

# Emotional Intelligence in Adolescents: A Comparative Study

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## Abstract

Nature bestowed humans with emotions. Emotions are significant predictors of anyone's success. Emotional intelligence is an established phenomenon is under eye of psychologist. The objectives of this study were (i) to explore the level of emotional intelligence of adolescents. (ii) to find out the difference between emotional intelligence on the basis of gender and school. This research study used data from 1500 adolescents of senior secondary school, Dehradun, Uttarakhand, India. Sample was selected using convenient method. For statistical analysis, mean, percentage, standard deviation and t-test were applied. On the basis of mean value and t-test, result indicated that adolescents of private schools have higher level of emotional intelligence in comparison to adolescents studying in government schools. Male and female adolescents are significantly differed from each other on emotional intelligence on overall sample. Female adolescents found with more emotional Intelligent with high mean value.

**Keywords**— Adolescents, Emotional intelligence, Gender, Private schools, Government schools.

## I. INTRODUCTION

Humans are both cognitive and emotional, according to the concept of Emotional Intelligence. Every child is born with certain intellectual potential that grows and develops as they mature and gain new experiences. In terms of emotional sensitivity, emotional memory, emotional processing, and emotional learning capacity, one is also born with some natural emotional intelligence potential. As a result of one's life experiences, one's potential may be developed or harmed. In the field of intelligence, Emotional Intelligence is a relatively new concept.

Emotional intelligence (EI) is a psychological term that has just recently become popular. The notion has also thrived as a result of both cultural exchanges and orientations that emphasizes the formerly undervalued function of emotions, as well as increased efforts at standardized measurement of individual variances in personality (Mayer, Salovey & Caruso, 2002).

Emotions are present in every activity of human being. They are prime movers of thought and conduct. They play important role in influencing physical health, mental health, social life, character, learning process and area of adjustment. When our feelings become intense and excited, they become emotion. These are emotions which directly affect one's day to day life for long, it is believed that success at the work place depends on Intelligence Quotient (IQ) as reflected by one's academic achievements. But to know that how bright is one outside the classroom, we need a different kind of resourcefulness termed as emotional intelligence. The term "Emotional Intelligence" was first used in an article in 1990 by Peter Salovey and John D. Mayer. They defined emotional intelligence as a type of social intelligence that involves the ability to monitor one's own and other's emotions, to discriminate among them, and to use the information to guide one's thinking and actions. In emotional facilitation of thinking, emotions

can be useful in terms of directing attention to pressing concerns and signaling what should be the focus of attention. Emotional intelligence can also be used in choosing among options and making decisions, being able to anticipate how one would feel if certain events took place can help decision makers choose among multiple. It can be used to facilitate certain kinds of cognitive processes. For example, positive moods can facilitate creativity, integrative thinking and inductive reasoning, and negative moods can facilitate attention to detail, detection of errors and problems, and careful information processing. Shifts in emotions can lead to more flexible planning, the generations of multiple alternative and a broadened perspective on problems.

In today's world, an adolescent's success is determined by a variety of factors including personality, attitude, home environment, family history, academic achievement, anxiety, adjustment, and emotional intelligence, as well as many other characteristics of his or her conduct. The current research was thus commenced to evaluate the prevalence and grade of emotional intelligence among adolescents of class 11<sup>th</sup> and 12<sup>th</sup> studying in various CBSE schools Dehradun.

### ***Review of literature***

Emotional Intelligence has been increasingly important in educational study in recent years. Numerous studies were conducted in India and overseas. Subbarayan and Visvanathan (2011) discovered that students' emotional maturity was exceedingly variable. The merging of emotion and intelligence as a cognitive ability under the caption of Emotional Intelligence (EI) was proposed by Yale psychologists, Salovey and Mayer (1990). It offers solutions to a myriad of problems we are facing in work, education, and health domains. More specifically at the individual level it is suggested that it modulates parenting behavior, ego strength, choice of role models, communication of feelings, appreciation of aesthetics, moral and ethical feelings, social problems solving, leadership and spiritual

feeling (Mayer and Salovey, 1995). Mayer and Salovey (1997) defined emotional intelligence as the ability to perceive emotions, integrate emotions to facilitate thoughts, understand emotions and regulate emotions to promote personal growth. According to Singh (2006) emotional intelligence is the ability of an individual to appropriately and successfully respond to a vast variety of emotional stimuli being elicited from the inner self and immediate environment. Some emotional reactions and emotional memories can be formed without any conscious, cognitive participation at all (Goleman, 1995).

Mishra (2012), Nwadinigwe and Azuka-Obieke (2012) discovered a link between emotional intelligence and secondary school students' academic achievement. Sangtam and Talawar (2013) discovered a link between emotional maturity and secondary school students' academic achievement. As per the work of Das and Ghosh (2014), emotional maturity and academic achievement of rural and urban secondary school children do not differ considerably. Puar (2014) found that high school adolescents' emotional maturity had little bearing on their academic achievement. Mallick et al. (2014) discovered that higher secondary school adolescents' emotional maturity was significantly unstable. There was also a substantial difference in emotional maturity between male and female high school students.

### **RESEARCH PROBLEM**

To study the degree of prevalence of emotional intelligence among adolescents.

### **OBJECTIVES**

1. To investigate the degree of emotional intelligence among adolescents.
2. To investigate the degree of emotional intelligence among adolescents based on gender.
3. To investigate the levels of emotional intelligence among adolescents based on school type.

## HYPOTHESES OF STUDY

1. There is a significant difference in the degree of emotional intelligence between male and female adolescents.
2. There is a significant difference in the degree of emotional intelligence between adolescents studying in private and government schools.

## II. RESEARCH METHODOLOGY

### *Tools Used For Data Collection*

In the present investigation, Inventory for emotional intelligence by Dr. S.K.Mangal and Mrs. Shubhra Mangal was used (Mangal and Mangal 2004). It consists of 100 items divided into four components each having 25 items. This inventory measuring emotional intelligence on four areas namely: a) Intra-personal awareness b) Inter-personal awareness c) Intra-personal management d) Interpersonal management. For each statement there are two possible responses either yes or no, and the respondent has to mark on either of these two. A score of one mark is provided for the response indicating the presence of emotional intelligence and zero for the absence of emotional intelligence (Mangal 2007).

### *Population and Sample Collection*

Population is the adolescents studying at senior secondary level in CBSE schools at Dehradun, Uttarakhand. Convenient method was used to select a sample of 1500 adolescents. Equal

number of male and female adolescents were selected from equal number of private and government CBSE affiliated schools.

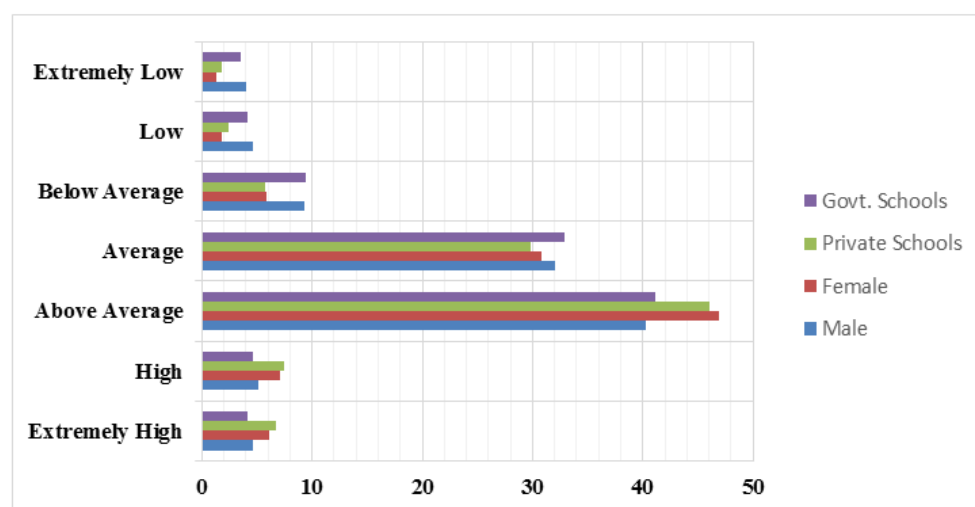
### *Statistical Analysis of Data*

On the basis of the scores obtained by adolescents, sample was divided into seven categories. Percentage, mean and standard deviation were calculated for different categories of emotional level. t-test was applied to check significant difference in the degree of emotional intelligence level with regard to gender and types of schools.

## III.RESULTS AND DISCUSSION

### *Profile of Emotional Intelligence of Adolescents Based on Gender*

As per Table 1, 6.13 % female adolescents have extremely high level of emotional intelligence as compared with 4.67% male adolescents and at higher level 7.07 % female adolescents are there as compared with 4.07 % male adolescents. At above average level a noticeable difference is observed between male female adolescents in regard to their emotional intelligence levels. Minor difference is observed at average level. At low and extremely low levels of emotional intelligence, a big difference is observed. Total 8.67 % male adolescents have lower category of score as compared with 3.20 % female adolescents. (Figure 1)



**Figure 1:** Distribution of Adolescent According to Level of Emotional Intelligence

**Table 1: Emotional Intelligence Score of Male and Female Adolescents**

SN	Adolescents						Level of Emotional Intelligence
	MALE			FEMALE			
	N 750	%	Mean	N 750	%	Mean	
1	35	4.67	192.86	46	6.13	188.15	Extremely High
2	38	5.07	179.82	53	7.07	175.37	High
3	302	40.27	160.95	352	46.93	156.53	Above Average
4	240	32	139.36	231	30.8	133.76	Average
5	70	9.33	112.77	44	5.87	111.80	Below Average
6	35	4.67	99.2	14	1.87	98.29	Low
7	30	4.0	77.9	10	1.33	72.4	Extremely Low
Total	750	100	143.2	750	100	147.95	
	SD: 25.08		VARIANCE: 629.13	SD:20.89		VARIANCE: 436.53	

### **Profile of Emotional Intelligence of Adolescents Based on School Type**

Table:2 reveals that 7.60 % adolescents studying in government schools have very low emotional intelligence as compared with 5.27 % adolescents of private schools. A big difference is observed at below average and at average

levels. At high level of emotional intelligence, a significant difference is observed. More adolescents from private schools have good level of emotional intelligence as compared with adolescents studying in government schools.

**Table 2: Emotional Intelligence Score of Adolescents Based on School Type**

SN	Adolescents						Level of Emotional Intelligence
	Private School			Government Schools			
	N 750	%	Mean	N 750	%	Mean	
1	50	6.67	190.51	31	4.13	190.45	Extremely High
2	56	7.47	178.12	35	4.67	176.82	High
3	345	46	158.80	309	41.2	158.73	Above Average
4	224	29.87	136	247	32.93	136.92	Average
5	43	5.73	112.42	71	9.47	112.14	Below Average
6	18	2.4	99.46	31	4.133	98.26	Low
7	14	1.87	78.42	26	3.47	78.08	Extremely Low
Total	750	100	149.89	750	100	143.91	
	SD: 22.7946		VARIANCE: 519.5956	SD: 24.3676		VARIANCE: 593.779242	

## **IV. FIRST HYPOTHESIS**

### **Statistical Analysis of Emotional Intelligence Scores of Adolescents Based on Gender**

t-value is calculated to find out significant difference between male and female adolescents with regard to their emotional

intelligence level. Calculated t-value is 3.9854, which is greater than the table value at 1% level of significance. (Table: 3). So, we can accept first hypothesis and it can be concluded that there is a significant difference in the degree of emotional intelligence of male and female adolescents.

**Table 3:** *t-Test Score for Emotional Intelligence Of Male And Female Adolescents*

Adolescents	Mean	SD	SEM	N	t- Value
Male	143.2	25.08	0.9158	750	3.9854 <b>Extremely Significant</b>
Female	147.95	20.89	0.7628	750	

## V. SECOND HYPOTHESIS

### *Statistical Analysis of Emotional Intelligence Scores of Adolescents Based on School Type*

Calculated t-value is 4.9081, which is greater than the table value at 1% level of significance. An extremely significant difference is indicated

(Table: 4). So, we can accept second hypothesis and it can be concluded that there is a significant difference in the degree of emotional intelligence of adolescents studying in private and government schools.

**Table 4:** *t-Test Score for Emotional Intelligence Of Adolescents Based On School Type*

Adolescents	Mean	SD	SEM	N	t- Value
Private Schools	149.89	22.7946	0.832341	750	4.9081 <b>Extremely Significant</b>
Government Schools	143.91	24.3676	0.889779	750	

## VI. INTERPRETATION CONCLUSION

More female adolescents have higher level of emotional intelligence as compared with males. Private school adolescents have higher level of emotional intelligence as compared with government school adolescents. It is concluded from this investigation that there is an extremely significant difference in the emotional intelligence related to gender and type of schools. All the adolescents had not enjoyed the same level of emotional intelligence. Female adolescents are having better level of emotional intelligence. Result indicated that private and government school senior secondary adolescents differ significantly on emotional intelligence.

## VII. LIMITATIONS AND SUGGESTIONS

Study is limited to 1500 adolescents studying in CBSE affiliated private and government schools in Dehradun. The more clarity of this study can be made through probability sampling, covering the large population from different areas.

## DECLARATION

Author has confirmed no relevant financial or non-financial competing interests exist.

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