

A Study on the Different Domains of Emotional Intelligence among Adolescents in the District of Kottayam, Kerala

¹Elizabeth John and ²Dr. K. Manimekalai

¹Research Scholar, Department of Social Work, Alagappa University, Karaikudi (India)

²Research Supervisor, Department of Women Studies, Alagappa University, Karaikudi (India)

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ABSTRACT

The present study observed the different domains of emotional intelligence among the adolescent boys and girls in the District of Kottayam. The number of respondents were 250 girls and boys studying in Public, Private and in Aided schools. The gender distribution is equal among the respondents. The participation of different sectors of students is equal. The different dimensions with their SD and Mean shown that there is a positive value to emotional intelligence, among the respondents. The study concluded that the level of emotional intelligence among the participants of the study is more or less equal. The paper recommends that the activities to explore the full potential of emotional intelligence to be implemented and it needs a follow up too.

1. Introduction

Emotional intelligence is a determining factor in the total capacity of human in adjust with the demanding environment .Emotional intelligence is a skill more than the social skill; enable one to deal with irritated and irrational feelings and to overcome challenges and weaknesses. It is the ability to aware of self, enable to understand others feelings and connect with others in a better way. Emotionally intelligent one are nurtured with empathy, creative ideas, constructive approach, productive and efficiency oriented. The emotionally intelligent people maintain relationships and open to others problems.

Emotional Intelligence is a cross-section of interrelated emotional and social competencies, skills and facilitators that determine how effectively we understand and express ourselves, understand others and relate with them, and cope with daily demands and pressures (Bar-On, 2006). It is that part of the human spirit which motivates us to perform, which gives us energy to demonstrate behaviors such as intentionality, persistence, creativity, impulse control, social deftness, compassion, intuition and integrity (Kapp, 2002). Lam and Kirby (2002) are of the opinion that emotional intelligence involves perceiving, understanding, and regulating emotions.

Adolescent Psychopathology

A psychological disorder is defined as (i) a psychological dysfunction within an individual that is (ii) associated with distress or impairment in functioning and (iii) a response that is not typical or culturally expected. All three basic criteria must have to be met and no one criteria alone has yet been identified that defines the essence of abnormality. DSM - IV - TR describes psychological disorder or abnormality as behavioural, emotional or cognitive dysfunction that are unexpected in their cultural context and associated with personal distress or substantial impairment in functioning. This definition is useful across cultures and subcultures. Pathological behaviour is a form of behaviour which is deviated to a great extent from the average normal behaviour or from normal pattern of lifestyle of the society in which a person lives.

Such behaviour is not conforming to that which is characteristic and representative of a group of people.

Thus, it implies deviation from some clearly defined social norm and standard. Psychopathology is the scientific study of psychological disorders. Adolescent psychopathology refers to the related important domains of adolescent psycho - social problems and disorders such as academic problems, anger, violence, interpersonal problems, conduct disorder, depression, anxiety, substance abuse etc. An Integrative Approach has been developed which asserts that the contribution to psychological disorders does not occur in isolation rather behaviour, both normal and abnormal, is a product of continual interaction of psychological, biological and social influences. Thus, a multi dimensional integrative approach to the causes of psychological disorders must be considered when we think about psychopathology.

2. Statement of the problem

This study discusses about the different variables including gender and sector of studying branch. It deals with the components of emotional intelligence level of adolescents, Kottayam, Kerala. The study considered the ten major domains of emotional intelligence.

Emotional intelligence is the capability to know self and apply own feelings and of others in order to transform them to make apt and effective decisions. A highly emotionally intelligent can regulate, maintain, lead, control and manage own emotions, impulses, feelings and moods .They are effective communicators, well adapted, problems solvers, and humorous enough to make relationships, even in the stressed environments.

3. Scope of the study

Emotional Intelligence has plays an important role in the growth and development of an individual, especially in the case of the students. The application of emotional intelligence paves a new trend to analyse, know thoroughly, and analyse the pattern of approach and behaviour, mental status and attitude,

soft and social skills, possibilities and potential where the application of Emotional Intelligence is an essential skill in the competition dominant in the development stages. The present study deals with the measurement of different components of emotional intelligence of the students.

4. Literature Review

Esnaola, Igor., Revuelta, Lorena., Ros, Iker., and Sarasa, Marta. (2017) The goal of this observe changed into to analyse the development of the different dimensions of emotional intelligence in young people over one faculty 12 months and in a cross-sectional study concerning 484 kids of both sexes from the six college years among year 1 of Spanish secondary college (age 12-13) and yr 2 of the Spanish Baccalaureate (age 17-18). Participants were administered the Spanish version of the Emotional Quotient inventory: young model short (Caraballo & Villegas, 2001). Always with most preceding studies, the findings imply that, except for the pressure management size inside the girl pattern institution, none of the scale of emotional intelligence undergoes enormous adjustments in terms of age.

Balluerkaa, Nekane., Aritzetaa , Aitor., Gorostiagaa, Arantxa., Gartziab, Leire., and Soroaa, Goretti.(2013) The purpose of the observe was to analyze the relationship between person Emotional Intelligence, group emotional intelligence and depressed temper in youth from a multilevel approach. The look at pattern comprised 2,182 children (1,127 girl and 1,1/2 male) elderly among 12 and 18 years ($M = 14.51$, $SD = 1.55$). They attended 14 secondary schools within the Basque northern part of Spain) and were grouped into 118 exclusive classes. A two-stage version (college students nested in lessons) with 3 predictor variables of degree 1 (interest, clarity and repair of emotions) and one predictor variable of level 2 (magnificence emotional intelligence) became used to examine their impact on depressed mood. The outcomes indicated that readability and the capacity to alter feelings on the individual level and emotional intelligence at the elegance level are critical for explaining depressed temper. On this manner, the take a look at presents an integrative technique to research on the psychosocial well-being of children that takes into account emotional variables positioned at exclusive stages.

Tucker, Leota. (2009) the emotional intelligence profiles of 3 Organizations of adolescents: those with studying disabilities, those with emotional disturbances, and kids without disabilities. A 2 (gender) X 3 (group) X four (subscale) mixed design with repeated measures on subscale turned into used to decide whether or not variations in emotional intelligence, as measured via the BarOn EQi.YV existed amongst these three corporations of children. Especially, performance in the four subscales of intrapersonal, interpersonal, pressure management and adaptableness in addition to in the overall composite rankings have been compared to discover differences among gender, and incapacity businesses. A total of sixty six middle and high faculty students (38 adult males and 28 females) participated in this look at, of these sixty six contributors, 33 had gaining knowledge of disabilities, 14 had emotional disturbances, and. The factorial ANOVA discovered an enormous foremost impact for Subscale on the .05

importance stage. There have been no good sized interplay affects some of the inside and among-topics variables. Pair wise comparisons discovered a significantly higher imply rating for the adaptability subscale than the suggest rating for the intrapersonal subscale. Outcomes of the study also suggest that the composite ratings of male college students with emotional disturbances had been the highest, and significantly higher than female college students with emotional disturbances, and male students with getting to know disabilities. All corporations of students' emotional intelligence composite scores were within the common variety, with the exception of Girl College students with emotional disturbances. Their study suggest standard rating of 84 turned into inside two preferred deviations beneath the imply of a hundred.

5. Research Methodology

This study aims to measure the emotional intelligence among the adolescents in the district of, Kottayam , Kerala. The study describes the present section in a systematic way as follows:-

The design of the study made in accordance with data collection and analysis. The study involves descriptive and exploratory analysis. Data collection was done from both primary and secondary sources. The primary data was gathered with the Emotional Intelligence Questionnaire .The primary data consists of 250 adolescents from different schools .Secondary data was collected from different Magazines, Journals, News Papers and online resources including past studies done on the basis of emotional intelligence and occupational stress. For the study survey sample size was taken, by choosing stratified random sampling.

The tools used for the analysis are as follows:-

- i) Simple Percentage Analysis
- ii) Correlation

6. Data Analysis & Interpretation

Table No. 1
Gender Distribution of the respondents

Gender	Number	Percentage
Boys	125	50
Girls	125	50
Total	250	100

*Source: Primary Source

The table no. 1 shows that the gender participation in the study was equal.

Table No.2
Sector – Wise Distribution of the respondents

Sector	Number	Percentage
Private – Aided	63	25
Government	63	25
CBSE	62	25
ICSE	62	25
Total	250	100

*Source: Primary Data

The table no.2 depicts that the representation of schools from private - aided, government funded, CBSE AND ICSE were equal.

Ho: There is significant difference in the different dimensions of emotional intelligence.

H1: There is no significant difference between the different dimensions of emotional intelligence.

The elements of emotional intelligence consist of self awareness, empathy, self motivation, emotional stability, managing relations, integrity, value orientation, self development, commitment and altruistic behaviour. Every element of Emotional Intelligence has its own importance in deciding the emotional intelligence of everyone.

Table No: 3
Emotional Intelligence mean, SD, 't'-value scores in relation with gender

Sl. NO	Elements of Emotional Intelligence	Gender	N	Mean	Std. Deviation	't' value
1	Self awareness	Male	125	10.0400	1.96808	.004*
		Female	125	9.1600	1.31276	
2	Empathy	Male	125	12.2000	1.91485	.005*
		Female	125	9.8800	.88129	
3	Self motivation	Male	125	13.6800	1.54704	.068*
		Female	125	13.1200	1.16619	
4	Emotional stability	Male	125	9.2000	.86603	.380*
		Female	125	8.6400	.48990	
5	Managing relation	Male	125	9.4400	1.19304	.517*
		Female	125	9.3600	1.07548	
6	Integrity	Male	125	6.8800	1.71561	.117*
		Female	125	5.2800	1.36991	
7	Self development	Male	125	3.9200	.90921	.874*
		Female	125	3.4400	.71181	
8	Value orientation	Male	125	4.2400	1.09087	.110*
		Female	125	5.0800	.75939	
9	Commitment	Male	125	3.7600	.72342	.229*
		Female	125	4.2400	.59722	
10	Altruistic behaviour	Male	125	4.3200	.94516	.000*
		Female	125	4.0000	.00000	

*Source: Primary Data

*Significant at 0.05 level

The first row of the table depicts that there is no significant difference between the male and the female scores in the level of self awareness ($t = 0.004$; $p < 0.05$). It proves that the self awareness among the boys and girls respondents is more or less same. The score of can be accepted because there is no significant association between the self awareness among the respondents.

The second row of the table revealed that there is no significant association between the boys and girls in the score level of Empathy ($t = 0.005$; $p < 0.05$). The score of can be accepted because there is no significant association between the self awareness among the respondents.

The third row of the table illustrates that there is no significant difference between boys and girls with the scores in their level of Self motivation ($t = 0.068$; $p > 0.05$). This means that the level of self awareness of boys and girls with score is more or less similar.

The fourth row of the table reveals that there is no significant difference between boys and girls with the scores in their level of Self motivation ($t = 0.380$; $p > 0.05$). This means that the level of Emotional stability of boys and girls with score is more.

The fifth table of the raw depicts that there is no significant difference between boys and girls with the scores in their level of Self motivation ($t = 0.517$; $p > 0.05$). This means that the level of Managing relation of boys and girls score is more or less similar.

The sixth row of the table illustrates that there is no significant difference between boys and girls with scores in their level of Integrity ($t = 0.117$; $p > 0.05$). This means that the level of Integrity of boys and girls with their score is more.

The seventh row of the table shows that there is no significant difference between boys and girls scores in their level of Self development ($t = 0.874$; $p > 0.05$). This means that the level of Self development of boys and girls with their score is more.

Table seventh row of the table illustrates that there is no significant difference between boys and girls scores in their level of Value orientation ($t = 0.110$; $p > 0.05$). This means that the level of Value orientation of boys and girls with their score is more.

The ninth row dealt with the level of commitment that there is no significant difference between boys and girls with scores in their level of Commitment ($t = 0.229$; $p > 0.05$). This means

that the level of Commitment of boys and girls with their score is more.

The final row shows that there is no significant difference between with the score in their level of Altruistic Behaviour ($t = 0.000$; $p < 0.05$). This means that the level of Altruistic Behaviour of boys and girls with score is more.

7. Findings

- The gender distribution is equal among the respondents
- The participation of different sectors of students are equal.
- The different dimensions with their SD, Mean and 't' value shown that there is a positive value to emotional intelligence, among the respondents.

8. Suggestions

In the development of emotional intelligence the hereditary and environmental factors have major role. The activities, training and education to promote the development of emotional intelligence. For that a part of curriculum can to be discussed about the emotional intelligence, merits of EI and the ways to develop EI as a skill. The programmes like NLP, Art of Living, and TA can develop the EI. The EI trained elders also can give coaching and training to develop the teens EI than developing IQ.

9. Conclusions

The study states that the boys and girls, the respondents were have same amount of Emotional Intelligence. There is not much difference in any of the domains of the emotional intelligence. All the domains of EI can be get nurtured,

developed and sharpened through specifically designed EI programmes. As such, delinquency is considered as an externalizing problem because it presents "acting out" behavior, whereas emotional difficulties are regarded as internalizing, because problems are turned inward. Problems, such as depression, suicide, stress, and eating disorders are examples of internalizing reactions that will increase during adolescence. These prompt researchers to find a solution to meet the social and emotional needs of all students, particularly the emotional intelligence (EI) of those delinquent students.

Furthermore similar research may be extended by including the following suggestions

- Family environment may be studied along with the above independent variables since many researchers have mentioned that family environment plays a significant role in development of emotional intelligence and adolescent psychopathology.
- The school environment of residential and day schools may also be assessed objectively using some psychological tool as results of the present research are showing differential effect of the two types of schools.
- The student groups consisted of adolescents from various ethnic groups of Assam and the North-East. Further research may delineate the students into ethnic groups and study the variables for each group. Inter ethnic group differences (if any) may also be studied for each of the variables.
- Younger age groups may be included to see the development of emotional intelligence (EI) through different developmental stages.

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