

Emotional Intelligence of Adolescents in Relation to their Psychological Hardiness

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Abstract

Life is very busy and sometimes full of stress and anxiety and to deal with these is a complex task which requires a certain degree of intelligence. Psychological hardiness represents a single latent variable comprising three obliquely related attitudes, that is, commitment, control and challenge. This study examined the emotional intelligence of senior secondary school students in relation to their psychological hardiness. The sample of the study consisted of 100 eleventh class students (50 boys and 50 girls) studying in government and private schools of Chandigarh. In the present study, a descriptive survey method was employed to collect the data. Emotional intelligence was a dependent variable and psychological hardiness was an independent variable. The obtained data was analysed by employing t-test, means and SD's. The major findings of the study revealed significant differences in the emotional intelligence of students. The study showed that female students have high emotional intelligence as well as psychologically high hardy. It further revealed that psychologically high hardy students have higher emotional intelligence.

Keywords: Emotional Intelligence, Psychological Hardiness, Anxiety

A man is born just like any other animal being but he gradually transforms into a human being by acquiring knowledge and thus by being educated. With the progress of time one learns how to interact with one's own surroundings. To resist the increasing pressure of career, work and relations there is a need of high level of emotional intelligence.

In psychological writing, the definition of emotional intelligence is the ability of an individual to know, manage and control his own emotions and to know about other's emotions. Emotional intelligence helps an individual to adapt to his environment or to mould the situation as per his own requirements.

Psychological hardiness represents a single latent variable comprised of three obliquely related attitudes, that is, commitment, control and challenge. Commitment is defined as a "Tendency to involve oneself in whatever one is doing or encounters." Control is described as a "Tendency to feel and act as if one is influential in the face of the varied contingencies of life". Challenge is described

as a "Belief that changes rather than stability is normal in life and that the anticipation of changes is interesting incentives to growth rather than threats to security." Hardiness operates as a stress buffer as well as has direct influence on health, so hardiness, is usually conceptualized as a cognitive personality variable consisting of a sense of commitment, control and challenge (Westman, 1990).

Psychological hardiness is a combination of adaptive personality traits that allows one to overcome stressful life events has emerged as an important variable in psychological researches in the previous two decades. It was usually defined as a personality structure comprising the three related general dispositions of commitment, control and challenge that functions as a resistance resource in the encounter with stressful conditions (Kobasa, 1979).

Voutsina and Jones (2005) investigated the process of change in 5-6-year-old children's successful problem-solving approaches when tackling a multiple-step task in elementary arithmetic. A total of 10 cases were

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investigated, to illustrate the qualitative changes that children introduced to their successful problem-solving approaches. These changes indicated children's acquisition of increasing control over the procedural and conceptual knowledge that supports their strategies and, ultimately, their own learning. The research primarily indicated points of diversion between the theory and the observations of children's emotional intelligence.

Kaur (2020) studied the influence of gender and school climate on psychological hardiness among Indian adolescents. The results of analysis of variance revealed that the significant main effects of gender and school climate are dependent on each other to explain control, challenge and psychological hardiness among adolescents. In a study conducted by Bhandari (2011), it was found that psychologically low hardy students scored higher levels of gain means than psychologically high hardy students for skill of acquiring knowledge when studying through specific instructional mode.

Objectives

1. To study and compare the emotional intelligence of senior secondary school students studying in government and private schools.
2. To study and compare the psychological hardiness of senior secondary school students in government and private schools.
3. To study and compare the emotional intelligence of senior secondary school students with regard to gender.
4. To study and compare the psychological hardiness of senior secondary school students with regard to gender.
5. To study the emotional intelligence of senior secondary school students in

relation to their psychological hardiness.

Hypotheses

- 1) There will be no significant difference in the emotional intelligence of senior secondary school students studying in government and private schools.
- 2) There will be no significant difference in the psychological hardiness of senior secondary school students in government and private schools.
- 3) There will be no significant difference in the emotional intelligence of senior secondary school with regard to their gender.
- 4) There will be no significant difference in the psychological hardiness of senior secondary school students with regard to their gender.
- 5) There will be no significant difference in the emotional intelligence of senior secondary school students in relation to their psychological hardiness.

Design of the Study

In the present study, a descriptive survey method was employed to collect the data. Emotional intelligence was a dependent variable and psychological hardiness was an independent variable.

Sample of the Study

Stratified random sampling technique was employed in the present study. The sample comprised 100 students of class 11th of two senior secondary schools of Chandigarh. Out of these, 50 students were selected randomly from each government and private school. Further 25 male and 25 female students were taken from each type of school i.e. government and private.

Tools of the Study

- 1) Revised Mangal Emotional Intelligence Inventory (2018)
- 2) Scale of Psychological Hardiness by Nowack (1990) adapted by investigator

Statistical Technique

The obtained data was analysed by employing t-test.

Results

Table 1: Mean Differentials in Emotional Intelligence and Psychological Hardiness of Senior Secondary Students Studying in Government and Private Schools.

Variable	Mean		S.D.		t-value
	Govt. School	Pvt. School	Govt. School	Pvt. School	
Emotional Intelligence	58.68	61.05	9.52	8.20	0.351
Psychological Hardiness	91.78	97.66	11.74	8.58	0.810

NS-Not Significant

Table 1 shows no significant difference in both emotional intelligence ($t=0.351$) and psychological hardiness ($t=0.810$) of senior secondary students studying in government and private schools as t-values were not found to be statistically significant. This indicates that emotional intelligence and psychological hardiness of government and private senior secondary school students is almost the same. Hence, hypothesis 1 and hypothesis 2 stands accepted.

Table 2: Mean Differentials in Emotional Intelligence and Psychological Hardiness of Senior Secondary Male and Female Students.

Variable	Mean		S.D.		t-value	Level of Significance
	Male	Female	Male	Female		
EI	58.52	69.01	9.21	11.87	2.94	0.01
PH	92.26	99.74	8.91	10.95	3.83	0.01

- **Emotional Intelligence –EI**
- **Psychological Hardiness- PH**

Table 2 shows that the mean differential with regard to emotional intelligence of senior secondary male and female students is statistically significant at 0.01 level ($t=2.94$).

This indicates that the senior secondary female ($M=69.01$) students are more emotionally intelligent as compared to the senior secondary male ($M=58.52$) students. Hence, hypothesis 3 stands rejected. Similarly, the mean differential with regard to psychological hardiness of senior secondary male and female students is also statistically significant at 0.01 level ($t=3.83$). This indicates that the senior secondary female ($M=99.74$) students are psychologically high hardy as compared to senior secondary male ($M=92.26$) students. Hence, hypothesis 4 also stands rejected.

Table-3: Mean Differences in Emotional Intelligence of Senior Secondary Students with regard to Psychological Hardiness.

Group	Mean	S.D.	t-value	Level of Significance
Psychologically High Hardy	54.69	11.59	4.359	0.01
Psychologically Low Hardy	66.69	14.79		

From the results in table 3, it is clear that t-value with regard to emotional intelligence of senior secondary students with high and low psychological hardiness is statistically significant at 0.01 level ($t= 4.359$). This indicates that psychologically low hardy ($M=66.69$) students were emotionally more intelligent as compared to the psychologically high hardy ($M=54.69$) students. Hence, hypothesis 5 stands rejected.

Discussion

The study revealed that there is a difference in the emotional intelligence of students with regard to their psychological hardiness. So, it is very important for parents and teachers to know the importance of psychological hardiness and its role in increasing the emotional intelligence of the students. The study also highlights emotional intelligence as a novel, upcoming concept which is considered to be a more decisive factor in one's success than general

intelligence. Emotional intelligence can be developed through all such activities where the students get an opportunity for understanding their own emotions and emotions of others and empathizing with them. These activities can be some act of social service or showing sensitivity towards the environment. Hence, it becomes vital for the teachers to know the concept of emotional intelligence and help the students develop it to succeed academically. A cordial healthy relationship between the parents is very conducive for the emotional development of the child. The order of birth, size of the family, discipline in the family, the parental attitude towards the child are all important factors in the emotional development of the child. Similarly, the attitude of the teachers, school discipline, academic facilities available, physical facilities, methods of teaching, co-curricular activities, etc. all play vital roles in developing appropriate levels of emotional intelligence.

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