

**A STUDY ON EMOTIONAL INTELLIGENCE OF ADOLESCENTS IN EAST  
KHASI HILLS DISTRICT OF MEGHALAYA**

A Dissertation submitted to  
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**MARCH 2020**

**DECLARATION**

I, Ms. Da I Bianghi Nongbri, hereby declare that the research work contained in this dissertation entitled ‘ A study on Emotional Intelligence of Adolescents in East Khasi Hills of Meghalaya’ is my own work and it has not been previously submitted for any degree or diploma in any University.

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**MARCH 2020**

**CERTIFICATE**

*This is to certify that the research work contained in this dissertation entitled “**A study on Emotional Intelligence on Adolescents in East Khasi Hills of Meghalaya**” submitted by Ms. Da I Bianghi Nongbri to The Maharaja Sayajirao University of Baroda, Vadodara, Gujarat for the degree of Master of Education is a record of original work conducted by her under my supervision and guidance. I certify that the dissertation work is fit for submission and evaluation.*

**Dr.Deepika Rajawat**

Guide

April,2020

Vadodara

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## **“STUDY OF EMOTIONAL INTELLIGENCE OF ADOLESCENTS IN EAST KHASI HILLS DISTRICT OF MEGHALAYA”**

### **Abstract**

The research study was undertaken to investigate the Emotional Intelligence of Adolescents in East Khasi Hills District. The present study was undertaken with the following objectives, 1. To study the Emotional Intelligence of adolescents, 2. To study the Emotional Intelligence of adolescents with reference to their gender, 3. To study the Emotional Intelligence of adolescents with reference to their grade, 4. To study the Emotional Intelligence of adolescents with reference to area. Survey method was used. The sample was selected following the stratified random sampling technique. The sample consists of 200 students from 10 schools of East Khasi Hills District of Meghalaya. It has three variables Gender(boys and girls), Grade(class IX and X) an Area(Urban and Rural) .The level of Emotional Intelligence was assessed with the help of Emotional Intelligence Scale constructed by Dr Arun Kumar Singh and Dr. Shruti Narain ,2014 . This questionnaire have four dimensions: (a) Understanding emotions, (b) Understanding motivation, (c) Empathy, (d) Handling relations. There are 31 items whose reliability is 0.86 alpha which is significant at .01 level. The data was analysed using descriptive statistics like percentage, mean, standard deviation, percentile, skewness, kurtosis and also inferential statistics like z-test was used to test the hypothesis. The major findings of the study are, 1. 42% of adolescents in east khasi hills have low intelligence and 50% of them have an average emotional intelligence, 2. There is no significant difference among the emotional intelligence of boys and girls of east khasi hills of Meghalaya district. 3. Among the grades, class X is having high emotional intelligence by 4.5% compared to class IX. 4. The urban area adolescents are having high emotional intelligence of 5.5% as compared to the rural area adolescents which is 2%, we have also seen that out of 200 students 84 are having low emotional intelligence which is 42%, 101 students are having average emotional intelligence which is 50% and 15 students are having High emotional intelligence which is 7.5%.

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### **LIST OF ABBREVIATIONS**

EI	Emotional Intelligence
SEL	Socio Emotional Learning
IQ	Intelligence Quotient
EQ	Emotional Quotient
ESI	Emotional and Socio Learning
MSCEIT	Mayer Salovey Curoso Emotional Intelligence Test

## **Chapter 1: Conceptual Framework**

### **1.0 Introduction**

We live in a time when our prospects for the future or longer term are increasingly depend upon managing ourselves and handling our relationship carefully. As individuals we must handle one's emotions as well as that of others. Being skilled in our own feelings as well as those of others make it less stressful for a man to live in this world. Researchers have shown how emotions have a link with the thought process which in turn has an impact on our actions. Thus it is very important that we know, understand and regulate our emotions to have control over our own thoughts and our actions too. Intelligence helps one to recognise a range of action, it does not drive him to act, but emotions do. (Wharam,2014)

### **1.1 Pioneer**

The credit for coining the term emotional intelligence in 1990 goes to John Mayer of the University of New Hampshire and Peter Salovey of Yale University. Along with the introduction of the term in the Journal of Personality Assessment, they also at first formally defined it as “ a form of social intelligence that involves the ability to watch one's own and others feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and action”. They later on modified their definition in 1997 by saying that “Emotional Intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thoughts, to understand emotions and emotional knowledge, and to reflectively regulate emotions as to promote emotional and intellectual growth. In the early 1990s, Dr. John Mayer and Dr. Peter Salovey, introduced the term emotional intelligence in the Journal of Personality Assessment. They used this term to describe a person's ability to understand his or her own emotions and the emotions of others and to act appropriately based on his understanding. Then in 1995, psychologist Daniel Goleman popularised this term with his book “Emotional Intelligence: Why it matter more than IQ?”

### **1.2 Emotions**

Defining an emotion precisely is extremely difficult. There is no clear cut distinction between emotional and non-emotional behaviour, nor are there any sharp lines of demarcation between one emotion and another, for the human emotions blend with one another just like the colours of the spectrum. Moreover, the basic emotions-gloom, delight ,love fear ,anger- often combined in various degrees to produce complex emotional patterns like romantic love, religious ecstasy ,patriotism, zeal ,awe ,hatred and contempt. Even pleasant and unpleasant

emotions are often mixed. The individual who is promoted to a far better job in a different city, for instance, may be torn between pride in his achievement and regret over leaving his friends. Another problem in defining emotion is the generalised nature of an emotional response, which literally involves the entire organism. It is difficult if not impossible, to watch and measure all the physiological and psychological changes that structure an emotional response. There are as many definitions of emotions as there are writers like Kleinginna and Kleinginna, 1981.

According to Kleinginna and Kleinginna, 1981 a comprehensive definition of emotion should (1) say something about the way we feel when we are emotional; (2) mention the psychological or bodily basis of emotional feelings; (3) include the effects of emotion on perception, thinking and behaviour; (4) point out the driving, or emotional, properties of certain emotions such as fear and anger; and (5) refers to the ways in which emotions are expressed in language, expressions, and gestures.

Emotions originate from exposure to specific situations. The nature and intensity of the emotion are unusually related to cognitive activity in the form of the perception of the situation. The thought process of perception results in the experience and /or the expression of related feelings. Emotions are our responses to the environment and surroundings around us, and they are created by the mixture of our thoughts, feelings and actions. What is more important is for each of us to learn that we create our own emotions. Our responses are governed by our thoughts by what we tell ourselves. As it has been clarified that our understanding of our own beliefs and patterns, it is learned that people actually choose their own lives. When people take responsibility for our thoughts, feelings and actions we become accountable and in doing so become Emotional Intelligence.

### **1.2.1 Nature of Emotions**

Humans are emotional beings with excellence. Our language is replete with powerful metaphors of the centrality of emotions in our lives: we may be dissolved in tears, petrified by fear, consumed with jealousy, or transported with ecstasy. Emotions continuously colour our experiences or likes and dislikes as well as our joys and aversions. A being that perceives, thinks, and behaves but is devoid of emotions comes close to the popular conception of a robot. For these reasons, the study of emotion has always held a prominent place in Psychology. Crider et al (1989).

Emotions add colour, spice, lyric and adventure to our lives. Along with this, it connects the mental and physical activities of man together. Emotions control most of our activities; the

best achievements as well as the worst deeds of human beings are the product of different emotions of different times.

Emotions have strong link with our urges, needs and interests. If they are satisfied, an individual is said to be enjoying a happy life and he is emotionally stable, balanced and healthy. But if they remain unfulfilled, frustration grows and the individual suffers from failure in adjusting himself with his environment.

Many types of emotions like pleasure, frustration, love, affections, fear, anger, sorrow, jealousy, and hate make life happy and at times sorrowful being controlled by different types of emotions of different times man may become a God or monster in different situations of life (Dash,2014). Emotions not only influence our behaviour but also control our style of living, social adjustment and development of personality. Our fault of our educational system is what we do not take into account seriously the emotional condition of the child while imparting education to him, if we can steer the emotions of the child in the right way, it will act as a constructive element in human personality. (Dash,2014) emotions play quite significant role in guiding and directing our behaviour(Joshith,2012).

### **1.3 Intelligence**

Intelligence, like love, is one of those concepts that are easier to recognise than define. Its often refer to others' intelligence, describing people as bright, sharp, or quick on the other hand, or as slow, dull, or even stupid on the other. Too much importance is placed on evaluating others'(and our own) intelligence because we believe that our intelligence is related to many important outcomes: how quickly individuals can master new tasks and adapt to new situations, how successful they will be in school and in various kinds of jobs, and even how well they can get along with others. Confronted with diversity in the nature of intelligent behaviour, it is small wonder that psychologists have failed to agree on the comprehensive definition. Goleman, (1999)

David Wechsler is one psychologist who has attempted such a definition. He believes that intelligence is the capacity to understand the world and the resourcefulness to cope with its challenges. (Wechsler,1975).

Wechsler has also suggested that intelligence is the capacity to act purposefully, to think rationally, and to deal effectively with the environment (Wechsler, 1958).

By these broad standards, people act intelligently when they learn from past experience, seek effective solutions to everyday problems, and adapt to the world around them. Although Wechsler uses broad terms- coping, resourcefulness, and rationality- they nonetheless imply particular values. For example, many places in the world do not share the North American

emphasis on the role of verbal abilities in thinking and problem solving. Further even within this culture, different circumstances demand different types of coping and resourcefulness. Certainly what is required of the ambitious college student is different from what is demanded of the ghetto children living in impoverished conditions. This is why the word intelligence always represents, in part a value judgement (Wechsler, 1975) . To call someone intelligent is to say that individual possesses qualities that you believe are adaptive and resourceful.

Finally we must acknowledge the distinction between intelligence and performance. People who possess good problem solving skills, and are thus typically regarded as highly intelligent, do not always perform efficiently in everyday tasks.

Whenever one talks about intelligence , the phrase that springs into our minds is ' Intelligence Quotient' more commonly referred to as IQ. A person with a high IQ score is automatically considered 'intelligent 'with superlatives like bright, superior and very superior added on, depending on the score. As a consequence we often encounter people who have a mindset bent on holding 'rational thinking' supreme and frown on emotions as these were considered irrational and beyond the purview of scientific study. Further, they argue that reason or thought should invariably precede reaction or feelings- we come across a stimulus; we think about it and then eventually react rationally. This sequence holds true provided we have or take the time to think.

#### **1.4 Emotional Intelligence**

Emotional Intelligence is the new yardstick which is increasingly applied to watch a person, to seek out how far one excels in one's life. It is the ability to sense, understand and effectively apply the power and acumen of emotions as a source of human energy, information and influence. R.K.Cooper & S.Ayman (1979)

It emerges not from the musing of rarefied intellect, but from the workings of human heart. Emotional Intelligence does not mean being nice. At strategic moments it is going to demand not being nice, but rather for instance, bluntly confronting someone with an uncomfortable but consequential truth they need to avoid. Goleman (1999)

Secondly, Emotional Intelligence does not mean giving free rein to feelings-letting it all hang out. Rather it means managing feeling so that they are expressed appropriately and effectively, enabling people to work together smoothly towards their common goals.

It has proved to be better predictor of future success than IQ and standardized test scores. Hence the great interest in Emotional Intelligence on the part of the corporations, universities and schools worldwide. Researchers have conducted that people who manage their own

feelings well and deal effectively with others are likely to live content lives. Emotional intelligence definitely differs from the traditional concept of general intelligence specifically in the sense that in place of resting heavily on one's potential of cognitive abilities it refers to his non-cognitive abilities. It is why the measurement of this type of intelligence is provided in terms of EQ in place of the usually known term IQ.

It helps the individual in the recognition and regulation of emotions in oneself and others for the better understanding and adjustment to the self and others by making utilisation of the emotional and social skills associated with such type of intelligence. Gardner proposed that intra-personal and inter-personal intelligence are as important as the type of intelligence typically measured by IQ and related tests and, thus, it paved the way for considering some other type of intelligence different than the traditionally cognitive factors loaded and IQ measured intelligence. Afterwards, Sternberg (1985), a psychologist at Yale University, tried to propose that there are three parts of intelligence. The one that is closely related to EI are given below.

**Practical intelligence:** The ability to understand and solve real-life problems; it is similar to common sense or street smarts (the term now commonly used for the person having a good level of emotional intelligence).

**Analytical intelligence:** The ability to analyse ideas, solve abstract problems, and make decisions.

**Creative intelligence:** The ability to go beyond what is known to come up with new and interesting ideas.

#### **1.4.1 Definition of Emotional Intelligence**

##### **Mayer & Salovey (1997: 5)**

Emotional intelligence is 'the ability to perceive emotions, to access and generate emotions so on as to assist thought, to know emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth' .

##### **Salovey and Mayer (1990).**

Once you are able to understand and manage yourself, then you begin to know the emotions and feelings of others (empathy) and finally to influence them (social skills).

Emotional Intelligence is the ability to watch one's own and others feelings and emotions, to discriminate among them and use this information to guide ones thinking and action .

##### **Bar-On, R. (1997)**

Emotional Intelligence is an array of non-cognitive capabilities, competencies and skills that influence one's ability to achieve dealing with the environmental demands and pressure.

**Cherniss and Goleman(2001)**

Emotional Intelligence refers to the abilities to recognise and regulate emotions in ourselves and in others.

Emotional Intelligence is the capacity to reason about emotions, and of emotions to reinforce thinking. It includes the skills to accurately perceive emotions, to access and generate emotions so as to assist thought, to know emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth (Mayer, Salovey & Caruso, 2004)

**Mathew ,Ziedner and Roberts (2002)** : “Emotional Intelligence is the competence to identify and express emotions, understand emotions ,assimilate emotions into thought, and regulate both positive and negative emotions in the self and others”.

**Boyatzis and Sala (2004:145):** “Emotional Intelligence competency is an ability to recognize, understand, and use emotional information about oneself or others that leads to or cause effective or superior performance”.

**Shanwal (2004)** Emotional Intelligence influences day-to-day problem solving in school, communities business and organisation. At individual level it predicts communication skills, leadership, problem solving and aesthetic.

Knowledge of person’s own emotion is the basic element of emotional intelligence, if people cannot be able to recognize his emotions, it leaves him at the other people’s mercy and create the feelings of distress. Person having the quality of self –awareness know about their limitations and strengths and allow him to exercise self –control. It permits people to develop coping mechanism during the time of intense emotional state. Self –aware people have high degree of self confidence and also have knowledge of their abilities.

Knowing own emotions and those of others is not sufficient to become emotionally intelligent but managing emotions appropriately is necessary. People who know how to manage their emotion can also change it in useful ways. It is an important aspect for leadership qualities. People who excel in managing their emotions can bounce back for quickly from life’s setback.

**1.5 Some other related terms with Emotional Intelligence:****1.5.1 Social and Emotional Learning (SEL)**

CASEL defines it as a process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.



### 1.5.2 Emotional Development

It refers to the ability to recognize, express, and manage feelings at different stages of life and to have empathy for the feeling of others. The development of these emotions, which include both positive and negative emotions, is largely affected by relationships with parents, siblings and peers.

### 1.5.3 Emotional Quotient

It refers to the level a person's emotional intelligence, often as represented by score in a standardized test. Emotional Quotient may be defined as a relative measure of one's emotional intelligence possessed by him at a particular period of his life.

### 1.5.4 Relationship between SEL and EI

"Emotional Intelligence" is defined by Daniel Goleman as the "The capacity for recognizing our own feelings and those of others, for motivating ourselves, for managing emotions well in ourselves and in our relationships." Whereas,

**Social intelligence comes from our ability to be socially aware and to manage our relationships intelligently:** the ability to pick up on emotions in other people and to work out what's really going on with them; to appreciate another person's perspective; to understand and appreciate the impact of your communication on others; to cultivate rapport and be attuned with a broad diversity of people; to manage interactions effectively; to engage with others for mutual benefit.

## 1.6 The Models of Emotional Intelligence

### (i) The Mayer et al. Model

ESI as a theoretical concept was generally the product of personality psychologist John D. Mayer in association with social psychologist Peter Salovey and management psychologist David R. Caruso (the latter to a lesser extent) during the early 1990s. These researchers coined the notion of ESI, and their work laid the foundations for subsequent conceptual interpretations. Before their work, many considered emotion to be detrimental to figure work and life. However, they envisaged ESI to be another sort of higher cognition, separate from general intelligence (IQ), whose importance had not at the time been considered with regards to functionality and achievement in people's lifestyles and careers.

The definition of ESI given by Mayer and Salovey in 1997 was that:

"Emotional intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth."

The Mayer-Salovey model consists of four interconnected abilities (or branches):

- ❖ Perception – perceiving emotion in yourself, others and your environment.
- ❖ Facilitation – using emotion to interpret the world and changes in several ways.
- ❖ Understanding – conceptual knowledge of emotions, how they change and their impacts.
- ❖ Management/Regulation – the power to steer your emotions and those of your peers.

Though these are all interconnected processes and skills, they suggest that there is perhaps a hierarchy and better levels like regulation (where emotions and thinking are interconnected) require a greater level of emotional intelligence than the lowest level, perception.

Studies like Lane et al. (1990) supported this concept by suggesting that those who were strong in one branch of the Mayer-Salovey hypothetical model generally were also very competent in others.

Mayer et al. also developed a test – the Mayor-Salovey-Caruso Emotional Intelligence Test (MSCEIT) – which measures ability in each of the four branches/abilities using two tests to quantify overall ESI. This is often one among the most-cited measures of ESI, though it does have its issues, like a potential lack of internal reliability and application to practical activities.

## **(ii) The Goleman Model**

Science journalist Daniel Goleman was the one to put the psychological theory of ESI on the map for the general public. He wrote three bestsellers on the subject so far and emphasized the importance of ESI to a functional life. He also defined four main components involved within the functioning of emotional and social intelligence, a few years after Mayer and Salovey put forth their research:

- ❖ Self-regulation. This consists of a capability to think before acting, and also to suspend emotional judgement on occurrences. Additionally to the presents, it involves having control over mood swings and impulses, and thus not allowing them to disrupt one's quality of life. Its trademarks include openness to change, integrity, reliability, and an ease in accepting ambiguity.
- ❖ Self-awareness. An individual that is self-aware understands what drives their behaviour, as well as the effects that it has on others. The foremost common trademarks

are self-deprecating humour, realistic assessments of one's conduct, and a healthy dose of self-confidence. It is the ability to not take yourself too seriously, while at the same time understating your value.

- ❖ Relationship skills. Once when you possess strong social skills, you effortlessly form relationships together with your peers, as well as manage them correctly. The trademarks of this characteristic consist of team leadership capacities, managerial aptitudes, and persuasiveness.

- ❖ Social awareness. Possessing empathic traits does not necessarily involve feeling compassion for others, but rather understanding their emotional makeup and treating them consistent with subsequent reactions. Trademarks consist of customer service skills, the ability to recruit talent, and sensitivity to socio cultural factors` like gender, ethnicity, or sexual orientation.

Goleman also emphasized the value of internal motivation. Professionals that are internally motivated excel at their job for reasons that go beyond status, money, and other material benefits. They find joy in their actions and have an immense thirst for knowledge that surpasses the satisfaction that comes from external rewards. Their trademarks qualities involve optimism, also as well as a desire to realized greater things each day.

Goleman also posits that the higher someone rises within an organisation, the greater their social skills are required to be. Therefore, senior directors and managers are required to be competent in social intelligence.

### **(iii) The Bar-On Model**

The most comprehensive definition is perhaps that outlined by Israeli psychologist Reuven Bar-On, in various publications since 1982. In his perception, the term ESI embodies “a cross-section of interrelated emotional and social competencies, skills and facilitators that impact intelligent behaviour”. There are five main markers of emotional and social intelligence as defined by Bar-On, namely:

- ❖ Interpersonal
- ❖ Decision-making
- ❖ Self-expression
- ❖ Self-participation

- ❖ Stress management

They are divided into 15 representative subdivisions:

- ❖ Interpersonal relationships, empathy, social responsibility
- ❖ Problem-solving, reality testing, impulse control
- ❖ Emotional expression, assertiveness, independence
- ❖ Self-regard, self-actualization, emotional self awareness
- ❖ Flexibility, stress tolerance, and optimism

In addition to this, he outlined a method of quantifying and measuring ESI; a self-report measure known as Emotional Quotient Inventory (EQ-i). This system aims to identify and predict ESI markers and their influence on one's managerial aptitudes. The 15 sub-divisions listed above form the 15 sub-scale scores which together produce a representative EQ-i, on a scale similar to that used by IQ tests.

All of these scales coalesce to forming the motivation behind every instance of human behaviour and the relationships we form during our life. Bar-On has been continuing his studies of ESI since 1982, and his EQ-i has been revised, updated, and improved countless times since the initial iteration of 1997.

When applied correctly, the model has been posited to predict factors such as academic performance, career path, didactic and organizational effectiveness, occupational performance and leadership, and even psychological/physical health and wellbeing. Its validity has been debated over the years (for instance, some have suggested that it correlated with personality traits which render it ineffective as a measure) but it remains one of the most accepted analyses of ESI to date.

## **1.7 The Five Key Elements of Emotional Intelligence**

According to Daniel Goleman, an American psychologist who helped to popularize emotional intelligence, there are five key elements to it:

- (i) Self-awareness
- (ii) Self-regulation
- (iii) Motivation
- (iv) Empathy

(v) Social skills

**(i)Self- awareness**

If you are self-aware of what you are going through, you would be in a better position to know others, and affect people around you. It also means you are aware of your strengths as well as weaknesses. When you experience anger, hold that moment and think what made you so angry.

The psychological study of self-awareness can be first traced back to 1972 when Psychologists Shelley Duval and Robert Wicklund's developed the theory of self-awareness proposed that: *"when we focus our attention on ourselves, we evaluate and compare our current behaviour to our internal standards and values. We become self-conscious as objective evaluators of ourselves."*

Psychologist Daniel Goleman, has proposed a more popular definition of self-awareness in his best-selling book "Emotional Intelligence", as "knowing one's internal states, preference, resources and intuitions".

This definition places more emphasis on the power to watch our inner world, our thoughts and emotions as they arise. It is important to recognise that self-awareness is not only about what we notice about ourselves but also how we notice and monitor our inner world.

Furthermore, self-awareness goes beyond merely accumulating knowledge about ourselves. It is also about paying attention and listening to our inner state with a beginner's mind and an open heart. Our mind is extremely skilful at storing information about how we react to a certain event to form a blueprint of our emotional life.

Self-awareness is the key cornerstone to emotional intelligence, according to Daniel Goleman. The ability to monitor and watch our emotions and thoughts from moment to moment is the key to understanding ourselves better, being at peace with who we are and proactively managing our thoughts, emotions, and behaviours.

In addition, self-aware people tend to act consciously rather than react passively, to be in good psychological health and to have a positive outlook on life. They also have greater depth of life experience and are more likely to be more compassionate to themselves and others.

**(ii)Self-regulation**

Self-regulation is a system of conscious personal management that involves the process of guiding one's own thoughts, behaviours, and feelings to reach goals. Self-regulation consists

of several stages, and individuals must function as contributors to their own motivation, behaviour, and development within a network of reciprocally interacting influences.

Self-regulation refers to the self-generated thoughts, feelings, and actions for attaining one's goals (Zimmerman, 2000). Self-regulated learners

- ❖ use strategies,
- ❖ monitor and evaluate their progress,
- ❖ complete tasks on time, and
- ❖ report high levels of motivation. (Kitsantas, 2002)

However, it is just as important to teach children to regulate their emotions, thoughts and behaviour. Self-regulation is an important skill for children to develop. Emotional self-regulation is important for helping children manage how they express and experience emotions.

### **(iii) Motivation**

When an individual is motivated to do a series of tasks he/she will be in a better position to influence others. It is an important factor which encourages person to give their best performance

**According to Staw (1983)** motivation is generally defined 'as a propellant state that energizes and guides behaviour'. It is rarely measured directly, but is inferred from changes in behaviour, or even attitudes .

**Jones (1955)** states that motivation is 'concerned with how behaviour gets started, is energized, is sustained, is directed, is stopped and what kind of subjective reaction is present in the organism while all this is going on'.

**Zedeck and Blood (1974)** view motivation as a predisposition to act in a specific goal-directed manner.

**To Kelly (1974)**, motivation 'has to do with the forces that maintain and alter the direction, quality and intensity of behaviour'.

Motivation stimulates people to action in order to accomplish goals, it is the drive to arouse and energize an individual and keeps him/her focus on the goal.

### **The Two Main Categories of Motivation are:**

**Intrinsic Motivation.** Intrinsic motivation is a type of motivation in which an individual is being motivated by internal desires. For example, let's say an individual named Bob has set himself a goal to begin losing weight and becoming healthier. Let's also imagine that Bob's reason to pursue this path of fitness and wellness is to improve his health overall and feel

happier with his appearance. Since Bob's desire to change comes from within, his motivation is intrinsic.

**Extrinsic Motivation.** Extrinsic motivation, on the other hand, is a type of motivation in which an individual is being motivated by external desires. Rather than being motivated by the need to look better and feel healthier, let's say that Bob was feeling pressure from his wife to slim down and improve his physique so that she would be more attracted to him. Since this pressure comes from the outside, this is an example of extrinsic motivation.

#### **(iv) Empathy**

When you are able to put yourself in other's shoe and think about a situation, it is known as empathy.

**Keen S (2007)** Empathy means to recognize others' feelings, the causes of these feelings, and to be able to participate in the emotional experience of an individual without becoming part of it

**Gagan (1983)** indicates that empathy is the ability to perceive one's feelings on one hand, while transmitting them on the other.

**(Halpern J 2003)** Empathy on the other hand, is a skill learned or an attitude of life, which can be used to try to come into contact with someone, to communicate and understand others' experiences or feelings

**(Le Compte A 2000)** Empathy can be expressed in terms of joy, sorrow, excitement, misery, pain and confusion. In health care, empathy enables health care professionals and patients to work together

#### **(v) Social skills**

The last but crucial aspect. Social skills are all about communicating your point of view to others. They are able to build a rapport with others which makes the relationship more comfortable. (Goleman 1998)

Social skills are discrete, teachable behaviours that are associated with direct measures of social competence, and as such serve as building blocks for the establishment of interpersonal relations, effective social participation and cooperation or affiliation with peers and others. Social skills are the lubricants of social life that help individuals interact in mutually beneficial ways (Malouff & Schutte 1998) and they tend to be reciprocal in the sense that people who display good social skills tend to receive good treatment in return (Gouldner 1960). Important social behaviours include greeting others, sharing, asking for assistance when needed, initiating conversation, giving compliments, following games and classroom rules, being able

to talk about such things as current movies and television show, having sense of humor, and helping classmates.

Social skills have been conceptualized frequently as a set of desirable skills (Caldarella and Merrell, 1997; Gresham and Mac Milian 1997)

Effective interpersonal functioning and are defined as a person's ability to get along with others and to engage in pro-social behaviour that determines popularity among peers and with teachers, parents and significant adults. Matson and Ollendick,( 1988).

Social skills have been seen as the nexus between the individual and the environment (Philip, 1978).Social skills are the skills we use to communicate and interact with each other, both verbally and non-verbally, through gestures, body language and our personal appearance. Human beings are sociable creatures and we have developed many ways to communicate our messages, thoughts and feelings with others. This may sound like manipulation, but it can actually be as simple as understanding that smiling at people makes them smile back, and may therefore make them feel much more positive.

### **1.8 Importance of emotional intelligence**

‘No man is an Island....I am involved in mankind’ (John Donne)

It is true that none of us lives in isolation and to progress in every way in the world, which is made up of mankind, we must fit in with each other. Think about what makes us get on with other people; about whether we like them or not. These judgements are mainly really emotional reflexes, (or gut feelings) of which we are rarely conscious but are nonetheless so powerful that they motivate many of our choices in life. When they are triggered we can either react to people and situations in a negative way or we can respond with awareness, sensitivity and balance.

Being aware of these emotional reflexes and using them in a positive and healthy way can make the difference between an emotionally intelligent person and one who isn't.

Emotional intelligence, though, is far more than being 'nice' to people, which is what Salovey and Mayer accused Goleman of saying. It is based on both scientific discoveries of how the brain works and workplace studies in a wide variety of industries and job categories. According to Goleman , of all the skills needed for success in life and business, over 60% are emotional.

This Intelligence helps us deal with any situation that arise, being positive gives people energy, saying something reassuring and trying to look on the positive side will build a person up and give them energy. Sometimes having too many dilemmas and too many decisions to make makes an individual feel overwhelmed like an avalanche, this might cause



feelings like worry and helplessness. If they are not controlled it will lead the individual to stress and will make him unable to act and in these kinds of situations calming ourselves and making one decision at a time is needed. Being tense at all these situations is not good. It should be balanced with sense of, humour and laughter as it prevents people from taking themselves too seriously. They also produce chemicals in our bodies that both calms and give us a lift. It is impossible to laugh and feel sad at the same time.

Being courageous and believing in ourselves, risk taking and courage often go hand in hand. Taking risk is an important part of life, risk helps people to discover what they are capable of and to achieve their full potentials. Tolerant people do their best to understand about the beliefs of other people and caring people are good friends they are generous and thoughtful, they practise being calm, they develop habits that protect their energy level, and they know how to involve trying to put oneself in someone else's shoes and trying to imagine how they might feel. Empathy is an incredibly difficult skill to master because everybody is different, it is hard to have complete empathy with another person but we can try.

One thing is important and need to remember that feelings of worry, anger and helplessness are normal; they are feeling in varying degrees by every human every day. Reflection on the things done and the things others do, is how to develop and mature, sometimes feeling bad about something which have been done about someone else has done, thinking about how differently it should be acted or how somebody should have act differently. Feelings are needed, they serve an important purpose, sometimes feelings cause problems, it should be control before they control individuals. Therefore in every aspects of life Emotional Intelligence is important since life is full of ups and downs and when Emotional Intelligence is put into practice an individual can excel the best out of himself/herself

Emotional Intelligence is also important since it is multifaceted, predicts performance, measurable, changeable and developable and it is an aspect of the whole person.

Emotional Intelligence is not a thing; still less is it one thing. It is a handy label for a bundle of related, but separate, variables which together constitute what we conceive as of EI. Thus whenever we used the term "emotional intelligence" or EI, we are using shorthand for "all those related, but separate, variables which together characterise the behaviour of those people who integrate their feeling and their thinking when choosing what to do, and therefore excel at self management and relationship management". Similarly, bit of a mouthful. Similarly, whenever we are saying 'it', we should always strictly say 'they' or 'them'. . Hence, as we have seen, it is misleading nonsense to reduce somebody's emotional intelligence to a single figure and say, "Your EQ is X". People could also be strong in one

aspect of EI , yet relatively weak in another. We are all unique and have our own unique experiences and view of the world, and hence our own unique pattern of emotional intelligence. Schilling (1996) suggested that a person's emotions rapidly organize the responses of their biological system and put the individual in an optimum condition to respond. She further suggested that emotions establish the individual's position relative to environmental events, guiding toward some situations and repelling from others. Middle school educators would be reasonable to assume that students with higher emotional intelligence would have greater capacity to cope and adapt to transition trauma. Goleman (1996) and Elias, Ubrico, Reese, Gara, Rothbaum, and Haviland (1992) asserted that emotions would affect learning. Students who have the talents to use their emotional abilities appropriately would be capable to deal with the emotional challenges of entering a new school environment and successfully adjust to the basic differences between elementary and middle school. Students who are emotionally competent will manage their own feelings well, recognize and respond effectively to the feelings and emotions of others, tolerate frustration better, and be less impulsive and more focused. The transition into middle school characterizes.

The transition into secondary school characterizes the end of childhood and presents an emotional challenge, especially when including the natural changes that occur with adolescence. If the transition to secondary school is conceptualized from the perspective and attitudes of the students' adaptation to social and academic tasks, then the transition process are often considered an occasion that taps the students' resources for adaptation. Emotional intelligence are often considered an underlying reason why some students would be more successful than others through the transition period. If transition trauma is manifested during the transition period, then students with more emotional intelligence skills are going to be ready to cope and adapt more easily, leading to stronger abilities to succeed both academically and socially

### **1.9 Meaning of Adolescence**

Adolescence (from Latin *adolescere*, meaning 'to grow up') is a transitional stage of physical and psychological development that generally occurs during the period from puberty to legal adulthood (age of majority). Adolescence is typically related to the teenage years, but its physical, psychological or cultural expressions may begin earlier and end later. For example, puberty now typically begins during preadolescence, particularly in females. Physical growth (particularly in males) and cognitive development can extend into

the early twenties. Thus, age provides only a rough marker of adolescence, and scholars have found it difficult to agree upon a particular definition of adolescence.

Adolescence is a period which sets everybody's head spinning, younger or older including the adolescent himself. It's the age where young person is caught-up in a biological and social process poised between childhood and becoming an adult; grappling with family life and entanglements beyond the boundaries of his family. Everyone is involved. A new generation is emerging.

Adolescence has been described by G.Stanley Hall as a period of storm and stress, Stanley Hall believes "Storm and Stress" situation of adolescence to be a necessary part of the age, which is unchangeable. On the other hand M.Mead considers the "Storm and stress" situation of adolescence as a culture dependent factor.

There are certain basic development characteristics of adolescence which are found in every adolescent in varying degrees. The young adolescent's status is ambiguous. It is neither a child nor an adult. It is a period of transition. Perhaps due to this it creates emotional instability. The old patterns of feelings and expressions. It's an age of developed social interaction and exuberant imagination. For most adolescents, it is a period of unhappiness, because there is a lack of harmony between adolescents and other adults in the family. Adult family members are also perturbed due to adolescents changed pattern of behaviour, and there is turbulence in their life also.

### **1.10 Characteristics of Adolescents**

Adolescents can be a time of creative energy and vitality, of great zest for living. It can also be a time for self-expression, curiosity and exploration, a time for discovery and adventure. Slowly but surely, the boys and girls accept more and more responsibilities for their own behaviour. If they do not expect too much of themselves too quickly, they find adolescents an exciting and rewarding time of life. Adolescents are something dynamic, something that changes from moment to moment. Some other characteristics of adolescents are;

- ❖ A period of Rapid Physical/Biological Changes, has Psychological Repercussions Too:  
This is the period when an adolescent faces problems both in boys and girls where boys started to grow beard and hairs in parts of his body and also his voice started to change and their height grow rapidly and the same with girls their body start to change and puberty occurs.
- ❖ Appearance-Consciousness : The adolescents are so conscious of how they look a small pimple on their face will disturb them and they will do anything to make it disappear, they are conscious of what they wear what others will think

- ❖ Cognitive Development: The adolescents will start to think logically ,use more complex thinking and focused on personal decision –making . At this stage they will question authority and society standards and will speak up their thoughts and views.
- ❖ Attraction towards the Opposite Sex: It is at this stage where the adolescents are highly attracted to the opposite sex.
- ❖ Career-Consciousness: The will be very enthusiastic towards what they want to do later in life and will choose their ideal job .
- ❖ Emotional Conditions: The adolescents are highly emotional towards anything be it happiness, sadness, anger, and any other feelings that they feel they will feel it intensely.
- ❖ Flight on Imagination: Their imagination power is up to the apex , they could sit alone or share it with their friends about anything they fantasies, these fantasies may be regarding their job, a home, a partner , their aims and visions.
- ❖ Hero Worship: It is at this stage where an individual have an idol or a hero they like and they will try to imitate there style like hair style , dressing sense , voice , looks and personality of their icon.
- ❖ Hobbies: Adolescents love to have hobbies and they love to tell everyone about their hobbies or even show them.
- ❖ Sex-Role Identity: This characteristic occurs at the last stage of adolescents. It is at this period where and adolescents needs to know who they are , what they really want to be , and do in their life, They need to be identified not just the family members but by the society.
- ❖ Impact of the Peer-Group is the Strongest: The is the period where groups or gang of friends are the most important things for adolescents, they enjoy being together and have fun, they share lots of things , and peers can either influence them positively or negatively.

### **1.11 Importance of E.I in adolescence Stage**

Emotional Intelligence is important for adolescents since adolescence is a crucial stage and adolescents are facing many changes like physical change , social and emotional change , and are not able to behave when things don't go their way. Thinking about mental well being many of today's young people deal with stress and pressure each day. Those who lack the talents to deal with these stresses have a better chance of acting out due to a lack of mental well being. Emotional Intelligence affects both our outlook and attitude. It can also help to get rid of anxiety, help deal with road swings and avoid depression (Parekh.D,2018).

Emotional Intelligence helps adolescents to adjust along with others and be emotionally stable.

Emotional Quotient represents a relative measure of one's emotional intelligence potential in the same way as intelligence quotient (I.Q) does for the measurement of one's intellectual potential. One's intelligence is an innate as well as an acquired intellectual potential. Every child is born with some intellectual potential which grows and develops on account of maturity and experiences. Similarly, one is also born with some innate emotional intelligence potential in terms of one's level of emotional sensitivity, emotional memory, emotional processing and emotional learning ability. This potential (unlike intelligence) is liable to be developed or damaged as a result of one's life experiences. Mayer and Salovey(1997). The ability of adolescents to cope and develop their emotional autonomy, and to behave in socially appropriate and responsible ways enables them to more easily accept the social challenges of transition. Emotional intelligence is not something that researchers just created. When Gardner (1993) challenged the thought that there is just one way to be smart, he discussed seven distinct intelligences. Among them were interpersonal intelligence which is the ability to understand other people, and intrapersonal intelligence which is the ability to understand our self.

### **1.12 Relationship of adolescence with peers, parents, teachers and the society**

Society plays an important role in shaping an individual's character. It helps shape adolescents ability to live with other people, their ideas of wrong and right and their general outlook on life. As a parent, your influence is the strongest and sometimes shapes adolescents and adult life, according to the Christian Broadcasting Network. Understanding the influence various aspects of society have on your teen helps you nurture your teen's character and individuality.

#### **1.Parents**

Parents spend a lot of time with their adolescents and influence them through their actions and words. Adolescents learn skills like nurturing, socializing, and decision-making through observation and communication with parents. The relationship between adolescents and their parents influences their outcome in life. Involved parenting is more likely to prevent behaviour such as drug and substance abuse or teenage pregnancy. Although adolescents may seem rebellious, they are likely to adapt the good behaviours as they mature.

## **2. Media**

The media can have a positive or a negative influence on the adolescents. They spend a lot of their time on the Internet, watching TV, reading magazines and listening to music. Negative influencers within the media include violence, hateful or vulgar language in movies and music, explicit sex scenes, gender, religious or ethnic stereotyping, and unrealistic representations of success and body image. Alternatively, the media is a source of information for adolescents. It helps create cultural, political and social awareness in teens. Adolescents also get a better understanding of their environment and society.

## **3. Friends**

Friends create a community that influences the decisions that your adolescent makes. Friends may challenge each other to become better individuals or influence each other to adopt negative behaviour. According to Valarie Ulene, writing for the Los Angeles Times, the influence friends have on each other may affect their performance in academics and sports, social skills and decision-making skills. However, you can help your adolescent develop self-confidence and a sense of individuality through involved parenting and continuous communication.

## **4. Community**

The community sets rules that help form your adolescents ideas of right and wrong. Adolescents have a better understanding of acceptable behaviour and consequences of doing wrong, as set by communal laws. This understanding may help your adolescent choose the right behaviour to avoid consequences like imprisonment. The community also helps create cultural and environmental awareness. Additionally, adolescents learn to care for the environment, their neighbours and the less fortunate by interacting with various members of the community (Martha Holden).

## **5. Teachers**

- i. Teachers have a very significant, lifelong impact on all of their students.
- ii. This impact involves not only the teaching of particular academic skills, but as importantly, the fostering of student self-esteem. Reinforcing self-esteem in the classroom is associated with increased motivation and learning.

- iii. The use of strategies to foster self-esteem can go hand-in-glove with teaching academic skills, and needs not require additional time from teachers. If anything, attention on self-esteem can create a more exciting, satisfying teaching environment.
- iv. Self-esteem strategies do not require financial costs or a budget, but rather the sensitivity, respect, and caring of teachers.
- v. As the memories of teachers suggest, self-esteem strategies involve helping students feel they belong and are welcome in the school setting, providing them with responsibilities through which they perceive themselves as contributing and making a difference (e.g., tutoring younger children, helping to take care of school plants), offering them opportunities to make choices and decisions and solve problems, and communicating encouragement and positive feedback. While these sorts of positive interventions are important for all students, they are particularly relevant for all students who find learning problematic.
- vi. Many of the teachers' negative memories captured situations in which they felt that teachers demeaned, belittled, or accused them of being disruptive as they struggled to understand what was being taught. Children with learning difficulties are especially vulnerable to this kind of treatment and unfortunately, even today, continue to hear accusations that they are lazy and unmotivated or that they should pay closer attention in order that they would not have to ask so many questions. Teachers must constantly communicate to students that mistakes are part of the learning process and that no student should ever feel embarrassed to ask questions if they do not understand something. (Robert Brooks)

### **1.13 What Policies and Curriculum says?**

#### **Indian Scenario**

**NPE 1986:** Learning and applying Emotional Intelligence skills contribute to academic and career success of the individuals. It is easy to discover that there are very serious issues and questions facing education, which need to be addressed and answered. (NPE,1986). The quality of teacher determines the standard of education

Since teacher's personality, behaviour, interest, communication skills, attitudes and emotions affect the children's behavioural pattern, a teacher should understand his own emotions and attributes of pupils in the teaching learning process. So teachers are to be emotionally mature enough to deal with the emotional needs of the students

**NCF 2005**, The recent ‘National Curriculum Framework’ (NCF,2000 as well as NCF, 2005) School Education by NCERT, apart from broad based general education to all learners, emphasizes very much not only on acquisition of basic life skills but also on development of high standards of Intelligence Quotient(IQ), Emotional Intelligence Quotient (EQ) and Spiritual Intelligence Quotient (SQ).

**The NCF (2000)** also stresses the need for assessment of EQ and SQ in addition to IQ. Emotional Intelligence (EI) or Social-Emotional learning (SEL) can enhance academic achievement. SEL/EI restores and reaffirms the value of teachers as the models for students in setting social responsibilities

**Global Scenario:** The launch of the General Comment on Adolescents in Geneva and Brussels this week is the most important articulation of adolescent rights since the UN Convention on the Rights of the Child in 1989. Adolescence, is defined as “a life stage characterised by growing opportunities, capacities, aspirations, energy and creativity, but also significant vulnerability”.

Emotional Intelligence is very important in teacher education since it will not only teach the students the basic skill but also contribute to academic and career success of the individual and also it contribute to the different kinds of intelligence. Emotional Intelligence can help and individual manage oneself and others as well, it also have a sense of feelings towards one another.

#### **1.14 Problems faced by Adolescents**

As people live together personal problems, family problems, and community problems appear on the horizon of everyday living. Drug abuse, homelessness, crime, delinquency, mental illness, suicide, school dropouts and numerous other social problems are seen among adolescents. Globalization has not only affected the economy alone, it has affected the individual, their behaviour and the society in a whole. The changes taking place in the society leads to adolescent problems.

**i) Features of changes in the society:** The whole society is changing; this includes changes in our very social fabric, changes in our surroundings and changes in us as individuals. Changes began to take place in our way of life. Changes even take place in our way of thinking. This was not only in the world of grown –ups but in the world of children as well. So, naturally changes also happen in parenting patterns.



**ii) Cultural gap:** In India, we are not merely facing a generation gap today, but a wide cultural gap. The results are more and more friction between children's and parents, which reaches its peak during adolescents. Parents are realizing that children cannot be controlled anymore. They want to be seen and heard.

**iii) Disorganization of city:** Absence of community feelings, lack of family unity, moral laxity, unstable personality, increase in crimes, disorganisation, marital problems, shortage of houses, diversity, artificial and dependent existence and stimulating atmosphere. Urbanization has lead to decline in social sympathy, lack of informal social control, decline in family control, decline in the influence of religion, changes in the status of women, changes in the institution of marriage, changes in family structure, Professionalization of entertainment, scarcity of living accommodation, slums, changes in moral values, breakdown of joint family, increase in evil professions, increase in the incidence of crime, increase in juvenile delinquency, corruption , conflict and competition.

**iv) Mental Health among the adolescents:** Mental health experts say that the shift towards the nuclear family living has brought about disorientation because of the absence of emotional roots. It has given rise to many neuroses that are reflected in the growing fragmentation of our society.

**v) Working Mothers:** Changes in parenting patterns also emerged due to the increasing number of educated women and working mothers. Man is no longer the only earning member of the family. Women became a co-earning member now. In a number of cases this was due to a financial need, which could be traced to rising prices and cost of living. In many cases it had been also because women wanted to seek out an outlet and assist their own personality. They not only wanted to walk hand-in –hand with men but to work shoulder to shoulder with them in their quest for an ideal marriage and a happy family.

**vi) Personal Adjustment:** Quite a number of students of our college and university campuses find themselves in the grip of personal adjustment problems. Drugs addiction is no longer an uncommon experience in our institutions of higher learning. Unfortunately, the suicide rate among the students too is increasing. All these factors imply that we take a hard realistic look at the problems of the adolescents to take right measures at the right time in their life. Pressures on the home front are numerous. One of the primary ones relates to studies. So the social pressures lend to carry over to school life.

**vii) Relationships:** The pressure at school often exists because of the insecurities at home. Of course, the school itself can be a hotbed of tension in several areas, academics, co-curricular and extra-curricular activities, adjustment problems with teachers and peers, relationship with

classmates and school mates. The negative relationship with the parents, teachers and classmates disturb the adolescents.

**viii) Stress:** Stress is one of the major health hazards of the modern world affecting all people irrespective of age, gender, education, occupation, domiciliary status, finance, region, race, ethnicity and nationality. All young people today face significant stresses in their lives and many go through their youth without significant problems. However, nearly one in five children and adolescents will have emotional and behavioural disorders at sometime in their young lives regardless of their geographic region or social economic status. Even by conservative estimates 10% of child population, has mental disorder with serious associated impairments, including learning problems, health problems and drug abuse, at any given time. At least 3% of school children suffer from serious emotional disturbances such as severe depression, suicidal thoughts, psychosis and serious attention problems (Kapur, 1994).

**viii) Teenage Pregnancies:** Parents fail to understand their growing children's inhibitions regarding sex matters and the Indian family scene is still embedded in the age-old concept. The changes occurring in the adolescents and the lack of guidance combine to create a communication gap between the two generations, which has led to many complicated problems. Added to this there are problems of early marriage among adolescents. The problems raised out of these marriages usually affect the personality of the females as well as the personality of the children born to them.

**ix) Drug Addiction:** When problems merge and seem to be heavy for the adolescents, they take refuge in drugs. Drug addiction among adolescents has spread throughout the country; even villages are not excluded. Any drug addict will follow any means to earn/have it, and will not hesitate to commit any crime. They become very dangerous to their family members and the society and may attack anyone, like lions on the prowl.

### **1.15 Problems faced by Adolescents in Meghalaya**

Adolescence is that period of psychological and social transition between childhood and adulthood. Adolescents struggle with their anxieties, conflicts and confusion. In today's world most of adolescents face a problem in making adjustment with others which leads to frustration especially in Co-education school. The inability to reach a goal or achieve something which caused to frustration. Family problems, economic and financial problems, bullying, backwardness in a particular subject can also frustrate an individual who is motivated to learn a specific course or choose a particular vocation, conflicting desires or aims, individual's moral standards, code of ethics and high ideas which also cause frustration. Adolescents of Meghalaya also face numerous problems leading to Frustration.

Adolescence is the stage where extreme emotions are expressed (or experienced) with the intensity of adulthood. But devoid of adult perspective, it is a time of vulnerability implying potential pain. Adolescents struggle with their anxieties, conflicts and confusions.

In rural areas some parents who are uneducated do not know how valuable education is and if their children wanted to drop out from school they can be easily convinced.

Nowadays, teenage pregnancy has become a growing concern and therefore various causes of teenage pregnancy have become crucial (A. A Shithu, 2013). Teenage pregnancy refers to pregnancy occurs in young girls, mostly within the range aged 13 to 17 years old.

Adolescent pregnancy and childbearing are national problem that affects the community and society at large. Adolescent mothers become emotionally dependent due to their decrease educational attainment, the decision to keep and raise their children, subsequent high fertility rates and greater occurrences of single parent families are some of the other problems (Binovalin Syiemlieh, 2017)

All adolescents have same problems everywhere but what an investigator found out that adolescents in Meghalaya mostly have adjustment problems where they could not adjust with their families and it's been a difficult time for the family members to deal with the adolescents, but one thing is that they adjust more comfortably with their peers and friends than with their family members. Adolescents tends to get influence easily especially by the negative aspects such as alcohol and being in a relationship at an early age.

High expectations of the parents, parents tend to expect too much from their children they do not know their child's capacity and this leads to stress from the part of the child. One more thing as an investigator has observed is that there is early marriage among the adolescents and this is due to lack of love given by their parents.

### **1.16 Meghalaya: the study setting**

The word 'Meghalaya' literally means 'The Abode of Clouds' in Sanskrit. It is a state within the North Eastern part of India. Meghalaya consist of three tribes that is The Khasis, The Jaintias, and the Garos. Presently eleven districts have come into existence, under the Jaintia Hills Division the West Jaintia Hills and East Jaintia Hills, under the Khasi Hills Division the East Khasi Hills, West Khasi Hills, South West Khasi Hills and Ri-Bhoi, and under the Garo Hills Division the North Garo Hills, East Garo Hills, South Garo Hills, West Garo Hills and South West Garo Hills. The population of Meghalaya as of 2018 is estimated to be 36.81 lakhs. Its literacy rate is 75.84%. Due to the free and compulsory education scheme upto fourteen years of age which was initiated by the government has lead in increasing

literacy rate in Meghalaya. The state of Meghalaya follows 10+2 system of education. All the colleges in Meghalaya is affiliated to NEHU (North Eastern Hill University).

The Schools of Meghalaya are being administered by different managements like that of the Government schools which are completely run and managed by the government, the Government aided schools- they are the institutions where the management and ownership are private, but follow the rule of the government on the organised curriculum and syllabus, and receives grant in aid from the government, and the Private schools are those which are privately managed and owned.

Most of the schools had a varied number of students and teachers, depending on whether they had the primary, secondary, and higher secondary school divisions .Generally, the sections in the schools were fairly large, children. 27 % of the schools had 500 or even more children.

Indeed the schools in Meghalaya provide apt guidelines for your child's proper mental as well as academic development. The experienced panels of teachers who execute all the various proceedings of the schools of Meghalaya have taken it to their responsibility to acquire the best possible means to educate children. The method of teaching that is followed in the schools of Meghalaya truly deserves acknowledgment as their pupils really find it very interesting and at the same time can extract loads of fun as well. There are also ample scopes for various types of games as the teachers encourage the students to participate in them and experience the jollier side of life. They also teach that participation is far more important than winning. The Meghalaya schools conduct regular examinations to keep the students up to date with the syllabus. Special attention is given to the fact that no extra stress should be applied to the students as it might have a detrimental effect on them.

According to 2011 census male literacy stands at 75.95 while female literacy is at 72.89 percent.

### **1.17 Culture of Meghalaya**

Meghalaya is the only state in the entire northeast which is matrilineal and takes the identity solely from the mother. Meghalayan women are very lucky in this way, because they are treated with equal rights, but the head of the family is always the father. Off springs whether male or female are treated alike. On the whole the society is unique, devoid of complexes and the much feared dowry system. The cognates trace their origin from a common ancestress and their lineal descent is from mother to daughter, just the opposite from other societies. In a matrilineal society, men play a vital part as the head of the family and as an uncle. He has the vetoing things to control things, he is look upon as the defender and provider and is much respected. Mimimon Laloo (2019)

### **1.18 Rationale**

Emotional intelligence represents the most important set of skills and elements that are needed in our daily life to survive as human beings. Most of us are still unaware of emotional intelligence and its powerful influence on how we live, work and communicate with one another. Researchers have found that there is something other than our cognitive (IQ) that makes a difference in our success and happiness in life-emotional intelligence is what accounts for this difference. It involves taking an honest look at our day-to-day life.

The investigator have seen this present scenario how adolescents react to every situations and especially when things do not go their way. Emotional intelligence help to cope on with the different level of problems that they face. Parents should play a vital role in guiding their adolescents and teachers should work in hand with the parents, trying to understand their needs and wants and being close to them so that they can open up and share whatever they have in mind and listen to their point of views. The study was conducted for the adolescence since it is a period where the individual will encounter many changes both psychologically and physically, because it is at this stage where the prefrontal cortex remains develop, and that they might rely on a part of the brain called the amygdale to make decisions and solve problems more than adults do, since the amygdale is associated with emotions, impulses, aggression and instinctive behaviour.

Students at this stage are highly emotional and this is the same with the students in Meghalaya as well, because of this reason many of the decisions of the adolescence are lead by their emotions, decisions taken through emotions can lead them to take unwise decisions like getting into wrong company and doing things that are anti-socials, moreover they tend to listen to their peers rather than to their elders. Further adolescents at this stage form their attitude based on their emotions, school dropouts are many in Meghalaya, early pregnancy as well as getting into bad habits of drugs and alcohol is because of their emotions.

## **Chapter 2: Reviews of Related Literature**

### **2.1 Emotional Intelligence**

**Bandura (1977)** a cognitive psychologist had significant contributions focusing on the acquisition of behaviours that led to the social cognitive theory and social learning theory. His work brought together behavioural and cognitive components in which he concluded that "humans are able to control their behaviour through a process known as self-regulation." This led to his known process that contained: self observation, judgement, and self response. Self observation (also refer to as introspection) is a process involving assessing one's own thoughts and feelings so as to tell and motivate the individual to work towards goal setting and become influenced by behavioural changes. Judgement involves an individual comparing his or her performance to their personal or created standards. Lastly, self-response is applied, during which an individual may reward or punish his or herself for success or failure in meeting standard(s). An example of self-response would be rewarding oneself with an extra slice of pie for doing well on an exam.

**Salovey et al., (1990)** elaborated emotional intelligence as a normal intelligence. Beginning with the understanding of emotional Intelligence as a subset of social intelligence, they identify the elements of interpersonal and intrapersonal intelligence as close as emotional intelligence. Emotional intelligence allows for appraisal and expression of feelings. A vast number of participants were enlisted from different walks of life to answer many scales of emotional intelligence measurements and assessments. The result of the research confirmed that empathy was a characteristic of emotionally intelligent behaviour. Appraisal of one's own feelings and those of others is so highly related that one may not exist without the other.

**Sharma, N.(1999)** In his book 'Understanding Adolescents' analyses adolescence as one of the most important development stages explaining childhood, physical, sexual, and psychological maturation during adolescence. It highlights health problems, e.g., obesity, anorexia-nervosa, anaemia in puberty, as well as psychological problems like clumsiness, swinging moods, irritability. It also discusses intellectual development in relation with linguistic, musical, mathematical logical, visual-spatial, bodily kinaesthetic and inter-personal and intra-personal intelligence. It infers that, high in any one intelligence, an adolescent can manage well in other area also. Social environment and attitude of the parents affect in cognitive development, creativity, moral values, religious beliefs and political understanding. Personality development depends upon family, community, peers, school, and media.

Difference in male and female adolescent's personality are due to differences in rearing and socialisation. Economically affluent urban parents want their sons to take up the career of their choice, whereas girls get married as soon as a suitable match is found. Economically lower class parents force their sons to opt for father's occupation whereas girls are forced to marry at the reach of puberty.

**Verma,S., and Larson,R. (1999)** in "Are Adolescents more emotional?" a study of the daily emotions of middle class Indian Adolescents, view adolescents as a period of greater moodiness and emotionality. This study addresses the question of whether Indian Adolescents experience greater emotional swings than their parents do. It also examines gender difference, casual factors, and correlates of emotionality among Adolescents. Participants include 8<sup>th</sup> graders(51 girls , 49 boys) from urban middle class families and their parents. A volunteer group recruited through school provided self-reports on their activities and emotions following the procedure of Experience Sampling Method(ESM) . Additional information on family. Peers, stress management, and mental health variables was collected through questionnaires. Adolescents report significantly more negative states and extreme positive emotional states than their parents. Middle states of adolescents are related to school stress and inversely related to family and peer variables. Significant inverse correlation is observe between rates of negative emotions and mental health. Discussing the role of various familial, peer, and social factors in Adolescents wider emotional swings, the researcher caution that frequent negative emotions among adolescents should not be dismissed as normative and should be taken seriously as a sign of distress.

**Mayer, et al. (2000)** showed with series of studies that emotional intelligence increased with age and experience which qualifies it as ability rather than a personality trait. Wong and Law(2002) working with emotional intelligence samples have found that ,age is positively correlated with emotional intelligence across different job situations.

**Richardson (2000)** During a dissertation study of 196 students transitioning from fifth to sixth grade, emotional intelligence was negatively correlated to the variables of transition trauma (student concerns and role strain) Analysis indicated that at least to some degree, emotional intelligence played a part in easing transition trauma more for girls than for boys. The patterns of emotional intelligence levels did not vary much over the transition period, and girls seemed to indicate higher levels of emotional intelligence than boys. Emotional

intelligence made a contribution to academic performance for girls even when prior achievement and socioeconomic status were taken into account.

**Norman, Kathy, Richardson and Rita (2001)** also conducted a study that aimed at examining the relation between emotional intelligence and social skills among the secondary stage teachers in Western Illinois' USA. The sample consisted of 220 teachers (120 male s and 100 females). The study reached a bundle of conclusion among the prominent result was statistically significant relation between emotional intelligence and social skills among the members.

**Al-Balawi (2004)** also conducted a study that aimed at identifying the relation between emotional intelligence, psychological compatibility and social skills. The study consisted of a sample of 290 female students at the Faculty of Education in Tabouk. The study used the criterion of emotional intelligence, the criterion of psychological compatibility, and the criterion of social skills. The results of the study showed that was a positive relation between the emotional intelligence and social skills.

**Der Foo et al., (2004)** there is a well-established body of research which generally affirms the contention that self-awareness has a positive impact on leadership performance (e.g. Ashford, 1989; Atwater and Yammarino, 1992; Kluger and DeNisi, 1996; Sosik, 2001; Wegner and Vallacher, 1980; Wicklund, 1979). Generally, these studies have held that individual self-awareness is positively associated with desired affective outcomes and increased managerial effectiveness. Agreement between self and others is seen as leader self-awareness, and is i mportant because self-aware leaders can change their behaviour to adjust for subordinate perceptions toward the goal of increasing overall leader effectiveness.

**Pandey and Tripathi (2004)** conducted a study on a sample of 100 individuals(50 males and 50 females) completing the measure of emotional intelligence,consisting of identification of emotion, perception and recognition of emotion without probing, understanding emotional meaning and emotion intensity rating. Results revealed that females scored significantly higher than males and were more proficient in managing and handling their own emotions as well as of theirs.



**Hunt and Evans (2004)** the study investigated whether emotional intelligence can predict how individuals respond to traumatic experiences. A random sample of [N=414(181 male and 233 female)] were administered a measure of EI along with the impact of event scale. The results showed that participants with higher NEIS scores report fewer psychological symptoms relating to their traumatic experiences that monitors are more likely to have higher NEIS scores than blunterners. Traumatic events had a great impact on females than males, and males had higher EI than females.

**Mathur, Malhotra and Dube (2005)** have evaluated "Gender differences within the selective variables of emotional intelligence, which were attribution, taking responsibility and scholastic achievement in high school students(N=83, M=36,F=47) with an age group of 13 to 15 years" the study does not revealed any significant gender-difference on the dimensions of emotional intelligence. So, the study concluded that there is no significant difference among boys and girls on the selected components of EQ.

**Van Rooy, Alonso and Viswesvaran (2005)** have made a study during which a standard measure of emotional intelligence was administered to 275 participants (216 females) to examine how different groups 'score on a test of EI differences were compared for age. Results indicated that emotional intelligence scores tended to increase with age.

**Yoder (2005)** sees that it is important that the teachers encourage the students to acquire some social skills in the classroom through simple conversations that make them aware of their changing emotions, since the students performance is in its ideal form when the classroom atmosphere is secure, affectionate, and open for communication in addition in developing good communication skills and building personal relations. Also, they learn how to manage and motivate themselves, and that the students awareness of their strong and weak points allows them to correct their work and that the students behaviours to become more effective.

**Bar-On (2006)** conducted a study to develop an inventory to measure emotional and social intelligence construct. According to this model, emotional social intelligence is a cross-section of interrelated emotional and social competences skills and facilitators that determine how effectively we understand and express ourselves, understand others and relate with them and deal with daily demands. The emotional and social competencies, skills and facilitator

referred in this conceptualization include the five key components and each of these components comprises a number of closely related competencies skills and facilitator. Consistent with this model ,to be emotionally and socially intelligent is to effectively understand and express oneself to understand and relate well with others and to successfully cope with daily demands, challenge and pressure.

**Subramanyam K. &Rao Sreenivasa K. (2008)** This study aimed at assessing the impact of gender on emotional intelligence and academic achievement of secondary school students, besides the relationship between emotional intelligence and academic achievement. The objectives of the study were;(i) To assess the impact of gender on emotional intelligence of secondary school students,(ii) to assess the impact of gender on academic achievement of secondary school students,(iii) to assess the relationship between emotional intelligence and academic achievement of secondary school students. The findings of the study were;(i)there is significance of difference between boys and girls with regard to their emotional intelligence;(ii) there is no significance of difference between boys and girls with regard to their academic achievement;(iii) there is no relation between academic achievement and emotional intelligence.

**Carr (2009)** have studied “Sex differences in emotional intelligence among a student sample of medical schools(N=177)”. Results indicated that male candidates had higher emotional intelligence scores than females.

**Lather Manisha (2009)** Averting that emotional intelligence has recently awakened great interest in researchers and mental health specialists the author says emotional intelligence is the driving force that affects personal success and interactions with others. Most children people will develop and assume the responsibility for his or her own protection and peace of mind. But during the years of learning and practice, parents, teachers and helping adults need to be aware of the signs and patterns that signal danger. Awareness of adolescent stress and depression opens the door for adults to begin constructive efforts

**Al-Elwan (2011)** also conducted a study that aimed at investigating the relation of the emotional intelligence with the social skills and patterns of attachment among university students. The sample of the study consisted of 475 male and female students of Al-Hussein Ben Talal University in the Ramadan (2010) also conducted a study that aimed at probing the

degree of emotional intelligence among the teachers of the UNRWA in the Governorate of Nabulus, the West Bank. The sample consisted of 120 male and female teachers. The study used a questionnaire of 43 items spread on 5 fields: self-awareness, emotion management and self-organization, personal motivation, sympathy towards the others, and social skills. The study showed a high degree of emotional intelligence among the teachers, and sympathy towards the others took first place, and significant statistical differences in the fields of self-awareness, emotion management and self-organization, personal motivation according to the gender variable in favour of males; and there were no significant statistical differences related to the size of the school and the academic qualification on the degree of emotional intelligence. Hashemite Kingdom of Jordan.

**Seyis et al., (2012)** investigates the influence of Emotional intelligence on the academic achievement of high school students. The participants were 407 students in Turkey. The measurement instrument was the Turkish Emotional Intelligence Questionnaire. The study shows a statistical evidence of an interaction effect between academic achievement and emotional intelligence. This has the sub-factors of awareness of emotions ,managing emotions, empathy and handling relationships. The result of the study showed that a variable like being aware of emotions was a powerful predictor of students academic achievement. It can be said that the IQ and EQ support each other in a given certain attitudes and behaviour of an adolescent.

**Valadez Sierra (2013)** conducted a study on Emotional intelligence and its relationship with Gender ,Academic performance and Intellectual abilities of undergraduates and concluded that E.I has been linked to several variables and other performance.

**Samawi (2013)** conducted a study that aimed at revealing the relation between happiness on one side and emotional intelligence and religiosity on the other side among the students of the Islamic Sciences University in Amman, Jordan. The sample of the study consisted of 650 male and female students in the academic year 2011/2012 that were chosen arbitrarily, and he used the criterion of happiness, the criterion of emotional intelligence and the criterion of religiosity. The study results showed increase in the levels of religiosity and emotional intelligence while the level of happiness was moderate, a relation between happiness and each of the emotional intelligence and religiosity, no difference in the relation between happiness and emotional intelligence and religiosity according to gender, but there was a

difference according to specializations between happiness and religiosity in favour of the Share' disciplines.

**(Upadhyaya,2004;Farideh 2009)** EI Is related to a host of demographic variables including sex ,age, urban and rural, medium of instruction , and home environment. Among all these variables, except a few contradicting results different in EI due to gender has been more prominently reported, with female scoring high than males.

## **2.2 Implications of Reviews of Related Literature on the Study**

Reviews of the study conducted both in India and abroad shows that Emotional Intelligence is very important at all stages of life, since it is related to each individual and the relation with others in the society. It also shows that emotional intelligence is linked to other spheres of life like academic, leadership skills, social life , management and it is most importantly the individuals behaviour and how he/she could control it through a process of self-regulation and how an individual can interact intelligently with one another. Further review shows that there was positive relation between emotional intelligent and social skills. It also shows that being self aware has a positive impact on leadership performance. The study reveals that students should learn how to manage and motivate themselves. Several studies elicits that emotions was a powerful predictor of students academic achievements, it also shows that emotional intelligence of girls seem to be higher than boys. It also shows that emotional intelligence is related to happiness and religiosity. Further reviews also shows that Indian adolescents experience greater emotional swings than their parents do and that also several studies shows that emotional intelligence increased with age and experience. However the study conducted by Sharma(1999) analysed adolescents as one of the most important developmental stages, childhood, physical, sexual and psychological maturation during adolescence. It highlights health problems, example: obesity, anorexia ,nervosa ,anaemia in puberty as well as psychological problems like clumsiness, swinging moods, irritability. It also discusses intellectual development in relation with linguistic, musical, mathematical logical, visual – spatial, bodily kinaesthetic, and inter-personal and intra-personal intelligence.

## **Chapter 3: Methodology**

### **3.1 Statement of the problem**

“A Study of Emotional Intelligence of Adolescents in East Khasi Hills District of Meghalaya”

### **3.2 Objectives of the study**

1. To study the Emotional Intelligence of adolescents.
2. To study the Emotional Intelligence of adolescents with reference to their gender.
3. To study the Emotional Intelligence of adolescents with reference to their grade.
4. To study the Emotional Intelligence of adolescents with reference to area.

### **3.3 Hypotheses of the study**

1. There was no significant difference between the mean scores of Emotional Intelligence of boys and girls.
2. There was no significant difference between the mean scores of Emotional Intelligence of class IX and class X
3. There was no significant difference between the mean scores of Emotional Intelligence of rural area and urban area students.

### **3.4 Variables of the study:** There are two variables in this study

1. Dependent Variable -Emotional Intelligence
2. Independent Variables are the Gender, Area and Grade.

Gender - boys and girls

Grade - class IX and X.

Area - rural and urban

### **3.5 Operational definition of the terms**

**1. Emotional Intelligence** – Emotional intelligence in this study refers to the ability to monitor one’s own and others emotions, to discriminate among them and to use the information to guide one’s thinking and actions (Mayer and salovey,1997:1990). It includes the following four components:

- a) Understanding emotions
- b) Understanding motivation

c) Empathy

d) Handling relations

a) Understanding emotions- An individual's capacity to identify emotions in one's and others physical states, feelings and thoughts.

b) Understanding motivation – A high achievement drive together with the tendency to be optimistic and take initiative.

c) Empathy- Ability to identify oneself mentally with others and to understand a person or thing accurately and read how other people feel, understand their perspectives, develop others, leverage diversity, read the mood of a group, discern political realities and a tendency to take an interest in the lives of others.

d) Handling relations- To be able to manage and handle relations and others in a better way.

**2. Adolescence-** It refers to the period of human growth that occurs between childhood and adulthood. According to the World Health Organisation Adolescents starts from age 10 to 19 years of age. It is a transitional stage of physical and psychological development that generally occurs during the period from puberty to legal adulthood. It is also a period of life with specific health and developmental needs and rights. It is a time to develop skills, learning to manage emotions and relationships, and acquire attributes and abilities that will be important for enjoying the adolescent years and assuming adult roles.

All societies recognize that there is a difference between being a child and becoming an adult. How this transition from childhood to adulthood is defined and recognized differs between cultures. In the past it has often been relatively rapid, and in some societies it still is. In many countries, however, this is changing.

**3. Area-**The schools situated in city area will be considered of urban area schools, and village area schools will be considered as rural area schools in the district of East Khasi Hills Meghalaya

**4. Gender-** Gender refers to the boys and girls

**5. Grades-** Grades refers to the class IX and X students

### **3.6 Delimitation of the study**

1. The present study has been delimited to Government –Aided schools of East Khasi Hills District.

2. The present study has been delimited to students of class IX and X of East Khasi Hills District.

### 3.7 Design of the study

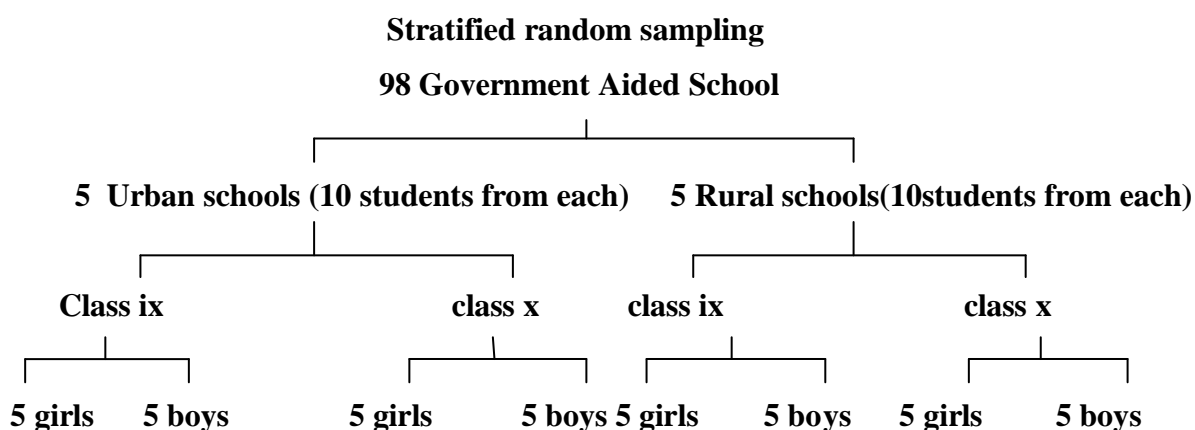
The study is quantitative in nature and survey method was used for the study .

### 3.8 Population of the study

There are total 235 secondary and higher secondary schools in East Khasi Hills District. Out of which there are 98 Government –Aided secondary and higher secondary schools which forms the population.

### 3.9 Sample

Out of 98 schools 10% of schools were selected through stratified random sampling which makes 10 schools . 5 schools were selected from the urban area and 5 schools were selected from the rural area. From each of these selected schools; 5 girls and 5 boys of Class IX and 5 girls and 5 boys of Class X were selected. Thus, a total 200 students formed the sample of the study.



### 3.10 Tools for Data Collection

The Tool that was used in this study is The Emotional Intelligence Scale by Dr .Arun Kumar Singh and Dr. Shruti Narain. It has been standardized in 2014. The scale included of Understanding Emotions, Understanding Motivation, Empathy, Handling Relations, and it is applicable to adolescents. It is a yes or no type of scale. The reliability of the scale is 0.86 and the validity is also 0.86.

The tool consist of 4 items and 31 components, The response was to be given either ‘Yes’ or ‘No’. A score of plus 1 and 0 was given . The answers of those items which tallied with the answers given in the scoring key were given a score of plus 1 and if they did not tally they are given a score of zero. Out of the 31 components 4 question was based on understanding

emotions, 8 questions was based on understanding motivation, 10 questions was based on empathy and 9 questions was based on handling relations.

Scoring:

Out of the 31 components or questions 4 questions have a negative effect on the emotional intelligence of the children if they choose or tick Yes, but if they tick No on these 4 questions they will score 1, and this shows how intelligent he /she is emotionally.

### **3.11 Data Collection**

The data was collected by the researcher personally. The investigator in order to collect the data went to the schools to meet the principals and teachers of the schools to seek permission in conducting the study. The researcher then distributed the tools to the selected sample and sufficient time was given for the students to complete the tools. The data was collected in the month of November during the researcher's diwali vacation. The researcher collected the data of class IX before they start their final exams and class X before they start their selection test.

### **3.11 Analysis of the Data**

The collected data was analysed using descriptive statistics like percentage, mean, standard deviation, percentile, skewness, kurtosis and also inferential statistics like z-test was used to test the hypothesis.



## Chapter 4: Data Analysis and Interpretation

### 4.0 Introduction

The analysis is about the search and explanation on how intelligent adolescents are emotionally, and how they differ regarding gender, grade and area. Here the researcher has made an attempt to explain the data collected, and the differences regarding the Emotional Intelligence of Adolescence in Meghalaya

### 4.1 Objective 1: To study the Emotional Intelligence of Adolescents

The data collected from the adolescents in East Khasi Hills District of Meghalaya was analysed to find out their Emotional Intelligence using frequency and average. This is presented in Table.4.1(i) and Table.4.1(ii)

Range of score	No. Of students	Percentage	Interpretation
20 or less	84	42%	Low E.I
21 to 26	101	50%	Average E.I
27 and above	15	7.5%	High E.I
Total	200		

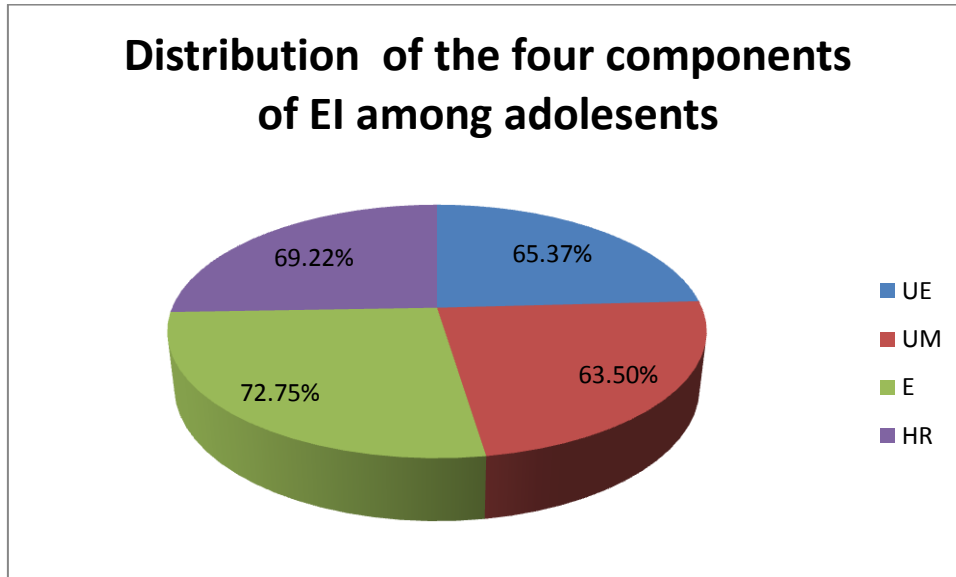
*Table 4.1(i)Emotional Intelligence of Adolescents*

From Table 4.1(i) we have seen that out of 200 students 84 are having low emotional intelligence which is 42%, 101 students are having average emotional intelligence which is 50% and 15 students are having High emotional intelligence which is 7.5%.

If we find out the arithmetic mean and percentage of the above students according to the 4 components of EI then the results will be like this as given in table 4.1(ii)

Components	Total sum	No. of questions	No. of questions x total no. of adolescents(N)	Total Question per attributes	Percentage (total sum/total question per attributes x 100)
Understanding Emotions	523	4	4x200	800	65.37%
Understanding motivation	1016	8	8x200	1600	64.5%
Empathy	1455	10	10x200	2000	72.75%
Handling Relations	1246	9	9x200	1800	69.22%

*Table 4.1(ii) Arithmetic mean and Percentage*



*Chart 4.5 Distributions of the four components of EI among adolescents*

#### **4.1.1 Arithmetic mean and graph of the various components of EI with respect to the variables**

Serial No.	Components	Gender		Grade		Area	
		Boys	Girls	IX	X	Urban	Rural
1.	Understanding Emotions	2.613	2.615	2.63	2.615	2.85	2.38
2.	Understanding Motivation	5.075	5.061	5.058	5.08	4.91	5.25
3.	Empathy	7.271	7.276	7.25	7.275	7.3	7.25
4.	Handling Relations	6.22	6.22	6.211	6.23	6.12	6.34

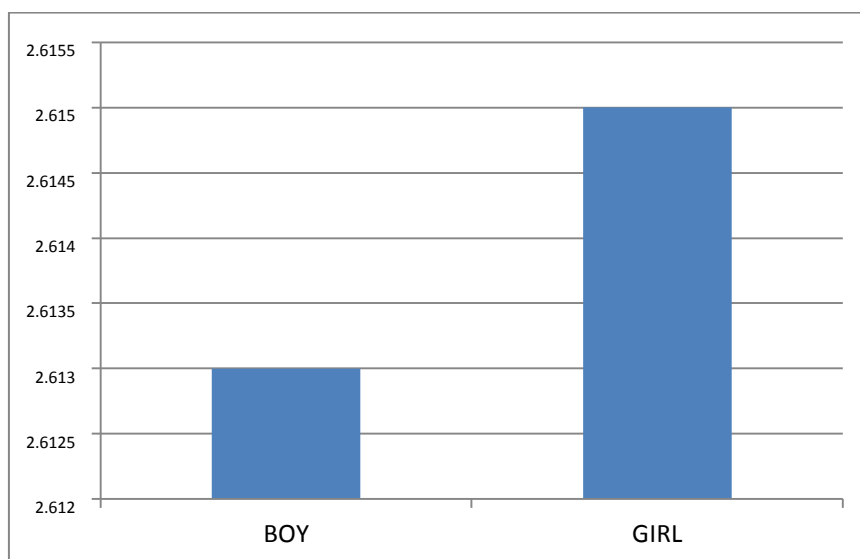
*Table 4.1(iii)Components of EI with respect to the variables*

In the above table.4.1(iii) the average of each of the components of Emotional intelligence(Understanding Emotions, Understanding Motivation , Empathy and Handling Relations) with respect to the three variables in the study i.e Gender(boys and girls) , Grade (IX and X students) and Area(urban and rural) have been calculated which gives us the idea about these adolescents emotional intelligence. Adolescents in this research were found to be

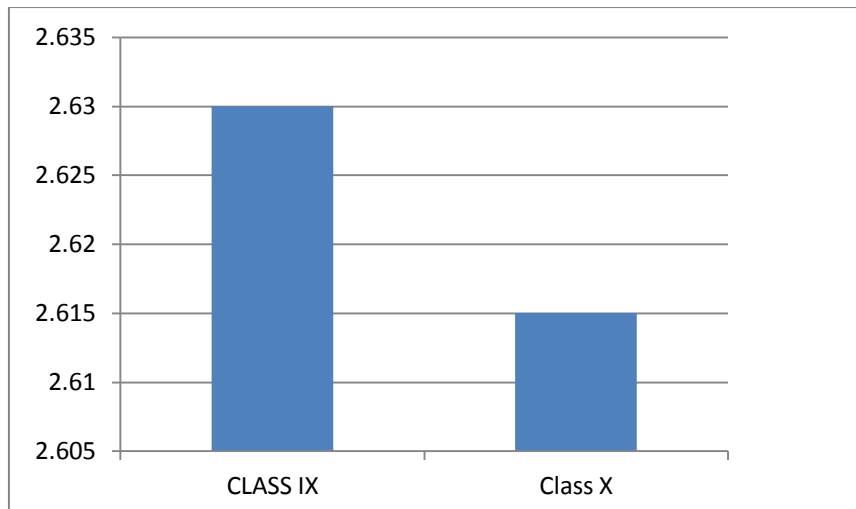
good in the component of empathy and the most poor in understanding emotions. One most peculiar thing observed was that the adolescents of urban area were found to be low in understanding motivation as compared to rural area adolescents.

#### **4.1.2 Graphs showing relation of the three variables (Gender, Grade and Area) with Understanding Emotions**

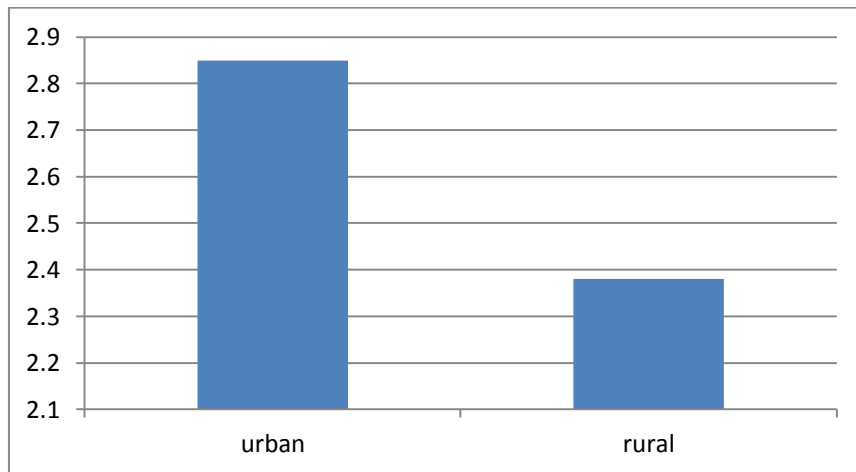
The relation has also been shown in the graphs below, where graph 4.1(i) below shows the scores between boys and girls with respect to Understanding Emotions. It was shown that boys scored an average of 2.613 and girls scored an average of 2.615, which shows that there was not too much difference between boys and girls in understanding emotions. Graph 4.1(ii) shows the score between class IX and class X with respect to understanding emotions where class IX scored an average of 2.63 and class X scored an average of 2.615, which shows respectively that there was not too much difference between class IX and class X adolescents in understanding emotions. Graph 4.1(iii) shows the scores between urban area and rural area with respect to understanding emotions, where urban area scored 2.85 and rural area scored 2.38, which also shows that there was little different between the urban and rural area with respect to understanding emotions.



***Graph 4.1(i). A graph showing the difference between boys and girls with respect to Understanding emotions***



***Graph 4.1(ii). A graph showing the difference between class IX and X with respect to Understanding emotions***

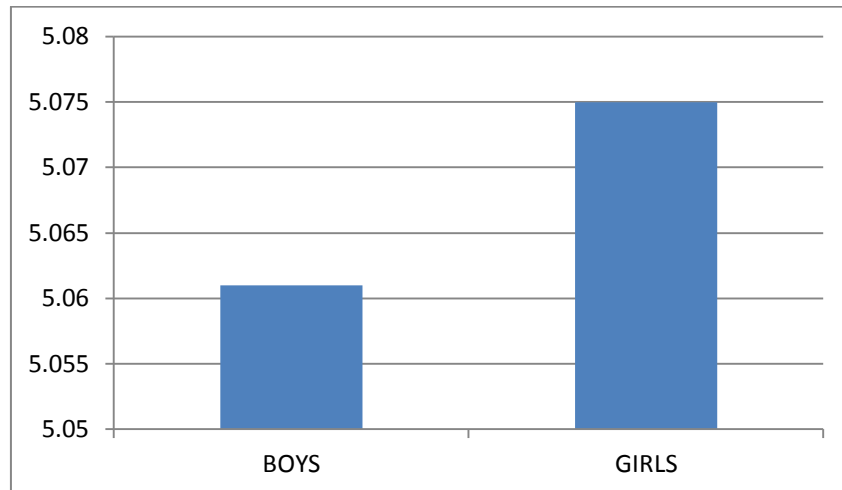


***Graph 4.1(iii). A graph showing the difference between urban and rural with respect to Understanding emotions .***

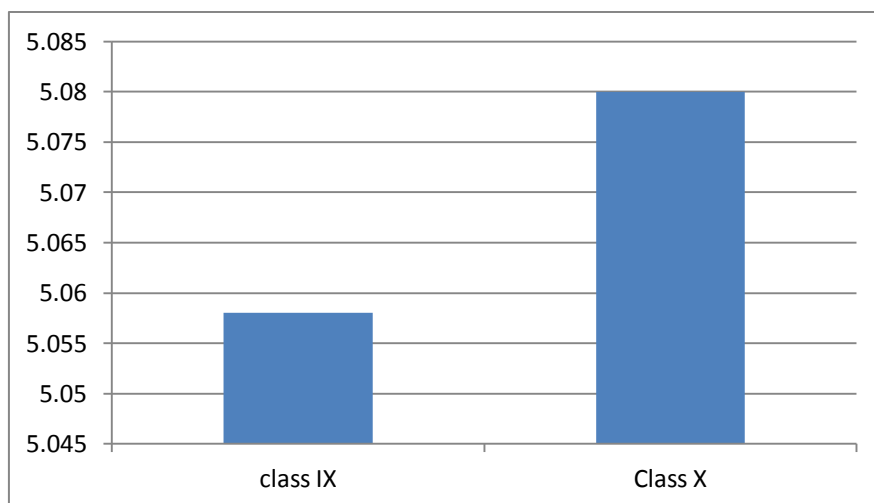
#### **4.1.3 Graphs showing relation of the three variables (Gender, Grade and Area) with Understanding Motivation**

The relation have also been shown in the graphs below, where graph 4.2(i) below shows the scores between boys and girls with respect to Understanding Motivation. It is shown that boys scored an average of 5.075 and girls scored an average of 5.061 , which shows that there was not too much difference between boys and girls in understanding motivation. Graph 4.2(ii) shows the score between class IX and class X with respect to understanding motivation where class IX scored an average of 5.058 and class X scored an average of 5.08, which shows respectively that there was not too much difference between class IX and class

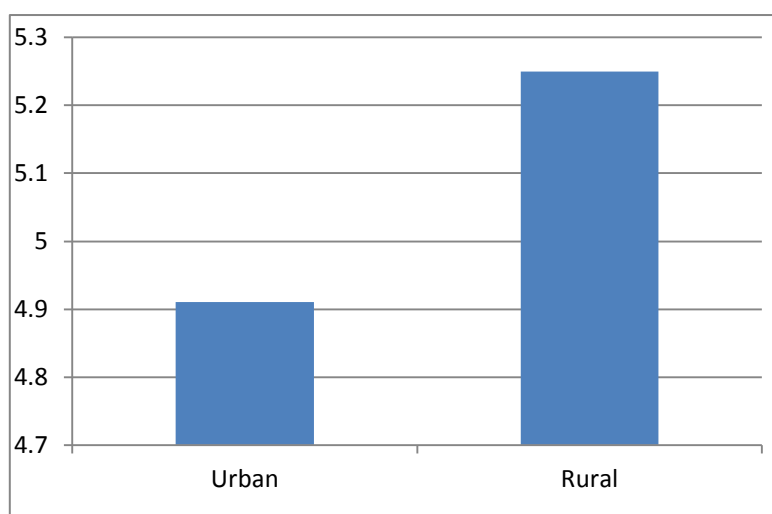
X adolescents in understanding motivation. Graph 4.2(iii) shows the scores between urban area and rural area with respect to understanding motivation, where urban area scored 4.91 and rural area scored 5.25, which shows that there was a different between the urban and rural area with respect to understanding motivation.



***Graph 4.2(i) . A graph showing the difference between boys and girls with respect to Understanding motivation***



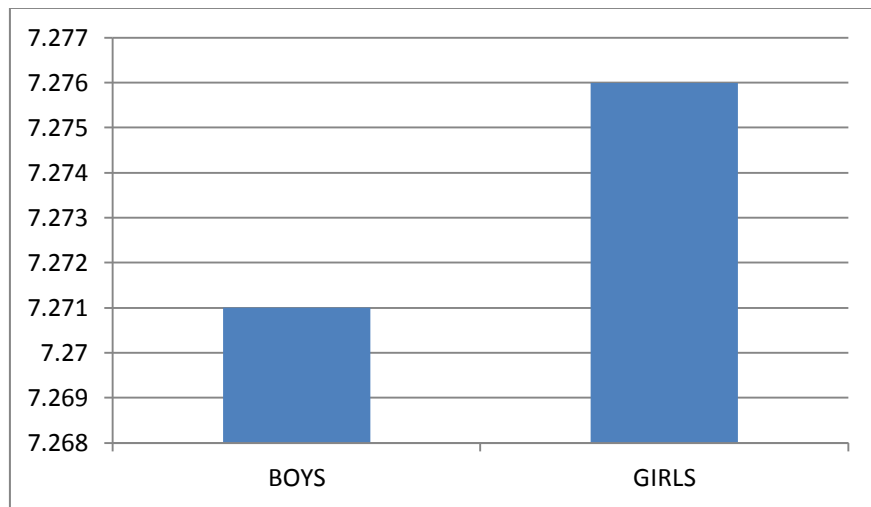
***Graph 4.2(ii) . A graph showing the difference between class IX and class X with respect to Understanding motivation***



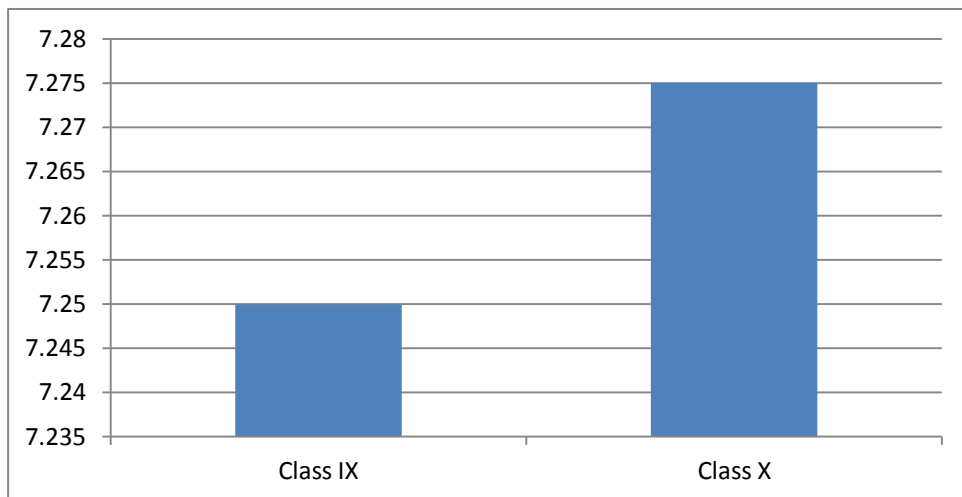
***Graph 4.2(iii) A graph showing the difference between urban and rural area with respect to Understanding motivation.***

#### **4.1.4 Graphs showing relation of the three variables (Gender, Grade and Area) with Empathy**

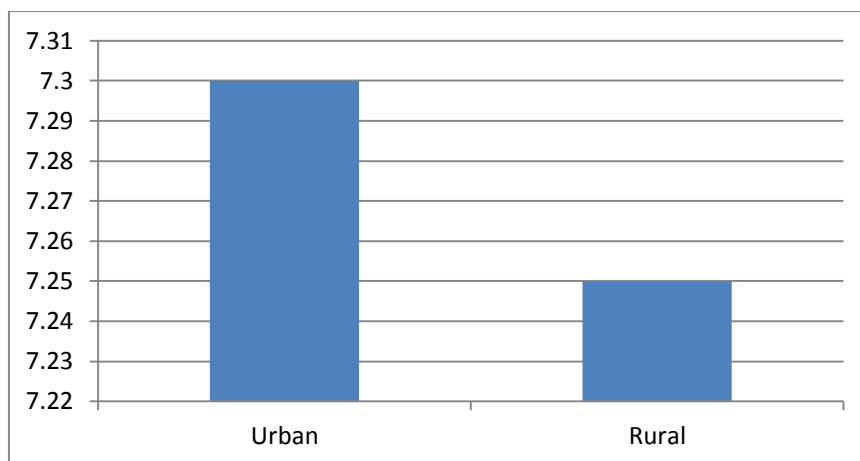
Graph 4.3(i) below shows the scores between boys and girls with respect to Empathy. It was shown that boys scored an average of 7.271 and girls scored an average of 7.276 , which shows that there was not too much difference between boys and girls in Empathy. Graph 4.3(i) shows the score between class IX and class X with respect to empathy where class IX scored an average of 7.25 and class X scored an average of 7.275, which shows respectively that there was not too much difference between class IX and class X adolescents with respect to empathy. Graph 4.3(iii) shows the scores between urban area and rural area with respect to empathy, where urban area scored 7.3 and rural area scored 7.25, which shows that there was not too much different between the urban and rural area with respect to empathy.



***Graph 4.3(i) . A graph showing the difference between boys and girls with respect to Empathy***



***Graph 4.3(ii) A graph showing the difference between class IX and class X adolescents with respect to Empathy***

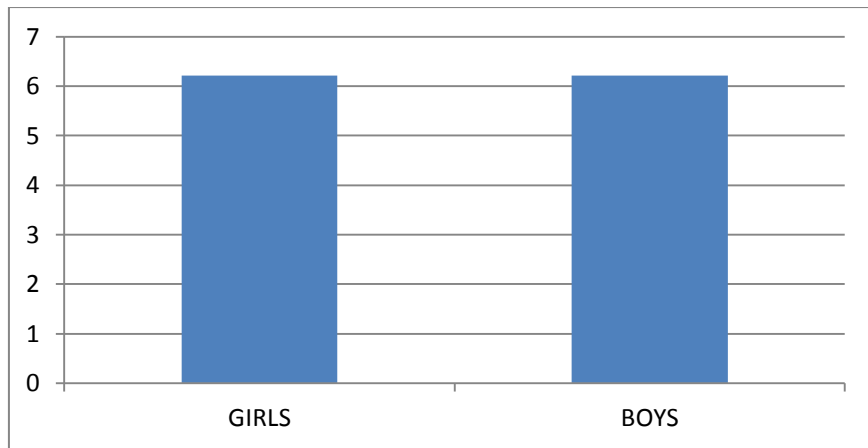


**Graph 4.3(iii)** *A graph showing the difference between urban and rural areas with respect to Empathy.*

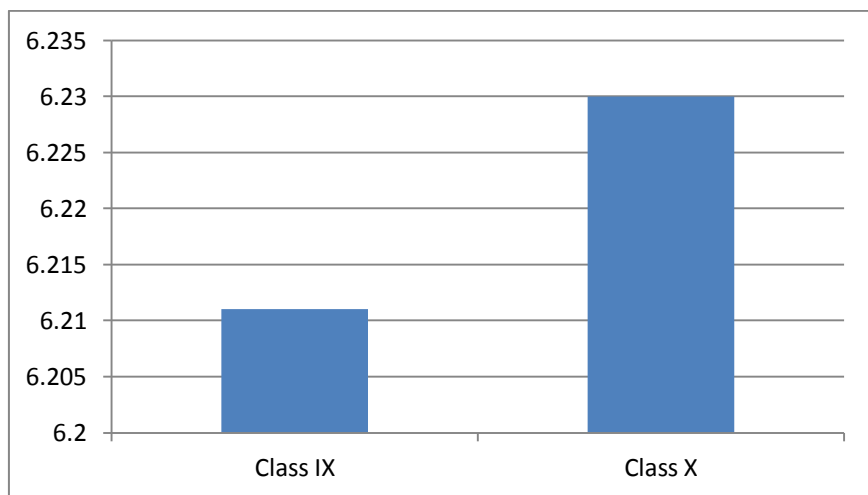
#### **4.1.5 Graphs showing relation of the three variables (Gender, Grade and Area) with Handling Relations**

Graph 4.4(i) below shows the scores between boys and girls with respect to Handling Relations. It was shown that boys scored an average of 6.22 and girls scored an average of 6.22, which shows that there was no difference between boys and girls in Handling Relations. Graph 4.4(ii) shows the score between class IX and class X with respect to handling relations where class IX scored an average of 6.211 and class X scored an average of 6.23, which shows respectively that there was not too much difference between class IX and class X adolescents with respect to handling relations. Graph 4.4(iii) shows the scores between urban area and rural area with respect to handling relations, where urban area scored 6.12 and rural area scored 6.34, which shows that there was not too much different between the urban and rural area with respect to handling relations.

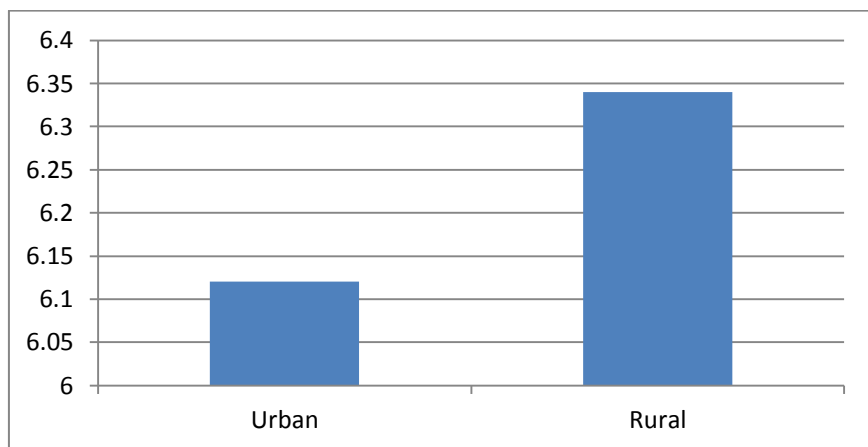




**Graph 4.4(i)** A graph showing the difference between boys and girls with respect to handling relations.



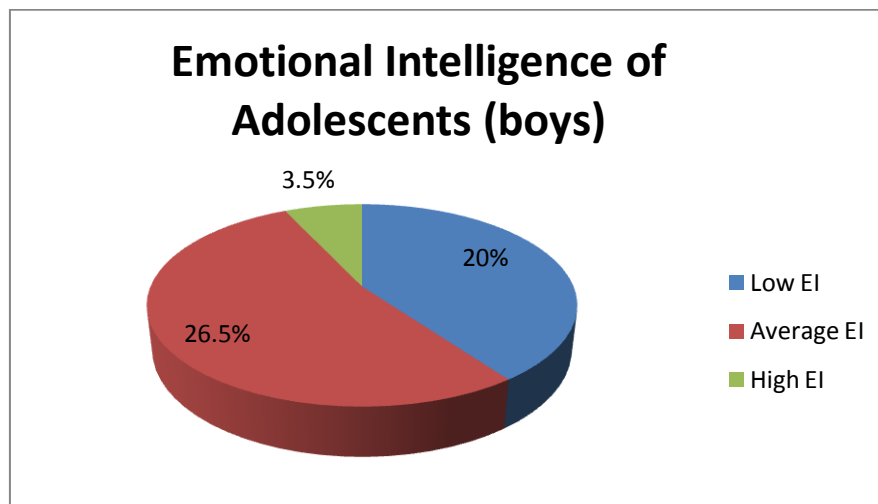
**Graph 4.4(ii)** A graph showing the difference between class IX and class X with respect to handling relations.



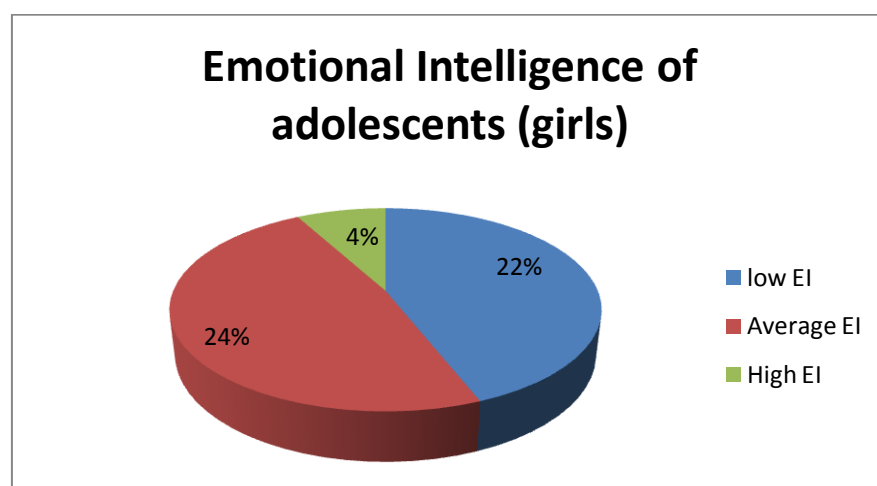
**Graph 4.4(iii)** A graph showing the difference between urban and rural area with respect to handling relations.

#### 4.2 Objective 2: To study the Emotional Intelligence of adolescents with reference to their gender.

The data collected from the adolescents of East Khasi Hills District of Meghalaya was analysed to find out the Emotional Intelligence with reference to their gender. In order to find out the emotional intelligence with reference to gender the data collected was analysed using percentage and frequency as shown in chart.4.5(i) and chart 4.5(ii)



*Chart.4.5(i) Emotional Intelligence of Adolescents(boys)*



*Chart. 4.5(ii) Emotional Intelligence of Adolescents (girls)*

The above chart 4.5(i) and 4.5(ii) shows the number of students both boys and girls having low, average and high emotional intelligence. 20% of Boys show low EI which is just 40 of them in number out of 100. 26.5% of Boys show average EI which is just 53 of them in

number out of 100 and 3.5% of Boys are found to be high in EI that presents 7 boys out of 100. 22% of Girls show low EI which is just 44 of them in number out of 100. 24% of Girls show average EI which is just 48 of them in number out of 100 and 4% of Girls are found to be high in EI that presents 8 girls out of 100.

Gender	N	Mean	Level of significant	'z' cal	Z tab	Remarks
Male	100	21.4	0.05	0.657	1.96	NS
Female	100	21.05				

**Table 4.2 Z Test for gender**

For studying the hypothesis of the study and since the z test is negative, the formula used for calculating the z minus is NORM.S.INV. By calculating the mean and the variance the researcher is able to find out the difference between the emotional intelligence of boys and girls by applying a formula below;

$$Z = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{\sigma_1^2}{n_1} + \frac{\sigma_2^2}{n_2}}}$$

$$H_0: \mu_1 - \mu_2$$

$$H_1: \mu_1 \neq \mu_2$$

The level of Significance shall be tested at 0.05, and when the significance level is  $\alpha$  is equal to 0.05, the critical value for a two-tailed test is  $z_c$  is equal to 0.657 .

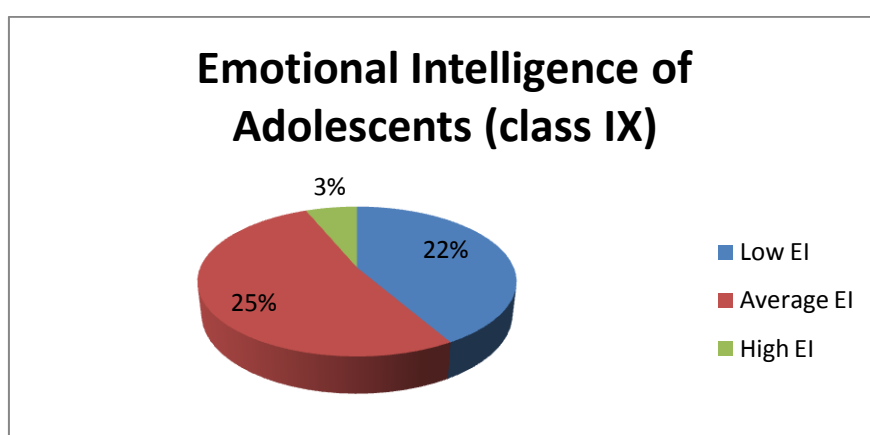
The rejection criteria is  $|z_{cal}| \geq z_{\alpha/2}$ , and since  $z_{cal}$  is 0.657 and  $z_{tab}$  is 1.96. Therefore  $|Z_{cal}|$  is equal to  $0.65 \geq Z_{\alpha/2}$  is equal to 1.95, That is we do not reject the null hypothesis at 5% level of significance. Hence there is no significant difference between the emotional intelligence score of boys and girls.

It was observed from the table 4.2 above that there was no significant difference between boys and girls in Emotional Intelligence. Hence the stated null hypothesis for these genders was not rejected at 5% level of significance. However the z value of 1.96 is significant at 0.05

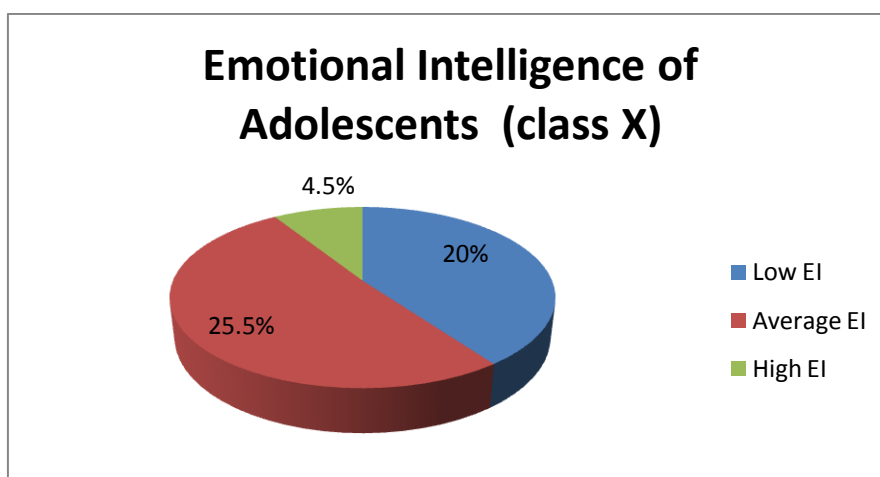
level. Hence there was no significant difference in the Emotional Intelligence of boys and girls.

### 4.3 Objective 3: To study the Emotional Intelligence of adolescents with respect to their Grade.

The data collected from the adolescents of East Khasi Hills District of Meghalaya was analysed to find out the Emotional Intelligence with respect to their grade. In order to find out the emotional intelligence with respect to grade the data collected was analysed using percentage and frequency as shown in Chart.4.6 (i) and Chart 4.6(ii)



*Chart 4.6(i) Emotional Intelligence of Adolescents (class IX)*



*Chart 4.6 (ii) Emotional Intelligence of Adolescents(class X)*

The above chart 4.6(i) and 4.6(ii) shows the number of students both class IX and class X having low, average and high emotional intelligence. 22% of class IX show low EI which is just 44 of them in number out of 100. 25% of class IX show average EI which is just 50 of

them in number out of 100 and 3% of class IX are found to be high in EI that presents 6 class IX students out of 100. 20% of class X show low EI which is just 40 of them in number out of 100. 25.5% of class X show average EI which is just 51 of them in number out of 100 and 4.5% of class X are found to be high in EI that presents 9 class X students out of 100.

Grade	N	Mean	Level of significant	'z' cal	Z tab	Remarks
Class IX	100	21.18	0.05	0.1314	1.95	NS
Class X	100	21.25				

**Table 4.3 Z Test for grade**

For studying the hypothesis of the study and since the z test is negative , the formula used for calculating the z minus is NORM.S.INV. By calculating the mean and the variance the researcher is able to find out the difference between the emotional intelligence of class IX and class X by applying a formula below;

$$Z = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{\sigma_1^2}{n_1} + \frac{\sigma_2^2}{n_2}}}$$

$$H_0: \mu_1 - \mu_2$$

$$H_1: \mu_1 \neq \mu_2$$

The level of Significance shall be tested at 0.05, and when the significance level is  $\alpha$  is equal to 0.05, the critical value for a two-tailed test is  $z_c$  is equal to 0.13145 .

The rejection criteria is  $|z_{cal}| \geq z_{\alpha/2}$ , and since  $z_{cal}$  is 0.13145 and  $z_{tab}$  is 1.96. Therefore;

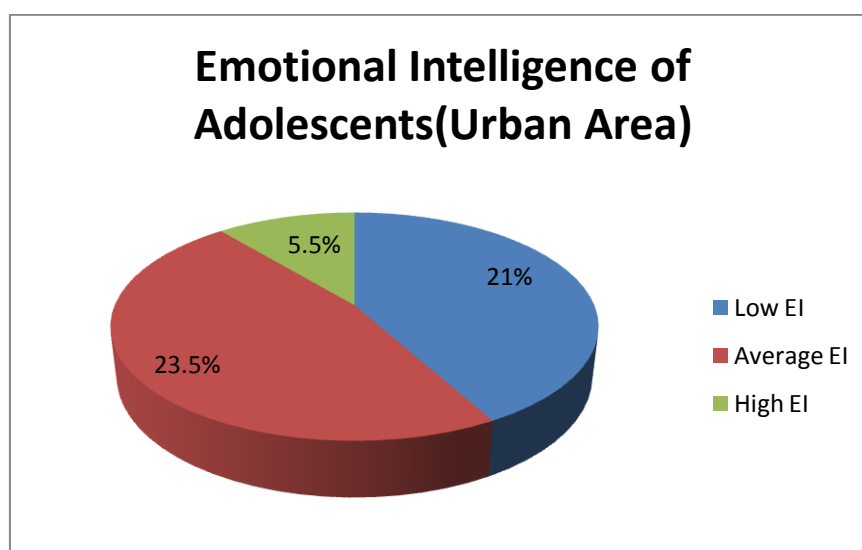
$|Z_{cal}|$  is equal to 0.13145  $\geq Z_{\alpha/2}$  is equal to 1.95, That is we do not reject the null hypothesis at 5% level of significance. Hence there is no significant difference between the emotional intelligence score of class IX and class X.

It was observe from table 4. 3 above that there was no significant difference between Class IX and class X in Emotional Intelligence. Hence the stated null hypothesis for these classes was not rejected at 5% level of significance. However the z value of 1.95 is significant at

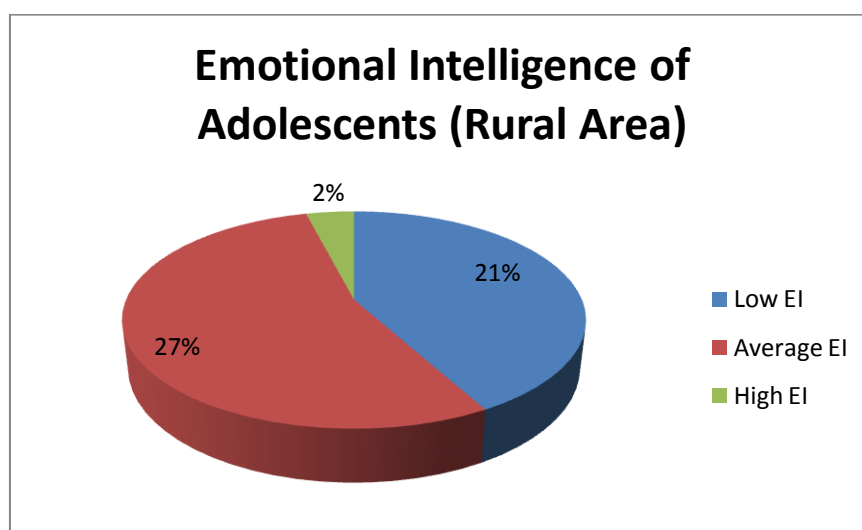
0.05 level .Hence there is no significant difference in the Emotional Intelligence of class IX and class X.

#### **4.4 Objective 4: To study the Emotional Intelligence of adolescents with respect to their Area.**

The data collected from the adolescents of East Khasi Hills District of Meghalaya was analyse to find out the Emotional Intelligence with reference to their gender, in order to find out the emotional intelligence with respect to gender the data collected was analysed using percentage and frequency as shown in chart.4.7(i) and Chart 4.7(ii)



*Chart. 4.7(i) Emotional Intelligence of Adolescents(Urban Area)*



*Chart. 4.7(ii) Emotional Intelligence of Adolescents(Rural Area)*

The above chart 4.7(i) and 4.7(ii) shows the number of students both from Urban and Rural Area having low, average and high emotional intelligence. 21% of Urban students show low EI which is just 42 of them in number out of 100. 23.5% of Urban student show average EI which is just 47 of them in number out of 100 and 5.5% of Urban students are found to be high in EI that presents 11 Urban students out of 100. 21% of Rural students show low EI which is just 42 of them in number out of 100. 27% of Rural students show average EI which is just 54 of them in number out of 100 and 2% of Rural students are found to be high in EI that presents 4 Rural students out of 100.

Grade	N	Mean	Level of significant	'z' cal	Z tab	Remarks
Urban	100	21.23	0.05	0.0187	1.96	NS
Rural	100	21.22				

**Table.4.4 Z Test for area**

For studying the hypothesis of the study and since the z test is negative, the formula used for calculating the z minus is NORM.S.INV. By calculating the mean and the variance the researcher is able to find out the difference between the emotional intelligence of urban area and rural area by applying a formula below;

$$Z = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{\sigma_1^2}{n_1} + \frac{\sigma_2^2}{n_2}}}$$

$$H_0: \mu_1 - \mu_2$$

$$H_1: \mu_1 \neq \mu_2$$

The level of Significance shall be tested at 0.05, and when the significance level is  $\alpha$  is equal to 0.05, the critical value for a two-tailed test is  $z_c$  is equal to 0.0187.

The rejection criteria is  $|z_{cal}| \geq z_{\alpha/2}$ , and since  $z_{cal}$  is 0.0187 and  $z_{tab}$  is 1.96. Therefore;

$|Z_{cal}|$  is equal 0.0187  $\geq Z_{\alpha/2}$  is equal 1.96, That is we do not reject the null hypothesis at 5% level of significance. Hence there is no significant difference between the emotional intelligence score of urban and rural area.

As seen from table 4.4 above that there was no significant difference between urban and rural areas in Emotional Intelligence. Hence the stated null hypothesis for these areas was not rejected at 5% level of significance. However, the z value of 1.95 is significant at 0.05 level. Hence there was no significant difference in the Emotional Intelligence of urban and rural areas.



## **Chapter 5: Findings and Discussions**

### **5.0 Introduction**

The researcher in this chapter makes the reader to understand what the researcher set out in the entire topic and briefly describing so that the reader will be able to find out the gist of it.

### **5.1 Findings with respect to Emotional Intelligence of Adolescents**

- ❖ From the previous chapter the researcher found out that 50% of the adolescents have average emotional intelligence. 42% have low emotional intelligence and 7.5% have high emotional intelligence.
- ❖ Further the researcher found out the arithmetic mean and percentage of responses with respect to the 4 components (understanding emotions, understanding motivation, empathy and handling relations) and found out that most the adolescents are having more empathy by 72.75%
- ❖ Further the researcher found that among the four components that is understanding emotions, understanding motivation, empathy and handling relations. These variables regarding gender, grade and area have different emotional intelligence. That is in understanding emotions girls seems to be higher than boys with 2.615, similarly with empathy girls is higher than boys, whereas in understanding motivation boys in higher than girls with 5.075, and in handling relations both gender have the same score.
- ❖ Furthermore there are differences in emotional intelligence between the grades as well, for understanding emotions class IX seemed to be higher than class X, whereas the other three components that is understanding motivation, empathy and handling relations class X is higher than class IX.
- ❖ Among the urban and rural areas the researcher found that the urban area adolescents score higher than the rural area adolescence in understanding emotions and understanding motivation, whereas the rural area adolescents score higher in empathy and handling relations.

### **5.2 Findings with respect to the emotional intelligence of adolescents with regards to gender**

- ❖ It was found that there was no significant difference between boys and girls in emotional intelligence since the z calculation between them is 0.657 which is lesser and equal to z table 1.96.

- ❖ The researcher found out that 26.5% of the boys have average emotional intelligence, 20% are having low emotional intelligence and only 3.5% are having high emotional intelligence. Whereas 24% girls have average emotional intelligence, 22% are having low emotional intelligence and 4% are having high emotional intelligence.

### **5.3 Findings with respect to the emotional intelligence of adolescents with regards to grade**

- ❖ It was found that there was no significant difference between boys and girls in emotional intelligence since the z calculation between them is 0.1314 which is lesser and equal to z table 1.96.
- ❖ The researcher found out that among the grades class X is having high emotional intelligence by 4.5% compared to class IX.
- ❖ It was found that 22% of class IX are having low emotional intelligence than 20% of class X.
- ❖ The researcher found out that the average emotional intelligence at both grades were similar where class IX scored 25% and class X scored 25.5%.

### **5.4 Findings with respect to the emotional intelligence of adolescents with regards to area**

- ❖ The researcher found that there was no significant difference between boys and girls in emotional intelligence since the z calculation between them is 0.1314 which is lesser and equal to z table 1.96.
- ❖ The researcher found out that 5.5% adolescents of urban area are having high emotional intelligence than the rural area adolescents with 2%.
- ❖ The percentage of adolescents having low emotional intelligence in rural as well as in urban area is same i.e. 21%.
- ❖ 27% of adolescents in rural area have average emotional intelligence, whereas in urban area it is 23.5%.

### **5.5 Discussions**

The researcher has observed that emotions always works together with cognition and motivation to help the person act appropriately in relation to the social context or self – regulate. If proper efforts are made for training the emotions and developing proper

emotional intelligence potential, it will surely help in to bring mutual understanding empathy, right action, right behaviours. It is found that people who are emotionally adapted, who knows and managed their own feelings well and who read and deal effectively with other people's feelings are at an advantage in a domain of life. Mayer, Solovey and Caruso (2000) People with well develop emotional skills are also more likely to be content and effective in their lives, mastering that habits of mind that foster their own productivity. Here in this study researcher found out that 42% of adolescents in east khasi hills have low emotional intelligence and 50% of them have an average emotional intelligence which is something to be pondered over and it is found that after calculating the arithmetic mean and percentage with respect to the 4 components, adolescents is having empathy by 72.75% which means that adolescents of East khasi hills are having more empathy than understanding emotions (65.37%), understanding motivation (63.50%) and handling relations (69.22%). In today's century when emotional intelligence and its components are so important for the future success of a child, 42% of adolescents are having low emotional intelligence is surely to have a negative impact on their own productivity as referred by various researchers. From the study of Valadez Sierra (2013) the researcher found that Emotional Intelligence has been linked to several variables like gender and other performance where women seems to be high in emotional intelligence. Hence this study contradicts with the study of Valadez Sierra since there is no significant difference between gender in this study.

The tool used by the researcher developed by Dr. Arun Kumar and Dr. Shruti Narain has four components as given below:

- ❖ Understanding Emotions
- ❖ Understanding Motivation
- ❖ Empathy
- ❖ Handling Relation

These above given dimensions find place in various theories and models of EI. Understanding emotions in adolescents of east Khasi hills reveals that they tend to know and understand each other's emotions by 65.37%.

The next dimension Understanding motivation, over here in East khasi hills depicts about adolescents that they are understanding motivation and they tend to motivate one another by helping others problem and learning through their own mistakes they are optimistic and take

initiatives to help one another and adolescents of East Khasi Hills understand motivation by 63.5%

The third dimension which is Empathy which is also one of the key elements of Emotional Intelligence by Goleman and also found in Bar-On model too. It was found out that in East Khasi Hills they were high at empathy by 72.75%

Possessing empathic traits does not necessarily involve feeling compassion for others, but understanding their emotional makeup and treating them according to subsequent reactions.

The last dimension is Handling Relations which is being socially aware and relationship skills where adolescents possess strong social skills, their relationship with family and peers as well managed. These adolescents have a good relationship with their siblings, like to talk to people, they are approachable, they find themselves as a responsible person. The researcher found out that the adolescents of East Khasi Hills were able to handle relationships well with others by 69.22%.

Table 5 below shows the percentage of adolescents in all the four components by calculating the arithmetic mean percentage

Components	Total sum	No. of questions	No. of questions x total no. of adolescents(N)	Total Question per attributes	Percentage (total sum/total question per attributes x 100)
Understanding Emotions	523	4	4x200	800	65.37%
Understanding motivation	1016	8	8x200	1600	64.5%
Empathy	1455	10	10x200	2000	72.75%
Handling Relations	1246	9	9x200	1800	69.22%

***Table 5. Arithmetic mean and percentage***

These four components when seen with the three variables, it gives this kind of picture as shown in the table 5(i) below.

Serial No.	Components	Gender		Grade		Area	
		Boys	Girls	IX	X	Urban	Rural
1.	Understanding Emotions	2.613	2.615	2.63	2.615	2.85	2.38
2.	Understanding Motivation	5.075	5.061	5.058	5.08	4.91	5.25
3.	Empathy	7.271	7.276	7.25	7.275	7.3	7.25
4.	Handling Relations	6.22	6.22	6.211	6.23	6.12	6.34

***Table 5(i) Components of EI with respect to the variables***

All the three variables i.e (gender, grade and area) along with the components, has been graphically arranged individually for boys as well as for girls, class IX and X and for the urban and rural area. Where both boys and girls are having same score in understanding emotions, empathy, handling relations, whereas boys score is high in understanding motivation slightly. Rural area is high on understanding motivation than urban area which can be related with our culture and traditions which are more followed in rural areas where till today people are more closely knit and are still concerned for each other. Further according to grades the researcher found out that class IX and class X were similar in all components of emotional intelligence. And taking the total of each student scoring understanding emotions, understanding motivation, empathy and handling relations and taking out its average score.

The study was conducted for the adolescents since it is a period where the individual will encounter many changes both psychologically and physically, because it is at this stage where the prefrontal cortex is still developing, and is associated with emotions, impulses, aggression and instinctive behaviour and this part starts developing again after the early childhood stage. Thus the adolescents undergo more emotional turmoil's than adults this study has helped researcher to find out the status of emotional intelligence of adolescents with respect to different variables and have found out that there is no significant difference among these variables (Gender, Grade and Area) with emotional intelligence. It is same with all the adolescents of this area of east khasi hills. This might be because of the culture and

matriarchal society that this area follows where there is no gender biasness and upper hand and decision making is in females' hands. Also this kind of society is ought to have an impact on the upbringing of their children and thus adolescents which were found to be quite good is various parameters and almost no difference at different variables. But when seen in general only 7.5% of adolescents of east khasi hills fall in high emotional intelligence. Thus this research concludes and recommends that enhancement of emotional intelligence is required among adolescents of east khasi hills as most of the adolescents fall in the range of average emotional intelligence which calls for measures to be taken in order to enhance EI among the adolescents to prepare them for a better future.

## **Chapter 6 : Summary and Suggestions**

### **6.0 Introduction**

We live in a time when our prospects for the future are increasingly dependent on managing ourselves and handling our relationship carefully. As human beings we must handle one's emotions as well as that of others. Being skilled in one's own feelings as well as those of others make it less stressful for a man to live in this world. Researchers have shown how emotions have a link with the thought process which in turn has an impact on our actions. Thus it is very important that we know, understand and regulate our emotions to have control over our thoughts and thus our actions. Intelligence helps one to recognise a range of action, it does not drive him to act, but emotions do. (Wharam,2014)

### **6.1 Pioneer**

The credit for coining the term emotional intelligence in 1990 goes to John Mayer of the university of New Hampshire and Peter Salovey of Yale University, and defined emotional intelligence as a form of social intelligence that involves the ability to watch one's own and others feelings and emotions and emotions, to discriminate among them, and to use this information to guide one's action and thinking They later on modified their definition in 1997 by saying that emotional intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thoughts, to understand emotions and emotional knowledge and to reflectively regulate emotions as to promote emotional and intellectual growth. Then in 1995, psychologist Daniel Goleman popularised this term with his book "Emotional Intelligence: Why it matter more than IQ?"

### **6.2 Emotions**

Defining an emotion precisely is extremely difficult. There is no clear cut distinction between emotional and non-emotional behaviour, nor are there any sharp lines of demarcation between one emotion and another, for the human emotions blend into one another like the colours of the spectrum. Moreover the basic emotional- gloom, delight, love fear, anger often combine in various degrees to produce complex emotional patterns such as romantic love, religious ecstasy, patriotism, zeal, awe, hatred and contempt. Even pleasant and unpleasant emotions are often mixed. It is difficult if not impossible, to observe and measure all the physiological and psychological changes that make up an emotional response. There are as many definitions of emotions as there are writers, such as Kleinginna and Kleinginna, 1981, defines emotion should (1) say something about the way we feel when we are emotional; (2) mention the psychological or bodily basis of emotional feelings; (3) include the effects of

emotion on perception, thinking and behaviour; (4) point out the driving, or emotional, properties of certain emotions such as fear and anger; and (5) refers to the ways in which emotions are expressed in language, expressions and gestures. Emotions originate from exposure to specific situations, emotions are our responses to the world around us, and they are created by the combination of our thoughts, feelings and actions. Our responses are governed by our thoughts by what we tell ourselves. When people take responsibility of their thoughts, feelings and actions they became accountable and in doing so become emotionally intelligent.

### **6.2.1 Nature of Emotions**

Humans are emotional beings par excellence. Our language is replete with powerful metaphors of the centrality of emotions in our lives: we may be dissolved in tears, petrified by fear, consume with jealousy, or transported with ecstasy. Emotions continuously colour our experience or likes and dislikes as well as our joys and aversions. A being that perceives, thinks and behaves but in devoid of emotions come close to the popular conception of a robot. For these reasons, the study of emotions has always held a prominent place in Psychology. Crider.et,al (1989). Emotions add colour, spice, lyrics and adventure to our lives. Emotions have strong link with our urges, needs and interest. Emotions not only influence our behaviour but also control our style of living, social adjustment and development of personality.

### **6.3 Intelligence**

Intelligence, like love is one of those concept that are easier to recognise than define. It is often referred to others intelligence, describing people as bright, sharp or quick. On the other hand, or as slow dull or even stupid. David Wechler is one psychologist who has attempted such a definition. He believes that intelligence is the capacity to understand the world and the resourcefulness to cope with its challenges (Wechler,1975). He has also suggested that intelligence is the capacity to act purposefully, to think rationally and to deal effectively with the environment. Whenever one talks about intelligence the phrase that springs into our mind is Intelligence Quotient more commonly referred to as IQ. A person with a high IQ score is automatically considered intelligent with superlative like bright, superior and very superior added on, depending on the score. As a consequences we often encounter people who have a mindset bent on holding ' rational thinking' supreme and frown on emotions as these were considered irrational and beyond the purview of scientific study. Further they urge that reason or thought should invariably precede reaction or feelings-we came across to stimulus; we think it and eventually react rationally.



## **6.4 Emotional Intelligence**

Emotional Intelligence is a new yardstick which is increasingly applied to watch a person, to seek out how far one excels in one's life. It is the ability to sense, understand and effectively apply the power and acumen of emotions as a source of human energy, information and influencer R.K. Cooper & S.Ayman (1979). Emotional Intelligence does not mean being nice, at strategic moment it may demand not being nice, but rather for instance, bluntly confronting someone with an uncomfortable but consequential truth they need to avoid. Goleman (1999). Secondly emotional intelligence does not mean giving free rein to feelings-letting it all hang out, rather it means managing feelings so that they are expressed appropriately and effectively, enabling people to work together smoothly towards their common goals. It helps the individual in the recognition and regulation of emotions in oneself and others of the better understanding and adjustment to the self and others by making utilisation of the emotional and social skills associated with such types of intelligence.

### **6.4.1 Definition of Emotional Intelligence**

Emotional Intelligence is the ability to perceive emotions, to access and generate emotions so on as to assist thoughts, to know emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth.

Salovey and Mayer (1990): Emotional Intelligence is the ability to monitor one's own and others feelings and emotions to discriminate among them and use this information to guide ones thinking and action.

Bar-On, R. (1997): Emotional Intelligence is an array of non-cognitive abilities competencies and skills that influence one's ability to succeed in coping with the environmental demands and pressure.

Cherniss and Goleman (2001): Emotional Intelligence refers to the abilities to recognise and regulate emotions in ourselves and in others.

## **6.5 Some other related terms with Emotional Intelligence:**

### **6.5.1 Social and emotional learning**

CASEL defines it as a process through which children and adults understand and manage emotions set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationship and make responsible decisions.

### **6.5.2 Emotional Development**

It refers to the ability to recognize, express and manage feelings at different stages of life and to have empathy to the feelings of others. The development of these emotions, which include both positive and negative emotions, is largely affected by relationships with parents, siblings and peers.

### **6.5.3 Emotional Quotient**

The concept of EQ sprang from the landmark work of Harvard Education Professor Dr. Howard Gardner's 1983 published theory about multiple intelligences human possess. Specifically, EQ falls into a category he defined as inter and intrapersonal intelligence. It refers to the level a person's emotional intelligence, often as represented by score in a standardized test. Emotional Quotient may be defined as a relative measure of one's emotional intelligence possessed by him at a particular period of his life.

### **6.5.4 Relationship between SEL and EI**

Social intelligence comes from our ability to be socially aware and to manage our relationships intelligently whereas Emotional intelligence is the capacity for recognizing our own feelings and those of others, for motivating ourselves, for managing emotions well in us and in our relationships.

## **6.6 The Models of Emotional Intelligence**

### **(i) The Mayer et al. Model**

ESI as a theoretical concept was generally the product of personality psychologist John D. Mayer in association with social psychologist Peter Salovey and management psychologist David R. Caruso (the latter to a lesser extent) during the early 1990s. These researchers coined the notion of ESI, and their work laid the foundations for subsequent conceptual interpretations. Before their work, many considered emotion to be detrimental to figure work and life. However, they envisaged ESI to be another sort of higher cognition, separate from general intelligence (IQ), whose importance had not at the time been considered with regards to functionality and achievement in people's lifestyles and careers.

The definition of ESI given by Mayer and Salovey in 1997 was that:

"Emotional intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth."

The Mayer-Salovey model consists of four interconnected abilities (or branches):

- ❖ Perception – perceiving emotion in yourself, others and your environment
- ❖ Facilitation – using emotion to interpret the world and changes in several ways
- ❖ Understanding – conceptual knowledge of emotions, how they change and their impacts
- ❖ Management/Regulation – the power to steer your emotions and those of your peers

## **(ii) The Goleman Model**

Science journalist Daniel Goleman was the one to put the psychological theory of ESI on the map for the general public. He wrote three bestsellers on the subject so far and emphasized the importance of ESI to a functional life. He also defined four main components involved within the functioning of emotional and social intelligence, a few years after Mayer and Salovey put forth their research:

- ❖ Self-regulation. This consists of a capability to think before acting, and also to suspend emotional judgement on occurrences. Additionally to the presents, it involves having control over mood swings and impulses, and thus not allowing them to disrupt one's quality of life. Its trademarks include openness to change, integrity, reliability, and an ease in accepting ambiguity.
- ❖ Self-awareness. An individual that is self-aware understands what drives their behaviour, as well as the effects that it has on others. The foremost common trademarks are self-deprecating humour, realistic assessments of one's conduit, and a healthy dose of self-confidence. It is the ability to not take yourself too seriously, while at the same time understating your value.
- ❖ Relationship skills. Once you possess strong social skills, you effortlessly form relationships with your peers, as well as manage them correctly. The trademarks of this characteristic consist of team leadership capacities, managerial aptitudes, and persuasiveness.
- ❖ Social awareness. Possessing empathic traits does not necessarily involve feeling compassion for others, but rather understanding their emotional makeup and treating them consistent with subsequent reactions. Trademarks consist of customer service skills, the ability to recruit talent, and sensitivity to socio cultural factors` like gender, ethnicity, or sexual orientation.

## **(iii) The Bar-On Model**

The most comprehensive definition is perhaps that outlined by Israeli psychologist Reuven Bar-On, in various publications since 1982. In his perception, the term ESI embodies “*a cross-section of interrelated emotional and social competencies, skills and facilitators that impact intelligent behaviour*”. There are five main markers of emotional and social intelligence as defined by Bar-On, namely:

- ❖ Interpersonal
- ❖ Decision-making
- ❖ Self-expression
- ❖ Self-participation
- ❖ Stress management

They are divided into 15 representative subdivisions:

- ❖ Interpersonal relationships, empathy, social responsibility
- ❖ Problem-solving, reality testing, impulse control
- ❖ Emotional expression, assertiveness, independence
- ❖ Self-regard, self-actualization, emotional self awareness
- ❖ Flexibility, stress tolerance, and optimism

### **6.7 The Five Key Elements of Emotional Intelligence**

According to Daniel Goleman, an American psychologist who helped to popularize emotional intelligence, there are five key elements to it:

- (i)Self- awareness
- (ii)Self-regulation
- (iii)Motivation
- (iv)Empathy
- (v)Social skills

#### **(i)Self- awareness**

If you are self-aware of what you are going through, you would be in a better position to know others, and affect people around you. It also means you are aware of your strengths as well as weaknesses.

#### **(ii)Self-regulation**

Self-regulation is a system of conscious personal management that involves the process of

guiding one's own thoughts, behaviours, and feelings to reach goals. Self-regulation consists of several stages, and individuals must function as contributors to their own motivation, behaviour, and development within a network of reciprocally interacting influences.

Self-regulation refers to the self-generated thoughts, feelings, and actions for attaining one's goals (Zimmerman, 2000).

### **(iii) Motivation**

When you are motivated to do a series of tasks you will be in a better position to influence others. Work towards your goals consistently.

According to Staw (1983), motivation is generally defined 'as a propellant state that energizes and guides behaviour'. It is rarely measured directly, but is inferred from changes in behaviour, or even attitudes .

(Golembiewski, 1973)Motivation refers to the degree of readiness of an organism to pursue some designated goal, and implies the determination of the nature and locus of the forces inducing the deed of readiness

The Two Main Categories of Motivation are:

**Intrinsic Motivation.** Intrinsic motivation is a type of motivation in which an individual is being motivated by internal desires. For example, let's say an individual named Bob has set himself a goal to begin losing weight and becoming healthier. Let's also imagine that Bob's reason to pursue this path of fitness and wellness is to improve his health overall and feel happier with his appearance. Since Bob's desire to change comes from within, his motivation is intrinsic.

**Extrinsic Motivation.** Extrinsic motivation, on the other hand, is a type of motivation in which an individual is being motivated by external desires. Rather than being motivated by the need to look better and feel healthier, let's say that Bob was feeling pressure from his wife to slim down and improve his physique so that she would be more attracted to him. Since this pressure comes from the outside, this is an example of extrinsic motivation.

### **(iv) Empathy**

When you are able to put yourself in other's shoe and think about a situation, it is known as empathy.

Empathy means to recognize others' feelings, the causes of these feelings, and to be able to participate in the emotional experience of an individual without becoming part of it (Keen S 2007)

Gagan (1983) indicates that empathy is the ability to perceive one's feelings on one hand, while transmitting them on the other

#### **(v) Social skills**

The last but crucial aspect. Social skills are all about communicating your point of view to others. They are able to build a rapport with others which makes the relationship more comfortable.(Goleman 1998)

Social skills are discrete, teachable behaviours that are associated with direct measures of social competence, and as such serve as building blocks for the establishment of interpersonal relations, effective social participation and cooperation or affiliation with peers and others. Social skills are the lubricants of social life that help individuals interact in mutually beneficial ways (Malouff & Schutte 1998) and they tend to be reciprocal in the sense that people who display good social skills tend to receive good treatment in return (Gouldner 1960). Important social behaviours include greeting others, sharing, asking for assistance when needed, initiating conversation, giving compliments, following games and classroom rules, being able to talk about such things as current movies and television shows, having a sense of humour, and helping classmates.

### **6.8 Importance of emotional intelligence**

‘No man is an Island....I am involved in mankind’ (John Donne)

It is true that none of us lives in isolation and to progress in every way in the world, which is made up of mankind, we must fit in with each other. Think about what makes us get on with other people; about whether we like them or not. These judgements are mainly really emotional reflexes, (or gut feelings) of which we are rarely conscious but are nonetheless so powerful that they motivate many of our choices in life. When they are triggered we can either react to people and situations in a negative way or we can respond with awareness, sensitivity and balance. This Intelligence helps us deal with any situation that arises, being positive gives people energy, saying something reassuring and trying to look on the positive side will build a person up and give them energy. Sometimes having too many dilemmas and too many decisions to make, makes an individual feel overwhelmed like an avalanche, this might cause feelings like worry and helplessness. If they are not controlled it will lead the individual to stress and will make him unable to act and in these kinds of situations calming ourselves and making one decision at a time is needed. Being tense in all these situations is not good. It should be balanced with a sense of humour and laughter as it prevents people from taking themselves too seriously. Emotional Intelligence is important since life is full of ups and downs and when Emotional Intelligence is put into practice an individual can excel the

best out of himself/herself. Emotional intelligence is not something that researchers just created. When Gardner (1993) challenged the thought that there is just one way to be smart, he discussed seven distinct intelligences. Among them were interpersonal intelligence which is the ability to understand other people, and intrapersonal intelligence which is the ability to understand ourselves.

## **6.9 Meaning of Adolescence**

Adolescence (from Latin *adolescere*, meaning 'to grow up') is a transitional stage of physical and psychological development that generally occurs during the period from puberty to legal adulthood (age of majority). Adolescence is typically related to the teenage years, but its physical, psychological or cultural expressions may begin earlier and end later.

Adolescence has been described by G. Stanley Hall as a period of storm and stress, Stanley Hall believes “Storm and Stress” situation of adolescence to be a necessary part of the age, which is unchangeable. On the other hand M. Mead considers the “Storm and stress” situation of adolescence as a culture dependent factor.

There are certain basic development characteristics of adolescence which are found in every adolescent in varying degrees. The young adolescent's status is ambiguous. It is neither a child nor an adult. It is a period of transition. Perhaps due to this it creates emotional instability. The old patterns of feelings and expressions. It's an age of developed social interaction and exuberant imagination. For most adolescents, it is a period of unhappiness, because there is a lack of harmony between adolescents and other adults in the family. Adult family members are also perturbed due to adolescents changed pattern of behaviour, and there is turbulence in their life also.

### **6.9.1 Characteristics of Adolescents**

Adolescents can be a time of creative energy and vitality, of great zest for living. It can also be a time for self-expression, curiosity and exploration, a time for discovery and adventure. Slowly but surely, the boys and girls accept more and more responsibilities for their own behaviour. If they do not expect too much of themselves too quickly, they find adolescents an exciting and rewarding time of life. An adolescent is something dynamic, something that changes from moment to moment. Some other characteristics of adolescents are;

A period of Rapid Physical/Biological Changes, has Psychological Repercussions Too, Appearance-Consciousness, Cognitive Development, Attraction Towards the Opposite Sex, Emotional Conditions, Career-Consciousness, Flight on Imagination, Hero Worship, Hobbies, Sex-Role Identity, and Impact of the Peer-Group is the Strongest.

### **6.10 Importance of E.I in adolescence Stage**

Emotional Intelligence is important for adolescents since adolescence is a crucial stage and adolescents are facing many changes like physical change, social and emotional change, and are not able to behave when things don't go their way. Thinking about mental wellbeing many of today's young people deal with stress and pressure each day. Those who lack the talents to deal with these stresses have a better chance of acting out due to a lack of mental wellbeing. Emotional Intelligence affects both our outlook and attitude. It can also help to get rid of anxiety, help deal with road swings and avoid depression ( Parekh.D,2018). Emotional Intelligence helps adolescents to adjust along with others and be emotionally stable. The ability of adolescents to cope and develop their emotional autonomy, and to behave in socially appropriate and responsible ways enables them to more easily accept the social challenges of transition.

### **6.11 Relationship of adolescents with peers, parents, teachers and the society**

Society plays an important role in shaping an individual's character. It helps shape adolescents' ability to live with other people, their ideas of wrong and right and their general outlook on life. As a parent, influence is the strongest and sometimes leads to shaping of their adult life, according to the Christian Broadcasting Network. Parents spend a lot of time with teens and influence them through their actions and words. Teenagers learn skills such as nurturing, socializing, and decision-making through observation and communication with parents. The relationship between teens and their parents influences their outcome in life. Friends create a community that influences the decisions that your adolescent makes, and they play a major role either positively or negatively. Society involves the media and community since adolescents are so much interacting with the social media they this also play a major role in influencing the adolescents. Teachers have a very significant, lifelong impact on all of their students.

This impact involves not only the teaching of particular academic skills, but as importantly, the fostering of student self-esteem. Reinforcing self-esteem in the classroom is associated with increased motivation and learning and a great role model to guide them in every path of them.

### **6.12 What Policies and Curriculum say?**

#### **Indian Scenario:**

**NPE 1986:** Learning and applying Emotional Intelligence skills contribute to academic and career success of the individuals. It is easy to discover that there are very serious issues and questions facing education, which need to be addressed and answered. (NPE,1986). The



quality of teacher determines the standard of education. Since teacher's personality, behaviour, interest, communication skills, attitudes and emotions affect the children's behavioural pattern, a teacher should understand his own emotions and attributes of pupils in the teaching learning process. So teachers are to be emotionally mature enough to deal with the emotional needs of the students.

**NCF 2005**, The recent 'National Curriculum Framework' (NCF,2000 as well as NCF, 2005) School Education by NCERT, apart from broad based general education to all learners, emphasizes very much not only on acquisition of basic life skills but also on development of high standards of Intelligence Quotient(IQ), Emotional Intelligence Quotient (EQ) and Spiritual Intelligence Quotient (SQ).

**The NCF (2000)** also stresses the need for assessment of EQ and SQ in addition to IQ. Emotional Intelligence (EI) or Social-Emotional learning (SEL) can enhance academic achievement. SEL/EI restores and reaffirms the value of teachers as the models for students in setting social responsibilities

**Global Scenario:** The launch of the General Comment on Adolescents in Geneva and Brussels this week is the most important articulation of adolescent rights since the UN Convention on the Rights of the Child in 1989. Adolescence, is defined as “a life stage characterised by growing opportunities, capacities, aspirations, energy and creativity, but also significant vulnerability”.

Emotional Intelligence is very important in teacher education since it will not only teach the students the basic skill but also contribute to academic and career success of the individual and also it contribute to the different kinds of intelligence. Emotional Intelligence can help and individual manage oneself and others as well, it also have a sense of feelings towards one another.

### **6.13 Problems faced by Adolescents**

As people live together personal problems, family problems, and community problems appear on the horizon of everyday living. Drug abuse, homelessness, crime, delinquency, mental illness, suicide, school dropouts and numerous other social problems are seen among adolescents. Globalization has not only affected the economy alone, it has affected the individual, their behaviour and the society in a whole. The changes taking place in the society leads to adolescent problems. Some of the problems are: Cultural gap, Disorganization of city, Personal Adjustment, Relationships, Teenage Pregnancies and Drug Addiction.

#### **6.14 Problems faced by Adolescents in Meghalaya**

Adolescence is that period of psychological and social transition between childhood and adulthood. Adolescents struggle with their anxieties, conflicts and confusion. In today's world most of adolescents face a problem in making adjustment with others which leads to frustration especially in co-education school. Adolescents of Meghalaya also face numerous problems leading to Frustration. High expectations of parents, parents tend to expect too much from their children they do not know their child's capacity and this leads to stress from the part of the child. One more thing as an investigator has observed is that there is early marriage among the adolescents and this is due to lack of love given by their parents. Adolescence is the stage where extreme emotions are expressed (or experienced) with the intensity of adulthood. But devoid of adult perspective, it is a time of vulnerability implying potential pain. Adolescents struggle with their anxieties, conflicts and confusions.

Adolescent pregnancy and childbearing are national problem that affects the community and society at large. Adolescent mothers become emotionally dependent due to their decrease educational attainment, the decision to keep and raise their children, subsequent high fertility rates and greater occurrences of single parent families are some of the other problems. (Binovalin Syiemlieh,2017)

#### **6.15 Meghalaya: the study setting**

The word 'Meghalaya' literally means 'The Abode of Clouds' in Sanskrit. It is a state within the North Eastern part of India. Meghalaya consist of three tribes ,The Khasis, The Jaintias, and the Garos.

The population of Meghalaya as of 2018 is estimated to be 36.81 lakhs. Its literacy rate is 75.84%. Due to the free and compulsory education scheme upto fourteen years of age which was initiated by the government has lead in increasing literacy rate in Meghalaya. The state of Meghalaya follows 10+2 system of education. Most of the colleges in Meghalaya is affiliated to NEHU (North Eastern Hill University). The Schools of Meghalaya are being administered by different managements like that of the Government schools which are completely run and managed by the government, the Government aided schools- they are the institutions where the management and ownership are private, but follow the rule of the government on the organised curriculum and syllabus, and receives grant in aid from the government, and the Private schools are those which are privately managed and owned. Indeed the schools in Meghalaya provide apt guidelines for child's proper mental as well as academic development. The experienced panels of teachers who execute all the various proceedings of the schools of Meghalaya have taken it to their responsibility to procure the best possible means to educate children. According to 2011 census male literacy stands at 75.95 while female literacy is at 72.89 percent.

### **6.16 Culture of Meghalaya**

Meghalaya is the only state in the entire northeast which is matrilineal and takes the identity solely from the mother. Meghalayan women are very lucky in this way, because they are treated with equal rights, but the head of the family is always the father. Off springs whether male or female are treated alike. On the whole the society is unique, devoid of complexes and the much feared dowry system. The cognates trace their origin from a common ancestress and their lineal descent is from mother to daughter, just the opposite from other societies. In a matrilineal society, men play a vital part as the head of the family and as an uncle. He has the vetoing things to control things, he is look upon as the defender and provider and is much respected. Mimimon Laloo (2019)

### **6.17 Rationale**

Emotional intelligence represents the most important set of skills and elements that are needed in our daily life to survive as human beings. Most of us are still unaware of emotional intelligence and its powerful influence on how we live, work and communicate with one another. Researchers have found that there is something other than our cognitive (IQ) that makes a difference in our success and happiness in life-emotional intelligence is what accounts for this difference. It involves taking an honest look at our day-to-day life.

The investigator have seen this present scenario how adolescents react to every situations and especially when things do not go their way. Emotional intelligence help to cope on with the different level of problems that they face. Parents should play a vital role in guiding their adolescents and teachers should work in hand with the parents, trying to understand their needs and wants and being close to them so that they can open up and share whatever they have in mind and listen to their point of views. The study was conducted for the adolescence since it is a period where the individual will encounter many changes both psychologically and physically, because it is at this stage where the prefrontal cortex remains develop, and that they might rely on a part of the brain called the amygdale to make decisions and solve problems more than adults do, since the amygdale is associated with emotions, impulses, aggression and instinctive behaviour.

Students at this stage are highly emotional and this is the same with the students in Meghalaya as well, because of this reason many of the decisions of the adolescence are lead by their emotions, decisions taken through emotions can lead them to take unwise decisions like getting into wrong company and doing things that are anti-socials, moreover they tend to listen to their peers rather than to their elders. Further adolescents at this stage form their

attitude based on their emotions, school dropouts are many in Meghalaya, early pregnancy as well as getting into bad habits of drugs and alcohol is because of their emotions.

### **6.17 Review of Related Literature**

**Bandura (1977)** a cognitive psychologist had significant contributions focusing on the acquisition of behaviours that led to the social cognitive theory and social learning theory. His work brought together behavioural and cognitive components in which he concluded that "humans are able to control their behaviour through a process known as self-regulation."

**Salovey et al., (1990)** elaborated emotional intelligence as a normal intelligence. Beginning with the understanding of emotional Intelligence as a subset of social intelligence, they identify the elements of interpersonal and intrapersonal intelligence as close as emotional intelligence. The result of the research confirmed that empathy was a characteristic of emotionally intelligent behaviour. Appraisal of one's own feelings and those of others is so highly related that one may not exist without the other.

**Sharma, N.(1999)** In his book 'Understanding Adolescents' analyses adolescence as one of the most important development stages explaining childhood, physical, sexual, and psychological maturation during adolescence. . Personality development depends upon family, community, peers, school, and media. Difference in male and female adolescent's personality are due to differences in rearing and socialisation. Economically affluent urban parents want their sons to take up the career of their choice, whereas girls get married as soon as a suitable match is found. Economically lower class parents force their sons to opt for father's occupation whereas girls are forced to marry at the reach of puberty.

**Verma, S., and Larson, R. (1999)** in "Are Adolescents more emotional?" a study of the daily emotions of middle class Indian Adolescents, view adolescents as a period of greater moodiness and emotionality. . It also examines gender difference, casual factors, and correlates of emotionality among Adolescents. Participants include 8<sup>th</sup> graders(51 girls , 49 boys) from urban middle class families and their parents.

**Mayer, et al. (2000)** showed with series of studies that emotional intelligence increased with age and experience which qualifies it as ability rather than a personality trait. Wong and

Law(2002) working with emotional intelligence samples have found that ,age is positively correlated with emotional intelligence across different job situations

**Richardson (2000)** During a dissertation study of 196 students transitioning from fifth to sixth grade, emotional intelligence was negatively correlated to the variables of transition trauma (student concerns and role strain) Analysis indicated that at least to some degree, emotional intelligence played a part in easing transition trauma more for girls than for boys.

**Norman, Kathy, Richardson and Rita (2001)** also conducted a study that aimed at examining the relation between emotional intelligence and social skills among the secondary stage teachers in Western Illinois' USA. The sample consisted of 220 teachers (120 male s and 100 females). The study reached a bundle of conclusion among the prominent result was statistically significant relation between emotional intelligence and social skills among the members.

**Al-Balawi (2004)** also conducted a study that aimed at identifying the relation between emotional intelligence, psychological compatibility and social skills. The results of the study showed that was a positive relation between the emotional intelligence and social skills.

**Der Foo et al., (2004)** there is a well-established body of research which generally affirms the contention that self-awareness has a positive impact on leadership performance (e.g. Ashford, 1989; Atwater and Yammarino, 1992; Kluger and DeNisi, 1996; Sosik, 2001; Wegner and Vallacher, 1980; Wicklund, 1979). Generally, these studies have held that individual self-awareness is positively associated with desired affective outcomes and increased managerial effectiveness.

**Hunt and Evans (2004)** have reported in their study on individuals[N=414(181 male and 233 female)] having traumatic experiences and simultaneously studied on their emotional intelligence level, and the results showed that males have higher EI than females.

**Pandey and Tripathi (2004)** found that females were more efficient in managing and handling their own as well as the emotions of others

**Mathur, Malhotra and Dube (2005)** have evaluated Gender differences within the selective variables of emotional intelligence, which were attribution, taking responsibility and scholastic achievement in high school students(N=83, M=36,F=47) with an age group of 13 to 15 years” the study does not revealed any significant gender-difference on the dimensions of emotional intelligence. So , the study concluded that there is no significant difference among boys and girls on the selected components of EQ

**Van Rooy, Alonso and Viswesvaran (2005)** have made a study during which a standard measure of emotional intelligence was administered to 275 participants(216 females) to examine how different groups’score on a test of EI differences were compared for age. Results indicated that emotional intelligence scores tended to increase with age

**Yoder (2005)** sees that it is important that the teachers encourage the students to acquire some social skills in the classrooms through simple conversations that make them aware of their changing emotions, since the students’ performance is in its ideal form when the classroom atmosphere is secure, affectionate, and open for communication, in addition to developing good communications skills and building personal relations. Also, they learn how to manage and motivate themselves. And that the students’ awareness of their strong and weak points allows them to correct their work and reform their behaviours to become more effective.

**Bar-On (2006)** conducted a study to develop an inventory to measure emotional and social intelligence construct. The emotional and social competencies, skills and facilitator referred in this conceptualization include the five key components and each of these components comprises a number of closely related competencies skills and facilitator. Consistent with this model ,to be emotionally and socially intelligent is to effectively understand and express oneself to understand and relate well with others and to successfully cope with daily demands, challenge and pressure.

**Subramanyam K. &Rao Sreenivasa K. (2008)** This study aimed at assessing the impact of gender on emotional intelligence and academic achievement of secondary school students, besides the relationship between emotional intelligence and academic achievement. The findings of the study were ;(i)there is significance of difference between boys and girls with regard to their emotional intelligence;(ii) there is no significance of difference between boys

and girls with regard to their academic achievement;(iii) there is no relation between academic achievement and emotional intelligence.

**Carr (2009)** have studied “Sex differences in emotional intelligence among a student sample of medical schools(N=177)”. Results indicated that male candidates had higher emotional intelligence scores than females.

**Lather Manisha (2009)** Averting that emotional intelligence has recently awakened great interest in researchers and mental health specialists, the author says emotional intelligence is the driving force that affects personal success and interactions with others. Most children will develop and assume the responsibility for their own protection and peace of mind

**Al-Elwan (2011)** also conducted a study that aimed at investigating the relation of the emotional intelligence with the social skills and patterns of attachment among university students. The study showed a high degree of emotional intelligence among the teachers, and sympathy towards the others took first place, and significant statistical differences in the fields of self-awareness, emotion management and self-organization, personal motivation according to the gender variable in favour of males; and there were no significant statistical differences related to the size of the school and the academic qualification on the degree of emotional intelligence.

**Seyis et al., (2012)** investigates the influence of Emotional intelligence on the academic achievement of high school students. The result of the study showed that a variable like being aware of emotions was a powerful predictor of student’s academic achievement. It can be said that the IQ and EQ support each other in a given certain attitudes and behaviour of an adolescence.

**Valadez Sierra (2013)** conducted a study on Emotional intelligence and its relationship with Gender ,Academic performance and Intellectual abilities of undergraduates and concluded that E.I has been linked to several variables and other performance.

**Samawi (2013)** conducted a study that aimed at revealing the relation between happiness on one side and emotional intelligence and religiosity on the other side among the students of the Islamic Sciences University in Amman, Jordan. . The study results showed increase in the

levels of religiosity and emotional intelligence while the level of happiness was moderate, a relation between happiness and each of the emotional intelligence and religiosity, no difference in the relation between happiness and emotional intelligence and religiosity according to gender.

(Upadhyaya,2004; Farideh 2009) EI Is related to a host of demographic variables including sex ,age, urban and rural, medium of instruction , and home environment. Among all these variables, except a few contradicting results different in EI due to gender has been more prominently reported, with female scoring high than males.

### **6.18 Implications of the Review of Related Literature**

Researches show that Emotional Intelligence is very important at all stages of life, since it is related to each individual and the relation with others in the society. It also shows that emotional intelligence is linked to other spheres of life like academic, leadership skills, social life, management and it is most importantly the individuals behaviour and how he/she could control it through a process of self-regulation and how an individual can interact intelligently with one another. Further review shows that there **is** positive relation between emotional intelligent and social skills. It also shows that being self-aware has a positive impact on leadership performance. The study reveals that students should learn how to manage and motivate themselves. Several studies elicits that emotions **are** a powerful predictor of students academic achievements, it also shows that emotional intelligence of girls seem to be higher than boys. It also shows that emotional intelligence is related to happiness and religiosity. Further reviews also shows that Indian adolescents experience greater emotional swings than their parents do and that also several studies shows that emotional intelligence increased with age and experience. However the study conducted by Sharma (1999) analysed adolescents as one of the most important developmental stages, childhood, physical, sexual and psychological maturation during adolescence. It highlights health problems, example: obesity, anorexia, nervosa, anaemia in puberty as well as psychological problems like clumsiness, swinging moods, irritability. It also discusses intellectual development in relation with linguistic, musical, mathematical logical, visual – spatial, bodily kinaesthetic, and inter-personal and intra-personal intelligence.

But researcher was unable to find any direct study or reviews of literature on Emotional Intelligence in relation with Gender, Area and standards. Researcher also did not come across



any studies showing emotional intelligence of adolescents living in the urban and rural areas and felt a need to study EI with respect to these variables.

## **6.19 Methodology**

### **6.19.1 Statement of the problem**

“A Study of Emotional Intelligence of Adolescents in East Khasi Hills District of Meghalaya”

### **6.19.2 Objectives of the study**

1. To study the Emotional Intelligence of adolescents.
2. To study the Emotional Intelligence of adolescents with reference to their gender.
3. To study the Emotional Intelligence of adolescents with reference to their grade.
4. To study the Emotional Intelligence of adolescents with reference to area.

### **6.19.3 Hypotheses of the study**

1. There will be no significant difference between the mean scores of Emotional Intelligence of boys and girls.
2. There will be no significant difference between the mean scores of Emotional Intelligence of class IX and class X.
3. There will be no significant difference between the mean scores of Emotional Intelligence of rural area and urban area students.

### **6.19.4 Variables of the study:** There are two variables in this study

1. Dependent Variable -Emotional Intelligence
- 2 .Independent Variables are the Gender, Area and Grade.

Gender - boys and girls

Area - rural and urban

Grades - class 9 and 10.

### **6.19.5 Operational definition of the terms**

1. Emotional Intelligence – Emotional intelligence in this study refers to the ability to monitor one’s own and others emotions, to discriminate among them and to use the information to guide one’s thinking and actions (Mayer and salovey,1997:1990). It includes the following four components:

- a) Understanding emotions
- b) Understanding motivation
- c) Empathy
- d) Handling relations

2. Adolescence- It refers to the period of human growth that occurs between childhood and adulthood. According to the World Health Organisation Adolescents starts from age 10 to 19 years of age

3. Area-The schools situated in city area will be considered of urban area schools, and village area schools will be considered as rural area schools in the district of East Khasi Hills Meghalaya.

4. Gender- Gender refers to the boys and girls

5 .Grades- Grades refers to the class IX and X students

#### **6.19.6 Delimitation of the study:**

1. The present study has been delimited to Government –Aided schools of East Khasi Hills District .

2. The present study has been delimited to students of class IX and X of East Khasi Hills District.

#### **6.19.7 Design of the study**

The study is quantitative in nature and survey method was used for the study.

#### **6.19.8 Population of the study**

There are total 235 secondary and higher secondary schools in East Khasi Hills District. Out of which there are 98 Government –Aided secondary schools and higher secondary schools forms the population of the study.

#### **6.19.9 Sample**

Out of 98 schools 10% were selected through stratified sampling which makes 10 schools. 5 schools were selected from the urban area and 5 were selected from the rural area. From each of these selected schools; 5 girls and 5 boys of Class IX and 5 girls and 5 boys of Class X were selected. Thus, a total of 200 students formed the sample of the study.

#### **6.19.10 Tools for Data Collection**

The Tool that was used in this study is The Emotional Intelligence Scale by Dr .Arun Kumar Singh and Dr. Shruti Narain. It has been standardized in 2014. The scale consist of components like Understanding Emotions, Understanding Motivation, Empathy, Handling Relations, and is applicable to adolescents. It is a yes or no type of scale. The reliability of the scale is 0.86 and the validity is also 0.86.

#### **6.19.11 Data Collection**

The data was collected by the researcher personally. The investigator in order to collect the data went to the schools to meet the principals of the schools to seek permission in

conducting the study. The researcher distributed the tools to the selected sample and sufficient time was given for the students to complete the tools.

#### **6.19.12 Analysis of the Data**

The collected data was analysed using descriptive statistics like percentage , mean, standard deviation, percentile, skewness, kurtosis and also inferential statistics like z-test was used to test the hypothesis.

#### **6.20 Suggestions**

Curriculum developers have to introduce emotional intelligence in the curriculum for students from class 8 onwards, since looking at today's scenario children especially adolescence need to understand emotional intelligence as a part of their day to day life and it will help them to manage their own life and the life of others, since emotional intelligence helps self-control when it comes to their feelings, especially anger and frustrations. Emotional Intelligence should be a major focus. No great successes in life, business or personal, have been accomplished without the power of emotions behind them.

The following are 7 ways to support adolescence in becoming more emotionally intelligent:

1. **Teachers and parents should work hand in hand to enhance emotional intelligence so that they can make their child aware of it.** Perhaps the best way to start is to let adolescents know about Emotional Intelligence and to discuss what it means. Teachers and parents must also read parts of Dan Goleman's book titled Emotional Intelligence.
2. **Practice Emotional Intelligence at home.** Becoming emotionally intelligent takes practice. It means remembering to be aware. Awareness doesn't come because you want it to come. It requires a choice, a conscious decision to be aware of one's feelings. Parents can help their children with this by asking them:

- ❖ How do you feel about that?
- ❖ What was your first reaction?
- ❖ What fears or anxieties are getting in your way?
- ❖ What are you excited by?
- ❖ How did that make you feel?

**3. Model Emotional Intelligence.** Adolescence can learn to bring emotional intelligence into their own life when they see it first in their parents or teachers. When they see that their

parents are okay with emotions and that parents have the ability to be with them calmly, that can help them grow their own ability to do the same.

**4. Attend workshops or trainings together.** Emotional Intelligence is becoming a popular topic. There is a good chance that parents/ teachers and their children will be able to find an event to attend that focuses on how to become more emotionally intelligent.

**5. Let the adolescence therapist or school counsellor know that you working on emotional intelligence.** If your children are working with a mental health provider, it can be useful for that professional to know that you and your child are practicing emotional intelligence. A therapist or school counsellor can further support your child's ability to be more emotionally aware.

**6. Take an online quiz and find out just how emotionally intelligent you are as a parent.** You and your children may want to do this together. Take an online quiz to assess your skills and abilities.

**7. Have your teen attend a support group focused on Emotional Intelligence.** There are many support groups available to assist teens in a variety of mental health topics. Developing emotional awareness could be one of them. This may be particularly beneficial if there are other adolescents with whom your adolescent can practice.

## **6.23 Conclusion**

The period of adolescence is very important and hence in-depth researches of this period are of great significance in today's context for the growth of any individual, family, society, as well as the nation. Therefore the present study was taken up to study the emotional intelligence levels of adolescents and to find out the differences among them due to different socio cultural background. Cognitive development, hormonal changes, and life events are viewed as three of the most highly salient influences on adolescent emotional growth.

It is important to develop within adolescence the emotional intelligence since it consist of important elements which guide them in their day to day life since it is a crucial period it will help them deal with their behaviour towards oneself and others.

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# **APPENDIX 1**

## **Manual**

# Manual *for* EMOTIONAL INTELLIGENCE SCALE **EIS-SANS**

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## INTRODUCTION

Emotional intelligence refers to the mental processes involved in the recognition, use, understanding, and management of one's and others' emotional state required in solving problems and regulating behavior (Ciccarelli & Meyer, 2006). It is the ability to monitor one's own and others emotions, to discriminate among them and to use the information to guide one's thinking and actions (Mayer and Salovey, 1997; 1990). Emotional intelligence includes traits like self-awareness, social deftness, and the ability to delay gratification, to be optimistic in the face of adversity, to channel strong emotions and to show empathy towards others.

The term Emotional Intelligence appeared in a series of academic articles authored by Mayer and Salovey (1990, 1993, and 1995). Their first article presented the first model of emotional intelligence. As a result of the growing acknowledgement by professionals of the importance and relevance of emotions to work outcomes, the research on the topic continued to gain momentum, but it wasn't until the publication of Goleman's (1995) best seller "*Emotional Intelligence: Why It Can Matter More Than IQ*" that the term became widely popularized and entered the mainstream. He argues in his book that IQ contributes only about 20% to success in life, and other forces contribute to the rest.

After extensive review of literature, following four dimensions were finally included in constructing this scale. Their brief description is given below :

**(a) Understanding emotions**—An individual's capacity to identify emotions in one's and others' physical states, feelings, and thoughts.

**(b) Understanding motivation**—A high achievement drive together with the tendency to be optimistic and take initiative.

**(c) Empathy**—Ability to identify oneself mentally with others and to understand a person or thing accurately and read how other people feel, understand their perspectives, develop others, leverage diversity, read the mood of a group, discern political realities and a tendency to take an interest in the lives of others.

**(d) Handling relations**—To be able to manage and handle relations with others in a better way.

This Emotional Intelligence Scale is meant for use from **12 years and above of age.**

### Item Analysis :

Originally, 80 items were written and submitted to a group of language experts who made necessary corrections and modifications. Subsequently, they were submit-

#### 4 | Manual for EIS-SANS

ted to a group of experts (college teachers) of psychology for expressing their judgment about the suitability of the contents of the items. Out of the 80 items, 52 reached common consensus. Then the scale was administered on 200 adolescents and scores were obtained. The response was to be given in either 'Yes' or 'No'. A score of +1 and 0 was given. The answers of those items which tallied with the answers given in the scoring key were given a score of +1. If they didn't tally, they were given a score of zero. The response of the subjects on each item was scored and a total score was obtained. Following it, item analysis was done by using Point-biserial correlation (Singh, 2013). Out of the 52 items, only 31 items were found significant, some at .01 and others at .05 level. Finally a set of those 31 items were retained for EI Scale. About 7-8 items were selected for each dimension.

**TABLE 1**  
*Division of the items*

Sr. No.	Division of Items	Serialwise Item No.	Total
I.	Understanding emotions	5, 15, 18 and 28	4
II.	Understanding motivation	3, 7, 9, 12, 16, 19, 20 and 21	8
III.	Empathy	6, 8, 10, 13, 17, 23, 25, 26, 29 and 31	10
IV.	Handling relations	1, 2, 4, 11, 14, 22, 24, 27 and 30	9
Total			31

Inter-dimension correlations were also calculated, which were found to be sufficiently low and not significant.

#### Instructions

For smooth administration of EI scale clear instructions was printed at the top of the first page. The examinees read the instruction carefully and if there was any confusion, they were asked to clarify it by raising their hands. Each examinee was attended very carefully. There was no fixed time limit as such. However, it generally took about 10 to 15 minutes in its completion.

#### Scoring :

The answers of those items which tallied with the answers given in the scoring key were given a score of +1. If they didn't tally, they were given a score of zero. The scoring key is provided in Table 2.



**TABLE 2**  
*Scoring Table*

Sr. No.	Dimensions	Items	Serialwise Items No.	TOTAL	
I.	Understanding emotions	Positive	5, 15, 18, 28	4	4
		Negative	—	—	
II.	Understanding motivation	Positive	3, 7, 9, 12, 16, 19	6	8
		Negative	20, 21	2	
III.	Empathy	Positive	6, 8, 10, 23, 25, 26, 29, 31	8	10
		Negative	13, 17	2	
IV.	Handling relations	Positive	1, 2, 4, 11, 14, 22, 24, 27, 30	9	9
		Negative	—	—	
Total					31

#### Reliability

The test re-test reliability was calculated, by administering the test on the same sample (N = 100) with a gap of fortnight. It was found to be 0.86 alpha coefficients, which was significant at .01 level.

#### Validity :

The present scale was correlated against the Emotional Intelligence Scale developed by Hyde, Pethe and Dhar (2001). The concurrent validity was found to be 0.86, which was significant at .01 level. For this purpose, both scales had been administered on the same sample (N = 100).

#### Norms :

Percentile norms for Emotional Intelligence Scale have been developed. For this purpose, the scale was administered on a larger sample of N = 500 in which the subjects from both sexes participated. Percentile norms for both groups (Male, N = 230; Female, N = 270) were developed separately as there t-ratios were found to be significant (cf Table 3 and 4.)

TABLE 3

*Percentile of Males*

Percentile	Score Point	Integral Score
P <sub>95</sub>	26.20	27
P <sub>90</sub>	24.86	25
P <sub>80</sub>	23.05	24
P <sub>70</sub>	21.46	22
P <sub>60</sub>	19.97	20
P <sub>50</sub>	18.61	19
P <sub>40</sub>	17.31	18
P <sub>30</sub>	16.16	17
P <sub>20</sub>	15.27	16
P <sub>10</sub>	14.38	15

**TABLE 4***Percentile of Females*

Percentile	Score Point	Integral Score
P <sub>95</sub>	28.18	29
P <sub>90</sub>	27.35	28
P <sub>80</sub>	25.70	26
P <sub>70</sub>	24.65	25
P <sub>60</sub>	23.69	24
P <sub>50</sub>	22.72	23
P <sub>40</sub>	21.50	22
P <sub>30</sub>	20.19	21
P <sub>20</sub>	18.38	19
P <sub>10</sub>	15.98	16

**Qualitative Interpretation**

The obtained final score on Emotional Intelligence Scale can also be qualitatively interpreted with the help of following Table 5 :

**TABLE 5***Qualitative Interpretation of Emotional Intelligence Scale Scores*

Range of Score	Interpretation
20 or less	Low Emotional Intelligence
21 to 26	Average Emotional Intelligence
27 and above	High Emotional Intelligence

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## APPENDIX -2

### Emotional Intelligence Scale

Name:.....

Age:..... Sex: Male.....Female.....

Name of School/College.....

Class:.....

Present Residence: Town.....Village.....

Mobile/Telephone No.....

#### INSTRUCTION

Following are some statements related to a person's daily life. For each statements, there are two answer option given i.e."Yes " or " No". Read each statement carefully and from the given two options, tick mark only that option which is most appropriate and true in your case. There is no limit as such but it is expected from you to complete it in approximately 15-20 minutes.

#### SCORING TABLE

	Raw Score			Interpretation
Page	2	3	4	
Score				
Total Score				

Sl.No	STATEMENTS	YES	NO	SCORE
-------	------------	-----	----	-------

1. Do you have a good relationship with your brother/sister
2. Do you like talking to people?
3. Are you liked by others?
4. Do you take competition with your friends easily?
5. Are you usually aware about the reasons for your happiness or sadness?
6. Do you care for others happiness or sorrow?
7. Are you able to resolve the problems of others easily?
8. Do your family members care about your feelings?
9. Are you extremely disciplined?
10. Do you have many friends?
11. Do others often approach you for help?
12. Are you usually happy?
13. Do you often have to ask for help from others to finish your work?


Sl.no	STATEMENTS	YES	NO	SCORE
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14. Are you able to recognise people's intentions easily?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Are you able to react normally to your criticism by others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Are you easily able to get over your failures and learn from your mistakes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Are you often troubled by the fear of being rejected by friends?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Do others trust you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Are you quickly able to take decisions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Do you reject/disapprove of even the right thoughts of people whom you happen to dislike personally?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Do you often fall in love and get out of it as quickly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Are you able to take jokes of others normally?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Do you like helping others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Are you easily able to motivate others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Do you find other's sorrows as your own?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Do you find people with whom you often interact trustworthy?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Are you able to trust others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Are others able to react normally to your jokes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Are you able to achieve mercy and help of others easily?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Do you find yourself a responsible person?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Are you able to easily calm down anger of others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## **APPENDIX 3**

### **Deficit (Rural)**

1. Mawryngkneng Secondary School, Mawryngkneng
2. Nongkrem Secondary School, Nongkrem
3. Smit Secondary School, Smit
4. Good Shepherd Secondary School, Jongsha
5. St Paul's Secondary School, Marbisu
6. Mawsynram Secondary School, Mawsynram
7. St Anthony's Secondary School, Pynursla
8. Khadarblang Secondary School, Lyngkyrdem
9. Cherra Presbyterian Secondary School, Sohra
10. R.K. Mission Secondary School, Sohra
11. St. John Bosco Boys' Secondary School, Sohra
12. St John Bosco Girls Secondary School, Sohra

### **Deficit (Urban)**

13. Jail Road Boys Secondary School, Shilong
14. R.B.A Hindi Secondary School, Shillong
15. Lady Keane Girls Secondary School Shillong
16. Islamia secondary School, Shillong
17. Mawkhar Christian Secondary School, Shillong
18. St Dominic Savio's Secondary School, Shillong
19. K.J.P Girls Secondary school, Shillong
20. D.N.S. Wahlang Memorial Secondary School, Shillong
21. Synod Secondary School, Shillong
22. Mawprem Modern Secondary School, Shillong
23. Gorkha Pathsala Secondary School, Shillong
24. Anath Ashram Secondary School, Shillong
25. St Joseph's Girls Secondary School, Shillong
26. Seng Khasi Secondary School, Shillong
27. Sacred Heart Boys' Secondary School, Shillong
28. Sacred Heart Girls Secondary School, Shillong
29. Nongkwar Secondary School, Shillong
30. Shillong Secondary School, Shillong
31. Laitumkhrah Bengali Girls' Secondary School, Shillong
32. Laitumkhrah Presbyterian Secondary School, Shillong
33. Laitumkhrah Assamese Secondary School, Shillong
34. St Anthony's Secondary School, Shillong
35. St. Mary's Girls Secondary School, Shillong
36. Auxilium Girls' Secondary School, Shillong

37. H Elias Memorial Secondary School, Shillong
38. Umpling Boys Secondary School, Shillong
39. M.L Mizo Secondary School ,Shillong
40. Little Flower Secondary School, Shillong
41. Laban Bengalee Boys Secondary School, Shillong
42. Laban Bengalee Girls Secondary School, Shillong
43. Laban Assamese Girls Secondary School, Shillong
44. Laban Presbyterian Secondary School, Shillong
45. Lumparing Vidyapith Secondary School, Shillong
46. Rilbong P.N.C. Secondary School, Shillong
47. Shillong Vidyalaya Secondary School, Shillong
48. Gorkha Secondary School, Shillong
49. Shon Roy Basan Secondary School, Shillong
50. St Gabriel's Secondary School, Shillong
51. Pomlum Secondary School, Shillong
52. Garo Union (Day) Secondary School, Shillong
53. Malki Presbyterian Secondary School, Shillong

**Aided (Rural)**

54. Diengiei Secondary School, Myllem
55. Nongpathaw Secondary School, Mawlaiteng
56. Pliti Syiem Memorial Secondary School, Laitkor
57. Myllem Secondary School, Myllem
58. Green Hills Secondary School, Sohryngkham
59. Mawkhanu secondary School, Mawkhanu
60. Nongkrem Presbyterian Secondary School, Nongkrem
61. Riwar Mihngi Presbyterian Secondary School, Mawkynrew
62. Kong Barr Memorial Secondary School, Mawkynrew
63. Mawphlang Secondary School, Mawphlang
64. Nongspung Secondary School, Nongspung
65. Seng Khasi Secondary School, Mabisu
66. Stela Meris Secondary School, Wahlang
67. Sohiong Secondary School, Sohiong
68. Raid Lyngkhoh Secondary School, Lyngkhoh
69. Mawphlang Dist. Multipurpose Secondary School, Mawphlang
70. Pyndenglitha Secondary School, Nangspung
71. Tyrsad Secondary School, Tyrsad
72. Laitbah Union Secondary School, Lawbah
73. Laitmawsiang Secondary School, Mawliehbah
74. Dist Pyndemsohsaw Presbyterian Secondary School, Dangar
75. Laitlyngkot Secondary School, Laitlyngkot



76. Mahatma Gandhi Memorial Secondary School, Umniutmar
77. Raid Lyngkhat Proceeding Secondary School, Nongtyngur
78. St.Jerome Secondary School, Shillong
79. Raid Nongshken Border Area Pro.second.School, Mawsherkmut
80. Kyntiew Shaphrang Ilaka Secondary School. Laitlyngkot
81. Nongjri Pro. Secondary School, Nongjri
82. Tirot Singh Memorial Secondary School Laitkynsew
83. Tirot Singh Memorial Secondary School, Mawkdok
84. Mawiong Sirdarship Secondary School, Mawiong
85. Shella Pro Secondary School Shella
86. St.Peter's Secondary School, Mawjrong

**Aided (Urban)**

87. Balika Hindi Secondary School, Shillong
89. Reprekha Night Secondary School, Shillong
90. Arya Kenya Vidyalaya Secondary School Shillong
91. Sein Jaintia Pro.Secondary School, Shillong
92. Christ Church Secondary School Shillong
93. Mawlai Christian Night Secondary School, Shillong
94. Sun Rays Secondary School Shillong
95. Mawlai Presbyterian Secondary School, Shillong
96. Stephan Memorial Secondary School ,Shillong
97. Shillong Academy Secondary School, Shillong
98. Mawpat Presbyterian Secondary School,Shillong

## PERMISSION LETTER

Dear Sir/Madam

This is to inform you that DA-I-BIANGHI NONGBRI is a student of Master in Education , The Maharaja Sayajirao University of Baroda. She is doing dissertation on ‘ Emotional Intelligence’ and needs to collect data from Secondary Schools for the fulfillment of requirement of Masters Degree in Education. Kindly grant her the permission to collect data from your school.

Warm Regards,

**Dr. Deepika Rajawat**

Assistant Professor

Department of Education

Faculty of Education and Psychology

The Maharaja Sayajirao University of Baroda