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## EMOTIONAL INTELLIGENCE AMONG THE SCHOOL GOING ADOLESCENTS OF DISTRICT ANANTNAG KASHMIR

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### ABSTRACT

*“we define emotional intelligence as the subset of social intelligence that involves the ability to monitor one’s own and other’s feelings and emotions, to discriminate among them to use this information to guide one’s thinking and actions.”*

*The present study is an attempt to find the level of emotional intelligence of the school going adolescents of district Anantnag Kashmir. In this study an attempt was also made to find out the significant difference between the boys and the girls in relation to their emotional intelligence. The significant difference between the adolescents of govt. medium and private medium schools in relation to the emotional intelligence was also studied. One standardized tool was used in order to collect the data related to the present study and qualitative analysis of data, statistical techniques like mean, standard deviation, t-test were applied. It is expected that the findings and the suggestions of the present study will be helpful to the concerned authorities and the persons to develop emotional intelligence oh the students for better social and interpersonal relationship and adjustment of the students along with their academic success.*

**KEYWORDS:** adolescents, Emotional intelligence, emotions

### INTRODUCTION

*“It is very important to understand that emotional intelligence is not the opposite of intelligence, it is not the triumph of heart over head—it is the intersection of both”*

**David Caruso**

Emotional intelligence (EI) refers to the ability to perceive, control and evaluate emotions. It is the ability to identify, use understand, and manage emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges, and defuse conflict. Emotional intelligence impacts many different aspects of your daily life, such as the way we behave and the way we interact with others. Some researchers suggest that emotional intelligence can be learned and strengthened, while others claim it is an inborn characteristic. If someone has high emotional intelligence then he/she is able to recognize his/her own emotional state and the emotional states of others and engage with people in a way that draws them to him. He can use this understanding of emotions to relate better to other people, form healthier relationships, achieve greater success at work, and lead a more fulfilling life.

Since 1990, Peter Salovey and D.Mayer have been the leading researchers on emotional intelligence. In their influential article “Emotional Intelligence” they defined emotional intelligence as, “the subset of intelligence that involves the ability to monitor one’s own and other’s feelings and emotions, to discriminate them and to use this information to guide one’s thinking and actions”(1990).

The first use of the term “emotional intelligence” is usually to Wayne Payne’s doctoral thesis, *A study of Emotion: Developing Emotional Intelligence* from 1985. However, prior to this, the term “emotional intelligence” had appeared in Leuner (1966). Stanley Greenspan (1989) also put forward an EI model, followed by Salovey and Mayer (1990), and Daniel Goleman (1995). The distinction between trait emotional intelligence and ability emotional intelligence was introduced in 2000.

Emotional intelligence consists of four attribute:

- **Self-awareness-** Recognizes one’s own emotions and how they affect thoughts and

behaviors, knows strengths and weaknesses, and have self-confidence.

- **Self-management-** Ability to control impulsive feelings and behaviors, manage emotions in healthy ways, take initiative, follow through on commitments, and adapt to changing circumstances.
- **Social awareness-** Can understand the emotions, needs and concerns of other people, pick up on emotional cues, feel comfortable socially, and recognize the power dynamics in a group or organizations.
- **Relationships Management-** Know how to develop and maintain good relationships, communicate clearly, inspire and influence others, work well in a team, and manage conflict.

As we know that the smartest people are not always the successful or the most fulfilled people in life. Sometimes we see that academically brilliant people become unsuccessful at work or their personal or social relationships. Intellectual intelligence or IQ isn’t enough on its own to be successful in life. It is emotional intelligence that can help us to manage in both social and personal relationships to become successful; in life along with the other important aspects.

There is a common allegations among the elders to the present day school environment is that it had gone drastic changes. In their time the scenario was totally different in respect of the teacher pupil relation, interpersonal relations among the students etc. and according to them lack of value oriented education and moral education. Students’ unrest bad impact of ICTs causes such differences.

The present study is an attempt to trace out the level of emotional intelligence of the school going adolescents of district Anantnag Kashmir. In this study an attempt war also made to find out the significant difference between the boys and the girls in relation to their emotional intelligence. The significant difference among the adolescents of Govt. medium, Private medium, medium schools was also studied.

**NEED AND JUSTIFICATION OF THE STUDY**

Present study has been justified on the ground that no such exploratory work has been done giving emphasis on the emotional intelligence of the school going adolescents of district Anantnag.

**STATEMENT OF THE PROBLEM**

The present study “Emotional intelligence among the school going adolescents of District Anantnag” is an Endeavour to provide necessary information in the light of the given justification.

**OBJECTIVE OF THE STUDY**

- To study the level of emotional intelligence of the school going adolescents of District Anantnag.
- To find out the significant difference between the boys and the girls in respect of their emotional intelligence.
- To find out the significant difference between the school going adolescents of

Govt. medium schools and Private medium schools in respect of their emotional intelligence.

**HYPOTHESIS OF THE STUDY**

- There exists no significant difference between the boys and girls in respect of their emotional intelligence.
- There exists no significant difference among the school going adolescents of Govt. medium schools and, Private medium schools.

**RESEARCH DESIGN:**

**METHODOLOGY OF THE STUDY:** The descriptive survey method has been employed for the present study.

**POPULATION AND SAMPLE:** The population of the present study is the school going adolescents of District Anantnag Kashmir and the sample is confined to 200 adolescents. The sample distribution is shown in **Table A**.

**Table A: Distribution of Sample**

Type	Adolescents of G.S	Adolescents of P.S	Total
Boys	50	50	100
Girls	50	50	100
Total	100	100	200

G.S- Govt. schools P.S- private schools.

**PROCEDURE FOR SELECTION OF THE SAMPLE:**

The sample for the present study has been selected applying the stratified random sampling method. Total 200 school going adolescents were selected out of which 100 boys were selected and 100 girls were selected. Out of the 100 boys 50 school going adolescents were selected from Govt. schools and 50 were selected from private schools. And out of 100 girls school going adolescents 50 students were selected from Govt. school and 50 students were selected from private schools. The school going adolescents were selected from the 10 secondary schools of district Anantnag and from each school 20 students were selected randomly out of which 10 boys and 10 girl students were selected. Only class X students were considered for the presents study as the respondent.

**TOOLS USED:** For the present study the researcher used the standardized questionnaire-

1. Mangal Emotional intelligence inventory.
2. In order to collect relevant information the supporting data was also done.

**DESCRIPTION OF THE TOOL:**

Mangal Emotional Intelligence Inventory: The investigator has English version of Mangal Emotional inventory developed by S.K Mangal and Mrs. Subra Mangal. These are responded by the either in (yes) or (No). a score of one is awarded to each “Yes” response, which is indicative of emotional intelligence and Zero to “No”. The higher score in the test indicates the higher level of emotional intelligence. The possible range of score on the testis 0 to 100. Reliability of this inventory war examined through three different methods, namely:

- i) Split half method using Spearman-Brown prophecy formula.
- ii) K-R formula (20).

- iii) Test-retest method (after a period of weeks). The validity for the inventory has been established by adopting two different approaches, namely factorial and criterion approach.

**STATISTICAL TECHNIQUES USED:**

The analysis of the data has been done both qualitatively and quantitatively. For the quantitative analysis of the data the following statistical techniques-

- Frequencies
- Tables
- Pie Diagram
- Mean
- Standard Deviation
- ‘t’ test
- ANOVA

**DELIMITATIONS OF STUDY**

The present study has been delimited to

- The study is confided to the school going adolescents of district Anantnag.
- Only class X students were selected for the study.
- The study is delimited to the schools with four mediums of instruction only- Private medium, Govt.medium schools.

**ANALYSIS AND INTERPRETIATION OF DATA**

The analysis and interpretation of the data collected for the present study has been done objective wise.

**Objective no 1: To study the level of emotional intelligence of the school going adolescents of district Anantnag.**

In order to serve those objective the investigator calculated each individual deviation which is presented in the following table-

**Table B**

**Mean and standard deviation of the school going adolescents in respect of their emotional intelligence**

	N	Mean	Standard Deviation
School going adolescents	200	46.13	7.4

**Table B** shows that the mean score of the school going adolescents in respect of their emotional intelligence is found to be 46.13. as per the norms given in the test manual it can be categorized used as average level of emotional intelligence. Here it can be interpreted that the school going adolescents of district Anantnag have average level of emotional intelligence.

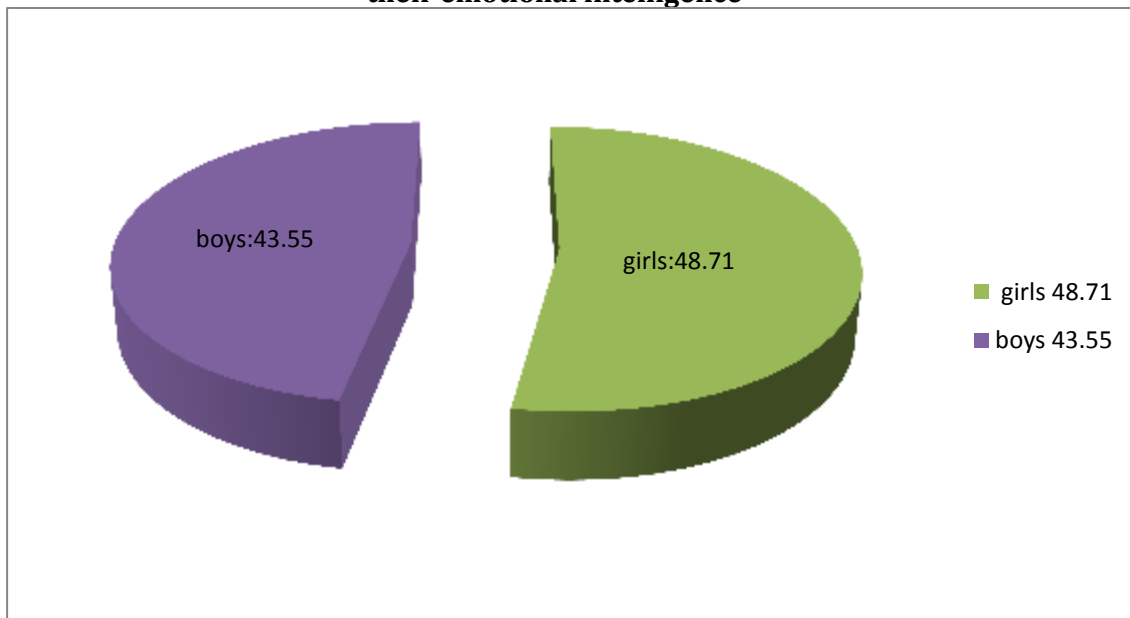
**Objective No. 2: To find out the significant difference between the boys and girls in respect of their emotional intelligence.**

In order to serve the need of this objective the investigator grouped the collected data into two groups- boys and girls. From there two groups of scores mean and standard deviation were calculated. The result is presented in the following table:

**Table C**  
**Mean and standard deviation of the and girls school going adolescents in respect of their emotional intelligence**

School going adolescents	N	Mean	Standard deviation
Boys	100	43.55	7.6
Girls	100	48.13	7.2
Total	200	46.13	7.4

**Figure A**  
**Pie diagram for the means of the boys and girls going adolescents in respect of their emotional intelligence**



This is the comparison of the boys and the girls in respect of their emotional intelligence. From table C and Figure A it can be observed that the mean score of the girls is found to be greater

than the boys. In order to test the significance of difference between these two mean scores t-test was applied and the result is presented in table D

**Table D**  
**Comparison of emotional intelligence of school going adolescent boys and girls**

school going adolescents	Mean	Standard deviation	t-value	sig
Boys	43.55	7.6	2.75	**
girls	48.71	7.2		

\*\* significant at 0.01 level

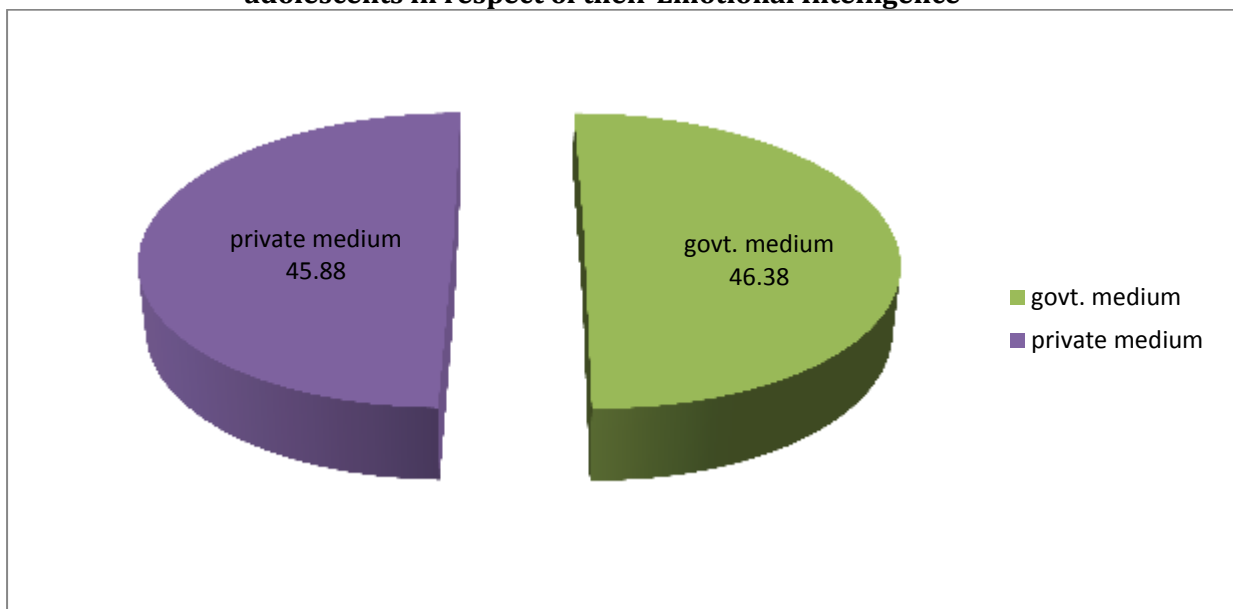
From table it is observed that the t value is found to be 2.75, which is significant at 0.01 level. Here it can be interpreted that there exists significant difference between the boys and the girls in relation to their emotional intelligence. **Objective no 3: To find out the significant difference between the school going adolescents of Govt. medium schools and**

**Private medium schools in respect of their emotional intelligence.** In order to serve the need of this objective the investigator grouped the collected data into two groups-Govt. medium and Private medium school going adolescents. From there two groups of scores mean and standard deviation were calculated. The result is presented in the following table-

**Table E**  
**Mean and standard deviation of English medium and private medium school going adolescents in respect of their emotional intelligence**

School going adolescents	N	Mean	Standard deviation
Govt. medium	100	46.38	7.1
Private medium	100	45.88	7.7
Total	200	46.13	7.4

**figure B**  
**Pie diagram for the means of the Govt. medium and private medium school going adolescents in respect of their Emotional Intelligence**



This is the comparison of the govt. medium and private medium school going adolescents in respect of their emotional

intelligence. From table E and figure B it can be observed that the mean score of the Govt. medium school going adolescents is found to be greater

than the private medium school going adolescents. In order to test the significance of difference

between these two mean scores t-test was applied and the result is presented in Table D

**Table F**  
**Comparison of the govt. medium and private medium school going adolescents in respect of their emotional intelligence**

School going adolescents	Mean	Standard deviation	t-value	Sig
Govt. medium	46.38	7.1	0.16	NS
		7.7		

NS-Not Significant

From table D it is observed that the t value is found to be 0.16 which is not significant. Here it can be interpreted that there exists no significant difference between the govt medium and private medium school going adolescents in respect of their emotional intelligence.

#### MAJOR FINDINGS

The major findings of the study are-

- The school going adolescents of district Anantnag have average level of emotional intelligence.
- The girl students have greater degree of emotional intelligence than boys.
- There exists significant difference between the boys and the girls in relation to their emotional intelligence.
- The adolescents of govt. medium schools have a higher level of emotional intelligence than the adolescents of private medium schools.
- There exists no significant difference between the govt. medium and private medium schools of the emotional intelligence of the adolescents

#### SUGGESTIONS AND CONCLUSION

As we know that emotional intelligence can help in navigating the social complexities of the work place, lead and motivate others, and excel in career. In fact, when it comes to gauging job candidates, many companies now view emotional intelligence as being as important as technical ability and require EI testing before hiring. We know if we are unable to manage our stress levels, it can lead to serious health problems. The first step to improve emotional intelligence is to learn how to relieve stress. Uncontrolled stress can also impact our mental health, making us vulnerable to anxiety and depression. By understanding our emotions and how to control them, we are better able to express how we feel and understand how others are feelings. This allows us to communicate more effectively and forge stronger relationships, both at work and in our personal life. To improve our emotional intelligence and our decision-making abilities- we need to understand and control the emotional side of our brain. Emotional intelligence can be developed by developing the skills like-ability to quickly reduce stress, ability to recognize and manage our emotions, ability to connect with others using nonverbal communication, ability to use humour and play to deal with challenges and ability to resolve conflicts positively and with confidence.

It is expected that the findings and the suggestions of the present study will be helpful to the concerned authorities and the persons to develop emotional intelligence of the students for better social and interpersonal relationship and adjustment of the students along with their academic success.

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