



ISSN Print: 2394-7500
ISSN Online: 2394-5869
Impact Factor: 3.4
IJAR 2015; 1(2): 64-70
www.allresearchjournal.com
Received: 13-12-2014
Accepted: 15-01-2015

Shruti Marwaha

a) Home Science Department
MCM DAV College,
Chandigarh, India

b) Child Development
Department, Govt Home Science
College, Panjab University
Chandigarh, India.

Correspondence:

Shruti Marwaha

a) Home Science Department
MCM DAV College,
Chandigarh, India

b) Child Development
Department, Govt Home
Science College, Panjab
University Chandigarh, India.

Analysis of emotional quotient among ‘all time online pocket internet users’ and ‘pocketless internet users’

Shruti Marwaha

Abstract

The present research was conducted to compare the Emotional Quotient* of different internet users. The research was conducted in Chandigarh. The sample consisted of two groups, all females, between 18-23 years of age. The first group **Group A** included adolescent females who were all time pocket* internet users having 24X7 internet connection on their mobile phone/tablet. The second group **Group B** included females who used internet on computer / laptop/cyber café but do not have internet connection on their mobile/phone/tablet. The tool used in the study was knowing Your EQ: Emotional Quotient Test Developed by Dr Dalip Singh & Dr NK Chadha. It was reported that females who used internet on computer / laptop/ café but did not have internet connection on their mobile/phone/tablet obtained significantly higher Emotional Quotient as compared to all-time online users. Thus, it could be concluded that balance in personal, and internet-network life is important for emotional stability among adolescents*.

Keywords:

*Emotional Quotient – measures emotional sensitivity, emotional maturity & emotional competency

*pocket internet users- having 24X7 internet connection on their mobile phone/tablet

*adolescence- stage of life from onset of puberty till attainment of adulthood

1. Introduction

Dalip Singh (2003) ^[10] defines Emotional intelligence as “the ability of an individual to appropriately and successfully respond to a vast variety of emotional stimuli being elicited from the inner self and the immediate environment. Emotional intelligence constitutes three psychological dimensions—emotional competency, emotional maturity and emotional sensitivity—which motivate an individual to recognise truthfully, interpret honestly and handle tactfully the dynamics of human behaviour. Emotional Competency involves tackling emotional upsets “Your EQ is the level of your ability to understand other people, what motivates them and how to work cooperatively with them,” says Howard Gardner, the influential Harvard theorist. ‘We define emotional intelligence as the ability to reason with emotion.’ John Mayer and Peter Salovey. US psychologists John Mayer and Peter Salovey published the first formal definition of emotional intelligence in 1990. Their publication also claimed that it might be possible to assess and measure a person’s emotional intelligence. Mayer and Salovey believed that emotional intelligence is a subset of social intelligence and is about a person’s ability to perceive emotion in oneself and others, integrate emotion into thought and understand emotion in oneself and others, manage or regulate emotion in oneself and others. They have also described emotional intelligence as being ‘knowledge of self and others’ and, more specifically, ‘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’. Peter Salovey and Jack Meyer ^[1], who first coined the term ‘emotional intelligence’ in 1990, are qualified cognitive psychologists who base their claims about the nature of emotional intelligence and how it can be measured on scientific research, citing over 160 academic studies. Goleman focused to a large extent on the power of emotional intelligence to help individuals achieve success and he closely equated success with money and earning power. This means tackling frustrations, conflicts, inferiority complexes etc. It also means avoiding emotional exhaustion such as stress, burnout and negativity of emotions. People in conflict are generally locked into a self-perpetuating emotional spiral in which the genesis of the conflict is usually not clear. Finding ways to deal with anger, fear, anxiety and sadness are essential signs of emotional competency. For example, learning how to manage

yourself when upset is one such asset. Being able to channelize emotions to a positive end is another key skill to raise your EQ. Under Indian conditions, inferiority complex arising from issues such as knowledge, education, physical characteristics, religion, region, caste, sex and creed are not uncommon. Inferiority complex is also reflected in the low self-esteem, negative feelings and low opinion about oneself. Research shows that a high level of emotional intelligence helps overcome inferiority complex. Emotional Maturity Emotional maturity is reflected in the behavioural pattern exhibited while dealing with the inner self and the immediate environment. Emotional Sensitivity In the psychological sense, sensitivity means the characteristic of being peculiarly sensitive and judge the threshold for various types of stimulations, evoking sensations, feelings and emotions. The foundations for emotional intelligence, self-esteem, happiness and success in life are laid in childhood and adolescence. Schools and teachers can play a significant part in helping young people to establish these foundations for themselves.

The present EQ test measures three psychological dimensions such as emotional sensitivity, emotional maturity and emotional competency. This test has been standardized for professional managers, businessmen, bureaucrats, artists, graduate student, and adolescent population. This EQ test has a test retest and split-half reliability of 0.94 and 0.89 respectively and validity of 0.89.

2. Method

The present study aimed at comparing the Emotional Quotient of two groups of internet users. Total number of subjects were 50. The first group included 25 adolescent females who were all time pocket internet users having 24X7 internet connection on their mobile phone/tablet. The second group included 25 females who used internet on computer / laptop/cyber café but do not have internet connection on their mobile/phone/tablet.

2.1 Participants

The research was conducted in Chandigarh. The sample consisted of two groups, all females, between 18-23 years of age. The first group included adolescent females who were all time pocket internet users having 24X7 internet connection on their mobile phone/tablet. The second group included females who used internet on computer / laptop/cyber café but do not have internet connection on their mobile/phone/tablet.

2.2 Actual administration of the test

The first step included sample selection and then, rapport was formed with the subjects.

2.3 Instructions

The 22 situations given below will measure your emotional responses to different situations. Answer on the basis of how you FEEL and not what you THINK. There is no right or

wrong answer. Answer honestly and do not spend too much time. Usually your first response is the best response. Do not leave any question unanswered.

2.4 Scoring

The Scoring Key:

Question No	Response Score			
	a.	b.	c.	d.
1.	15	5	10	20
2.	5	10	15	20
3.	15	20	5	10
4.	20	15	10	5
5.	5	20	15	10
6.	10	20	5	15
7.	5	20	15	10
8.	10	5	20	15
9.	5	10	20	15
10	5	20	15	10
11	5	10	15	20
12	20	15	10	5
13	5	15	20	10
14	10	15	5	20
15	10	15	20	5
16	5	10	20	15
17	5	10	15	20
18	5	10	15	20
19	5	20	15	10
20	15	20	10	5
21	20	15	10	5
22	20	15	10	5

Quantitative Analysis of Scores

(The questions were distributed as under)

Eq Dimensions	Situations	
Sensitivity	2-8-16-17-22	(5 Situations)
Maturity	4-6-9-11-12-18-21	(7 Situations)
Competency	1-3-5-7-10-13-14-15-19-20	(10 Situations)
Total Eq Score	All Situations	(22 Situations)

2.5 Statistical Analysis

Once the data was obtained, it was coded, tabulated and analyzed, keeping in mind the objectives of the study. Appropriate statistical tools were used to draw meaningful inferences. The statistical tools used in the present study are given in Table1 and Table 2:

Table 1: Statistical tools used for analysis of data

S.No.	Statistical tools	Formula	Purpose
1.	Mean (x)	$X = \Sigma X/N$ where, $X = \text{Variable}$ $N = \text{No. of sample}$	To find out the average scores of variable used in the study.
2.	Percentage (%)	$\% = X/N \times 100$ where $x = \text{Derived score}$ $n = \text{total score}$	To find the distribution of subjects with regard to various variables of the study.
3.	Standard Deviation (S.D.)	$\sigma = \sqrt{\Sigma x^2 / N}$ Where $X = \text{Deviation from actual mean}$ $X = \text{mean.}$ $X = \text{variable.}$ $N = \text{number of samples.}$	To find out deviation from the man scores of the variables.
4.	Standard error of mean (S.E)	$S.E = \sigma/n$ Where $\sigma = \text{S.D.}$ $n = \text{number of observations}$	To find out the degree to which the mean is effected by the error of measurement and sampling.
5.	't' test	$t = \frac{(x_1 - x_2) / S}{\sqrt{n_1 n_2 / (n_1 + n_2)}}$ where $x_1 = \text{mean of 1}^{\text{st}} \text{ sample}$ $x_2 = \text{mean of second sample}$ $S = \text{combine S.D.}$ $n_1 = \text{number of observations in 1}^{\text{st}} \text{ sample.}$ $n_2 = \text{number of observations in 2}^{\text{nd}} \text{ sample}$	To compare the average score of any two groups or to find out whether the mean of the two samples vary significantly from each other.

Table 2: Percentile Calculations

EQ Dimensions	P-90 (Extremely high EQ)	P-75 (High EQ)	P-50 (Moderate EQ)	P-40 (Low EQ)	P-20 (Very Low EQ)
Sensitivity (Range of score: 25-100)	91-100	81-90	56-80	31-55	< 30
Maturity (Range of Score: 35-140)	121-140	101-120	81-100	46-80	< 45
Competency (Range of score: 50-200)	126-200	96-125	76-95	51-75	< 50
Total Eq (Range of score: 110-440)	311-440	271-310	201-270	126-200	< 125

3. Results and Discussion

Group A - adolescent females who were all time pocket internet users having 24X7 internet connection on their mobile phone/tablet.

Group B - included females who used internet on computer /laptop/cyber café but do not have internet connection on their mobile/phone/tablet

3.1 Mean for emotional quotient of group a and group b

Table 3: Mean, Standard deviation, standard error and t-values for Emotional Quotient of Group A and Group B

S. No.	EQ Dimension	Group A			Group B			t - value	Lev. of sig.
		Mean	S.D.	S.E.M	Mean	S.D.	S.E.M		
1.	Sensitivity	62	16.70	3.34	87.6	6.63	1.32	7.12	<.00001
2.	Maturity	69.2	19.40	3.88	111.6	18.91	3.78	7.82	<.00001
3.	Competency	101.6	21.44	4.28	161	21.69	4.33	9.73	<.00001
4.	Total Eq	232.8	33.76	6.75	360.2	25.55	5.11	15.04	<.00001

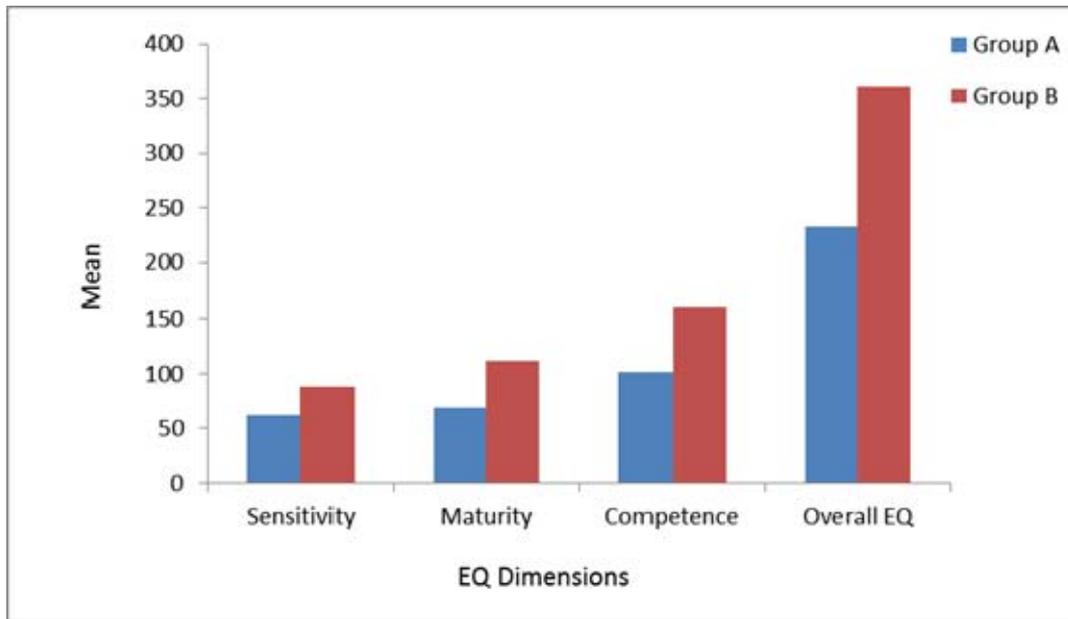


Fig 1: Difference in the means of EQ Dimensions of Group A and Group B

3.2 Frequency and Percentage Distribution of ‘percentile of Sensitivity’ of Group A and Group B

Table 4: Frequency and Percentage Distribution of ‘percentile of Sensitivity’ of Group A and Group B

Sensitivity		Group A		Group B	
Raw Scores	Percentile	Frequency	Percentage	Frequency	Percentage
91-100	P-90 (Extremely high EQ)	1	4	8	32
81-90	P-75 (High EQ)	2	8	9	36
56-80	P-50 (Moderate EQ)	13	52	8	32
31-55	P-40 (Low EQ)	8	32	0	0
< 30	P-20 (Very Low EQ)	1	4	0	0

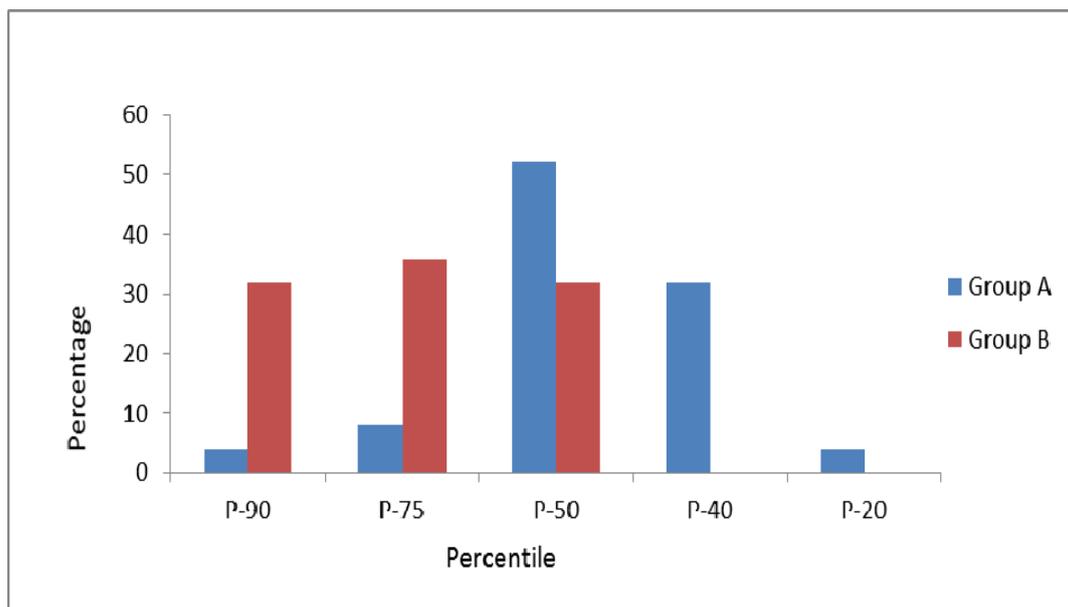


Fig 2: Percentage Distribution of percentile of Sensitivity of Group A and Group B

3.3 Frequency and Percentage Distribution of ‘percentile of Maturity’ of Group A and Group B

Table 5: Frequency and Percentage Distribution of ‘percentile of Maturity’ of Group A and Group B

Maturity		Group A		Group B	
RAW SCORES	PERCENTILE	FREQUENCY	PERCENTAGE	FREQUENCY	PERCENTAGE
121-140	P-90 (Extremely high EQ)	0	0	8	32
101-120	P-75 (High EQ)	3	12	10	40
81-100	P-50 (Moderate EQ)	1	4	5	20
46-80	P-40 (Low EQ)	21	82	2	4
< 45	P-20 (Very Low EQ)	0	0	0	0

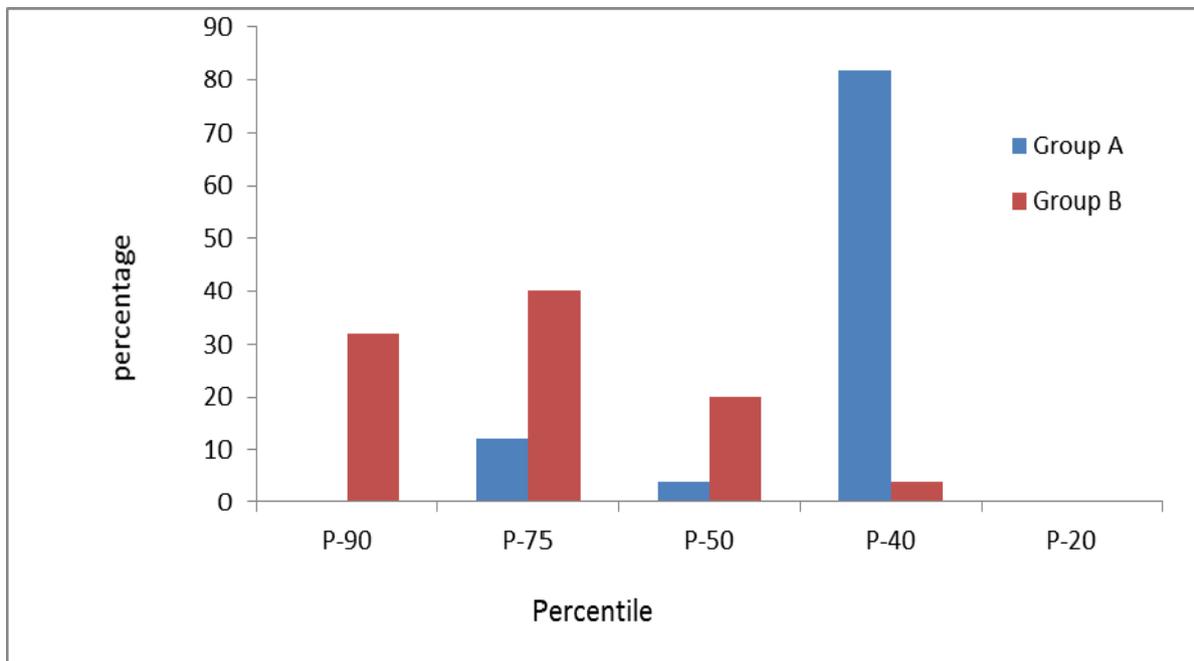


Fig 3: Percentage Distribution of percentile of maturity of Group A and Group B

3.4 Frequency and Percentage Distribution of ‘percentile of Competency’ of Group A and Group B

Table 6: Frequency and Percentage Distribution of ‘percentile of Competency’ of Group A and Group B

Competency		Group A		Group B	
Raw Scores	Percentile	Frequency	Percentage	Frequency	Percentage
126-200	P-90 (Extremely high EQ)	1	4	24	96
96-125	P-75 (High EQ)	11	44	1	4
76-95	P-50 (Moderate EQ)	12	48	0	0
51-75	P-40 (Low EQ)	1	4	0	0
< 50	P-20 (Very Low EQ)	0	0	0	0

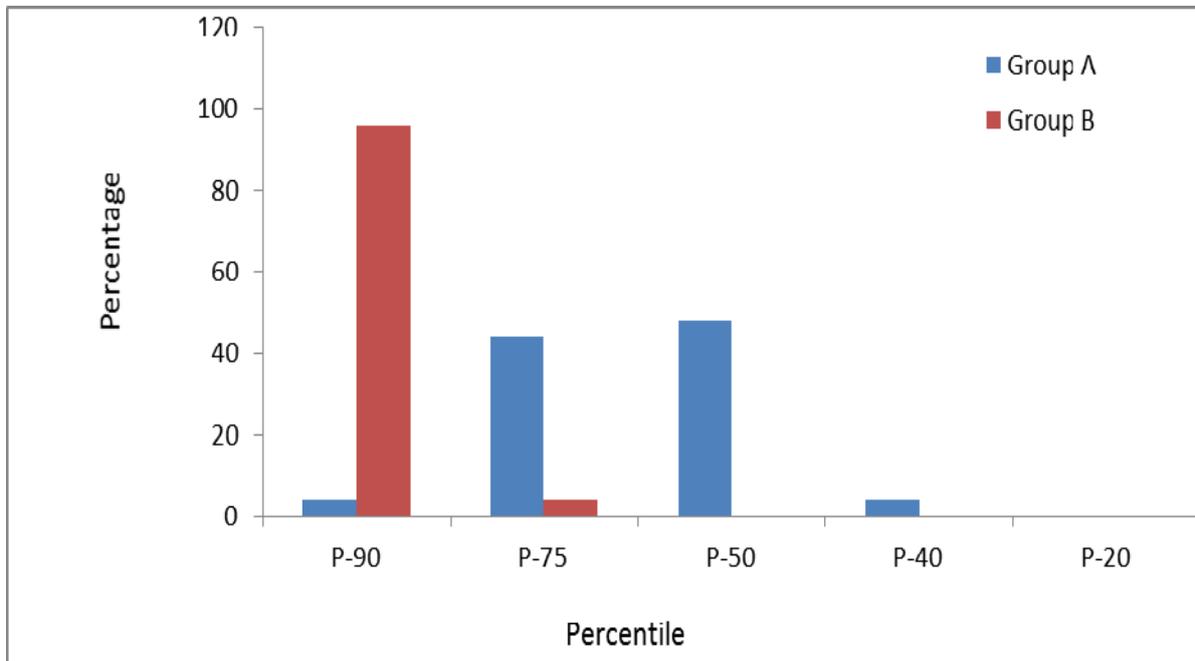


Fig 4: Percentage Distribution of percentile of Competency of Group A and Group B

3.5 Frequency and Percentage Distribution of 'percentile of Total EQ' of Group A and Group B

Table 7: Frequency and Percentage Distribution of 'percentile of Total EQ' of Group A and Group B

Total Eq		Group A		Group B	
Raw Scores	Percentile	Frequency	Percentage	Frequency	Percentage
311-440	P-90 (Extremely high EQ)	3	12	22	88
271-310	P-75 (High EQ)	1	4	2	8
201-270	P-50 (Moderate EQ)	13	52	1	4
126-200	P-40 (Low EQ)	8	32	0	0
< 125	P-20 (Very Low EQ)	0	0	0	0

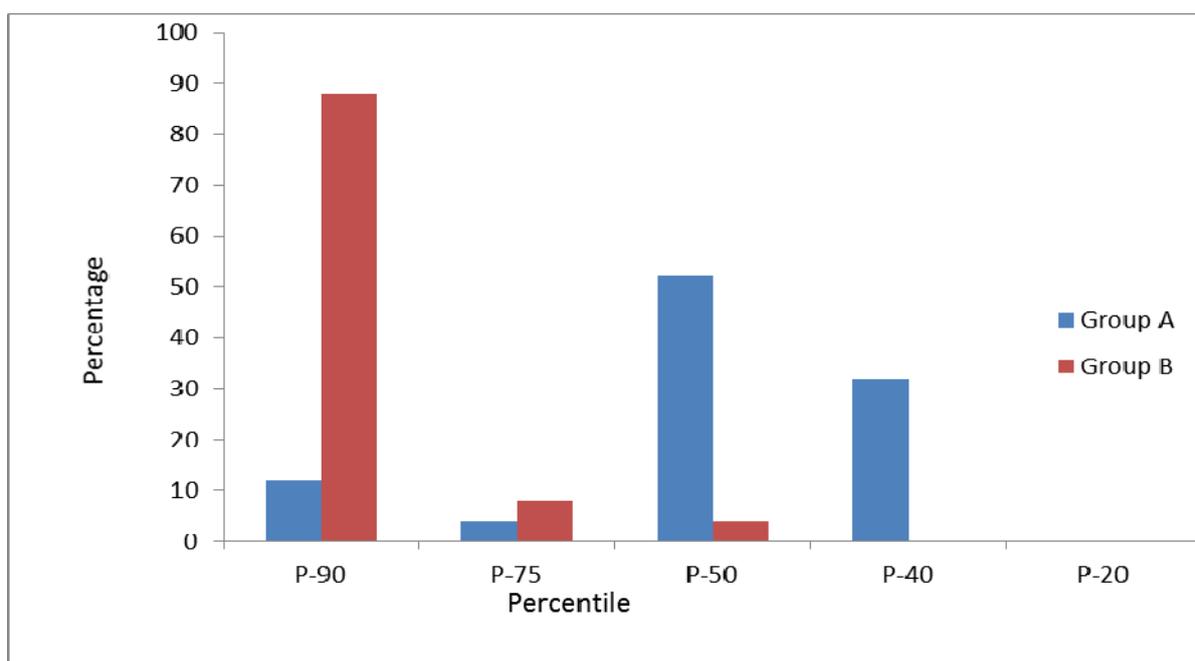


Fig 5: Percentage Distribution of percentile of Total EQ of Group A and Group B

- The results reported that Mean for Emotional Quotient in terms of emotional sensitivity, emotional maturity, emotional competency, as well as that of Total Emotional Quotient of Group B was higher than that of Group A
- The results revealed that there is a highly significant difference in the means of all the areas of Emotional Quotient between Group A and Group B, WITH Group B has a much higher score than that of the Group A
- It is further notified that the Frequency and Percentage Distribution of 'percentile of Emotional Quotient in terms of emotional sensitivity, emotional maturity, emotional competency, as well as that of Total Emotional Quotient is also much higher in case of Group B

4. Conclusion

In the end it can be concluded that Group B which comprised of adolescent females who used internet on computer / laptop/cyber café but do not have internet connection on their mobile/phone/tablet have higher emotional sensitivity, emotional maturity, emotional competency, as well as the higher total emotional quotient than that of Group A (which comprised of adolescent females who were all time pocket internet users having 24X7 internet connection on their mobile phone/tablet).

5. Acknowledgement

Author expresses indebtedness to the Almighty, who is the apostle of her strength. Author is inevitably grateful to her parents Sh MD Marwaha and Mrs ChandraKanta Marwaha for their unconditional support and guidance. Author is extremely thankful to the subjects for their help and cooperation that has made her complete this research work. Author has sweet gestures for her son Maanik who lets her complete the work lucidly.

6. References

1. Mayer John, Salovey Peter. Emotional Intelligence, 1990.
2. Mayer John, Salovey Peter. Emotional Development and Emotional Intelligence, 1997.
3. Goleman Daniel. Emotional Intelligence, 1995.
4. LeDoux ' Joseph. The Emotional Brain, 1996.
5. Hargreaves Andy. Rethinking Educational Change With Heart and Mind, 1997.
6. Mosley Jenny. Quality Circle Time, 1996.
7. Morris Elizabeth. More than 40 ways to develop emotional literacy in pupils
8. Morris Elizabeth, Insight Secondary: assessing and evaluating self-esteem, 2002.
9. Morris Elizabeth. Insight Primary: assessing and evaluating self-esteem, 2002.
10. Singh Dalip, Chadha NK. Know Your EQ: Emotional Quotient Test.
http://www.unh.edu/emotional_intelligence/