

## **Emotional Intelligence of Late Adolescent Boys and Girls Belonging To Nuclear Family**

L. Sati\* and S. Gir\*\*

*Research scholar\**, Dept. of Human Development and Family Studies, College of H.Sc., MPUAT, Udaipur and  
*Prof.\*\** Dept. of Human Development and Family Studies, College of Home Science, MPUAT, Udaipur

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**Abstract:** The present study was an attempt to assess and compare the emotional intelligence of late adolescent boys and girls residing in nuclear family. The total sample for the present study consisted of N= 120 late adolescents (n=60 boys and n=60 girls). The sample was selected from 6 non coeducational government schools of Udaipur city. A preliminary survey was conducted among 11<sup>th</sup> and 12<sup>th</sup> class students to select the sample as per the delimitation of the study. To assess emotional intelligence, Mangal's emotional intelligence inventory (2004) was administered. Four dimension of emotional intelligence namely intrapersonal awareness, interpersonal awareness, intrapersonal management and interpersonal management were also assessed. The data was collected, coded and analyzed. Frequency and percentage was computed for each category.

**Keywords:** Emotional intelligence, Intrapersonal awareness, Interpersonal awareness, Intrapersonal management, Interpersonal management.

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### **I. Introduction:**

Emotions are important part of one's personality. Late adolescence is the stage at which physical changes have usually occurred but the individual is still in search of identity which leads to several up and downs in emotions due to parental, peer, and societal expectations. Hence, making them more vulnerable to the threats of various psychosomatic problems. High rates of negative emotion are also related to problem behavior and lower prosocial behavior (Rothbart and Bates, 1998). Emotional intelligence is now considered by many as being essential for successful living (Goleman, 1995). Broadly speaking, emotional intelligence, addresses the emotional, personal, social and survival dimension of intelligence, which are often more important for daily function than the more traditional cognitive aspect of intelligence. Some researchers said that emotional intelligence can be learned and strengthened, while others claim that it is an inborn characteristic. It has been considered as the best predictor of work and life success (Goleman, 1998). Emotional intelligence is a different way of being smart. It is the ability to monitor one's own and others feelings and emotions to discriminate among them and to use their information to guide one's thinking and actions (Salovey and Mayer, 1990). Emotional intelligence is tactical and helps to predict success because it reflects how a person applies knowledge to the immediate situation. Mishra and Ranjan (2008) revealed that the emotional intelligence and self-esteem are positively correlated. Mathur *et al.*, (2003) reported that emotional intelligence corroborates and Compliments academic achievement. Along with academic achievement studies reported that there are certain personality traits which are positively related to emotional intelligence such as boldness, enthusiasm, excitability, leadership, maturity etc. adolescents with good emotional intelligence skills possess high intrapersonal skills, interpersonal skills, adaptability, adjustment, stress management and general mood skills and have good personality characteristics also (Ghosh, 2003; Gill, 2003;Suri, 2008).

Evidence shows that both adolescent boys and girls show great difference in their ability to understand and deal with their emotions and their interpersonal relationships. Boys and girls react to their own development and demands of life in a distinctive manner because they are different both psychologically and emotionally. Various researches have shown that females are genetically prewired to be more emotionally sensitive which ensures that they are prepared for the care giving task. Cultural expectations that girls should be warm and expressive and boys should be distant and controlled seem largely responsive for the gender gap in emotional sensitivity. Girls are given for more encouragement to express and reflect on feelings than the boys (Berk, 1992). Charbonneau and Nicol (2002) in their study on the relationship between emotional intelligence and sex differences revealed that girls scored somewhat but not significantly higher than the boys on emotional intelligence. A Study conducted by Chu (2002) revealed that males have high level of emotional intelligence than that of females as emotional intelligence primarily deals with managing and expressing once emotions as well as social skills. Girls are typically better regulated than boys, and this may be due to innate differences in reactivity levels (Morris *et al.*, 2007).

Mishra and Ranjan (2008) studied whether the gender difference affects emotional intelligence of adolescents (N=80, 40 male, 40 female). The results showed that adolescent boys and girls differ significantly

on emotional intelligence and boys were found to be significantly higher on emotional intelligence than the girls. The higher scores of adolescent boys indicate that they are better on interpersonal, intrapersonal, adaptability and stress management skills and their overall general mood (happiness and optimism) are of higher order than the adolescent girls.

Another study made by Singh *et al.*, (2008) on impact of gender on emotional intelligence of adolescents, among a sample of 400 adolescents (200 male and 200 female) from various schools and colleges. The results revealed that male and female adolescents exhibit some emotional intelligence, concluding that both male and female adolescents are care giving, supportive and enriching.

### II. Methodology:

The present study was an attempt to assess and compare the emotional intelligence of late adolescent girls and boys belonging to nuclear family. The total sample for the present study consisted of unmarried 120 adolescents (n=60 boys and n=60 girls) between the age ranges of 16 to 18 years studying in non coeducational government schools of Udaipur city within its municipal limits. A preliminary survey was conducted among 11<sup>th</sup> and 12<sup>th</sup> class students to select sample as per the delimitation of the study. For the purpose of assessment, Mangal's Emotional Intelligence Inventory (2004) was administered. The data was collected, coded and analyzed by using frequency and percentage.

### III. Results and Discussion:

**Table1: Percentage distribution of respondents by their level of Emotional Intelligence in context of gender**

Gender	Level of Emotional Intelligence				
	Very Good	Good	Average	Poor	Very poor
• Boys (n=60)	-	4 (6.66%)	26 (43.33%)	27 (45.00%)	3 (5.00%)
• Girls (n=60)	-	6 (10.00%)	37 (61.66%)	14 (23.33%)	3 (5.00%)

N=120

Table 1 reveals that on an average in nuclear families girls had better level of emotional intelligence than boys. This may be because in nuclear families girls can express their feelings more freely. The results in line with the studies conducted by Katyal and Awasthi (2005), Harrod, & Scheer, (2005), Jennifer (2010), suggested in their studies that females had high level of EI than that of males. One reason for this could be females are able to express their emotions more freely as compared to males.

#### Assessment of dimension of emotional intelligence among adolescent girls and boys belonging to nuclear family:

- Intrapersonal awareness

**Table2: Percentage distribution of respondents by their level of intrapersonal awareness in context of gender**

Gender	Level of Emotional				
	Very Good	Good	Average	Poor	Very poor
• Boys (n=60)	-	7 (11.66%)	27 (45.00%)	20 (33.33%)	6 (10.00%)
• Girls (n=60)	-	1 (1.66%)	40 (66.66%)	17 (28.33%)	2 (3.33%)

N=120

Table 2 shows that in nuclear families girls had better intrapersonal awareness as compared to boys. The results in line with the study conducted by Mohanty and Devi (2010) and Brackett *et al.*, (2004) revealed that girls are more optimistic and well aware of their feelings in comparison to boys. They can understand their own feelings as compared to boys and at the same time during late adolescence boys are not able to perceive emotions or are not able to use emotions to facilitate thought due to negative outcomes, including illegal drug and alcohol use, deviant behaviour and poor relations with friends.

➤ **Interpersonal awareness**

**Table3: Percentage distribution of respondents by their level of interpersonal awareness in context of gender**

**N=120**

Gender	Level of Interpersonal Awareness				
	Very Good	Good	Average	Poor	Very poor
• Boys (n=60)	-	8 (13.33%)	30 (50.00%)	17 (28.33%)	5 (8.33%)
• Girls (n=60)	-	6 (10.00%)	36 (60.00%)	14 (23.33%)	4 (6.66%)

Table 3 depicts that in nuclear family girls had better interpersonal awareness as compared to boys. This is because it has been affirmed that females understand emotions better and they have a greater ability for certain interpersonal skills, women for instance recognize other people’s emotions better, are more perspective and have greater empathy (Aquino, 2003; Lafferty 2004; Tapia and Marsh II, 2006).

In addition some evidences exists which prove that certain areas of the brain are dedicated to process emotions could be large in women than men (Baron- Cohen, 2003, 2005; Gur *et al.* 2002) and that there is difference in cerebral activity based on sex ( Jausove and Jausove, 2005).

➤ **Intrapersonal management**

**Table 4: Percentage distribution of respondents by their level of intrapersonal management in context of gender**

**N=120**

Gender	Level of Intrapersonal Management				
	Very Good	Good	Average	Poor	Very poor
• Boys (n=60)	1 (1.66%)	4 (6.66%)	43 (71.66%)	10 (16.66%)	2 (3.33%)
• Girls (n=60)	-	6 (10.00%)	35 (58.33%)	15 (25.00%)	4 (6.66%)

Table 4 represents that in nuclear families boys had better intrapersonal management skills as compared to girls. This may be because generally girls are found to be more anxious and have prevalence of depressive symptoms (Bond *et. al* 2005). That’s why they may be not able to manage their emotions. Males are better at regulating emotions and are skillful at controlling impulse and tolerating stress (Sanchez *et al.*, 2008).

➤ **Interpersonal management**

**Table 5: Percentage distribution of respondents by their level of interpersonal management in context of gender**

**N=120**

Gender	Level of Interpersonal Management				
	Very Good	Good	Average	Poor	Very poor
• Boys (n=60)	-	16 (26.66%)	32 (53.33%)	9 (15.00%)	3 (5.00%)
• Girls (n=60)	-	5 (8.33%)	39 (65.00%)	15 (25.00%)	1 (1.66%)

Data in table 5 shows that in nuclear families boys have better interpersonal management as compared to girls this may because of poor socioeconomic status. Due to fewer resources in hand and deprivation, frustration and stress may occur and inferior feeling may reside in individual. This restricts them to be well adjusted with peers and being popular among them. Biswas (1981) found that adolescents from high economic status group were high on social desirability scale and had more stabilization in friendship relationships and were less rejected by peers. So poverty may be a factor for having not so good interpersonal management.

**IV. Conclusion**

In nuclear families girls had better level of emotional intelligence, intrapersonal awareness and interpersonal awareness as compared to boys. Boys were found to be better than girls in level of intrapersonal management and interpersonal management skills.

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