factor that can contribute to students' success. Conversely, a lack of emotional intelligence tends to lead to anger and defiance, loneliness and depression, impulsive aggression, and a worried and nervous outlook.

In working situations also EI helps more than the IQ. A professionally competent person having poor EI may suffer as he is not able to deal with self and others properly.

According to Goleman, rational intelligence (or rather, intelligence quotient – IQ for short) only contributes about 20% to the factors that determine success in life. Some extraneous factors such as luck, and particularly the characteristics of emotional intelligence (or rather, emotional quotient – EQ for short), constitute the other 80%. Unlike IQ that may only be marginally improved over the years, EQ can be nurtured and significantly strengthened, and it is never too late for students to improve their EQ. In the present era the 'We' factor is more important than the 'I' factor. Hence it is more important for today's young generation to have high levels of Emotional Quotient.

STATEMENT OF THE PROBLEM

A Study of the Level of Emotional Intelligence Among Adolescents

OPERATIONAL DEFINITIONS

Operational definitions of dimensions of emotional intelligence are as defined by Anukool Hyde From Indore, Sanjyot Pethe From Ahmadabad and Upinder Dhar From Ahmadabad in their tool Emotional Intelligence Scale.

Self awareness is defined as knowing your emotions, recognizing feelings as they occur and discriminating between them. Being able to identify and label specific feelings in you, being able to discuss emotions and communicate clearly and directly.

Ability to manage relationships is defined as handling interpersonal interaction, conflict resolution, and negotiations. Increased ability to analyze and understand relationships better, solving problems in relationships, more sensitive and skilled at communications.

Empathy is defined as recognizing feelings in others and tuning into their verbal and non-verbal cues. Better able to take another person's perspective, improved empathy and sensitivity towards others feelings, better at listening to others.

Self motivation is defined as was more responsible, better able to focus on task at hand and pay attention, less impulsive; more self controlled and improved scores on achievement tests.

OBJECTIVES OF THE STUDY

1) To find out among the adolescents the level of: -

- Self Awareness
- Ability to manage relationships
- Empathy
- Commitment
- Integrity
- Emotional Stability
- Personal effort for self development
- Self -Motivation
- Altruistic behavior

2) To compare the Level Emotional Intelligence among the adolescent's boys and girls.

LIMITATIONS OF THE STUDY

The present study was restricted to the adolescents from the western suburbs of Mumbai. The present measured EI of adolescents with the help of a readymade tool by Anukool Hyde From Indore, Sanjyot Pethe From Ahmadabad and Upinder Dhar From Ahmadabad which measured the following dimensionsof EI: Self Awareness Ability to manage relationships, Empathy, Commitment, Integrity, Emotional Stability, Personal effort for self development, Self Motivation and Altruistic behavior

METHOD OF THE STUDY

For the present study the researcher has used Descriptive Survey method.

SAMPLE OF THE STUDY

The sample consisted of 110 adolescent students from the schools located in Western suburbs of Mumbai.

SAMPLING TECHNIQUE

The sampling technique used wassimple random sampling technique.

TOOLS FOR DATA COLLECTION

For the present study the researcher used a readymade tool prepared by Anukool Hyde From Indore, SanjyotPethe From Ahmedabad and Upinder Dhar From Ahmedabad to measure the Emotional Intelligence. The rating scale consists of 34 items which measures the dimensions of EI.

ANALYSIS OF THE DATA

Table 1.1

Mean Scores of EI and its Components amongst Adolescents

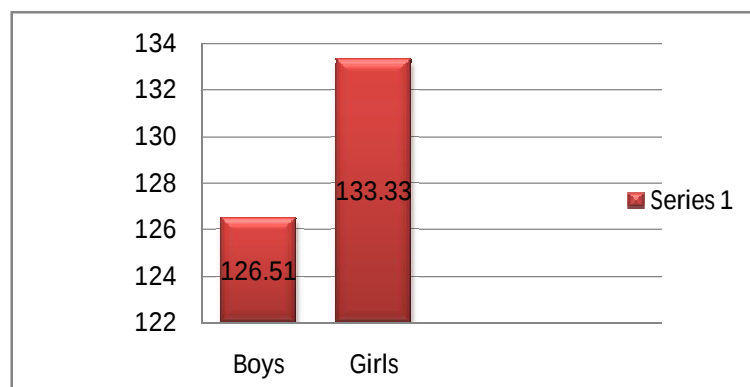
SAMPLE SIZE 	BOYS(55)	GIRLS(55)
Components of EQ 		
EI (Total score)	126.51	133.33
Self Awareness	16.05	15.08
Empathy	16.50	18.50
Self Motivation	16.50	18.50
Emotional Stability	12.85	15.50

Managing Relationship	12.50	15.50
Commitment	7.35	7.83
Self development	7.45	7.75
Integrity	11.80	11.75
Altruistic Behaviour	7.33	7.55

The above table shows the levels of the various aspects of EI among the adolescents.

Fig 1.1

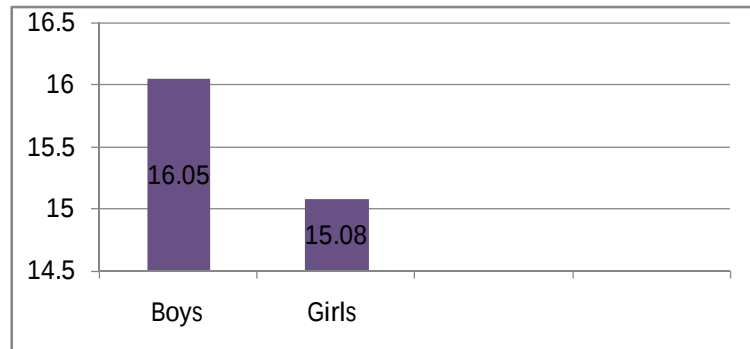
The bar diagram of Mean of EIS for Girls and Boys.



The above graph shows Mean of EIS of Girls and Boys. The mean EIS of Girls is higher than the mean EIS of Boys.

Discussion

Girls show higher scores because according to our Indian culture we train girls right from their childhood in ways that they can control and manage their emotions in the time of adversity. The girls would tend to seek mature and rational solutions to problems. The girls can deal with self and others more efficiently in comparison to boys.

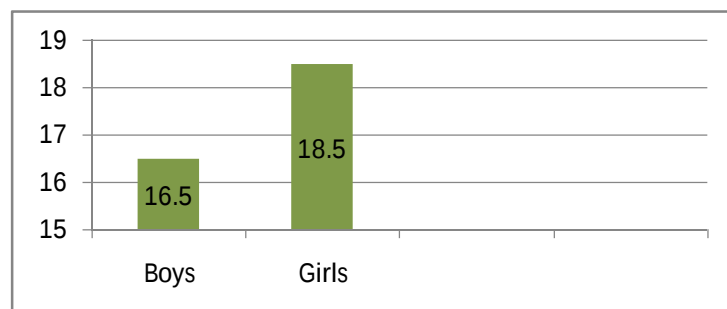
Fig 1.2**The bar diagram of Mean of Self Awareness amongst Girls and Boys.**

The above graph shows Mean of Self Awareness of Girls and Boys. The Self Awareness of Boys is slightly higher than that of Girls.

Discussion

It is seen that the boys are more aware about their Strengths and weaknesses as compared to girls. The reasons might be that right from their childhood the parents treat them in such a way that they must take up responsibilities of looking after every member of the family. Thus, they always have the feeling of being most important among their siblings especially the girls.

Also, the expectations that the parents have from the boys regarding their career and supporting the family financially is not the same for the girls. The stereotyping roles which are assigned to the boys and girls in our society also plays a major role in enhancing the self awareness quotient of the boys.

Fig 1.**The bar diagram of Mean of Empathy levels among Girls and Boys.**

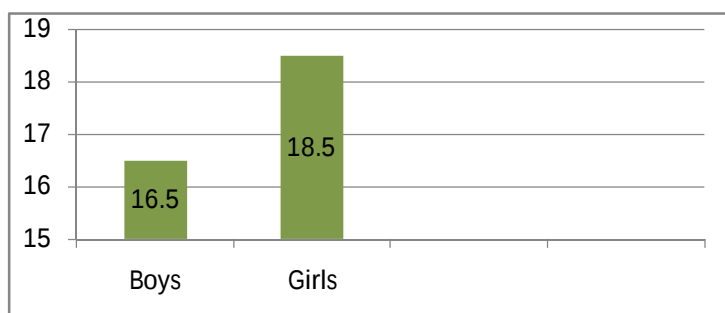
The above graph shows Mean of Empathy Level of Girls and Boys. The Empathy Level of Girls is higher than that of Boys.

Discussion

According to this research the Empathy Level of girls is higher than that of boys because girls are naturally inclined to have better understanding of what others feel and how to help others to come out of a problematic situation as compared to boys who have a more practical or rational approach towards any situation.

Figure 1.4

The bar diagram of Mean of Self Motivation for Girls and Boys.



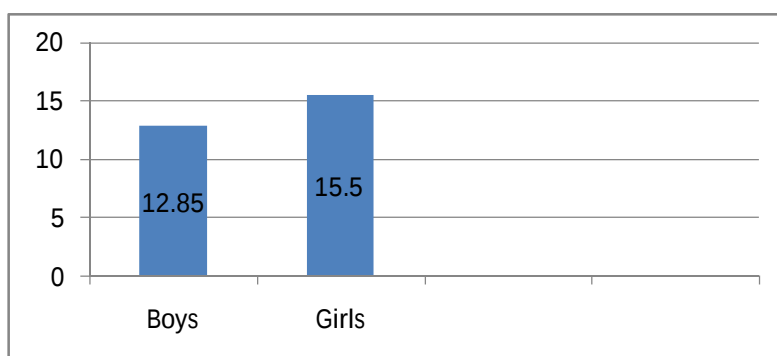
The above graph shows Mean of Self Motivation of Boys and Girls. The self - motivation of girls is higher than that of boys.

Discussion

It's been observed that the girls can cope up better with stress associated and a difficult task as compared to the boys as girls are brought up in such a way that they have to manage their emotions as well as also the entire family after they get married.

Figure 1.5

The bar diagram of Mean of Emotional Stability of Boys & Girls.



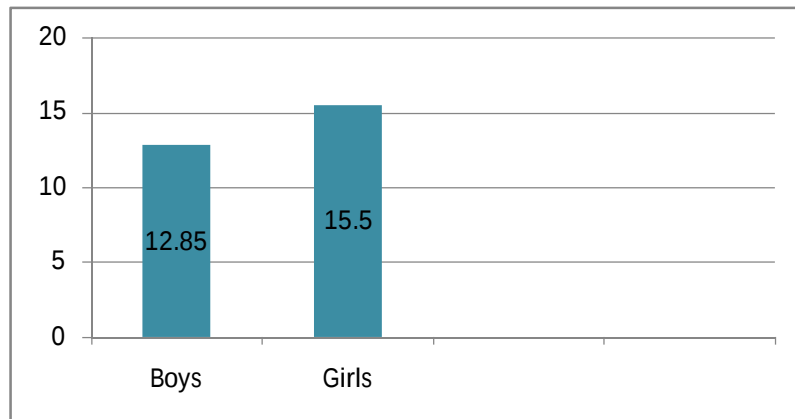
The above graph shows Mean of Emotional stability of boys & Girls. The emotional stability of girls is more than boys.

Discussion

From childhood the girls are expected to manage the family & for that she has to have better emotional stability. Also in today's competitive world where more importance is given to the team or group work rather than individual work which naturally inculcates in the boys to have stability over their emotions if they have to perform better as a team leader and succeed in their careers.

Figure 1.6

The Bar Diagram of Mean of Managing Relationship for girls & Boys.



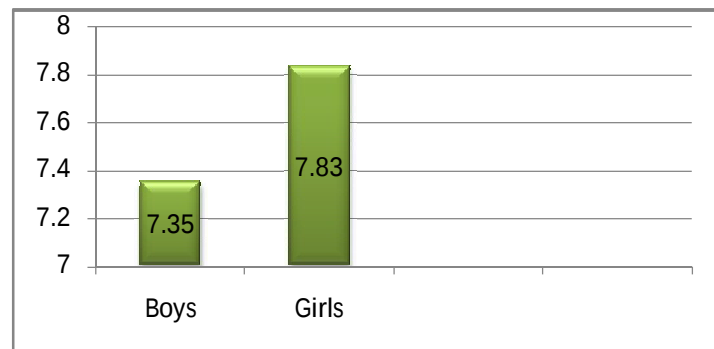
The above graph shows the Mean of managing relationship of boys & Girls. It can be seen that the level of managing relationship of girls is much higher than boys .

Discussion

Handling relationship is the ability to understand other people; what motivates them, how they work, how to work co-operatively with others in the group. The girls are groomed and brought with the values which train them to handle relationships well as they must look after the family and keep the family tied together especially in our Indian society which known for the joint family system and believes in the strength to staying connected with your family.

Figure 1.7

The bar diagram of Mean of Commitment Level of Boys and Girls.

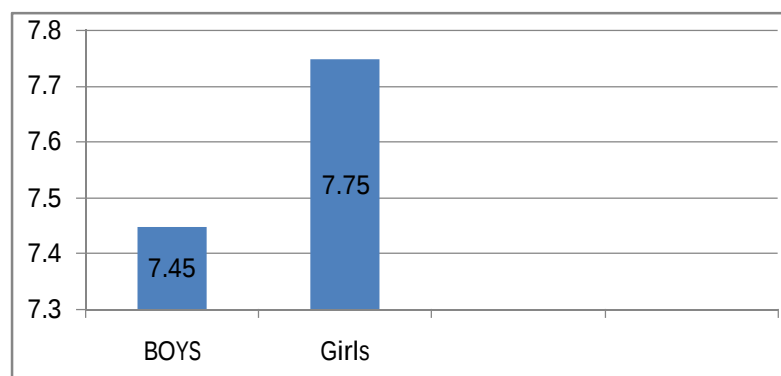


The above graph shows Mean of Commitment Level of Boys and Girls. The Commitment Level of Girls is slightly higher than the Boys.

Discussion: The Commitment Level of Girls is higher than Boys because of the upbringing and the expectation laid on the girls from the society. Even though females may be equally qualified as boys but when it comes to commitment females have to balance both and be committed to their family and at the same time their work.

Figure 1.8

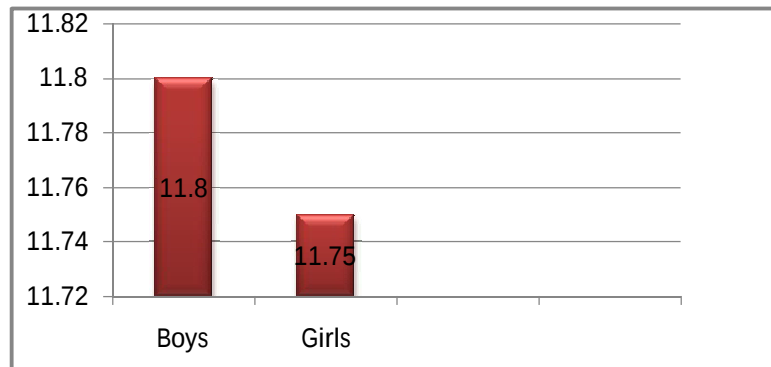
The Bar diagram Of Mean of self development of boys & girls.



The above graph shows the self development of boys & girls. It has been seen that the self awareness of girls and boys is almost the same.

Figure 1.9

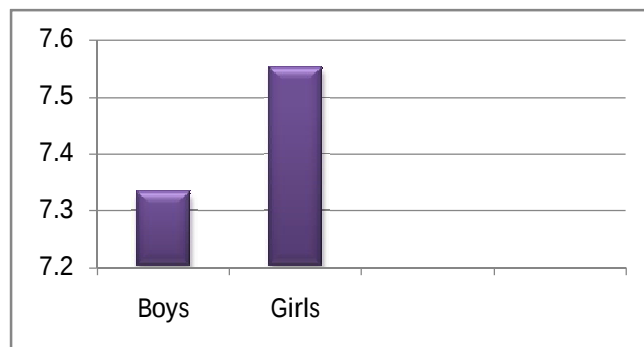
In the bar diagram of Mean of level of Integrity among boys & Girls.



The above graph shows Mean of level of integrity amongst boys & Girls is almost same.

Figure 1.10

The bar diagram of Mean of Altruistic Behaviour for Boys and Girls.



The above graph shows Mean of Altruistic Behaviour of Boys and Girls. The Altruistic Behaviour of Girls and boys is almost the same.

IMPLICATIONS OF THE STUDY

Emotional intelligence is a characteristic that can be nurtured and developed in a person. Teachers and other adults need to gain more information about emotional intelligence and through their influence develop emotional intelligence in the children. Teachers need to understand the adolescents needs and handle them accordingly. Following are few suggestions for teachers which will help them to enhance the Emotional Intelligence of the students.

➤ **Classroom Culture**

The primary objective is to achieve a safe, inclusive environment because it is only within a supportive social context that students can develop interpersonal skills. A lack of skill or sensitivity on the part of the teacher and a school environment which is unreceptive, or even hostile, will inhibit students' willingness to take the risk of making mistakes, which are essential for the development of skills and judgment which are transferable to other situation.

Creating a supportive culture, inviting appreciation.

Discuss statements of appreciation (e.g. "I like it when you...", "Thanks for...", or "I'm glad you..."). Ask students to write a positive statement about: self, family members, friends, or classmates. Share statements in small groups; record the common ideas. Suggest that students tell one of their statements to the person it was about.

➤ **Curriculum**

Emotional intelligence is best developed by involving students in doing, experiencing, and building on their existing knowledge. Thus, the curriculum must provide explicit opportunities to practice skills such as personal and group goal setting, decision making, problem solving, and resolving conflict. Students also need to learn to express their views and feelings and to develop their understandings by reflecting on the content, social, and personal aspects of the activities.

- **Art of Expressing their feelings** Making students aware of how their behavior is perceived by, and affects others, and learning to express their feelings about others' behavior in a non aggressive way.
- **To Develop Empathy** helping student to develop empathy and negotiating skills to influence decisions and resolve conflict and thereby promote their own and others' learning.
- **To Perceive Feelings** try to help yourself and the youngsters develop the ability to correctly perceive feelings both in one and others.
- Teach the children and yourself that all emotions are healthy (emotions are what unite the heart, mind and the body)The important thing is to learn the art of expressing one's feelings or emotions in a desirable way at a desirable time in a desirable amount .
- Teach yourself and the children the lessons of empathy, i.e. developing a sense of what someone else is feeling.
- Try to provide more time and efforts for developing not just cognitive professional skills but also affective skills for the development of emotional intelligence.

As rightly said by Great Greek philosopher Aristotle

"Anyone can become angry-that is easy. But to be angry with the right person, to the right degree, at the right time, for the right purpose, and in the right way-that is not easy."

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