

A STUDY OF THE EFFECT OF EMOTIONAL INTELLIGENCE ON PERSONALITY DEVELOPMENT IN EARLY TEENAGERS IN PUNE CITY

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ABSTRACT

Current research is intended at finding the conclusion of emotional intelligence on Personality Development in Early Teenagers in Pune city. Conclusive research of Causal nature was conducted. Age groups thirteen to fifteen were considered as Early Teenagers. In all, a total 400 samples were collected through Simple random sampling from English medium schools in Pune city. The data was statistically analyzed using the Statistical Package for Social Sciences (SPSS). Making decisions and having leadership skills go hand in hand. According to gender, religion, and location of residence, the results showed statistically significant disparities in the emotional intelligence scores among the pupils. Academic success has been significantly predicted by emotional intelligence. There is a brief discussion of the results' implications and potential avenues for future empirical study.

Keywords: Emotional intelligence, personality development, academic achievement.

Introduction

The idea of emotional intelligence has received a lot of attention in academic works all over the world. A more widely accepted indicator of overall effectiveness in several fields is emotional intelligence (Joshi, 2012). Over the past two decades, measuring intelligence has been challenging since widely accepted research has focused on cognitive intelligence while neglecting non-cognitive dimensions, the most significant of which are the emotive ones (Samadony, 2007). Consequently, the idea of emotional intelligence emerged as a novel (Mayor & Salovey, 1990). Emotional intelligence has been a popular term in the academic community for almost ten years. In addition to IQ (Intelligence Quotient), EQ (Emotional Quotient) scores verifiable victories in every educator's effort to develop thorough, knowledgeable characters.

The capacity to recognize and categorize different emotions, regulate one's own and others' emotions, and use emotional information to influence behavior are all examples of emotional intelligence (Coleman, 2008). Since emotional intelligence is a fundamental element of both an individual's scientific and real-world existence, it has been known for years that intelligence alone would not ensure achievement. Instead, emotional intelligence is a precondition for success (Gardner, 1983; Mayer & Salovey, 1990; Goleman, 1995, 2009; Vincent, 2003; Khawaldeh, 2004; Rayyash, 2006). The idea of emotional intelligence is new, yet it already has a big impact on people's lives. It affects people's relationships, feelings, and opinions.

A different kind of intelligence is emotional intelligence. It entails being aware of your emotions and utilizing them to guide your life decisions. It involves having good self-control and the ability to restrain irrational urges. When working toward goals, it's being motivated and continuing to be hopeful and optimistic. Not only is it empathy—understanding how those close to you are feeling—but it's also social skill—getting along well with others, controlling your emotions in close interactions, and having the ability to influence or lead others.

One's capacity to recognize and control emotional cues and information is known as emotional intelligence (EI). EI is a broad category of non-cognitive abilities, skills, and competences that affect a person's capacity to successfully manage pressure and expectations from their environment. Since they interact with one another to provide people the chance to make wise decisions and have sound thoughts, emotions and thoughts and the mind and the heart have something in common. Even if a person is very intelligent, an emotionally disturbed or disoriented individual cannot control their emotions or moods (Rayyash, 2006). The ability to effectively assess one's own and others' emotions, to recognize various emotional reactions, and to use emotional knowledge to make wise judgements is known as emotional intelligence. People who are adept at managing relationships frequently exhibit self-awareness, self-control, and empathy, according to a renowned EQ specialist. "The perception of emotions in oneself and others, the understanding of these feelings, and the control of emotions" are the fundamental abilities needed for emotional intelligence. Collaboration and teamwork are essential for

success in the contemporary workplace.

According to Goldmen, EQ is made up of 5 main traits or attributes:

1. Emotional intelligence (self-awareness)
2. Controlling feelings (mood management)
3. Self-motivation (self-motivation)
4. Perceiving others' emotions (empathy)
5. Taking Care of Relationships (interpersonal skills)

Depending on the configuration of a set on this facet, each of these stages can lead to diverse group results. Extraordinary emotional intelligence can improvise work performance and its various features can contribute to effort in a different way. One facet of emotional intelligence is emotive introspection and individuals who are self-aware thoughtfully can make out their personal state of mind and how they will have emotional impact on his performances. Additionally, they can make a distinction of their personal emotional strong points and flaws, therefore in order to improve they can cultivate the strengths and avoid the weaknesses during work.

Another significant feature of emotional intelligence is demonstrative self-control which means one can sidestep tensions and other upsetting mental state. This is actually useful for those who work in hectic spaces or deal with unfriendly persons. Emotional intelligence has some limits to a certain level that success can be attained with the addition of to some other points. Although children are born with a variety of temperaments—social, laid-back, intense, shy, etc.—EQ aids parents and teachers in utilizing these traits so that kids may function better in the real world.

Research Methodology

Problem Identification:

To research how early adolescent personality development is impacted by emotional intelligence.

Objectives:

1. To research how EI affects personality development in relation to gender, age, siblings, and mother's employment situation.
2. To identify whether there exists any relation between decision making and leadership.
3. To identify whether there exists any relation between stress management and relationship management.
4. To identify whether there exists any relation between academic orientation and distraction.

Hypotheses:

1. There may not be any relation between decision making and leadership ability.
2. There may not be any relation between stress management and relationship management.
3. There may not be any relation between academic orientation and distraction.

Research Design:

Conclusive research of Causal nature

Sampling method:

Simple random sampling.

Sample size: The total samples collected were around 400 but after editing missing entries, 258 were accepted.

Sample area:

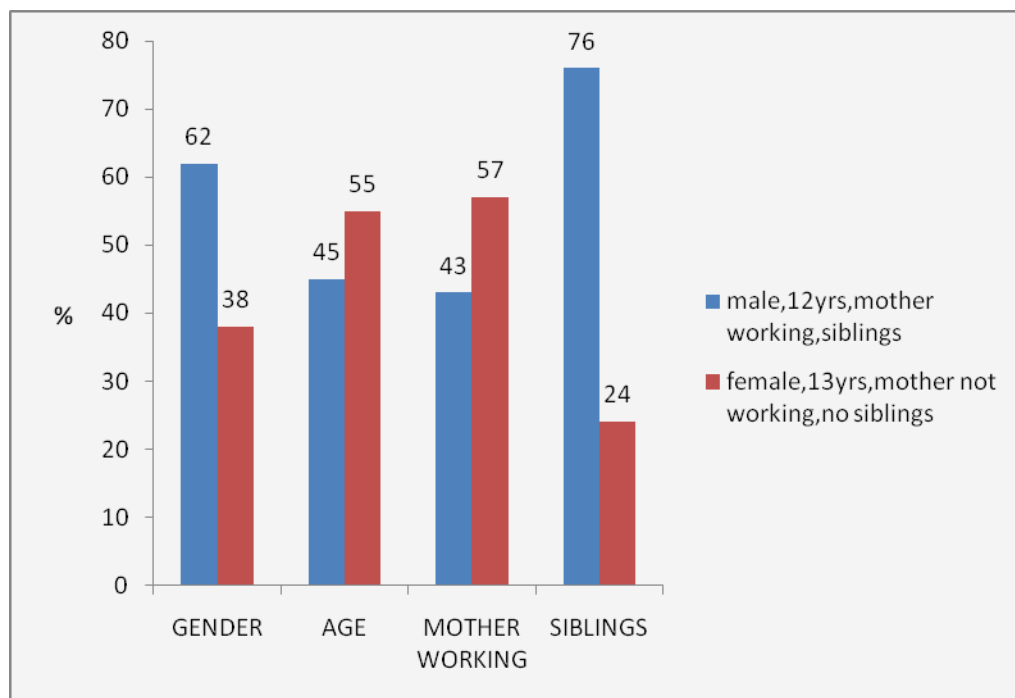
The sample area was English medium schools in Pune city.

Data sources:

1. Primary sources- Surveying method was used in various English medium schools in Pune city like Abhinav English Medium School, S.M. Choksey Highschool, City International School, Sinhgad Public School. Questionnaire consisted of 20 questions describing various traits like decision making, leadership, anger, jealousy, relationship management, stress management, distraction and academic orientation in Multiple Choice Question format.
2. Secondary sources- Ph.D. dissertations, Research papers, journals, reference books etc.

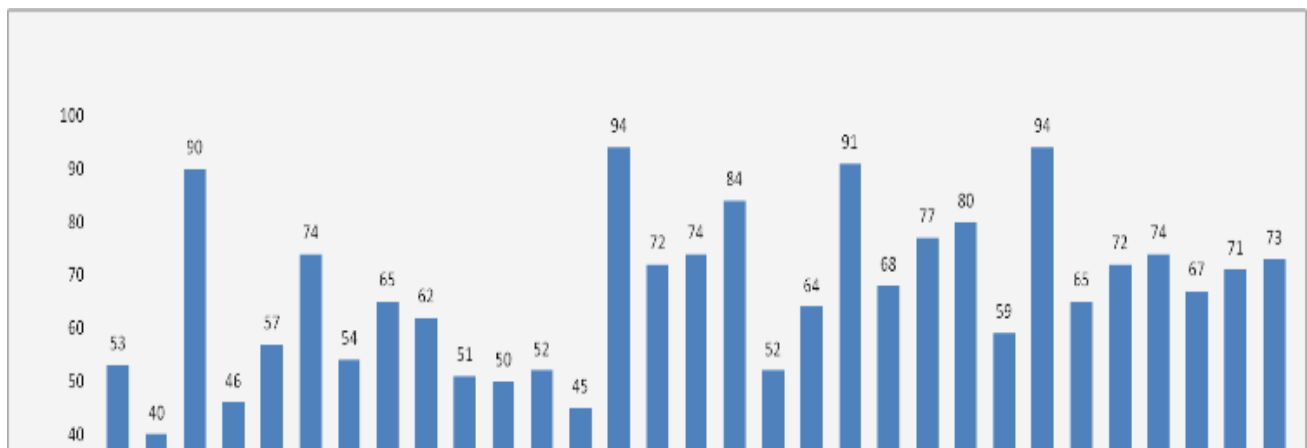
Data Analysis And Design

➤ This graph indicates the percentage wise distribution of the population according to gender, age, mother working and siblings.



Graph 1: Percentagewise Distribution

➤ This graph indicates highest option preferred by the population in each personality trait



Graph 2: Highest option preferred by the population

4.1 Chi-Square Test

Hypotheses Testing:

- Relationship between decision making and leadership ability is calculated by using chi-square test.

H₀= There may be no relation between decision making and leadership

	DECISION MAKING						
LEADERSHIP	Q1	Q7	Q8	Q15	Q19	Q20	TOTAL

Q4	118	143	134	109	49	70	623
Q20	79	80	84	68	36	81	428
TOTAL	197	223	218	177	85	151	1051

Table 1: Decision Making

5% level of significance, 5 degrees of freedom, and a tabulated value of χ^2 equals 11.07.

$\chi^2 = 13.726$ in the calculation. The null hypothesis is rejected since the calculated value is higher than the tabulated value. Therefore, there is a connection between leadership and decision-making.

1. Relationship between academic orientation and distraction is calculated by using chi-square test.

H₀ = There may be no relation between academic orientation and distraction.

	ACADEMIC ORIENTATION		
DISTRACTION	Q6	Q13	TOTAL
Q5	77	63	140
Q12	110	83	193
Q14	77	59	136
Q18	99	74	173
TOTAL	363	279	642

Table: 2 Academic Orientation

5% level of significance, 3 degrees of freedom, and a tabulated value of χ^2 equals 7.815

χ^2 has a calculated value of 0.149. As a result of the null hypothesis being accepted and the computed value being less than the tabulated value, there is no relationship between academic orientation and distraction.

Relationship between relation management and stress management is calculated by using chi-square test.

H₀ = There may be no relation between relation management and stress management

	RELATION MANAGEMENT				
STRESS MANAGEMENT	Q3	Q7	Q11	Q17	TOTAL
Q9	161	110	130	139	540
Q10	174	123	146	150	593
Q16	178	133	139	145	595
TOTAL	513	366	415	434	1728

Table 3: Relation Management

Value of χ^2 in the table at 6 degrees of freedom and 5% level of significance is equal to 12.95. χ^2 's calculated value is 0.73. The null hypothesis, which states that there is no relationship between relationship management and stress management, is accepted because the computed value is less than the tabulated value.

Findings

Working mother

1. For students whose mother is working, they make decisions themselves regarding joining tuitions and

whose mother is not working depend on the parent's decision.

2. In the case of shopping for clothes, children whose mother is working choose their own clothes, whereas other children whose mother is not working take clothes according to parent's choice.
3. In case of an accident students whose mothers are working will call someone to help the needy, whereas students whose mothers are not working, say they will themselves help them.

Age wise

1. In age group 12, 46% of children will try to help the person in the accident & 52 % of them will call others to help him.
2. Whereas in age group 13, 56% will help that person & 40 % of them will call others for help.
3. It was observed that 12 yrs children will ask others whereas in 13yrs they themselves will help that person.

Sibling

1. If angry, students having siblings try to engage themselves in some hobby & move out of that situation & those without siblings keep quiet and calm themselves.
2. While shopping students not having siblings select clothes of their choice while those having siblings ask their brothers or sister's choice.

Gender wise

1. It is observed that in case of boys their parents take decisions for tuition while in case of girls they decide on their own.
2. In shopping, boys decide which clothes to buy while girls go with their parent's choice.

Association

As per chi-square test there is strong association between decision making and leadership ability, and no association between stress management and relation management, and academic orientation and distraction.

Suggestions:

1. It is found that children whose mothers are working have better decision making capacity than non-working mothers, so non-working mothers should try to inculcate decision making capability in their child as it has association with leadership quality and self sufficiency.
2. Females are more dependent on parents for taking decisions whereas males take their decisions on their own, so parents and schools should take care that girls take more initiative in different activities to boost decision making capacities and leadership qualities.
3. Anger management gets difficult as age increases so special counseling sessions should be arranged for students.
4. Jealousy factor is more prominent in smaller age groups so parents should see that their kids have no jealousy problem with their siblings or friends and they should have healthy competition.
5. Distraction is more maturely handled by girls and students whose mothers are working so parents must speak with their kids and help them to concentrate on their studies and make them more emotionally stable.
6. Girls are sincerer in academics so schools can counsel boys on self-awareness, and motivate them to be serious with their academics than girls.
- 7.

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