



LEVELS OF EMOTIONAL INTELLIGENCE AMONG SCHOOL GOING ADOLESCENTS OF IMPHAL TOWN OF MANIPUR

Psychology

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ABSTRACT

Background and objectives: The aim of the present study is to identify the levels of emotional intelligence among school going adolescents of Imphal town of Manipur.

Methods: The sample size consists of 190 school going adolescents 95 each from both male and female. Students within the age range of 16-17 years studying in XI and XII standard and who were able to give the assent for participating in the study were selected through stratified random sampling method. Emotional Intelligence Test (EIT) was used to measure the level of emotional intelligence of the students.

Results: The finding of the study revealed that the level of emotional intelligence was found maximally under the category of average emotional intelligence. Out of the 190 study samples, 138 were having average emotional intelligence with a percentage of 73%. Again out of the five domains of emotional intelligence maximum students had average level of self awareness, managing emotions, empathy and handling relationships. Only the domain motivating oneself was found to be of high level.

Conclusion: The present study concluded that the global emotional intelligence of the study samples was found maximally under the category of average emotional intelligence. Out of the five domains, maximum students had average level. Only the domain motivating oneself was found to be of high level. The findings could be useful in providing information about emotional intelligence and ways to develop coping skills. Hopefully the present study will help in better understanding of emotional intelligence among adolescents and lead the pathway for proper nurture and guidance of the adolescents.

KEYWORDS

Adolescents, emotional intelligence

INTRODUCTION

An emotion is a complex psychological state that involves three distinct components: a subjective experience, a physiological response and a behavioural or expressive response. There are six basic emotions that are universal throughout human cultures: fear, disgust, anger, surprise, happiness and sadness. A number of other basic emotions includes embarrassment, excitement, contempt, shame, pride, satisfaction and amusement. 1

Emotional intelligence (EI) is the area of cognitive ability that facilitates interpersonal behavior. It is a person's ability to manage his feelings so that those feelings are expressed appropriately and effectively. 2 Emotional intelligence is the ability to identify, use, understand and manage emotions in positive ways to relieve stress, communicate effectively, empathise with others, overcome challenges and defuse conflict. If you have high emotional intelligence you are able to recognize your own emotional state and the emotional states of others, and engage with people in a way that draws them to you. You 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. 3

Adolescence is the transitional phase of growth and development between childhood and adulthood. The World Health Organization (WHO) defines an adolescent as any person between ages 10 and 19. 7 Adolescence is a phase of emotional sensitivity and self-centeredness. Common emotional problems of adolescence are discussed under three headings those specific to adolescence; common psychiatric problems of adolescence and those complicating physical illness in adolescence. 10 Individuals with high emotional intelligence tend to use more coping strategies and are good at expressing and regulating their emotions than individuals with low emotional intelligence when faced with negative life experiences.

OBJECTIVE

To study the levels of emotional intelligence among school going adolescents.

MATERIALS AND METHODS

A cross-sectional study design was used for the present study. The study was conducted in the Department of Clinical Psychology, RIMS, Imphal. The data was collected from schools of Imphal town through stratified random sampling technique. The sample consists of 190 school going adolescents out of these 95 each are male and female school going adolescents. Students within the age group of 16-17

years, and who were able to give the assent for participating in the study was selected for the present study. Semi-structure Proforma was used for collecting the socio-demographic profiles of the participants and Emotional Intelligence Test (EIT) was used to measure the level of emotional intelligence of the students.

PROCEDURES

In the present study, the researcher approached the School authorities, necessary permission was taken and they were explained about the research programme. An assent was taken from each of the participants. Once the assent was obtained an interview was conducted using semi-structure proforma for collecting socio-demographic details and questionnaire on Emotional Intelligence Test were administered for assessing the level of emotional intelligence of the students.

RESULTS

The present study was based on a primary sample of 190 school going adolescents of Imphal town of Manipur. Out of these 95 each are male and female school going adolescents.

Table No. 1 Distribution of levels of emotional intelligence of the study sample (N=190)

Levels of emotional intelligence	Frequency	percentage
Average	138	73
High	52	27
Total	190	100

Table No.1: This table showed the frequencies and percentage of levels of emotional intelligence of the study samples. Out of the 190 study samples, 52 samples were having high levels of emotional intelligence with a percentage of 27%, and the remaining samples i.e., 138 were having average emotional intelligence with a percentage of 73%. The finding revealed that the global emotional intelligence of the study samples was found maximally under the category of average emotional intelligence.

Table No. 2 Showing percentage on levels of self-awareness of the study samples

Self-awareness	Frequency	Percentage
Average	175	92
High	15	8
Total	190	100

Table No.2: This table had shown the frequencies and percentage of

levels of self-awareness of the study samples. Out of the total 190 study samples, 15 samples i.e., 8% were having high levels of self-awareness and the remaining 175 samples were having average self-awareness with a percentage of 92%.

Table No. 3 Showing percentage on levels of managing emotions of the study samples

Managing Emotions	Frequency	Percentage
Below average	16	8
Average	156	82
High	18	10
Total	190	100

Table No.3: This table had shown the frequencies and percentage of levels of managing emotions of the study samples. Out of the total 190 study samples, 18 samples i.e., 10% were having high levels of managing emotions, 156 samples i.e., 82% were having average level of managing emotions and the remaining 16 samples were having below average levels of managing emotions with a percentage of 8%.

Table No. 4 Showing percentage on levels of motivating oneself of the study samples

Motivating Oneself	Frequency	Percentage
Average	48	25
High	142	75
Total	190	100

Table No.4: This table had shown the frequencies and percentage of levels of motivating oneself of the study samples. Out of the total 190 study samples, 142 samples i.e., 75% were having high levels of motivating oneself and the remaining 48 samples were having average levels of motivating oneself with a percentage of 25%.

Table No. 5 Showing percentage on levels of empathy of the study samples

Empathy	Frequency	Percentage
Average	166	87.4
High	24	12.6
Total	190	100

Table No. 5: This table showed the frequencies and percentage of levels of empathy of the study samples. Out of the total 190 study samples, 24 samples i.e., 12% were having high levels of empathy and the remaining 166 samples were having average levels of empathy with a percentage of 87%.

Table No. 6 Showing percentage on levels of handling relationships of the study samples

Handling Relationships	Frequency	Percentage
Average	139	73.2
High	51	26.8
Total	190	100

Table No.6: This table had shown the frequencies and percentage of levels of handling relationships of the study samples. Out of the total 190 study samples, 51 samples i.e., 26% were having high levels of handling relationships and the remaining 139 samples were having average levels of handling relationships with a percentage of 73%.

DISCUSSION

The present study was carried out to find the levels of emotional intelligence among adolescents. The result of the findings revealed that the global emotional intelligence of the study samples was found maximally under the category of average emotional intelligence. Out of the 190 study samples, 138 were having average emotional intelligence with a percentage of 73%. This research finding is contradicted by earlier studies where it was found that students had high emotional intelligence. 26, 34,53 The five domains of emotional intelligence viz., self awareness, managing emotions, motivating oneself, empathy and handling relationships of the study samples was also analyzed. Out of the five domains, maximum students had average level of self awareness, managing emotions, empathy and handling relationships. Only the domain motivating oneself was found to be of high level. This finding was contradicted by earlier studies wherein it was found that students had high emotional intelligence traits. 53

CONCLUSION

The present study concluded that the global emotional intelligence was

found maximally under the category of average emotional intelligence. Some of the limitations of the present study were small sample size and self report method of data collection. Present research findings could be useful in providing information about emotional intelligence and ways to develop coping skills. Hopefully the present findings contribute to understanding and improving the emotional intelligence of the adolescents.

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