

A Study of Emotional Intelligence of Adolescents in Relation to Anxiety

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Abstract

Most successful people do have an incisive mind, backed by high quality training as well as a host of good ideas. But if all this is coupled with Emotional Intelligence, the chances of their unmatched performance are very high. The present study was aimed at examining the relationship between emotional intelligence and anxiety of adolescents. The sample consisted of 100 adolescents (50 boys and 50 girls). The data were collected from different senior secondary schools of District Ambala (Haryana). The data was obtained through Mangal Emotional Intelligence Inventory for adolescents by S.K.Mangal and ShubhraMangal and Sarason's General Anxiety Scale for Children by Sarason's and his associates. Results indicated that there exists significant relationship between Emotional Intelligence and Anxiety among adolescents.

Keywords: *Emotional Intelligence, Adolescents, Anxiety.*

1. Introduction

The success of an adolescent does not merely depend upon imbibement of knowledge, information and technique in the present scenario but upon many aspects of his/her behavior like personality, attitude, home environment, family background, academic achievement, anxiety, adjustment and emotional intelligence. Being quiet important one's among there, emotional intelligence and anxiety are the two aspects that directly affect the level of success, satisfaction, ability to make relations with others, quality of life, effectiveness at work, fitness of mental and physical health by creative and positive work.

1.1 Meaning of Emotional Intelligence

Emotional intelligence is the product of one's heredity and its interaction with his environment. It has been found recently that intelligence is not the single measure of success rather emotional

intelligence also helps the individual in making decisions or solving problems within the context of situations and interpersonal relations. Mangal (2010) stated as, "Emotional intelligence as a unitary ability helpful in knowing, feeling and judging emotions in close cooperation with one's thinking process to behave in a proper way, for the ultimate realize of the happiness and welfare of the self in tune of others."

1.2 Anxiety

Anxiety is a persistent state of dread and apprehension. The anxious person feels that there is actually nothing that he can do immediately to facilitate escape or avoid the approaching danger. Anxiety implies that the person is incapable of taking precautional measures. It is usually defined as a diffuse vague, very unpleasant feeling of fear and apprehension.

1.3 Objectives

1. To compare the level of anxiety among the adolescents boys and girls.
2. To compare the level of emotional intelligence among the adolescents boys and girls.
3. To study the relationship between emotional intelligence and anxiety among the adolescents boys.
4. To study the relationship between emotional intelligence and anxiety among the adolescent girls.
5. To study the relationship between emotional intelligence and anxiety among the adolescents boys and girls.

1.4 Hypotheses

1. There exists no significant difference in the level of anxiety among adolescent boys and girls.
2. There exists no significant difference in the level of emotional intelligence among adolescent boys and girls.
3. There exists no significant relationship between emotional intelligence and anxiety among adolescent girls.
4. There exists no significant relationship between emotional intelligence and anxiety among adolescent boys.
5. There exists no significant relationship between emotional intelligence and anxiety among adolescents.

2. Methodology of the Study

Descriptive Survey Method of research was used.

2.1 Sample

Keeping in view the objectives, a sample of 100 adolescents from 10 different schools were taken. Out of these 100 adolescents, 50 were boys and 50 were girls.

2.2 Tools Used

In the present study the following tools were used for data collection-

- Mangal Emotional Intelligence Inventory by S.K.Mangal and ShubhraMangal (2004)
- Sarason's General Anxiety Scale for Children (GASC, Indian Adaptation, 1960)

2.3 Statistical Techniques Used in the Study

The investigator used the following statistical techniques in the research:

1. Mean
2. Standard Deviation
3. t-value
4. Correlation

3. Analysis and Interpretation of the Data

3.1 Hypothesis 1

There exists no significant difference in the level of anxiety among the adolescent boys and girls.

Table 1: Showing the summary of test of difference of mean scores of Anxiety among Adolescent Boys and Girls.

Variable	Group	N	Mean	SD	SE D	t-ratio	Level of significance
Anxiety	Boys	50	19.84	8.25	1.64	6.80	Significant at 0.01 level
	Girls	50	31.06	8.23			

Observation of table 1 reveals that the t-ratio came out to be 6.80 which is significant at 0.01 level of significance. It means that there is significant difference in the level of anxiety among the adolescent boys and girls. So the Null Hypothesis i.e. there exists no significant difference in the level of anxiety among the adolescent boys and girls is rejected.

3.2 Hypothesis 2

There exists no significant difference in the level of Emotional Intelligence among the adolescent boys and girls.

Table 2: Showing the summary of test of difference of mean scores of Emotional Intelligence of the adolescent boys and girls.

Variable	Group	N	Mean	SD	SE D	t-ratio	Level of significance
Emotional Intelligence	Boys	50	68.04	9.035	1.84	4.90	Significant at 0.01 level
	Girls	50	59.02	9.390			

Observation of table 2 reveals that the t-ratio came out to be 1.84 which is significant at 0.01 level of significance. It means that there is significant difference in the level of emotional intelligence among the adolescent boys and girls. So the Null Hypothesis i.e. there exists no significant difference in the level of emotional intelligence among the adolescent boys and girls is rejected.

3.3 Hypothesis 3

There exists no significant relationship between Emotional Intelligence and Anxiety among adolescent girls.

Table 3: Showing the significance of correlation between Emotional Intelligence and Anxiety among adolescent girls

Variables	N	Df	Co-efficient of correlation	Significance
Emotional Intelligence	50	48	-0.458	Significant at 0.01 level
Anxiety				

Observation of table 3 reveals that the co-efficient of correlation between Emotional Intelligence and Anxiety among adolescent girls is -0.458. It indicates that the correlation between Emotional Intelligence and Anxiety among adolescent girls is moderate and negative which is significant at 0.01 level of significance. It means that there is significant relationship between Emotional Intelligence and Anxiety among adolescent girls. Thus, the null hypothesis i.e. there exists no significant relationship between Emotional Intelligence and Anxiety among adolescent girls is rejected.

3.4 Hypothesis 4

There exists no significant relationship between Emotional Intelligence and Anxiety among adolescent boys.

Table 4: Showing the significance of correlation between Emotional Intelligence and Anxiety among adolescent boys.

Variables	N	Df	Co-efficient of correlation	Significance
Emotional Intelligence	50	48	-0.258 (low negative correlation)	Not Significant
Anxiety				

Observation of table 4 reveals that the co-efficient of correlation between Emotional Intelligence and Anxiety among adolescent boys is -0.258. It indicates that the correlation between Emotional Intelligence and Anxiety among adolescent boys is moderate and negative which is not significant at 0.05 level of significance. It means that there is no significant relationship between Emotional Intelligence and Anxiety among adolescent boys. Thus, the null hypothesis i.e. there exists no significant relationship between Emotional Intelligence and Anxiety among adolescent boys is accepted.

3.5 Hypothesis 5

There exists no significant relationship between Emotional Intelligence and Anxiety among adolescents.

Table 5: Showing the significance of correlation between Emotional Intelligence and Anxiety among Adolescents

Variables	N	Df	Co-efficient of correlation	Significance
Emotional Intelligence	100	98	-0.514 (moderate negative correlation)	Significant At 0.01 level
Anxiety				

Observation of table 5 reveals that the co-efficient of correlation between Emotional Intelligence and Anxiety among adolescents is -0.514. It indicates that the correlation between Emotional Intelligence and Anxiety among adolescents is moderate and negative which is significant at 0.01 level of significance. It means that there is significant relationship between Emotional Intelligence and Anxiety among adolescents. Thus, the null hypothesis i.e. there exists no significant relationship between Emotional Intelligence and Anxiety among adolescents is rejected.

4. Conclusion

On the basis of the discussion and findings the following conclusions appear:-

1. There exists significant difference in the level of anxiety among the adolescent boys and girls.
2. There exists significant difference in the level of Emotional Intelligence among the adolescent boys and girls.
3. There exists significant relationship between Emotional Intelligence and Anxiety among adolescent girls.
4. There exists no significant relationship between Emotional Intelligence and Anxiety among adolescent boys.
5. There exists significant relationship between Emotional Intelligence and Anxiety among adolescents.

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