

A Study of Emotional Intelligence among Adolescents

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ABSTRACT: The present paper is an attempt to study the emotional intelligence among adolescents is very important factors that influence their whole life. Emotional intelligence considers as the potential feeling, using, communicating, recognizing, remembering, learning, managing and understanding of emotions. Descriptive survey method is employed for existing investigation and sample of from 100 school students by employing purposive and simple random sampling technique from Bathinda city. Data has been collected by administering Emotional Intelligence Scale (Anukool Hyde, Sanjyot Pethe and Upinder Dhar, 2007) selected by purpose and random sampling techniques from Bathinda city. The finding revealed no significant difference in the emotional intelligence boys & girl School students.

KEYWORDS: Emotional intelligence, among adolescents, school student.

INTRODUCTION

Education is the process of getting information and gathering data that effects our values, our views, abilities and lifestyles. The concept of emotional intelligence came into reality in the early 1990's and was presented by Mayer and Salovey, they clarified emotional intelligence as a person's capacity to recognize emotions and to act properly in different conditions that result in direct thinking and behavior. It created from the theory of social intelligence, as the dexterity to know and manage others. (Tharndike, 1920). However, the notion of the duration emotional intelligence by American Psychologist Daniel Goleman (1995) who has abstracted emotional intelligence in his book Emotional Intelligence. He identified that emotional intelligence squeezes abilities such as being able to motive one while facing defeats, to control instincts and delay fulfilment, to regulate one's dispositions and keep distress from the quicksand of one's ability to think as well as to sympathize hope. Further, he elucidated that emotional Intelligence is the ability to classify,

assess, and manage own emotions, the emotions of others, and/or the groups.

EMOTIONAL INTELLIGENCE

Emotional intelligence is necessary for both personal and professional life. It is the capability to be aware of, to control, to express one's emotions, and to handle interpersonal relationships sensibly, gently and empathetically. Emotional Intelligence comprises of the emotional rational of one's feelings that helps to move a positive way to feelings that affect the motivation, learning, recollection, attention, dealing with interpersonal relationships and the appearance and achievement of an individual for the same. Goleman (1995) stated that emotional intelligence embraces the abilities such as being able to motive one while facing frustrations, to control impulses and delay gratification, to regulate one's moods and keep distress from the quagmire of one's ability to think as well as to empathize hope. Further, he elucidated that emotional Intelligence is the ability to identify, assess, and manage own emotions, the emotions of others, and/or the groups.

REVIEW OF LITERATURE

Kaur (1999) found no significant difference in the emotional intelligence and adjustment of boys and girls. Chafin (2006) studied first year school students of North Carolina and found emotional intelligence to be productive of academic success and greater retention. Mayer, Caruso and Salvovey (2000) examined that lower emotional intelligence was associated with lower self-report of violent and trouble prone behavior among school students. Nath (2015) found positive relationship between emotional intelligence and academic performance. Viguer et al. (2017) evaluated the effectiveness of a two-year intervention program to promote emotional intelligence (EI) at school and the findings suggested the effectiveness of the intervention, emphasising an increase in all the EI dimensions of

the Bar-On model: intrapersonal, personal, stress management, flexibility and general mood. Herrera et al., (2020) explored that there is a gender difference in self-concept, personality, and emotional intelligence. Roy, Thomas and Joy (2021) examined the relationship of Emotional Intelligence and Academic Stress of students from various schools of Kerala. Further, they also identified that extraordinary emotional intelligence reduced adolescent's problems.

OBJECTIVES OF THE STUDY

1. To study the significant difference in emotional intelligence of boys and girl students of schools.
2. To study the significant difference in the emotional intelligence of government and private schools.

HYPOTHESES OF THE STUDY

1. There is no significant difference in emotional intelligence of boys and girl students of schools.

2. There is no significant difference in emotional intelligence of government and private schools.

RESEARCH METHOD

The descriptive survey method is used in present study.

SAMPLING

For the present study 100 school students are selected from the government and private Co-Ed schools of Bathinda city by employing purposive and random sampling techniques.

SCALES TO BE USED

Emotional Intelligence Scale (EIS) by Anukool Hyde, Sanjyot Pethe and Upinder Dhar(2007). The scale has coefficient and split half reliability 0.88. The scale has high content validity, which was calculated by employ reliability index 0.93, indicated high validity.

ANALYSIS AND INTERPRETATION OF DATA

Table 1: Mean, SD and t-value of Boys and Girls School Students in Their Emotional Intelligence

Variables	Gender	N	Mean	SD	Df	t-value	p-value
Emotional Intelligence	Boys	50	37.55	6.70	198	0.884	0.525
	Girls	50	36.73	6.54			

* significant at 0.05 level of significance.

Table 1, shows that the calculated t-value is 0.884 which indicates that boys and girls school students don't differ on the scores of emotional intelligence at 0.05 ($p > 0.05$) levels of significance. Table 1 show that the calculated t-value is 3.27, which is found insignificant at 0.05 levels. H_0 "There is no significant difference in the emotional intelligence of boys and

girls School students H_0 " is partially rejected and partially accepted.

Further, table shows that the boys have slightly higher emotional intelligence as comparative their counterparts, girls' senior secondary school students.

This result indicates that boys and girls senior secondary school students differ significantly in Emotional Intelligence. Therefore, the null is hypothesis.

Table 2: Mean, SD and t-value of Government and Private School Students in Their Emotional Intelligence

Variables	Gender	N	Mean	SD	df	t-value	p-value
Emotional Intelligence	Govt.	50	35.25	5.33	198	4.387	0.011*
	Pvt.	50	38.27	7.48			

*significant at 0.05 level of significance.

Table 2 depicts the mean score of government and private senior secondary school students as 35.25 and 38.27 respectively, and standard deviation for boys and girls and girl's students is 5.33 and 7.48 respectively. The table further shows that the calculated t-value is 4.387 which is found significant at 0.05 ($p < 0.05$) levels of significance, therefore it is clear that government and private School differ significantly in their emotional intelligence. Therefore the null hypothesis stated, "There is no significant difference in the emotional intelligence of government and private Schoolstudents" is rejected.

CONCLUSIONS

It has been concluded that there is no significant difference in the emotional intelligence of boys and girls Schoolstudents. The findings revealed that both boys and girls Schoolstudents encourage their classmates to work even when things are unfavourable. The type of school it has been found that Schoolstudents differ significantly on their emotional intelligence. The findings revealed that private Schoolstudents are more capable of handling conflicts.

EDUCATION IMPLICATIONS

- A. School administration should set up counselling cells to strengthen the emotional intelligence between the students. Emotional intelligence investigations should be made a part of the admission process in order to check the capacity of emotions among students and to classify the level and need of counselling to be provided.
- B. Proper maintenance and improvement of the schools both public and private should be made the responsibility of the school's dignities, as a poor environment within and around the schoolsites lays a poor influence on the student's emotional health.
- C. It is also recommended to the administration to ensure proper training facilities to the teachers regarding various techniques to improve the emotional intelligence level of the students studying in government schools.

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