

A Study of Emotional Intelligence with special reference to emotional Self Awareness and assertiveness among Saurashtra Region youth of Gujarat.

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Abstract:

This study was an attempt to assess the emotional intelligence by keeping two dimensions in consideration i.e. emotional self awareness and assertiveness of Saurashtra Region youth with high and low socio-economic status. The sample comprised of 100 youth (50 high socio-economic status youth and 50 low socio-economic status youth) were randomly selected from various government higher secondary schools of Surendranagar and Bhavnagar district of Gujarat. Emotional intelligence scale constructed by Ajawani et al. was employed to collect data. Mean, S.D and t-test were applied for data analysis. The results of the study shows significant difference between high and low socio economical status on emotional self awareness but insignificant difference were found difference between high and low socio economical status on assertiveness

Key words: - Emotional intelligence, emotional self-awareness, assertiveness, social economic.

➤ Introduction:

The word emotion is derived from the Latin word 'Emovere' which means 'to stir up' or 'to excite'. Therefore, emotion may be understood as an agitated or excited state of our mind and body. Taking clue from such derivation, various psychologists have tried to provide the definition of the term 'emotions' in their own ways.

There are four kinds of basic emotions:

happiness, sadness, fear, and anger, which are differentially associated with three core affects: reward (happiness), punishment (sadness), and stress (fear and anger).

Izard's (1977) theory postulates ten primary emotions:

- interest,
- joy
- surprise,
- sadness,

- anger
- disgust
- contempt
- fear
- shame and guilt.

According to Akinboye (2002) emotions are to the base of human integrity, honesty, fairness, dignity and other important human actions. He further put forward that emotions drive human behavior. According to him “no human action, whether good or bad, is emotion free”. Many educators and psychologists believe that students who receive an exclusively academic environment may be ill equipped for future challenges, both as individuals as well as members of the society.

What is Emotional Intelligence?

Emotional intelligence is defined as the ability to understand and manage your own emotions, as well as recognize and influence the emotions of those around you. The term was first coined in 1990 by researchers John Mayer and Peter Salovey, but was later popularized by psychologist Daniel Goleman.

Emotional intelligence (otherwise known as emotional quotient or EQ) is the ability to understand, use, and manage your own emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges and defuse conflict. Emotional intelligence helps you build stronger relationships, succeed at school and work, and achieve your career and personal goals. It can also help you to connect with your feelings, turn intention into action, and make informed decisions about what matters most to you.

Emotional intelligence is commonly defined by four attributes:

1. Self-management:

You're able to control impulsive feelings and behaviors, manage your emotions in healthy ways, take initiative, follow through on commitments, and adapt to changing circumstances.

2. **Self-awareness** :

You recognize your own emotions and how they affect your thoughts and behavior.
You know your strengths and weaknesses, and have self-confidence.

3. **Social awareness** :

You have empathy. You can understand the emotions, needs, and concerns of other people, pick up on emotional cues, feel comfortable socially, and recognize the power dynamics in a group or organization.

4. **Relationship management**:

You know how to develop and maintain good relationships, communicate clearly, inspire and influence others, work well in a team, and manage conflict.

Psychologist Daniel Goleman was one of the first people to propose that emotional intelligence (EQ) matters more than a person's intelligence (IQ). In his book *Emotional Intelligence*, he breaks **emotional intelligence into five components**:

Characteristics of Emotional Intelligence

In his book titled "Emotional Intelligence - Why It Can Matter More Than IQ" 1995, Daniel Goleman, an American psychologist, developed a framework of five elements that define emotional intelligence:

1. **Self-Awareness** – People with high emotional intelligence are usually very self-aware. They understand their emotions, and because of this, they don't let their feelings rule them. They're confident – because they trust their intuition and don't let their emotions get out of control. They're also willing to take an honest look at themselves. They know their strengths and weaknesses, and they work on these areas so they can perform better. Many people believe that this self-awareness is the most important part of emotional intelligence.
2. **Self-Regulation** – This is the ability to control emotions and impulses. People who self-regulate typically don't allow themselves to become too angry or

jealous, and they don't make impulsive, careless decisions. They think before they act. Characteristics of self-regulation are thoughtfulness, comfort with change, integrity, and the ability to say no.

3. **Motivation** – People with a high degree of emotional intelligence are usually motivated. They're willing to defer immediate results for long-term success. They're highly productive, love a challenge, and are very effective in whatever they do.
4. **Empathy** – This is perhaps the second-most important element of emotional intelligence. Empathy is the ability to identify with and understand the wants, needs, and viewpoints of those around you. People with empathy are good at recognizing the feelings of others, even when those feelings may not be obvious. As a result, empathetic people are usually excellent at managing relationships, listening, and relating to others. They avoid stereotyping and judging too quickly, and they live their lives in a very open, honest way.
5. **Social Skills** – It's usually easy to talk to and like people with good social skills, another sign of high emotional intelligence. Those with strong social skills are typically team players. Rather than focus on their own success first, they help others develop and shine. They can manage disputes, are excellent communicators, and are masters at building and maintaining relationships.

Why Emotional Intelligence is Important

It's a scientific fact that emotions precede thought. When emotions run high, they change the way our brains function...diminishing our cognitive abilities, decision-making powers, and even interpersonal skills. Understanding and managing our emotions (and the emotions of others) helps us to be more successful in both our personal and professional lives.

At a personal level, emotional intelligence helps us:

- Have uncomfortable conversations without hurting feelings
- Manage our emotions when stressed or feeling overwhelmed
- Improve relationships with the people we care about

At work, emotional intelligence can help us:

- Resolve conflicts
- Coach and motivate others
- Create a culture of collaboration
- Build psychological safety within teams

Emotional intelligence affects:

- **Your performance at school or work.**

High emotional intelligence can help you navigate the social complexities of the workplace, lead and motivate others, and excel in your career. In fact, when it comes to gauging important job candidates, many companies now rate emotional intelligence as important as technical ability and employ EQ testing before hiring.

- **Your physical health.**

If you're unable to manage your emotions, you are probably not managing your stress either. This can lead to serious health problems. Uncontrolled stress raises blood pressure, suppresses the immune system, increases the risk of heart attacks and strokes, contributes to infertility, and speeds up the aging process. The first step to improving emotional intelligence is to learn how to manage stress.

- **Your mental health.**

Uncontrolled emotions and stress can also impact your mental health, making you vulnerable to anxiety and depression. If you are unable to understand, get comfortable with, or manage your emotions, you'll also struggle to form strong relationships. This in turn can leave you feeling lonely and isolated and further exacerbate any mental health problems.

- **Your relationships.**

By understanding your emotions and how to control them, you're better able to express how you feel and understand how others are feeling. This allows you to communicate more effectively and forge stronger relationships, both at work and in your personal life.

- **Your social intelligence.**

Being in tune with your emotions serves a social purpose, connecting you to other people and the world around you. Social intelligence enables you to recognize friend from foe, measure another person's interest in you, reduce stress, balance your nervous system through social communication, and feel loved and happy.

Certain instances come in our day to day life wherein the brightest students in a class did not succeed later in their lives as individuals having well rounded personalities as compared to their less intellectual counterparts. These examples are particularly evident in various fields like politics, business and administration (Singh, 2002). But then a question arises what is it that helps a person to succeed in life other than intelligence? Which human quality is it that helps people to function better in all spheres from career to personal life? With the dawn of 21st century, the human mind added a new dimension which is now being held responsible more for success than intelligence. This is termed as Emotional Intelligence and is measured as EQ (Emotional Quotient)

Over the past several years the term emotional intelligence has received much attention as a factor that is useful in understanding and predicting individual's performance at work, at home, at school etc.

The concept of Emotional Intelligence was first introduced by Salovey and Mayer in the early 1990's and made popular by Daniel Goleman with publication of his book: "Why it can matter more than IQ" in 1995. Emotional intelligence is the capacity to create positive outcomes in relationships with others and with oneself. According to Mayer and Salovey (1993), emotional intelligence is the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and actions. Thus, emotional intelligence is an umbrella term that captures a broad collection of interpersonal and intrapersonal skills. Interpersonal skills consist of the ability to understand the feelings of others, empathies, maintain and develop interpersonal relationships and above all our sense of social responsibility. On the other hand, intrapersonal skills comprise of the ability to understand one's own motivation. Emotional intelligence plays a key role in determining life success.

Emotional intelligence is the ability to recognize one's own and other people's emotions, to discriminate between different feelings and label them appropriately, and to use emotional information to guide thinking and behavior.

The concept of emotional intelligence proposes that intelligence may understand emotion, and that emotion may facilitate intelligence (Mayer & Ciarrochi, 2006). According to Akinboye (2002) "no human action, whether good or bad, is emotion free". Emotional intelligence is one of the important variables and has greater influence on human character. It has a pivotal role in the success of various domain of life. The basic emotions are happiness, interest, surprise, fear, anger, sorrow and disgust. According to Leventhal (1982) each of these emotions are operating through a control mechanism which serve as a monitor for one of the main aspects of human life. Controlling one's emotions does not happen automatically. This can be done when someone is in touch with his inner as well as outer world. Various researchers conducted their studies in the field of emotional intelligence and study various dimensions of emotional intelligence. It has been found by various studies that emotional intelligence leads to increased productivity (Johnson & Indvik, 1999. Annaraja and Jose, (2005) found that rural and urban B. Ed trainees do not differ in their self awareness, self control and emotional intelligence.

Kalipinya and Anuradha (2015) conducted a study on emotional intelligence and academic achievement among adolescents. Results revealed that there is significant difference between emotional intelligence and academic achievement among adolescents. Indu Rathee (2015) conducted a study on emotional, social and educational adjustment of adolescents in relation to emotional intelligence. Nwadinigweet *al.* (2012) revealed that there is a positive relationship between emotional intelligence skills and academic achievement.

➤ **Methodology**

➤ **Statement of problem: -**

To study the level of emotional intelligence with special reference to emotional self awareness and assertiveness among Saurashtra Region youth of Gujarat.

➤ **Objectives:**

1. To assess the emotional self awareness and assertiveness of high and low socio economical status youth.
2. To compare the emotional self awareness and assertiveness of high and low socio economical status youth.

➤ **Hypotheses: -**

In the present study following hypotheses were formulated.

1. There would be a significant difference found between high and low socio economic status youth on emotional self awareness.
2. There would be a significant difference found between high and low socio economic status youth on assertiveness.

➤ **Variables: -**

In the present study the experimental variables economical status and the Criterion variables was the emotional self awareness and assertiveness.

➤ **Sample: -**

In the present study 100 youth (50 high socio-economic status youth and 50 low socio-economic status youth) between the age group of 16 – 19 years were randomly selected from various government higher secondary schools of Surendranagar and Bhavnagar district of Gujarat.

➤ **Measuring tool: -**

In the present study emotional intelligence scale constructed by Ajawani *et al.* was used to assess the two dimensions of emotional intelligence i.e. emotional self awareness and assertiveness and the socio-economic status scale constructed by Rajbir Singh *et.al.* (2006) was administered to identify the youth with high and low socio-economic status. The scoring was done with the help of concerned manual.

➤ **Results: -**

The current study mainly strived to study the level of emotional intelligence with special reference to emotional self awareness and assertiveness among high and low socio economical Saurashtra Region youth. The scores were arranged in tabular form firstly then t-test was applied to calculate the data. Mean and S.D values of every group was also calculated. Results are shown in tables given below.

Significance the means, S.D and t- ratio of high and low socio-economic status youth on two dimensions of emotional intelligence

Groups	No	Dimensions	Mean	S.D	df	t-value
High SES	50	Emotional self awareness	14.14	2.68	48	4.46*
Low SES			17.70	3.03		
High SES	50	Assertiveness	15.04	2.82	48	0.47
Low SES			14.76	3.03		

*significant at 0.01 level of confidence.

➤ **Discussion: -**

The results of present study demonstrated that there is significant difference found between high and low socio economic status youth on emotional self awareness as mean scores of high socio economical status youth were found 14.14 and mean scores of low socio economic status youth were found 17.70 respectively, SD of high and low socio economical status youth were found 2.68 and 3.03 respectively and t-value is found 4.46 with df 48. This is more than tabulation value at 0.01 level of confidence. Thus our first hypothesis that there would be a significant difference found between high and low socio economic status youth on emotional self awareness was accepted.

In significant difference significant difference found between high and low socio economic status youth on assertiveness. Mean scores of high socio economical status youth were found 14.63 and mean scores of low socio economic status youth were found 14.76 respectively, SD of high and low socio economical status youth were found 2.82 and 3.03

respectively and t-value is found 0.47 with df 48. This is less than tabulation value at 0.05 level of confidence. Thus our first hypothesis that there would be a significant difference found between high and low socio economic status youth on assertiveness was rejected.

➤ **Conclusion: -**

To sum up, taking into account the results of the current study, we might conclude that social economical status is significant factors of emotional self awareness but not significant factor in aassertiveness.

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