



A Study On Emotional Intelligence Among Adolescent Women College Students At Tiruchirapalli

KEYWORDS

Emotional intelligence, Academic achievement

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ABSTRACT According to Daniel Goleman, "emotional intelligence is a master aptitude, a capacity that profoundly affects all other abilities". Adolescents who were academically brilliant may sometimes be socially and interpersonally inept. The rapid development of the era is challenging the adolescents to face the wave of globalization. Thus, the ability to control the emotions has become important for not carried away by the flow of negative and evil elements. Bar-On, 2006 inferred that 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. A descriptive research design has adopted to pursue the study. Simple random sampling method was adopted to collect the samples from undergraduate women students in one of the colleges of Tiruchirapalli District. Self-prepared questionnaire adopted to study the personal and social profile and Emotional intelligence scale used to study situational emotions of the respondents.

INTRODUCTION

As a venture into the dawn of the new millennium, adolescent development has emerged as a major trend in psychological research. Adolescents have long been regarded as a group of people who are searching for identity and meaning in their lives (Erickson 1968). They have also been regarded as unique group with a wide range of difficulties and problems in their transition towards adulthood. In this background, the Emotional Intelligence of an adolescent plays a pivotal role in the development of an individual.

REVIEW OF LITERATURE:

Emotional intelligence is a dynamic construct influenced by diverse biological, psychological, and social factors. Empirical studies investigating the relationship of emotional intelligence with numerous psychological and psychosocial factors were reported by several researchers.

Liau. Et. al. (2003), indicated that emotional intelligence is a potential risk factor in behavioral problems in ones adolescent years. According to the author, the lack of balanced development of emotional intelligence in children could be associated with a variety of internalizing and externalizing problem in behavior towards the later age of their development.

Bar-On (2006), inferred that a high emotional intelligence helps to maintain a state of harmony in oneself and finally enabling one to be more self confident in dealing with the challenges of day to day life.

RESEARCH METHODOLOGY:

Scope and Significance of the Study

Since adolescents is already a period of storm and stress, it is also important to understand the level of one's emotional intelligence. Adolescents have high levels of anxiety stemming from the unresolved crisis and to a great extent influences ones behavior. Understanding of an adolescent's emotional intelligence would depict and highlight the factors contributing to the development of the individual's personality and cognitive functions.

Aim and objectives:

This study aims to assess the emotional intelligence prevailing among the adolescent women college students of Tiruchirapalli District.

1. To study the socio demographic characteristics of the respondents.
2. To identify associations or relations between the selected socio demographic variables with regard to the level of emotional intelligence prevailing among the respondents.
3. To suggest measures to enhance Emotional intelligence

Conceptual Definitions:

Emotional Intelligence

Emotional Intelligence can be described as the ability to perceive, recognize and understand the feelings of oneself and that of others. It is also referred to the capacity to use the information in directing one's thoughts and actions so that one lives effectively (Le Roux and De Klerk 2003).

Adolescents

According to Sadock and Sadock (2003), adolescence is commonly divided into three periods: early (ages 11 to 14), middle (ages 14 to 17), and late (ages 17 to 20). Sadock (2003) also states that some persons may have a period of extended adolescence into their late 20's before full adult independence.

Research Design:

The descriptive research design was adopted by the researcher as the study focused on describing the characteristics of the population.

Universe and Sampling:

The universe of the study comprises of 602 students of the undergraduate arts discipline in one of the women colleges in Tiruchirappalli district. From the presented population 10% was selected using the simple random (lottery) sampling technique, and 60 respondents were taken for the study.

Tools of Data collection

Emotional Intelligence Inventory (2004) developed by Mangal S.K. and Shubra Mangal was adopted to infer the level of emotional intelligence of the respondents. This scale was consisted of the following dimensions which include intra-personal awareness, inter-personal awareness, intra-personal management, and inter-personal management. The reliability of the inventory was found to be 0.89 Cronbach's Alpha.

Limitations of the study:

The researcher restricted the study with only female college students. The study was also limited to the scale and did not assess other influencing psychological factors and elements for the study.

ANALYSIS AND INTERPRETATION:

Table1: Emotional Intelligence (Intra-Personal Awareness) of the Respondents

S.No	Intra-Personal Awareness	No. of Respondents n=61	Percentage
1	Good	2	3.3
2	Average	17	27.9
3	Poor	30	49.2
4	Very Poor	12	19.7

It is evident from the above table that nearly half of the respondents (49.2%) have poor intra personal awareness. A little less than one third (27.9%) revealed an average score where as less than one fourth (19.7%) revealed a very negligible interpersonal awareness.

Table 2: Emotional Intelligence (Inter-Personal Awareness) of the Respondents

S.No	Inter-Personal Awareness	No. of Respondents n=61	Percentage
1	Good	3	4.9
2	Average	23	37.7
3	Poor	23	37.7
4	Very Poor	12	19.7

From the above table it is evident that there is a distinct congruence (37.7%) of data pertaining to the respondents' interpersonal average and poor scoring. Less than one fourth (19.7%) of the respondents had a very poor interpersonal awareness and only a trifling (4.9%) revealed good interpersonal awareness.

Table 3: Emotional Intelligence (Intra-Personal Management) of the Respondents

S.No	Intra-Personal Management	No. of Respondents n=61	Percentage
1	Good	1	1.6
2	Average	9	14.8
3	Poor	35	57.4
4	Very Poor	16	26.2

It is inferred from the above table that majority (57.4%) of the

respondents have a poor rating pertaining to their intra personal management while less than one third (26.2%) of the respondents have a very poor rating pertaining to the same. 14.8 percent revealed an average rating and a very meager (1.6%) revealed a good sense of intrapersonal management.

Table 4: Emotional Intelligence (Inter-Personal Management)

S.No	Intra-Personal Management	No. of Respondents n=61	Percentage
1.	Good	0	0
2.	Average	22	36.1
3.	Poor	32	52.5
4.	Very poor	7	11.5

The above table states that majority (52.5%) of the respondents' exhibit poor inter-personal management and a little more than one third (36%) have an average rating. The table also states that a little more than one tenth (11.5%) of the respondents has a very poor interpersonal management. It is also significant from the above table than none of the students have good inter personal management. This is to be reckoned with as this is a highlighting feature that the management need to consider pertaining to the level of emotional intelligence of its students.

Table 5: Overall Emotional Intelligence of the Respondents

S.No	Intra-Personal Management	No. of Respondents n=61	Percentage
1.	Poor Emotional Intelligence	28	45.9
2.	Good Emotional Intelligence	33	54.1

It can be inferred that a little less than half (46%) of the female population taken for the study exhibit an overall poor emotional intelligence while a majority (54%) portray good emotional intelligence. The research carried out by Liao et al (2003) indicated the same and further substantiated that emotional intelligence is a potential risk factor in behavioral problems in adolescent years.

Table 6: Association between the usage of Social Networking System of the Respondents and the level of Emotional

S.No	Active usage of the following	Level of Emotional Intelligence		Statistical Inference
		Good	Poor	
1	Face book	44.5%	54.5%	$\chi^2=8.496$ $df=3$ $P<0.05$ Significant
2	Face Book & Whats App	75%	25%	
3	Almost In All SNS	22.2%	77.8%	
4	None of The Above	55.6%	44.4%	

The above statistical inference explains that there is a significant association between the usage social networking systems among the respondents with regard to their emotional intelligence. This could be one of the factors that shape the emotional intelligence of the female students and in doing so project a poor rating in their overall emotional intelligence.

Table 7: Karl Pearson's Coefficient of Correlation between the Respondent's Age, Family Income, Family Size and Emotional Intelligence

S.No	Variable	Correlation value	Statistical inference
1.	Age and Emotional Intelligence	.130	P>0.05 Not Significant
2.	Family income and Emotional Intelligence	.450	P<0.05 Significant
3.	Family size and Emotional Intelligence	.077	P>0.05 Not Significant

From the presented table it is evident that there is no significant relationship between the respondent's age, family size and emotional intelligence. However there is a significant relationship between the respondents' family income and their emotional intelligence.

Table 8: Student 't' Test to Study the Difference Between the Mode of Stay and the Emotional Intelligence of the Respondents

S.No	Mode of Stay	X	S.D	Statistical inference
1.	Days Scholar	1.5000	.50508	t=-1.368 df=59 P<0.05 Significant
2.	Hosteller	1.273	.46710	

The table reveals that there is a significant difference between the respondents place of stay with regard to their emotional intelligence.

CONCLUSIONS:

The study revealed that all the respondents were female students pursuing their first year under graduate programme. They belong to the age group of 18-20 years, majority were them were Hindus and belonged to nuclear family setup. Majority of the respondents family members are earning and are well educated. They are mostly put up in the town region, enjoying almost all kinds of social networking systems. Every single respondent had their own smart phone with net cards. The statistical test revealed that there was a significant difference between mode of stay of the respondents and their emotional intelligence score. It also found that there was a significant association between the respondents family income with regard to the level of emotional intelligence. The study also revealed that there was a significant association between the usage of social networking systems among the college students and their overall emotional intelligence.

Discussion and Suggestion:

This study has provided a multi faceted look on certain s factors and their contribution to adolescent's emotional intelligence. The implication of the study can be carried forward into more of counseling and educational setting to help foster not only the well being of the adolescents but also their moral values and emotional intelligence.

Measures that can be adopted by individual schools and colleges to cultivate emotional intelligence:

In order to obtain good results, apart from effective learning techniques, students should be taught to identify their emotional setbacks and develop a better emotional standard via appropriate training and development programmes.

Students should be taught the importance of emotional intelligence especially during their maturation as this would help them to have a better outlook on life.

The inclusion of emotional intelligence as part of the curriculum could also ascertain the holistic development of the students that would also enhance their wellbeing

Students could be guided with the help of activities and workshops that would help them establish proactive patterns and increase awareness about emotional intelligence. This would also help them to foster new skills that would eventually give them academic success.

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