Emotional Intelligence: An Empirical Study Among Residential Late Adolescents In A Private College Of Coimbatore District, Tamilnadu State.

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Abstract:
Emotions play a vital role in determining one's success. What makes us who we are and adds to our quality of life is how well we understand and respond to the people around us. Emotions plays a dynamic role in connecting ourselves with people around us. Adolescence is a transition period from childhood to adulthood where an individual undergoes frequent changes and developments in biological, social and psychosocialaspects.Emotional Intelligence is the ability to perceive, use, understand and regulate one's own emotions and others.Late adolescents residing in a hostel does go through roller coaster emotions and it is necessary for them to regulate their emotions in a positive way.The main objectives of this study were (i) to explore the level of emotional intelligence among residential late adolescents, (ii) to find out the difference between emotional intelligence based onage, gender, religion, no of family members, parental monthly income of the respondents.A total of sample of 100 students (60 male and 40 female) was selected though random sampling method. A well-structured Emotional Intelligence Scale, developed by Sharma (2007) – contains 44 items which cover five dimensions Self-awareness, Managing emotions, Motivating oneself, Empathy, and Handling relationshipwas used to collect the data along with socio – demographic details. Karl Pearson test, t – test was used to analyze the data. The findings of the study revealed that there is no statistically significant relationship between age of the respondents and their emotional intelligence. There is no statistically significant relationshipbetween Numbers of family members of the respondents and their emotional intelligence.There is no statistically significant relationship between monthly income of the parents and emotional intelligence of the respondents. There is no statistical significant difference between gender of the respondents and emotional intelligence, however the male residential late adolescents found more emotional intelligent with higher mean value than the female students and there is no statistical significant difference between religion of the respondents and emotional intelligence, nevertheless the Christian students have slightly higher mean value than the other faith students.

Key Words – Late Adolescence, Emotional Intelligence, Residence/ Hosteller

1. INTRODUCTION:

We all experience happiness, sadness, anger, love, sympathy, envy, hatred, fear, suffering, and other emotions at some point in our lives. Adolescence stage is an emotional phase in one's life. Adolescence is a transition period from childhood to adulthood, where growth and challenges happens in an individual's life in all aspects such as physically, mentally, psychological and social changes. The loss of childhood is so excruciating, the developmental hurdles are so overwhelming, the vulnerability from insecurity is so enormous, the demands of

growth are so numerous, the independence disputes are so infuriating, and the experience of growing up is so exhilarating.

Emotions play a vital role and add colours in our life give. Emotions are at the root of all crimes and even cruel deeds. Human behaviour and life are heavily influenced by emotions. Even moral behaviour is influenced by emotions to some extent (Daniel Goleman 1995).

During this hectic stage of growth, the late adolescent is just beginning adult training, and the individual is facing enormous problems. He or she is still searching for an identity, which leads to multiple emotional ups and downs as a result of parental, peer, and society expectations. Due to which, they are more sensitive to the dangers of numerous psychosomatic disorders.In general, Emotional intelligence refers to the emotional, personal, social, and survival aspects of intelligence and how effectively one person is able to regulate, manage one's own emotions and relates with others also, which are often more necessary for day-to-day functioning than the more traditional cognitive part. Some academics argue that emotional intelligence can be taught and improved, while others believe it is a natural trait. It is often considered as the most accurate predictor of professional and personal success (Goleman, 1998).

Emotional intelligence is the ability to achieve favorable outcomes in interpersonal and intrapersonal relationships. Emotional intelligence is the ability to pay attention to one's own and others' feelings and emotions, to distinguish between them, and to utilize that information to influence one's thinking and actions. According to Salovy and Mayer (2008), emotional intelligence is defined as the ability to monitor and control one's own and others' feelings, as well as the ability to regulate feelings in order to affect one's ideas and behaviours in daily life. Howard Gardner stated in his (1983) book Frames of Mind: The Theory of Multiple Intelligences that traditional intelligence measures like IQ failed to fully understand cognitive abilities. He popularized the notion of multiple intelligences, which included interpersonal intelligence (the ability to comprehend the intents, objectives, and desires of others) and intrapersonal intelligence (the ability to understand one's own intentions, goals, and aspirations) (the ability to understand oneself, including feelings, worries, and impulses). Emotional intelligence is a broad term that encompasses a wide range of skills and personality characteristics.

Significance of the study:
Adolescence is a period of development that is fraught with difficulties, particularly for today's youth.Adolescence ushers in a new quest for independence, as well as more time spent with peers and less with family. Late Adolescents become less emotionally dependent on their parents as they grow older, but this emotional independence often occurs after a time of conflict and growing painful emotional experiences especially in the college environment.Emotional intelligence influences not only a person's performance but also their health. We see people who aren't particularly bright but who have a more fulfilling and better life than others who are extremely intelligent. Emotional intelligence comes into play at this point.That is why emotional intelligence plays a critical component for student's successful life.

Students residing in hostels face challenges like financial crises, adjustment concerns, personal helplessness, distress, changes in eating and sleeping habits, and a variety of other issues. According to research, hostel students will have higher empathy, altruistic behaviour, and emotional stability. Students get the opportunity to socialize in a hostel setting.Emotional competence is achieved through the development of self-awareness, self-management, self-motivation, empathy, and social skills.

Adolescents can become more productive and successful at what they do by increasing their emotional quotients (EQ), and they can also assist others become more productive and successful.

The impact of students living in hostels on an adolescent's overall development is significant. Despite the fact that adolescence is a key period in everyone's life, people who live in hostels are more prone to have difficulty in managing their emotions than those who live with their parents or other caregivers. Students who have good EQ tend to have better relationship with oneself, friends and teachers which in turn helps them to cope up their studies as well. Therefore it is significant to conduct study among residential adolescents on emotional intelligence.

Operational Definition:
Late Adolescents:
Adolescents in the late adolescence/early adulthood stage often have fewer physical changes and more cognitive changes. Adolescents develop the ability to think critically about ideas, delay gratification, plan for the future, and establish a strong sense of self. Young individuals experience increasing emotional stability and independence during this final stage of teenage development.

Emotional Intelligence:
Emotional intelligence is the ability to recognize, analyze, regulate, and control one's own emotions as well as the emotions of others. Self-awareness, self-regulation, motivation, empathy, and social skills are thought to be the five main components of Emotional Intelligence.

Residence Hall / Hostel:
Apart from their houses, students go to the hostel to gain a better education. Residence hall is a structure in a college or university that houses student living quarters.

AIM OF THE PRESENT STUDY IS
To examine the level of Emotional intelligence among residential late adolescents in a private college of Coimbatore district, Tamil Nadu State.

OBJECTIVE OF THE STUDY ARE
o To describe the socio-demographic characteristics of residential late adolescents
o To measure the level of emotional intelligence among residential late adolescents
o To find out the significant relationship/difference between independent variables such as age, gender, religion, no of family members, parental monthly income with regard to emotional intelligence.
o

FORMULATED HYPOTHESES
o Higher the age higher will be the emotional intelligence
o Higher the number of family members higher will be the emotional intelligence
o Higher the parents' monthly income higher will be the emotional intelligence
o Male adolescents are having higher emotional intelligence then female students
o Respondents who belong to Christian religion are having higher emotional intelligence than respondents who belong to Hindu religion

2. RESULTS AND DISCUSSION

Table 1. Distribution of the respondents by their age, gender, stream of education, year of studying, religion, type of family and place of residence.

		n	%
Age	17	6	6.0
	18	57	57.0

	19	37	37.0
Gender	Male	60	60.0
	Female	40	40.0
Stream of education	Engineering	82	82.0
	Arts	2	2.0
	Science	16	16.0
Year of studying	First year	70	70.0
	Second year	30	30.0
Religion	Hindu	44	44.0
	Christian	56	56.0
	Muslim	0	0.0
Type of family	Joint	17	17.0
	Nuclear	83	83.0
Place of residence	Rural	37	37.0
	Urban	63	63.0

While analyzing the age, gender, stream of education, years of studying, religion, type of family of the college going late adolescents, it was observed that, more than half (57.0 Percent) of the respondents were 18 years old, more than half (60.0 percent) of the respondents were male, majority (82.0 percent) of the respondents stream of education were Engineering, nearly three fourth (70.0 percent) of the respondents were first year, more than half (56.0 percent) of the respondents were belong to Christian religion, majority (83.0 percent) of the respondents were belong to nuclear family and more than half (63.0 percent) of the respondents were residing in urban area.

Table 2. Distribution of the respondents by their satisfaction of the hostel, hostel facilities, relationship with roommates, Warden, peer group influence and academic achievement

		n	%
Satisfaction of the Hostel	Greater extent	20	20.0
	To some extent	64	64.0
	Not at all	16	16.0
Hostel facilities	Good	31	31.0
	Average	57	57.0
	Poor	12	12.0
Relationship with Roommates	Very cordial	60	60.0
	Cordial to some extent	33	33.0
	Not at all	7	7.0
Relationship with Warden	Good	60	60.0
	Average	34	34.0
	Poor	6	6.0
Peer group influence in	Studies	44	44.0
	Member in a group	15	15.0
	Bunking classes	25	25.0
	Watch movies	16	16.0
Academic achievement	Good	27	27.0
	Average	67	67.0
	Poor	6	6.0

With regard to satisfaction with hostel, hostel facilities, relationship with roommates and Warden, Peer group influence and academic achievement, more than half (64.0 percent) of the respondents expressed that to some extent satisfied with hostel, more than half (57.0 percent) of the respondents reported that hostel facilities were average, more than half (60.0 percent) of the respondents expressed that they were maintaining very cordial relationship with their roommates and same percent of the respondents reported that they are maintaining good relationship with Warden, less than half (44.0 percent) of the respondents reported that they had peer group influenced in their studies and less than three fourth (67.0 percent) of the respondents expressed that their academic achievement was average.

Table 3. Distribution of the respondents by their level of Emotional Intelligence

		n	%
Self-awareness	Low	51	51.0
	High	49	49.0
Managing emotion	Low	61	61.0
	High	39	39.0
Empathy	Low	56	56.0
	High	44	44.0
Motivating oneself	Low	51	51.0
	High	49	49.0
Handling relationship	Low	52	52.0
	High	48	48.0
Emotional intelligence	Low	53	53.0
	High	47	47.0

While analyzing the level of Emotional intelligence of the respondents, it was noticed that, more than half (51.0, 61.0, 56.0, 51.0, 52.0, 53.0 percent) of the residential late adolescents were having low level of self-awareness, managing emotion, empathy, motivating oneself, handling relationship and over all emotional intelligence respectively. The study reveals that in all the dimensions of emotional intelligence, majority of the respondents were having low emotional intelligence. Logically to discuss that adolescents living in hostels are exposed to an emotionally unfavorable atmosphere. Since they are away from parents, siblings, they tend to lack emotional support from them, which is necessary for adolescents to have a healthy relationship with others.If they don't have a supporting peer group in hostel, or if they experience rejection, loneliness, or lack of sufficient affection and care, their emotional intelligence gets affected. The present finding is supported by previous study conducted by Jetsy Sunny, et al., (2018) gender differences in emotional intelligence among adolescent hostellers and days scholars reveals that there is a significant relationship in emotional intelligence among adolescent hostellers and day scholars. Emotional intelligence of day scholars is higher than the hostellers.

Table 4. Relationship between age, no. of family members and parents' monthly income with regard to Emotional Intelligence

	R	Strength of relationship	p
Age with EM	-.050	Very week	.621>0.05
No.of family member with EM	.009	Very week	.927>0.05
Parents monthly income with EM	-.010	Very week	.918>0.05

The Karl Pearson coefficient of correlation table explains the possible relation between age, number of family members, parents' monthly income of the respondents and their emotional intelligence. It has proven statisticallythat, there is no statistical significant relationship between age, number of family members, parents' monthly income of the respondents ([r=-.050,p=.621>0.05], [r=.009,p=927>0.05], [r=-.010,p=918>0.05]) their emotional

intelligence respectively. This could be further understood that since students were away from parents, lack of emotional support, homesickness, not having a proper peer group to support them emotionally, handling issues alone and adjusting to hostel environment etc... Affects their emotional intelligence no matter which age they are or how many family members they have or parental income. Hence, Null hypothesis is accepted.

Table 5. Difference between gender of the respondents with regard to emotional intelligence

	M	S.D	T	p
Self-awareness	M=24.13	6.312	1.605	.112>0.05
	F=22.13	5.608		
Managing emotion	M=23.05	5.852	1.144	.256>0.05
	F=21.78	5.181		
Empathy	M=15.68	3.951	1.629	.170>0.05
	F=14.48	3.404		
Motivating oneself	M=17.32	4.351	.772	.442>0.05
	F=16.70	3.596		
Handling relationship	M=17.92	4.630	2.087	.040<0.05
	F=16.20	3.575		
Emotional intelligence	M=98.10	21.371	1.655	.101>0.05
	F=91.35	18.999		

The independent sample 't' test analysis table illustrates that in all the five dimensions (self-awareness, managing emotion, empathy, motivating oneself, handling relationship) of the emotional intelligence and overall emotional intelligence, the calculated 't' value (1.605, 1.144, 1.629, .772, 2.087 and 1.655 respectively) is lower than the table value (1.960) at p> 0.05 level of significance. Therefore, it is to understand that there is no statistically significant difference between gender of the respondents and their self-awareness, managing emotion, empathy, motivating oneself, handling relationship and overall emotional intelligence.
Nevertheless, the above statistical finding shows that in all the five dimensions (self-awareness, managing emotion, empathy, motivating oneself, handling relationship) of the emotional intelligence and overall

emotional intelligence, the mean score (24.11, 23.05, 15.68, 17.32,17.92, and 98.10respectively) of the male respondents is slightly higher than the mean score (22.13, 21.78, 14.48, 16.70, 16.20 and 91.35respectively) of the female respondents, which reveals that the male respondents haveconsiderably high level of self-awareness, managing emotion, empathy, motivating oneself, handling relationship, dimensions of emotional intelligence and overall emotional intelligence.
It has been inferred that male respondents have possessed a slightly higher various dimension of emotional intelligence namely Self-awareness, managing emotion, empathy, motivating oneself, handling relationship and emotional intelligence.
Research hypothesis

Male respondents are having higher emotional intelligence than female respondents

Testing of hypothesis
Independent sample 't' statistical test was applied in order to test the research

hypothesis. It has been found to be that, there is no statistical significant difference [t=1.655, p=.101>0.05] between gender of the respondents and emotional intelligence. Hence, Null hypothesis is accepted.

Table 6. Difference between religion of the respondents with regard to emotional intelligence				
	M	S.D	t	p
Self-awareness	H=22.41	4.838	1.449	.150>0.05
	C=24.11	6.861		
Managing emotion	H=22.25	5.181	.465	.643>0.05
	C=22.77	5.948		
Empathy	H=15.14	3.764	.149	.882>0.05
	C=15.25	3.810		
Motivating oneself	H=16.59	3.764	1.073	.286>0.05
	C=17.45	3.810		
Handling relationship	H=16.98	4.129	.524	.602>0.05
	C=17.43	4.463		
Emotional intelligence	H=93.36	17.103	.905	.368>0.05
	C=97.00	23.046		

The independent sample 't' test analysis table demonstrates that in all the five dimensions (self-awareness, managing emotion, empathy, motivating oneself, handling relationship) of the emotional intelligence and overall emotional intelligence,the calculated 't' value (1.449, .465, .149, 1.073, .524 and .905 respectively) is lower than the table value (1.960)at p> 0.05 level of significance. Hence it is to understand that there is no statistically significant difference between religion of the respondents and their self-awareness, managing emotion, empathy, motivating oneself, handling relationship and overall emotional intelligence.
However, the above statistical finding shows that in all the five dimensions (self-awareness, managing emotion, empathy, motivating oneself, handling relationship) of the emotional intelligence and overall emotional intelligence the mean score (24.11, 22.77, 15.25, 17.45, 17.43 and 97.00 respectively of the respondents belonging to Christian religion is slightly higher than the mean score (22.41, 22.25, 15.14, 16.59, 16.98 and 93.36 respectively) of the respondents of Hindu religion,

which indicates that comparatively the respondents belonging to Christian religion have noticeably high level of self-awareness, managing emotion, empathy, motivating oneself, handling relationship, dimensions of emotional intelligence and overall emotional intelligence.
It has been inferred that respondents who belong to Christian religion have possessed a slightly higher various dimension of emotional intelligence namely Self-awareness, managing emotion, empathy, motivating oneself, handling relationship and emotional intelligence.

Research hypothesis
Respondents who belong to Christian religion are having higher emotional intelligence than respondents who belong to Hindu religion

Testing of hypothesis
Independent sample 't' statistical test was applied in order to test the research hypothesis. It has been found to be that, there is no statistical significant difference [t=.905, p=.368>0.05] between religion of

the respondents and emotional intelligence. Hence, Null hypothesis is accepted

3. CONCLUSION:

Results of this study revealed that there is no statistically significant relationship between age of the respondents, Numbers of family members of the respondents and their emotional intelligence. There is no statistically significant relationship between monthly income of the parents and emotional intelligence of the respondents. There is no statistical significant difference between gender of the respondents and emotional intelligence, however the male residential late adolescents found more emotional intelligent with higher mean value than the female residential late adolescents. It is a common notion that females are considered to be emotional and find hard to handle their emotions in an effective way and moreover female adolescents residing hostel, being away from parents may find even more difficulty in handling their emotions and life situations. A study conducted by Ms. P.Anitha (2014) revealed that there was significant difference between days scholars and hostellers.So, hostellers do go through in managing their emotions. There is no statistical significant difference between religion of the respondents and emotional intelligence, nevertheless the Christian students have slightly higher mean value than the other faith students. Since the study was conducted in a minority college, where the number of spiritual programmes, spending time with God might have helped the Christian students to cope up their emotional ups and downs.

Discussion and Suggestions:
Measures and steps can be taken to create an awareness about the importance on emotional intelligence in students' life. Apart from effective learning strategies, students should be taught to recognize their emotional failures and acquire a better emotional standard through proper training and development programmes to improve their welfare.

Students should be taught the value of emotional intelligence, especially as they mature, as it will help them have a more positive attitude on life. Incorporating emotional intelligence into the curriculum might ensure students' holistic growth, which would improve their overall well-being.

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