CHAPTER I

INTRODUCTION

“The most painful lessons in life are those that we really need to learn When you can appreciate them, you have grown in Emotional Wisdom”

– Jensen Siaw

1.1 INTRODUCTION

Emotion is an agitation or disturbance of mind, feeling, passion or any excited mental state. There are hundreds of emotions along with their blends, variations, mutations and nuances. Anger, sadness, fear, enjoyment, love, disgust, shame, surprise are all emotions with more subtleties (Goldman Daniel, 1995).

The word emotion is a derivative of Latin root, movere, to move (Schilling D, 1998). Emotions shift our attention, drive us into action and rapidly organize the responses of different biological systems. Our actions and behaviour are complementary to each other. Similarly, emotion and motivation are interrelated. Strong feelings results in strong motivation. We are moved to act and are touched by happenings around. Every strong emotion creates an impulse to act. Managing these emotions is the foundation of emotional intelligence.

The American Heritage Dictionary defines emotion as an intense mental state which arises subjectively rather than through deliberate effort. Emotions lead to physiological changes and are a part of consciousness’ that involves feelings and sensitivity. True emotions are expressions of heart. If we are smart about our feelings we can get along well with others and can inspire others confidently.

Children get emotional lessons at home and school. They observe, experience and acquire the skills initially at home and later in school. So childhood and adolescence are the best period to inculcate correct emotional
habits. Nurturing emotions intelligently is an art and needs skill. These skills are learnable. In general identifying and changing emotions, motivating yourselves, empathizing with another person constitute few learnable skills that can enhance emotional intelligence of an individual.

Factors as self awareness, self discipline and empathy determine personal and professional success (Goldman D, 1995). Emotional intelligence is a measure of the ability of a person to blend thinking and feeling and make optimal decisions. Children with balanced emotional state tend to have higher rate of academic success, less chance of disruptive and aggressive behaviour. They are able to bolster stronger healthy friendships. For adults emotional quotient skills are critical for career growth, relationships and good health.

Emotions have a tremendous impact on our behaviour and decision making. Threat based anxiety can hinder judgement and performance. Anger can obstruct rational actions leading to retaliation. Envy and jealousy can affect friendship and intimate relationship. Sadness, annoyance, remorse can block correct evaluation of situations. Emotions can serve as an indicator of how well or poorly people are advancing in their values, goals and beliefs.

Feelings, self awareness, life skills, conflict management are developmental areas which influence emotional intelligence. Cognitive skills and emotional skills should be developed simultaneously for complete success of a child. Researchers have proved that emotional skills improve effective teaching, student learning, inter and intra personal relationships and academic performance. We need to remember that behaviour is a manifestation of emotions on account of different situations. The core of emotional intelligence includes competencies of perception, understanding, utilizing and managing emotions effectively in self and others. (Maul, 2012, Mayer, Salovey and Caruso, 2005; 2008)

**Perception of Emotions**

Perception of emotions is the ability to perceive own emotions and recognize facial expressions and voice cues of others emotions. Having good understanding and assessment of others emotions, its causes and
consequences helps an individual to chose his course of action over another. Inability to judge others emotional expressions may be associated with hostility, aggression and insensitivity. Aggressive children perceive more hostility in others than non aggressive children. Children skilled at perceiving emotions have more positive social interactions.

Understanding of Emotions

Understanding of emotions means the capacity of an individual to analyse the cause and progress of emotions in self and others. Individuals must be trained to manage the emotions to fulfil the goal realization of the individual. Knowing the cause of others emotions serve as a helpful tool in deciding an individual's action and behaviour in any situation.

Utilizing Emotions

Use of emotions can be described as a potential to generate emotions, draw attention, communicate the feelings, involve in problem solving and decision making. Utilizing emotions is making the best use of emotional situation of an individual. In a classroom, an emotionally competent teacher will strive to make positive mood among students to enhance creative thoughts and interests in learning activities. This is essential since emotions must be in accordance with the requirement of the situation.

Managing emotions

Management of emotions demand to employ effective strategies to channelize and promote emotion for good. Teachers who have difficulty in regulating their emotions tend to have students who experience more sadness, shame, guilt and anger in classroom. Emotions affect learning, memory and socially appropriate behaviour. Ability to regulate emotions enables the students to stay focussed in studies and handle anxiety arousing situations.
1.2 CHRONOLOGICAL DEVELOPMENT OF EMOTIONAL INTELLIGENCE

The history of emotional intelligence has its origin from the concept of social intelligence. Thorndike, in 1920 described emotional intelligence in lines of social intelligence (Goleman, 1995).

Social intelligence is an ability to understand other people. It involves an understanding of cause of their motivation, reason for their style of work, analysing how to work with them and establishing strong relationship with others through wise behaviour. Hence, competence required for this, like self-awareness, empathy, dealing with interpersonal relationships are the basic elements of social intelligence.

In 1980, Dr. Reuven Bar-On investigated the secrets of success and ability of a person in his life than anyone else. The results of his study indicated that a lot of intelligence and non-cognitive factors contributes to the success of a person.

Howard Gardner revamped Thorndike’s work in 1983. Gardner introduced eight different types of intelligence of which one was personal intelligence. Extensive research on Emotional Intelligence began from the works on personal intelligence. (Goleman ibid)

In 1985, Dr. Reuven Bar-On introduced the term Emotional Quotient. According to him, Emotional Intelligence is a reflection of one’s ability to negotiate well with others daily environmental challenges and control over their own sense of self. He suggested five components of emotional intelligence as intrapersonal, interpersonal, self-control, adaptability and general mood.

John D. Mayer and Peter Salovey in 1990, 1993 and 1995 in accordance with Gardner’s view laid emphasis on individual differences and described Emotional Intelligence as a form of social intelligence which constitutes the emotions of self and others, ability to perceive, understand and manage one’s own emotions and those of others, distinguishing between the type of emotions using information to guide thoughts and actions of a person.
According to them Emotional Intelligence can be categorized into five aspects as follows –

1) **Self-awareness** – self observation and identification of a feeling when it happens

2) **Emotional management** – a feeling which is sufficient to handle a behaviour and recognize the underlying feeling

3) **Self-motivation** – effort for realization of positive emotions, self control and to delay gratification and impulse weakens.

4) **Empathy** – sensitive to others feelings, caring and accepting, view and appreciate the differences that exist in others feelings

5) **Interpersonal skills** – to control others emotions, have social competence and social skills

Goleman (1995) popularized the concept of Emotional Intelligence and developed a tool to measure Emotional Intelligence. Goleman’s model consists of four main Emotional Intelligence constructs –

1) Self-awareness
2) Self-management
3) Social awareness
4) Relationship management

He discussed that Intelligence Quotient contributes only 20 percent in success of life and rest of the factors like Emotional Quotient has a strong influence on success of life. Self awareness, self motivation, interpersonal skills and management of emotions are all major factors in creation of Emotional Intelligence.

As per Mayor and Salovey, four areas of focus in a hierarchical order are perception, appraisal, expression of emotions and ability to regulate or manage
emotions. Thereby the most fundamental and comparatively easy to develop skills are perception, appraisal and expression of emotions while the most superior and defining skill is the ability to regulate or manage emotions.

Bar-On (1997) emphasized the urgent need to measure and quantify Emotional Intelligence constructs. To meet this need, Bar-On created emotional quotient questionnaire. He termed the measure of Emotional Intelligence as Emotional Quotient. According to him, Emotional Intelligence is an array of non-cognitive capabilities, competencies and skills that influence one’s ability to succeed in coping with environmental demands and pressures. Following are the five major scales and fifteen sub-scales which contribute to emotional energy and self motivation of an individual as per Bar-On’s studies.
### TABLE 1.1

**BAR-ON’S MAJOR SCALES OF EMOTIONAL ENERGY AND ITS CORRESPONDING SUB-SCALES**

<table>
<thead>
<tr>
<th>Major Scales</th>
<th>Sub-Scales</th>
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<tbody>
<tr>
<td>1. Intrapersonal</td>
<td>1) Self regard</td>
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<td></td>
<td>2) Emotional self-awareness</td>
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<td></td>
<td>3) Assertiveness</td>
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<td></td>
<td>4) Independence</td>
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<td></td>
<td>5) Self actualization</td>
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<tr>
<td>2. Interpersonal</td>
<td>1) Empathy</td>
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<td></td>
<td>2) Social responsibility</td>
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<tr>
<td></td>
<td>3) Interpersonal relationships</td>
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<tr>
<td>3. Stress management</td>
<td>1) Stress tolerance</td>
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<td></td>
<td>2) Impulse control</td>
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<tr>
<td>4. Adaptability</td>
<td>1) Reality testing</td>
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<td></td>
<td>2) Flexibility</td>
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<td></td>
<td>3) Problem solving</td>
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<td>5. General mood</td>
<td>1) Optimism</td>
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<td></td>
<td>2) Happiness</td>
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Concept of Emotional Quotient is a broad umbrella term that refers to inter and intra personal skills. To function successfully as a member of society one must possess considerable Intelligence Quotient and Emotional Quotient. The established measures of Emotional Intelligence have been formulated according
Measuring Emotional Intelligence

1) Ability Approach

This approach is based on skills and considers Emotional Intelligence as an intelligence laid on emotions. Hence Emotional Intelligence can be taught and learnt. Individuals can improve their competence in each of the branches of Emotional Intelligence (perceiving emotions in oneself and others, utilizing emotions, understanding emotions, managing emotions).

2) Mixed Approach

This approach model perception and use of emotions are combined with non-cognitive competencies, skills and personality traits. According to this model, emotional competencies are learnt capabilities that must be practiced and developed to attain outstanding performance. The most accepted measurement tool based on mixed approach is developed by Goleman and Bar-On.

1.3 SIGNIFICANCE OF THE STUDY

Emotional Intelligence is strongly linked to improving health, happiness and life success. It helps in avoiding risk behavior and absenteeism in school. Highly successful people have along with high Intelligence Quotient, well developed interpersonal and social skills. So if adolescents, their parents and teachers use emotional intelligence in right manner, it will have wide ranging benefits for learning, relationship and well being.
Aristotle wrote “Anyone can become angry, that is easy. But to be angry with the right person, to the right degree, at the right time for the right purpose and in the right way, that is not easy.” Children during adolescence should be trained to manage their emotions for optimal results. The negative emotions like fear, anger, hostility use up a lot of energy, lower the morale, increase absenteeism in school.

Adolescence is a critical transitional period. During this period, children undergo relationship and achievement related stresses. Nowadays children feel disconnected from friends and family due to lack of communication and understanding. The current generation of children is more emotionally troubled than the last. Rise in mental health issues among secondary school students is a growing concern. Secondary level students are in the age group of 14 to 18 years during which there is an acceleration of physical growth, along with psychological and behavioral changes. This results in a transformation from childhood to adulthood. Psychiatrist epidemiological studies have shown that a quarter of children and 10 percent adolescents have distress. This emphasizes the need of emotional intelligence skill training in school curriculum.

Among children of identical IQ some perform better than others and is realized that emotions are responsible for the success in performance. When emotions are perceived, acknowledged and guided constructively, they enhance the performance. Children and young people who are emotionally competent – who can manage their feelings and who recognize and respond effectively to others feelings are at an advantage in every area of life. They lead a happy and productive life. If emotional intelligence is nurtured in home and schools then children tolerate frustration better, get into fewer fights and engage in less destructive behavior. This helps the children to be healthier, less lonely, less impulsive and more focused with better human relationships and academic achievement.

Girls during their transition period tend to be more emotionally expressive than boys. They recognize other people’s emotions better and have greater empathy. When girls become adept in expressing and communicating their feelings boys minimize any emotion linked to guilt, fear and pain. Home environment and
parental involvement in child rearing influences the child’s personality development. Children who grew up in a cohesive family develop feelings of empathy and sensitivity. Adolescents feel secure when there exist a healthy warm relationship between parents and immediate family members. Parent child relationship is a regulatory factor of adolescents’ behavior. Lifestyle, modernization and westernization determine interpersonal relation of parents and other family members.

Children become the victim of strained relationship of elders. The family environment is collectively depending on the family structure (nuclear/joint) number of siblings, family income, parental education and nature of occupation. Healthy child rearing practices of parents can create an environment of love, peace, happiness, discipline, tolerance, empathy and sensitivity which are the basic qualities required to develop high EI. Foundation of high religious and moral values laid in families during childhood and adolescence empower adolescents to handle stressful situations intelligently. If adolescents are emotionally intelligent, then they can adjust better with life’s challenges and control their emotions more effectively both of which contribute to good mental and physical health.

No integrated research has been done to the best knowledge of researcher, on importance of family related demographic factors and emotional intelligence of adolescents. The present venture is an attempt by the investigator to study the impact of gender, family structure, birth order, number of siblings, parental education and occupation on emotional intelligence of children.

Hughes and Carolyn (2002) pointed out that our first partners during childhood are our siblings. Our relationship with them, even during childhood, includes components which will later become significant in our relationships as adults. These components include mutual dependence, role division, emotional communication, problem solving, agreement and conflict as well as cooperation and wellbeing.

The social status of the family, the interactions and emotional bonding among the members of the family, size and structure of family, parental education, occupation determine the characteristics of family environment.
“How does a family structure affect the child? Children in different birth order positions have different opportunities in regards to availability of family resources, parental time, energy, and attention, quality of relationship with parents and other members of the family.” (Cicirelli, 1994; Lu, Donald & Treiman, 2008)

High emotional intelligence in adolescents decrease mental conflict, and reduces stress. It is hence a scientific predictor that improves success and performance. But our school curriculum is not designed in a way that could enhance emotional development of adolescent children.

Chemical messengers that operate in both in the brain and immune system are concentrated most heavily in neural areas that regulate emotion. People who hide their feelings risk their life with various health problems where as happiness, positive supportive relationships are good medicine bolstering immune functions speedy recovery and prolonged life. As an objective of education children should be trained with emotional skills which enable them to care for less privileged fellow mates, elders and ailing, thereby creating empathy in them. Need on emphasis on emotional literacy in school is one which educationists cannot afford to ignore. Emotional intelligence is a life skill that enhances learning, personality development and helps promote wellbeing.

Competence in emotional skill results in higher academic achievement on the part of students. It provides more instructional time in classrooms for teachers due to student’s good behavior. Emotionally stable children are less disruptive and generally do not require any disciplinary interventions. This is an advantage for teachers to having effective teaching learning process. Hence teachers must adopt an intelligent approach to improve emotional intelligence of their students.

Social competency and emotional competency of children help them to process verbal and non-verbal messages of others and can recognize the impact of one person’s behavior over another. Good communication skill and social interaction are useful tools in solving own and others problems without sacrificing their own needs and integrity.
Antonio Damasio’s bestseller Descarte’s Error, has shown that emotion is the constant counterpart of reason and not its antagonist. Adolescents’ emotions are much more present in classrooms and playgrounds than it used to be. Pupils bring complicated emotions with them into classroom. Teachers label it as bad behavior and sociologists call it the decline of deference. Living with consequences of disturbed mind, teachers often have to face challenging behavior of children and their display of strong emotions. Researcher with 28 years of teaching experience in secondary schools, along with teaching fraternity have strongly held the view that there is more to learning than traditional curriculum which gives importance to acquisition of knowledge, skill and understanding. If emotional intelligence can be increased through training and practice, school education should be helping adolescents to achieve it. Through well managed literacy programs in classroom, school teachers can articulate students’ emotions and empower them in their emotional competency.

How does emotional competency help to improve their behavior? It equips them to understand themselves and other people. This includes the ability to perceive, express and manage own emotions and also to respond to others emotions in a manner that is helpful to others as well as to themselves. Emotional literacy can be thought of as a training for wise thinking, about how emotions can be used to frame our actions intelligently. Secondary school curriculum must make deliberate attempts to boost adolescents’ emotional development. IQ theory focuses on its fixed and inherited character. Emotional intelligence focuses on the extent to which emotional competence can be developed. Though teachers cannot help to increase the IQ of a child, they can play a significant role in improving his or her EQ. For this the EQ status of the student should be assessed and factors contributing to the emotional quotient should be evaluated. Hence the present study holds significance.

1.4 NEED OF THE STUDY

Students spend lot of time with their friends during middle childhood and adolescence. An increased intimacy between opposite gender friends is observed among adolescents. They focus on sharing common activities, engage
in self disclosure, expect loyalty and trust among themselves. When adolescents
enter young adulthood, friendships get shifted to work environment. The focus
moves from more of a social orientation to developmental tasks which is
connected to transition to adulthood that involves work and family issues.
(James, D.A. Parker et al 2004)

The skills and habits they learn during childhood and adolescence is carried
forward in life. Past researches showed a positive correlation between students’
emotional intelligence and their academic achievement and social competence.
Children with higher emotional intelligence are less aggressive and more pro-
social. They are more adaptable to difficult situations than their peers. The major
implication put forward by such studies emphasized the need to integrate
emotional literacy into educational curriculum. Attention to emotional intelligence
deserves significant consideration due to its necessity for adequate group
dynamics and student interaction. (Afsaneh, 2013)

The contributing effect of emotional intelligence on students’ educational and
social behavior and absence of such studies in Mumbai highlights the need of
such a study here. The dearth of investigation into the status of emotional
intelligence among adolescents of Mumbai city and effect of specific
demographic details on emotional intelligence shows the clear need to undertake
identical studies in this area.

“The aptitudes you need to succeed start with an intellectual powerhouse but
people also need emotional competence, to get full potential of their talents. The
reason we do not get people’s full potential is emotional incompetence.” (Doug
Lennick)

Parents, teachers, peers need to learn appropriate ways of expressing
emotions in different social situations. Every child is distinguished by his or her
ethical principles, beliefs and attitude towards life, cognitive abilities, coping
mechanisms and emotional frame of mind. All these characteristics are
interconnected and a resultant of its diverse influences to the child defines
his/her individuality.

The most important determinants of various profiles constitute
Study involving these determinants and assessment of Emotional Quotient is not undertaken in Mumbai to the best knowledge of the researcher. The awareness of the cause and effect helps teachers, parents and counselors to design ways to improve the emotional proficiency of children. During adolescence there is rapid physical and emotional development which is also accompanied by internal impulses, dreams, fantasies, fear, mood swings, withdrawal, anger and helplessness. When confronted with unfamiliar challenges in life they become easily frustrated, disappointed and hurt. Relationship with parents may change from respect, confidence and compliance to rebellion, hostility and non-compliant behavior. Hence it is very important to minimize their stress and pressure that result due to various reasons.

New and creative ways of helping young people to face challenges is the need of the hour. For this, we must know the emotional status of city adolescents. Having good emotional competencies will enable students to deal better with pressure of peer politics, academic challenges, physical and emotional development. Emotional aspect of adolescents is generally overlooked in Indian schools. An emotionally competent student is warm, well-adapted, focused, persistent and optimistic. Students who score high in emotional intelligence have the tools on hand for positive socialization. This makes students feel good about themselves and others. In order to understand the complexities of adolescents’ emotional status and evaluate the causative factors, an attempt is made in this study.

Adolescents who do not have emotional access and attachment to their parents distance themselves from their parents. The environment in which the
child lives is a predictor of his/her behavior at stressful situations. Unsupportive parents, indifferent teachers, uncaring friends, unfavorable socio-economic conditions may negatively affect the management of emotions and makes one susceptible to psychological disorders. This emphasizes the need of analyzing and evaluating the emotional intelligence of city adolescents and the role of environmental factors in their emotional ability.

It is the students’ right to have an emotionally nurturing environment in school. Teachers without doubt can minimize their students’ frustration. Happy classroom is more productive with less behavioral and learning problems. For this educators and school curriculum should provide the techniques for developing and applying emotional proficiency. Assessment of Emotional Intelligence and related factors is hence essential for teachers to guide and help adolescents to augment emotional maturity. The urge to positively shape the emotional development of adolescents highlights the need of the study.

Findings of various researchers on Emotional Quotient at different age groups predict the important outcomes in several areas. Among adolescents Emotional Quotient positively correlates with good social relations. Less Emotional Quotient leads to social deviance amongst students. Higher Emotional Quotient provides greater self-perception about social competence and individuals with high Emotional Quotient makes their presence in a group more pleasurable. They are more socially acceptable than those with low Emotional Quotient. Due to good communication skills and wise management of emotions they are perceived well by others. High Emotional Quotient individuals are successful in cultivating strong intimate relationships in family and in school with teachers and friends. This helps them to improve their performance and if required at difficult situations, these children can easily engage in negotiation to bring out optimal results and favorable environment in classroom, laboratory, and playground. This helps students to excel scholastically and socially and therefore the need for this study is significant.

Physical and mental well being of adolescents is related to greater life satisfaction, high self-esteem and low rate of frustration or depression. Researcher due to above mentioned facts felt the need of analyzing children of age group 13 – 16 years. Through long years of association with adolescents the
researcher witnessed and experienced the change in attitude of children towards life and academics besides their increased difficulties in handling stress. According to various studies, schools focusing on improving students’ emotional capability not only report decrease in aggression, classroom disruptions, anxiety and self destructive behavior among adolescents but also a rise in self control, self esteem, perseverance, communication skills and empathy. Hence for academic interest and success in life Emotional Intelligence should be given due importance.

1.5 ORGANIZATION OF THE STUDY

The present chapter provides an introduction to the study and lays down the terms describes the theoretical development of the concept of Emotional Intelligence, its significance and the need of such a study in the chosen age group.

Chapter 2 as the title suggests deals with the review of the research literature on Emotional Intelligence and the various independent variables that according to the studies may or may not influence the emotional maturity of adolescents. The researcher considered studies done on the subject in India as well as abroad to have a wider perspective as to what has already been established on the matter. Reviewing related literature also provides an outside perception and allows the reviewer to bring out the points that have not yet been analyzed individually or collectively.

Chapter 3 entails the research design and research methodology of the study. The researcher detailed the procedures that have been employed for the study, details of the sample, tools, its reliability, validity and scoring techniques.

Analysis of the data collected is illustrated Chapter 4. The researcher has provided statistical proof along with pictorial representation of the results in order to present an effortless and in depth understanding of the information gathered and its relevance to the study.
The results of the study are derived from the inferential analysis through appropriate statistical techniques and Chapter 5 is a blueprint of the same.

Chapter 6 summarizes the deductions of the hypotheses, educational implications, recommendations and suggestions for further study.

The Appendices includes the USM Emotional Quotient Inventory (USMEQ – i) by Saiful, Faud and Rahman (2010), the Questionnaire custom prepared by the researcher to suit the needs of the study, the Letter of Permission and Bibliography.