



## **EMOTIONAL INTELLIGENCE IN ADOLESCENTS WITH RESPECT TO DEMOGRAPHICS AND GENDER**

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### **Abstract**

*Emotional intelligence is an outgrowth of two areas of psychological research that emerged over forty years ago. The first area, cognition and affect, involved how cognitive and emotional processes interact to enhance thinking. Nowadays many researches are being conducted on assessing the emotional intelligence of children of different age groups. The present research was conducted to assess the emotional intelligence of adolescents between the age group 12-19 years. Descriptive survey method was adopted for the study and the sample of 200 students belonging to urban and rural areas of Aurangabad district was selected using random sampling technique. Mean, S.D and t-test was used as the statistical techniques. The findings revealed that the emotional intelligence in the adolescents residing in urban and rural areas of Aurangabad district is average. The findings further revealed that there was no significant difference found in the emotional intelligence of adolescents with respect to demographics and gender.*

### **Introduction:**

Emotional intelligence was described formally by Salovey and Mayer (1990). They defined it as ‘the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions’ (p. 189). They also provided an initial empirical demonstration of how an aspect of emotional intelligence could be measured as a mental ability (Mayer, DiPaolo, & Salovey, 1990). In both articles, emotional intelligence was presented as a way to conceptualize the relation between cognition and affect. Historically, ‘emotion’ and ‘intelligence’ were viewed as being in opposition to one another (Lloyd, 1979). How could one be intelligent about the emotional aspects of life when emotions derail individuals from achieving their goals (e.g., Young, 1943)? The theory of emotional intelligence suggested the opposite: emotions make cognitive processes adaptive and individuals can think rationally about emotions.

The term ‘emotional intelligence’ was mostly unfamiliar to researchers and the general public until Goleman (1995) wrote the best-selling trade book, *Emotional Intelligence: Why it can Matter More than IQ*. The book quickly caught the eye of the media, public, and researchers. In it, Goleman described how scientists had discovered a connection between emotional competencies and pro-social behavior; he also declared that emotional intelligence was both

an answer to the violence plaguing our schools and ‘as powerful and at times more powerful than IQ’ in predicting success in life (Goleman, 1995; p. 34). Both in the 1995 book and in a later book focusing on workplace applications of emotional intelligence (Goleman, 1998), Goleman described the construct as an array of positive attributes including political awareness, self-confidence, conscientiousness, and achievement motives rather than focusing only on an intelligence that could help individuals solve problems effectively (Brackett & Geher, 2006).

**Need of the Research Study:**

Adolescence is a period of transition in which children become adults. Traditionally, adolescence has been considered a period of great emotional stress, and it is not difficult to see why this might be so; in adolescent years, children break away from parents control and seek to make their own choices about their activities, schedules and more. At the same time, adolescents are shifting the focus of their social worlds, so that they spend more time with, and gain much more emotional support from peers rather those family members. Adolescents with greater emotional stability are found to be more adjusted and will also enables smooth transition of this period. The present study was undertaken to assess the emotional intelligence of adolescents residing in rural and urban areas and to see whether demographics and gender effect emotional intelligence.

**Review of related literature:**

Emotional intelligence is an outgrowth of two areas of psychological research that emerged over forty years ago. The first area, cognition and affect, involved how cognitive and emotional processes interact to enhance thinking (Bower, 1981; Isen, Shalke, Clark, & Karp, 1978; Zajonc, 1980). Emotions like anger, happiness, and fear, as well as mood states, preferences, and bodily states, influence how people think, make decisions, and perform different tasks (Forgas & Moylan, 1987; Mayer & Bremer, 1985; Salovey & Birnbaum, 1989). The second was an evolution in models of intelligence itself. Rather than viewing intelligence strictly as how well one engaged in analytic tasks associated with memory, reasoning, judgment, and abstract thought, theorists and investigators began considering intelligence as a broader array of mental abilities (e.g., Cantor & Kihlstrom, 1987; Gardner, 1983/1993; Sternberg, 1985). Sternberg (1985), for example, urged educators and scientists to place an emphasis on creative abilities and practical knowledge that could be acquired through careful navigation of one’s everyday environment. Gardner’s (1983) ‘personal intelligences,’ including the capacities involved in accessing one’s own feeling life (intrapersonal intelligence) and the ability to monitor others’ emotions and mood

(interpersonal intelligence), provided a compatible backdrop for considering emotional intelligence as a viable construct.

**Objectives of Research:**

1. To study the emotional intelligence in adolescents belonging to urban areas.
2. To study the emotional intelligence in adolescents belonging to rural areas.
3. To study the emotional intelligence in male adolescents.
4. To study the emotional intelligence in female adolescents.
5. To compare the emotional intelligence (dimension-wise) of adolescents with respect to demographics.
6. To compare the emotional intelligence (dimension-wise) of adolescents with respect to gender.

**Hypotheses:**

1. The emotional intelligence in adolescents belonging to urban areas is high.
2. The emotional intelligence in adolescents belonging to rural areas is high.
3. The emotional intelligence in male adolescents is high.
4. The emotional intelligence in adolescents belonging to female areas is high.
5. There is no significant difference between emotional intelligence (dimension-wise) of adolescents with respect to demographics.
6. There is no significant difference between emotional intelligence (dimension-wise) of adolescents with respect to gender.

**Research Method:**

Descriptive survey method was adopted for the research study.

**Sample and Sampling technique:**

A sample of 200 students (100 urban & 100 rural) was selected from the science colleges of Aurangabad district with the help of random sampling technique.

**Tools used:**

The data from the respondents was collected with the help of a standardized tool i.e. Emotional Intelligence scale designed and standardized by S.K Mangal & Shubra Mangal.

**Statistical techniques used:**

The statistical techniques used for the computation and analysis of the data were mean, S.D, t-test.

**Analysis and Interpretation of the Data:****Table no.1: Table showing the Emotional Intelligence in Adolescents:**

Sr.no	Category	Obtained value	Range Values	of Interpretation
1.	Urban Adolescents	58.280	40-60	Average
2.	Rural Adolescents	58.970	40-60	Average
3.	Male Adolescents	58.52	40-60	Average
4.	Female Adolescents	58.70	40-60	Average

**Table no.2: Table showing the comparison of Emotional Intelligence Dimension-wise in Adolescents with respect to Demographic:**

Aspect	Category	Mean	S.D	t-value	Significance value at 0.05 level	Interpretation
<i>Overall Emotional Intelligence</i>	Urban	58.280	12.33	0.392	1.96	Not significant
	Rural	58.970	12.56			
<i>Intrapersonal Awareness</i>	Urban	14.800	3.72	0.389	1.96	Not significant
	Rural	14.590	3.91			
<i>Interpersonal Awareness</i>	Urban	14.570	3.982	0.304	1.96	Not significant
	Rural	14.140	3.44			
<i>Intrapersonal Management</i>	Urban	15.120	4.697	0.119	1.96	Not significant
	Rural	15.200	4.786			
<i>Interpersonal Management</i>	Urban	14.100	3.800	<b>2.96</b>	<b>1.96</b>	<b>Significant</b>
	Rural	15.760	4.107			

**N=200 (100 Urban and 100 Rural)**

**Table no.3: Table showing the comparison of Emotional Intelligence in Adolescents with respect to Gender:**

Aspect	Category	Mean	S.D	t-value	Significance value at 0.05 level	Interpretation
<i>Overall emotional intelligence</i>	Male	58.280	12.16	0.106	1.96	Not significant
	Female	58.970	12.68			
<i>Intrapersonal Awareness</i>	Male	14.800	3.70	0.352	1.96	Not significant
	Female	14.600	3.90			
<i>Interpersonal Awareness</i>	Male	14.450	3.90	0.118	1.96	Not significant
	Female	14.510	3.57			

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<i>Intrapersonal Awareness</i>	Male	15.340	4.75	.498	1.96	Not significant
	Female	15.000	4.73			
<i>Interpersonal Awareness</i>						
<i>Intrapersonal Management</i>	Male	14.430	3.96	1.58	1.96	Not significant
	Female	15.330	4.06			

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**N=200 (90 Males and 110 Females)**

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From the obtained values in Table no.1 we can interpret that the emotional intelligence in the adolescents residing in urban and rural areas of Aurangabad district falls in the range of average category. The emotional intelligence of male and female adolescents of Aurangabad district is also found to be average. Thus the Hypothesis no.1, 2, 3 and 4 are accepted.

The data obtained in Table no.2 shows the comparison of Emotional intelligence dimension-wise in urban and rural adolescents residing in Aurangabad district. There was no significant difference found between the Emotional intelligence of urban and rural adolescents with respect to Intrapersonal awareness, Interpersonal Awareness and Intrapersonal management. There was a significant difference obtained between the emotional intelligence of urban and rural adolescents with respect to interpersonal management. Thus Hypothesis no.5 is partially accepted and partially rejected.

The data obtained in Table no.3 shows the comparison of Emotional intelligence dimension-wise in male and female adolescents of Aurangabad district. There was no significant difference found between the Emotional intelligence of male and female adolescents with respect to Intrapersonal awareness, Interpersonal Awareness, Intrapersonal management and Interpersonal Management. Thus the Hypothesis no.6 is accepted.

### **Conclusion:**

Thus it can be concluded that emotional intelligence plays a very key role in the day to day functioning of adolescents. The aspects of emotional intelligence can prove to be very beneficial in the management of stress occurring due to the environmental factors or grade pressures from parents and teachers. Development of emotional intelligence should be emphasized so that the adolescent phase which is a phase of severe emotional turmoil covered successfully.

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