



## EMOTIONAL INTELLIGENCE AMONG ADOLESCENT BOYS AND GIRLS IN SRINAGAR

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### Abstract

*The present study was conducted to assess the emotional intelligence of adolescent boys and girls in Srinagar. The sample for the study consisted of 80 adolescents (40boys and 40girls) who were selected randomly from different schools of Srinagar. The investigator used Mangal Emotional Intelligence Inventory which is highly valid and reliable tool. The data collected was subjected to percentage statistics. The results revealed that adolescent boys were having better emotional intelligence than adolescent girls.*

**Keywords:** *adolescents, emotional intelligence.*



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## INTRODUCTION

### ADOLESCENCE

Adolescence comes from the Latin verb “adolescere” which means “to grow up” or “to grow to maturity”. Adolescence is a period of growth beginning with puberty and ending at the beginning of adulthood; it is a transitional stage between childhood and adulthood. The period has been linked to a bridge between childhood and adulthood over which individuals must pass before they can take their places as grown adults. Adolescence is generally considered to begin with puberty, the process that leads to sexual maturity, or fertility –The ability to reproduce.

Adolescence lasts from about age 11 or 12 until late teens or early twenties, and it entails major interrelated changes in all realms of development.

### **Three phases of adolescence**

- Early Adolescence:-first phase of adolescence, 11-12 to 14 years of age, during which pubertal changes take place.
- Middle Adolescence:-second phase of adolescence, 14 to 16 years of age, when bodily changes of puberty are largely completed, but adult roles and responsibilities have not yet been assumed.
- Late Adolescence:-third phase of adolescence, 16 to 18 years of age, when teens often take on a more adult appearance and more adult roles and responsibilities.

### **Eight major tasks of adolescence**

**Havighurst (1972)** outlined eight major psychosocial tasks to be accomplished during adolescence are as follows:

1. Accepting one's physique and using the body effectively.
2. Achieving emotional independence from parents and other adults.
3. Achieving a masculine or feminine social-sex role.
4. Achieving new and more mature relations with age mates of both sexes.
5. Desiring and achieving socially responsible behaviour.
6. Acquiring a set of values and an ethical system as a guide of behaviour.
7. Preparing for an economic career.
8. Preparing for marriage and family life.

### **EMOTIONAL INTELLIGENCE**

Emotional intelligence is the ability to identify, assess and control the emotions of oneself, of others, and of groups .It can be divided into ability EI and trait EI. Criticisms have centered on whether EI is a real intelligence and whether it has incremental validity over IQ and the big five personality traits. The big five personality traits are five broad domains or dimensions of personality .The theory based on the big five factors is called the five factor model (FFM).

The big five factors are:

Openness, Conscientiousness, Extraversion, Agreeableness, Neuroticism.

John Mayer & peter Salovey US psychologists define emotional intelligence “as an ability to reason with emotion”. They published the first formal definition of emotional intelligence in

1990, their publication also claimed that it might be possible to assess & measure a person's emotional intelligence.

Mayer and Salovey believed that emotional intelligence is a subset of social intelligence and is about a person's ability to:

- \* Perceive emotion in oneself and others.
- \* Integrate emotion into thought .
- \* Manage or regulate emotion in oneself and others.

They have also described emotional intelligence as being 'knowledge of self and others and more specifically, "the ability to monitor one's own & other's feelings and emotions to discriminate among them and to use this information to guide one's thinking"'.

### **LITERATURE REVIEW**

**Ciarrochi et al (2000)** carried out a study on emotional intelligence in adolescents aged 13-15 years and found that emotional intelligence was reliably measured. It was higher for females than males and was positively associated with skill at identifying emotional expressions, amount of social support, extent of satisfaction with social support and mood management behaviour.

**Petrides and Furnham (2000)** carried out a study on the relationship between gender and emotional intelligence on the sample of 260 subjects in the age group of 10-25 years and the findings indicated that females scored higher than males on the social skill factor of measured traits of emotional intelligence.

**Katyal and Awasthi (2005)** studied gender differences in emotional intelligence among adolescents of Chandigarh on a randomly selected sample of 150 students of 10<sup>th</sup> class from different Govt schools. The data was collected through Standardised Emotional Intelligence test. The findings revealed that girls were having higher emotional intelligence than that of boys.

**Uma and Uma (2005)** examined the relationship between the dimensions of emotional intelligence and selected personal social variables. The sample comprised of 120 parents and their children between the age range of 15-17 years from the city of Vishakhapatnam. The results revealed that among the personal variables age was not significantly correlated with EI of the adolescents. But gender, education and occupation of parents were significantly and positively related with EI. Adolescents of joint families were more flexible and adaptable than adolescents of small families.

**Carr (2009)** have studied sex differences in emotional intelligence among a student sample of medical schools (N= 177). Results indicated that male candidates had higher emotional intelligence scores than females.

**Maharana (2013)** studied the emotional intelligence of the higher secondary school teachers. The result shows that emotional intelligence was independent of sex, type of school, age and length of experience.

**OBJECTIVES:**

The following objectives were formulated for the present study:

1. To study emotional intelligence in adolescent boys and adolescents girls in Srinagar.
2. To compare emotional intelligence of adolescent boys and girls.

**SAMPLE:** The sample for the present study consisted of 80 adolescents (40 boys and 40 girls) selected randomly from the different schools of District Srinagar. The breakup of the sample is as under:

<b>Group</b>	<b>N</b>	<b>Total</b>
Adolescent boys	40	40
Adolescent girls	40	40
<b>Total</b>		<b>80</b>

**TOOL:** Following tool was used for the present study:-

**Mangal Emotional Intelligence Inventory(MEII):-** Emotional Intelligence Inventory has been designed for use with Hindi and English knowing 16+ years age of school, college and university students for the measurement of their emotional intelligence (total as well as separately) in respect of four areas or aspects of emotional intelligence namely,

- 1. Intra-Personal Awareness:-** knowing about one's own emotions
- 2. Inter-Personal Awareness:-** Knowing about others emotions
- 3. Intra-Personal Management:-** Managing one's own emotions
- 4. Inter-Personal Management:-** Managing others emotions

It has 100 items, 25 each from the four areas to be answered as yes or no. While constructing items for each of these areas due care was taken to make use of the simple language and provide well defined purposeful statements to the respondents for the assessment of their emotional intelligence.

**Table 3.0: Showing the areas of Emotional Intelligence Inventory**

Parts	Areas	Item numbers
I	Intra- Personal Awareness	25
II	Inter- Personal Awareness	25
III	Intra- Personal Management	25
IV	Inter- Personal Management	25
<b>Total</b>		<b>100</b>

**PROCEDURE:** - In order to collect information the investigator visited various schools of District Srinagar. The investigator administered Emotional Intelligence Inventory to 80 students (40 adolescent boys and 40 adolescent girls) pursuing their education in different schools of District Srinagar to assess their emotional intelligence.

### ANALYSIS AND INTERPRETATION OF RESULTS

The above table shows the distribution of respondents (females and males) as per their Intra-Personal Awareness. None of the respondent both in males and females i.e. (0%) was having Very Good Intra-Personal Awareness, meagre percentage i.e. (2.5%) female respondents showed Good Awareness of their own emotions, while as (0%) was found in male group. The above table further depicts that majority of the female respondents i.e. (62.5%) was having Average Intra-Personal Awareness as compared to males i.e. (32.5%). Majority of the male respondents i.e. (60%) showed Poor Awareness of their emotions as compared to female respondents i.e.

Category	Description	Percentage of females	No. of respondents (females)	Percentage of males	No. of respondents (males)
A	Very Good	0%	0	0%	0
B	Good	2.5%	1	0%	0
C	Average	62.5%	25	32.5%	13
D	Poor	27.5%	11	60%	24
E	Very Poor	7.5%	3	7.5%	3
TOTAL		100%	40	100%	40

(27.5%). Whereas only (7.5%) both in males and females showed Very Poor Awareness about themselves.

**Table no.4.1: Showing the comparison of females and males on Intra-Personal Awareness**

**Table no. 4.2: Showing the comparison of females and males on Inter-Personal Awareness**

Category	Description	Percentage	No.of respondents (females)	Percentage	No.of respondents (males)
A	Very Good	0%	0	0%	0
B	Good	5%	2	5%	2
C	Average	57.5%	23	60%	24
D	Poor	32.5%	13	30%	12
E	Very Poor	5%	2	5%	2
TOTAL		100%	40	100%	40

The above table shows that none of the respondent i.e. (0%) in both females as well as males was having Very Good Inter-Personal Awareness while as same percentage i.e. (5%) in both the groups showed Good Awareness of other's emotions. The table further shows that maximum number of male respondents i.e. (60%) showed Average Awareness about other's emotions as compared to females who scored little less than males i.e. (57.5%) and (32.5%) female respondents were having Poor Inter-Personal Awareness followed by the male respondents i.e. (30%). Same percentage i.e. (5%) in both males as well as females scored Very Poor on Inter-Personal Awareness dimension.

**Table no. 4.3: Showing the comparison of females and males on Intra-Personal Management**

Category	Description	Percentage	No.of respondents (females)	Percentage	No. of respondents (males)
A	Very Good	0%	0	0%	0
B	Good	10%	4	22.5%	9
C	Average	70%	28	62.5%	25
D	Poor	15%	6	12.5%	5
E	Very Poor	5%	2	2.5%	1
TOTAL		100%	40	100%	40

The above table shows the distribution of respondents as per their Intra-Personal Management. None of the respondent i.e. (0%) females and males showed Very Good Intra-Personal Management, while as (22.5%) male respondents showed Good Management of their own

emotions as compared to females who scored only (10%). Majority of female respondents i.e. (70%) showed Average Intra- Personal Management as compared to male respondents i.e. (62.5%). Further the table shows that (15%) female respondents showed Poor Intra-Personal Management as compared to male respondents i.e. (12.5%). Meagre percentage i.e. (5%) female respondents and (2.5%) male respondents showed Very Poor Management in this dimension.

**Table no.4.4: Showing the comparison of females and males on Inter-Personal Management**

Category	Description	Percentage	No. of respondents (females)	Percentage	No. of respondents (males)
A	Very good	0%	0	0%	0
B	Good	0%	0	10%	4
C	Average	55%	22	70%	28
D	Poor	45%	18	20%	8
E	Very poor	0%	0	0%	0
TOTAL		100%	40	100%	40

The above table shows that none of the female and male respondent i.e. (0%) showed Very Good Inter-Personal Management; while as (10%) male respondents showed Good Management about other's emotions and again none of the female respondents i.e. (0%) showed Good Inter-Personal Management. Majority of male respondents i.e. (70%) showed Average Inter-Personal Management as compared to female respondents i.e. (55%). The above table further depicts that less than half i.e. (45%) female respondents and only (20%) male respondents were having Poor Inter-Personal Management, whereas, none of the respondent i.e. (0%) in both males as well as females scored Very Poor in Inter-Personal Management dimension.

### MAJOR FINDINGS

The results of the present study have been summarized as follows:

- Findings revealed that none of the respondent i.e. (0%) in both groups (females and males) was having Very Good Awareness of their own emotions.
- Least number i.e. (2.5%) female respondents showed Good Intra-Personal Awareness as compared to male respondents i.e. (0%).
- Majority number of the female respondents i.e. (62.5%) showed Average Intra-Personal Awareness as compared to males i.e. (32.5%).

- More than half of the male respondents i.e. (60%) showed Poor Awareness of their emotions in comparison to female respondents who scored only (27.5%).
- Meagre percentage i.e. (5%) among both males as well as females showed Good Awareness of other's emotions.
- More than half of male respondents i.e. (60%) showed Average Inter-Personal Awareness in comparison to females who scored little less than males i.e. (57.5%) in Inter-Personal Awareness dimension.
- Less than half i.e. (32.5%) female respondents and (30%) male respondents showed Poor Inter-Personal Awareness, and least percentage i.e. (5%) in both groups showed Very Poor Inter-Personal Awareness.
- (22.5%) male respondents showed Good Management of their own emotions as compared to female respondents who scored less i.e. (10%) in Intra-Personal Management area.
- Majority number of the female respondents i.e. (70%) showed Average Intra-Personal Management as compared to male respondents i.e. (62.5%).
- Least number i.e. (15%) female respondents and (12.5%) male respondents were having Poor Management of their own emotions.
- Meagre percentage i.e. (5%) female respondents and (2.5%) male respondents showed Very Poor Management in the same area.
- In both males as well as females none of the respondent i.e. (0%) showed Very Good Inter-Personal Management, while as (10%) male respondents showed Good Management of other's emotions as compared to female respondents which was (0%).
- Maximum number of the male respondents i.e. (70%) showed Average Inter-Personal Management as compared to female respondents i.e. (55%) who scored less in the same area.
- Less than half i.e. (45%) female respondents and (20%) male respondents showed Poor Inter-Personal Management and none of the respondent i.e. (0%) in both groups showed Very Poor Management of other's emotions.
- Overall, It was concluded from the results of the study that boys are emotionally more intelligent i.e. (61.95%) as compared to girls i.e. (61.5%).



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