

A STUDY OF EMOTIONAL INTELLIGENCE IN ADOLESCENTS IN VISAKHAPATNAM CITY

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ABSTRACT

There are clear differences in the extent to which people express their emotions. Their differences in emotional intelligence have long interested researchers and are relevant to several areas of psychology. The researcher would like to do the Emotional Intelligence of Adolescents in Visakhapatnam city. The sample consisted of 177 teenagers. The samples were collected using the purposive sampling method. The main objective of this study was to conduct the emotional intelligence between teenage girls and boys and also find out emotional intelligence among various age groups. There are two types of analysis were used one is Descriptive statistics another one is Inferential statistics. t-test and Pearson correlation techniques are used through R-commander.. The 16-18 age group has a high score on Managing Emotions, Self- Awareness and Handling Relationships than other group i.e, 12-15 years. So, there is a significant difference in age in various domains of Emotional Intelligence i.e, Self Awareness, Managing Emotions and Handling Emotions, On the other hand there is no significant difference in the domains of Motivating Oneself and Empathy.

Keywords: *Emotions, Intelligence, Adolescents, Self Awareness, Empathy*

1.INTRODUCTION

Emotional Intelligence is the capacity to perceive emotions and use emotions in productive ways and understand and regulate emotions. Emotional Intelligence, defined in this manner, is an intellectual capacity that connects reasoning with feeling. Emotional Intelligence (EI) refers to individual differences

The only difference between emotions and feelings is that feelings are easy to identify because they are faster. An emotion might be a deeper experience because it might affect more, but that is only because it is mixed into the rest of one's systems. In other words, people can have a few feelings at a time. Emotions are mixed, but to feel something people have to be able to identify what it is or it is going to be so intense that one would be able to identify what it is. Emotions just feel deeper because it is all one's feelings being affected at once.

Emotional Intelligence is a combination of both head and heart. Right emotions, positive emotions, virtuously enrich intelligence in right directions bringing I.Q to practical achievement. Intelligence can give a logical framework for good and bad emotions and lead one to promote

values in an organization, bring profit on the right royal way - integrity in business. According to psychology, no emotion is bad itself, not even anger. But one must know how to handle it. One must know how to regulate emotions intelligently.

CHARACTERISTICS OF EMOTIONAL INTELLIGENCE

The term Emotional Intelligence encompasses the following five characteristics and abilities as discussed by Goleman[1955).

SELF AWARENESS

Knowing one's emotions, recognizing feelings as they occur and discriminating between them is being emotionally literate. Being able to identify and specific feelings in oneself and others; being able to discuss emotions and communicate clearly and directly. Recognizing and naming one's own

emotions, knowledge of the causes of emotions and recognizing the difference between feelings and actions.

MOOD MANAGEMENT

Handling feelings as that they are relevant to the current situation and react appropriately, Frustration tolerance and anger management, eliminating verbal pull-downs, fights and group disruptions, better able to express anger appropriately without resorting to violence, fewer suspensions or expulsions, less aggressive or self-destructive behaviour, more positive feelings about self, school and family, better at handling stress.

SELF-MOTIVATION

Gathering up one's feelings and directing oneself towards a goal, despite self-doubt, inertia, and impulsiveness. More responsible, better able to focus on the task at hand and pay attention, less impulsive, more self-controlled and improved scores on achievement tests.

EMPATHY

Recognizing feelings in others and turning them into their verbal and non-verbal cues. Better able to take another person's perspective, improved empathy and sensitivity to others' feelings, better at listening to others. Affiliative persons are friendly, sociable and helpful in dealing with people and open about their feelings. They make good companions because they are pleasant and agreeable. Others feel comfortable with them. In other words, affiliative persons have superior emotional and social skills in dealing with others, derive gratification and reward from their interpersonal contacts, and helpfulness, more democratic in dealing with others.

MANAGING REALTIONSHPIS

Handling interpersonal interaction, conflict resolution, and negotiations. Increased ability to analyze and understand relationships better at resolving conflicts and negotiating disagreements, better at solving problems in relationships, more assertive and skilled at communications.

According to a 2018 report on North Americans, people with a high EQ are 8 times as likely to have a high quality of life as those with lower scores. A higher EQ can improve lifelong physical and mental health even more than academic ability. Research also suggests EQ is more important than IQ for succeeding in the workplace.

EMOTIONAL INTELLIGENCE AND MENTAL HEALTH

Research has shown that certain mental health conditions are associated with lower levels of emotional intelligence. Borderline personality (BPD) may indicate a heightened sensitivity to the expression of emotion. Yet people with BPD often struggle to label said feelings and their meanings. They also have less skill in regulating their own emotions.

Depression is often linked to lower EQ scores. Someone with depression may be less sensitive to changing emotional contexts. As such, they may become stuck in a negativity bias. Social anxiety can sometimes be connected to low EQ. A person may fear talking with others due to their low social skills. They may perceive neutral expressions as hostile, causing them to misinterpret social cues.

SIGNIFICANCE OF THE STUDY

In recent times, Emotional Intelligence has emerged as one of the crucial components of emotional adjustment, personal well-being and life success in different contexts of everyday life. If one have less emotional intelligence they cannot manage their emotions, self-awareness, empathy, self-motivation, and handling relationships therefore we would like to study the emotional intelligence difference in gender as we all in the society as men and women can handle emotions in the same aspects. We particularly study difference in gender. This study is very helpful for students and

teachers.

II.METHODOLOGY

Objectives of study

- 1.To find out the significant difference between boys and girls with respect to factors on emotional intelligence.
2. To find out the significant differences among Age groups with respect to factors on emotional Intelligence.
- 3.To find out the correlation among factors of emotional intelligence.

HYPOTHESIS

1. There is a significant difference between boys and girls with respect to Factors of Emotional Intelligence.
2. There is no significant difference among Age groups with respect to Factors of Emotional Intelligence.
3. There is a Correlation among Factors of Emotional Intelligence.

SAMPLE

The sample consisted of 177 young boys and girls subjects. The samples were collected using the purposive sampling method. The study was conducted in the urban areas of Visakhapatnam district.

PROCEDURE

The sample consisted of 177 young boys and girls subjects. The samples were collected using the purposive sampling method. The study was conducted in the urban areas of Visakhapatnam district. Information was gathered about emotional intelligence subjects on specially designed semi structure socio-demographic and clinical data sheet. The subjects were administered by Emotional Intelligence Test [EIT] to assess their emotional intelligence.

STATISTICAL ANALYSIS

The main objective of this study was to conduct the emotional intelligence difference between young boys and girls and find out emotional intelligence among various age groups. There are two types of analysis were used one is Descriptive statistics another one is Inferential statistics. t-test and Pearson correlation techniques are used through R-commander.

TOOLS :

Emotional Intelligence Test Scale by Ekta Sharma has been categorized into five domains namely Self Awareness, Managing Emotions, Self-Motivation, Empathy, Handling Relationships.

RESULTS AND DISCUSSION

DESCRIPTIVE ANALYSIS ON

Table 1-3 shows the frequency distribution of Sample by age group, Education and Gender

TABLE 1: Frequency Distribution of Sample

AGE GROUPS	FREQUENCY	PERCENTAGE
12-15 YEARS	89	50.28%
16-18 YEARS	88	49.72%
TOTAL	175	100 %

TABLE 2 : Education

EDUCATION	FREQUENCY	PERCENTAGE
HIGH SCHOOL	89	50.28%
INTERMEDIATE	88	49.72%

TOTAL	177	100 %
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TABLE 3 : GENDER Distribution

GENDER	FREQUENCY	PERCENTAGE
FEMALE	102	57.63%
MALE	75	42.37%
TOTAL	177	100 %

TABLE 4 : Frequency Distribution of Emotional Intelligence levels

EDUCATION	FREQUENCY	PERCENTAGE
LOW	47	26.14%
AVERAGE	89	50.57%
HIGH	41	23.30%
TOTAL	177	100 %

From the above table, the levels of Emotional Intelligence are low at 26.14% of the sample and for 50.57% of the frequency, it is average and for the remaining 23.30% of the population, the suicidal levels are exhibited to be high. The rate of emotional intelligence is said to be considered as average, in the overall survey of the respondents, because the ability to understand, use, and manage one's own emotions in a positive way, is not seen in majority of the population because majority people being busy with their own busy mundane lives, might find it harder to accurately identify emotions, recognize how other people feel, or express and honour emotional needs.

Inferential Analysis on Sample

TABLE : t test for significant difference among different age groups with respect to Factors of Emotional Intelligence

Factors of Emotional Intelligence	Age				t value	P value
	12 – 15		16-18			
	Mean	SD	Mean	SD		
SA	28.74	3.12	31.70	2.92	3.27	0.001**
ME	15.85	4.21	17.55	3.51	2.70	0.007**
MO	30.68	2.74	31.12	2.93	0.46	0.64
Empathy	21.22	3.89	22.54	3.72	1.81	0.07
HR	41.51	3.85	43.70	3.46	1.90	0.05*
Total	138.02	4.66	146.47	4.02	2.86	0.004**

* denotes significant at 5% level

** denotes significant at 1% level

Since P value is less than 0.01, null hypothesis is rejected at 1% level with regard to Factor of Self-Awareness. Hence there is significance difference among different age groups with regard to the Factor of Self-Awareness. Based on mean score, the age group 16-18 have better opinion in Self-Awareness than 12-15 age group.

TABLE : Chi-square test for association among Age and Level of Emotional Intelligence of students

AGE	Level of Emotional Intelligence			Total	Chi-square	P value
	Low	Moderate	High		value	
12-15	30 (33.7%)	44 (49.4%)	15 (16.9%)	89	7.20	0.02*
16-18	16 (18.4%)	45 (51.8%)	26 (29.8%)	88		

Note: 1. The value within () refers to Row Percentage

2. * Denotes significant at 5% level of significance.

Since P value is less than 0.05, the null hypotheses is accepted at 5 % level of significance. Hence, we concluded that there is association between age groups and level of suicidal ideation, because By understanding their emotions they can better manage themselves they can communicate successfully they will also be able to relate to those around them by understanding the needs and feelings of others this will help them to build stronger bonds and have more fulfilling relationships.

Table : Karl Pearson Correlation Coefficient between Factors of Emotional Intelligence

Factors of Job Description	SA	ME	MO	Empathy	HR
Self Awareness	1.000	0.39**	0.19	0.40**	0.40**
Managing Emotions	0.39**	1.000	0.16	0.26	0.15
Motivating oneself	0.19	0.16	1.000	0.35*	0.40**
Empathy	0.40**	0.26	0.35*	1.000	0.41**
Handling Relationship	0.40**	0.15	0.40**	0.41**	1.000

Note : ** denotes significant at 1% level

Frequency Distribution of Respondents having Different Age Category, In the topic Of emotional intelligence on adolescents., From the above table, 50.28 % of respondents are 12-15 years group, 50.28% of respondents are 16-18 years group and 49.72 % of years age group. By understanding their emotions they can better manage themselves they can communicate successfully they will also be able to relate to those around them by understanding the needs and feelings of others this will help

them to build stronger bonds and have more fulfilling relationships.

Frequency Distribution of Respondents having Different Education Category, In the topic Of emotional intelligence on adolescents, From the above table, 50.28% of respondents are High School students, 49.72% of respondents belongs to intermediate. In this data collection, respondents of high school. Have more emotional intelligence, because the high schools are more exposed to curricular and co-curricular activities, thereby enhancing their emotional intelligence, on the hand, the intermediate are made to target on only goal of their career, which makes them dumb and lazy enough to deal with their own emotions.

Frequency Distribution of Respondents having Different gender, In the topic Of emotional intelligence on adolescents, In this data From the above table 57.63% respondents are Females and 42.37% respondents are males collection most of the respondents are females, because females, tend to express emotions compared to male in a particular situation, Females more emotionally strong than males can withstand any sort of stress related daily activities. Women are more likely to experience intense positive emotions such as joy and happiness compared to men. Biologically speaking, hormones may play in women having more emotional stability. Which make them more emotionally intelligent than men.

Frequency distribution of respondents having different College Type, in the topic of Adolescence: From the above table 49.72% respondents belong to Private College and the remaining 50.28% respondents are government In this data collection most of the respondents seem to be equally distributed.

Frequency Distribution of Different levels of emotional intelligence of respondents, From the above table, the levels of Emotional Intelligence are low at 26.14% of the sample and for 50.57% of the frequency, it is average and for the remaining 23.30% of the population, the suicidal levels are exhibited to be high. The rate of emotional intelligence is said to be considered as average, in the overall survey of the respondents, because the ability to understand, use, and manage one's own emotions in a positive way, is not seen in majority of the population because majority people being busy with their own busy mundane lives, might find it harder to accurately identify emotions, recognize how other people feel, or express and honor emotional needs.

III. Summary and conclusion

The emotional intelligence contributes to a great extent in the learning of individuals in terms of personal development and career growth and etc., The present study provides an empirical perspective on factors that are related to their career. Identifying and rectifying of these factors can be incredibly important in helping them make the most of their life successful.

The objective of the study is to find out the Gender and Age differences with respect to domains of emotional intelligence. Moreover, comparing various demographical variables influence on factors of Emotional Intelligence.

Descriptive Statistics : Frequency distribution of various demographical variables i.e. Age, Gender, Education, Occupation. And also, frequency distribution of various Levels Emotional Intelligence i.e., Low, Moderate, High most of the respondents are moderate in Emotional Intelligence

Inferential Statistics : Examine Age and gender demographical variables in various domains of Emotional Intelligence.

Gender effects on Domains of Emotional Intelligence

There is a significant difference among different age- groups on the domains of Emotional intelligence i.e., Self- awareness, Handling Relations and Managing Emotions which indicates that the age group 16-18 years have more self-awareness, Handling Relations and managing emotions than the age group 12-15 years. Remain domains have no significant difference among different age group of the total sample population.

Age effects on Domains of Emotional Intelligence

The 16-18 age group has a high score on Managing emotions, Empathy and Handling Relationships than other groups. This indicates that this group think about others feelings and emotions. Moreover, they think about their bright future.

IV.Conclusion

Emotional Intelligence is the capacity to perceive emotions and use emotions in productive ways and understand and regulate emotions. Emotional Intelligence, defined in this manner, is an intellectual capacity that connects reasoning with feeling. Emotional Intelligence (EI) refers to individual differences. All these observations indicated that Male group have more emotional Intelligence than female group. Moreover 16- 18 age group has high emotional intelligence than other groups. so this study is very helpful for psychologists and counselors.

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