

A comparative study on Emotional Intelligence and Happiness among adolescents

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Abstract- Emotional, Intellectual and social aspects form the inward development and physical development comes under outward development. In the knowledge exploded world, students are ill-equipped to face future challenges. That is they grow physically and it is taken cognizance off. There are instances where few gifted children excel in academics but not able to cope up with their everyday problems. Happiness is an emotion involving joy, satisfaction and well-being. It is the feeling of being content, or reaching a state of fulfilment and saturation. Even though there are many definitions of happiness, the common words that are used to describe it are emotions that are positive in nature and the feelings of satisfaction. The aim of the present study was to understand comparative study on Emotional Intelligence and Happiness among adolescents. The objective of the study was to difference in Emotional Intelligence and Happiness among adolescents. The hypothesis of the study was to find that There will be significant difference in Emotional Intelligence and Happiness among adolescents. The adolescents age range from 10 to 13 years were include in the study. The sample size of the study was 100 participants. The Emotional Intelligence scale and Happiness scale were used to collect the data from sample. The convenience sampling method was used to collect the data. The Independent sample t test used to find the results. The findings of the study were that there is a significant difference in the emotional intelligence and level of happiness among adolescents

Key Words: Adolescents, Emotional Intelligence, Happiness

INTRODUCTION

Emotional intelligence is a set of knowledge and social and emotional skills that impact our overall capabilities in response to environmental needs creating a sense of responsibility in the face of intense emotions through using the ability to understand ourselves and others and applying self-awareness, self-management, social awareness and relationship management which enable us to adapt to changes and solve individual and social problems (Jenaabadi

et.al,2015). Over the past several years the term emotional intelligence has received much attention as a factor that is useful in understanding and predicting individual's performance at work, at home, at school etc. (Katoch, 2013). The concept of Emotional Intelligence (EI) was first introduced by Salovey and Mayer in the early 1990's. Daniel Goleman made it popular through the publication of his book: "Why it can matter more than IQ" in the year 1995. Emotional intelligence can be defined as the capacity to create positive outcomes in maintaining relationship with fellow beings and with oneself. According to Mayer and Salovey (1993), emotional intelligence is the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and actions. Emotional intelligence is an umbrella term amalgamating interpersonal and intrapersonal skills. Interpersonal skills includes the ability to understand the feelings of others, empathy towards others, maintaining and developing interpersonal relationships and imbibing social responsibility. Intrapersonal skills constitute the ability to understand self and includes self-motivation. Ultimately emotional intelligence determines success in one's life. Emotional intelligence includes four areas they are Awareness, Acceptance, Attitude and Action. Awareness means knowing what one feels that emotions are a biological process taking place in the body and the brain and that is not always rational. It means being able to feel an emotion without judging it. Attitudes are beliefs that are attached to emotion. These are times when the emotion follows the attitude, or is coloured by an attitude. Unless the attitude is challenged, the emotion will continue to be felt in the same direction. Action is the behaviour taken based on emotion and attitude (Kumar& Singh, 2011). Happiness is an emotion involving joy, satisfaction and well-being. It is the feeling of being content, or

reaching a state of fulfilment and saturation. Even though there are many definitions of happiness, the common words that are used to describe it are emotions that are positive in nature and the feelings of satisfaction. Emotional intelligence was a predictive factor for happiness in medical students. Students with higher emotional intelligence felt healthier. And happiness in extroverted students was higher than introverted ones. It is suggested that the results of this study should be confirmed with prospective studies (Ghahramani S, Jahromi AT, Khoshroor D, Seifooripour R, Sepehrpoor M. (2019)).

Rational of the study was in the present scenario the adolescents are having less emotional intelligence. The factors influencing on emotional intelligence are family environment, interpersonal relationship and level of emotional maturity. Happiness will influence by the interpersonal relationship, adjustment and family environment. The present study explaining about is there is a difference in emotional intelligence and level of happiness among adolescents.

METHODS

Aim:

The current study aims to study the difference in Emotional Intelligence and level of happiness among adolescents.

Objectives:

The main objectives of this study are:

- To study the Emotional Intelligence and level of Happiness among adolescents.
- To study the difference in Emotional Intelligence among adolescents.
- To study the difference in level of Happiness among adolescents.

Hypotheses:

Following hypotheses will be tested in this study:

H1: There is a significant gender difference in Emotional Intelligence among adolescents.

H1: There is a significant gender difference in level of Happiness among adolescents.

Variables

Independent Variable: Gender

Dependent Variable: Emotional Intelligence

Inclusion Criteria & Exclusion Criteria

The present was included the participants in the following inclusion criteria. The Participants age ranges from 10 years to 13 years and who staying with parents. The participants were student and studying in regular class.

The participants who are having Psychological not well and who are not staying with parents are not included to study.

Sample

A sample selected is a representation of the population as a whole. The researcher was contacted on 100 participants of adolescents (Boys -50 and Girls -50) age range from 10 years to 13 years.

Research Design

The present research used non-experimental comparative research design.

Tools:

Informed consent: Research will contact participant and explain about the study. After consent taking by the researcher only scale will be administered to participants.

Socio demographic information sheet: It will be used to collect various demographic information about the sample including age, gender, issues and benefits witnessed.

Emotional Intelligence Scale:

Emotional Intelligence Scale by Dr. S. K. Mangal and Mrs Shubhra Mangal. This test consists four areas, i.e., Intra personal Awareness, Inter personal Awareness, Intra personal Management, Inter personal Management having 25 questions each. Emotional intelligence measuring the 400 sample to check the reliability of the scale and reliability is 0.61. In the scale were given the choice of 'Yes' or 'No' in answer to each question. If answer is 'Yes' to the question in what refers to preference of emotional intelligence and if 'No' answer to the question is in the indication of low emotional intelligence. Here absolute rank 'Z' is indicates the presence of emotional intelligence and rank '0' is indicates the absence of emotion intelligence.

Oxford Happiness Questionnaire: Happiness Questionnaire which has 29 four-choice questions, the first choice has 0point, choice 2 has 1 point, choice 3 has 2 points, and choice 4 has 3 points. Finally, every individual has a grade from 0 to 87 and the higher grade shows more happiness. Reliability and validity of this test was evaluated and Cronbach’s α was calculated 0.901.

Data Collection:

The present research was conducted using above mentioned scale. Researcher has personally met the participants and explain the purpose of the research and collected the data. Researcher contacted the different school and explain about the research.

Statistical Techniques:

The collected data has been entered in the excel. It has transferred to SPSS for the analysis. The data has been checking the descriptive statistics and kurtosis skewness has been used to find the normal probability

of the sample. The Independent sample t test is used to find the gender difference in “Emotional Intelligence and Level Hapiness among adolescents”.

RESULTS AND DISCUSSION

The present research provides a detailed description of the result obtained through statistical analysis. The Data analysis is based on the collected socio democratic details and proposed objectives hypothesis and research and research design. The aim of te study was to find the gender differences in emotional intelligence and level of happiness among adolescents. Te study was conducted on 100 participants age ranging from 10 years to 13 years old. Participants are the students. From the 100 participants 50 were Boys and 50 girls. The Oxford Happiness questionnaire and Emotional Intelligence scale used to collect data. Thease scale were administered on sample population . Based on collected data te statistical analysis include discriptive statistics and inpedednet sample t test.

Emotional Intelligence vs Gender

H₁: There will be significant difference exists between male and female with regard to Emotional Intelligence

Mean Score of Gender of Adolescents on Emotional intelligence

Variable	Gender	N	Mean	SD	t
Emotional intelligence	Boys	50	54.23	5.32	3.467
	Girls	50	62.32	7.12	
<i>Note. **p < .01, *p < .05 *** p<0.001</i>					

Above table shows the difference between gender of Adolescents on emotional intelligence score. The results indicate that there is significant difference between gender of Adolescents on emotional intelligence score (t= 3.467, p<0.01), where in girl Adolescents reported slightly higher level of emotional intelligence score (M= 62.32, SD= 7.12) when compared to boy Adolescents (M= 54.23, SD= 5.32).

Thus, it implies that there is a significant difference between the gender of Adolescents on emotional intelligence score. Hence alternate hypothesis stating ‘There will be significant difference exists between male and female with regard to Emotional Intelligence’ is accepted as there is a statistically significant difference in emotional intelligence scores between boy and girl Adolescents.

Level of Happiness vs Gender

H₂: There will be significant difference exists between male and female with regard to Level of Happiness

Mean Score of Gender of Adolescents on level of Happiness

Variable	Gender	N	Mean	SD	t
Level of Happiness	Boys	50	42.23	4.12	4.523
	Girls	50	53.23	5.78	
<i>Note. **p < .01, *p < .05 *** p<0.001</i>					

Above table shows the difference between gender of Adolescents on level of happiness score. The results indicate that there is significant difference between gender of Adolescents on level of happiness score ($t=4.523$, $p<0.01$), where in girl Adolescents reported slightly higher level of happiness score ($M=53.23$, $SD=5.78$) when compared to boy Adolescents ($M=42.23$, $SD=4.12$).

Thus, it implies that there is a significant difference between the gender of Adolescents on level of happiness score. Hence alternate hypothesis stating 'There will be significant difference exists between male and female with regard to level of Happiness' is accepted as there is a statistically significant difference in happiness scores between boy and girl Adolescents.

LIMITATIONS OF THE PRESENT STUDY

The present study Sample Size was 100 participants. If it more sample and other region of the sample needs to included. The participants were age range from 10 to 13 years. If it included more age group of the participants

IMPLICATIONS OF THE STUDY

The present study explored the gender difference in emotional intelligence and level of happiness among adolescents. These results giving enlightened to the research area of adolescent's psychological issues. At present scenario in the society nuclear families are more. In this context adolescents are not having good relationship with elderly people and siblings. Due to these adolescents are experience maladjustment and emotional immaturity.

SCOPE FOR FURTHER RESEARCH

There is definitely scope for further research, irrespective of the limitations listed.

The study can be carried out on larger sample size and considering more age groups so that even they become aware of how Internet addiction effects their sleep quality. Also, study on larger sample size will help them to gain knowledge about effects on improve of emotional intelligence and happiness.

CONCLUSION

The study findings concluded that there exists a gender difference in Emotional Intelligence among

adolescents and gender difference in level of happiness among adolescents. So present research can conclude there is a gender difference in emotional intelligence and level of happiness. From the t value which is 3.467 and 4.523. it is concluded that there exists an differences. From significant(2-tailed) value, which is .000, is less than 0.01 it is concluded that there is statistically significant gender difference in Emotional Intelligence and level of Happiness among adolescents.

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