



## IMPACT OF EMOTIONAL INTELLIGENCE AMONG ADOLESENTS

**Dr.K.Premkumar**, Principal, Vijetha College of Education, Singarayakonda,  
Prakasam District

### NEED AND SIGNIFICANCE OF THE STUDY

In the Indian education system, the parents play a major role in selecting the subject group in the higher secondary class. During the selection of subjects, the interests of the parents are enforced on their children. This way of compulsion made by parents enables them to get admission into the professional courses. The parents dream about their children becoming doctors or engineers, irrespective of their capability or ability. They do not consider the students' interest in studying the subjects selected. Parents' expectations are the main factor for the stress that students face in academics.

The stress experienced by the students in the school, in society and at home due to the academic overload and other related factors is called the academic Stress. This academic Stress is considered good and positive for students and will motivate them to reach greater heights. But in some cases, the major reasons for the students in higher secondary classes to choose extreme decisions is when they are unable to fulfil their parent's expectations and not able to face them when they disappoint their parents. In this case, academic Stress is focused on as a negative factor.

In many situations, academic Stress among higher secondary students, especially higher secondary students, is considered a positive effect. The students could overcome this academic Stress with the help of certain strategies. The students need to follow certain coping strategies to overcome the Stress they are affected by and bring out their best performance.

Perceived Parental expectations play a positive role in the greater achievements of their children. Children face severe Stress when the parents' expectation about their child goes beyond their abilities. The parents should also consider the students' capacity while placing their demands on their wards. Parental expectation is one of the major factors for academic Stress.

At certain times, the students will be facing heavy Stress from the school activities and parents. The students will need to adopt several strategies to overcome stressful situations during those times. When the students face overt pressure, they should attempt to choose how to cope with the Stress in academics. In recent times, academic Stress, in extreme cases, lead to depression, suicidal ideas and further life-threatening decisions taken by the students.

Hence at this juncture, the students, teachers, parents and society have to focus on the reasons for academic Stress, the necessity of parental expectations and the ways to cope with stressful situations. Therefore the present study on academic Stress of adolescents and the necessary interventions is taken for in-depth investigation. The teacher can guide or counsel the students with mild problems if possible. Moreover, the teachers can play a significant role in preserving the mental health of the higher secondary students.

Educational counseling sessions have emerged in schools to help higher secondary students so that their internal conflicts do not torment them, do not become cynical, and do not resort to self-destructive strategies. The need of the study is to determine *the levels of Emotional intelligence among adolescents*.

### OBJECTIVES OF THE STUDY

1. To find out the level of the Emotional intelligence of intermediate students and classify it.
2. To find out the Emotional intelligence of intermediate students in different dimensions.



- a) Understanding Emotions
  - b) Understanding Motivation
  - c) Empathy
  - d) Handling Relations
3. To find out the influence of the following Demographic variables on the Emotional intelligence of intermediate students.
- a) Gender
  - b) Locality of the institution
  - c) Medium of Instruction
  - d) Type of Institutions
  - e) Residence

### **HYPOTHESES OF THE STUDY**

A hypothesis is a guess, a conjecture, or a tentative conclusion about the existence of some fact, condition, or relationship related to some occurrence that serves to explain known facts in a certain field of study and to drive the quest for new knowledge. A hypothesis is a theory or a series of propositions put out as an explanation for the occurrence of a certain group or phenomenon, either as a provisional guess to lead some inquiry or as a highly probable explanation in light of known facts. For this investigation, the following hypotheses were developed:

**Hypotheses 1:** There would be no significant difference between boys and girls of intermediate students in their Emotional Intelligence.

**Hypotheses 2:** There would be no significant difference between Intermediate Students belonging to rural and urban Colleges in their Emotional Intelligence.

**Hypotheses 3:** There would be no significant difference between Intermediate Students belonging to Telugu and English medium in their Emotional Intelligence.

**Hypotheses 4:** There would be no significant difference between Intermediate Students belonging to government and private Colleges of intermediate students in their Emotional Intelligence.

**Hypotheses 5:** There would be no significant difference between residential and non-residential intermediate students in their Emotional Intelligence.

### **VARIABLES OF THE STUDY**

As the name implies, a variable is anything that changes. Variable refers to measurable characteristics of objects, events, things, and beings. In other words, variables are characters or candidates that the experimenter or investigator can modify, control, or watch. Variables are a prerequisite for doing worthwhile comparative research. The following variables are taken into account in this study.

#### **Dependent Variable**

Emotional intelligence

#### **Independent Variables**

1. **Gender** (Boys / Girls)
2. **Locality** (Rural / Urban)
3. **Medium of instruction** (Telugu / English)
4. **Type of institutions** (Government / private)
5. **Residence** (Residential / Non-Residential)



### **SCOPE OF THE STUDY**

The scope of the present study pertains to the impact of emotional intelligence among adolescents studying in various intermediate Colleges in the palanadu district. The basis of the data is the response to tools given by the intermediate students.

### **GEOGRAPHICAL AREA OF THE STUDY**

Out of the 13 districts in Andhra Pradesh, Narasaraopet, Palnadu District is conveniently selected for this study.

### **POPULATION FOR THE STUDY**

The sample population consisted only 200 intermediate students of Narasaraopet, Palnadu District of Andhra Pradesh is conveniently selected for this study.

### **DELIMITATIONS OF THE STUDY**

1. The study is exclusively open to students in intermediate Colleges only.
2. The present study was limited to the sample chosen in the Narasaraopet, Palnadu district only.
3. The study sample was confined to 200 intermediate students only.
4. In this present study, the dependent variable is Emotional intelligence, are the selected for this study.

### **METHOD OF INVESTIGATION**

The normative survey method was utilized to collect data from the available cases during this investigation. The research design was prepared when the study problem was defined. A normative survey method is a method, tool, or methodology for collecting data in research by asking a set of questions to a predetermined sample of people. It usually makes communicating information easier for study participants and the person or organization researching. A face-to-face interview or a focus group might be employed for qualitative research. A normative survey is an important type of study. It entails well-identified challenges as well as specified objectives. It demands professional and creative planning, rigorous data analysis and interpretation, and skilled delivery of the results.

### **SAMPLE AND SAMPLING**

A sample is a subset of a population that has been chosen for observation and investigation. We can make inferences about the features of the population by looking at the qualities of the sample. The investigator randomly chose 200 intermediate students from rural and urban intermediate Colleges in the Narasaraopet, Palnadu district for the current study.

### **COLLECTION OF DATA**

The Investigator selected the 20 Junior Intermediate Colleges of the Narasaraopet, Palnadu district of Andhra Pradesh belonging to different management. The Investigator approached the Principals of the various Colleges and requested to permit data collection in their institutions.

### **TOOLS OF THE STUDY**

**Tool 2: Emotional Intelligence Scale constructed by.A. K. Singh and ShrutiNarain, (2017)** (This scale consists of 31 items divided into four areas

- I. understanding emotions
- II. Understanding motivation



- III. Empathy
- IV. Handling relation).

### **STATISTICAL TECHNIQUES USED FOR THE STUDY**

The Investigator collected raw scores after doing calculations with the help of a scoring key. Organizing and summarizing raw data to find meaningful interpretations and draw valid conclusions is necessary. The Investigator has used specific statistical techniques to translate and interpret the raw scores. Following statistical techniques were used for the analysis and interpretation of data:

The following statistics were applied to analyze the collected data.

1. Arithmetic Mean
2. Standard Deviation
3. Percentage of Mean
4. t' Test and 'r-value- were calculated
5. ANOVA Analysis

### **FINDINGS ON EMOTIONAL INTELLIGENCE**

1. From the table result indicates that the whole samples of Emotional Intelligence among intermediate students are having above average in their Emotional Intelligence. Hence the hypothesis is that "The intermediate college students are not possessing high Emotional Intelligence." can be rejected as the intermediate students are possess an above average in their Emotional intelligence.

2. Overall, four areas in the Emotional intelligence of intermediate students show that they have good condition in the area of handling relations. The finding reveals that the adolescents of intermediate students have good Emotional intelligence relationships with their parents, friends, and peer groups at college level.

3. From the table, the 't' value is 3.7, which is significant at the 0.05 level. Hence, the hypothesis is that "There would be no significant difference between boys and girls of intermediate students in their Emotional intelligence," it can be rejected for the variable "Gender" at a 0.05 level of significance. It is concluded that gender has impacts on their Emotional intelligence. Boys have good Emotional intelligence when compared with girls regarding the mean value at the intermediate level.

4. From the table the results indicate that the 't' value is 2.41, significant at 0.05 level. Hence, the hypothesis is that "there would be no significant difference between rural and urban colleges among intermediate students in their emotional intelligence." It can be rejected for the variable "locality of the institution" at a 0.05 level. Rural students are more likely to have good Emotional intelligence compared with urban college students regarding the percentage of mean value at the intermediate level. It is concluded that gender has impacts on their locality of the institution in their Emotional intelligence.

5. From the table, it is found that the 't' value is 0.85, which is not significant. Hence, the hypothesis is that "there would be no significant difference between Telugu and English medium intermediate students in their emotional intelligence". It can be accepted for the variable "medium of instruction" as for the mean value medium of instruction has no impact on their emotional intelligence. Both Telugu and English medium students have the same level in their Emotional intelligence.

6. From the table, it is found that the 't' value is 0.857, which is not significant. Hence, the hypothesis is "There would be no significant difference between government and private colleges of intermediate students in their Emotional Intelligence". It can be accepted for the



variable "medium of instruction" as for the mean value medium of instruction has no impact on their Emotional Intelligence. Both government and private intermediate students have the same level in their emotional intelligence.

7. From the table, it is found that the 't' value is 3.21, which is significant at 0'05 level. Hence, the hypothesis is that "there would be no significant difference in emotional intelligence between residential and non-residential intermediate students". It can be rejected for the variable "Residence". As for the mean value the variable residence has impact on their Emotional intelligence. Both residential and non-residential intermediate students have different levels in their emotional intelligence. Residential college students are having good condition in their Emotional intelligence when compare with non-residential college students.

## **SUGGESTIONS**

### **SUGGESTIONS TO STUDENTS**

- 1) Career awareness and Career guidance programmes should be conducted in schools for students and parents.
- 2) Managing exam emotional intelligence is a serious concern for many students. Students should be facilitated to develop proper study habits and manage time economically for studies well before exams.
- 3) Additional help from peers, teachers or relatives could be sought for studying difficult subjects.
- 4) Toll-free numbers to discuss the emotional intelligence and issues of children should be made known to all the students.
- 5) Programmes that foster self-awareness, self-confidence, self-esteem enhancing strategies and problem-solving strategies should be conducted for students.
- 6) The students should be facilitated with measures to improve assertiveness and life skills. The students should be helped to be realistic in their expectations.
- 7) The students should be facilitated with measures to improve time management skills.
- 8) Dealing with deadlines to avoid emotional intelligence is setting priorities, scheduling time accordingly, and sticking to both priorities and schedule.
- 9) Attempting to learn new skills would help in venting the emotional intelligence.
- 10) Developing a good network of friends would help the individual handle emotional intelligence and prevent emotional intelligence.
- 11) Students should set reasonable limits on internet use regarding the duration of use and the social relationships across the net.
- 12) Students should find regular time for recreation, exercise and practice of hobbies.
- 13) It is good to try to do something that can be enjoyed, such as developing hobbies, managing cultivation, or handling pets.
- 14) The person can spend some time volunteering in religious organizations, youth clubs or social service forums.
- 15) Students should try to develop a positive relationship with their parents. Students should try to strengthen their family bonds.
- 16) Students could be facilitated for daily diary writing. This would help in better emotional intelligence management and in experiencing low perceived emotional intelligence. Indications of motives for diary-keeping and the material entered in diaries suggest the behaviour is a means of organizing one's life and provides an outlet for expressing thoughts, feelings, and emotions.
- 17) According to Cox (1978), altering the cognitive appraisal would help the student deal with emotional intelligence.



18) The alteration of the actual demand could be attempted. Under emotional intelligence, the actual ability of the child to cope may be thwarted. The existing abilities to cope should be supported.

### **SUGGESTIONS TO PEER GROUP**

Generally, Competition and jealousy play an awkward and destructive role in friendships. Acknowledge the fact that competition, the feeling of jealousy, the feeling of guilt and the feeling of affection exist between friends. Students should learn to set limits in their dealings with their peers. An individual should try to develop mature and healthy relationships with peers and friends. A cooperative environment must be created among peers and friends to make the interpersonal relationship less emotional intelligence.

Positive peer influence programmes could channel peer pressure in positive directions. This would also help develop and enhance adolescent self-esteem and problem-solving skills. Peer teaching programmes provide useful information and skills among adolescents and provide the participating youth with meaningful roles and real-world responsibilities.

Peer counseling/facilitating/helping programmes should be designed to assist young adults in solving problems and coping with some of the challenges they are inevitably confronted with in modern society. Family problems and problems in school could be dealt with in these programmes. Peer participation programmes can be designed to provide a link between the world of peers and the world of adults by providing peers with real-world tasks and responsibilities with adult guidance in accomplishing them.

### **SUGGESTIONS TO TEACHERS**

Teachers should try to accept and respect the students' differences and provide positive feedback to the students. Skill Development Programmes should be conducted for teachers. Teachers should be meticulous in not comparing students and not scolding them in public. Teachers should observe the students regarding any change in their behaviours, any consistent change in their attention in the class, and any consistent decrease in performance in the examinations. The teachers should encourage the students to talk about their matters. McGuinness (1989) opines that the teacher's task in creating a healthy classroom is to ensure high levels of positive feedback for the student's self-image and to broaden the range of qualities valued in the school projected ideal self for the better coping of the student. The teacher must scrutinise his work's socio-emotional outcomes to ensure the student's psychosocial well-being.

### **SUGGESTIONS TO PARENTS**

The parents should maintain a healthy relationship with their children. The parents should give psychological support to children. The parents should attempt to boost the self-esteem and self-confidence of their children. The parents should try to set a good example for their children. The parents should have communication with their friends of the child. Parents should try to accept and respect the individual differences of their children. Parents should provide positive feedback and positive reinforcement to their children.

Parents should not compare the children with their siblings and other children. Parents should not publicly scold their children, especially in front of their friends. The parents should set reasonable limits for internet use, watching television, recreation and spending time with friends. The family bonds are to be strengthened. The relationship of children with grandparents and relatives should be encouraged. Both parents should attend positive parenting workshops organised by schools and organizations.



### **SUGGESTIONS FOR FURTHER RESEARCH**

1. The present study was restricted to only the Narasaraopet, Palnadu District of Andhra Pradesh state.
2. It is suggested that the same study can be conducted in other divisions of Andhra Pradesh.
3. The investigator has restricted the study to class Junior inter students.
4. In the present study, only one district was selected; the study can be conducted in all the districts of Andhra Pradesh.
5. The comparative study may be carried out on students of rural/urban colleges, including higher education areas.
6. The comparative study may be conducted on students of different professional courses.
7. A comparative study can be conducted to determine the causes of emotional intelligence in professionals like teachers, doctors, etc. and the emotional intelligence coping strategies.
8. The study may be conducted on parents and guardians dealing with the problematic person and the type of support they got.
9. The comparative study may be conducted between different states or divisions of the same state by taking the same variables.
10. The study can be conducted by taking emotional intelligence coping strategy as an independent variable, with other dependent variables like college environment, family environment etc.
11. The present study was restricted to only adolescents of intermediate first-year students. The same can be conducted on persons of another age group also.
12. In the present study, mainly two strategies were taken, i.e. problem-focused and emotion-focused; the same study can be conducted using other strategies.
13. The investigation can also be extended to various levels of classes from VI to X.
14. The present study can be executed by comparing the teaching and learning methods of the students studying the commerce and science subjects.
15. A study may also involve the schools that follow the Central Board of Secondary Education of different states.

### **EDUCATIONAL IMPLICATIONS**

The colleges play a key role in preserving and promoting the constructive mental health of the college students. The college teacher and parents play a significant role in helping their kids maintain good mental health. In the current study, Academic emotional intelligence and coping strategies appeared to be the largest categories, so the main implication for the practice is that interventions should not only focus on the individual child but its entire environment; the developmental outcomes of a child are determined by the transactions between the child, caregivers and the environment(Guralnic,2005). The conclusions of the present study have direct implications for the students and the teachers for building sound mental health and improving the teaching-learning environment at the college level.

### **CONCLUSION**

The teacher should help the adolescent students be aware of their emotional intelligence. They should create a pleasant atmosphere at school that may help the students solve their problems. They must talk positively and moderate themselves to perform at their best. The present investigation analyzed the "impact of emotional intelligence among adolescents. Through its modest scope, the research has tried to penetrate one of the hidden



realms of the emotional intelligence. This study can interpret and help the teacher handle the students in the classroom in a better way to reduce academic emotional intelligence.

## REFERENCES

1. Agolla & Henry (2009) an assessment of academic stress among undergraduate students: The case of University of Botswana. *Educational Research and Reviews*, v4 n2 p63-70 Feb 2009.
2. Amandeep Kaur (2014), "Study of Academic Stress of students in relation to school environment." *Edu tracks*, Vol.13.No.8
3. Amandeep Kaur (2016) ,"Academic Achievement of Adolescent Students in relation to their self-concept and anxiety." *Scholarly Research Journal for Inter disciplinary Studies*, (online) ISSN 2278-8808, [http:// doi.org/10.21922](http://doi.org/10.21922).
4. Amirkhan, J. H. (1990). A factor analytically derived measure of coping: The Coping Strategy Indicator. *Journal of Personality and Social Psychology* , 59,1066- 1074.
5. AmitKauts and Neelam Sharma (2009) studied, "Effect of yoga on academic performance in relation to stress". *International Journal of Yoga* 2(1):39-43.
6. Ang, R. P., &Huan, V. S. (2006), *Academic Expectations Stress Inventory: Development, Factor Analysis, Reliability, and Validity*. *Educational and Psychological Measurement*, 66(3), 522-539.
7. Anshensel, C. S., & Gore, S. (1991).Development ,Stress and Role structuring:Social transitions of Adolescence. In J. Eckenrode (Ed.), *The Social Context of Coping* (pp. 55-77).
8. Antonovsky, A. (1979). *Health, Stress, and Coping*. San Francisco, CA: Jossey-Bass. 20
9. Arbuckle, J. A. (2005). *AMOS 6.0 Users Guide*, Spring House, PA: AMOS Development Corporation.
10. Aqsa Akbar, WaheedAkhter, (2011). *Faculty Stress at Higher Education: A Study on the Business Schools of Pakistan*. *World Academy of Science, Engineering and Technology*, 73, 1089-1093.
11. Arbuckle, J. A., &Wothke, W.(1999). *AMOS 4.0 Users guide*. Chicago, IL: SPSS Inc.
12. Archer, J., &Lamnin, A. (1985).An investigation of personal and academic stressors on college campuses. *Journal of College Students Personnel*, 26, 210-215, (c.f. *Psychological Abstracts* 73, 247)
13. Argyle, M. (1990). *The psychology of interpersonal behaviour*. Harmondsworth, UK: Penguin.
14. Armacost, R. L. (1990). High school student stress and the role of counselors. *School Counselor* , 38(2), 105-11.