

EMOTIONAL INTELLIGENCE AND IDENTIFICATION OF SOCIAL ANXIETY DISORDER AMONG ADOLESCENTS

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Abstract

Background: Emotional intelligence is the intelligence related to one's emotions and how to control and understand different types of emotions with varying dimensions. Individuals who are aware of & have strong knowledge about their emotions and knows how to control them are emotionally intelligent. In today's scenario, adolescents are less emotionally intelligent. And there are also some adolescents who are anxious to deal with the social phenomenon and to engage in social practice, tends to have social anxiety disorder with varying degrees.

Objective: The following study is intended to assess the level of emotional intelligence and identifying the social anxiety disorder among adolescents studying in college (Akhnoor), Jammu with distinctive reasons and underlying factors.

Method: The sample in the respective study consisted of 200 adolescents (100 Males & 100 Females), of the age groups respectively from (17-19) years and were selected through random sampling technique. For the assessment of Emotional intelligence - The Schutte Self-Report Emotional Intelligence Test (SSEIT) and Kutcher Generalised Social Anxiety Disorder Scale for Adolescents (K-GSADS-A) is respectively used for identification of social anxiety disorder respectively.

Results & Conclusion: There is a significant difference among both the groups taken for study and Female adolescents are tends to be more emotionally intelligent & Socially anxious than the male adolescents with the possible reasons of their possible emotional development from the birth, social stigmas and discriminations amongst them.

Keywords: Emotions, Intelligence, Anxiety, adolescents.

Introduction : Adolescence is a period of heightened emotionality. If the adolescents cannot perceive, understand, regulate and function with their emotions it will leave indelible marks on their behaviour and personality. During adolescence (age 12 to 18 yrs), the transition from childhood to adulthood is most important. Children are becoming more independent, and begin to look at the future in terms of career, relationships, families, housing, etc. It is during this stage that the adolescent will re-examine his identity and try to find out exactly who he or she is. Emotional intelligence plays an important role in this phase. Emotional Intelligence signifies the ability to understand and manage ones as well as the others' emotions. It refers to a combination of skills these include empathy, self control, self awareness, sensitivity to the feeling of others, persistence and self motivation among others.(**Connor, P. 2019**).

Emotional intelligence is the ability to understand, use, and manage our emotions. Emotional intelligence is sometimes called EQ (or EI) for short. Just as a high IQ can predict top test scores, a high EQ can predict success in social and emotional situations. EQ helps us build strong relationships, make good decisions, and deal with difficult situations. (**Goleman, D. 2004**).

Emotional Intelligence helps in building ability to understand emotions and emotional knowledge; and to reflectively regulate emotions so as to promote emotional and intellectual growth. All the theories and models provide the appropriate measures to improve the emotional intelligence among adolescents. From the theories and models of emotional intelligence, the researcher could bring out a theoretical frame work which focuses on the factors that can improve emotional intelligence among adolescents. All the factors including family, school, media and proper social wok intervention can make a lot of difference in improving the emotional intelligence of the adolescents.

Emotional Intelligence also known as Emotional Quotient (EQ) is one of the top topics among the mental health professionals for adolescents, after all it's the young people of today who will make up the workforce of tomorrow. Many psychologists are of the view that an individual's level of emotional intelligence or EQ is in many cases more important than their IQ, because EQ is not only a more effective interpreter of the quality of probable relationships but also an efficient interpreter for success and overall happiness. (**Gupta, S. 2019**).

Emotional Intelligence (EQ) focuses on taking ownership of your emotions, thoughts and behaviour. It will help us get rid of anxiety, deal with mood swings and avoid depression, it will give direction in creating a fulfilling life. It is a powerful skill that helps us recognizing feelings of others thus helping us making a connection and gaining trust. Developing quality relationships

is a skill everyone should have and when you have emotional intelligence skills, it affects both your outlook and attitude. **(Shipley, N. 2018).**

The adolescents can become more productive and successful at what they do by increasing their emotional intelligence (EQ). Researches also suggest that emotional health is fundamental to effective learning. An emotionally intelligent adolescent who is self-aware and essentially motivated will certainly have very good academic performance and have good relationship with everyone and not have conflicts with peer group and are not likely to be dependent on drugs or alcohol.

Emotional intelligence enables the adolescent to develop very good interpersonal relationships and to have better social support. Adolescents are subjected to ever-changing family, peer, and academic environments that each demand unique emotional responses. Emotional intelligence (EQ) is a term that encompasses an individual's emotional comprehension and utilization. How people handle their emotions directly impacts how they will react in social situations.

Many psychologists are agreeing that a person's level of emotional intelligence, their EQ, is in many cases, more important than their IQ. Experts are discovering that a person's EQ is not only a more efficient predictor of the quality of potential relationships, but also an effective predictor for success and overall happiness. Your level of emotional intelligence is your ability to understand and recognize your own emotions and reactions. In essence, it's your level of self-awareness. To be able to control, manage and adapt your mood, emotions and responses through self-management. Having the skills to motivate yourself through emotions and then take the appropriate actions to commit and follow through, is a learned skill. **(Mohammad, M. 2016).**

But if we talk about the social anxiety disorder, It's normal to feel nervous in some social situations. For example, going on a date or giving a presentation may cause that feeling of butterflies in your stomach. But in social anxiety disorder, also called social phobia, everyday interactions cause significant anxiety, self-consciousness and embarrassment because you fear being scrutinized or judged negatively by others. In social anxiety disorder, fear and anxiety lead to avoidance that can disrupt your life. Severe stress can affect your relationships, daily routines, work, school or other activities. Social anxiety disorder can be a chronic mental health condition, but learning coping skills in psychotherapy and taking medications can help you gain confidence and improve your ability to interact with others. It has following Symptoms: Feelings of shyness or discomfort in certain situations aren't necessarily signs of social anxiety disorder, particularly in children. **(Jefferies, P. 2020).**

Comfort levels in social situations vary, depending on personality traits and life experiences. Some people are naturally reserved and others are more outgoing. In contrast to everyday nervousness, social anxiety disorder includes fear, anxiety and avoidance that interfere with relationships, daily routines, work, school or other activities. Social anxiety disorder typically begins in the early to mid-teens, though it can sometimes start in younger children or in adults. Emotional and behavioral symptoms; Signs and symptoms of social anxiety disorder can include constant: Fear of situations in which you may be judged negatively; Worry about embarrassing or humiliating yourself; Intense fear of interacting or talking with strangers; Fear that others will notice that you look anxious; Fear of physical symptoms that may cause you embarrassment, such as blushing, sweating, trembling or having a shaky voice; Avoidance of doing things or speaking to people out of fear of embarrassment; Avoidance of situations where you might be the center of attention; Anxiety in anticipation of a feared activity or event; Intense fear or anxiety during social situations; Analysis of your performance and identification of flaws in your interactions after a social situation; Expectation of the worst possible consequences from a negative experience during a social situation. **(Hajure, M. 2020).**

Social anxiety disorder symptoms can change over time. They may flare up if you're facing a lot of changes, stress or demands in your life. Although avoiding situations that produce anxiety may make you feel better in the short term, your anxiety is likely to continue over the long term if you don't get treatment. Social anxiety disorder may be a learned behavior — some people may develop significant anxiety after an unpleasant or embarrassing social situation. Also, there may be an association between social anxiety disorder and parents who either model anxious behavior in social situations or are more controlling or overprotective of their children. **(Thompson, T. and Stubbs, B. 2019).**

You can reduce anxiety by carefully managing your time and energy. Make sure that you spend time doing things you enjoy; Avoid unhealthy substance use. Alcohol and drug use and even caffeine or nicotine use can cause or worsen anxiety. If you're addicted to any of these substances, quitting can make you anxious. If you can't quit on your own, see your health care provider or find a treatment program or support group to help you. We all know the feeling of being nervous or uncomfortable in a social situation. **(Stein, M. 2019).**

- **Jefferies, P. and Ungar, M. (2020).** This study, explores the prevalence of social anxiety around the world using a self-report survey of 6,825 individuals (male = 3,342, female = 3,428, other = 55), aged 16–29 years ($M = 22.84$, $SD = 3.97$), from seven countries selected for their cultural and economic diversity: Brazil, China, Indonesia, Russia, Thailand, US, and Vietnam. The respondents completed the Social Interaction Anxiety Scale (SIAS). The global prevalence of social anxiety was found to be significantly higher than previously reported, with more than 1 in 3 (36%) respondents meeting the threshold criteria for having Social Anxiety Disorder (SAD).

Prevalence and severity of social anxiety symptoms did not differ between sexes but varied as a function of age, country, work status, level of education, and whether an individual lived in an urban or rural location.

- **Schneier, F. (2003).** This study proves that the social anxiety disorder from other phobic disorders was first validated by its characteristic age of onset in the mid-teens and greater ratio of men to women. Although once believed to be uncommon, social anxiety disorder was found to be the third most prevalent psychiatric disorder in the US national comorbidity survey, and most studies in Europe and North America have found a 7-12% lifetime prevalence in the community and higher rates in primary care samples.

- **Thompson, T. and Stubbs, B. (2019).** This research had proven that preliminary evidence suggests that impairment of social performance in socially anxious individuals may be specific to selective aspects of performance and be more pronounced in females. This evidence is based primarily on contrasting results from studies using all-male or all-female samples or that differ in type of social behaviour assessed. However, methodological differences (e.g. statistical power, participant population) across these studies means it is difficult to determine whether behavioural or gender-specific effects are genuine or artefactual.

- **Stein, D. (2015).** This study proves that the Social anxiety and SAD appear to be phenomena that are highly relevant to a consideration of the psychobiology of self-consciousness. Given how important social anxiety is in everyday life, and how prevalent and disabling SAD is much additional work is needed to fully delineate their psychobiology. Nevertheless, the literature on SAD has begun to address the psychobiology of alterations in self-related processing and self-focused attention, and it is remarkable that a number of investigations of this disorder have highlighted altered activity in mPFC (involved in representation of the self), insula (involved in interoceptive processing) and in other structures that play a role in bodily self-consciousness, as well as the potential value of interventions such as SSRIs and self-focused reappraisal in normalizing such changes.

- **Kant, R. (2019).** The objectives of this study were (i) to explore the level of Emotional Intelligence of University's students. (ii) to find out the difference between Emotional Intelligence on the basis of gender, locality, level of course and School of study. This survey based study used data from 200 students of Central University of South Bihar, Gaya, India. Results indicated that all university's students were having high level of emotional intelligence.

Result indicates that all students of School of Education have emotional Intelligence of high level except in comparison of students of School of Law & Governance. Male and female students are significantly differed from each other on Emotional Intelligence on overall sample. Female students found more Emotional Intelligent with high mean value.

- **Joibari, A. (2011).** The purpose of present study is to investigate the relations between components of emotional intelligence and students' academic achievement of High schools in Tehran city .The research method was descriptive .The samples included about 380 subjects,180 girls and 200 boys students. Collected data were analyzed by using of T- student Test and Pearson Correlation.Results showed that there is significant correlation between main components of emotional intelligence including self-motivation, self-awareness, self-regulation, social consciousness, social skills and students' academic achievement. Also there is meaningful difference between male and female students' emotional intelligence.

- **Alvarez, N. and Extremera, N. (2020).** This study was a quantitative meta-analysis of empirical research on the relationship between emotional intelligence (EI) and academic performance (AP) that included the three main theoretical models of EI. We conducted a computerized literature search in the main electronic databases. Forty-four of an initial 3,210 articles met the inclusion criteria. With 49 effect sizes and a cumulative sample size of 19,861 participants, we found significant heterogeneity indices indicating a variety of results. In general, the results of this study indicated a significant effect of EI on AP ($Z^2 = 0.26$).

- **Ogundokun, M. and Adeyemo, D. (2010).** The study examined the moderating influence of emotional intelligence, age and academic motivation on academic achievement of secondary school students. The study adopted a survey research design. The participants in the study were 1563 (male=826, female=737) secondary school students from Oyo state, Nigeria. Their age ranged between 12 years and 17 years with mean age of 15.96 years. Two valid and reliable instruments were used to assess emotional intelligence and academic motivation while achievement test on English Language and Mathematics were used as a measure of academic achievement. Descriptive statistics, Pearson's product moment correlation and hierarchical regression were used to analyse the data. The result revealed that the Emotional Intelligence, Age and Academic Motivation were potent predictors mildly associated to academic achievement. The study has implications for the curriculum developers to integrate emotional intelligence into the school curriculum of secondary school.

Hypothesis:

H1: There is significant difference exists between Male and female adolescents over Emotional intelligence and Social anxiety disorder.

H2 : There is a possibility of Female adolescents to be more Socially anxious than the Male adolescents.

H3 : There is tendency of female adolescents to possess having more emotional intelligence than the male adolescents.

METHODOLOGY :

Sample : Sample is collected to represent the population which we want to study. Since it is difficult to study the entire population, a sample is selected following different procedure. The sample selection process depends on the objective and the nature of the sample. Random sampling technique is used for the present study. Particularly, a total number of 200 people were selected including (100 Males and 100 Females adolescents).

Instrument: A more precise measure of Social anxiety disorder can be determined by using a variety of instruments that have been designed to help measure individual's social anxiety level. The Primary of these is called the " Kutcher Generalised Social Anxiety Disorder Scale for Adolescents ", commonly known as (K- GSADS -A), which is prominent enough to find out the symptoms related with social anxiety and it's phenomenon. Its highly reliable, valid test consisting of 18 items to measure the symptoms related with social anxiety.

* The Schutte Self-Report Emotional Intelligence Test (SSEIT) is a method of measuring general Emotional Intelligence (EI), using four sub-scales: emotion perception, utilizing emotions, managing self- relevant emotions, and managing others' emotions. The SSEIT is structured off of the EI model by Salovey and Mayer (1990). The SSEIT model is closely associated with the EQ-I model of Emotional Intelligence.

Statistical techniques used: For the conduction of respective study, following are the statistical techniques are used thoroughly for the derivation of results:

Mean;

Standard deviation;

t - test

Results and Discussion: After the utilisation of above mentioned statistical techniques, following are the results which are further derived:

Groups	Total sample (200)	Raw scores	Mean	S. D	SeM.	df	St. Error diff.	value of t
Female adolescents	100	4700	47	4.7	0.470	198	0.569	2638.0827
Male adolescents	100	3200	32	3.2	0.320			

Table 1: Results of the data taken for study

- From the above table, it can be interpreted that Mean, standard deviation scores are higher in the case of male adolescents than the females. While finding out the significant differences, the value of (t) is more than the calculated value i.e (2.637.09) which is Significant at both the levels with distinctive standard errors of means too. Thus it could be said by analysing the scores that Females are more emotionally intelligent and Socially anxious than the Male adolescents at the college level.

Our hypothesis is framed to assess and test that there is significant difference exists between Male and female adolescents and moreover the Female adolescents are more emotionally stable and intelligent and on the other hand more socially anxious as compared to the Male adolescents. Hence on the basis of derived results, it can be further concluded that our hypothesis gets accepted and justified.

This study is drafted mainly over the college going adolescents groups from (Akhnoor), Jammu region, who were tends to be selected randomly for the assessment of Emotional intelligence and Social anxiety disorder with possible reasons and factors underlying it by comparing both the groups taken for the study; analysed from the **Table - 1**. The higher scores of female adolescents reflects the more intellectual abilities & control regarding the Emotions and management And also on the other hand, they were more Socially anxious in nature. This could be due to the following reasons as like - females are much more restricted and socially discriminated on the several basis, cultural, economical, and social backgrounds. And on the opposite hand, males are less socially anxious because of more freedom to them than the females. Emotional intelligence is also much prevalent among females than the male adolescents because they tends to possess more emotional stability and maturity to deal with their related relationships and issues that are dominant over their emotions and knows very well how to control them in comparison to the male adolescents. (**Goleman, D. 2004**).

Our study is inlined with the existing studies done over such issues which are reflecting the basis of the variables to be discussed further in the present study. So it could be concluded that Female adolescents are more emotionally intelligent and socially anxious too as in the comparison to the male adolescents.

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