

Original Research Article

<https://doi.org/10.20546/ijcmas.2019.811.001>

Relationship between Emotional Intelligence and Identity Development of PUC Students

Maneesha Bhatt* and Lata Pujar

Department of Human Development and Family Studies, College of Community Science,
University of Agricultural Sciences, Dharwad (Karnataka), India

*Corresponding author

ABSTRACT

This study aims to explore the identity development and emotional intelligence of urban and rural PUC students from Dharwad and Tanakpur respectively and also interrelationship between their identity development and emotional intelligence. The subjects were urban and rural PUC students in the age group of 16-18 years who were randomly selected from four science coaching institutes of Dharwad taluk and three science coaching institutes of Tanakpur taluk respectively. Sample selection included random selection of 10 to 15 per cent students from each class (PUC-I and PUC-II) which consisted of total 592 students out of which 312 students from Dharwad and 280 students from Tanakpur science coaching institutes. PUC students were assessed on identity development and emotional intelligence by using standardized scale that is, Baron Emotional Quotient-inventory developed by Bar-On and Parker (2000) and Dimensions of Identity Development Scale developed by Luyckx *et al.*, (2008). The results of the present study revealed a significant association between identity development of Dharwad and Tanakpur PUC students from both urban and rural areas where, majority of Dharwad students (61.25 %) from urban area were in an average level of identity development while, majority from Tanakpur (61.18 %) were in high level of identity development. Among rural PUC students, more than half of Dharwad (51.97 %) and Tanakpur (53.08 %) PUC students were in low and high level of identity development respectively. maximum percentage of both urban and rural PUC students from Dharwad and Tanakpur were in medium level of all emotional intelligence dimensions and total emotional intelligence and also, a highly significant positive correlation was found between identity development and emotional intelligence of PUC students. It can be concluded that identity development and emotional intelligence plays an important role in adolescents life and are highly interrelated with each other.

Keywords

Identity
development,
Emotional
intelligence and
PUC students

Article Info

Accepted:
04 October 2019
Available Online:
10 November 2019

Introduction

Adolescence is a transitional stage of development from childhood to adulthood or a period following the onset of puberty during

which a young person develops from a child into an adult. According to World Health Organization (2012), adolescence includes a period of life between ten and nineteen years of age.

Adolescence period is very important period of one's life as the growth achieved, the experienced gained and the relationship developed at this stage determines the entire future of an individual. Adolescence period is considered crucial for many aspects of self and identity development including commitments, personal goals and motivations (Becht and Deniz, 2016). It is the first time that individuals become much more self-conscious and self-assertive and start more self-discovery about the way their identity may affect their lives.

Question of "Who am I" becomes increasingly important during adolescence with developmental advancement in their cognitive ability, dramatic physical changes and the impending transition to adulthood.

Personal identity formation represents a basic developmental task during adolescence, which serves as a compass to navigate the course of life beyond adolescence (Montgomery and Marcia, 2008).

Adolescents with a clear sense of self and identity or with synthesized identity tends to be better in identifying their hidden potential and talent as well as in taking their own decisions independently without getting influenced by other people opinion which ultimately helps them to excel in every field such as academics, sports, dance, singing and various other co-curricular activities and accordingly, adolescents give their maximum input in their area of interest without ever getting diverted from their goals.

In contrast, individuals who are unclear about their self or remains in identity confused state are more likely to experience distress, engage in destructive behaviour and also experience difficulties in maintaining healthy relationships with others as well as in defining his or her personal strengths and weaknesses

to others (Schwartz, *et al.*, 2011). Poor identity hampers the ability of adolescents to take correct decision regarding their career and vocational choices which ultimately affects their future career.

In modern era, adolescents also need to deal with lot of pressures of the external world as well as need to be connected with themselves and the outer world and as such, need skills or intelligence to tackle all these issues where, emotional intelligence of an individual acts as a boon by enabling them to deal with all such issues along with various other interpersonal and intrapersonal issues and thus, results in healthy identity development (Simelane and Thomas, 2007).

Emotional intelligence incorporates the important aspects of interpersonal and intrapersonal relationships, adaptability, moods and stress management skills, which have a profound effect on the academic performance of adolescents. Goleman (2010) defined emotional intelligence as recognizing and managing feelings, self-action, the ability of understanding the others feelings and to continue the relationships. An individual ability to endure through various challenges and hardships as well as to deal effectively with various emotional turmoil during this period ultimately determines their future success.

Thus, overall, it can be concluded that identity development and emotional intelligence plays an important role in adolescents life and are highly interrelated with each other. As limited Indian researches have been done so far related to this aspect, therefore, present study is an attempt to assess emotional intelligence and identity development of Dharwad and Tanakpur PUC students and to measure interrelationship between emotional intelligence and identity development of PUC students.

Materials and Methods

The target population of the study comprised of urban and rural PUC-I and PUC-II students in the age range of 16 to 18 years who were studying in different science stream study centers of Dharwad (Karnataka) and Tanakpur (Uttarakhand) respectively. At the time of survey, a total of 18 PUC science coaching institutes in Dharwad taluk (Karnataka) and 12 PUC-I and PUC-II science coaching institutes in Tanakpur taluk (Uttarakhand) were identified. Out of overall identified science coaching institutes, 4 from Dharwad and 3 coaching institutes from Tanakpur were randomly selected. A class wise list of coaching students studying in PUC-I and PUC-II was made and prior permission was taken to carry out the research work. For the selection of rural samples, list of such rural students who had completed their high-school studies in their village and had come to science coaching institutes of Dharwad (Karnataka) and Tanakpur (Uttarakhand) city. A random sample of 10 to 15 per cent were drawn from each class summing up to a total of 156 PUC-I and 156 PUC-II students from Dharwad coaching institutes and 150 PUC-I and 130 PUC-II students from Tanakpur coaching institutes and thus, constituting an overall sample size of 592 students. Dimension of Identity Development Scale (Luyckset *al.*, 2008) and Baron Emotional Quotient-inventory (Bar-On and Parker, 2000) were used to assess identity development and emotional intelligence of PUC students. Data was analysed in SPSS package by statistical methods like frequency, percentage, χ^2 test and correlation.

Results and Discussion

Results presented in Figure 1 indicate the percentage distribution of identity development of PUC students by district. Among urban PUC students, most of the

Dharwad students (61.25 %) were in an average level of identity development while, majority from Tanakpur (61.18 %) were in high level of identity development and least students from Dharwad (3.12 %) and Tanakpur (1.32 %) were in low level of identity development. Among rural PUC students, more than half of Dharwad(51.97 %) and Tanakpur (53.08 %) PUC students were in low and high level of identity development respectively. A significant association was observed between identity development of Dharwad and Tanakpur PUC students from both urban and rural areas.

Figure 2 depicts the percentage distribution of emotional intelligence dimensions of Dharwad PUC students which clearly illustrates that maximum percentage of both urban and rural Dharwad PUC students, were in medium level of all emotional intelligence dimensions. Results related to urban Dharwad PUC students clearly indicates that, 55 percent of students in intrapersonal dimension, 45 percent in interpersonal dimension, 60 percent in stress management dimension, 46.25 percent in adaptability dimension and 43.13 percent in total emotional intelligence were in medium level. Similarly, among rural PUC students, majority of students were in medium level with respect to all emotional intelligence dimensions that included 57.24 percent students in intrapersonal dimension, 50 percent in interpersonal dimension, 59.21 percent in stress management dimension and equal number of students (46.05 %) in adaptability dimension and total emotional intelligence. Least students from urban and rural area of Dharwad were in low level of emotional intelligence dimensions.

Figure 3 depicts the percentage distribution of emotional intelligence dimensions of Tanakpur PUC students. In an urban area, maximum percentage of PUC students were in medium level of intrapersonal dimension (52

%), interpersonal dimension (48.67 %), stress management dimension (54 %), adaptability (40 %) and total emotional intelligence (36 %). Similarly, maximum percentage of rural PUC students were in medium level of all the emotional intelligence dimensions that is, intrapersonal (54.62 %), stress management (66.92 %), adaptability (42.31 %) and total emotional intelligence (45.38 %) except in interpersonal dimension where, half of the students (50 %) were in medium level.

An examination of Table 3 reveals about the interrelation between emotional intelligence and identity development of urban and rural PUC students. With respect to Dharwad PUC students from both urban and rural area, it was found that there was a highly significant positive correlation between identity development and emotional intelligence of students where, r-value was 0.46 (urban PUC students) and 0.31 (rural PUC students) respectively at 0.01 level of probability. Similarly, in case of both urban and rural Tanakpur PUC students also, a highly significant positive correlation was found between emotional intelligence and identity development where, r value was 0.20 (urban PUC students) and 0.32 (rural PUC students) respectively at 0.01 level of probability.

A higher percentage of PUC students from both urban and rural area of Tanakpur were in high level of identity development while, higher percentage of Dharwad group from urban area were in an average level and those from rural area were in low level of identity development in comparison to PUC students of Tanakpur. Nurmi *et al.*, (2009) opine that environment or locality where adolescents reside *i.e.* in urban or rural environments, is a

major societal factor that may have an important impact on their identity development. These environments differ in the educational opportunities and career prospects they provide such as, in urban environments adolescents get a wide variety of educational options and good career prospects while, in rural areas they may well be socialized into more traditional types of values and roles which brings a difference in their identity development. District wise comparison of emotional intelligence of PUC students revealed that among urban PUC students, Tanakpur PUC students had higher emotional intelligence than Dharwad PUC students. It was because urban Tanakpur PUC students were more influenced by human behaviour who noticed body language, dialect and unique personality factors of each of their batchmates to enrich their emotional intelligence. On the other hand, among rural PUC students, Dharwad students had higher emotional intelligence than Tanakpur PUC students.

It was primarily because of their higher self-motivation, higher value-orientation and more managed relationship with other people. Urban PUC students Dharwad and Tanakpur had higher emotional intelligence than their rural counterparts.

It was because urban PUC students got greater emotional support from their family members to share and express their feelings at each ups and downs of their life without imposing strict rules and regulations. Results are on par with Saikia *et al.*, (2015) who reported that adolescents of urban culture were more skilled in emotional intelligence than rural adolescents.

Table.1 Interrelation between emotional intelligence and identity development of urban and rural PUC students

N = 592

Locality	Variables	Emotional intelligence	Identity development
Dharwad			
Urban (n = 160)	Emotional intelligence	1	0.46**
	Identity development	0.46**	1
Rural (n = 152)	Emotional intelligence	1	0.31**
	Identity development	0.31**	1
Tanakpur			
Urban (n = 150)	Emotional intelligence	1	0.20**
	Identity development	0.20**	1
Rural (n = 130)	Emotional intelligence	1	0.32**
	Identity development	0.32**	1

**Significant at 0.01 level.

Fig.1 Percentage distribution of identity development of urban and rural PUC students by district

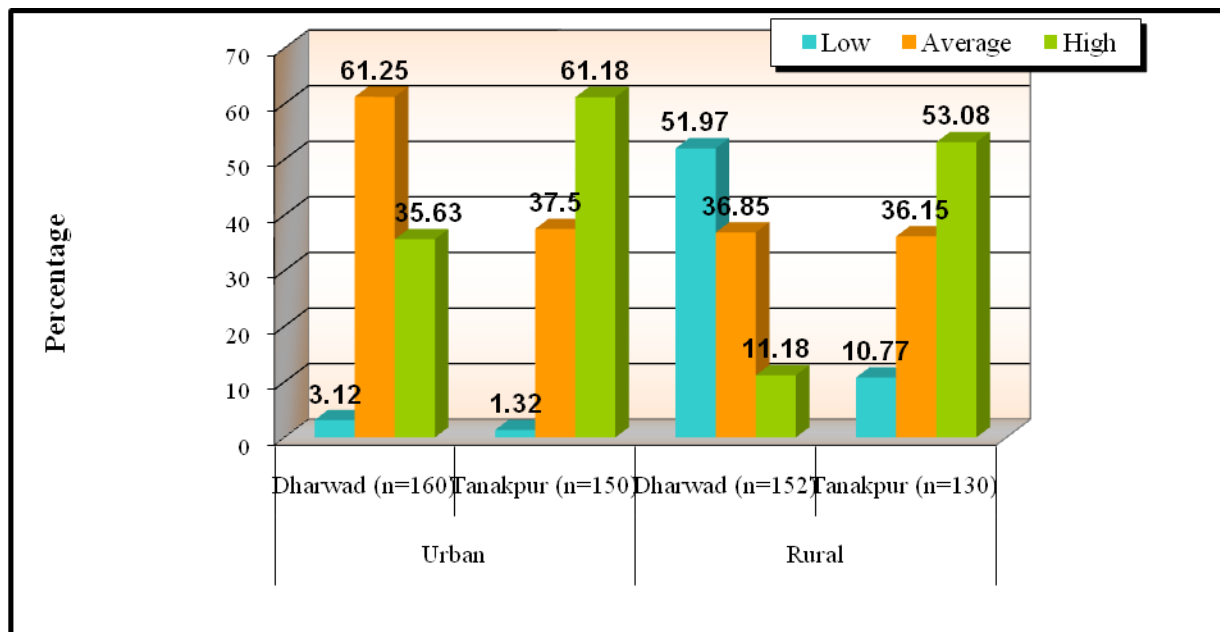


Fig.2 Percentage distribution of dimensions of emotional intelligence of Dharwad PUC students

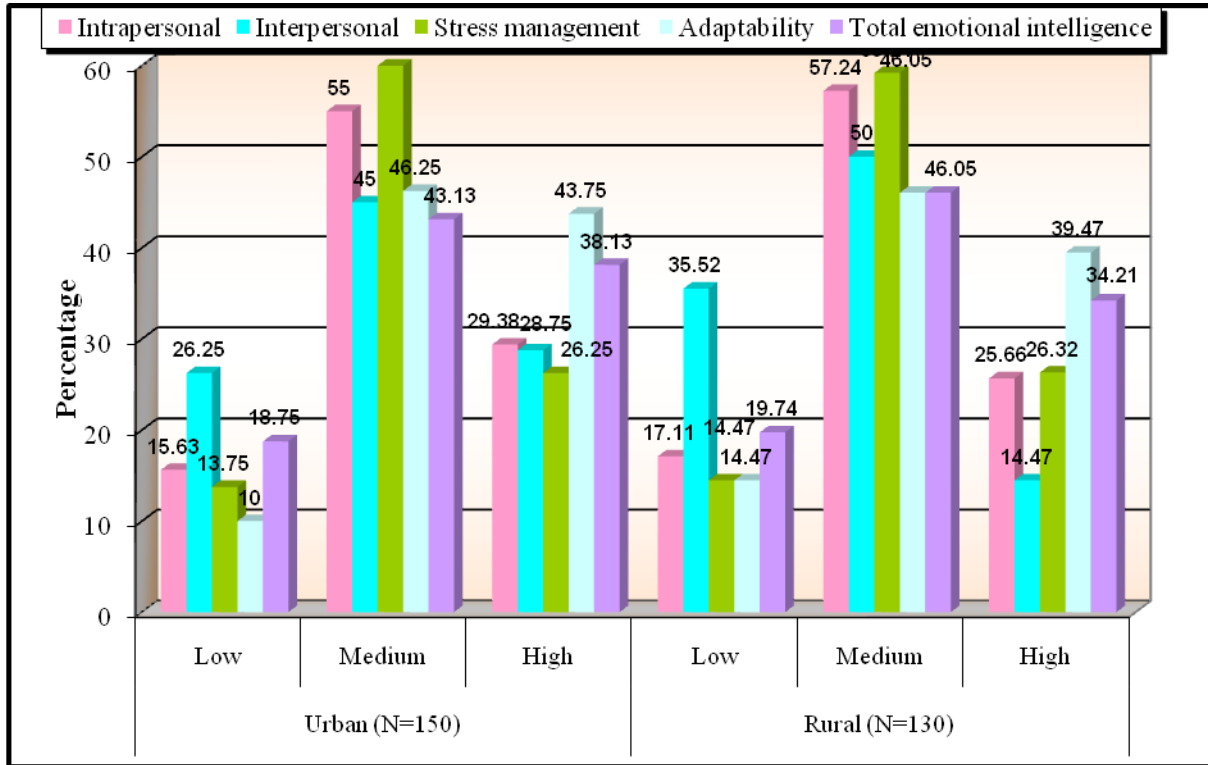
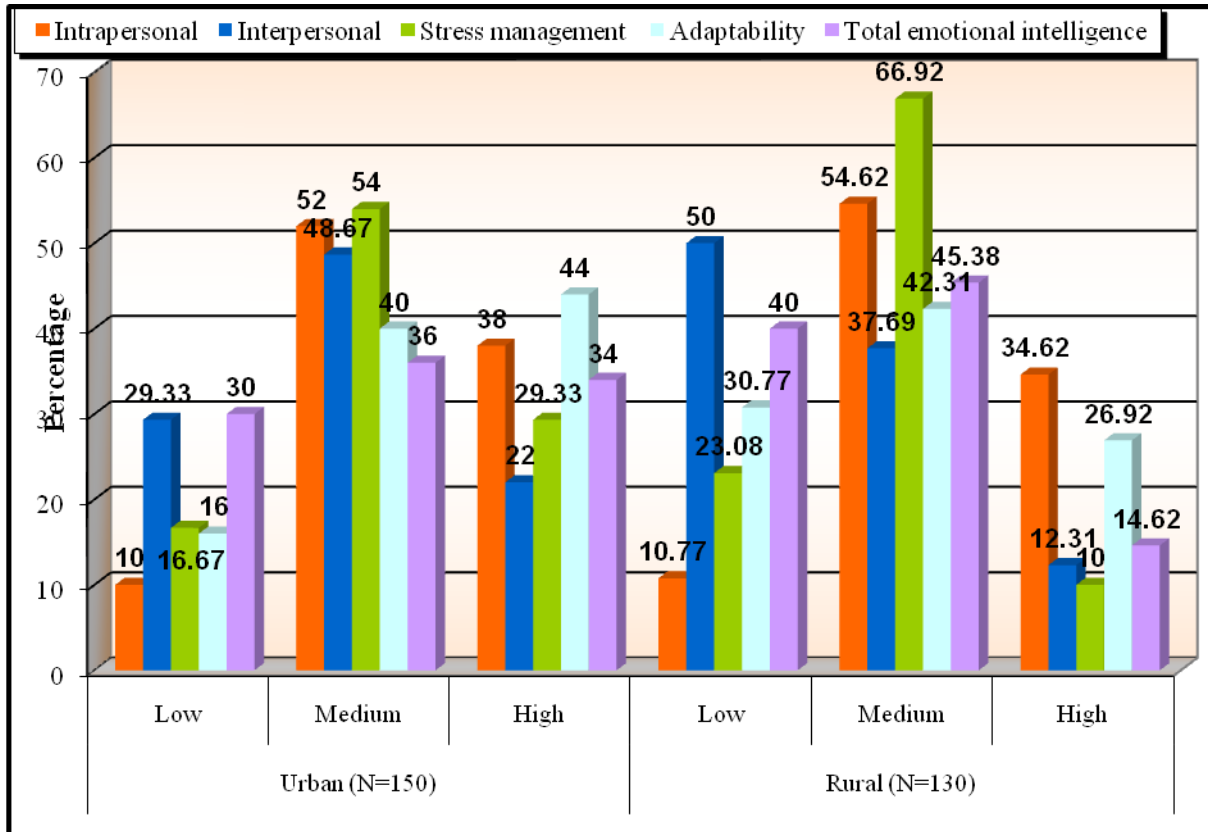


Fig.3 Percentage distribution of dimensions of emotional intelligence of Tanakpur PUC students



References

- Becht, C. S. and Deniz, M. E., 2016, A comparison of scouts identity levels with regards to age and gender variables: a cross-cultural study. *Elem. Edu.*, 7(2): 376-383.
- Bar-On, R. and Parker, D.A., 2000, Emotional Quotient Inventory: Youth Version. *J. Adolesc.*, 2(5): 84-89.
- Goleman, D., 2010, Emotional intelligence: Why it can matter more than IQ. Bantam Books, New York, pp. 261-287.
- Luyckx, K., Schwartz, S. J., Berzonsky, M. D., Soenens, B., Vansteenkiste, M., Smits, I. and Goossens, L., 2008, Developmental typologies of identity formation and adjustment in adolescents. *J. Res. Person.*, 42(2): 58-82.
- Montgomery, M. and Marcia, J. E., 2008, Identity status change during adolescence and young adulthood: A meta-analysis. *J. Adoles.*, 33(5): 683-698.
- Nurmi, J. E., Poole, M. E. and Kalakoski, V., 2009, Age differences in adolescent identity exploration and commitment in urban and rural environments. *J. Adoles.*, 19(5): 443-452.
- Saikia, J., Anshu, M. and Anjali, 2015, A study on emotional intelligence of adolescents. *Adv. Res. J. Soc. Sci.*, 6(1): 1-8.
- Schwartz, S. J., Klimstra, T. A., Luyckx, K., Hale, W. W., Frijns, T., Oosterwegel, A., Van, A. C., Koot, H. M. and Meeus, W. H., 2011, Daily dynamics of personal identity and self-concept clarity. *Euro. J. Person.*, 25(2): 373-385.
- Simelane, R. and Thomas, M., 2007, Mediating role of emotional intelligence to identity development of African adolescents in multicultural schools. *J. Human. Res.*, 6(2): 140-144.
- World Health Organization, 2012, World child and adolescent health unit, Department of Family Health Gender and Life Course, IP Estate, Mahatma Gandhi Marg, New Delhi, India.

How to cite this article:

Maneesha Bhatt and Lata Pujar. 2019. Relationship between Emotional Intelligence and Identity Development of PUC Students. *Int.J.Curr.Microbiol.App.Sci.* 8(11): 1-7.
doi: <https://doi.org/10.20546/ijcmas.2019.811.001>