

# Impact of Biographical Variables and Social Networking Platforms on Emotional Intelligence among Adolescents

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**Abstract:** *The non-experimental study was conducted to identify the effect of movies and social media on patterns of emotional intelligence among stratified random sample of 131 adolescents studying first year of MPC or BiPC in corporate institutions in Vishakhapatnam city. Standardized tool, Mangal Emotional Inventory was used to collect data in small groups. T-test, f- test and univariate analysis was conducted on the obtained data shows that (1) females were found to have higher emotional intelligence than males. (2) Facebook and Instagram have higher influence on intrapersonal awareness and interpersonal management.*

**Keywords:** Emotional Intelligence, Adolescents, Social Platform usage

## 1. Introduction

Demographically, India is one of the youngest nations globally, with its average age being 27.9 years (Indian Demographics Profile, 2017). Among the collectivistic nations, India in particular has its roots in sentiments and emotional bonds which could become a complex web if not handled efficiently. Such entangled individuals give sub-optimum performance which would hamper the growth and development of this nation as a whole. Hence it is of primary importance to empower our youth with competencies to transform these emotional bonds and family ties into their strengths which would fuel their potentials further. This is the primary motive for the study.

Adolescence is a hub of changes, be it biological, physiological, cognitive or affective—it has always an area of interest to study. This study aims to understand the Emotional Intelligence among adolescents, specifically of those studying in corporate institutes in order to understand the factors that influence the development of EI. As a number of studies have already established the impact of EI on academic achievements, this study will establish the patterns of EI in relation to individual's interests.

### Definition

Adolescence is the transitory juncture from childhood to adulthood, so it is often challenging as it involves the integration of past learnings and acquisition of newer aspects of life. The word 'Adolescence' comes from the Latin word '*adolescere*' which means to grow or to grow to maturity. Piaget defined adolescence as, "Physiologically, adolescence is the age when individuals become integrated into society of adults, the age when child no longer feels he is below the level of adults but equal, at least in rights. This integration into adult society has many affective aspects, more or less linked with puberty. It also includes profound intellectual changes. These intellectual transformations typical of adolescents thinking enable him to achieve not his integration into the social relationships of adults, which is in fact, the most general characteristic of this period of development."

World Health Organization (WHO) defines adolescent as any person between ages 10-19 years. Considering the social

changes in the past two years, especially the availability of internet at affordable prices, it is essential to understand the contemporary changes in individual's emotional states. Internet has exponentially increased the usage of smart phones, other gadgets and entertainment platforms like Amazon prime, Netflix, Hotstar and others. This has provided numerous options for self-entertainment, leaving room for neither introspection nor one-on-one interactions. This has changed the ways of socialization, self-concept, and self-esteem formation among adolescents due to the self-evaluation in terms of pictures one posts, likes, comments and others (Rashi Ahuja, 2016). These changes make this study a need of the hour, to establish the changed patterns of emotional abilities among our adolescents.

### Emotional Intelligence

EI is a concept that has persisted ever since the evolution of the intelligence concept. It took the form of social intelligence in Thorndike's theory and the non-intellective abilities in David Wechsler's theory. This theme was further emphasized and developed by Howard Gardner who proposed a seven intelligence model (1983), where social intelligence is a composite of both intrapersonal and interpersonal intelligence. Since then there has been an extended research work in the aspect of Emotional Intelligence. Emotional intelligence is your ability to recognize and understand emotions in yourself and others, and your ability to use this awareness to manage your behaviour and relationships (Travis Bradberry and Jean Greaves 2009). The theories of EI are categorized into two large categories namely ability theories and mixed theories. The difference between ability and mixed theories is that—while ability theories emphasised on that ability parameters rejecting personality attributes, mixed theories include both ability and personality aspects in their theory. Thus mixed theories include socio-emotional approach in their theory (Weinberger 2002).

Theoretical Framework:-the theories on EI are of three types which are as follows:

### Ability theories:

Peter Salovey and John Mayer defined Emotional Intelligence as- '*The ability to perceive accurately, appraise and express emotion; the ability to access and/or generate*

*feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth.'*

#### **Bar-On's EI Theory:**

Reuven Bar-On proposed a two component theory, part one consisting theory and part two dealing with the psychometric assessment. He defined EI as '*EI is a cross-section of inter-related emotional and social competencies, skills and facilitators that determine how well understand and express ourselves, understand others and relate with them and cope with daily demands.'*

#### **Mixed Theories:**

Daniel Goleman proposed a mixed EI theory, he defined EI as-

*'The capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships.'*

According to Goleman, individuals operate with two brains: one rational and another emotional and stated that a proper balance between intellect and emotion could lead to both personal and professional progress. He proposed a five factor model where all the components are viewed as competencies. Factor one is *self-awareness* which is associated with knowing and recognizing individual emotions. Factor two, *self-regulation* is managing ones' own emotions. Factor three, *motivation* points towards self-motivation and drive for achievement. Factor four, *empathy* is the awareness about others emotions and feelings. Factor five is *social skills* which involves managing others' emotions. The first three factors in Goleman's theory emphasize intrapersonal aspects and the latter two are associated with interpersonal abilities. According to Dulewicz and Higgs (2002), Goleman believed that a healthy mix of IQ and EI tend to make a man more successful in life. Boyatzis viewed Goleman's theory more holistic as it integrates both personality and relationship with EI and viewed it to be better framework over Salovey and Mayer's model.

#### **Biographical Factors:**

Gender: Humans are born with universal emotions, irrespective of gender in course of development which is highly influenced by culture and belief systems. As a result of this, individuals are subjected to limited exposure and gender specific reactions are expected, for example parents are often found talking about emotions and control to girls while about logical aspects to boys. Conforming to the societal norms, individuals are often limited in their awareness and expression of emotions. Karniza and Karzin said that girls and boys share the same emotional understanding and expression until 10 years. But from 13 years, a difference surfaces, girls engage in in-directive avenging while boys remain in direct and physicality, which clearly shows a difference in EI (2005) [7]. Abdinasir & Raju, their study (2009) indicates that males have significantly higher emotional problems than females. Study also mentions that females have more interpersonal intelligence over males [9]

Age: As an individual grows, their emotions and perceptions are coloured by their experiences. Besides their cognitive development, amygdala—the seat of emotions comes to full development after 25 years of age. Hence it is evident that people become emotionally mature as they age. It is universally anticipated that aging makes one, more mature in life. In a study by Abdinasir & Raju (2009), they found that middle adolescents have more emotional problems than early adolescents.

Family type: Indian family structure is usually an extended form. Due to modernization, education and many other factors, families have come down to joint structure and now it is nuclear families that are prevailing. When in a huge family socialization begins early, it provides room for awareness and control over emotions.

Parents education and occupation: Educated individuals have higher awareness and control over their emotions as well as those of others. Such parents would be more understanding and facilitating growth and development of the child. Parents occupation determines the time they would spend with the child and thus determines the parent-child bonds. Healthy bonds are representative of positive growth. Parents serve as gate keepers and provide guidance as children assume more responsibility themselves (Guavin & Parke;2010). They play an important role in supporting and stimulating children's academic achievement and overall development. Recent studies reveal that nature of parents' work has more influence over one or both parents working (Clarke & Stevar; 2006). Mothers who face less gender stereotyping were found to add up to child's egalitarian view towards gender (Goldberg & Lucas Thompson; 2008). Besides these aspects of parents, co-parenting has greater contributions to child's growth and development; lack of effective co-parenting places children at higher risk of problems (Feinberg & Kan; 2008).

SES: Though socio-economic status determines many aspects of human development, it would not directly influence one's emotional intelligence because challenges need more perspectives to solve a problem thus activating cognitive aspects.

Social Networking Platforms: Social networking sites have become an escape from the necessity to understand others' emotions and the implications of one's own emotions. Individuals today consider these platforms a way to vent out personal emotions without filters. According to Smith, Morgan & Monks study in 2017, social media isolation among high-school and secondary school students is perceived threatening to their mood and psychological need fulfilment.

## **2. Literature Review**

**Khurana N; 2015** The primary objective of the research undertaken was to throw light on how effectively has the usage of social networking sites affected the youth by evaluating both of its positive and negative aspects. The youth can discriminate between the real and virtual world and admits to the fact that social networking sites do not provide an opportunity to build stronger contacts with

people than in person. The level of trust and faith weighs higher on their contact building in the real world than in virtual for the plain reason of cybercrimes still attacking a significant number of people which has thereby been justified in the findings. The target group prefers spending an abundant amount of time on these social networking sites which keeps them away from their own purpose of existence and interacting with their own natural surroundings. Their social gatherings are hampered because surfing these social networking sites keep them more involved ignoring other significant social events in their lives.

**G Sati & L Gir; 2015** This study concluded that level of emotional intelligence among boys of joint families was found to be better as compared to nuclear family boys. Among various dimensions of emotional intelligence, it was found that boys of nuclear families had low level of intrapersonal awareness as compared to boys of joint families while in other dimensions viz. interpersonal awareness, intrapersonal and interpersonal management nuclear family boys were found to be better.

**Preethi Gurmani & Sumalatha Saxana; 2015** Results of the study it can be concluded that due to difference in urban and rural background with regards to their emotional intelligence could be seen. Hence locality affects student's behaviour in managing emotional hardship. As well as there lies significant difference between male and female due to their family environment school environment.

**G Sati & L Gir; 2015:** In nuclear families, girls had better level of emotional intelligence, intrapersonal awareness and interpersonal awareness as compared to boys. Boys were found to be better than girls in level of intrapersonal management and interpersonal management skills.

**Kusha Pant & Ritu Singh; 2015** Result of the present study has highlighted the importance of working status of mother in one's life. Social and emotional maturity of a growing child gets directly influenced by the work and educational status of his mother. Findings have revealed that adolescents of working mothers are more socially mature but less emotionally mature than those of non-working mothers. It is a general perception that educated employed woman is restricted only to earning and her children are emotionally ignored. Emotional maturity of children depends on the emotional bond they share with their mother. For a home-maker, spending quality time to share feelings and emotions of her child seems easy in comparison to the one who plays the dual role.

**Anupama Katoch; 2013** Government and private secondary school students differ significantly on emotional intelligence. The higher mean in favour of private secondary school students indicates that they have significantly higher emotional intelligence as compared to government secondary school students. Rural and urban secondary school students do not differ significantly on emotional intelligence. +Secondary school boys and girls do not differ significantly on emotional intelligence.

**Mahmood Ahmad Khan & Nisar Ahmad Bhat; 2013** The study has shown that adolescent boys and girls differ

significantly as far as their self-motivation is concerned. Adolescent boys are found to be more responsible, better able to make intelligent decisions using a healthy balance of emotions and reasons. Boys are found to be more aware of their weakness than girls. The study has revealed that adolescent boys differ significantly from adolescent girls on "self-development" dimension of emotional intelligence. Boys are found to be more popular and better linked by their peers than girls. Boys are found to be better in maintaining the standards of integrity and honesty. It has been found through the study that adolescent boys and girls differ significantly on composite score of their emotional intelligence. Boys are found to have higher level of emotional intelligence than girls.

**Babli Roy, Rashmi Sinha, Sapna Suman; 2013** There is low positive correlation between emotional intelligence and academic achievement motivation among both boys and girls that indicates with increase in emotional intelligence, the students are academically motivated. Emotional intelligence is negatively correlated with low level of academic achievement motivation for the total sample. In case of boys, there is positive correlation between emotional intelligence and high, average and low levels of academic achievement motivation. High and low levels of academic achievement motivation are negatively correlated and average level of academic achievement motivation is positively correlated with emotional intelligence for the selected sample of girls.

**Dr. S. Chanmundeswari; 2013** In the present investigation it is found that the students studying in different categories of schools namely, the state, matriculation and the central board schools are found to differ significantly with respect to emotional intelligence and academic achievement. The central board students are significantly better in their emotional intelligence and academic achievement when compared to their counterparts in state and matriculation board schools at the higher secondary level. The matriculation board students at the higher secondary level are significantly better in emotional intelligence and academic achievement than their counterparts in state board schools, but are significantly lower when compared to the students in central board schools. The support extended from the parents, facilities at home and the home environment with is very conducive for students in both, matriculation and central board schools than when compared to their counterparts in state board schools at the higher secondary level.

### 3. Methodology

The present study attempted to assess the emotional intelligence among adolescents using an experimental survey method over a sample of 131 students (63 male and 68 female) pursuing their intermediate in corporate colleges. The inclusion criteria were age between 15-17 years and should be pursuing intermediate in a corporate college in the vicinity of Vishakhapatnam. The dependent variable under study was emotional intelligence which was measured using Mangal emotional inventory with four sub domains namely intrapersonal awareness, intrapersonal management, interpersonal awareness and interpersonal management. The

independent variables under consideration are biographical factors like type of family, socio-economic status, course of the child, place of birth, occupation of mother and usage of social media like facebook, instagram and Quora. Analysis was made using t-test, F-test and univariate analysis in SPSS ver.20.

#### 4. Results and Discussion

H1: It is hypothesised that **gender** has significant influence on EI or domains of EI among adolescents.

Domain of EI	Gender	N	Mean	Std. Dev	T
Total_EI	Male	63	61.58	8.69	2.09*
	female	68	64.95	9.65	

The above stated hypothesis was found to be **accepted**, as test of variance between domains of EI in relation to gender of the individual showed that females have significant and higher scores on total EI than males when compared which is contrary to the findings of Mahmood Ahmad and Nisar Ahmad study in 2013.

H2: It is hypothesised that adolescents from joint families would have higher EI or domains of EI over adolescents from nuclear families.

Domain of EI	Type of family	N	Mean	Std. Dev	T
Intra_Personal Management	nuclear family	103	16.92	2.90	2.15*
	Joint family	28	18.28	3.21	

The stated hypothesis was found to be **accepted**, as the test of variance between domains of EI in relation to type of family showed that individuals from joint families were showing significant and higher scores on intrapersonal management domain of EI than individuals from nuclear families, which is accordance with the study by S Gir & L Sati in 2015.

H3: It is hypothesised that socio-economic status (SES) of the adolescent would positively affect his/her EI or domains of EI.

The above stated hypothesis was **rejected** by the present study, as test variance between domains of EI in relation to SES has no significant influence on EI or domains of EI among adolescents. The total emotional intelligence is found to be more in individuals in high SES (M=64.73) than those in middle SES (M=62.87) and low SES (M=62.12).

H4: It is hypothesised that place of birth will have no influence of EI or domains of EI among adolescents.

Domain of EI	Place of birth	N	Mean	Std. Dev	T
Intra_Personal Awareness	Urban	67	15.04	3.30	2.27*
	Semi-Urban	64	16.35	3.31	

The above stated hypothesis was found to be **rejected**, as the test of variance between domains of EI in relation to place of birth showed that individuals who were born in semi-urban localities have significant and higher intrapersonal awareness than the individuals who are born in urban localities.

H5: It is hypothesised that BiPC students would have higher EI or domains of EI than MPC students.

The above stated hypothesis was found to be **rejected**; as test of variance between domains of EI in relation to the **course** of the individual showed that there was no significant effect of course on EI or the domains of EI. Considering the means BiPC students were found to have higher intrapersonal awareness (M=15.07) than MPC students (M=15.07) and total EI (M=63.71) than MPC students (62.79).

H6: It is hypothesised that individuals whose mothers are home-makers would have higher EI or domains of EI over working mothers.

Domain of EI	Mother's occupation	N	Mean	Std. dev	T
Inter_Personal Management	house-wife	104	15.57	2.82	2.51*
	Doctor	6	18.00	4.00	
	govt employee	7	16.85	3.57	
	private job	14	17.07	2.55	

The above stated hypothesis was found to be **rejected**; as analysis of variance between domains of EI in relation to mothers' occupation showed that individual's interpersonal management was significantly and highly affected by nature of mother's occupation. The results suggest that individuals whose mothers were doctors had higher interpersonal management over private employed mothers, who in turn had higher interpersonal management over government employed mothers and they were found to have higher interpersonal management than individuals whose mothers were non-working. It is understood that *working mothers' children have higher interpersonal management in emotional intelligence over non working mothers' children* which is in accordance with in research by Ritu Singh and Kush Pant (2015)

H7: It is hypothesised that Facebook usage would have significantly negative influence on EI or interpersonal domains of EI.

Domain of EI	Facebook	N	Mean	Std.dev	T
Intra_Personal Awareness	dont use	61	16.3443	3.19314	2.116*
	Use	70	15.1143	3.42431	
Inter_Personal Management	dont use	61	16.4426	2.96943	1.933*
	Use	70	15.4571	2.85741	

The above stated hypothesis was found to be **accepted in interpersonal management but was rejected with respect to awareness**, as test of variance between EI or domains of EI in relation to facebook usage showed that facebook usage had significant and high influence on intrapersonal awareness and interpersonal management of emotional intelligence. The results also reveal that *individuals who do not use facebook have higher intrapersonal awareness and interpersonal management of emotional intelligence than individuals who use facebook*. These findings are contrary to a study in Turkey, Ender Bektal et., al, 2015 where facebook usage was found to contribute to interpersonal skills, adaptability, general mood and ability to over comes stress . The drastic difference in the impact of facebook usage on emotional intelligence could be because of the cultural

differences and extensive availability of internet facilities today. The availability of smart phones and internet in particular has exponentially increased in the past two years that the effects have shifted to the downhill of the graph. A 2015 study by N Khuran, shows that the urge for knowing the statuses of near and dear ones is largely being fulfilled by social media updates, thereby leaving no room for direct interaction with individuals to either understand or express personal emotions. Another study in 2013 on impact of facebook on interpersonal communication suggested that 'facebook can isolate students from real physical world' [1] suggesting the decline in interpersonal interaction. A study by Katheryn in 2011 found that 16% of people on facebook received negative comments and 12% of people on facebook have given negative comments [3]. The study also reveals that students their own happiness dull and pale on comparing with the pictures and posts of events that other put up on facebook, such suggests currents pattern of higher intrapersonal awareness and interpersonal management among individuals who do not use facebook.

*H8: It is hypothesised that Facebook usage and its effect on EI or domains of EI would be independent of gender influence.*

Tests of Between-Subjects Effects						
Dependent Variable: Total_EI						
Source		Type III Sum of Squares	df	Mean Square	F	Sig.
Gender * fb_ social_network	Hypothesis	389.182	1	389.182	4.696*	.032*
	Error	10524.915	127	82.873 <sup>c</sup>		

The above stated hypothesis was found to be **rejected**, as univariate analysis between gender and facebook usage effect on EI or domains of EI, showed that males who use facebook had significant and higher emotional intelligence while females who do not use facebook had significant and higher emotional intelligence over their respective counterparts.

*H9: It is hypothesised that Instagram usage would lower the EI or interpersonal domains of EI.*

Domain of EI	Instagram	N	Mean	Std.dev	T
Intra_Personal_Awarness	don't use	94	16.0213	3.48	1.97*
	Use	37	14.8378	2.91	

The above stated hypothesis was found to be **rejected** by the present study, as test of variance between EI or domains of EI in relation to instagram usage showed that individuals who do use instagram had significant and high influence on intrapersonal awareness. The results show that *individuals who do not use instagram had higher scores on intrapersonal awareness than individuals who used instagram*. A 2015 study found that individuals use instagram to gratify their need for relevance, validation and motivation as 90% of the participants compare their lives with the lives of their friends [2]. This could lead to receding self awareness out of anxiety to fit into a group.

*H10: It is hypothesised that Quora usage would have significantly positive influence on EI or intrapersonal domains of EI.*

Domain of EI	Quora	N	Mean	Std. Dev	T
Intra_Personal_Awarness	dont use	123	15.55	3.38	2.459*
	Use	8	17.75	2.37	
Intra_Personal_Management	dont use	123	17.07	3.01	2.953**
	Use	8	19.37	2.06	
Total_EI	dont use	123	62.91	9.32	2.701**
	Use	8	69.87	6.89	

The above stated hypothesis was found to be **accepted** by the present study, as test of variance between EI or domains of EI in relation to quora usage showed that there is a significantly high influence of quora usage on intrapersonal awareness, intrapersonal management and total emotional intelligence. The results show that *individuals who use quora irrespective of their gender had higher scores on intrapersonal awareness, intrapersonal management and emotional intelligence than the individuals who do not use quora*. This suggests that individuals who use quora have higher intrapersonal abilities and emotional intelligence over individuals who do not use quora. The significant difference could be because of the influence of Quora usage, since there is no previous research in the domain of quora usage this is a new finding.

## 5. Conclusion

Emotional intelligence is one primary factor that colours our perception, be it pessimistic or optimistic. Hence, it is needful for individuals today to build their competences towards awareness and management of both intrapersonal and interpersonal aspects.

The present study suggests that biographical factors like gender, family type, mother's nature of work and mother tongue of the individual have significant influence on the emotional intelligence and its domains of the individual. Their effect is equally distributed over the individual domains of emotional intelligence and on the overall emotional intelligence.

Social factors like Facebook and Instagram have more influence on intrapersonal awareness. They also influence intrapersonal management, interpersonal management and overall emotional intelligence, while there was absolutely no influence on interpersonal awareness which is gender specific. This is manifested in the current social incompetencies like intolerance to insults, low confidence, addictions, anxiety of performance, underperformances, social burden and suicide ideation or attempts. On the contrary, Quora usage was found to be positively influencing intrapersonal aspects and overall emotional intelligence with absolutely no effect on interpersonal aspects of emotional intelligence irrespective of gender.

## 6. Future Scope

Further research is needed to obtain a more comprehensive picture of the emotional needs of students.

First, the sample group included students ages 16 to 18, and could be expanded to include both older and younger students.

A more broad population sample would be helpful to collect a more comprehensive data set, to compare scores across a more representative population

The sample size could be diversified further for attaining generalization and also for educational policy implications. Personality, intelligence, memory, thinking styles, sense of coherence and locus of control scales along with EI as other dependent correlating variables can help in understanding and bringing new modalities for effective teaching with technology for enhancing improving EI within general classroom teaching.

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## Author Profile



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### **International Internship Attended: one**

American disability act Leadership Training program for Inclusive Education April– June 2017 Organized by University of Minnesota and Arizona state University, USA. Sponsored by United States Government

### **Member IN:**

- Board Member in IASE(International Association of Special Education)
- Associate Member in APA( American Psychologist Association)
- National Positive Psychology Association, New Delhi.