



ISSN Print: 2394-7500
ISSN Online: 2394-5869
Impact Factor: 5.2
IJAR 2016; 2(10): 589-592
www.allresearchjournal.com
Received: 28-08-2016
Accepted: 29-09-2016

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Effect of intrapersonal and interpersonal awareness dimensions of emotional intelligence on stress management of adolescents

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Abstract

There is a wide gap between the popularity of emotional intelligence as a concept and its application in society. People often mistake emotional intelligence for a form of charisma or gregariousness. They don't see it as something that can be improved. They perceive it as, 'Either you have it or you don't'. By understanding what emotional intelligence really is and how we can manage it in our lives. We can begin to leverage all of that intelligence, education and experience stored over a period of time. The present study was designed to study the intrapersonal dimension and interpersonal dimension of emotional intelligence and its impact on stress management. Descriptive survey method was used to conduct the study and Random sampling technique was used for the selection of the sample. Emotional intelligence inventory and Stress Management Scale was used for the data collection. The statistical measures used for the analysis and the interpretation were Pearson's co-efficient of correlation, mean, S.D and t-test. The findings revealed that intrapersonal and interpersonal awareness are positively and significantly correlated to each other. There was no significant difference found between the intrapersonal and interpersonal awareness of male and female adolescent students but significant difference was found in the stress management level of male and female adolescents of Aurangabad city.

Keywords: Intrapersonal awareness, interpersonal awareness and stress management

Introduction

Researchers of human development have consistently observed that the second decade of life is a time of dramatic change: a period of rapid physical growth, endocrine changes, cognitive development and increasing analytic capability; emotional growth, a time of self-exploration and increasing independence, and active participation in a more complex social universe. It has been viewed as a time of storm and stress, best contained or passed through as quickly as possible. Knowledge of emotional intelligence and its dimensions will enable the teachers, parents and academicians to devise means and ways to cover this transition easily.

Gardner (1983) [2] includes inter and intrapersonal intelligences comprising intelligence in his theory of multiple intelligences: Interpersonal intelligence is the ability to understand other people: what motivates them, how they work, how to work cooperatively with them. Successful sales people, politicians, teachers, clinicians and religious leaders are all likely to be individuals with high degree of interpersonal intelligence. Interpersonal intelligence is a correlative ability, turned inward? It is the capacity to form an accurate, veridical model of one and to be able to use that model to operate effectively in life Gardner's Theory of Multiple Intelligence (1983)

Intrapersonal Intelligence

Intrapersonal Intelligence refers to having an understanding of yourself, of knowing who you are, what you can do, what you want to do, how you react to things, which things to avoid, and which things to gravitate toward.

Intrapersonal Intelligence includes

- Affective Awareness – the knowledge of one's feelings, attitudes and outlook
- Ethical Awareness – the setting of one's principles and moral priorities
- Self-Regulation – monitoring one's thoughts, actions and behavior

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- Metacognition – the awareness of one's thought processes.

Self-awareness is one of the key components of emotional intelligence (EI).

Interpersonal intelligence

Interpersonal Intelligence is understanding other people. It's an ability we all need, but is at a premium if you are a teacher, clinician, salesperson, or politician. Anybody who deals with other people have to be skilled in the interpersonal sphere.

Interpersonal Intelligence includes:

- Collaborative Skills – the capability to jointly complete tasks with others
- Cooperative Attitude – the willingness to offer and accept input
- Leadership – recognition by peers as someone to follow
- Social Influence – an ability to persuade others
- Social Empathy – an awareness and concern for others
- Social Connection – a skill for meaningfully relating to others.

Daniel Goleman (1995) ^[4], the guru of emotional intelligence, identified self-awareness as being made up of emotional awareness, accurate self-assessment, and self-confidence. In other words, it is all about knowing your emotions, your personal strengths and weaknesses, and having a strong sense of your own worth.

Intrapersonal Awareness

This is how aware you are and how accurately you can assess your emotions. Most of us are so busy with the daily grind that we rarely take a step back and think about how we're responding to situations and how we come across. The other source of self-awareness is recognizing how others respond to us. This is often challenging because we tend to see what we want to see. And we tend to avoid the uncomfortable action of asking others for feedback.

To grow in your self-awareness, consider building time for reflection into your day. Also consider getting into the routine of collecting specific feedback from people who will be honest and whose ideas you value. A large study that compiled thousands of data points found that leaders who sought out *negative* feedback were much more self-aware and effective than those who sought out positive feedback

Intrapersonal awareness Involves

- Awareness of your interactional style
- Difference between real and ideal self
- Level of self-acceptance
- Extent to which values are satisfied
- Determination of locus of control
- Ability to endure stress and pressure
- Level of frustration tolerance
- Ability to manage anger.

Interpersonal Awareness Dimensions

Interpersonal awareness is the ability to show a true understanding of yourself and others, and having a deep knowledge of your own thoughts and feelings. Interpersonal awareness is a cornerstone for

social/emotional learning, and it's a skill that helps us get along with others.

When you think about social skills, you probably automatically think of how a person interacts with others. However, what most people don't realize is that social skills start with an understanding of self. The ability to relate or get along with others will always be an important skill in developing emotional intelligence.

It is the group of skills that allows us to get along with others and has been the subject of much study over many years. One truth in all of this research is that while interpersonal awareness is not always easy to learn, that is well-worth it. Strong interpersonal awareness leads to stronger relationships, better work performance, and a better sense of fulfilment.

Interpersonal Awareness Involves

- Acceptance of others
- Level of assertiveness
- Use of conflict resolution styles
- Listening skills
- Ability to build trust
- The art of self-disclosure
- Offering emotional support.

Stress Management and Emotional Intelligence

Stress is being experienced by everyone nowadays. Stress Management has become very essential. Stress can be constructively channelized to reduce the stress. Managing stress is also a skill which we all have to develop. Stress among the Adolescents can be crucial in the well-being of the family as a whole. Stress can be caused due to many factors and can alter the relationships dynamics in the family. Especially stress in the adolescence can be very taxing on the parents and the adolescents themselves. During adolescence boys and girls go through lot of turmoil. A study conducted by Caplan, Merlen (1992) ^[1], reveals that positive training effects on Adolescent's skills in handling interpersonal problems and coping with anxiety. Tubesing and Tubesing have suggested that stress management approaches should cover all aspects of human experience. They have grouped the coping techniques with life stress into four major categories namely personal management skills, relationship skills, outlook skills and stamina skills.

Need of the study

Junior college/Higher secondary students or+2 stage students belong to the adolescent period which is a period of stress storm. Intrapersonal and Interpersonal Awareness will help the teenagers exclusively in the harmonious adjustment with the surrounding and will also:

- Enhance interpersonal skills.
- Improve decision making ability.
- Strengthen nourishing behavior.
- Enable to think consciously regarding their career.
- Bring sound mental health enhancing the social functioning.
- Help to react to social situation of daily life.
- Deal effectively with the environment.
- Adjust their thinking pattern according to the new environment.
- Influence others effectively.
- Improve confidence level.

- Enhance social sensitivity.
- Reduce the stress level.
- Minimizes anxiety.
- Enables regulation of emotions.

Objectives of the study

1. To study intrapersonal and interpersonal dimension of emotional intelligence in the adolescents.
2. To study the stress management level in the adolescents.
3. To study the correlation between intrapersonal awareness and stress management.
4. To study the correlation between interpersonal awareness and stress management.
5. To compare the intrapersonal and interpersonal dimension of emotional intelligence in the adolescents with respect to gender.
6. To compare the stress management level of emotional intelligence in the adolescents with respect to gender.

Hypotheses of the study

H.1: The intrapersonal and interpersonal dimension of emotional intelligence in the adolescents of Aurangabad city is high.

H.2: The stress management level in the adolescents is high.

H.3: There is a positive relation between intrapersonal awareness and stress management

H.4: There is a positive relation between interpersonal awareness and stress management.

H.5: There is no significant difference in the intrapersonal and interpersonal dimension of emotional intelligence in the adolescents with respect to gender.

H.6: There is no significant difference in the stress management levels of adolescents with respect to gender.

Methodology

Descriptive survey was used for conducting the research study.

Sample and Sampling Technique

A sample of 100 students (50 male and 50 female students) studying at higher secondary stage from science stream in Aurangabad city were selected through random sampling technique.

Tools used

Mangal’s Emotional Intelligence Inventory designed and standardized by S.K Mangal and Shubra Mangal and Stress Management Scale designed and standardized by Dr. Vandana Kaushik & Dr. Namrata Arora was used in the research study for the collection of the data.

Statistical Measures

The statistical measures used in the research study were Pearson’s coefficient of correlation, mean, S.D and t-test.

Analysis and Interpretation of the data

Table 1: Table showing the mean scores of intrapersonal, interpersonal awareness and stress management & its and interpretation

Sr. no	Aspect	Obtained mean	Range of score	Interpretation
1.	Intrapersonal Awareness	15.270	15-19	Average
2.	Interpersonal Awareness	15.170	15-19	Average
3.	Stress Management	122.25	105-126	Average

Table 2: Table showing the correlation between intrapersonal and interpersonal awareness and stress management and its interpretation

Aspect	Obtained co-efficient of correlation	Interpretation
Intrapersonal Awareness and stress management	0.143	Negligible positive correlation
Interpersonal Awareness and stress management	0.227*	Low positive but significant at 0.05 level of significance

Table 3: Table showing the Comparison of intrapersonal, interpersonal awareness and stress management with respect to gender and its interpretation

Sr.no	Aspect	Gender	Obtained mean	S.D	t-value	Sig. at 0.05 level	Interpretation
1.	Intrapersonal Awareness	Male	15.41	2.81	1.004	1.96	Not significant
		Female	15.31	2.80			
2.	Intrapersonal Awareness	Male	15.38	5.55	0.320	1.96	Not significant
		Female	15.06	4.19			
3.	Stress Management	Male	107.61	42.66	2.85*	1.96	Significant
		Female	129.56	32.32			

Discussion of Results

From the obtained mean scores in Table no. 1, we can infer that the intrapersonal awareness dimension of emotional intelligence is average in the adolescents of Aurangabad city. It can also be interpreted as the ability to have an understanding of oneself, of knowing who you are, what you can do, what you want to do, how you react to things, which things to avoid, and which things to gravitate toward is average in the adolescent students. The obtained mean on interpersonal awareness dimension of emotional intelligence

is average in the adolescents of Aurangabad city. It can also be interpreted as the ability of understanding other people is average in the adolescent students. The results do not support the hypothesis H.1 so the hypothesis is rejected.

The stress management level was found to be average in the adolescents of Aurangabad city. The results do not support the hypothesis so the hypothesis H.2 is rejected.

The obtained co-efficient of correlation in the Table no.2 between the intrapersonal awareness dimension of emotional intelligence and stress management was found to

be negligible and positive. The obtained co-efficient of correlation between interpersonal awareness dimension of emotional dimension and stress management was found to be low positive but significant at 0.05 level of significance. It can be interpreted as the person's ability to have an understanding of oneself, of knowing who you are, what you can do, what you want to do, how you react to things has a positive impact on the stress management and the ability of understanding other people has a positive and significant impact and helps the individual in reducing the stress. The results support the hypothesis so the hypothesis H.3 & H.4 are accepted.

From Table no.3, showing the comparison of intrapersonal awareness dimension of emotional intelligence with respect to gender, we can infer that there is no significant difference found between the intrapersonal awareness of the adolescent students with respect to gender, which means that the male adolescents and female adolescents of Aurangabad city do not differ significantly in the intrapersonal awareness dimension of emotional intelligence. From Table no.2 also shows that there is no significant difference found between the interpersonal awareness of the adolescent students with respect to gender, which means that the male adolescents and female adolescents of Aurangabad city do not differ significantly in the interpersonal awareness dimension of emotional intelligence. The results support the hypothesis so the hypothesis H.5 is accepted.

There was a significant difference found in the stress management levels between the male and female adolescents. The results do not support the hypothesis so the hypothesis H.6 is rejected.

Conclusion

Intrapersonal and interpersonal awareness dimensions of emotional intelligence are positively correlated to stress management and should be inculcated in the students and they should be encouraged to practice it for the betterment of their future. Children should be taught these at a very early age and this can genuinely alter their life path.

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