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Emotional intelligence among adolescent boys

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ABSTRACT

Adolescents go through emotional ups and downs all the time due to change of hormones and for life without much experience might seem overwhelming and at this juncture, a young adult can feel misguided. Emotional intelligence refers to the capacity of recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in us and in our relationships. Emotional Intelligence is highly important in a teen's development. There is considerable evidence pointing to its positive role in helping students deal with stress, develop relationships, and handle the transitions facing them. The present study aims to find out the emotional intelligence among adolescent boys, using random sampling technique 120 (60 urban and 60 rural) adolescent boys were taken. An exploratory design was used for the study. The emotional intelligence test developed by Dr. Ekta Sharma (2011) is used to measure emotional intelligence of students. The obtained result of the study revealed there is no significant difference among adolescent boys on emotional intelligence

Keywords— *Emotional intelligence, Adolescence, Rural and Urban*

1. INTRODUCTION

Emotional intelligence refers to the ability to identify and manage one's own emotions, as well as the emotions of others. Emotional intelligence is generally said to include at least three skills: emotional awareness, or the ability to identify and name one's own emotions; the ability to harness those emotions and apply them to tasks like thinking and problem solving; and the ability to manage emotions, which includes both regulating one's own emotions when necessary and helping. The developmental stage that occurs from puberty to maturity, lasting from about ages 12 to 18 (there is some debate about the exact age range, but 12-18 is a commonly accepted range). That this is a significant time of change and growth. During this time of life, we transition to adulthood.

2. REVIEW OF LITERATURE

Ghosh, D. (2015) explored gender differences in emotional intelligence among tribal and non-tribal adolescent school students of Tripura. Her study showed significant differences between tribal and non-tribal students on overall emotional intelligence. Further, she revealed gender differences in emotional intelligence among school students. Another study conducted by Anjali. (2015) on the effect of gender, community culture and type of school on emotional maturity of tribal and non-tribal pre-adolescents in Gandhari area of the Nizamabad District in Telangana state and found that on the measure of emotional maturity non-tribal performed better than tribal community.

Mohamood Ahamad khan (2015) study was an effort to find out whether geographical differences influence the development of emotional intelligence among students. The study aims to compare the emotional intelligence of rural and urban students. To measure the Emotional intelligence of the students, the emotional intelligence scale by Ankul Hyde et.al was administered. The results of the study, after going through a T-test, revealed that there was no significant difference between the emotional intelligence (composite scores) of the rural and urban students but there is a significant difference between the two on factor D (emotional stability) and factor H (value orientation) of emotional intelligence.

3. METHOD

3.1 Problem

Do rural adolescent boys and urban adolescent boys differ in emotional intelligence?

3.2 Aim

The aim of the study is to explore the rural adolescent boys and urban adolescent boys on emotional intelligence.

3.3 Objectives

- (a) To study the emotional intelligence of adolescent boys.
- (b) Compare rural adolescent boys and urban adolescent boys on emotional intelligence.

3.4 Hypotheses

“There is a significant difference among rural adolescent boys and urban adolescent boys in emotional intelligence”.

3.5 Research Design

The present research study is exploratory in nature.

3.6 Variables

Independent Variable: adolescent boys

Dependant Variable: emotional intelligence

3.7 Sample

A total of 120 adolescent boys (60 rural adolescent boys and 60 urban adolescent boys) belonging to the age group of 13-17 years were included in the study. All the participants were selected geographically. The samples were selected using simple random sampling.

3.8 Material

Emotional intelligence test developed by Dr. Ekta Sharma in 2011, this test constitutes 60 items from five domains of emotional intelligence i.e., Self-awareness, Managing Emotions, Motivating oneself, Empathy and Handling relationships. Scoring for each statement in the scale is done in descending/ascending order for determining the emotional intelligence by giving score of 5 for always, 4 for often, 3 for occasional, 2 for rarely, 1 for never and reverse for negative items.

3.9 Procedure

Subjects were personally contacted to get the consent to be part of the study. The purpose of the study was briefed and rapport was established. The demographic details were collected using the information schedule. The emotional intelligence test developed by Dr. Ekta Sharma (2011) was administered according to the instruction given in the respective manuals. Before administering the test, the participants were allowed to clarify their doubts, if any. After the completion of responses, the questionnaire was collected and analyzed using a suitable statistical method.

3.10 Analysis of results and discussion:

To meet the objective of the study is to examine the emotional intelligence among adolescent boys and to find out the difference between rural adolescent boys and urban adolescent boys. To find out the difference ‘t’ test was calculated, the obtained results have been shown in Table 1.

Table 1: Shows the Mean, SD and ‘t’ value of adolescent boys on emotional intelligence.

	Variables	Mean	SD	t'-value
Emotional Intelligence	Rural Boys	197.98	34.43	0.8 ^{NS}
	Urban Boys	193.35	24.09	

NS – Not Significant

An observation of Table 1 reveals the Mean, SD and ‘t’ value of adolescent boys on emotional intelligence. The mean scores of rural adolescent boys are 197.98 which is average emotional intelligence, with an SD of 34.43. The mean scores of urban adolescent boys are 193.35 which is average emotional intelligence, with an SD of 24.09. The obtained ‘t’-value is 0.80 which is not significant at the 0.05 level. Hence the hypotheses which state that “There is a significant difference among rural adolescent boys and urban adolescent boys in emotional intelligence” is not accepted.

3.11 Limitations

- The sample size was small when compared with the population, so it is difficult to generalize.
- Different Geographical area not considered
- Different age groups can be considered for study.

3.12 Suggestion

- More sample size can be taken.
- Different Geographical areas and age groups can be considered for the study.

4. CONCLUSION

By looking at the scores rural adolescent boys have obtained higher mean values than urban adolescent boys. The probable reason might be that in the rural environment adolescent boys spend most of their leisure time interacting with other individuals as well as they are in constant touch with nature which enhances their self-awareness, aids in understanding and managing their emotions. Rural boys most of time set their goals realistically keeping in mind the resources available around them. Adolescent rural boys maintain a social network that is integrated with empathy, love, and affection due to societal norms and culturally upbringing. Mohammad Muzzafar Lone (2015) conducted study to find out whether geographical differences influence the development of

emotional intelligence among rural and urban students. The results of the study, after going through a T-test, revealed that there was no significant difference between the emotional intelligence (composite scores) of the rural and urban students.

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